

06 TROM Therapy Manual

By

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**Be sure to visit the Website WWW.TROMhelp.com for
more information and resources to study and apply the
TROM therapy. Also join fellow TROMers at the email
group: <http://lists.newciv.org/mailman/listinfo/trom>**

Postulate Failure Chart					
	Self	Other			
1A	MK	MBK	MO		Forced to know
1B	MNK	MBK	G		
2A	MNK	MBK	G		
2B	MNK	MNBK	OO		Preventing from being Known
3A	MNK	MNBK	MO		Prevented from Knowing
3B	MK	MNBK	G		
4A	MK	MNBK	G		
4B	MK	MBK	OO		Forcing to be Known
5A	MBK	MK	MO		Forced to be Known
5B	MNBK	MK	G		
6A	MNBK	MK	G		
6B	MNBK	MNK	OO		Preventing from Knowing
7A	MNBK	MNK	MO		Prevented from being Known
7B	MBK	MNK	G		
8A	MBK	MNK	G		
8B	MBK	MK	OO		Forcing to Know

Codes

MK	Must Know
MNK	Must Not Know
MBK	Must Be Known
MNBK	Must Not Be Known
MO	Motivator / Overwhelmed
OO	Overt / Overwhelm

	Origin of effect
	Receipt of effect
	Recurring Pattern
	Break in Pattern

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Introduction

The original book "The Resolution of Mind, A Games Manual" was written from the research notes of Dennis Stephens by Greg Pickering in 1978 and published in 1979.

Dennis Stephens research into the mind and how to resolve it continued after the publication of TROM and by 1992 he felt he had much new material that needed noting down.

Dennis dictated to cassette tape his research notes over the two year period from 1992 to 1994. Those research notes remained unpublished until I found them in Australia in 2010. I typed up the transcripts which I found very difficult to read so I edited them to improve their readability and this series of books is the results.

01 Insanity Point

02 The Philosophy of TROM

03 Expanding on Level 5

04 Bond Breaking

05 The Game Strategy

On completing these books I found that Dennis had introduced modifications and improvements to the Practical application of TROM so I took the Practical section from the TROM manual and added in the modifications of Level 5D of TROM and the Differences and Similarities Lecture to create the:

06 TROM Therapy Manual.

After finishing the above books I reread the TROM manual and saw that it was difficult to read because it had long blocks of text that needed paragraph breaks where each new idea was introduced. I put in the paragraph breaks, added a few notes as "editor" and added graphics where it would make things easier to understand.

The result of all this work was the Kindle versions of the TROM manual, Research Notes and the TROM Therapy Manual.

Be sure to visit www.tromhelp.com for more information about TROM and the TROM therapy methods. Also join the TROM email group at <http://lists.newciv.org/mailman/listinfo/trom>. I hope that you find this study as interesting and useful as I have for understanding and resolving your mind.

Sincerely

Pete McLaughlin

May 2014

PRACTICAL

General

You are about to take a mind apart - your own. It might have already started to come apart just reading the Theory section. I hope it has. How long does it take? It takes as long as you remain in a compulsive games condition with it; stop playing games with it, and it will promptly vanish.

The very best advice I can give you at the outset is to be very positive when you do the exercises; then be very passive and willing to learn when bits of your past show up. In this way you'll most rapidly discover all there is to know about that most fascinating of beings - you.

There is a short list of "Do's and Don'ts" to guide you on your way. You ignore them at your peril.

1. Don't attempt the exercises while your body is tired, hungry, suffering from disease or dietary deficiency, or while under the influence of drugs or medication (including alcohol).
2. The exercises are done with the body's eyes open at all times
3. Do the exercises alone, away from interruptions or distractions

The Golden Rule

An exercise is continued as long as it produces change and is then left.

The Royal Road to making a complete cot case out of yourself with these exercises is to change the exercise every time you change.

You might as well cut your throat at the outset; it will be quicker and far less messy.

The exercises will produce changes. They are designed to produce changes. The benefits are often preceded by unpleasant sensations. If you press on and do exactly as instructed, you will derive the benefit. If you quit when the going gets a bit rough, you could stick yourself with unpleasant sensations for days.

What turned the unpleasant condition on will, if continued, turn it off.

Don't panic! (Or in the immortal words of Julius Caesar, who loudly exhorted his legion when the hordes of screaming barbarians came charging over the hill: 'Nonus Panicus Est!'). If your head falls off, quietly replace it on your shoulders (remembering to put it on the right way round) and continue with the exercise. It is still producing change.

There are only two pitfalls while doing these exercises:

1. To stop doing the exercise while it is still producing change
2. To continue the exercise after it has ceased to produce change.

Of these, the first is by far the most serious. Any bad effects brought on by over-run immediately vanish when one realizes that one has over-run.

Now what do I mean by change? Any change in awareness, sensations, emotions etc. A yawn, for example, is a change. It is a sign that unconsciousness is lifting. One therefore goes on with the exercise.

However, it is entirely safe to leave an exercise that is still producing change at the end of one session, and continue it at the beginning of the next session. (There is a supplementary exercise called "RI" which facilitates this).

It is always best to set aside certain periods of your life to do these exercises. Don't attempt them while crossing busy streets as a pedestrian, or while driving a car; the resulting accident could well put an untimely end to your progress.

The vast majority of the unpleasant sensations that occur 'en route' are associated with various moments in time where your attention has been stuck. As you free up from them, you move through and out of them and into present time (PT) (now).

There is, however, one other class of phenomena which may occur. This is over-stimulation of the body's nervous system. The sensations here are more startling than unpleasant, but you best know about them or you may wonder what is happening to you. Many things can over-stimulate the body's nervous system, including drugs, allergies and sudden impacts (shock). We all know the sensation of 'seeing stars' as a result of a sudden impact to the skull, or even to other parts of the body.

Electric shock can also produce the same phenomena. The mind itself, by suddenly impinging upon the body, can over-stimulate the body's nervous system too. And this is what can sometimes happen during these exercises.

The exercise simply impinges some part of the mind against the body, resulting in over-stimulation of the nervous system. As a result, you may experience weird phenomena in your body's visual field. It can show as blind spots, patches of flickering light etc.

The phenomena are always of short duration and after half an hour or so it will fade out. You don't do anything about it. Just understand what has happened. If you wish, go off and rest until the phenomena dies down, then continue with the exercise that turned it on. You must do this, for it is a change.

If you happen to be connected to a skin galvanometer at the time, you will see the characteristic 'zigzag' motion of the needle that accompanies the phenomena; it would also record strongly on an electro-encephalograph trace. It is not serious, and you are not harming your body, for the body's nervous system is built to withstand enormous over-load before it cuts out entirely and unconsciousness occurs. It just isn't possible to over-stimulate the nervous system this far with the exercises, and the most you will ever manage is a few blind spots or flashing lights in your visual field.



The Skin Galvanometer

If you possess such a device, and know how to use it, then it can assist you to determine when an exercise is no longer producing change. The meter no longer registers significant change.

However, the device is by no means essential, for a being is entirely capable of relying upon his own estimation of change.

Even if you do use a skin-galvanometer you will soon outstrip its usefulness, and will find it registering no change even though your senses clearly tell you that change is occurring. Thus, in the final instance, you are thrown back upon your own perception of these things.

However, if you do use a skin-galvanometer to help you early on, then abide by what it tells you. If you know how to use it, the device will not let you down. Early on, the device is more sensitive than your perception; later, your perception is more sensitive than the device.

The device also has an unexpected value in that it gives you something to hold onto with your hands, and thus prevents you from fidgeting and smoking unnecessary cigarettes during your exercise period.

The Five Levels

Overview

The practical work is divided into five sections. Each section has its own purpose, and subsequent sections build upon the abilities developed in earlier sections. Thus, you start at Level 1 and proceed on through to Level 5, where you stay thereafter until the job is done. (I will explain in a moment how most people can enter at Level 2).

No benefit is to be gained by skipping one or more levels, for no further progress can be made until the missed level or levels have been completed. Just as you can ruin a good mystery story by reading the last chapter first, so too can you ruin a good set of exercises by starting them at Level 5. Either nothing will happen at all, or the exercise will put you in hospital. The former is much more likely, but I wouldn't take a chance on it if I were you.

Level 1-These are exercises devoted to the discovery of, and improving the reality of present time.

Level 2-These are exercises devoted to the discovery of the past, and its evaluation to present time.

Level 3-These are exercises devoted to the general timebreaking of 'then' to 'now'.

Level 4-These are exercises devoted to the discovery and timebreaking of the eight classes of overwhelm.

Level 5-These are exercises devoted to the creation of conflicting and complementary postulates in conjunction with the Postulate Failure Cycle Chart.

Level 1

If this step needs running it can only be successfully completed by a separate therapist.

As the being goes into a more and more compulsive games condition with his own mind he becomes more and more fixated upon it, and less and less in contact with the realities of present time. His actions become more and more strange and irrational until, eventually, for his own safety and the safety of those around him, he has to be institutionalized.

Everyone who has a mind is in a compulsive games condition with it, and therefore to some degree out of touch with the realities of present time. It is entirely a matter of the degree to which he is out of touch.

There is a make-break point beyond which contact with present time is so slight that any attempt to contact the past will dangerously lessen this tenuous contact, and so easily precipitate a psychotic break. The first step is always contact with present time; only when this is above the make-break point is it safe for the being to contact his past. This is true whether the being is working solo or with a separate therapist.

In that the being is never aware that his contact with PT has fallen below this make-break point, we see the reason why Level 1 is, perforce, a separate therapist step. It's never easy for a being to be aware that he's not aware, which is why you will find a higher proportion of people totally convinced of their sanity inside insane asylums than you will find outside. Their delusional system has become PT to them, and as they know they are in contact with this they 'just know' they are sane. Your truly sane person has no such certainty - merely much positive evidence.

Fortunately, only a small percentage of humanity are below this make-break point, and most of those have a long history of being in and out of institutions. However, there are a few below this point who may have no such history; they are those who possess a 'sane' delusional system. The state is appropriately known as computational psychosis. The being gives all the appearances of being highly sane - if a little too 'fixed' in his ideas. As long as he's not subject to undue stress he lives a completely normal life. But he's a walking powder-keg, likely to disintegrate at any moment. Too much stress can at any time precipitate a psychotic break in such a person. (What is sometimes politely referred to these days as a 'nervous breakdown'). He's immediately hospitalized. Often he recovers - and five years later disintegrates all over the place once again. And he'll continue to do so as long as he maintains such a highly charged games condition with his own mind, and the consequent tenuous contact with the realities of present time. So only a tiny proportion of humanity requires Level 1 to be run, but if it's necessary it must be run before Level 2 is attempted for the mere attempt to do Level 2 can precipitate the psychotic break. It would be terribly easy for me to say, "Well, we have a fine test for Level 1. Let him try Level 2; if he spins he was Level 1." It is a test, but hardly a humane one. Fortunately there is a better test and an entirely humane one. It sorts out those who are below the make/break point without spinning them. (The test is in the next section.)

The Level 1 needs to improve his contact with and reality of present time before he can attempt Level 2 safely. It's as simple as that; nothing else is involved. There's nothing wrong with his neurons or psychones; it's purely between him and PT physical universe.

The Level 1 is, because of his compulsive games condition with his own mind, too far out of touch with the realities of present time to safely attempt Level 2 without running the danger of being utterly overwhelmed by his mind, and suffering a psychotic break. In order to contact his mind he has to take a little bit of attention off present time. That may be more attention than he can afford - and so he'll spin.

I'm mentioning this at great length for obvious reasons: I don't want people spinning on Level 2, particularly when Level 1 exercises are available from any competent therapist who is trained to use them.

Undoubtedly the foremost experts at this level are the Scientologists, and their 'CCH' exercises are excellent in achieving the desired result. So if you need Level 1 run, go and see a Scientologist and tell him you want the 'CCH Processes' run. He'll be happy to oblige, and you'll derive enormous benefit from these simple exercises. Then you can start in solo at Level 2.

The Repair of Importances (RI). The Governor.

Before we go into Level 2 I'd like to introduce you to The Governor. This is a simple exercise that will stay with you during the rest of your solo work. The response to this exercise also determines whether or not it's safe for a person to undertake Level 2, or will require completion of Level 1 first.

People who fail the test yet insist upon continuing with Level 2 do so entirely at their own risk. I can only warn you of the dangers, not insist that you abide by my warning. If you successfully pass the test, The Governor will always get you out of any difficulties the exercises may get you into. However, only a person who doesn't need Level 1 run can make the Governor work for them, and so has this guarantee. I trust I've made my point.

The being, becoming more and more enmeshed in the compulsive playing of games and their accompanying importance's, first becomes surrounded with them and then, by contagion, believes that he needs them. Thus he is in the frame of mind of needing to be surrounded by importances.

As that which is considered important tends to persist and become more solid, we find the being in the state of actually believing that he needs to be surrounded by mass and solidity (It's the importance he craves, not the mass and solidity.) This soon reaches the point where he feels bad if this mass begins to vanish.

Left to himself he solves any scarcity by pulling in around himself more old mental masses. As these old mental masses also contain various unpleasant sensations (pain etc.), he will pull in upon himself these things in order to be surrounded by the accompanying mass. It's an incredible mechanism, and explains so much of life. For example: problems and solutions. The being gets to the stage where he literally cannot afford to solve a problem without first ensuring that his solution will create a larger problem for him than the original problem. (He always likes to be on the safe side, and be sure that his 'importance quotient' doesn't diminish.)

His life becomes like one of those old Laurel and Hardy films, where, in endeavoring to solve a simple problem a larger one is created, and in attempting to solve that... etc. The audience used to curl up in laughter at their antics, then promptly go home and do much the same things themselves! I wonder how many wives have regretted asking their husbands to replace a tap washer as they stood viewing the smoking ruins of the family home.

The exercises from Level 2 onwards tend to dissolve mental mass at an accelerating rate. Thus, the exercise is at variance with his compulsion to be surrounded by mass (importance). This is a very real dilemma, and there is only one final solution to it:

The being must replace the old mass (importance) with mass of his own creation.

In this way he can do the exercises which vanish the unwanted mental mass without compulsively pulling in around himself further unwanted mental masses to fill the vacuum so produced. In the final instance this is the only way that he will ever 'let go of' his mind. While he is in the frame of mind of needing importances, he will never permit one to vanish until he is assured that he can easily replace it with another.

Early on the being is like a prisoner who has been incarcerated in a cell for all of his life. He has come to believe that he needs the walls of his prison, and if suddenly freed will demand to be locked up once more; failing this he will rush into the nearest room, slam the door after him, and hide. This mechanism is well known by prison authorities who have to deal with long-term prisoners; it is one of the hidden benefits of the parole system.

Right now you are like such a long-term prisoner regarding your own mental mass. You've come to believe that you need it, and so will pull in round yourself more mental mass to replace that which the exercises causes to vanish.

Thus, we have to repair the importance's we vanish with self-generated importances or the being will soon get himself into a frightful mess. He will find himself in possession of highly persistent aches and pains he knows not what of, as well as a host of other unpleasant emotions and sensations. This mechanism, if not understood and allowed for, will sooner or later bring any psycho-therapy to a grinding halt. The researcher was thus led to believe that his therapy was of no use; when, in fact, it was working all too well...

