



# FREE THETAN

NEWSLETTER OF THE ASSOCIATION OF  
PROFESSIONAL INDEPENDENT SCIENTOLOGISTS

*Preserve, Protect & Promote*

October 2019

Volume 10 Issue 10



**Any information is valuable to the degree that  
you can use it.**

**Fundamentals of Thought**

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## NEWSLETTER OF THE ASSOCIATION OF PROFESSIONAL INDEPENDENT SCIENTOLOGISTS

*Preserve, Protect & Promote*

**FREE THETAN**  
**Volume 10 Issue 10 October 2019**

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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.**

~oOo~

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

~ *Editorial* ~



reservo, servo, proveho

**Dear Reader,**

*“Any information is valuable to the degree that you can use it.”*  
*Fundamentals of Thought*

So if you cannot use the information it has no use for you.

Fortunately all the information contained in the books, lectures, bulletins and policy letters is useful and can be applied when used correctly. And therein lies the secret of use.

Fully understanding the technology and then applying it exactly will get results. And that is valuable isn't it?

The technology of Ron Hubbard has been proven time and time again that it works and that it gets the results predicted. So if there is any difficulty in getting those results one can look to what is not understood or misunderstood and get that corrected. If application is presenting difficulties one knows, therefore, that there is something blocking understanding and it is likely to be something either not or mis understood.

Clear that up and one is on the road again!

Until next time.

Michael Moore  
Editor

~oo00oo~

## *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

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.

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 3rd 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 3rd 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.

~oo00oo~

The Misunderstood word is continued over.....



## 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 “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 “dressing” in all its meanings, as he will then also have the definition that correctly applies in the context.

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

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

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

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

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

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

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

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

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

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

*Example:* The person reads the word “portly” and thinks the definition of the word is “fat.” “Fat” is a synonym for the word “portly.” The person has a misunderstood 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 in-correctly, 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 restimulative 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  
Founder

HCOB 17 July 1979 The Misunderstood Word

~oo00oo~



## The Hammer of Thor\*

It seems to be a prevailing 'think' these days to blame the tool and not the welder of tools for any damage a tool has done.

This short fall thinking, that stops before the cause of an action is recognized, is becoming more and more common and I am wondering if it is a think that is being encouraged and fostered off on people rather than one that is ingrained into the individual. Interestingly it is even prevalent in the Scientology Field. Blaming the tool, not the person using it. The "Oh, KSW is a bad bad thing, smack bottom, don't use it" type of attitude.

This 'think,' possibly fostered and encouraged, is running through society and has been used as an excuse to limit or reduce the responsibility of people in society.

For example, take the Gun Laws. In the UK the violent crime rate is nearly FOUR TIMES as high as in the US overall (According to the British Home Office compared to the FBI's Uniform crime reports). Australia suffered a skyrocketing violent crime rate, as soon as gun control was implemented after the staged Port Arthur Massacre. As in elsewhere, criminals in Australia know

that lawful citizens do not have guns (Only Police and criminals have guns in Australia. Note: criminals do not obey laws, hullo! That's why they are called criminals. Duh!). In Canada the gun registry has been scrapped as a dismal failure. Yet Mexico, with a very stringent gun control, has an enormous amount of violence.

Switzerland, where almost every single adult has a gun or some sort at home, has one of the lowest rates of violent crime. This is not rocket science. It does not take a genius to work it out. Two men with guns, take one of the guns away and you have one man with a gun and one without.

There is an old saying, (don't you just love old sayings?) 'It is a poor workman that blames his tools'.

In the Scientology field, a few people blame the tech, or KSW (KSW—Policy letter, Keeping Scientology Working) or the Sea Org or L. Ron Hubbard for the deteriorating condition of the church. I have even seen it stated that "L. Ron Hubbard planted the seeds for the demines of Scientology." What twaddle! Anyone who can tell the difference between differences, similarities and identities can see the outpointiness in this. Namely failure to recognise source, (good and bad. ESPECIALLY bad).

This comes down to a lack of confront of evil. Which probably explains why it persists so much. This lack of recognizing source applies in other areas of society also. You might recall some examples of this from your school days. In a class one person does something wrong or objectionable but is hidden. Instead of investigating to find the culprit the lazy approach is adopted instead. The whole class is assigned cause in this regard and the WHOLE Class must stay back as punishment. Outpoints = wrong source wrong target. This type of activity is applied across the society. A few people are bad terrorists so everyone must prove their ID and undergo uncomfortable 'probing' at airports, none of which locate a terrorist of course. Terrorists are not that stupid. The lazy way is to assume everyone is guilty until proven innocent through inspection and investigation rather than chase down the source of the terrorist activity.

