



LifePower Dictionary

A

Aberrated Man - 1) Before a person becomes clear, he is in a state that we describe as an 'aberrated man'. (LP, Ch. 8, The Clear)

2) An aberrant, or 'aberrated person' does not act rationally. In the present existing circumstances, he or she is not behaving logically. What is rational behavior? It is behavior that optimally serves man's survival and his Eight Drives. The aberrated person behaves as if compelled by a certain pattern of action. What compels him? The Reactive Mind, of course. (LP, Ch. 8, The Clear)

Aberration - In Latin, aberrare means to deviate from the usual, go astray, or stray from the right or normal way. In the field of optics, the word 'aberration' describes a distorted ray of light, one that does not move in a straight line. (LP, Ch. 8, The Clear)

Abilities (Route to Spiritual Freedom) - This stage deals with fixed ideas and considerations the PC has that hinder him and lower his ability to learn and to think. (Chapter: The Route to Spiritual Freedom)

Academy Supervisor ('Sup') - Is the person responsible for the course and the students. The Sup's task is to ensure that the students duplicate, understand and are able to apply the subject they are studying. Their purpose is raising competence. (SE, Ch.6, The Academy Supervisor)

Acknowledgment (Ack) - 1) The listener gives an acknowledgment to the person being cleared, letting him know that his answer to the listener's question was received and understood. (LP, Ch. 6, The Art of Listening)

2) The ack completes the cycle of communication, and then the person being cleared knows that he is going to receive the next question. The P/C will not be ready to receive the next question, until he receives a clear ack which ends the previous question. (LP, Ch. 6, The Art of Listening)

3) The acknowledgment is neither an answer nor a beginning of a conversation, but the ending of a question and the answer to it. The ack is not an expression of opinion or giving an approval. In life too, it is essential that we consciously give an acknowledgment when a person tells us something. (LP, Ch. 6, The Art of Listening)

4) To teach the student that an acknowledgement is a method of controlling another person's communication and that an acknowledgement is a full stop. The student must understand the comm he receives from his coach and appropriately acknowledge. An ack to the comm must be given in such a way that the person originating the communicating knows he has been understood and has no urge to repeat the communication. (CCM, Ch. 4, Comm Drill 5)

ACP - see: **Advanced Clearing Process**.

Advanced Clearing Process (ACP) - The ACP certainly brings you and any person to the State of Clear. By running the ACP with the help of an

MCM, we locate traumatic incidents easily, and erase them with surprising efficiency. (LP, Ch. 8, Clearing Processes)

Advanced Clearing Process (Route to Spiritual Freedom) - The Advanced Clearing Process removes the Reactive Mind created during the person's entire existence. At the end of this process, the pre-clear attains the State of Clear. A Clear is a person who no longer has a Reactive Mind of his own. (LP, Ch.: RSF)

Aesthetics – 6.0 on the scale of emotions – This is a person's striving for perfection and beauty. Artists and creative people, who contribute to their environment and provide long-term value are at this stage. (LP, Ch. 1, The Scale of Existence and Emotions; C&I, Ch. 2, Responsibility and the Emotions Scale; CCM, Ch. 2, The Emotions Scale)

Affinity – 1) Affinity is an emotional reaction, a feeling of liking or love toward people or objects around you. Affinity is also a space-related phenomenon, because it expresses your willingness to share the same location as the person or object you like or love. (LP, Ch. 2, The Understanding Triangle; CCM, Ch. 1, The Understanding Triangle; SE, Ch.1, Affinity in Study)

2) Sensation that the data or subject can be yours – this emotion we call Affinity. (SE, Ch.1, Affinity in Study)

3) Affinity is your level of willingness to be near someone or something. When you have affinity toward a person or object, you are interested in their proximity. SE, Ch.1, Affinity in Study)

Altitude – In plain English, 'Altitude' is the height of something; as in, the altitude of an airplane flying or the altitude of a mountain. Here we are referring to a perceived seniority that the Teacher has in the eyes of the Student. It may be real or artificial. It is an attitude of deference one shows to another deemed senior or superior. (SE, Ch. 1, Study Comm Formula)

Anger – 1.5 on the Scale of Emotions - The person is angry and aggressive; the world threatens him. (LP, Ch. 1, The Scale of Existence and Emotions, C&I, Ch. 2, Responsibility and the Emotions Scale; CCM, Ch. 2, The Emotions Scale)

Anti-social people – People who act toward others in offensive, derisive, or humiliating ways. They will purposely attack you and cause you to feel guilty, even when there is no reason for it. (LP, Ch. 5, Recognition of Cause)

Apathy – 0.2 on the scale of emotions –A person in a state of apathy can still move and seem functional under social pressure, but he will perform simple actions robotically. He has no responsibility for his deeds; he will obey orders yet lack awareness of the outcome of his actions. (LP, Ch. 1, The Scale of Existence and Emotions, C&I, Ch. 2, Responsibility and the Emotions Scale; CCM, Ch. 2, The Emotions Scale)

ARC – Affinity, Reality and Communication. ARC means enjoying communication, being able to do things together, wishing to spend time together and sharing a high level of understanding. (LP, Ch. 2, The Understanding Triangle)

ARC Break - An ARC Break is a situation in which we keep distance from another because of lacking affinity, our realities collide, hence there is no agreement and the communication becomes angry, disruptive, or non-existent. (LP, Ch. 2, Comm in Full; CCM, Ch. 1, Employing the ARC; SE, Ch.1, ARC and Study)

ARC Triangle – see: **Understanding Triangle**.

Attention - Cause has the Intention to relay the communication, and it must give its Attention to the person receiving it, the Effect. Effect has the Intention to receive the Communication and pays Attention to Cause. (LP, Ch. 2, Comm in Full; CCM, Ch. 1, The Comm Formula)

Awakening (Route to Spiritual Freedom) - These processes treat the emotional influences of using drugs, alcohol or medicine. The final result of this process is a person released from the emotional influences of the toxins he had consumed. (LP, Ch.: RSF)

Aware Mind – 1) We find that the mind records pleasant or tolerable incidents, those comfortably experienced, and stores them in a location where they can be easily retrieved. Man controls and consciously uses this mind of his own initiative when he makes decisions. We therefore call this the Conscious Mind or the Aware Mind. The Aware Mind operates consciously, by its master's will and under his control. (LP. Ch 4, The Aware mind)

2) The Aware Mind operates on the basis of similarity and difference, systematically compares data to analyze it and use it as we wish. (LP, Ch. The Aware mind)

B

Bad Decision – 1) A poor decision is that which will cause maximum damage to the most drives on the long run. (LP, Ch. 1, Our Drives in Action)

2) It is a wrong decision whose fulfillment somehow reduces the quality of our life. It harms our drives rather than benefits them; it causes us to descend the Scale of Existence and Emotions. (LP, Ch. 4, The Aware Mind)

Bad Worker is one who is unable to operate the equipment they are supposed to work with or the communication lines they are supposed to handle. (C&I, Ch. 1, Control and Work)

Basic Clearing Process (BCP) - By means of the Basic Clearing Process we can reach basic traumas that lie far in the past. The BCP is highly valuable, as it raises one's awareness to the existence

of the Time Track and to being an immortal spirit. (LP, Ch. 8, Clearing Processes)

Basic Goal - The basic goal is the thing you see when you shut your eyes and envision yourself and your surroundings many years from now, assuming there are no limitations or constraints. In order to accomplish your basic long-term goal, it must serve all of your drives. (LP. Ch. 2, Ladder of Accomplishment)

BCP – see: **Basic Clearing Process**.

Be Here and Now - To perceive with your senses the event taking place, at the time it is taking place, to feel comfortable vis-à-vis the world, to be alert and aware of your surroundings. (LP, Ch. 5, Here and Now)

Beingness - We define Beingness as taking on a type of identity. This is the role a person takes in the Game of Life in which he participates, for example: his name, profession, or one of his many roles. His beingness also includes his clothes, education, personal traits, sexual identity, and physical characteristics. (LP. Ch. 2, States of Existence)

Boredom – 2.5 on the Scale of Emotions - Interest in life dwindles and the person's goals become dull. He wishes to avoid much movement and there is no ambition to improve. (LP, Ch. 1, The Scale of Existence and Emotions, C&I, Ch. 2, Responsibility and the Emotions Scale; CCM, Ch. 2, The Emotions Scale)

Bullbaited – 1) The word 'Bullbaited' is taken from an old practice of having dogs bait a bull. 'Bait' means: 1. To try to make someone angry or annoyed by using criticism or insult; 2. To use dogs to make an animal, such as a bear or bull, angry or afraid. (Definitions taken from the Merriam-Webster dictionary.) (CCM, Ch. 4, Comm Drill 3)

2) Still, we find that in life we are 'bullbaited'

by unpleasant events beyond our control or by the behavior of others towards us. When we are bullbaited by those close to us, we lose our temper and we react in a way that further lowers ARC and disrupts communication. This sets us and the other person on a dwindling spiral of acrimony and unwillingness or inability to cooperate. (CCM, Ch. 4, Comm Drill 3)

Button – It is that thing which makes us involuntarily react. We twitch when another person coughs. We are frightened when another shouts, we blush when a person compliments us, we may stammer when excited. It is your reaction to anything that you find undesirable in front of you that lowers your level of confront. (CCM, Ch. 4, Drill 3)

Blow – 1) A misunderstood definition or an undefined word can even cause a person to give up studying a subject and leave a course. (SE, Ch.2, First Barrier: The Misunderstood Word)

2) A sudden, unexpected departure, caused by misdeeds prompted by MU's. (SE, Ch 3, Second Phenomenon of an MU)

C

Careless Intentionedness - Fictional disease. (C&I, Author)

Cause – 1) The source of something, that which originates or creates. (The author; SE, Ch.1, Study and Communication)