The Repair of Importance' s. (RI)

[Visit www.tromhelp.com/processing where you will find YouTube videos and audio files you can play to run this process. - PM]

Commands:

- a) Bring something into existence.**
- b) Have another bring something into existence.**

a) Is run over and over until there is no more change; then b) is likewise run. Then a), and then b) again, until both produce no more change. The creations should be placed around you 360 degrees spherical. You don't have to do anything with the creations; the act of creation is sufficient. Quality of creation is far secondary to quantity of creation; abundance is of the essence.

There are alternate commands:

- a) Create something.**
- b) Have another create something.**

The word 'create' is for many an emotionally charged word and these people will find the preceding commands easier. They mean the same thing.

Third alternative:

a) Create an importance.

b) Have another create an importance.

Many will prefer this set, and should use it.

In passing, those who have followed the theory so far will have realized that one sure way to louse a being up is to convince him that he cannot create. Once he is convinced of this lie he is, of course, trapped forever, not only in the universe, but in the compulsive playing of games. In the final instance only his creativity will free him. Thus, the 'entrappers' of this universe basically sing only one song: 'Thou cannot create'. They don't have to sing any others; this one is quite sufficient to do the trick. It's a mournful dirge and appears under a myriad of guises.

While running RI it is not necessary to perceive ones creations. The certainty that one has created is sufficient. Lack of perception is a very poor proof of non existence. (There are many Chinese stirring their rice pots in Peking right now. The fact that you cannot perceive them doing so is no proof that they aren't there doing it.) Early on many beings find themselves plagued by 'non-perception' screens, which prevent them from perceiving their own creations. As you progress through the levels you'll become more and more aware of these screens. Finally you'll vanish them, and thereafter be able to perceive your own creations.

Some beings have always been able to perceive their own creations, often in glorious Technicolor, and will wonder why I'm making such a fuss about all this. These notes aren't for you, but for the being who has got himself backed up hard against a 'no-perception' screen, either one of his own, or someone else's. (Refer to Theory Section for more detailed info. on the subject of screens).

RI by perception

There is another class of RI called RI by perception. This is where the being repairs his scarcity of importances by increasing his contact with, and reality of, an existing importance in the PT physical universe.

As any solid object has a residual importance postulate within it, we therefore see that a being can repair his scarcity of importance by physically contacting such a solid PT physical universe object. Grasping such an object with your hands and feeling its solidity, temperature, texture etc., will repair importance.

Many beings that have difficulty with the creative RI commands will be able to use RI by perception. Any being that can use the creative RI exercises will also be able to use RI by perception, but should use the creative version by preference.

Any being that can only use RI by perception early on should from time to time during the Levels have another go at the creative versions. Sooner or later one will 'click', and thereafter should be used in preference to the RI by perception method.

The only difference between the two methods is that in the creative version the being is actually generating the importance. He's got to be able to do this eventually, and the sooner he gets onto it the better. RI by perception will work alright up to the top of Level 4, but Level 5, being intensely destructive of mental mass, really does require the creative version to permit its successful completion.

The immediate effect of running RI is to de-intensify any compulsive games condition you are currently engaged in, whether with your mind or with life in general.¹ It 'cools' the game. Thus, the exercise is an extremely valuable one for a being to use at any time. It de-intensifies stress of all types, and is infinitely preferable to the taking of drugs for this purpose.

Use it. (Just before you sink the meat-axe into your mother-in-law's skull pause and run a little RI; you'll find you'll be able to put the axe away.)

RI also has this remarkable property: You cannot over-run it. Being an entirely natural ability of life, it's quite impossible to harm yourself in any way by running RI. It stops producing change after a while, but further running of it does not produce over-run symptoms.

However, RI can be badly under-run when it is required. This is a definite pitfall, and one you should avoid.

The main use of RI during the exercises is to act as a lubricant. It keeps things going smoothly.

It should be used in generous amounts. It must be used at the following times:

- a) Between the ending of one exercise and the start of a new one.**
- b) At the end of every session.**
- c) At the beginning of every session.**
- d) During the session if the going gets rough - i.e. you suffer an intolerable amount of unpleasant sensation.**

Bluntly, these exercises will not work in the absence of RI (Level 1 is the only exception to this, but as Level 1 is almost entirely perceptual RI the rule still applies). In the absence of RI the exercises will very soon grind to a shuddering and rather painful halt.

When in doubt - run RI.

Whenever you run creative RI in session always run both commands to no further change. Do not leave it while it is still producing change. The second command is just as important as the first. Do not leave either while they are still producing change. The exercise will 'run down' your stock of importances; use RI to repair it.

Thus, although RI is run to no further change, just the doing of the exercise will make it produce changes once more.

Early on your tolerance of loss of importance is very slight, so RI will have to be run frequently; later your tolerance increases enormously, and you have a much wider latitude in these things. However, never will you be entirely free of the necessity to run RI as an adjunct to the exercises until you've got to the very end of Level 5 and achieved Nirvana.

The Test.

We are now in a position to determine whether or not you can begin at Level 2, or will require completing Level 1.

The test is very simple. Just work your way through the list of RI commands. Creative ones first. Give each pair a good run before you move on.

You are looking for changes. Any changes. If it produces any change it's a usable RI command.

If none of the creative list produces a change, then up on your hind legs and start getting your paws into contact with the walls and floors and tables in your room right now.

OK. You found one? Good. Now run all the change out of it. I don't care how long it takes. Run all the change out of it; run it until it's strictly ho-hum. Good. Feel better? Fine. You've now 'topped up' your reservoir of importances; and are ready for Level 2.

Alright, I haven't forgotten you others. Don't tell me: nothing happened. It all seems silly, does it? Tell me, did running perceptive RI make you feel a wee bit queasy in your stomach? Touching all those solid objects? It did? Good. Continue with it until you feel relaxed once more. You are up to doing Level 2. Just make with the paws on the furnishings for an hour or two; it will work wonders for you.

However, if you don't feel up to it, then go and see a separate therapist who is skilled in Level 1 exercises and let him help you do it.

And, finally, those to whom absolutely nothing happened at all during the test. You aren't up to tackling your mind solo right now. Don't try it; it could put you in hospital. You need Level 1.

Go see a separate therapist and get it run. But don't let him 'tinker' with your mind until Level 1 has been properly run, for even with a separate therapist it's not entirely safe for you to do so until Level 1 has been completed, even though he has a sympathetic ear, and a nice leather couch for you to rest your bum² on. Get Level 1 run, and I'll see you later - all chittered³ up and ready to tackle Level 2 solo. (Oh yes, when Level 1 is properly nulled you'll find one of the RI commands will work for you).

² the buttocks; rump

³ To twitter or chatter, as a bird

Level 2

Purpose: To find the past. To exercise the being in evaluating the past to the present.

Now I'll be brutally honest with you. If you need this level run badly it's going to hurt. It all depends upon how severe the compulsive games condition is between you and your mind. If you're rather chummy with your mind the exercise will be a breeze, and you'll enjoy it as well as deriving benefit from it. However, if you are a mass of so-called repressions and inhibitions you are in for a hot time of it.

You'll probably be absolutely sure that you are going to die before you've got your teeth a couple of inches into this Level. There's nothing like Level 2 to separate the men from the boys. Crack this one, and the rest is easy. However, the Level must be done, for there's no other way to get a being to be able to Timebreak.

Use RI liberally. Don't be a martyr, run RI when the going gets rough; you've nothing to gain by suffering any more than you have to.

This level is designed to crack the compulsive games condition you are currently in with your own mind. It does it with ruthless efficiency; to the full extent you are currently capable of achieving. But I'll tell you this: once you come out the other end you'll have lost all fear of your own mind.

You'll know with absolute certainty that there's nothing it can do to you that you can't handle. You're over the biggest hump. The being who has successfully completed Level 2 has said good-bye to separate therapists: he now knows he can do what has to be done alone.

If this technology ever becomes lost to mankind it will only be because some faint hearts could not confront the horrors of Level 2, and so will change it all into something pleasant and useless. Never miss it: Level 2 is the only barrier that sits between mankind and the attaining of Nirvana.

He cannot face Level 2, and so he goes to a separate therapist to help him through it never realizing that by so doing he has negated his own responsibility in the matter, and so doomed himself to failure. He must do this step alone, or he'll never be able to cock a snook⁴ at his own mind; there is no other choice.

So Level 2 will be a baptism of fire for many of you. So be it. Press on.

I've known the successful completion of this Level to cure chronic alcoholism in a being all by itself, so the results are well worth attaining.

Remember, you've lived through the original of whatever your mind has to throw up at you, so you can live through the recall of it. The last thing you do before you expire is run RI. Then you won't expire. Get it? Then you continue on with the exercise. Get it?

⁴ **cock a snook** or **cock one's snook**, to thumb the nose, a gesture of defiance.

Level 2 Commands

- a) **Select a non-significant past scene.**
(Masochists can select a significant one.)
- b) **Select an object from this scene.**
- c) **Find an object in PT (one you can see with your eyes) that is different from the past object.**
- d) **How is it different? [See Different in the Glossary]**

Repeat c) and d) (It's permissible to use the same PT object over and over again if you wish) until no more change; then:

- e) **Find an object in PT (one you can see with your eyes) that is similar to the object in the past scene.**
- f) **How is it similar? [See Similar in the Glossary]**

Repeat e) and f) until no more change, then repeat c) and d). Continue until both c) and d), and e) and f) produce no more change.

- g) **Select a new past object, either from the same past scene or a different one.**
Repeat c) and d), then e) and f) with this new past object until no more change.

Continue the exercise, using more and more significant past objects, until no more change occurs with any past object you care to select.

Now do the exercise with past persons. Select them one at a time, and complete the exercise with each person. Continue until no more change occurs with any past person you care to select.

Level 2 Completion

As you do this exercise, and the compulsive games condition between you and your mind begins to break down, you'll find that it becomes progressively easier to place the 'then' and 'now' objects side by side for comparison purposes, until you are quite easily able to view both the 'then' and 'now' objects simultaneously.

You are learning to Timebreak. By the time the exercise has gone null you'll be an expert Timebreaker.

Don't rush the exercises; nothing is to be gained by so doing. Once started on a past object or person you should persist with the object or person. To change around all the time will not make it easier for you; you are just prolonging the agony and the exercise. Run the changes out as you go, that is always the fastest way.

Remember, you are running out a compulsive games condition between you and your own past. The exercise continues to produce changes as long as this compulsive games condition is highly charged; as the compulsive games condition quietens down, so the exercise ceases to produce change. You end up feeling quite different about your past, quite friendly towards it, as well as being a competent Timebreaker, and so ready for Level 3.

Level 3

General Timebreaking.

Timebreaking. Definition: The simultaneous viewing of 'then' and 'now'.

If Level 2 has been properly done then Level 3 will be easy. It's just a romp around your past; learning your skills and applying them.

However, if you've skidded off Level 2 and hope to find salvation in Level 3 I have some bad news for you. Either nothing will happen, or all the things you hoped to avoid will come back and haunt you at Level 3. And, what is more, you'll be stuck with them from here on out.

You've either 'cooled' this compulsive games condition you are in with your past at Level 2, or you haven't. Level 3 is no place to be playing this sort of game. Simply because while you are still playing this game you cannot effectively Timebreak, so the exercises will not benefit you. So, if in doubt about whether Level 2 is finished, then it's not finished and you must go back and finish it, then, and only then, will Level 3 help you.

Once Level 2 is complete the being is able to comfortably place 'then' and 'now' objects side by side for comparison purposes. Indeed, it will be found that the comparison has become largely automatic. Once he so places them the comparison occurs almost instantly. This is as it should be. A being cannot view through time; this is an illusion. He can only view across a distance.

Everything you view, you view right now. The action of simultaneously viewing 'then' and 'now' breaks the illusion of time. It literally breaks time - Timebreaking.

While the being continues to try and compare the 'then' and 'now' objects while still considering them in different moments in time he never achieves a full comparison; thus, he never achieves a true evaluation of their relative importance, and the 'then' object still retains a residual command power over him.

Once Timebroken, the command power of the 'then' object is vanished forever. This cannot be done until the illusion of time is broken: the illusion of time is broken once it is done. There's nothing mystical about this; it's all good, solid natural law. How can his past influence him if his past is now in the present? Flip... See it?

Level 3 Commands

a) Select a past scene. Become simultaneously aware of the scene and PT around you.

Don't try and Timebreak the entire scene at once. Take it a bit at a time. Continue to do this until the past scent 'fades' - i.e. begins to 'fall away' in intensity compared to present time.

b) Select a new past scene, and repeat a).

Continue until you are willing and able to Timebreak all your known past.

This exercise will take many hours, joyful hours, and you are gaining all the way.

Level 3 Completion

The past will first be found to become increasingly intense in perceptics, then to progressively vanish.

As the Level nears completion you'll be hard put to find new scenes to Timebreak, and will be searching for them. This is quite normal.

Run RI as necessary. The exercise is not particularly destructive of importances, compared to Level 2, say, but RI will speed your progress considerably.

Every so often you'll come across a scene that just will not Timebreak. Not to worry. Just roll up your sleeves and drop back to Level 2 regarding it and start finding some differences and similarities between the scene and present time. Suddenly it will flip out easily.

Run a bit of RI at this point. You've found a 'sticker'. There's something in that scene; more to it than meets the casual gaze. You'll be picking that one up again later on at Level 4 or Five. At this stage we are only interested in Timebreaking it.

As you get well into this Level 3 don't be shy about having a good nosy around in these past scenes. They are your past, you know. Spread yourself out and have a good look around. Go take a walk through these scenes. Find a scene with a bus in it; get on the bus and see where it takes you. You'll be amazed! Each scene is a complete universe at that moment in time. It's all there if you care to take a look. Tsk tsk. I shouldn't have said this.

Let's be more scientific. Here we go: During this Level, or the subsequent ones, you'll find yourself occupying a viewpoint exterior to your body in present time; you'll also find yourself occupying exterior viewpoints to the ones you occupied at the time during the past scenes. All this is quite normal. A being is natively capable of occupying any viewpoint he so desires in any scene, whether 'then' or 'now'.

This ability is returning to you. Very soon you'll be continuously operating your body in PT from a viewpoint exterior to it simply because it's more comfortable and natural to do so. (And you'll do this despite the fact that science has conclusively proven that the 'ego' is nothing more than a figment of the brain!)

Although the past will progressively vanish during this Level, nothing is being lost except the enforcement to view it; any part of your past that has been Timebroken can easily be brought back into existence once more merely by desiring to view it.

As you complete this Level you will get your first preview of Nirvana. For the first time you will feel free of your past, and no longer feel it pressing around you; the endless 'chatter' of the mind will at last be still, and you'll be able to experience the tranquility of utterly still beingness.

Unless you actually recall something your past will remain in a state of total vanishment. This, again, is as it should be.

If you've been connected to a skin galvanometer during your exercises, the completion of Level 3 will show the instrument now sitting quite motionless at 12,500 ohms for a male, and 5,000 ohms for a female. The needle is quite calm and lifeless. Indeed, from this point onwards the skin galvanometer will never move much again. It has served its purpose, and can now, if you wish, be discarded. Your perception of change is now equal to or superior to that of the instrument.