The handling? Well it is given in the tech. Remove the suppression off a case and the individual is no longer PTS. The same applies on any dynamic, third as well as first. In other words confront the source of evil and locate it exactly and it will be as-ised. If it is not as-ised then the true source of evil has not been located and will continue to persist. This is not a problem for Einstein.

*"Axiom 40. ANY PROBLEM, TO BE A PROBLEM, MUST CONTAIN A LIE. IF IT WERE TRUTH, IT WOULD UNMOCK.*

*An unsolvable problem would have the greatest persistence. It would also contain the greatest number of altered facts. To make a problem, one must introduce Alter- is- ness."*

The tools of Scientology work. It is a 'workable' technology. In 'Safeguarding Technology' LRH said:

*"Scientology is a workable system. This does not mean it is the best possible system or a perfect system. Remember and use that definition. Scientology is a workable system."*

The tools of scientology, the axioms, the policies, bulletins, principles and even the instructions are tools one can use and work, like the hammer, only when properly applied.

If they are not being properly applied or one is having difficulty, one can seek out the stop, such as a misunderstood word or concept.

\*Thor's Hammer: [en.wikipedia.org/wiki/Mj%C3%B6lnir](http://en.wikipedia.org/wiki/Mj%C3%B6lnir)

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**FREE THETA**  
JOURNAL OF THE INTERNATIONAL  
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*Freedom*

Freed 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 4-8006  
Lafayette Ron Hubbard





## **Wins and Successes in the Scientology Independent Field**

### **Dianetics Course Success Story**

I took my time on this course, but it was time well spent. I learned so much! There's a lot to know and understand about Dianetics, but really it's so simple. I have a much better grasp on the basics than I ever did, and see much more clearly how all the data and processes and everything tie into the basic axioms. I could go on and on about all the details of things I never really had a full understanding of that I know now, about metering, admin, procedures, and everything. I not only understand the basic mechanics behind the bank and time track and engrams, but also how a standard Dianetics session is run, C/Sed and repaired, and what could go wrong or get in the way and how to handle it. I've had so many amazing cognitions about my own life and beingness and the nature of this universe, too. This data is simply amazing.

One thing I've noticed is that I can now better spot when I get keyed in, and I understand what's happening and it goes away as quickly as it comes. I know I still have a bank and a case, but I also know exactly how it can be handled and how it will be resolved. I also have a much greater appreciation for Dianetics and how vital a part of Scientology it is despite being its own subject and how important it is to deliver it standardly. The advances made from DMSMH to modern R3R are fantastic, and if you think old-school engram-running is something, you'd do really well to jump ahead to Dianetics Today and use that as your new bible; it's got nearly a full course in it alone. And seeing the advancements made up through Expanded Dianetics and NED, it all fits right in and falls into place. Everything that Ron's been talking about from the beginning, all the various applications to making someone well and sane

and happy, they're all there, waiting to be studied and applied. really am impressed with the subject and have a much better understanding of life in general and how to handle it, and I know it's only going to get better and that I'm able to deliver the processes and help someone have life-changing gains.

## **CLEAR**

I made it!

I actually made it!

I am so stable and know the difference between PreClear and Clear!!!

I am; as it is described in DMSMH.

And let me tell you something! It is EVERY BIT AS GOOD AS I DREAMED IT TO BE! And much much more!

Each and every day is a Wonder!

Thank you Sandy! Thank you Chris, it has been a marvellous journey, and I am so glad that I am here!

## **Wins in Auditing**

I consider this process to be ongoing because I expect more gains to be realized as I move forward with new-found abilities and realizations. Before now I never realized how important it was to stay in Present Time and in Valence. Turning my life over to automaticity meant that I was not at Cause. Even more important to me was that I wasn't as alive as I could have been. One of my goals is to become more observant. The Straight wire Processes are very helpful in reaching that goal."

## **Communication Release.**

On the OCA graphs "communications" has always had a low score for me. Imagine my delight to discover that I no longer have a problem communicating to others or having others communicate to me. LRH said that one is as alive to the degree that he can communicate. Now I know what he means."

## **Grade 4 Release**

How can I thank you for the freedom I feel? Since completing Grade 4 I feel like a ton of bricks have been lifted from my shoulders and probably for the first time in my life I have a feeling of peace I can't explain. I have overcome many obstacles to reach this point and I want to say a big THANKS for your persistence through the whole process. Those things which I agonized with analytically suddenly were blown apart when discovered in my reactive mind. I wish everyone had the opportunity and commitment to completing the grades. Then the world would be so happy it would probably explode!