2) Cause is the person initiating the communication, the point of origin. (LP, Ch 2, Comm in Full; CCM, Ch. 1, The Comm Formula)

Chain – 1) A group of incidents whose content has similar perceptions, but the R/M sees them as identical. (LP, Ch. 4, Chains)

2) Our Reactive Mind recordings link to each

other by chains. A severe physical trauma recording acts as the 'basic trauma' in the chain, after which, later on the Time Track, will come more recordings of physical and emotional traumas. Above these, closer to present, many reactivating incidents will appear. (LP, Ch. 6, The Art of Listening)

Chains of MU's – Many words in the definitions needing to be cleared. (SE, Ch 3, Handling Misunderstood Words)

Charge – 1) The traumatic incident, the one the person cannot experience comfortably, is an event of a clash between the person and his environment. If we examine this closely, we observe that there are always two flows involved, clashing or conflicting one with the other. Every physical or emotional pain is the result of two opposing motions colliding and thus causing pain and negative energy, which we call the 'Charge'. In such an incident the person always has a 'Disagreement with Life'. Something unwanted is happening to the person, he resists the occurrence, rejects or protests it, he does not agree with what life is doing to him. (LP, Ch. 4, Disagreements with Life)

2) The mental emotional charge, mostly found in the R/M, but sometimes also in the Aware Mind, is what causes us to feel heavy, tired, depressed, bummed out, when we recall upsetting or sad incidents from the past. The charge that accompanies unpleasant incidents results in the physical feeling of burden, walking bent with a sad face, or sensing exhaustion or despair. (LP, Ch. 4, Chains)

3) Harmful energy that accumulates in the R/M the moment an emotional or physical trauma occurs. The trauma is a clash between a person and his environment, or an action of the environment against a person. During such an incident, in which a person's survival is harmed, charge is created that goes into action when the recording of the incident is reactivated. (LP, Ch. 6, The Art of Listening)

Checkout – A checkout is the action of verifying a student’s knowledge of what he has studied. A checkout is not a test of whether or not the student can memorize what he has read. (SE, Ch 6, Checkout)

Checksheet – See: **Course Checksheet**

C & I Drill 1, Body Control – On this drill, the first of the C&I Drills, the emphasis is on willingness and ability to control another’s body, in motion, without talking. The purpose of the drill is to accustom student to moving another body than his own without verbal communication. (C&I, Ch. 4, Drill 1)

C & I Drill 2, Verbal Control – The purpose of the drill is to accustom student to moving another body by giving verbal commands only. (C&I, Ch. 4, Drill 2)

C & I Drill 3, Enforcing Compliance – The purpose of the drill is to train student never to be stopped by a person when he gives a command. To train him to run fine control in any circumstances. To teach him to handle rebellious people. To bring about his willingness to handle other people. (C&I, Ch. 4, Drill 3)

C & I Drill 4, Tone 40 on an Object - On this drill and the subsequent one, we go beyond control to the realm of postulates and intending. The purpose of the drill is to make student clearly achieve Tone 40 commands. To clarify intentions as different from words. To start student on road to handling objects and people with postulates. To obtain obedience based on intention, not wholly on spoken commands. (C&I, Ch. 4, Drill 4)

C & I Drill 5, Tone 40 on a Person – The purpose of the drill is to make student able to maintain Tone 40 on another person under any stress or duress. (C&I, Ch. 4, Drill 5)

Clay Demonstrations - The most recommended mode of demonstrating is by use of clay or

Plasticine. Clay is a natural substance, type of mud, that is used to make shapes and models and becomes hard when dry. We still call this demonstration a ‘Clay Demo’, but we now mostly use Plasticine, which is a trademark for a plastic modeling paste, used by children in playing. We use the clay or Plasticine to make figures that show a concept or principle. (SE, Ch 5, Clay Demonstrations)

Clear – 1) Once we remove all the charge hidden in our Reactive Mind and once all the traumatic incidents are refiled in the Aware Mind, we reach the fortunate state of our Time Track no longer having gaps from lack of awareness. Our Aware Mind now contains all our past experiences, and our Reactive Mind will be erased, it no longer exists. A person who no longer has a Reactive Mind, whose past experiences are all in his Aware Mind, is a Clear. (LP, Ch. 3, Rehabilitating the Spirit)

2) The Clear has certainty he’s an immortal spirit. He enjoys mental clarity and can progress toward personal power free of the shackles of the Reactive Mind. He has keen memory and can easily retrieve pictures from his Time Track and use them. He has no unwanted reactions; he is open and honest in his relationships with others. He is free of psychosomatic illnesses, and when he does fall ill, rarely, he recovers quickly. (LP, Ch. 3, Rehabilitating the Spirit)

3) The Clear is someone who is able to confront everything, be it in the past, present or future. (The Author)

4) The Clear adopts long-term goals for his benefit and the well-being of all drives. He enjoys high self-confidence, he is free of concerns based in the past and therefore progresses with calm and confidence toward attaining his goals. The Clear person exhibits personal power without abusing it. (LP. Ch. 8, The Clear)

Clearing Processes – Clearing Processes, basic and advanced, achieve a similar result: erasure of trauma recordings from the Reactive Mind and

transfer of them to the Aware Mind. (LP, Ch. 8, Clearing processes)

Clearing Word - Is one that the student has a Conceptual Understanding of each of its definitions and the technical or specialized definitions in the context that they encountered the word. Once the word is cleared, the student will be bright and eager to continue their studies. (SE, Ch 3, Handling Misunderstood Words)

Coach - When you do the drill, you are called the student, and your partner who helps you go through the drill is called a coach. (CCM, Ch. 4, What are Comm Drills?)

Coaching – 1) The action of helping your partner to go through a drill is called coaching. When you do the drill, you are called the student, and your partner who helps you go through the drill is called a coach. (The author)

2) Assist your partner go through the drill is called coaching. (CCM, Ch. 4, What are Comm Drills?; C&I, Ch. 4, What are C&I Drills?)

Comment - Person commenting about his environment (you talking to him are part of his environment). (CCM, Ch. 4, Drill 8)

Comm Drill 1, Being Here - The ability to be here and now is vital to every activity in your life, definitely your relations with others. The purpose of the drill is to train the student to be here comfortably. The idea is to bring the student to an ability of being here and now, to experience comfortably, at a distance of three feet from the other person, to be here and do nothing else but being here. (LP, Ch. 5, Drill 1, Being Here; CCM, Ch. 4, Drill 1)

Comm Drill 2, Confronting - Confront is defined as the ability to stand in front of someone or something. The purpose of the drill is to acquire the skill to confront another person. To be able to sit quietly and look at someone else, without nervous spasms or tension arising from the lack

of willingness to confront. (LP, Ch. 5, Drill 2; CCM, Ch. 4, Drill 2)

Comm Drill 3, Confronting Bullbaited – We all have “buttons”, What is a button? It is that thing which makes us involuntarily react. The purpose of the drill is to train student to confront another person regardless of what that person is doing or saying. (CCM, Ch. 4, Drill 3)

Comm Drill 4, Delivering Communication - On this drill we finally advance from confronting silently to actually delivering a communication to another. The purpose of the drill is to teach the student to deliver a communication to another person newly and in a new unit of time without flinching or trying to overwhelm or using a via. (CCM, Ch. 4, Drill 4)

Comm Drill 5, Acknowledgment – The purpose of the drill is to teach the student that an acknowledgement is a method of controlling another person’s communication and that an acknowledgement is a full stop. (CCM, Ch. 4, Drill 5)

Comm Drill 6, Half-Acknowledgment – The purpose of the drill is to teach the student that a half-acknowledgment is a method of encouraging a person to communicate. (CCM, Ch. 4, Drill 6)

Comm Drill 7, Getting an Answer - How many times have you asked a question but never got an answer? Or, requested another to do something but he never complied? The purpose of this drill is to teach a student to duplicate without variation a question or request, each time newly in its own unit of time, and repeat it until he receives an answer. He then acknowledges it. Also, you must teach the student that one never asks a second question until he has received an answer to the one already asked. (CCM, Ch. 4, Drill 7)

Comm Drill 8, Handling Originations - On this drill we learn to handle a real, live conversation; we drill handling any situation that may come up

when we talk to another person. The purpose of this drill is to teach the student not to be tongue-tied or startled or thrown off by the coach's orignations and to maintain high ARC with the other person throughout the handling of his orignation. (CCM, Ch. 4, Drill 8)

Communication – 1) Communication is the most important of ARC Triangle. Communication is the exchange of ideas or information or objects between two people. (LP, Ch. 2, The Understanding Triangle; CCM, Ch. 1, The Understanding Triangle)

2) Communication is the most important component of the Understanding Triangle, as it enables us to create Reality and thus achieve Affinity. (SE, Ch.1, Study and Communication)

3) Communication (The Route to Spiritual Freedom) - This stage deals with the emotional barriers a pre-clear suffers from that damage his ability to convey his ideas to others, with his inhibitions to communicate about certain subjects, and with difficulty he might have to receive communication from others. (Ch.: RSF)

Communication Formula consists of the following elements: Cause, Distance, Effect, A Relayed Particle, Intention, Attention, Duplication and Understanding. (CCM, Ch. 1, The Comm Formula)

Complexity - When one is not confronting the thing in front of them and their solution is to put up something else there - a substitute they are comfortable with. (SE, Ch.2, Second major Obstecale: Confront VS. Complexity)

Conceptual Understanding - Conceptual refers to a concept; meaning having a full, whole idea in one's mind of a subject or an object under discussion. (SE, Ch. 1, Anatomy of Study)

Confront – 1) Confront is defined as the ability to stand in front of someone or something. It is similar to the term experiencing comfortably. When

we say that a person confronts, we mean that he stands in front of something, without flinching or avoiding. (LP, Ch. 5, Drill 2; CCM, Ch. 4, Drill 2)