However, Nirvana is still a long way off. But you've now got your feet a couple of rungs up the ladder, and know which direction the ladder is taking you. Level 4 will get you up another couple of rungs, and give you an insight into how you ever managed to get a mind in the first place.

Level 4

Purpose: The systematic discharge of the eight classes of overwhelms.

The completion of Level 3 signifies the end of your mind impinging upon you in session involuntarily. However, it will still be found to impinge upon you involuntarily in life to some degree, even if you are now capable of Timebreaking it back out of existence again as fast as it appears.

You'll find that you just cannot maintain your state of inner stillness amidst the hurly-burly of life. Away from life and alone, you can by Timebreaking get yourself to a state of total peace and relaxation in a matter of minutes; but you'll find it difficult to maintain it while on the hoof, so to speak.

It's now time to do something about this state of affairs.

There are clearly still things in that thar mind of yours that you know not what of. This is the whole subject of Level 4.

Once Level 3 is complete you'll find that you have to actively stimulate your mind in session before any of it will appear.

What is happening is that it's becoming more and more under your control, and less and less under the stimulus-response control of the environment. From this point onwards you can expect this tendency to increase.

Eventually, only you will be able to stimulate your mind; the environment will have lost its power to do so.

Level 4 will start you in this direction, and Level 5 will complete it, to do this we have to take up the whole subject of games.

Playing games got you into the mess and the understanding of games will get you out of it once more. You used to be an expert games player. You are going to be an even greater expert very soon, so great an expert that you will see the futility of them, and so give them up for the infinitely greater joys of Nirvana.

Never miss it, the route to Nirvana for the compulsive games player is through the voluntary playing of games and then out the other side. You don't get there by running away from them and contemplating your navel. You get there by running through the whole gamut of games play in exercise form. That is Level 5.

Level 4 prepares you for this by getting you to take a look at the subject of overwhelms, for this is where a lot of your 'livingness' is tied up. You need to free this up before you embark upon the rigors of Level 5.

Level 4 will also vanish another large and unwanted chunk of your mind

[Note! The overwhelms occur at the loss of games. Using Dennis' names for the players we have:

Player	Self determined postulate	Pan determined postulate
Leg 1	Must be known	Must know
Leg 2	Must not be known	Must not know
Leg 3	Must know	Must be known
Leg 4	Must not know	Must not be known

(Look up the definitions of "to be known" and "to know" in the Glossary to be sure you understand these terms before proceeding)

The four overwhelms are:

Forcing to know	Infliction
Preventing from being known	Rejection
Preventing from knowing	Deprivation
Forcing to be known	Revelation

Level 4 uses the 8 overwhelms from the Level 5 Postulate Failure Chart and ignores the 8 Levels that are games conditions.

At the point of overwhelm only the postulates of the winner remain. The loser has given up his postulates and accepted the pan determined postulate of the winner as his own.

You will run the overwhelms from the viewpoint of Leg 4 then Leg 3 then Leg 2 and finally Leg 1.

1. Forced to know

So first the player at Leg 4 is "forced to know" by Leg 1. This is an overwhelm of Infliction by Leg 1 on Leg 4. You get the feeling of being forced to know and timebreak anything that comes up.

Leg 1 is creating his PD effect "Must Know" and you accept that you Must Know that effect.

For example the neighbor is playing his radio to loud and when you go to him to complain he greets you with a shotgun and tells you to "Go to Hell". You are forced to accept his "Must Know".

When "forced to know" stops producing change or bringing up incidents move on to:

2. Preventing from being known.

Here you are preventing Leg 1 from creating the effect he wants to create. You are Rejecting his pan determined postulate "Must know" with your pan determined postulate "Must not be known" and have forced him to accept your pan determined postulate "Must Not Be Known".

For example the guy next door is playing his radio too loud. You call the cops and have them make him turn it down (must not be known).

When 2 stops bringing up incidents or producing change move on to 3.

3. Prevented from knowing

You are now at Leg 3 of the game with SD "must know" and PD "must be known." You opponent is Leg 2 with SD "Must not be known" and PD "Must not know" and you are being forced into overwhelm by Leg 2's unwillingness to produce the effect or by his preventing you from receiving the effect. This is Leg 2 Deprivation against you at Leg 3.

For example you visit the farmer next door to get an apple and he says he does not grow them any more (must not be known) so you will get none.

When #3 stops producing change move on to number 4.

4. Forcing to be known

Here Leg 3 is forcing Leg 2 to produce the effect he does not want to produce thus Leg 3 is overwhelming Leg 2's "Must not be known." This is Leg 3 forcing Revelation on Leg 2.

Leg 3 is a member of the county Board of Supervisors and wants an apple which the farmers stopped producing because it was unprofitable so he passes an ordinance that all farmers must produce apples. (Must be known)

5. Forced to be known

You are now at the Leg 2 point of view.

Leg 3 is forcing you to “Be Known,” or to Reveal what you do not want to “be known.”

Here Leg 2 is being forced to grow apples when it is not profitable. This is “Must be known” and revelation.

6. Preventing from knowing

Now still from the Leg 2 point of view you are preventing Leg 3 from knowing. This is forcing Deprivation on Leg 3.

Leg 3 wants an apple but you find a way to prevent him getting one. You must grow them by county ordinance but nothing prevents you from selling the whole crop to the pig farmer for pig feed. Leg 3 is forced into “Must not Know” and Deprivation.

7. Prevented from being known

Now you are in Leg 1's point of view. Leg 4 is preventing you from being known. Leg 4 is Rejecting your effect.

Be known is the creative postulate of bringing a thing or effect into existence. So you could reword this as Prevented from Creating an effect.

So you at Leg 1 are trying to grow apples and Leg 4 calls the Environmental Protection Agency to stop you from harming the environment. (Must Not Be known)

Or you try to give an apple to your neighbor and he refuses it. You were prevented from being known by his must not know. Leg 1 is overwhelmed by Leg4's Rejection.

8. Forcing to know

Finally you are forcing Leg 4 to know. This is Infliction by you at Leg 1 on Leg 4.

You force your neighbor to eat one of your apples by telling him you will be insulted if he doesn't eat it.

Editor)

Level 4 Commands

- 1. Forced to know**
- 2. Preventing from being known**
- 3. Prevented from knowing**
- 4. Forcing to be known**
- 5. Forced to be known**
- 6. Preventing from knowing**
- 7. Prevented from being known**
- 8. Forcing to know**

[Note. It helps to put self and others on these overwhelms as:

1. self Forced to know by other
2. self Preventing other from being known
3. self Prevented from knowing by other
4. self Forcing other to be known
5. self Forced to be known by other
6. self Preventing other from knowing
7. self Prevented from being known by other
8. self Forcing other to know

- Editor]

We are going to work our way round this list, from 1) to 8), round and round, Timebreaking everything that shows up as we go.

There's no need to be shy about the nasty things you've done in your time; we've all done such things. You're working solo, and no one but you need ever know about the gruesome details.

That's right, now that you can Timebreak there's no longer any need for the confessional. You become your own confessor. Just Timebreak it all out; that's all it's necessary to do. Get it all nicely Timebroken, the guilt feelings, the blame, the shame, the regret, the whole works. Lock the door and plug up the keyhole if it makes you feel a little bit better. But let's get it done, shall we?

Command: Get the idea of being forced to know.

Just punch the concept into your mind, and Timebreak any incident that shows up. Don't try and force the pace; just take your time. Now punch out the 'Forced to know' idea again. Get anything that shows up Timebroken. Continue with this command until nothing further shows up, and you've run it dry.

Now run RI.

Now move to command number 2). Run it just the same as number 1).

Continue through the list. Run plenty of RI, for this Level tends to chop it up a wee bit.

When you've completed through to number 8), go back and start in again at command number 1). New material will show up.

Continue round and round the list until there is no further new material, and no further change. When in doubt - run RI. As you work with these commands you will find that you are taking bits here and bits there out of incidents. That's quite alright.

Many upsetting incidents contain more than one type of overwhelm; really hot ones can contain all eight!

You can see how it is that beings get into such a terrible mess with these things. One thing we know about games play: it's never orderly; anything can happen - and sooner or later will.

These overwhelms come apart best in the sequence I've given them. They come apart this way much better than trying to run the incidents in a consecutive time sequence. There's nothing which says an incident has to be run in its strict temporal sequence; that is just being a slave to the illusion of time.

The sequence you are using is the basic game sequence, the sequence in which the whole mind is stacked. That's why it comes apart easiest this way. So run the sequence from 1) to 8), round and round, and you'll get there fastest.

Early on only a few commands will produce material, then later other commands will spark off and produce for you. Soon you'll be finding all commands more or less live. Just clean each one up thoroughly before you leave it. Then they all begin to fade, until finally you are unable to punch any new material into view for Timebreaking.

Level 4 is now complete. When it's complete you are no longer bothered by any of the overwhelms on your known time track. If this is not the case, then Level 4 is not complete. It's as simple as that. Those eight commands are the complete list of overwhelms (upsets). There are none outside of that list. Just go round and round that list until the job is done.

There are no inhibitions, repression's, suppressions, withholds or anything else ever dreamed up by the tortuous minds of psychiatrists that is not one or other of those eight classes. You've got them all. And you've got all those that have yet to be discovered, as well!

Just get the job done. It won't take anywhere near as long as you think it will.

Good. You are now ready for the rigors of Level 5.

The environment is now virtually incapable of triggering your mind against your conscious choice. Only you can do it now - and even you are having trouble! Only the creation of raw postulates can take you further. That is the whole subject of Level 5.

Level 4 “ To Enhance”

From TROM manual re using Level 4 to run “To Enhance”
“I can give you the basic non-life goals package. I give it to you so that you can avoid it. A spiritual being cannot be destroyed. He can only be degraded. And he has been degraded. He’s been degraded so much that the urge to degrade can beat strongly in his breast.

[Note! My first thought on this was that Dennis was referring to Sex. In fact I found the most degrading incident from my childhood was from working with my father who invalidated my efforts. Any time someone tells you that you are not “good enough,” don’t measure up their standards or the companies standards or the schools standards they are degrading you.

Any time someone pays you for work but ends up giving you far less than you expected this is an insult and a degrade of your worth. If you accept the pay you are accepting the degrade postulate. -editor]

Life on this planet is being constantly degraded by those who deny that it is basically a spiritual quality, and insist that it is basically mud. The whole philosophy of materialism is a direct degradation of life. Its purveyors, themselves degraded to the point of being convinced that they are no more than mud, take a perverse joy in trying to drag others down into the ooze.

Most of the ‘education’ a spiritual being has ever received in this universe has been an overt attempt to degrade him, to strip him of his native spiritual qualities, for while he is cognizant of his true spiritual nature he is considered infinitely dangerous to those who wish to use him for their own ends.

The 'To degrade' goals package, when formulated and used, is one very 'hot' non-life goals package. It will soon have you scraping agony off the walls of every torture chamber this side of Galaxy 4. And that is only for starters. Very soon death is regarded as a welcome release.

The whole of the 'To degrade' package is within the negative legs of the 'To Enhance' package. This life package, when erased, also erases the 'To degrade' package amongst others. And this erasure is achieved painlessly. Once achieved, the 'To degrade' package can be run with impunity. It has no more charge left in it than a piece of dead codfish. I trust that you are getting the message.

Such is the power of the 'To degrade' postulate in the universe these days that the basic upset in any person's life is invariably an overt attempt to degrade them by others. It is usually in early childhood, or even infancy. The incident is so abhorrent to the being that he rapidly shuts it out of mind (not-know), and by adolescence it is no longer a part of his or her conscious recalls. Yet the incident continues to have a profound effect upon the being for the remainder of that life-time, and colors his physical, emotional and intellectual approach to everything he does.

By addressing the 'To enhance' goals package in the form of the 8 classes of overts and motivators, just as given for the 'To know' package earlier, any psychotherapist could rapidly 'spring' this basic lifetime degradation into view and permit its re-evaluation to present time (now) realities.

Such an action would be enormously therapeutic to the patient, and would result in a betterment of their whole personality. Such are some of the applications of this technology in the field of psychotherapy.

The same results can, of course, be achieved by a person running solo on the exercises given in the Practical Section."

Using Dennis' names for the players we have:

Player- self determined postulate pan determined postulate

Leg 1	Must enhance	Must be enhanced
Leg 2	Must not enhance	Must not be enhanced
Leg 3	Must be enhanced	Must enhance
Leg 4	Must not be enhanced	Must not enhance

The four overwhelms are:

Forcing to be enhanced	Infliction
Preventing from enhancing	Rejection
Preventing from being enhanced	Deprivation
Forcing to enhance	Revelation

Definition:

To enhance 1. To improve or add to the strength, worth, beauty, or other desirable quality of something. 2. To increase the clarity, degree of detail, or another quality of an electronic image by using a computer program

Level 4 running "To Enhance" as a resolution of the negative "To Degrade" goals

We start off at Leg 4 of the goals package with the point of view of Must Not Be Enhanced opposed by a guy at Leg 1 Must Enhance.

1. Get the idea of being forced to be enhanced (Leg 1 is forcing enhancement on me so I get a motivator)
2. Get the idea of preventing from enhancing (I am preventing Leg 1 from enhancing)

Now we move up to Leg 3 Must Be Enhanced opposed by Leg 2 Must Not Enhance.

3. Get the idea of prevented from being enhanced (Leg 2 is preventing me from being enhanced)
4. Get the idea of forcing to enhance (I am forcing Leg 2 to enhance me)

Now move up to Leg 2 Must Not Enhance opposed by Leg 3 Must Be Enhanced

5. Get the idea of being forced to enhance (Leg 3 is forcing me to enhance Leg 3)

6. Get the idea of preventing from being enhanced (I am preventing Leg 3 from getting enhancement)

Now we take the point of view of Leg 1 Must Enhance opposed by Leg 4 Must Not Be Enhanced

7. Get the idea of prevented from enhancing (Leg 4 is preventing me from enhancing others)

8. Get the idea of forcing to be enhanced (I am forcing enhancement on others and overwhelming Leg 4's opposition)

Level 4 “ To Enhance” Auditing Commands

- 1) Forced to be enhanced.**
- 2) Preventing from enhancing.**
- 3) Prevented from being enhanced.**
- 4) Forcing to enhance.**
- 5) Forced to enhance.**
- 6) Preventing from being enhanced.**
- 7) Prevented from enhancing.**
- 8) Forcing to be enhanced.**

Level 5 A

Purpose: To exercise the being in the creation of complementary and conflicting postulates in accordance with the Postulate Failure Cycle Chart.

The completion of Level 4 signals that the being is ready to work with pure postulates. In point of fact he has no choice in the matter, for only by the creation of postulates is he able to progress further. Nothing else is capable of stimulating his mind, and so producing material for Timebreaking.

At Level 2 the being only has to think of something in order to have mental mass flying round his ears. By the time Level 4 is complete only the creation of raw postulates will trigger his mind in the slightest. This is as it should be. Raw postulates are very rare things in life these days - which is precisely why the being's mind is so little triggered by life once Level 4 is completed.