~oo00oo~





Life is a static, according to the axioms. A static has no motion. It has no wave length. The proofs and details of this are elsewhere in Scientology. This static has the peculiarity of acting as a “mirror”. It records and holds the images of motion. It can even create motion and record and hold the image of that. It records also space and time in order to record motion which is, after all, only “change in space through time”.

In a mind, any mind, the basic beingness is found to be a static which can create motion and on which motion can be recorded.

A memory is a recording of the physical universe. It contains, any memory, a Time index (when it happened) and a pattern of motion. Like a lake reflects the trees and moving clouds, so does a memory reflect the physical universe. Sight, sound, pain, emotion, effort, conclusions and many other things are recorded in this static for any given instant of observation.

Such a memory we call a “facsimile”. The mind, examining a facsimile it has made, can see it, feel it, hear it, re-experience the pain in it, the effort, the emotion. There are billions of facsimiles available to any mind. Billions of billions. These facsimiles can be brought into present time by the environment and “unseen” or “unknown” by the awareness of the mind, can re-impress their pains, efforts and aberrations upon the being, thus making one less liable to survive. All unknowingnesses, confusions, aberrations, psycho-somatic ills are traceable to facsimiles.

One believes he can use ANY facsimile he has ever received. He has been hurt. He uses the facsimile of being hurt to hurt another.

But as one survives as well as everything else survives, to hurt another is WRONG. One REGRETES the injury, seeking to turn back time (which IS regret). Thus the facsimile be used becomes interlocked with his facsimile of trying to use it and both facsimiles “hang up”, and travel with present time. One even gets the PAIN he seeks to inflict on another. This being the action against him of the facsimile he sought to give, by action, to another. It startles the preclear, when run through a boyhood fight, wherein he hit another boy in the eye, to feel the pain in his OWN eye at the instant of the blow. And so it is with ALL inflicted injuries.

This is a simple matter of the interaction of the pictures of energy.

This is a “maybe” indecision, inaction. This is aberration – trying to do onto others what was done to you – good or bad.

If life – or theta, as it is called in Scientology, (Θ), is a mirror and a creator of motion which can be mirrored, it follows then that mirror-wise, the whole of the laws of motion, magnetism, energy, matter and space and time can be found in thought and behavior and even thinking partake of the physical universe laws regarding matter, energy, space and time. Thus even the laws of Newton can be found operative in thought. Fortunately all this is beyond the need of an auditor’s immediate grasp of the subject for if it were not an auditor would have to be first a nuclear physicist before he could begin to make the lame well and the able more able.

Some understanding of the matter is, however, desirable – otherwise some very weird philosophies will develop which will benefit none. And man has been ridden to death by philosophies which, unproven by any result, yet achieved enough prominence to spoil many of a society – (Schopenhauer or Nietzsche for example). And many a scientific effort has fallen into disrepute because of philosophic misrepresentation. Kant and Hegel all but ruined any hope nuclear physics or the humanities had by wild misinterpretation (in resounding language) of Indian philosophy and other early efforts to resolve the riddle of existence. So let us see how very basic and simple are the reasons why we audit what we audit.

Life can create motion or use motion or mirror motion. Motion is a change in space. Any change involves time. Conversely, for there to be time, there must be change. If no change occurs we have the illusion of a static again.

The main trouble with facsimiles is that they “hang up” in time, then become timeless and then give the concept of “no change”. Our preclear desiring to change for the better cannot change because he is “hung up” in a memory which he “can’t change”. Timelessness or foreverness prevents change and these unwelcome conditions come about when a facsimile “hangs up in present time. This makes the preclear feel he is unable to change. No matter what you do for him “into present time” or (the same thing) get the facsimiles out of present time you have “no

change”.

Thus we had better know what makes a facsimile “hang up” and, “hung up” act upon the pre-clear.

We see that a facsimile is a mirror of old motions. It is undone and gotten out of present time by dropping out its “motion”.

Only the mind can put the “motion” of a facsimile back into motion in the physical universe.

The facsimile is “made” by the mind’s ability to duplicate the wave or motion patterns of the physical universe.

A “live” attention unit operates only in present time. A facsimile is composed of “dead” attention units, a pattern once made by “live” units in some past present time. For example one sees a man. His attention units could be said in that instant to make up the pattern of what he sees. A moment later he has a facsimile made up of “dead” attention units. He can “see” this man again simply by throwing LIVE units at patterns of DEAD units. The facsimile can come “alive” and active only when scanned by live units. Then it can stay “alive” so long as live units are fixed on it. It will not “run out” or dissipate unless a large number of live units are played on it. Thus a facsimile can “hang up”. This is an analogy, but it will do for an auditor.