2) Confront is ability to experience comfortably. (CCM, Ch. 3, Confront and Life)

3) To confront means to stand facing the world or someone or something, and to perceive it with your senses, without avoiding or flinching. (CCM, Ch. 3, Confront and Life)

Confusion –1) The subject is too complex or it is beyond the student's ability to perform the actions required. (SE, Ch.2, Third Barrier: Too Steep Gradient)

2) The confusion or inability to learn comes after a word that the person did not have defined and understood

Content, Conservatism – 3.0 on the Scale of Emotions - The ambition to preserve what already exists and a resistance to changes. From this stage downward there is an anxiety regarding life's dangers. (LP, Ch. 1, The Scale of Existence and Emotions; C&I, Ch. 2, Responsibility and the Emotions Scale)

Control – 1) Control is the willingness and the ability to start, change and stop my own or someone else's action. Control is the moving of things in the material world, but it is also the giving of instructions and guidance to another, leading and taking command over people. (LP, Ch. 2, The Power Triangle; C&I, Ch. 2, The Power Triangle, SE, Ch.8, Study, Learning, Education)

2) All control is, in essence, is positive direction. (C&I, Ch. 1, Control and the Drives of Existence)

3) The cycle of action is simply Start, Change, Stop. This is also the definition of control. (C&I, Ch. 1, Control and the Drives of Existence; SE, Ch.8, Control)

4) When we are talking about control - for the purpose of studying it and raising one's ability - we actually don't mean control the way people usually mean it. We are talking about a new

thing: A positive direction, in present time, from one being to another, with the end view of matching up to the optimum solution. A striving for the greatest good for the greatest number of drives. (C&I, Ch. 1, Anatomy of Control: Intention and Determinism)

5) Control consists entirely of starting, changing and stopping. There are no other factors in positive control. If one can start something, change its position in space or existence in time and stop it, all at will, you would say he is in control over it. (C&I, Ch. 1, Control and Work)

Control and Intention Drills - The purpose of the five Control & Intention Drills, C & I Drills 1 to 5, is to bring about in the student the willingness and ability to handle and control other people's bodies, and to cheerfully confront another person while giving that person commands. Also, to maintain a high level of control in any circumstances. (C&I, Ch. 4, Control and Intention Drills)

Control Ineptitude – Fictional disease. (Author)

Course Checksheet – List of all the materials and practical assignments of a course. It is divided into sections and numbered study assignments. Next to each item on the checksheet there is a blank line for the student to fill out the date and their signature that they have completed that item. The student progresses by sequence down the checksheet, without skipping - this way they gain most benefit as the course is laid out carefully by gradient. (SE, Ch.6, The Academy Supervisor)

Covert Hostility – 1.1 on the Scale of Emotions - This person is stuck between the anger of 1.5 and the fear at 1.0. He wants to destroy but is afraid of being caught or punished. The world is a dangerous place to him but he must not express this, thus he wants to hurt others while appearing nice and kind. (LP, Ch. 1, The Scale of Existence and Emotions, C&I, Ch. 2, Responsibility and the Emotions Scale; CCM, Ch. 2, The Emotions Scale)

Creation of Future – 30.0 on the Scale of Emotions - A state in which a person creates his or her future and defines his games' goals. He functions confidently in his current environment and has a vision regarding his own existence. He consistently advances toward fulfilling his dreams. (LP, Ch. 1, The Scale of Existence and Emotions; C&I, Ch. 2, Responsibility and the Emotions Scale; CCM, Ch. 2, The Emotions Scale)

Crashing MU's – Is one that prevents study or comprehension of a subject. It is that word, which once cleared, raises IQ and surprisingly makes it possible for the person to function in a certain area previously barred to them. (SE, Ch 3, Simple Words and Stupidity)

Cycle of Action –The cycle of action is simply Start, Change, Stop. (C&I, Ch. 1, Control and the Drives of Existence)

D

Data Evaluation - You should evaluate carefully the source of the information you are about to learn. When you study a subject, turn to a teacher or book that is the true source of the data, not someone who is merely relaying a subject they are interpreting. Verify that the source you are relying on, is indeed trustworthy so you gain the full results anticipated (SE, Ch.2, Pitfalls of Study)

Death – 0.0 on the Scale of Emotions - This is the end of our present body's lifetime. Death is the spirit's departure from the body, whose state has deteriorated and is no longer usable. (LP, Ch. 1, The Scale of Existence and Emotions, C&I, Ch. 2, Responsibility and the Emotions Scale; CCM, Ch. 2, The Emotions Scale)

Demo Kit – In studying, a student can demonstrate with a 'Demo Kit'. This consists of various

small objects such as small plastic figures, pebbles, bottle caps, sea shells, paper clips, pen tops, rubber bands, etc. The student demonstrates an idea or principle with their hands and the pieces of the Demo Kit. When a student encounters something they cannot fully grasp, a Demo Kit will assist them to understand it. (SE, Ch.5, Demo Kit)

Demonstration – The word demonstration means to show, or to show how something works. It comes from the Latin word ‘demonstrare’, to point out, show, prove. (SE, Ch.5, Demo Kit)

Detox (Detoxification) Program (Route to Spiritual Freedom) - This program handles the effects of drug, medicine or alcohol the PC consumed. Residues of these substances remain in the body many years and have a harmful effect. Toxics blunt a person’s ability to be in communication and to perceive; therefore, removing these residues with the Detox Program is essential. (LP, Ch.: RSF)

Dictionary – The dictionary tells the student what a word means (definitions of a word), how to say the word, how to spell it and how to use it. It will also tell you where a word comes from, its synonyms and more data about the word, depending on the size and scope of the dictionary. The word ‘dictionary’, like many words in the English language is a combination of two words: ‘Diction’ comes from the Latin word that means, ‘a word’ or, ‘to say’ and the suffix ‘-ary’ which means, ‘a thing that belongs to’, or ‘a collection of things’. (SE, Ch 4, Working with a Dictionary)

Distance - Between Cause and Effect there must be Distance, since in this universe two people or objects cannot occupy the same space. (LP, Ch. 2, Comm Formula, CCM, Ch. 1, The Comm Formula)

Doingness - The second State of Existence is Doingness, by which we mean action, function,

actually carrying out a plan. Doing requires a change of location in space. (LP, Ch. 2, States of Existence)

Dramatization - When some of the perceptions in a person’s immediate environment are similar to the trauma recordings stored in the R/M, those trauma recordings are reactivated. The person will not behave in a way appropriate to the present circumstances, logical behavior that supports his survival, but according to the dictates of the R/M that has now been restimulated. We call such behavior ‘dramatization’. (LP, Ch. 8, The Clear)

Drill - A drill is a learning method or a training routine, in which a person repeats a procedure until he can perfectly perform that skill. Each drill has a particular purpose, which we want to achieve in order to improve our ability. (LP, Ch. 5, Here and Now, CCM, Ch. 4, What are the Comm Drills?)

2) A drill is a training routine, in which a person repeats a procedure until he can perfectly perform that skill. (C&I, Ch. 4, What are the C & I Drills?)

Note: The eight communication drills appear under ‘Comm Drill’, the five Control & Intention Drills are shown under ‘C & I Drills’.

Drive - When we examine how man survives, we find that he has many varied subjects and areas of interest. Man survives not only for himself but also for and through his spouse, children, family, friends and much more. To observe this closely, we may divide survival into eight realms or urges, the Eight Drives. (LP, Ch. 1, The Drives of Survival)

Duplication – Duplication means that an exact copy of what emanated from Cause is created at Effect. (LP, Ch. 2, Comm in Full; CCM, Ch. 1, The Comm Formula; SE, Ch.8, The Learning Drill)

E

E/S – see: **Earlier Similar Incident**.

Earlier Similar Incident - Usually the P/C will not reach the Session End Phenomena (SEP) on running the first incident only. In order to erase the chain and achieve the SEP, we must run the trauma recordings of the chain, those that are heavily charged due to the pain and unconsciousness they contain. We must now locate the next incident on the chain, the preceding one, which is reactivated by running the first incident. The listener asks the P/C to locate the earlier similar (E/S) incident on the chain. (LP, Ch. 8, The Basic Clearing Process)

Education - It is defined as: “The knowledge, skill and understanding that you acquire from attending a school or university,” and, “The knowledge and development resulting from studies. (SE, Ch 8, Education)

Effect - Beyond a certain Distance, there is a receipt point, Effect, where the Relayed Particle is received. (LP, Ch. 2, Comm in Full, CCM. Ch. 1, The Comm Formula)

Eighth Drive – The Drive to Eternity, whose infinity symbol - ∞ - is the digit 8 placed on its side. This drive represents the eternity of the spirit and also the source of the universe. (LP, Ch. 1, The Drives of Survival; C&I, Ch. 1, Control and the Drives of Existence; CCM, Ch. 2, The Survival Drives)

Emotional Trauma - An incident in which a serious loss or threat of loss is experienced. The emotional trauma, unlike the physical trauma, is not an incident containing a physical blow or necessarily a loss of consciousness. (LP, Ch. 6, The Art of Listening)

Enthusiasm – 4.0 on the Scale of Emotions - The person is highly energetic and active, accomplishing tasks with confidence and joy. (LP, Ch. 1, The Scale of Existence and Emotions, C&I, Ch. 2, Responsibility and the Emotions Scale; CCM, Ch. 2, The Emotions Scale)

Erasing the Chain - When we have completed running a chain of several incidents, we might reach the basic incident and the entire chain erases. Most likely, on the Time Track we are many years before present time. A lot of charge has been released from the traumas on this chain, the P/C experiences much relief and you notice that he is high on the Emotions Scale. (LP, Ch. 8, The Basic Clearing Process)