Humanity at large does not create effects by direct postulates; they cannot use direct postulates; they work on 'systems' of getting things done. A man may shout and rave at you, but it is all noise and bluster; the actual postulate content of his tirade is virtually nil.

If he were capable at handling postulates he would speak in a whisper, and people would feel compelled to do as he asks. This is the power of the silent postulate.

Mankind has many 'systems' of power. Wealth is one of them. It permits a man to make his postulates effective when the true power of his postulate is close to zero. As the being comes up the line he progressively abandons his 'systems' of power and returns to the direct postulate. And in so doing his life becomes incredibly simple and uncomplicated.

So when we reach Level 5 we are, as they say, down to the nitty-gritty: the basic building blocks upon which the mind is built; the four basic postulates which go to make up life and games play.

A postulate is a causative consideration; it is a consideration which contains an intention that something will occur. (The flavor of its meaning is contained in the old Latin 'postulare' - to demand.)

One creates a postulate like one creates anything else: one brings it into existence in a certain location in space.

Early on you may like to surround your postulates with mass. That is quite alright. You can create them with pink stripes and funny hats on if you wish; they are, after all, your creations. Later on you'll be able to do without the mass, and just create the pure postulate.

A being tends to feel at the completion of Level 4 that there is very little of his mind left. This is not so.

The truth of the matter is that the vast majority of the mind is still there intact at the completion of Level 4. The illusion of vanishment only occurs because there are so few pure postulates in everyday life to stimulate the mind, so it stays out of existence.

Get a spear through your guts and you'll soon realize that you've got a lot of mind hanging around still - as those mental masses begin to fly around you once more. That spear, you see, is a bit of solid postulate, and will get things jangling once more.

So even though Level 4 is complete we still have a residual hard-core of mind left, and our job on Level 5 is to bring it into view so it can be Timebroken. As your power of postulate increases on Level 5, so you'll be able to spring more and more of this into view; this in turn will improve your power of postulate even more, which will permit you to spring even deeper levels into view. And so on until the job is finally done.

How capable will you be? I don't know, for to the very best of my knowledge no one has got there yet. You write and tell me about it.

I do know this, though: the sky is a lot higher than you think. Even when you can knock a couple of planets out of orbit with the whisper of a thought, you're still only a babe in arms in terms of your full potential. Only life has ever put a limit to the ability of life.

One last word before we go into Level 5 proper. Be sure you want to make the trip. There's no going back, you know. Can you go back now and enjoy the games you played as a five year old? Once you walk this road you can't get off it. My advice is to take someone with you, or you'll soon be running a terrible scarcity of people to talk to about the really interesting things in life.

If you don't fancy yourself as a being with god-like abilities, on the other hand, then the top of Level 4 is the place to quit. You are still more or less human, and Level 5 will soon change all that.

Are you coming? Good! Nice to have you along.

Level 5 To Know Postulate Failure Chart

Postulate Failure Chart				
	Self	Other		
1A	MK	MBK	MO	Forced to know
1B	MNK	MBK	G	
2A	MNK	MBK	G	
2B	MNK	MNBK	OO	Preventing from being Known
3A	MNK	MNBK	MO	Prevented from Knowing
3B	MK	MNBK	G	
4A	MK	MNBK	G	
4B	MK	MBK	OO	Forcing to be Known
5A	MBK	MK	MO	Forced to be Known
5B	MNBK	MK	G	
6A	MNBK	MK	G	
6B	MNBK	MNK	OO	Preventing from Knowing
7A	MNBK	MNK	MO	Prevented from being Known
7B	MBK	MNK	G	
8A	MBK	MNK	G	
8B	MBK	MK	OO	Forcing to Know

Codes

MK Must Know
 MNK Must Not Know
 MBK Must Be Known
 MNBK Must Not Be Known
 MO Motivator / Overwhelmed
 OO Overt / Overwhelm

	Origin of effect
	Receipt of effect
	Recurring Pattern
	Break in Pattern

Postulate Failure Chart

At this point take out the Postulate Failure Cycle Chart and study it. I advise you to make your own copy of it on a piece of cardboard. This can be folded to fit into a plastic sachet, and so be carried around with you without getting all crinkly and dog-eared.

The chart is worth studying, and there is always something to be learned by looking at it. Indeed, it will soon become a very valued possession.

There is a great symmetry and beauty about the chart, which grows on you as you use it.

There is a great oddity about this chart: It is almost impossible to remember it! This is quite understandable once one begins to appreciate its true significance. (It took me six months to get it exactly right.)

The chart is divided into 8 major levels; each level is subdivided into two sections. This gives us a total of 16 possible games situations regarding an effect. You'll also notice that the chart is divided into Origin and Receipt, and Self and Others. Self and Others is self-explanatory. Origin means the originator in a game; Receipt means the responder in a game. Receipt responds to Origin; Origin causes Receipt to respond. It's purely a matter of who starts, or originates, the game. So we have 16 possible game situations regarding an effect. There aren't any others. (There's a standing prize going for the first being who can find any!)

The 16 consist of 4 overt overwhelms, 4 motivator overwhelms, 4 origin of games, and 4 receipt of games.

Life goes from 8b to 1a; we work from 1a to 8b, **always**. The reason for this is that later games occlude earlier ones. So we start late and go early. This means we are running life in reverse. You'll soon get used to this, though early on it can be a bit puzzling. We don't have any choice in the matter.

Have you ever tried peeling an onion from the inside? You peel it from the outside inwards; you peel your mind the same way. Your mind is very much like an onion in this respect.

If you want to waste time you'll run the chart from 8b to 1a; it's a great way to get nowhere fast. It's also a guaranteed way to put yourself into deep apathy. (Oh boy, if you really wanted to louse this Level 5 up, that is one sure way to do it. Talk about booby traps...)

The being, in life, enters games with an effect at 8b; after many vicissitudes he quits playing games with this effect at 1a. No more games are possible with this effect once 1a is reached, as all four postulates are now in failure (overwhelm) both as SD and PD.

Check it through and you will see that this is so. He now goes back in at 8b with a substitute effect, and starts the circuit all over again. (Talk about futility!)

So the chart is really circular, and 8b should be folded round to join 1a forming a cylinder. (I believe there is something in Eastern religion called 'The wheel' which is similar to this. Or maybe they had this chart once out East and lost it...)

The next point is that the chart only shows the SD postulates. The PD postulates you have to put in yourself. There's no difficulty in this, for they are always the complementary postulate to the SD postulate. To save you looking them up in the Theory Section the list follows:

SD	PD
Must be known	Must know
Mustn't be known	Mustn't know
Must Know	Must be known
Mustn't know	Mustn't be known

Next I'd like to recap for you, so you are absolutely sure of what we are doing on Level 5. It's necessary to be very clear in your mind on the differences between the following life situations.

A no game situation

This is a complementary postulate situation. You look at a wall; the wall is there to be known, and so you know it. It's 'be known' and 'know'; complementary postulates. This is not a game situation. There is no postulate conflict; all the postulates match up. I'll leave it to you as an exercise to spot life situations for the other three sets on the above list. Remember: Complementary postulates enhance affinity; conflicting postulates detract from it.

A voluntary game situation

This is a conflicting postulate situation. You look at a wall; the wall is there to be known, and you decide you don't want to know about it. It's 'be known' and 'not-know'; conflicting postulates. Thus, this is a game situation, for there is postulate conflict; the postulates are in opposition. I'll leave it as an exercise for you to spot life situations for the other three sets on the above list.

A compulsive game situation

This is identical to the voluntary game situation except that the game is compulsive. The being feels compelled to play it; he's lost his freedom of choice in the matter. He sees the wall and has no choice but to 'not-know' it.

While the game is voluntary, the being can always end it by adopting complementary postulates. E.g. He stops fighting the wall and adopts a 'know' postulate regarding its 'be known' postulate. End of game.

All games can be ended in this manner. No exceptions. If you want to stop any game you are engaged in you only have to adopt the complementary postulate to the one being held by your opponent, and the game promptly ends.

He too, of course, can end it by adopting the complementary postulate to yours. You cannot force any being into a game who insists upon adopting complementary postulates to your own. Thus, a being who is free from the compulsion to play games can never be forced into a game against his choice. He'll play only as long as he wants to play, then, if you try and force him to continue, he'll merely go into a complementary postulate situation with you. There's nothing you can do about it. I mean, you can't even complain that you've lost the game, for you've clearly won it! Or have you? For you never overwhelmed him. I leave you to ponder this, for it has a large number of interesting philosophical ramifications.

But what of the being in a compulsive games condition? Ah, he must go on playing. He cannot ever end the game. He's in it for keeps. He must go on, and on, and on, just like time goes on, and on and on in the universe.

Now do you see what I mean when I say that in the absence of games, space and time cease to exist? The whole universe is kept chugging along through time and endless change by life engaged in a compulsive games condition. A being achieves Nirvana when he can adopt complementary postulates with the whole universe. Then, and only then, can he leave the universe and go in search of pastures new. Until that point is reached the being is always to some degree trapped in the universe.

The route out is from the compulsive playing of games, through the voluntary playing of games, to an ending of all games by the adoption of complementary postulates and so the achieving of a non game situation: Nirvana.

So let us be very clear about the direction in which we are traveling on Level 5. There is nothing wrong with playing games, for games are fun; but there is an awful lot wrong with 'having to' play games. The trap is not in the playing of games. The trap lies in the fact that the playing of games leads to the compulsive playing of games. That leads straight into every trap this universe contains. We only have to return to the being his freedom of choice in the playing of games and the job is done.

Postulate Failure Chart				
	Self	Other		
1A	MK	MBK	MO	Forced to know
1B	MNK	MBK	G	
2A	MNK	MBK	G	
2B	MNK	MNBK	OO	Preventing from being Known
3A	MNK	MNBK	MO	Prevented from Knowing
3B	MK	MNBK	G	
4A	MK	MNBK	G	
4B	MK	MBK	OO	Forcing to be Known
5A	MBK	MK	MO	Forced to be Known
5B	MNBK	MK	G	
6A	MNBK	MK	G	
6B	MNBK	MNK	OO	Preventing from Knowing
7A	MNBK	MNK	MO	Prevented from being Known
7B	MBK	MNK	G	
8A	MBK	MNK	G	
8B	MBK	MK	OO	Forcing to Know

Codes

MK Must Know
 MNK Must Not Know
 MBK Must Be Known
 MNBK Must Not Be Known
 MO Motivator / Overwhelmed
 OO Overt / Overwhelm

	Origin of effect
	Receipt of effect
	Recurring Pattern
	Break in Pattern

Level 5 “ to know” Postulate Failure Chart

Now, once more take out the Postulate failure Cycle Chart. The chart can be divided into 8 ‘games’ levels and 8 ‘overwhelm’ levels. ‘Game’ and ‘overwhelm’ are all part of games, but we need to separate these levels from a practical point of view.

First, the game levels. In each one of these levels there are actually four postulates on the board (The term 'on the board' comes from the game of chess, and I use it in the sense of 'in play').

There is your SD postulate (shown on the chart), your PD postulate (not shown on the chart); your opponent's SD postulate (shown on the chart), and your opponent's PD postulate (not shown on the chart) is where you are; your PD postulate is 'out there' where your opponent is. Your opponent's SD postulate is where he is; his PD postulate is over where you are. You are trying to get him to adopt your PD postulate; he is trying to get you to adopt his PD postulate, if either succeeds an overwhelm occurs, and the game is lost or won; the overwheeler is the victor, the overwhelmed is the vanquished.

The overwhelm levels. In each of these 8 levels there are only 2 postulates on the board: Those of the overwheeler. His SD postulate is still where he is. His PD postulate is now entirely round the vanquished (who is convinced of it). The SD postulate of the vanquished has now gone off the board; with it, of course, goes the PD postulate of the vanquished.

Both the SD and PD postulates of the vanquished are thus off the board (out of play) at the point of overwhelm.

Where have they gone to? They are in failure: they are no longer considered tenable in that game. (The vanquished may resurge and play another game of this type later in time, but that game with that particular effect is lost in the opinion of the vanquished.)

So in all 8 game levels on the chart there are 4 postulates on the board, while in all 8 overwhelm levels on the chart there are only 2 postulates on the board.

In the overwhelm, the vanquished literally buys the PD postulate of the overwheeler. He considers this PD postulate as his own.

Thus, in every overwhelm we see a misownership of postulate. It's entirely a matter of conviction. The overwhelmed is now convinced that 'this is the way things are' - and so misowns the PD postulate that overwhelmed him.

However, as soon as he spots the misownership, the overwhelm vanishes, and his own postulates reappear. Until he misowns the PD postulate, the overwhelm cannot occur! See it? It's all a matter of conviction.

It's very necessary, when working at the overwhelm levels of the chart, to be aware of this overwhelm and the misownership of the PD postulate. These levels don't come apart otherwise.

Once the being has fully bought the PD postulate of his opponent in a life game, he now adopts it as his own SD postulate and moves to the next level upwards on the chart (towards 1a).

In the exercises, however, once he frees the misownership at the overwhelm level he is able to move down (in the direction of 8b) to the next level of the chart, for these postulates are now once more available to him.

If you've been following this closely you'll have realized that at the overwhelm level we have the semblance of a no game situation, for there is no longer any conflict between the postulates; they are, indeed, complementary.

(Every torturer knows that sufficient torture will render his victim 'compliant'.)

This is also why a being cannot immediately be free of the entrapping influence of past games by adopting complementary postulates in all directions in his everyday life. All he will succeed in doing is throwing himself into his past overwhelps.

This is why the edict 'Love thy neighbor as thyself' is so incredibly difficult for a being who is heavily enmeshed in games to apply with any great benefit. I'm not saying it's impossible, and is not a route out, but I am saying that, due to the overwhelm mechanism, it's incredibly difficult to apply across the boards and so attain Nirvana.

Level 5 gets over this difficulty by simulating the overwhelm, and thus freeing the being from it; by playing these games in exercise form he comes to grasp the true nature of the factors involved, and thus is no longer influenced by them. It also gives him a look at his own overt overwhelms, which is quite salutary⁵.

We are now almost ready to embark upon Level 5. However, before we do so a word about RI. Level 5 is by far the most destructive of past importances of all the Levels. Mental mass is vanished at a truly startling rate. One would expect this to be the case, and we must be prepared for it.

I can tell you right now that the only thing that will cause Level 5 to grind to a shuddering and painful halt for you is insufficient RI. Indeed, your total progress on this Level is determined by how regularly you repair your importances with self-generated ones.

Perceptual RI is just not good enough at Level 5; only creative RI will do the trick. So sort one out if you haven't already done so. If you've successfully completed Level 4 one or other of the creative versions will now work for you.

This matter is so vital that I'm going to give you, here and now, the details of the Level 5 Repair Session. I don't have to be told that you'll fall flat on your face sooner or later on Level 5. So I'll tell you what to do when it happens. This is not me being pessimistic; it's me being realistic. I wouldn't expect any being to start feeling his way through these raw postulates without coming a cropper. You'll learn how to do it properly - but only after you've got your teeth kicked in a few times during the process of learning. This Level 5 Repair Session will quickly get you back in one piece again, and fit to carry on.