An auditor can “see” his preclear as a mind which is surrounded by old facsimiles which are given just enough attention to keep them “in present time”. It is the task of the auditor to drop ALL facsimiles into an inactive state. It is a grim fact that one really doesn’t think with these heavy facsimiles. **One could survive quite well if he had no facsimiles!** Thought can pervade an area or approximate a situation and KNOW. It thinks, the mind, with light facsimiles or no facsimiles at all.

Thus there is a compulsion early on the track to have facsimiles. Then as one ceases to “know” one is at length no longer in control of his facsimiles but is THEIR victim. Given enough facsimiles a man dies, a theta being decays until it can’t even be a man.

How then does one strip away facsimiles from the present time of the preclear? The auditor would have to audit billions of them to erase all the facsimiles the preclear has made or “borrowed” and which now act heavily upon him, giving him illness, degradation and aberration as well as amnesia as to his actual past.

Extract from: Scientology <—> 88

By L. Ron Hubbard

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**The  
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Association of professional Independent Scientologist

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reservo, servo, proveho



**A TRIBUTE TO MARY SUE HUBBARD**


*Wife of L. Ron Hubbard*

*Remembered with Respect and Honor*



*"If things were a little better known and understood, we would all lead happier lives. And there is a way to know them and there is a way to freedom..."*