Erasure of a Trauma - When we say ‘erasing the trauma’, or ‘erasure of a trauma’, we mean handling the trauma recording in a session of the Clearing Process where we fully confront the incident to the point of release, so that the charge attached to this trauma recording is blown away, and the incident which was stored in the Reactive Mind is now filed in the Aware Mind. (LP, Ch. 8, The Clear)

Extroverted – Inquisitively looking out at life and its objects. (SE, Ch.5, Interested/Interesting)

Exchange - Exchange is given to a person in return for what he does for the other person. (LP, Ch. 6, The Listener)

Experiencing comfortably - By ‘Experiencing Comfortably’, we refer to a person’s ability to face something, to be present at some occurrence, to fully perceive what happens, and to feel comfortable with his perceptions, in other words, to be ‘Here and Now’. (LP, Ch. 4, Experiencing Comfortably)

F

False Data – When a person is not functioning well on their job or in personal life, at the bottom of their difficulties will often be found unknown basic laws or false definitions and false data, resulting in inability to think with the terminology and rules of that activity. This will lead to an inability to perform the simplest required functions. (SE, Ch.8, False Data)

Fear – 1.0 on the Scale of Emotions - This is the emotion that takes hold of us when our survival is immediately threatened. We do not know how to defend ourselves and become gripped with fear. Physical reactions sometimes accompany this stage such as trembling, sweating, muttering or weeping. (LP, Ch. 1, The Scale of Existence and Emotions, C&I, Ch. 2, Responsibility and the Emotions Scale; CCM, Ch. 2, The Emotions Scale)

Figure-figure – 1) Thoughts, opinions, or ideas based only on significance, not on experience or fact. (Author)

2) To think about, try to figure out or find “reason for” something without actually confronting it. (Author)

Fifth Drive - The Fifth Drive is the animals and plants in our world. We humans, destroy animals and plants, but also act for the preservation of life forms and nature. (LP, Ch. 1, The Drives of Survival; C&I, Ch. 1, Control and the Drives of Existence; CCM, Ch. 2, The Survival Drives)

First Barrier: The Misunderstood Word – The most severe barrier to study is the Misunderstood Word, abbreviated ‘MU’. A Misunderstood Word is a word or symbol which is not understood or incorrectly understood. (SE, Ch.2, First Barrier: The Misunderstood Word)

First Drive – 1) The First Drive is indeed primal and toward our own survival. We eat, we take care of our physical health, we study to acquire personal knowledge and skills, we act to increase our influence. We also take care of ourselves emotionally and spiritually, to be happy, to rise on the Scale of Emotions, and to progress toward eternity. (LP, Ch. 1, The Drives of Survival; C&I, Ch. 1, Control and the Drives of Existence; CCM, Ch. 2, The Survival Drives)

First Phenomenon an MU - When a student misses understanding a word, the section right after that word becomes a blank in their memory. Even though they are probably not aware of it, the MU cuts the comm line between the student and what he is reading or listening to. It puts them into a state of mystery in regards what they are studying, the person is baffled by this strange word they do not know.

Fixed Decision – see: **Fixed Ideas**.

Fixed Idea – 1) when the traumatic incident takes place, we want to learn our lesson and draw the right conclusion to warn ourselves from a similar catastrophe in the future. This is why, when a person experiences trauma, physical or emotional, as he becomes dizzy or loses consciousness, he makes a snap decision about the occurrence. Decisions made while experiencing trauma, become part of the incident’s perceptions, and they are stored in the R/M, together with all the details of the recorded incident and its charge. The decisions made during a past trauma, become fixed ideas for the future. (LP, Ch. 4, Fixed Ideas)

2) The R/M is an inexhaustible and inexorable source for fixed ideas and all kinds of nonsense that people sometimes speak. When someone says something illogical, unrealistic or counter-survival, you know one thing for sure: that person is expressing a fixed idea that originates from a decision he made while recording a trauma. (LP, Ch. 4, Fixed Ideas)

Flat - Meaning it elicits no further response. (CCM, Ch. 4, Drill 3)

Flattened – Flattened means something that at first caused you to react with discomfort, no longer causes such a reaction. (LP, Ch. 5, Drill 1, CCM, Ch. 4, Drill 1)

Flatten Item – see: **Item**.

Fourth Drive – The Fourth Drive is our survival as part of mankind and for the human race as a whole. Every person's higher aim is to help one's fellow man and work with a group - Third Drive - to create a better world - Fourth Drive. (LP, Ch. 1, The Drives of Survival; C&I, Ch. 1, Control and the Drives of Existence; CCM, Ch. 2, The Survival Drives)

Full Responsibility means responsibility for all acts, all emotions on every drive and in every sphere as if one's own. At full responsibility one would not suffer from excess-randomity as one has taken responsibility for all efforts. (C&I, Ch. 2, More Responsibility? Absolutely!)

G

Game - By the word 'game' we mean a competition among men or groups. Man chooses to be active during his lifetime in a game he adopts, even at the price of suffering or dangers involved in the game. When examining the basic components of games, we see that these are also life's fundamental building blocks. Every game consists of the following six factors: Goals; Barriers; Known, agreed-upon rules; Knowing and not knowing; Freedom and the Power of choice. (LP, Ch. 2, The Game of Life)

Games – 22.0 on the Scale of Emotions - The person knows that life is a game, enormous and complex. He masters the rules of the game, mostly

wins, but is aware of the possibility of losing. (LP, Ch. 1, The Scale of Existence and Emotions, C&I, Ch. 2, Responsibility and the Emotions Scale; CCM, Ch. 2, The Emotions Scale)

Genetic Mechanism - The Second Drive is monitored by our body and by the genetic mechanism, the pattern of our physical development. It seems that the genetic mechanism was created many millennia ago to ensure the proper formation and development of the human body. (LP, Chapter 1, The Drives of Survival)

Glib – 1) One who is quick to answer, they may pass the exam on the materials, but somehow can never apply what they learn. They seem bright, but when you scratch the surface, you find they are actually stuck in non-comprehension. (SE, Ch.3, Second Phenomenon of an MU)

2) They are incapable of confronting the subject. Since study is communication, confront of the materials and persons is a pre-requisite to learning. The 'Glibness' we observe is typically a symptom of the concealed deeper situation, the non-confront by the student. (SE, Ch.3, Second Phenomenon of an MU)

Good Decision – 1) A good decision is the one that brings the greatest benefit to the greatest number of drives over time. (LP, Ch. 1, Our drives in Action)

2) A good decision is a right decision - a decision, that when carried out, our quality of survival improves. A good decision contributes to our Eight Drives more than it detracts from them. (LP, Ch. 4, The Aware Mind)

Good Worker is a person who can positively control their equipment or tools of trade and who can control the communication lines with which they are intimately connected. (C&I, Ch. 1, Control and Work)

Gradient – see **Third Barrier: Too Steep Gradient**

Grief – 0.5 on the Scale of Emotions - When fear does not resolve and the threat increases, we burst out crying from the sense of failure or loss. Our survival is under threat and our end is closer than ever. Weeping is our communication to our surroundings how horrible our situation is, a desperate attempt to gain some support or at least compassion. (LP, Ch. 1, The Scale of Existence and Emotions, C&I, Ch. 2, Responsibility and the Emotions Scale; CCM, Ch. 2, The Emotions Scale)

H

Half-Acknowledgment - To teach the student that a half-acknowledgement is a method of encouraging a pc to communicate. Whereas in the earlier drill, Acknowledgements, we learned to put an end to a comm, here we do the opposite, we want to keep the person talking. (CCM, Ch. 4, Drill 6)

Havingness - It means that you know or feel that some object belongs to you and others people agree that this object is your possession. We understand the legal ownership over property such as a house as it is on your name in a public registry. (LP, Ch. 2, States of Existence)

Hypnosis - Hypnosis is an opposite action to the Clearing Process and, to our approach, it is harmful. In hypnosis, the hypnotist takes control of the consciousness of the patient and does things to him of which he is unaware. This means that hypnosis strengthens and enhances the R/M, which is the very opposite of the Clearing action. (LP, Ch. 8, The Basic Clearing Process)

Integrity (Route to Spiritual Freedom) - This stage handles things the PC has done that hurt others and damaged himself or his environment. It also handles harmful acts others did to the PC. (LP, Ch.: RSF)

Intention – 1) Cause has the Intention to relay the communication, and it must give its Attention to the person receiving it, the Effect. Effect has the Intention to receive the Communication and pays Attention to Cause. (LP, Ch. 2, Comm in Full; CCM, Ch. 1, The Comm Formula).