Level 5 Repair Session

- a. Stop doing Level 5 exercises
- b. Run RI until no further change.
- c. Timebreak all mental mass in view. If it's not PT universe mass Time break it.

Repeat b); then c). Continue to alternate b) and c) until all has quietened down, and there is no further change.

- d. Return to Level 5.

This repair will always work for you. The trick is to use it before you have to. It's like eating 'All bran' for breakfast; if you eat it you never have to eat it.

The datum behind all this is: The only mistake on Level 5 is to leave a level while it's still producing change. (Over-run is not harmful at Level 5, for the exercises are entirely creative.) But and get this very clearly, if RI needs running you don't spot that the level is still producing change. And so you leave it. Bingo! Very soon it all collapses round you and you are wishing that mum had given birth to anyone but you.

So when it all falls apart you just know you've left a level before you should have done. After you've done the repair you go back and find the incomplete level. (It will stand out like a third ball on a greyhound). Then you run it fully. Then you move on. Until the next time it happens.

But you're learning all the time. Eventually you don't make this mistake. And then Level 5 runs like a well oiled dream. So help me, there aren't any other snags on Level 5. Just keep your importance's topped up, Timebreak as you go, and you'll win all the way.

It's very easy to get terribly significant about Level 5 - simple because you've got deep significances flashing around you all the time, and it's too darned simple to reach out and grab one. (Old Mosman⁶ proverb: 'He who grab at passing significances is running scarcity of them; he should run RI.')

Must defined

We now need to take up the sense, or meaning, of the word 'must' on the chart. With one exception the meaning is 'got to'; it's a striving to make the postulate effective. The only exception is at the overwhelm levels.

At the point of overwhelm 'must' means to the being overwhelmed 'cannot help but'; it echoes the failure of his postulate in the game. So keep this in mind as you work through the levels.

Now we come to the question of what effect do we use when running Level 5? We don't. We don't put up effects at Level 5, we only Timebreak effects at Level 5. At Level 5 we only put up postulates. The mind throws up the effects, which we Timebreak. In this way we guarantee that we take the mind apart in the exact manner that it is available.

⁶ Mosman is a town near Sydney, Australia where Dennis lived in 1978. it is named after abel Mosman who settled there in 1838. The Aborigines lived in the are of Mosman for 40,000 years. I am not shure which Old Mosman Dennis is referring to.

At Level 4 you experienced the phenomena of taking bits from here and bits from there off your time track while using the 8 classes of overwhelm; well, at Level 5 you will see the same phenomena occurring. The mind comes apart easiest in the sequence that it is available. This is not necessarily in its temporal sequence. There is no reason why it should come apart in a temporal sequence. Trying to make it do so is merely trying to fit the mind into someone's preconceived idea of how it ought to come apart. It's one of these pieces of fiction that was dreamed up one day by a psychologist who'd never got closer to a mind than observing his guinea-pigs in their cages. Because man is such a slave to time it seemed reasonable, and everyone has been going along with the idea ever since.

But it just won't do if you ever hope to get your mind apart cleanly and efficiently. You just have to take it apart in the sequence that it's available. You just put up the postulates, Timebreak everything that shows up, then, when putting up the postulates produces no more change, you move on to the next level. It's as simple as that. In fact it's so simple that you'll have to resist the urge to make it more complicated. When putting up these postulates don't be miserly. There's no shortage of them, you know. Churn out as many of them as you need, if they fade out, then create some more.

Abundance is of the essence. Put them where you like. Just make sure you keep the 'self' postulates separated from the 'others' postulates that is all.

Early on you'll find that as one level goes null you find yourself 'sliding' into the next level on the chart. Later this stops, and you have to do it all yourself. This, again, is as it should be.

Valence Shifts

One final point, as you move from level 4b to 5a, and from level 8b to 1a, you will feel a definite 'flip'. This is the valence shift that exists between these levels. Early on it can be quite startling. Later you just note it in passing.

Don't try and rush things at Level 5. There's always an urge to race round and round the levels - rather like writing faster and faster so as to finish off before your pen runs out of ink. Resist this urge. Null each level as you go. One of the signs of over-run of a level is boredom; it's a sure sign that its time you moved on. You'll soon learn to strike that happy medium of leaving a level as soon as it goes null.

Always run RI between levels. If a level is still live at session end, then pick up that same level again next session. Start your sessions with plenty of RI, then Timebreak out the day's happenings, and off you go.

You'll find quite a number of incidents that showed up at Level 3 and Level 4 showing up again at Level 5. You're just taking more off them, that's all. You'll continue to do so until you've got the lot. Then they'll Timebreak out completely and you'll never have them cropping up again.

(These are the 'stickers' I mentioned back at Level 3.) Indeed, very soon you'll probably never even think of them again. They'll have no more significance to you than the number of the bus ticket that you casually glanced at that wet Wednesday night back in 1962.

Just keep going round and round that chart, level by level, Timebreaking as you go, and running plenty of RI, and you'll make it to Nirvana. Remember: There's no place to go after Level 5. There's no Level Six. And don't get sidetracked into playing around with other goals. 'To know' is the granddaddy of them all. All the roads lead back to the goal 'To know'. So stay on that one from beginning to end; and you get there fastest. (It took me a year of research to discover this truth, and there's no need for you to waste time.)

_____ xx _____

And now, a final word about these practical exercises. Don't become an exercise-fanatic. You won't get there any faster by making a hermit out of yourself in your urge to get there. Live your life too. Just fit your exercises into your normal life; that is always the best way.

Good Luck.

Dennis H. Stephens
Mosman NSW
Australia
February 1978.

Addendum to Practical Section

Level 5

The only additions to the existing Practical Section are additions to Level 5. Nothing already written in the Practical Section is changed in any way.

Do the practical exactly as given in the existing Practical Section Level 1, 2, 3, 4 and 5.

Continue on Level 5 with the 'To know' package while it continues to produce change. Never - repeat, never - leave this package for a junior package while it is still producing change. You may never have to leave it, and it will take you all the way. It is the only package that can do this.

Level 5 not working

If running the 'To know' package on Level 5 never produces any change, then one of the following is happening:

- 1) You aren't running it properly. Check your instructions.
- 2) Levels 1, 2, 3 or 4 are not properly run. Go through them all once more from the beginning and complete. Then return to Level 5.

The basic package, when correctly run as per Level 5 by a being who is ready and properly prepared to run it (i.e. Levels 1, 2, 3 and 4 run until no more change) will always produce some change. It is usually considerable.

There is no exception to this rule. If the being is in this universe, and is ready for Level 5, then Level 5 run on the 'To know' package will always produce change when first addressed.

The reason for this is because no matter what goals the person is functioning on in life these goals must contain some conviction component associated with them. Conviction is enforced knowingness, and so the 'To know' package will mop up this charge.

The primary error on Level 5 is to abandon the 'To know' package because it has never produced any change, and go ransacking amongst junior packages like a shopper looking for bargains at a sale.

None of the junior packages will aid you in the slightest until you can make the basic package run for you. The fault is not in the significance of the basic package, it lies in the fact that either you are not yet up to doing Level 5, or you are not running it properly.

Get the basic package running. Stay with it as long as it continues to produce change. Only when the basic package is running are junior packages run-able.

To do Level 5 any other way is the royal road to making a cot case out of yourself. You are already playing with dynamite, so don't push your luck too far.

Level 5B Junior Goals Packages

When to run Junior Goals Packages

If the 'To know' package ceases to produce change after having produced change, then select another life goal that interests you.

Interest is always the keynote that determines the selection of a junior package. It takes precedence over all other types of assessment. If a goal is of no interest to you then don't waste time addressing it, for it will not help you. Later you may become intensely interested in this goal. Then is the time to address it.

Preference should be given early on to the tested list of junior life goals given in the Theory Section. It's a very comprehensive list, and one or other of these are usually of considerable interest to most beings. This list also has the advantage of having been tested and proven out as life goals. There is really no need to ever look outside this list, but you are, of course, entirely free to do so.

A partial list of life goals follows. Each of them, in addition to the 'To know' package, have been tested and found to be therapeutic and erasable.

To Create. To Love. To Admire. To Enhance. To Help. To Feel. To Control. To Own. To Have. To Eat. To Sex. To Reason. To Surprise.

There are also the perception packages. These are all within the 'To Know' leg of the basic package, and are therefore therapeutic and erasable.

To See. To Hear. To Touch. To Smell. To Taste.

However, the following rule must be observed:

Always look up the meaning of a goal in a good dictionary before addressing that goal.

The reason for this is obvious. If you have an offbeat understanding of the meaning of the word you can very easily turn a good life goal package into an intensely destructive non-life goal package. E.g. If you believe that 'To control' means to hit over the head with a hammer then you should order your coffin and have it ready before you address the 'To control' package. The meanings of the list of junior life goals given in the Theory Section are as per the Oxford English Dictionary. They are only life goals when defined as such.

Next, formulate your junior goal into a package. I have given you the complementary and opposition goals for the tested list, and they are correct. When doing it for other goals take great care.

First, thoroughly ensure that the goal is a life goal. Does it in any way oppose the goal 'To be known'? If it does it's a non-life goal and cannot be used. The rule here is, 'When in doubt don't play with the goal as a therapeutic tool'. It's far better to be safe than sorry, for we have no shortage of tested life goals for you to address.

Many goals at first glance appear to be life goals, but further examination reveals them to be non-life goals. Check the opposite (not the opposition) of the goal. Is that a life goal? If it is, then the goal you have in mind is very probably a non-life goal. But the basic test is always, "Does the proposed goal in any way oppose life's basic urge in the universe: To Be; To Exist; To Be Known?"

Does it prevent others from being, from expressing themselves? Does it help others? Does it enhance others? If it passes all of these tests it is probably a life goal, and is usable. But you still won't be certain until you've tested it.

Next, is the proposed goal within one of the tested goals listed? Or is it a synonym for one of these goals?

E.g. 'To possess' is a life goal, but it's a synonym for 'To own'. Use the 'To own' package, which has been tested.

E.g. 'To grow'. This is a life goal, but it is a system of creating. Run the 'To create' package.

E.g. 'To survive'. This is a life goal, but it's an expression of 'To be known'. Run the basic package.

Having selected your junior goal, formulate it into a package. Ensure that the complementary legs are indeed complementary, and that the opposing legs are exact oppositions. To complement means to complete. Thus, a complementary goal completes or fulfills its twin.

Cross Packaging

It's always an exact fulfillment; never approximate. If the fulfillment is not exact you are cross-packaging, and the package will never erase. Check it out thoroughly with a good dictionary before proceeding - unless you like to spend six months grinding away at an un-erasable package.

Cross-packaging is very dull, particularly when it can be so easily avoided before you start. (Cross-packaging may be good business for psycho-analysts, but it's a curse for anyone who wants to get anywhere.)

The anatomy of a goals package can be very precisely stated:

- a. Let the goal be denoted by X
- b. Let the complementary goal of X be denoted by Y .
- c. Then the opposition goal to X is $(1-Y)$, the negative of Y .
- d. Then the opposition goal to Y is $(1-X)$, the negative of X .

The universe of the goals package is given by:

$$xy + x(1-y) + y(1-x) + (1-x)(1-y) = 1.$$

Unless any restrictions are added, the universe of the goals package is co-extensive with the real universe.

Logic

Logic is the science of reason. I only mention it here because of the fact that as games become progressively more compulsive with a being his behavior becomes progressively more illogical. Also his regard for the subject of logic itself steadily lessens, until he eventually considers the subject to be both useless and incomprehensible.

Thus, a person in a highly charged games condition will have a terrible time trying to study logic; he will endlessly burn the midnight oil trying to grasp even its most fundamental axioms, then, failing, will refute the whole subject.

Yet such a person, once relieved of the compulsion to play games, will naturally lead his life in a logical manner - quite independently of any cognizance of the subject of logic itself. Then, once again discovering the subject of logic, will find it to be a very simple and obvious subject, and may even wonder why so many other people find it both awesome and incomprehensible. It's entirely a matter of the compulsion to play games.

You see, games are not reasonable. They are fun, but they are not reasonable. So as they become more and more compulsive, the subject of reason itself becomes more and more alien to the being. Thus, this is also the entire subject of insanity.

Restrictive Goals are non Life Goals

The rule of thumb about the opposite (not the opposition) of a non-life goal being a life goal is not invariable, and will sometimes let you down. Some goals and their generally accepted opposites will both be found to be non-life goals. This is true of the whole class of goals which arbitrarily compartmentalize things - i.e. goals which divide life into arbitrary classes. E.g. 'To be within' and 'To be without'; 'To be for' and 'To be against'. These classes are not natural classes, and only stem from games play. Thus, both the goal and its opposite are restrictive upon life, and are opposed to the full expression of the 'To be known' leg of the basic package.

The compulsive games player is always trying to convince you that you must either be for him or against him. This is not a complete statement of the choices, or options, that are available to you, for you can also be both for him and against him, or neither for him nor against him. The fact that he cannot grasp this reasoning is only indicative of his compulsion to play games, and in no way limits your full freedom of choice in the matter.

Thus, all goals which arbitrarily compartmentalize life are non-life goals. There are many of them, and when searching for junior packages it's very easy to inadvertently fall foul of this class of goal. But you'll know all about it as soon as you try and run the package: you find yourself on a very slippery slope that leads to the graveyard.

Having formulated your life goal package, you run the package exactly as you would run the 'To know' package. And I mean exactly. No variations whatsoever are allowable - not by me, but by the fundamental nature of this universe. And that means all the extras, like RI as indicated. Everything you know about running the basic package also applies to the running of junior packages.

You take the whole technology, en bloc, and apply it to the junior package. Junior packages won't come apart if addressed in any other manner. I know, because I've tested all possible variations, and the only way junior packages come apart is when addressed in the same manner as the basic package. You enter the package at the same point, and you leave it at the same point as you do the basic package. That's it.

Junior Goals Packages

A partial list of life goals follows. Each of them, in addition to the 'To know' package, have been tested and found to be therapeutic and erasable.

To Create. To Love. To Admire. To Enhance. To Help. To Feel. To Control. To Own. To Have. To Eat. To Sex. To Reason. To Surprise.

There are also the perception packages. These are all within the 'To Know' leg of the basic package, and are therefore therapeutic and erasable.

To See. To Hear. To Touch. To Smell. To Taste.