— L. Ron Hubbard



# THE BRIDGE TO TOTAL FREEDOM

## SCIENTOLOGY CLASSIFICATION GRADATION AND AWARENESS CHART OF LEVELS AND CERTIFICATES

| TRAINING                  |                                |                           |                                |                           |           | Awareness Characteristics                 | PROCESSING                    |               |                               |               |                               |           |                               |   |  |  |
|---------------------------|--------------------------------|---------------------------|--------------------------------|---------------------------|-----------|---|-------------------------------|---------------|-------------------------------|---------------|-------------------------------|-----------|-------------------------------|---|--|--|
| Author's Class            | Certificate                    | Course                    | Prerequisites                  | Teacher                   | Where     | End Result                                | FC Code                       | Name of State | Subject                       | Prerequisites | Class of Author               | Where     | Ability                       | Additional processing services that may be done at various points on the Bridge |  |  |
| <b>Class XII Auditor</b>  | Class XII Auditor Certificate  | Class XII Auditor Course  | Class XI Auditor Certificate   | Public Class XII Auditor  | Flag only | Ability to assist in a Class XII Auditor  | OT XV                         | New Mexico    | OT XV                         | None          | Class XII Auditor             | Flag only | Confidential contact released |   |  |  |
| <b>Class XI Auditor</b>   | Class XI Auditor Certificate   | Class XI Auditor Course   | Class X Auditor Certificate    | Public Class XI Auditor   | Flag only | Ability to assist in a Class XI Auditor   | OT XIV                        | New Mexico    | OT XIV                        | None          | Class XI Auditor              | Flag only | Confidential contact released | L12*, Flag OT Executive Roundup*  |  |  |
| <b>Class X Auditor</b>    | Class X Auditor Certificate    | Class X Auditor Course    | Class IX Auditor Certificate   | Public Class X Auditor    | Flag only | Ability to assist in a Class X Auditor    | OT XIII                       | New Mexico    | OT XIII                       | None          | Class X Auditor               | Flag only | Confidential contact released | L11*, New Life Roundup*   |  |  |
| <b>Class IX Auditor</b>   | Class IX Auditor Certificate   | Class IX Auditor Course   | Class VIII Auditor Certificate | Public Class IX Auditor   | Flag only | Ability to assist in a Class IX Auditor   | OT XII                        | New Mexico    | OT XII                        | None          | Class IX Auditor              | Flag only | Confidential contact released | L10* Roundup  |  |  |
| <b>Class VIII Auditor</b> | Class VIII Auditor Certificate | Class VIII Auditor Course | Class VII Auditor Certificate  | Public Class VIII Auditor | Flag only | Ability to assist in a Class VIII Auditor | OT XI                         | New Mexico    | OT XI                         | None          | Class VIII Auditor            | Flag only | Confidential contact released | Super Power*  |  |  |
| <b>Class VII Auditor</b>  | Class VII Auditor Certificate  | Class VII Auditor Course  | Class VI Auditor Certificate   | Public Class VII Auditor  | Flag only | Ability to assist in a Class VII Auditor  | OT X                          | New Mexico    | OT X                          | None          | Class VII Auditor             | Flag only | Confidential contact released | Cause Resurgence Roundup  |  |  |
| <b>Class VI Auditor</b>   | Class VI Auditor Certificate   | Class VI Auditor Course   | Class V Auditor Certificate    | Public Class VI Auditor   | Flag only | Ability to assist in a Class VI Auditor   | OT IX                         | New Mexico    | OT IX                         | None          | Class VI Auditor              | Flag only | Confidential contact released | Flag* Only Roundups   |  |  |
| <b>Class V Auditor</b>    | Class V Auditor Certificate    | Class V Auditor Course    | Class IV Auditor Certificate   | Public Class V Auditor    | Flag only | Ability to assist in a Class V Auditor    | OT VIII                       | New Mexico    | OT VIII                       | None          | Class V Auditor               | Flag only | Confidential contact released | Special Roundups and Action   |  |  |
| <b>Class IV Auditor</b>   | Class IV Auditor Certificate   | Class IV Auditor Course   | Class III Auditor Certificate  | Public Class IV Auditor   | Flag only | Ability to assist in a Class IV Auditor   | OT VII                        | New Mexico    | OT VII                        | None          | Class IV Auditor              | Flag only | Confidential contact released | False Purpose Roundup*  |  |  |
| <b>Class III Auditor</b>  | Class III Auditor Certificate  | Class III Auditor Course  | Class II Auditor Certificate   | Public Class III Auditor  | Flag only | Ability to assist in a Class III Auditor  | OT VI                         | New Mexico    | OT VI                         | None          | Class III Auditor             | Flag only | Confidential contact released | Confessionals   |  |  |
| <b>Class II Auditor</b>   | Class II Auditor Certificate   | Class II Auditor Course   | Class I Auditor Certificate    | Public Class II Auditor   | Flag only | Ability to assist in a Class II Auditor   | OT V                          | New Mexico    | OT V                          | None          | Class II Auditor              | Flag only | Confidential contact released | Happiness Roundup*  |  |  |
| <b>Class I Auditor</b>    | Class I Auditor Certificate    | Class I Auditor Course    | Class 0 Auditor Certificate    | Public Class I Auditor    | Flag only | Ability to assist in a Class I Auditor    | OT IV                         | New Mexico    | OT IV                         | None          | Class I Auditor               | Flag only | Confidential contact released | FIS Roundup   |  |  |
| <b>Class 0 Auditor</b>    | Class 0 Auditor Certificate    | Class 0 Auditor Course    | Not Classed                    | Public Class 0 Auditor    | Flag only | Ability to assist in a Class 0 Auditor    | OT III                        | New Mexico    | OT III                        | None          | Class 0 Auditor               | Flag only | Confidential contact released | Method One* Ward Clearing   |  |  |