2) Intention is something one wishes to do. It's an impulse towards something. It's an idea that someone is going to accomplish something. If you intend something to happen it happens if you intend it to happen. (The author)

3) Intention is the command factor as much as anything else. If you intend something to happen it happens if you intend it to happen. An intention is something that one wishes to do. He intends to do it; it's an impulse towards something; it's an idea that one is going to accomplish something. (C&I, Ch. 4, C&I Drill 4)

4) Intention is cause. When you intend something, it happens because you intend it. If it does not happen, well, you didn't really intend for it. (C&I, Ch. 1, Anatomy of Control: Intention and Determinism)

Interested – A person, being a life unit or Spirit, is interested. A healthy person is Extroverted, inquisitively looking out about him at life and its objects, animated or still. (CCM, Ch. 3, Comm further Examined; SE, Ch.5, Interested/Interesting)

Interesting – 1) It is easy to become “interesting” to a student; to make him laugh and act up a bit. (CCM, Ch. 4, Coach's Hat)

2) Physical objects are interesting. A miserable, dejected person is Introverted, looking into himself, worried about his state, in a condition of figure-figure about life and his mind. He is not interested in life; he prays someone will find him interesting. (CCM, Ch. 3, Comm further Examined; SE, Ch.5, Interested/Interesting)

Interview – The interview allows information to be received that the listener uses for preparing the process, the interview itself is not a process. An interview is a conversation in which the listener asks a question and receives the answer of the person being cleared, to whom he will later deliver the process. (LP, Ch. 5, Life Confront Process)

Introverted – looking into themselves, cannot understand, in a condition of figure-figure about their mind. They are actually suffering, lacking interest in life or whatever subject or object is shoved at their face. (SE, Ch 5, Interested/Interesting)

Irrational Reaction - It is a reaction that does not correspond to reality or that we ourselves do not wish to have. Something takes hold of us and compels us to behave or feel in a certain way, harmful or undesirable. (LP, Ch.4, The Reactive Mind)

Item - An Item is a subject or object or someone's name, that we handle by applying the process. A 'hot item' is an item that produces a strong reaction. On the other hand, an item that does not produce a reaction, is 'cold'. When we say a 'flat item', we mean an item that at the beginning of the process produced an emotional reaction, but now no longer produces such a reaction. The charge connected with that item is handled, dissolved, blown, and now the P/C will find it confrontable. (LP, Ch. 5, Life Confront Process)

J

Justification - Man is basically good, but he also has a perpetual need to be right. The evidence for his being intrinsically good is that he is ashamed of his bad deed and then tries to hide it and justify his action. The justification of his misdeeds shows in many different ways, such as in finding fault with the person he hurt. (LP, Ch. 1, The Good, The Bad and The Ugly)

K

Know - When you know, it's definite and absolute, you simply know that you know it. (SE, Ch 8, Education)

'Know-About' - The person knows some of it, maybe just an inkling or a lot about it, yet not all the relevant data. Thus he will goof, make mistakes, cause damage and still will refuse to learn more, because, "I know about this." (SE, Ch 8, Education)

Knowing (Route to Spiritual Freedom) - These processes complement the Recall Processes. They bring the person to certainty he can control his Time Track and rehabilitate his understanding of past events. (LP, Ch.: RSF)

'Know-How' - Knowledge how to do something smoothly and efficiently has a special term, 'know-how'. (SE, Ch 8, Education)

Knowledge – 1) Data, items of information, or ideas - anything learned or perceived with our senses. Knowledge is everything we learn, everything that is important for us to know, interests us and relates to our drives. (LP, Ch. 2, The Power Triangle, C&I, Ch. 2, The Power Triangle)

2) Information, understanding or skill that you gain from experience or education.” “The state of being aware of something. (SE, Ch. 1, Study and Communication)

3) The sum of what is known. The body of truth, information and principles acquired by human-kind. (SE, Ch. 1, Anatomy of Study)

KRC –1) Knowledge, Responsibility and Control (LP, Ch. 2, The Power Triangle; C and I, Ch 2, The Power Triangle)

2) The key fundamentals of education are: Gaining Knowledge, exerting Control wisely over one’s environment, and applying both knowledge and control with Responsibility.(SE, Ch 8, Education)

KRC Triangle – see: **Power Triangle**.

L

Learning – “To gain knowledge or skill by studying, practicing, being taught, or experiencing something.” (SE, Ch.1, Study and Communication)

Life Confront Process - The purpose of this process is to rehabilitate our ability to face the world and confront incidents and situations in our lives. (LP, Ch. 5, Life Confront Process)

List of Items - An Item is a subject or object or someone’s name, that we handle by applying the process. (LP, Ch. 5, Life Confront Process)

Listener – 1) The listener is the one who delivers the process, because his main role is to listen. (LP, Ch. 5, Life Confront Process)

2) His role is to listen, not to talk and not to express opinions or, heaven forbid, give advice. In order to get the P/C to talk, the listener must ask a question or give an instruction. Hence, the listener does much more than just listening. He also

plans the session, understands what is happening to the P/C, and quietly calculates what the next question, or the next instruction will be. (LP, Ch. 6, The Art of Listening)

Listening – Listening is the application of processes, whereby one partner, the listener, delivers processes to the other partner, the pre-clear (also, P/C). We do not use the word ‘treatment’ but the word ‘listening’, because treatment implies that one person, who is an expert, does something to the other, the patient, whose position is passive. Listening processing is unique, in that the person who receives the process, the P/C, learns the materials and acquires the knowledge, and is an active and responsible participant in being processed. In the listening activity, the listener asks the person being cleared a question, receives an answer to it, and gives the person being cleared an acknowledgement that the answer has been received. Listening enhances the person’s abilities, liberates him from unwanted barriers and brings him certainty that he is an eternal spiritual entity. (LP, Ch. 6, The Art of Listening)

Listening Processes –*LifePower* centers deliver many listening processes that give the participant essential tools to handle all aspects of life. These processes are arranged in Stages that raise the abilities and the awareness of the person, step by step, toward the State of Clear and even beyond it. The chart that shows all the Stages up to Clear is called ‘The Route to Spiritual Freedom’, also ‘Route’. (LP, Ch.: RSF)

M

Mass – 1) Matter. (Author)

2) The ‘Mass’ of a subject refers to the parts of that subject which are composed of matter and energy and which exist in the physical universe,

as opposed to significance or ideas about the subject. Trying to educate someone without the Mass that he is going to be dealing with, can make it very difficult for him. (SE, Ch.2, Second Barrier: Lack of Mass)

Mental Charge Meter - To make it possible to quickly and accurately locate the most basic and the earliest traumas in the Reactive Mind, a special electronic instrument has been developed, The Mental Charge Meter (MCM). The MCM is extremely sensitive and it locates the mental charge connected to the trauma recording. The MCM helps the listener locate the trauma recording, assists him in blowing it away and finally it also indicates when that recording has been erased and refiled in the Aware Mind. Using the MCM require special study and practice, provided at **LifePower** centers. (LP, Ch. 8, Clearing Processes)

M.E.S.T. (MEST) - Accordingly, he gave the physical universe the acronym M.E.S.T. – Matter, Energy, Space, Time. C.I. further studied the relationship between the spirit and the material universe around us, pondering life and death. (Author)

Methods of Word Clearing - A student who uses Study Tech will look up each word he comes to that they do not understand and will never leave a word behind that they do not know its meaning. When they do run into trouble, the student or the Academy Supervisor or his study partner use one of three methods of Word Clearing to handle anything that slowed or interfered with their progress.

1. W/C Method 3, independently by Student or Supervisor; When you as student see that you are slowing down, day-dreaming, not grasping the data, don't know how you could apply it or any manifestation of a Misunderstood Word (MU), you know you need to do W/C M3.
2. W/C Method 7, with coach on a child or foreign language student; Whenever you work with

children or with students who are learning in a foreign language (not their mother tongue, as an Indonesian learning a Turkish text) or a person who is a semiliterate (has poor knowledge of reading and writing), you should use Word Clearing Method 7. This method is also called 'Reading Aloud', as the student is asked to read aloud to find out where they are having hardship and helping them.

3. W/C Method 9, on student who cannot resolve MU's independently. Word Clearing Method 9 is a way of finding the words a person misunderstands in a book or other written material by having them read it aloud to the Word Clearer. (SE, Ch 7, Methods of Word Clearing)

Mind – 1) the mind is a decision making mechanism. (The author)

2) Our mind comprises countless recordings that we accumulate each moment of our life. These inputs are like pictures of everything we see or that happens to us. But these are multi-dimensional pictures of every sense we perceive. Our mind immediately files these sensory perceptions in the sequence we recorded them from our environment. (LP, Ch. 4, The Aware Mind)

3) These multi-dimensional pictures of our perceptions are our mental recordings, and the storage place where they are kept is called the mind. In our mind they are filed in exact chronological order, the 'Time Track'. (LP, Ch.4, The Reactive Mind)

Motivator - A transgressor claims that the person he hurt, harmed him first and that is why he was forced to punish or take revenge. The hurtful act that one person suffers from another seems to compel him, motivate him, to do bad deeds to 'get back' at him, and therefore we call this a 'motivator'. (LP, Ch. 1, The Good, The Bad and The Ugly)

2) A motivator is a misdeed a person has received from someone else. (LP, Ch. 1, Responsibility)

'MU' – see **First Barrier: The Misunderstood Word**

N

'Not-Know' - you know that you don't know and you can proceed to study it or clear your MU's or do a clay demo of it. If you realize that you still do not know, you may refer to an expert or conduct further research of the subject. (SE, Ch 8, Education)

O

'Obsessive Cause' – See **'Resistive Case'** (SE, Ch 2, Pitfalls of Study)

Only One - The 'Only One', or 'The One and Only', is a common yet severe derangement of a person aware only of themselves, in delusion she or he is above all others and thus oblivious of their presence or their attempts to communicate to them. And when this deteriorates to extreme, we have insanity or death. (CCM, Ch. 3, Comm further Examined)

Open Hostility – 2.0 on the Scale of Emotions - From this point downward, the person's attitude to life becomes negative. He devotes most of his energy to defending himself from his environment and even attacking it. (LP, Ch. 1, The Scale of Existence and Emotions, C&I, Ch. 2, Responsibility and the Emotions Scale; CCM, Ch. 2, The Emotions Scale)

Optimal Solution – 1) The optimal solution to any problem is one that examines each of the eight drives and brings maximal benefit to the greatest number of drives in the long term. (LP, Ch. 1, Our Drives in Action)

2) By optimum we mean the most favorable, the best possible for all involved. The optimal solution to any situation we encounter is that which

considers all factors affected by our decision. The optimum solution is the greatest good for the greatest number of drives. (C&I, Ch. 1, Control and the Drives of Existence)

Orders are commands, the instructions issued to oneself or to other people to execute the plans. (LP, Ch. 2, States of Existence)

Orientation (Route to Spiritual Freedom) - These processes are done with a listener. They take place between a person and his environment, whereas other listening processes handle the PC's mind. Orientation processes help locate the PC in his environment and bring him, alert and confident, to the present. (LP, Ch.: RSF)

Originate - By 'originate' is meant a statement or remark referring to the state of the coach or his own fancied condition. All originations concern the coach, his ideas, reactions or difficulties, none concern the student. (CCM, Ch. 4, Drill 8)

Origination – Person talking about himself. (CCM, Ch. 4, Comm Drill 8)

Other-determinism - is when one is controlled by another. This is another person deciding for you, to his benefit or for the benefit of both. This is not necessarily bad, you may allow another to take care of you, treat you or cook for you or decide which movie to see tonight. (C&I, Ch. 1, Anatomy of Control...)