To Create

Postulate Failure Chart To Create				
	Self	Other		
1A	MC	MBC	MO	Forced to Create
1B	MNC	MBC	G	
2A	MNC	MBC	G	
2B	MNC	MNBC	OO	Preventing from Being Created
3A	MNC	MNBC	MO	Prevented from Creating
3B	MC	MNBC	G	
4A	MC	MNBC	G	
4B	MC	MBC	OO	Forcing to Be Created
5A	MBC	MC	MO	Forced to Be Created
5B	MNBC	MC	G	
6A	MNBC	MC	G	
6B	MNBC	MNC	OO	Preventing from Creating
7A	MNBC	MNC	MO	Prevented from Being Created
7B	MBC	MNC	G	
8A	MBC	MNC	G	
8B	MBC	MC	OO	Forcing to Create

Codes

MC Must Create
 MNC Must Not Create
 MBC Must Be Created
 MNBC Must Not Be Created
 MO Motivator / Overwhelmed
 OO Overt / Overwhelm

	Origin of effect
	Receipt of effect
	Recurring Pattern
	Break in Pattern

To Love

Postulate Failure Chart To Love					
	Self		Other		
1A	ML	/	MBL	MO	Forced to Love
1B	MNL	/	MBL	G	
2A	MNL	/	MBL	G	
2B	MNL		MNBL	OO	Preventing from Being Loved
3A	MNL	/	MNBL	MO	Prevented from Loving
3B	ML	/	MNBL	G	
4A	ML	/	MNBL	G	
4B	ML		MBL	OO	Forcing to Be Loved
5A	MBL	/	ML	MO	Forced to Be Loved
5B	MNBL	/	ML	G	
6A	MNBL	/	ML	G	
6B	MNBL		MNL	OO	Preventing from Loving
7A	MNBL	/	MNL	MO	Prevented from Being Loved
7B	MBL	/	MNL	G	
8A	MBL	/	MNL	G	
8B	MBL		ML	OO	Forcing to Love

Codes

ML	Must Love
MNL	Must Not Love
MBL	Must Be Loved
MNBL	Must Not Be Loved
MO	Motivator / Overwhelmed
OO	Overt / Overwhelm

	Origin of effect
	Receipt of effect
/	Recurring Pattern
	Break in Pattern

To Admire

Postulate Failure Chart To Admire				
	Self		Other	
1A	MA	/	MBA	MO Forced to Admire
1B	MNA	/	MBA	G
2A	MNA	/	MBA	G
2B	MNA	/	MNBA	OO Preventing from being Admired
3A	MNA	/	MNBA	MO Prevented from Admiring
3B	MA	/	MNBA	G
4A	MA	/	MNBA	G
4B	MA	/	MBA	OO Forcing to be Admired
5A	MBA	/	MA	MO Forced to be Admired
5B	MNBA	/	MA	G
6A	MNBA	/	MA	G
6B	MNBA	/	MNA	OO Preventing from Admiring
7A	MNBA	/	MNA	MO Prevented from Being Admired
7B	MBA	/	MNA	G
8A	MBA	/	MNA	G
8B	MBA	/	MA	OO Forcing to Admire

Codes

MA Must Admire
 MNA Must Not Admire
 MBA Must Be Admired
 MNBA Must Not Be Admired
 MO Motivator / Overwhelmed
 OO Overt / Overwhelm

	Origin of effect
	Receipt of effect
	Recurring Pattern
	Break In Pattern

To Enhance

Postulate Failure Chart To Enhance						
		Self		Other		
1A		ME		MBE	MO	Forced to Enhance
1B		MNE		MBE	G	
2A		MNE		MBE	G	
2B		MNE		MNBE	OO	Preventing from Being Enhanced
3A		MNE		MNBE	MO	Prevented from Enhancing
3B		ME		MNBE	G	
4A		ME		MNBE	G	
4B		ME		MBE	OO	Forcing to Be Enhanced
5A		MBE		ME	MO	Forced to Be Enhanced
5B		MNBE		ME	G	
6A		MNBE		ME	G	
6B		MNBE		MNE	OO	Preventing from Enhancing
7A		MNBE		MNE	MO	Prevented from Being Enhanced
7B		MBE		MNE	G	
8A		MBE		MNE	G	
8B		MBE		ME	OO	Forcing to Enhance

Codes

ME Must Enhance
 MNE Must Not Enhance
 MBE Must Be Enhanced
 MNBE Must Not Be Enhanced
 MO Motivator / Overwhelmed
 OO Overt / Overwhelm

	Origin of effect
	Receipt of effect
	Recurring Pattern
	Break in Pattern

To Sex

Postulate Failure Chart - To Sex				
	Self		Other	
1A	MS	/	MBS	MO Forced to Sex
1B	MNS	/	MBS	G
2A	MNS	/	MBS	G
2B	MNS	/	MNBS	OO Preventing from Being Sexed
3A	MNS	/	MNBS	MO Prevented from Sex
3B	MS	/	MNBS	G
4A	MS	/	MNBS	G
4B	MS	/	MBS	OO Forcing to Be Sexed
5A	MBS	/	MS	MO Forced to Be Sexed
5B	MNBS	/	MS	G
6A	MNBS	/	MS	G
6B	MNBS	/	MNS	OO Preventing from Sex
7A	MNBS	/	MNS	MO Prevented from Being Sexed
7B	MBS	/	MNS	G
8A	MBS	/	MNS	G
8B	MBS	/	MS	OO Forcing to Sex

Codes

MH Must Sex
 MNH Must Not Sex
 MBH Must Be Sexed
 MNBH Must Not Be Sexed
 MO Motivator / Overwhelmed
 OO Overt / Overwhelm

	Origin of effect
	Receipt of effect
/	Recurring Pattern
/	Break in Pattern

To Help

Postulate Failure Chart To Help				
	Self	Other		
1A	MH	MBH	MO	Forced to Help
1B	MNH	MBH	G	
2A	MNH	MBH	G	
2B	MNH	MNBH	OO	Preventing from Being Helped
3A	MNH	MNBH	MO	Prevented from Helping
3B	MH	MNBH	G	
4A	MH	MNBH	G	
4B	MH	MBH	OO	Forcing to Be Helped
5A	MBH	MH	MO	Forced to Be Help
5B	MNBH	MH	G	
6A	MNBH	MH	G	
6B	MNBH	MNH	OO	Preventing from Helping
7A	MNBH	MNH	MO	Prevented from Being Helped
7B	MBH	MNH	G	
8A	MBH	MNH	G	
8B	MBH	MH	OO	Forcing to Help

Codes

MH Must Help
 MNH Must Not Help
 MBH Must Be Helped
 MNBH Must Not Be Helped
 MO Motivator / Overwhelmed
 OO Overt / Overwhelm

	Origin of effect
	Receipt of effect
	Recurring Pattern
	Break in Pattern

To Feel

Postulate Failure Chart To Feel				
	Self	Other		
1A	MF	MBF	MO	Forced to Feel
1B	MNF	MBF	G	
2A	MNF	MBF	G	
2B	MNF	MNBF	OO	Preventing from Being Felt
3A	MNF	MNBF	MO	Prevented from Feeling
3B	MF	MNBF	G	
4A	MF	MNBF	G	
4B	MF	MBF	OO	Forcing to Be Felt
5A	MBF	MF	MO	Forced to Be Felt
5B	MNBF	MF	G	
6A	MNBF	MF	G	
6B	MNBF	MNF	OO	Preventing from Feeling
7A	MNBF	MNF	MO	Prevented from Being Felt
7B	MBF	MNF	G	
8A	MBF	MNF	G	
8B	MBF	MF	OO	Forcing to Feel

Codes

MF Must Feel
 MNF Must Not Feel
 MBF Must Be Felt
 MNBF Must Not Be Felt
 MO Motivator / Overwhelmed
 OO Overt / Overwhelm

	Origin of effect
	Receipt of effect
	Recurring Pattern
	Break in Pattern

To Control

Postulate Failure Chart To Control				
	Self	Other		
1A	MC	MBC	MO	Forced to Control
1B	MNC	MBC	G	
2A	MNC	MBC	G	
2B	MNC	MNBC	OO	Preventing from Being Controlled
3A	MNC	MNBC	MO	Prevented from Controlling
3B	MC	MNBC	G	
4A	MC	MNBC	G	
4B	MC	MBC	OO	Forcing to Be Controlled
5A	MBC	MC	MO	Forced to Be Controlled
5B	MNBC	MC	G	
6A	MNBC	MC	G	
6B	MNBC	MNC	OO	Preventing from Controlling
7A	MNBC	MNC	MO	Prevented from Being Controlled
7B	MBC	MNC	G	
8A	MBC	MNC	G	
8B	MBC	MC	OO	Forcing to Control

Codes

MC Must Control
 MNC Must Not Control
 MBC Must Be Controlled
 MNBC Must Not Be Controlled
 MO Motivator / Overwhelmed
 OO Overt / Overwhelm

	Origin of effect
	Receipt of effect
	Recurring Pattern
	Break in Pattern

To Handle

Postulate Failure Chart- To Handle					
		Self		Other	
1A		MH		MBH	MO Forced to Handle
1B		MNH		MBH	G
2A		MNH		MBH	G
2B		MNH		MNBH	OO Preventing from being Handled
3A		MNH		MNBH	MO Prevented from Handling
3B		MH		MNBH	G
4A		MH		MNBH	G
4B		MH		MBH	OO Forcing to be Handled
5A		MBH		MH	MO Forced to be Handled
5B		MNBH		MH	G
6A		MNBH		MH	G
6B		MNBH		MNH	OO Preventing from Handling
7A		MNBH		MNH	MO Prevented from being Handled
7B		MBH		MNH	G
8A		MBH		MNH	G
8B		MBH		MH	OO Forcing to Handle

Codes

- MH Must Handle
- MNH Must Not Handle
- MBH Must Be Handled
- MNBH Must Not Be Handled
- MO Motivator / Overwhelmed
- OO Overt / Overwhelm

	Origin of effect
	Receipt of effect
	Recurring Pattern
	Break in Pattern

To Own

Postulate Failure Chart To Own				
	Self		Other	
1A	MO	/	MBO	MO Forced to Own
1B	MNO	/	MBO	G
2A	MNO	/	MBO	G
2B	MNO		MNBO	OO Preventing from Being Owned
3A	MNO	/	MNBO	MO Prevented from Owning
3B	MO	/	MNBO	G
4A	MO	/	MNBO	G
4B	MO		MBO	OO Forcing to Be Owned
5A	MBO	/	MO	MO Forced to Be Owned
5B	MNBO	/	MO	G
6A	MNBO	/	MO	G
6B	MNBO		MNO	OO Preventing from Owning
7A	MNBO	/	MNO	MO Prevented from Being Owned
7B	MBO	/	MNO	G
8A	MBO	/	MNO	G
8B	MBO		MO	OO Forcing to Own

Codes

MO Must Own
 MNO Must Not Own
 MBO Must Be Owned
 MNBO Must Not Be Owned
 MO Motivator / Overwhelmed
 OO Overt / Overwhelm

	Origin of effect
	Receipt of effect
/	Recurring Pattern
	Break in Pattern

To Have

Postulate Failure Chart To Have				
	Self	Other		
1A	MH	MBH	MO	Forced to Have
1B	MNH	MBH	G	
2A	MNH	MBH	G	
2B	MNH	MNBH	OO	Preventing from Being Had
3A	MNH	MNBH	MO	Prevented from Having
3B	MH	MNBH	G	
4A	MH	MNBH	G	
4B	MH	MBH	OO	Forcing to Be Had
5A	MBH	MH	MO	Forced to Be Had
5B	MNBH	MH	G	
6A	MNBH	MH	G	
6B	MNBH	MNH	OO	Preventing from Having
7A	MNBH	MNH	MO	Prevented from Being Had
7B	MBH	MNH	G	
8A	MBH	MNH	G	
8B	MBH	MH	OO	Forced to Have

Codes

MH Must Have
 MNH Must Not Have
 MBH Must Be Had
 MNBH Must Not Be Had
 MO Motivator / Overwhelmed
 OO Overt / Overwhelm

	Origin of effect
	Receipt of effect
	Recurring Pattern
	Break in Pattern

To Eat

Postulate Failure Chart To Eat				
	Self	Other		
1A	ME	MEB	MO	Forced to Eat
1B	MNE	MBE	G	
2A	MNE	MBE	G	
2B	MNE	MNBE	OO	Preventing from Being Eaten
3A	MNE	MNBE	MO	Prevented from Eating
3B	ME	MNBE	G	
4A	ME	MNBE	G	
4B	ME	MBE	OO	Forcing to Be Eaten
5A	MBE	ME	MO	Forced to Be Eaten
5B	MNBE	ME	G	
6A	MNBE	ME	G	
6B	MNBE	MNE	OO	Preventing from Eating
7A	MNBE	MNE	MO	Prevented from Being Eaten
7B	MBE	MNE	G	
8A	MBE	MNE	G	
8B	MBE	ME	OO	Forcing to Eat

Codes

ME Must Eat
 MNE Must Not Eat
 MBE Must Be Eaten
 MNBE Must Not Be Eaten
 MO Motivator / Overwhelmed
 OO Overt / Overwhelm

	Origin of effect
	Receipt of effect
	Recurring Pattern
	Break in Pattern

To Sex

Postulate Failure Chart - To Sex				
	Self		Other	
1A	MS	✓	MBS	MO Forced to Sex
1B	MNS	✓	MBS	G
2A	MNS	✓	MBS	G
2B	MNS	✓	MNBS	OO Preventing from Being Sexed
3A	MNS	✓	MNBS	MO Prevented from Sex
3B	MS	✓	MNBS	G
4A	MS	✓	MNBS	G
4B	MS	✓	MBS	OO Forcing to Be Sexed
5A	MBS	✓	MS	MO Forced to Be Sexed
5B	MNBS	✓	MS	G
6A	MNBS	✓	MS	G
6B	MNBS	✓	MNS	OO Preventing from Sex
7A	MNBS	✓	MNS	MO Prevented from Being Sexed
7B	MBS	✓	MNS	G
8A	MBS	✓	MNS	G
8B	MBS	✓	MS	OO Forcing to Sex

Codes

MH Must Sex
 MNH Must Not Sex
 MBH Must Be Sexed
 MNBH Must Not Be Sexed
 MO Motivator / Overwhelmed
 OO Overt / Overwhelm

	Origin of effect
■	Receipt of effect
▨	Recurring Pattern
▩	Break in Pattern

To Reason

Postulate Failure Chart To Reason					
	Self		Other		
1A	MR	/	MBR	MO	Forced to Reason
1B	MNR	/	MBR	G	
2A	MNR	/	MBR	G	
2B	MNR		MNBR	OO	Preventing Being Reasoned
3A	MNR	/	MNBR	MO	Prevented from Reasoning
3B	MR	/	MNBR	G	
4A	MR	/	MNBR	G	
4B	MR		MBR	OO	Forcing to Be Reasoned
5A	MBR	/	MR	MO	Forced to Be Reasoned
5B	MNBR	/	MR	G	
6A	MNBR	/	MR	G	
6B	MNBR		MNR	OO	Preventing from Reasoning
7A	MNBR	/	MNR	MO	Prevented from Being Reasoned
7B	MBR	/	MNR	G	
8A	MBR	/	MNR	G	
8B	MBR		MR	OO	Forcing to Reason

Codes

MR Must Reason
 MNR Must Not Reason
 MBR Must Be Reasoned
 MNBR Must Not Be Reasoned
 MO Motivator / Overwhelmed
 OO Overt / Overwhelm