| <b>Not Classed</b>        | Not Classed                    | Not Classed               | Not Classed                    | Public Not Classed        | Flag only | Ability to assist in a Not Classed        | OT II                         | New Mexico    | OT II                         | None          | Not Classed                   | Flag only | Confidential contact released | Therapeutic TR Course   |  |  |
| <b>Not Classed</b>        | Not Classed                    | Not Classed               | Not Classed                    | Public Not Classed        | Flag only | Ability to assist in a Not Classed        | OT I                          | New Mexico    | OT I                          | None          | Not Classed                   | Flag only | Confidential contact released | Co-audit Courses  |  |  |
| <b>Not Classed</b>        | Not Classed                    | Not Classed               | Not Classed                    | Public Not Classed        | Flag only | Ability to assist in a Not Classed        | OT Eligibility                | New Mexico    | OT Eligibility                | None          | OT Eligibility                | Flag only | Confidential contact released |   |  |  |
| <b>Not Classed</b>        | Not Classed                    | Not Classed               | Not Classed                    | Public Not Classed        | Flag only | Ability to assist in a Not Classed        | SoJo Course                   | New Mexico    | SoJo Course                   | None          | SoJo Course                   | Flag only | Confidential contact released |   |  |  |
| <b>Not Classed</b>        | Not Classed                    | Not Classed               | Not Classed                    | Public Not Classed        | Flag only | Ability to assist in a Not Classed        | OT Preparations               | New Mexico    | OT Preparations               | None          | OT Preparations               | Flag only | Confidential contact released |   |  |  |
| <b>Not Classed</b>        | Not Classed                    | Not Classed               | Not Classed                    | Public Not Classed        | Flag only | Ability to assist in a Not Classed        | Solo Course                   | New Mexico    | Solo Course                   | None          | Solo Course                   | Flag only | Confidential contact released |   |  |  |
| <b>Not Classed</b>        | Not Classed                    | Not Classed               | Not Classed                    | Public Not Classed        | Flag only | Ability to assist in a Not Classed        | Sunshine Roundup              | New Mexico    | Sunshine Roundup              | None          | Sunshine Roundup              | Flag only | Confidential contact released |   |  |  |
| <b>Not Classed</b>        | Not Classed                    | Not Classed               | Not Classed                    | Public Not Classed        | Flag only | Ability to assist in a Not Classed        | CLEAR Clear Certainty Roundup | New Mexico    | CLEAR Clear Certainty Roundup | None          | CLEAR Clear Certainty Roundup | Flag only | Confidential contact released |   |  |  |
| <b>Not Classed</b>        | Not Classed                    | Not Classed               | Not Classed                    | Public Not Classed        | Flag only | Ability to assist in a Not Classed        | Expanded Dianetics            | New Mexico    | Expanded Dianetics            | None          | Expanded Dianetics            | Flag only | Confidential contact released |   |  |  |
| <b>Not Classed</b>        | Not Classed                    | Not Classed               | Not Classed                    | Public Not Classed        | Flag only | Ability to assist in a Not Classed        | New Era Dianetics (NEP)       | New Mexico    | New Era Dianetics (NEP)       | None          | New Era Dianetics (NEP)       | Flag only | Confidential contact released |   |  |  |
| <b>Not Classed</b>        | Not Classed                    | Not Classed               | Not Classed                    | Public Not Classed        | Flag only | Ability to assist in a Not Classed        | Grade IV                      | New Mexico    | Grade IV                      | None          | Grade IV                      | Flag only | Confidential contact released |   |  |  |
| <b>Not Classed</b>        | Not Classed                    | Not Classed               | Not Classed                    | Public Not Classed        | Flag only | Ability to assist in a Not Classed        | Grade III                     | New Mexico    | Grade III                     | None          | Grade III                     | Flag only | Confidential contact released |   |  |  |
| <b>Not Classed</b>        | Not Classed                    | Not Classed               | Not Classed                    | Public Not Classed        | Flag only | Ability to assist in a Not Classed        | Grade II                      | New Mexico    | Grade II                      | None          | Grade II                      | Flag only | Confidential contact released |   |  |  |
| <b>Not Classed</b>        | Not Classed                    | Not Classed               | Not Classed                    | Public Not Classed        | Flag only | Ability to assist in a Not Classed        | Grade I                       | New Mexico    | Grade I                       | None          | Grade I                       | Flag only | Confidential contact released |   |  |  |
| <b>Not Classed</b>        | Not Classed                    | Not Classed               | Not Classed                    | Public Not Classed        | Flag only | Ability to assist in a Not Classed        | Grade 0                       | New Mexico    | Grade 0                       | None          | Grade 0                       | Flag only | Confidential contact released |   |  |  |
| <b>Not Classed</b>        | Not Classed                    | Not Classed               | Not Classed                    | Public Not Classed        | Flag only | Ability to assist in a Not Classed        | ARC Straightenup*             | New Mexico    | ARC Straightenup*             | None          | ARC Straightenup*             | Flag only | Confidential contact released |   |  |  |
| <b>Not Classed</b>        | Not Classed                    | Not Classed               | Not Classed                    | Public Not Classed        | Flag only | Ability to assist in a Not Classed        | Happiness Roundup             | New Mexico    | Happiness Roundup             | None          | Happiness Roundup             | Flag only | Confidential contact released |   |  |  |
| <b>Not Classed</b>        | Not Classed                    | Not Classed               | Not Classed                    | Public Not Classed        | Flag only | Ability to assist in a Not Classed        | Purification Roundup          | New Mexico    | Purification Roundup          | None          | Purification Roundup          | Flag only | Confidential contact released |   |  |  |