Other-responsibility - There is a scale of responsibility between full responsibility, at 2.0 on the scale and above, down to total 'other-responsibility' at 0.0, Death. Complete negation of responsibility is complete admission of being under the complete control of the environment, i.e., Apathy at 0.2. Assumption of full responsibility is a statement of control of the environment and persons within it, yet without necessity of actually controlling. (C&I, Ch. 2, More Responsibility? Absolutely!)

Over-randomity - We go frantic or become overwhelmed when the pace is too quick, 'Excess-randomity' or 'Over-randomity'. Over-randomity then, is too much confusion, motion or activity, unstable pattern of movement or behavior. (C&I, Ch. 2, More Responsibility? Absolutely!)

P

Pan-determinism is the highest state, where you control both sides of a game. 'Pan' is Greek for all or every, as in 'Pan-European' (all European nations) or 'Panchromatic' (all colors of the spectrum). Pan-determinism, then, is making the decisions and applying control both for yourself and for the other. The game of life necessitates lack of knowledge and an opponent you do not control. Hence, in pan-determinism, you do not participate in the game. To enjoy a role in the game, you must descend from pan-determinism to self-determinism. In pan-determinism, you are at a high level of responsibility, viewing simultaneously all parties involved in a situation. (C&I, Ch. 1, Anatomy of Control...)

P/C's file – 1) After the session, the listener should fill out a Session Report, in which he writes down a summary of what took place in the session. The listener files this form and the worksheets he wrote during the session in the P/C's file, for use in planning the next sessions. (LP, Ch. 6, Recall Processes)

2) If the listener works with an expert who guides him in delivering processes, the P/C's file will be given to the expert, so that he can see what happened in the session. (LP, Ch. 6, Comm Cycle in Listening)

Particle – The actual Communication is a physical particle such as sound waves, noise, a note, a smartphone message, an email, or sometimes

an object we send to the other person. (LP, Ch. 2, Comm in Full; CCM, Ch. 1, The Comm Formula)

Perceptions – Our mind comprises countless recordings that we generate and store every moment of our life. These inputs are multi-dimensional pictures of all that we experience or happens to us. The mental recordings are accurate duplications of each perception that we absorb through our senses of the environment, therefore we also call them 'facsimiles'. Our mind immediately files these sensory perceptions in the sequence we recorded them. (LP, Ch. 4, The Aware Mind)

Personal Power - The condition a person is in when progressing confidently and serenely towards attaining his goals. (The author)

Physical Trauma – Physical Trauma involves acute physical pain accompanied by loss of consciousness. When a person gets a strong blow, he faints, loses consciousness. This is a 'Physical Trauma'. When a person undergoes an operation, the anesthesiologist first knocks him unconscious so that he does not feel the pain. The doctor initiates a 'trauma', with full unconsciousness, so that he can do his job without the patient feeling the pain. (LP, Ch. 4, The Reactive Mind)

2) Trauma is an incident of the person receiving a powerful physical blow causing loss of consciousness, full or partial, and physical pain. (LP, Ch. 6, The Art of Listening)

Plans - Plans are the steps a person takes, the short-term action. The plans a person formulates are the steps toward accomplishing his long-term goal and his shorter-term purposes, according to the policy rules he has adopted. (LP, Ch. 2, States of Existence)

Point of Release - During listening, release occurs when running an incident, as the charge attached to a chain of incidents is released. When charge releases, the P/C feels relief, is content,

laughs, has realizations about life and a new understanding about the incident being run. (LP, Ch. 6, The Art of Listening)

Policy - Policy is a system of rules a man embraces regulating his conduct, to achieve his goal and purposes. Policy is the rules I adopt based on my life experience, the conduct that forwards my goal. (LP, Ch. 2, Ladder of Accomplishment)

Postulate is that self-determined thought which starts, stops or changes past, present or future efforts. It is a conclusion, decision or solution that is generated by self. A postulate is an act of concluding, deciding or resolving a problem or to set a pattern for the future or to nullify a pattern of the past. (C&I, Ch. 4, C&I Drill 4)

Power - Power is control, the ability to direct things, to act with certainty. Power means to be stable, at a location a person chooses for himself from which he cannot be shaken by others. From that location a person chooses, he or she is able to move things, to lead and direct. (LP, Ch.2, The Game of Life)

Power Triangle – 1) This triangle has these three components: Knowledge, Responsibility and Control. Through a step-by-step increase of each component of KRC, the person will gradually raise his power, widen his circle of influence, strengthen his control over his own destiny, and progress toward achieving his goals. (LP, Ch. 2, The Power Triangle)

2) A close observation of power reveals that it consists, in fact, of three factors which interact as if the three points of a triangle. When well understood and properly employed, they take us to higher abilities and a position of power in any area. The triangle's three components are: Knowledge, Responsibility, Control; together: KRC. (C&I, Ch. 2, The Power Triangle)

Pre-clear – 1) The person receiving the process is called the 'Pre-clear', also P/C, because he is

steadily progressing toward the State of Clear. (LP, Ch. 5, Life Confront Process)

2) The person who strives to improve himself. We avoid the word 'patient', because the pre-clear does not want someone else to take care of him but fulfills an active role of learning and doing. (LP, Ch. 6, The Art of Listening)

Problem - The clash between two opposing forces creates a problem. Two opposing goals create a problem. Man survives when he successfully resolves problems he encounters in his life. (LP, Ch. 1, Our Drives in Action)

Process - A process is the application of the knowledge we have gained; it is aimed at changing the condition of the person to whom we deliver the process. Before delivering the process, we learn and drill its delivery. (LP, Ch. 5, Life Confront Process)

Process End Result - Each process we run has a purpose we want to accomplish. The End Result for every process is: 1) The pre-clear is high on the Emotions Scale, experiences relief, is happy and content; 2) The P/C has achieved a new understanding concerning his life. We call this realization 'Cognition'; 3) The P/C is aware of an improved ability or that a difficulty has disappeared, or a barrier is gone. (LP, Ch. 6, The Art of Listening)

Psychosomatic Illnesses - Physical illnesses whose origin is some disrupted mental state. Reactivation is the source of psychosomatic illnesses. (LP, Ch.4, Fixed Ideas)

Pupil - "A young person in school or in the charge of a tutor or instructor." "One who has been taught or influenced by a famous or distinguished person." (SE, Ch.1, Study and Communication)

Purposes - Purposes are the smaller goals, the milestones you set on the way to accomplishing your basic goal. (LP, Ch. 2, Ladder of Accomplishment)

R

Randomity - Is a new term we've coined from the word 'random'. Random means: Something acting without definite aim, direction, rule or method. (Merriam-Webster dictionary). The word 'random' is typically used as an adjective (random process, random sampling); we add the suffix '-ity' to form a noun which refers to the state or property of a random condition.

By 'randomity' we mean the ratio between the amount of expected motion and the amount of unexpected motion. (C&I, Ch. 2, More Responsibility? Absolutely!)

Rational Behavior - It is behavior that optimally serves man's survival and his Eight Drives. (LP, Ch. 8, The Clear)

Reactivating Incident – 1) A reactivating incident is an incident that reactivates a Chain. It is the very fact that this incident is recorded fully in the Aware Mind, the person alert and aware of what he's seeing, why now trouble starts. The Reactive Mind (R/M) which operates below our level of consciousness, perceives the content which seems to it identical, and creates the connection between the incidents, that is why we call it a 'Chain of Incidents'. The 'Reactivating Incident' of which we are aware, stored in the Aware Mind, is the one that reactivates the traumas hidden in our R/M. (LP, Ch. 4, Chains)

2) A current incident that a person confronts at ease, during which a traumatic incident recording is restimulated. It is a record in the aware mind that does not contain any physical or emotional trauma, when a person is in full awareness yet feels discomfort because of a reactivation of a past traumatic incident. (LP, Ch. 6, The Art of Listening)

Reactive Mind – 1) The Reactive Mind contains unpleasant, intolerable or unbearable events that we cannot face comfortably. Such incidents we do not record into our Aware Mind and we have no control over them. Such incidents are filed into the subconscious, which is the Reactive Mind. (LP, Ch. 4, The Reactive Mind)

2) The R/M controls animals. Ivan Pavlov showed that one can train a rat to pass through a maze, because at each wrong turn he gets a small electric shock. We can make a dog salivate every time we ring a bell before we show him food. (LP, Ch. 4, The Reactive Mind)

3) Identities, $X=X=X=X$, is the Reactive Mind's mode of operation. Whatever once threatened our existence will always endanger our existence, and we must quickly get away from it. (LP, Ch. 4, The Reactive Mind)

4) The R/M is the pool of recordings of failures and defeats I have suffered, the times the environment overwhelmed me. (LP, Ch. 7, Mastering Your Mind)

Reality – 1) Reality is basically an agreement on what is or what exists. Something that is real is something that we agree exists and can be perceived by our senses. Reality is that which we see exists. (LP, Ch. 2, The Understanding Triangle; CCM Ch. 1, The Understanding Triangle; SE, Ch.1, Reality when Studying)

2) Reality is the solid objects, the real things of life. Reality is also an agreement regarding sense perceptions and data in the material world. Is not what the individual thinks, but that which the majority agrees to exist. (SE, Ch.1, Reality when Studying)

Recall Processes - The Recall Processes will greatly improve your memory, help you rise on the Emotions Scale and rehabilitate your self-confidence. In addition, the Recall Processes prepare you for the next step, erasing the traumas in the R/M with the Clearing Process. (LP, Ch. 7, Mastering Your Mind)

Reducing the Incident - We continue running this incident to reduce it, meaning charge blown, exposing further details about the incident and progressing toward release and erasure. (LP, Ch. 8, Drilling BCP)

Reeling – sensation of wavering or falling back, as if from a blow, or walking unsteadily. (SE, Ch 2, Too Step Gradient)

Release – see: **Point of Release**.