	Origin of effect
	Receipt of effect
/	Recurring Pattern
	Break in Pattern

To Surprise

Postulate Failure Chart To Surprise					
	Self		Other		
1A	MS	/	MBS	MO	Forced to Surprise
1B	MNS	/	MBS	G	
2A	MNS	/	MBS	G	
2B	MNS	/	MNBS	OO	Preventing from Being Surprised
3A	MNS	/	MNBS	MO	Prevented from Surprising
3B	MS	/	MNBS	G	
4A	MS	/	MNBS	G	
4B	MS	/	MBS	OO	Forcing to Be Surprised
5A	MBS	/	MS	MO	Forced to Be Surprised
5B	MNBS	/	MS	G	
6A	MNBS	/	MS	G	
6B	MNBS	/	MNS	OO	Preventing from Surprising
7A	MNBS	/	MNS	MO	Prevented from Being Surprised
7B	MBS	/	MNS	G	
8A	MBS	/	MNS	G	
8B	MBS	/	MS	OO	Forcing to Surprise

Codes

MS Must Surprise
 MNS Must Not Surprise
 MBS Must Be Surprised
 MNBS Must Not Be Surprised
 MO Motivator / Overwhelmed
 OO Overt / Overwhelm

	Origin of effect
	Receipt of effect
/	Recurring Pattern
/	Break in Pattern

To See

Postulate Failure Chart To See				
	Self		Other	
1A	MS	/	MBS	MO Forced to See
1B	MNS	/	MBS	G
2A	MNS	/	MBS	G
2B	MNS		MNBS	OO Preventing from Being Seen
3A	MNS	/	MNBS	MO Prevented from Seeing
3B	MS	/	MNBS	G
4A	MS	/	MNBS	G
4B	MS		MBS	OO Forcing to Be Seen
5A	MBS	/	MS	MO Forced to Be Seen
5B	MNBS	/	MS	G
6A	MNBS	/	MS	G
6B	MNBS		MNS	OO Preventing from Seeing
7A	MNBS	/	MNS	MO Prevented from Being Seen
7B	MBS	/	MNS	G
8A	MBS	/	MNS	G
8B	MBS		MS	OO Forcing to See

Codes

MS Must See
 MNS Must Not See
 MBS Must Be Seen
 MNBS Must Not Be Seen
 MO Motivator / Overwhelmed
 OO Overt / Overwhelm

	Origin of effect
	Receipt of effect
/	Recurring Pattern
	Break in Pattern

To Hear

Postulate Failure Chart To Hear				
	Self	Other		
1A	MH	MBH	MO	Forced to Hear
1B	MNH	MBH	G	
2A	MNH	MBH	G	
2B	MNH	MNBH	OO	Preventing from Being Heard
3A	MNH	MNBH	MO	Prevented from Hearing
3B	MH	MNBH	G	
4A	MH	MNBH	G	
4B	MH	MBH	OO	Forcing to Be Heard
5A	MBH	MH	MO	Forced to Be Heard
5B	MNBH	MH	G	
6A	MNBH	MH	G	
6B	MNBH	MNH	OO	Preventing from Hearing
7A	MNBH	MNH	MO	Prevented from Being Heard
7B	MBH	MNH	G	
8A	MBH	MNH	G	
8B	MBH	MH	OO	Forcing to Hear

Codes

MH Must Hear
 MNH Must Not Hear
 MBH Must Be Heard
 MNBH Must Not Be Heard
 MO Motivator / Overwhelmed
 OO Overt / Overwhelm

	Origin of effect
	Receipt of effect
	Recurring Pattern
	Break in Pattern

To Touch

Postulate Failure Chart To Touch				
	Self	Other		
1A	MT	MBT	MO	Forced to Touch
1B	MNT	MBT	G	
2A	MNT	MBT	G	
2B	MNT	MNBT	OO	Preventing from Being Touched
3A	MNT	MNBT	MO	Prevented from Touching
3B	MT	MNBT	G	
4A	MT	MNBT	G	
4B	MT	MBT	OO	Forcing to Be Touched
5A	MBT	MT	MO	Forced to Be Touched
5B	MNBT	MT	G	
6A	MNBT	MT	G	
6B	MNBT	MNT	OO	Preventing from Touching
7A	MNBT	MNT	MO	Prevented from Being Touched
7B	MBT	MNT	G	
8A	MBT	MNT	G	
8B	MBT	MT	OO	Forcing to Touch

Codes

MT Must Touch
 MNT Must Not Touch
 MBT Must Be Touched
 MNBT Must Not Be Touched
 MO Motivator / Overwhelmed
 OO Overt / Overwhelm

	Origin of effect
	Receipt of effect
	Recurring Pattern
	Break in Pattern

To Smell

Postulate Failure Chart - To Smell					
	Self	Other			
1A	MS	MBS	MO		Forced to Smell
1B	MNS	MBS	G		
2A	MNS	MBS	G		
2B	MNS	MNBS	OO		Preventing from Being Smelled
3A	MNS	MNBS	MO		Prevented from Smelling
3B	MS	MNBS	G		
4A	MS	MNBS	G		
4B	MS	MBS	OO		Forcing to Be Smelled
5A	MBS	MS	MO		Forced to Be Smelled
5B	MNBS	MS	G		
6A	MNBS	MS	G		
6B	MNBS	MNS	OO		Preventing from Smelling
7A	MNBS	MNS	MO		Prevented from Being Smelled
7B	MBS	MNS	G		
8A	MBS	MNS	G		
8B	MBS	MS	OO		Forcing to Smell

Codes

MS Must Smell
 MNS Must Not Smell
 MBS Must Be Smelled
 MNBS Must Not Be Smelled
 MO Motivator / Overwhelmed
 OO Overt / Overwhelm

	Origin of effect
	Receipt of effect
	Recurring Pattern
	Break in Pattern

To Taste

Postulate Failure Chart To Taste				
	Self	Other		
1A	MT	MBT	MO	Forced to Taste
1B	MNT	MBT	G	
2A	MNT	MBT	G	
2B	MNT	MNBT	OO	Preventing from Being Tasted
3A	MNT	MNBT	MO	Prevented from Tasting
3B	MT	MNBT	G	
4A	MT	MNBT	G	
4B	MT	MBT	OO	Forcing to Be Tasted
5A	MBT	MT	MO	Forced to Be Tasted
5B	MNBT	MT	G	
6A	MNBT	MT	G	
6B	MNBT	MNT	OO	Preventing from Tasting
7A	MNBT	MNT	MO	Prevented from being Tasted
7B	MBT	MNT	G	
8A	MBT	MNT	G	
8B	MBT	MT	OO	Forcing to Taste

Codes

MT Must Taste
 MNT Must Not Taste
 MBT Must Be Tasted
 MNBT Must Not Be Tasted
 MO Motivator / Overwhelmed
 OO Overt / Overwhelm

	Origin of effect
	Receipt of effect
	Recurring Pattern
	Break in Pattern

Troubleshooting Junior Goals Packages

One of the following will occur:

- a) The package is nulling. Good. Keep on with it and shoot for erasure. Never leave a package which is nulling, and therefore producing change.
- b) The package erases. The effect here is the complete vanishment of the package. All the conflict (charge) between the legs of the package vanishes. The package is now strictly ho-hum. Get off it. Don't over-run it hunting around for charge that is no longer there. That is just being dull. Leave it at the point of erasure. When they erase you always know it. There's never any doubt. It's gone. You can wave that one good-bye forever. You couldn't even put the charge back into the package if you tried. Go back to the basic package.
- c) The nulled package stops producing change without erasing. Good. Get off it and go back to the basic package. There's no more benefit to be gained by you at this time by further address to the package. Don't worry; it will come out in the wash. You've done all you can do at this stage with that package. The chances are that it will now erase of its own accord while you are addressing the basic package. Never grind away at an un-erasing package.
- d) The package suddenly collapses upon the realization that it's really within the basic package. Good. Get off it. It's now a 'dead' package. Go back to the basic package. All the residual charge on this junior package has now transferred to the basic package, where it truly belongs. Never play with collapsed packages. It's a complete waste of time.

e) The package doesn't null. It just grinds on forever, never producing any change, never doing anything at all. You are cross-packaged. Check your package legs. Get out your dictionary. If you can't spot the cross-packaging, and therefore cannot make the package null, then get off it and return to the basic package. Never waste time with crossed-up packages.

Your whole mind is a vast crossed-up package - which is why you are holding it in suspension trying to figure it out.

Crossed-up packages can never erase; they just sit there forever all crossed-up. Go and give the package to a psychoanalyst; they love them, and spend their whole lives playing with them.

f) The package is slowly killing you; the birds are no longer singing in the trees; life seems to get more and more solid and desperate; your space starts to cave in on you; you see brawny men in little white jackets observing you furtively from around corners; your body feels as if it's about ready to step into a coffin - if you had the energy to go and find one. No, it's not a vitamin deficiency that ails you. You have found yourself a non-life package. Get off it now. Get back onto the basic package and start repairing the ravages. Don't feel embarrassed about it, for it happens to the best of us who walk this path. The only good thing about running a non-life goals package is that it instills a healthy caution about goals packages in general, and you rarely make the same mistake twice. If it weren't so intensely non-therapeutic I'd recommend it as an integral part of any being's education in this subject.

g) The package is very heavy, and knocks you about badly as you work with it. Yet the package is slowly nulling. You've found yourself a hot package. If at all possible stay with it until no more change, and then return to the basic package. But if you do have to abandon it because it's too heavy, you must be prepared to return to it one day and null it. You'll never be entirely free of it until you do so. It will stick in your craw as a failure until you finally lick it.

There's never any difficulty in differentiating between a heavy package and a non-life package. The non-life package is insidiously destructive; its bad effects are slow and progressive, never startlingly painful. The heavy package will hit you - bang! - as soon as you address it. Your whole mind can light up like a pinball machine, with energy flying all over the place. You can feel like a twig in a storm. It's strictly Wheel!... Yet as soon as you return to the basic package the fireworks are rapidly mopped up, and all is quiet once more. We can see, then, that whatever the outcome of working with a junior package, the next step is always to return to the basic package and re-null it. Why? Because any address to a junior package changes the breadth of your understanding of the subject of knowing, and thus permits more charge to be nulled from the basic packages.

The basic package also has this quality: It has the power to straighten out any difficulties you encounter with junior packages. It is the only goals package that possesses this quality. Remember this, for it may save your life one day. It saved mine in the early days of researching junior packages, when I fell afoul of a non-life package.

This is one of the reasons why you have to null the 'To know' package before addressing junior packages. Until the basic package has been nulled, and you realize its potential, you are adrift in a vast sea of significances called life.

The 'To know' package is always your life raft: something you can return to and get things straightened out once more. It will never fail you.

One certain way to come a nasty cropper⁷ on the subject of goals packages is to ignore the basic package completely, and start wandering around the junior packages, a nibble here, and a bite there. Such a dilettante attitude would show a profound ignorance of the nature of the mind in general and of the basic law of this universe in particular. And the person could easily pay for it with their life or their sanity. When we are addressing goals packages we are addressing the very stuff of which the mind is composed; the very building blocks of sanity itself. To treat them with less than the respect they deserve is to only court the disaster that will inevitably follow.

Any person reading this who, without addressing Levels 1, 2, 3 and 4, and thoroughly nulling them, proceeded to compose and address junior packages at Level 5, is best advised to do so while sitting in a padded cell wearing a straight-jacket for that is precisely where he belongs, and where he will most certainly end up. I mean it. We are not playing patty cake here at Level 5 - and particularly Level 5 of the junior packages.

The whole subject is booby-trapped, and full of yawning chasms for the unwary. Until you get that basic package running for you, and you won't until Levels 1, 2, 3 and 4 have been properly nullled; I can assure you that you are a lamb going to the slaughter when you start playing with junior packages at Level 5.

Yet once you have that basic package running for you, and you have nullled it as far as you possibly can, you can pick your way through the minefield of the junior packages with relative impunity, for you always have the basic package to fall back on and straighten things out once more for you.

⁷

To come a cropper- to fail; be struck by some misfortune

Oh, you'll get your feathers singed and your fur ruffled more than once en route. That is inevitable. But you'll get there, which is something you'll never do without the basic package running for you. I trust you get the message. I kid thee not. And there's nothing in it for me to be less than totally honest with you.

The only reason we ever run a junior package is to permit the basic package to be once more run gainfully. Dispel any ideas you may have that there are any hidden secrets of life deeply buried amongst the junior packages, only awaiting your arrival with the key to unlock them. There's nothing in any of them which isn't also in the basic package.

But you don't believe this. So you'll have to address junior packages in order to find out that it is so. If you knew this, the basic package would never go null on you, and you would never have to run a junior package. These junior significances only got into life as the result of games play. Later they became importances in their own right. To some they have become all of life. Once this stage is reached the junior significance has to be addressed in its own right before the person can again realize that it always was a part of the basic package all along.

So after addressing a junior package your next step is always to return to the basic package. And there you stay as long as the basic package continues to produce change. If it once again goes null, then select another junior package that interests you and repeat the procedure I've indicated. Then, whatever the outcome, back you go to the basic package once more.

There's no need to knock yourself about unnecessarily trying to null hot junior packages. There are no medals being given out for bravery in the face of the opposition legs of a goals package. If it's a mite too hot to handle right now, then leave it and return to the basic package. Just note that junior package down for future reference, that is all. Then, one day when you are feeling real chirpy, you can nip in and erase or collapse that troublesome junior package once and for all. As you progress along the route as given you will find yourself more and more working with the basic package, until eventually the merest sniff at a junior package is sufficient to erase or collapse it. After this you have to stay on the 'To know' package - simply because it's the only package that does anything for you. As this is the basic package, this is exactly how it should be.

If anyone had asked you what the basic package was at the time you came into this universe, you would have thought him a little bit mad to be asking such a ridiculously simple question. It's obviously 'To know'. Why, the basic law of this universe clearly states that...

The subject of junior packages is complete in therapy when, and only when, the being is utterly certain that any purpose in life is a method of achieving one or other of the legs of the basic package. This is not merely an intellectual certainty - something which I tell you, and you believe because my reasoning seems sound. It is something you must discover for yourself. The only way to discover this is to run junior packages. Then you will know it is true. Then, and only then, will you be free of the junior packages. When the job is done you'll know that the 'To know' package is basic. Until the job is done you'll still have lingering doubts in the matter, and these doubts will halt your progress right there.

The junior packages have an entrapping influence in their own right, quite independently of any games you may play with them - simply because they are junior packages, and not basic. The only way out of the entrapping influence of the junior packages is through them.

You came in this way, and you go out in the reverse way that you came in. Then you will see them for what they are - methods of knowing, not-knowing, making known and making not-known. They are methods, or systems, of knowing, brought into existence by reason of games play within the legs of the basic package. Once free of them you'll never need to address them again in therapy. From that point onwards you'll only work with the basic package, for there is nothing else left with which you can work.

Undoubtedly, for many beings the erasure or collapsing of the junior packages will be the most difficult part of Level 5. It's entirely a matter of how much you have convinced yourself and others that there is more to life in this universe than the subject of knowing. There isn't, and so you will have to take these lies apart. The doing so is all the strife you will encounter on the subject of junior packages in therapy. But once this has been done the rest is easy. All the booby traps and minefields are on this subject of junior packages. Once free of them, the rest is good roads and good weather.

Levels 5A, 5B and 5C

Clearly, the time has come for us to subdivide Level 5.

5A. The nulling of the ‘ To Know’ package

One only leaves this step if the basic package ceases to produce change. It may never cease to produce change, in which case one stays on 5A until the basic package erases. This will be true for a percentage of beings who do these exercises.