**DIANETICS AND SCIENTOLOGY BEGINNING BOOKS AND EXTENSION COURSES, LECTURES AND PUBLIC FILMS**

**How to Use This Chart**

The chart is organized into levels and is designed to be used as a guide for the student and instructor. It is organized into levels and is designed to be used as a guide for the student and instructor. It is organized into levels and is designed to be used as a guide for the student and instructor.

**Definitions**

**OT (Operating Thetan)**: A person who has achieved a state of freedom from the physical and mental constraints of the material world.

**SoJo (Society of Jesus)**: A group of people who have achieved a state of freedom from the physical and mental constraints of the material world.

**OT Preps (Operating Thetan Preparations)**: A series of exercises designed to help a person achieve a state of freedom from the physical and mental constraints of the material world.

**ARC (Arcane Roundup)**: A series of exercises designed to help a person achieve a state of freedom from the physical and mental constraints of the material world.

## **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."

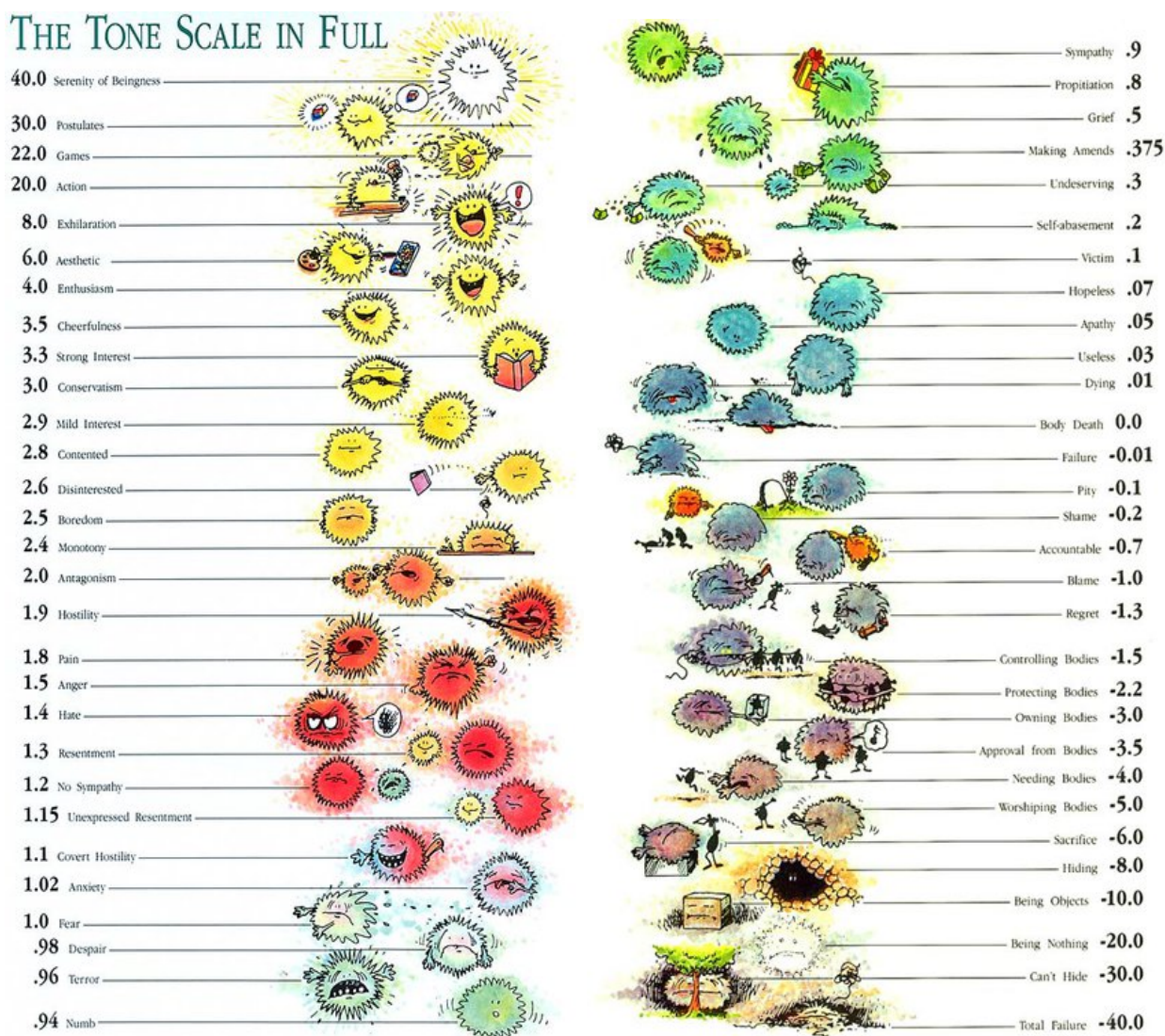
"Recall a time when someone was communicating easily to you." "Recall a time when somebody liked you."

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.

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# 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