Removing the Fixed Decision - Once we have reached the erasure of the entire chain, we will perform a complementary step – removing the fixed decision of that chain. This is the fixed decision the P/C made at the time he suffered the basic trauma, a decision that influenced his behavior over many years and turned him into an aberrated person. (LP, Ch. 8, The BCP)

Renewal (Route to Spiritual Freedom) - Past disappointments and changes forced on a person, might cause fear of future change and reluctance to take initiative. Completing this stage, the pre-clear is free of past frustrations and looks to the future with enthusiasm. (LP, Ch.: RSF)

‘Resistive Case’ - It may seem like they came to learn, or possibly were forced there by parents or employer or some necessity, but this person is in an ‘Obsessive Cause’ state of mind. They cannot receive help or allow another to be at cause over them, this person must always talk, tell another what to do, must constantly demonstrate they know better than you and everyone else. (SE, Ch.2, First Major Obstacle ‘Knows it All’)

Responsibility – 1) It is a person’s willingness to recognize himself as cause. Responsibility is not laying blame on myself or another. (LP, Ch. 1, Responsibility)

2) Responsibility is an area of life or an action for which a person is willing to assume the position of causation. Thus, responsibility exists based

solely on power of choice; I am responsible only for those things that I agree to being their cause. (LP, Ch. 1, Responsibility)

3) Responsibility is the ability and willingness to take on the position of full cause on each of our drives. Responsibility is also the concern for the survival or well-being of another person or animal or object. Responsibility is the governing component in the Triangle of Power. (LP, Ch. 2, The Power Triangle; C&I, Ch. 2, The Power Triangle; SE, Ch 8, Responsibility)

4) Responsibility, we’ve seen, is the ability and willingness to assume the status of full source and cause for all efforts and counter-efforts on all drives. (C&I, Ch. 2, More Responsibility? Absolutely!)

5) Full responsibility is neither guilt nor blame; rather it is recognizing oneself as cause. It could also be the feeling that one can operate something; admission of control of space, of energy and objects. It is willingness to own or act or use or be. Responsibility is also the concern for the survival or wellbeing of another person or animal or object. (SE, Ch 8, Responsibility)

Restimulation – 1) Stimulation occurs when something rouses a reaction in us. The prefix ‘re-’ means a repeat action. When my senses perceive in the present environment images, sounds, smells, tactile sensations, or any perception similar to the perceptions of a trauma stored in the R/M, the R/M grasps these as identical. It becomes restimulated and acts instantly to prevent that same dangerous traumatic event from recurring. (LP, Ch.4, Reactivation)

2) The phenomenon of a trauma recording ‘going into action’ when something in the present environment of a person resembles the content of that recording. (LP, Ch. 6, The Art of Listening)

Route to Spiritual Freedom - The chart that shows all the Stages up to Clear is called ‘The Route to Spiritual Freedom’, also ‘Route’. (LP, Ch.: RSF)

Run - When we say 'run', we mean to perform or deliver a listening process. (LP, Ch. 8, CP: Basic and Advanced)

S

Scale of Existence and Emotions - This scale shows us a person's quality of survival and how his emotions change when the quality of his existence rises or falls. (LP, Ch. 1, The Scale of Existence and Emotions)

Scales of AR and C - We find that a person's ability to create ARC, indeed his creation of life, is totally dependent on his position on the Emotions Scale. It could be viewed as in the illustration below. A person high on the Scale has vast and permeating ARC and his Understanding Triangle would be depicted as very large. As the person slips down the scale, the ARC shrinks and vanishes completely at the bottom of the scale.

Second Drive – 1) is the sex and family drive - our survival with our partner or spouse, sexual relations, bringing children to the world, creating the future and raising a family. (LP, Ch. 1, The Drives of Survival; C&I, Ch. 1, Control and Drives of Existence; CCM, Ch. 2, The Survival Drives)

2) The Second Drive is our survival with our partner or spouse, sexual relations, bringing children to the world, creating the future and raising a family. Control on the 2nd Drive is a constant give and take, sometimes deteriorating into a tug-of-war. (C&I, Ch. 1, Control and Drives of Existence)

Second Barrier: Lack of Mass - Trying to educate someone without the Mass that he is going to be dealing with, can make it very difficult for him. It is important to understand that educating a person in a Mass that is not available to the student, can produce non-optimum physical reactions. (SE, Ch 2, Second Barrier: Lack of Mass)

Second Phenomenon of an MU – Per the First Phenomenon, when a word is not grasped, the student then goes into a blankness of the area immediately after. This is followed by the student's solution for the blank condition: Individuate from the subject of study, that is, separate themselves from it. Once the student has individuated self from the subject, they might then commit harmful acts against the more general area, the people and objects involved. When misbehaving, a person seeks to justify their offenses by finding ways they have been wronged. Since a being is basically good, they feel bad about their own harmful acts and make an effort to restrain themselves from committing more damage. This then prompts one to depart the area they've hurt, a 'Blow'. Yet the student finds themselves in a 'Catch-22' – they cannot stay yet cannot leave. The student's solution is to set up, as a substitute for understanding and knowledge, a mental machinery which can receive and give back sentences and phrases.

Second Major Obstacle: Confront VS. Complexity - We see this phenomenon of adding complexity when one is not confronting the thing in front of them and their solution is to put up something else there - a substitute they are comfortable with. Since this does not handle the situation, they then have to impose yet another 'via' or substitute for the missing element that they cannot face easily. This piles up until it is all too complex and they just drop the subject as 'impossible'. (SE, Ch.2, Second Major Obstacle: Confront VS. Complexity)

Self-coaching - The student examining himself and telling the coach what he thinks he is doing right or wrong. In fact, in self-coaching, the student is doing your job of coaching rather than doing the drill under your instructions. (CCM, Ch. 4, Coach's Hat; C&I, Ch. 4, Coach's Hat)

Self-determinism - Under self-determinism, one controls one's own actions, the person making their own decisions, determining things just for themselves. They control the 1st Drive, oblivious of the others and not allowing another to exercise control over them. (C&I, Ch. 1, Anatomy of Control...)

Senior Data - As a person goes through life, he receives data and information in many ways, from friends, family, school, television and more. Not all data is as important as other. Some data is more useful and other is of no value at all. One would need to look for the key data. (SE, Ch.8, Senior Data)

Serenity of Being - 40.0 on the Scale of Emotions
- Awareness of self as an eternal spiritual entity. A state of complete personal confidence, spiritual freedom and a full understanding of human existence. (LP, Ch. 1, The Scale of Existence and Emotions, C&I, Ch. 2, Responsibility and the Emotions Scale)

Session - A time period when the listener and the person being cleared conduct processing. The duration of a session is not restricted. Throughout the session, the listener acts according to the rules required by his mission. (LP, Ch. 6, The Art of Listening)

Session End Phenomena - Every processing session ends when the listener notices the pre-clear exhibiting the 'Session End Phenomena'. The pre-clear looks bright, experiences relief, has gone up the Emotions Scale and even laughs. The P/C achieves a new understanding about the incident handled or his life, realizes something that he had not known before the session. We call this understanding 'Cognition'. (LP, Ch. 6, The Art of Listening)

Session Readiness - The person being cleared must come ready for a session, so that processes run efficiently and the P/C achieves optimum

results. 'Ready' means that the P/C eats nourishing food, proteins and fresh vegetables and fruit, and consumes less sugar. He must avoid taking medicines or drugs or drinking alcohol at least one week before the session, because these cause dizziness, block access to the Time Track, and agitate the R/M. The P/C must sleep well in order to come to the session fresh and alert. (LP, Ch. 6, The Art of Listening)

Session Record – see: **Worksheets**.

Session Report - After ending the session, the listener sits with himself and fills out a Session Report, a summary of the main events of the session. (LP, Ch.6, Listening and the Listener)

Seventh Drive - The Seventh Drive is our existence as a spiritual entity, our awareness of being an immortal spirit. Our acts toward harmony of spirit and matter, for strengthening the spirit and liberating it from its shackles, are contained in the Seventh Drive. (LP, Ch. 1, The Drives of Survival; C&I, Ch. 1, Control and the Drives of Existence; CCM, Ch. 2, The Survival Drives)

Significance – Any thought, decision, concept, idea, purpose or meaning, as opposed to mass. (Author)

Sixth Drive - The Sixth Drive is our material existence, our house, car, bank account. The Sixth Drive is the material world, Earth, our clothes and our computer and the bed we sleep in. (LP, Ch. 1, The Drives of Survival; C&I, Ch. 1, Control and the Drives of Existence; CCM, Ch. 2, The Survival Drives)

Sketch – A 'Sketch' is a rough drawing, done quickly, to show the main features of an object or scene. It is a short description of something. Sketching is part of demonstration and working things out. (SE, Ch.5, Sketching)

Solutions (Route to Spiritual Freedom) - This stage deals with problems. A problem is a situation

a person faces of two opposing intentions, two clashing purposes. The pre-clear achieves the ability to identify the source of problems and make them vanish. (Ch.: RSF)

Spirit - The spirit is not a part of the material world; it is not an object but the creator of objects. The spirit thinks and decides. The spirit does not consist of matter; it has neither energy nor a permanent location in space, or a defined time in which it presides. It can at will choose a location in space or in time. The spirit is neither born nor does it die. (LP, Ch. 3, Prime Mover Unmoved)

States of Existence - There are three States of Existence that constitute life: Beingness, Doingness and Havingness. The States of Existence's three components are a flow. Life demands that a person takes on Beingness, so he can perform Doingness, with a desire to achieve Havingness. (LP, Ch. 2, States of Existence)

Statistics - Statistics measure the activity against the time axis. (LP, Ch. 2, States of Existence)

Strong Interest - 3.5 on the Scale of Emotions - Curiosity for life, a strong motivation to learn and explore. (LP, Ch. 1, The Scale of Existence and Emotions, C&I, Ch. 2, Responsibility and the Emotions Scale; CCM, Ch. 2, The Emotions Scale)

Student -1) When you do the drill, you are called the student. (CCM, Ch. 4, What are Comm Drills?)

2) "One who attends a school." Or, "An attentive and systematic observer." (SE, Ch.1, Study and Communication)

Study -1) "To apply the main to; to read and examine for the purpose of learning and understanding. (SE, Ch.1, Study and Communication)

2) "Application of the mental faculties to the acquisition of knowledge." (SE, Ch.1, Study and Communication)

3) "To read, memorize facts, attend school, etc., in order to learn about a subject." "To read in detail especially with the intension to learning." (SE, Ch.1, Study and Communication)

Study Comm Formula - Teacher has an idea (also, knowledge), Teacher transfers their knowledge to some Medium for Relaying of Knowledge, Time of Study (Lesson), Student receiving and Duplicating the Data relayed by Teacher, Student Understands the data just duplicated, Student Drilling, Student Applying in Life. The Comm Formula consisted of: Cause, Distance, Effect, A Relayed Particle, Intention, Attention, Duplication. (SE, Ch.1. Study Comm Formula)

Stupidity - Stupidity is the outcome of misunderstood words. (SE, Ch 3, Simple Words and Stupidity)

Survival - It is the incessant, never-ending striving to continue to exist, to exist without limits of time, space and resources. It is the urge toward a continuation of eternal existence and a constant enhancing of the quality of our existence. (LP, Ch. 1, Quality of Survival)

Sup - see: **Academy Supervisor**

T

Teach - "To cause another to know; to accustom another to some action or attitude; to impart to another person the knowledge of a subject." (SE, Ch.1, Study and Communication)

The LifePower Academy - Is a unique place of learning, as it is not based on frontal teaching, where a teacher stands in front of a class, lecturing them on the materials they wish them to somehow grasp. Rather, in our academy, the student learns independently from books, guided by a Course Checksheet, being assisted by the

Academy Supervisor. (SE, Ch 6, The Academy Supervisor)

The Major Obstacle to Study – The first and foremost obstacle to study is the idea that ‘One knows it already.’ The student may already have some idea about the subject or has failed in learning this subject, so now refuses to study further claiming, “I already know all about it!” (SE, Ch 2, First Major Obstacle: ‘knows it All’)

Theory - Any subject you learn consists of the theory of it - ideas, history, meanings, abstract explanations of it. (SE, Ch 5, Clay Demonstrations)

Theory Coaching – when a student is having a hard time learning something. Coaching theory means getting a student to define all the words in the text where they were having a rough time or cannot apply the data. They are asked to explain all the rules, demonstrate things in their materials with a Demo kit or Sketching or to do a Clay Demo to disperse any doubt or hesitation. (SE, Ch.6, Theory Coaching)

Third Barrier: Too Steep Gradient – A ‘Gradient’ is a gradual approach to something taken step by step, level by level, each step or level being, in itself, taken without hardship. When study is conducted by correct Gradient, complicated and difficult activities can be achieved with relative ease. (SE, Ch 2, Too Steep Gradient)

Third Drive – 1) The Third Drive is our community survival. Man developed the ability to live with others in a group, and form organizations, as the only way to build buildings and machines and tools that enabled him to improve the quality of his existence and significantly prolong his life expectancy. Our workplace, the sports clubs we attend, friends with whom we spent time or argue, a political party we support—all these belong to our Third Drive. (LP, Ch. 1, The Drives of Survival; C&I, Ch. 1, Control and the Drives vof Existence; CCM, Ch. 2, The Survival Drives)

Three Barriers to Study – There are three distinct barriers to study a student will encounter that will prevent success in learning. These barriers definitely block a person’s ability to study and gain knowledge, and they actually produce physical and mental reactions from which the student will suffer unless they handle the barrier. (SE, Ch.2, Three Barriers to Study)

Time Track – 1) We create approximately twenty-five recordings per second, accurately arranged in our mind in chronological order, and thus our personal Time Track is built. This is our mind, our memory, it contains the entire course of our life, everything that ever happened to or took place nearby, everything we have ever perceived: seen, heard, felt, thought, or smelled. (LP, Ch. 4, The Aware Mind)

2) The Time Track contains a record of each incident we experience, every living moment. (LP, Ch. 4, The Aware Mind)

Tone 40 is the state we have seen on the Emotions Scale, Stage 40, Serenity of Being. We use ‘tone’ to denote a quality, the nature of something. When a person has attained this state, one is giving a command and just knows that it will be executed, despite any contrary appearances. Tone 40 is positive postulating.

A **Tone 40 command** or decision is a positive postulate with no counter-thought expected, anticipated or anything else. Thus we have total control. It is a clean execution of intention, a pure state. (C&I, Ch. 4, C&I Drill 4)

Tone 40 Control is an exact estimation of effort needed for some task, without any stops or jerks, that means, smooth motion. (C&I, Ch. 4, C&I Drill 4)

Too Steep Gradient – see **Third Barrier: Too Steep Gradient**

Transgression - A transgression or misdeed is an act by one person that harms or hurts other

people. It is an action a person would not want others to do to him, an act that contradicts his or her agreements with the other person. A misdeed deviates from what is agreed or allowed. When a person commits a transgression, he will try to hide it. (LP, Ch. 1, The Good, The Bad and The Ugly)

Trauma – The traumatic incident, the one the person cannot experience comfortably, is an event of a clash between the person and his environment. If we examine this closely, we observe that there are always two flows involved, clashing or conflicting one with the other. Every physical or emotional pain is the result of two opposing motions colliding and thus causing pain and negative energy. (LP, Ch. 4, Disagreements with Life)

Trauma Recording - The exact and complete record of the physical or emotional trauma, which a person files in his Reactive Mind. (LP, Ch. 6, The Art of Listening)

Trust - The person being cleared gives you, the listener, his full trust and opens his heart to you. Never betray his trust. Never tell anyone of what has come up in a session. (LP, Ch. 6, Mastering your Mind)

Truth - Truth is whatever exactly happened, when it happened and where the incident took place. The incident that took place is a description of the motion of people and objects in the physical world and accurate information about the time and the place of the event. (LP, Ch. 1, Responsibility)

Turns on – Something that caused you to react with discomfort. (CCM, Drill 1, Being here)

Two-Way Communication - There are two kinds of communication, depending upon the viewpoint one assumes. There is outflowing communication and there's inflowing communication. A conversation is the rapid and ongoing

alternating between outflowing and inflowing communication.

There is a basic rule here: He who wishes to outflow must also be willing to inflow; and he who agrees to inflow must also be able to outflow. (CCM, Ch. 3, Comm further Examined)

U

Unconsciousness - It is a period of time during which we are not fully alert. It is a blurry time, one of reduced awareness, repression of reality, an incident that causes us suffering and therefore we do not want to perceive or record it. (LP, Ch. 4, The Reactive Mind)

Under-randomity - We are bored when there is too little randomness, things moving or happening very slowly, this we call 'Under-randomity'. (C&I, Ch. 2, More Responsibility? Absolutely!)

Understanding - Understanding consists of the communication received, followed by the acceptance of it which is having a definite idea of it in your mind - Conceptual Understanding - which we also call Reality. (SE, Ch.1, Understanding triangle)

Understanding triangle - To build cooperation and reach understanding with others, one must have good control over the mechanism we know as the Triangle of Understanding. Knowing this provides a person both life knowledge and the ability to create understanding and deal successfully with those with whom he lives, works, and plays. The first corner of the triangle is called Affinity; the second corner is Reality; and the third is Communication. (LP, Ch. 2, The Understanding Triangle, CCM, Ch. 1, The Understanding Triangle)

W

Win – 1) A win is wanting to do something and doing it. Or desiring not to do something and not doing it. (LP, Ch. 5, Here and Now, CCM, Ch. 4, What are the Comm Drills?; C&I, Ch. 4, What are C&I Drills?)

2) Wins are achieving a goal or improving an ability. Ridding yourself of a bad habit is also a win. (LP, Ch. 5, Here and Now, CCM, Ch. 4, What are the Comm Drills?; C&I, Ch. 4, What are C&I Drills?)

Word Clearing – The procedures used to locate and clear words the student has misunderstood in their studies are called ‘Word Clearing’. (SE, Ch.3, handling Misunderstood Words)

W/C Method 3 – See: **Methods of Word Clearing**

W/C Method 7 – See: **Methods of Word Clearing**

W/C Method 9 – See: **Methods of Word Clearing**

Worksheets - During the session the listener writes on a sheet of paper major events that occur, the process being run, and any visible reactions of the pre-clear or the main things the P/C says. This recording must be done quietly, without disturbing the person being cleared. It is an on-going recording of the session from beginning to end, called ‘Worksheet’, also W/S. (LP, Ch. 6, Comm Cycle in Listening)