## 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.

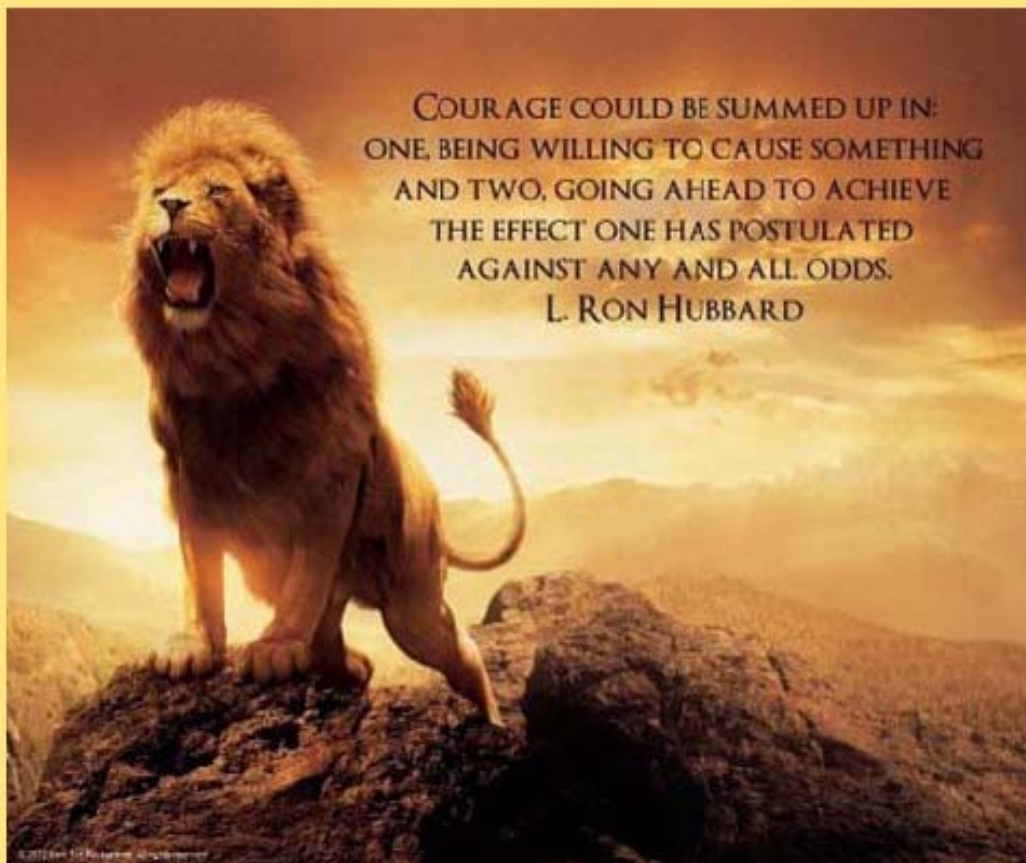
And not necessarily maintaining a sceptical attitude,  
A critical attitude or an open mind.  
But certainly maintaining sufficient personal integrity  
And sufficient personal belief and confidence in self  
And courage that we can observe what we observe  
And say what we have observed.

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



# Group Starter Kit for Scientologists



## A Handbook for Field Scientologists Starting up a Group

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## 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**



**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  
Scientologists today and  
make a difference to your life!***

**[http://independent-scientologists-  
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 lightning 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.

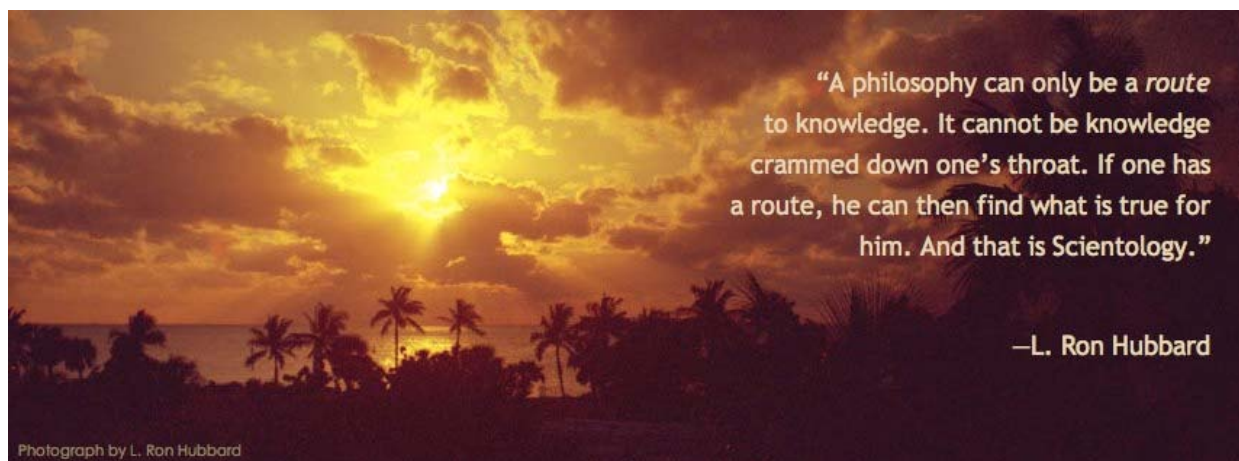
You've been able to do this in recent times. It baffles you sometimes when a piece of MEST does not instantly and immediately obey, but it's simply a matter of intention.

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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