5B. The erasure or collapsing of junior goals packages.

The whole purpose here is to address junior goals packages with a view to collapsing or erasing them. There is no other purpose.

While junior goals packages are ‘alive’ in their own right the basic package may be inhibited from erasing. This step is complete when all junior goals packages have either been collapsed or erased. (The non-life packages, being within the life packages, will also collapse or erase.) When this has been accomplished the basic package may now run to erasure. If it again goes null and ceases to produce change before erasure occurs it can only mean that the being is trapped within some junior universe that is inhibiting the erasure of the basic package. So step 5c is indicated.

5C. The erasure of junior universes

A junior universe is a universe that is totally within the physical universe.

All junior universes are co-extensive with the physical universe.

All junior universes are within the 'To know' basic goals package.

Examples of junior universes are cats, kings and coal heavers. Any class of identities or objects is within the class of junior universes. All junior goals packages, whether life or non-life, are within the class of junior universes.

It is necessary to clearly grasp at the outset that any junior universe is co-extensive with the physical universe. The physical universe can be divided into any concept (object) and its absence. Thus, the sum of the class of cats and the class of non-cats is co-extensive with the physical universe.

The physical universe does not consist of cats, non-cats, and sundry other things. It only consists of cats and non-cats. A being playing games with cats can be bothered by cats, or be bothered by the absence of cats (the presence of non-cats).

While we consider the class of a junior universe to be co-extensive with the physical universe it is possible to erase (vanish) its influence upon the being, and return to the being his full freedom of choice regarding the junior universe.

While not so considered it is not possible to erase junior universes. E.G. Cats are a part of the physical universe, but the class of cats and non-cats is co-extensive with the physical universe. As we cannot erase cats from the mind without also addressing and erasing the subject of non-cats from the mind, we are bound to address the whole junior universe of cats - which is co-extensive with the physical universe. Re-read this until you fully grasp it, for it is vital to an understanding of what we are doing at step 5c.

It is not practical to address the subject of junior universes until the subject of junior goals packages has been resolved (step 5b.). This is because the address to junior universes triggers junior goals packages which, while alive in their own right, inhibit the action of the basic package.

An example will clarify this. A possible junior universe is that of 'a controller'. Clearly, a controller controls. While the 'To control' package is still un-erased or un-collapsed the junior universe of 'a controller' will not be amenable to an address by the 'To know' package.

The first step is to collapse or erase the 'To control' package. Then, and only then, can the junior universe of 'a controller' be successfully erased by the basic package. The junior universe of a 'controller' cannot be cleanly erased by use of the 'To control' package, for the 'To control' package is itself a junior package, and is totally within the basic package.

A junior universe may utilize many junior goals; until these have been either collapsed or erased at step 5b, the junior universe is clearly not amenable to an address by the basic package.

To address junior universes while junior goals packages are still alive in their own right is therefore futile. The being rapidly drowns in a sea of unresolved junior goals packages, and gets nowhere.

However, once this matter of junior goals packages has been resolved the junior universes will be found to erase cleanly when addressed as a part of the basic package. You will recall my injunction in the earlier Practical Section regarding the putting up (creation) of specific effects at Level 5 (now Level 5a). I was aware then that there was something inhibiting the indiscriminate use of the basic package regarding specific effects, but hadn't clearly isolated the factors involved. The inhibiting factor was junior goals packages. This has now been overcome at step 5b, so at step 5c we are free to use the basic package as broadly or narrowly as we desire.

The being becomes trapped in junior universes as the result of games play. It's exactly the same mechanism that entraps him in the physical universe itself.

When we examine the basic package regarding an effect we see it goes from the knowing creation of the effect down to the enforced knowing of that effect.

Just how much can a being be forced to know an effect? He can become the effect. This is not the being consciously deciding to be something, but being forced to be that thing against his choice.

E.g. One can injudiciously play games with bodies until one is forced to be a body, and has totally lost ones freedom of choice to not be a body. This is also true of inanimate objects, and other life forms. Many a compulsive fisherman ends up with a remarkable physical resemblance to his quarry, and is found to be totally within the universe of a fish - complete with the open and closing mouth.

So the being, by reason of compulsive games play, ends up unknowingly trapped within the masses and spaces with which he plays. He is now totally within a junior universe which itself is totally within the physical universe. And, as entrapment proceeds, this process continues forever. The being, now trapped within a junior universe, plays games in that universe, and in turn eventually becomes trapped in junior universes within the junior universe. The fisherman first becomes a fish then becomes a dead fish. (Dead fish are within the universe of fish.).

Thus, individuation progresses, and the being becomes progressively more compartmentalized. Is there no limit? No. One either plays games in this universe while cognizant of one's basic spiritual nature and the basic law of the universe, or one becomes more and more trapped within the universe.

The easiest way to become trapped in any game is to try and play it in ignorance of the rules, and of one's basic nature as a player of games. It is futile to blame the universe for trapping one, for that will only trap you within it further. One became trapped by one's own ignorance. Recognize that and you can get out of the trap.

Once trapped within a junior universe the being takes on the characteristics of that universe - its behavior, and so on - and finds it next to impossible to recognize that he is in such a universe, or to reason outside the values and parameters of that universe.

E.g. a being in the universe of a material object would find it next to impossible to conceive of life as being of a spiritual nature. He would only see it as being within the confines of the object in which he is trapped, while remaining ignorant (unaware) of the fact that he is trapped within the object. It would be futile to discuss spiritual matters with such a being, for he is no longer capable of grasping the subject under discussion. However, he would be able to converse intelligently on such subjects as impacts, having pieces chipped off one, etc., for these are all very real things in the junior universe of the object in which he resides.

We can see, then, that entrapment in a junior universe can very easily prevent the basic package from erasing. Indeed, once the subject of junior goals packages has been resolved, it is the only thing that can prevent the erasure of the general 'To know' package, and the regaining of full freedom of choice regarding the physical universe and its parts. Thus, step 5C is the last step, and any future improvements can only be in the selection and mode of address to this subject of junior universes. However, we have enormous latitude within which to act at level 5C, and any future improvements to the procedure can only be marginal.

The subject of valences, used in the earlier Practical Section, is totally within the subject of junior universes. (See glossary for definition of the term 'valence'.

Level 5C Junior Universes

Making a Junior Universe the Subject of the “ to know” Goals Package

A junior universe is addressed by the addition of a noun representing that junior universe to each of the legs of the basic package. This limits the basic package to the junior universe in question. It changes the basic package from a general tool addressed to the whole of life and the physical universe, to a precision tool for the erasure of a junior universe. E.g. By the addition of the word cats to the basic package it permits the package to be limited to the universe of all cats.

Postulate Failure Chart- Cats				
	Self	Other		
1A	MKC	CMBK	MO	Forced to know Cats
1B	MNKC	CMBK	G	
2A	MNKC	CMBK	G	
2B	MNKC	CMNBK	OO	Preventing Cats from being Known
3A	MNKC	CMNBK	MO	Prevented from Knowing Cats
3B	MKC	CMNBK	G	
4A	MKC	CMNBK	G	
4B	MKC	CMBK	OO	Forcing Cats to be Known
5A	CMBK	MKC	MO	Forced Cats to be Known
5B	CMNBK	MKC	G	
6A	CMNBK	MKC	G	
6B	CMNBK	MNKC	OO	Preventing from Knowing Cats
7A	CMNBK	MNKC	MO	Prevented Cats from being Known
7B	CMBK	MNKC	G	
8A	CMBK	MNKC	G	
8B	CMBK	MKC	OO	Forcing to Know Cats

Codes

MKC Must Know Cats
 MNKC Must Not Know Cats
 CMBK Cats Must Be Known
 CMNBK Cats Must Not Be Known
 MO Motivator / Overwhelmed
 OO Overt / Overwhelm

	Origin of effect
	Receipt of effect
	Recurring Pattern
	Break in Pattern

Junior Universe Postulate Failure Chart for Cats

This limited goals package is erased in the usual manner. In the case of cats it would be erased from the level of Forced to know cats up to the level of Cats Forcing to know.

The basic package in its limited form is addressed exactly as it is in its general form. No changes in the mode of address are permitted. Junior universes do not erase if you change the mode of address to the package. This rule is the same as the rule about addressing junior goals packages.

In this universe the particular is always within the general.

E.g. A particular cat named Snoozer is a junior universe within the junior universe of all cats. Within the junior universe of Snoozer the cat we find the junior universes of Snoozer's fur, Snoozer's paws etc. If a being is in a compulsive games condition with Snoozer's paws, then by an application of Level 5C he can free himself from this junior universe. However, such a being would find it extremely difficult to erase the whole junior universe of Snoozer from his mind. For such a being to attempt to erase from their mind the class of all cats would be clearly impossible at their current level of ability. They would just be walking themselves into a failure. The correct route for them would be to first erase the universe of Snoozer's paws, then to erase the whole universe of Snoozer, and only then to embark upon the erasure of the whole class of cats.

So the general rule governing the erasure of junior universes is:

If a junior universe is difficult to erase, then select a junior universe within that universe to erase first.

If you proceed in this manner you will get there. To attempt to grind away at junior universes that are not readily erasing is not only a waste of therapy time, but is to walk yourself into failure.

If a junior universe is not erasing them it is too heavy for you right now. Get inside it and erase something you can handle easily. There is nothing else involved at the level of 5C. All other possible facets have been resolved in the earlier steps. If the junior universe is not erasing readily then it's too heavy for you right now. So get off it, and work with something you can erase. Don't waste time hunting round for the reasons why of it. I've just given you the reason why - it's too heavy for you right now.

Junior universes, like junior goals packages, are selected on the basis of interest. No other assessment is required or indicated. If the junior universe interests you it is erasable, eventually. However, you may have to get inside it first. In other words, it's possible to be interested in a junior universe that turns out to be a fair bit tougher to erase than you currently believe. Of course, you won't find this out until you try. So the following procedure is recommended.

- 1) Select your junior universe.
- 2) Formulate your goals package.
- 3) Run the goals package.

If the junior universe erases, fine. Get off it at the point of erasure, return to the general basic package and re-null that once more. Then, if the general basic package once more goes null before running to erasure, select a new junior universe.

- 4) If the junior universe doesn't easily erase, then leave it. Never grind away on an un-erasing package. Thoroughly run RI. Then return to the general basic package and re-null that.
- 5) Select a junior universe that is within the one you just failed with.
- 6) Do steps 2) and 3) on this universe.
- 7) If it doesn't erase readily, do step 4) on it.

8) If it erases readily complete step 3), then return to the one you failed with earlier.

9) Continue this procedure until you have succeeded in erasing the universe you set out to erase in the first instance. Once you select a junior universe you are going to erase it, eventually. Never leave a universe in failure.

The moral is to pick easy ones at the outset! A quick and easy erasure is what you have your sights set on every time, that way you get there fastest. Nothing succeeds better than success. There are no medals being offered for bravery in the face of a tough junior universe.

At first on level 5C there is nearly always a tendency for the being to bite off more than he can chew, so to speak.

However, after a few tears and self-recriminations, you rapidly come to grips with your true strength if you follow the above procedure. My best advice to anyone starting Level 5C is to err on the side of cautiousness in the selection of your first junior universe. If you reckon you can handle all of Snoozer the cat, then set out to erase his whiskers. It's quicker in the long run.

Overrun a Junior Universe

There is only one other factor to mention. This is the subject of over-running the point of erasure. Here the being misses the point of erasure and goes on trying to erase a junior universe that is already erased. Clearly, you can never erase a junior universe that has already erased. But you can go on trying forever! I mean it. Don't fall into this trap, for it's very dull. When a junior universe erases you always feel it go. Suddenly - flip! - It's gone. The whole universe has vanished from your mind. Once it's happened to you, you'll recognize it. It's a unique experience. (It gives the lie to those who say that once an 'impression' is made in the mind it is there forever. They only say that because they haven't got the faintest idea how to go about erasing things.) The point of erasure is the precise moment to leave that junior universe. Don't waste time trying to find out where it's gone to. It's gone. It's erased. It no longer exists in your mind. It's a good idea to run RI at the moment of erasure to fill the vacuum created by the vanishment of the mass.

If you suspect that you've over-run, then do the following.

- 1) Ask yourself, "Has this universe erased? Am I over-running?"
- 2) Run RI.
- 3) Repeat 1) and 2) until you are certain one way or the other. You can never discover over-run by continuing to try and erase the package.

That is the wrong way to go about it. The correct way is steps 1), 2), 3) above.

This data about over-run is general to all your therapy on these exercises, but it's mainly applicable to Level 5 where erasure commonly occurs. The above three steps will pick up over-run, if it occurs, at any level of your therapy. The phenomena of over-run is always repaired by 1) Discovering that over-run has occurred. 2) Running RI. These two things are sufficient and necessary to do the job. All else is superfluous.

Is it possible to avoid over-run completely? Yes. There's no need for it to ever happen. The entire secret of avoiding over-run is to run sufficient RI at all times during your therapy. Then you won't miss the point of erasure, and you won't over-run. It's awfully simple. Over-run only occurs in a state of depleted RI. Only then is it possible to miss the point of erasure, and go sailing on trying to do the impossible, trying to erase that which is already erased.

Whatever the outcome of addressing a junior universe, the next step is always to return to the general basic package and re-null it. You may never have to leave it again and it will run straight on out to erasure.

As with Level 5B, the general basic package has the power to straighten out any difficulties you may get into while erasing junior universes. Learn to use it if and when you feel yourself being backed up into a corner while trying to erase junior universes. You can bail out at any time, and repair the ravages with the basic general package.

Junior goals packages, both life and non-life, are junior universes, and are therefore erasable at Level 5C. One merely converts the verb of the package into a noun, and then formulates the limited basic package just like for any other junior universe. However, non-life goals are within life goal packages, so the fastest way to erase them is to address and erase the life goals.

It's an error at Level 5C to spend a lot of time on non-life goals simply because the time is better spent erasing the junior life goals. One junior life goal may contain a thousand non-life goals within its package. Erase that and you've erased all its non-life goals too. I trust you get the message. An example is the goal 'To eat'. The noun form of the verb to eat is eating. Thus, eating becomes the subject matter of this junior universe. Erase this junior universe and you've erased all the non-life goals with the 'To eat' package. These include such things as vomiting, poison, and a host of others. Work with the life goals at Level 5C and you get there fastest. The junior universes of junior goals contain very little mass, or substance, in themselves (All the mass is in the junior goals package at Level 5B), and are entirely concepts. Therefore, you will find that you will need to run a lot of RI to erase them successfully.

They should not be attempted early on. You do much better early on addressing junior universes that contain visible mass. E.g. Snoozer the cat is a thing of substance; he is not just an idea, or concept.

Of course, before a junior goal can be addressed at Level 5C, its package must be collapsed or erased at Level 5B. To attempt to address it at Level 5C while the junior goals package is still alive in its own right is merely to court failure. The junior universe will just never erase.

Level 5C is not a substitute for Level 5B. Nevertheless, the final erasure of any junior goals package or concept from the mind is achievable at Level 5C. Indeed, it's not until Level 5C is reached that such a total erasure can even be contemplated.

When we address a goals package at Level 5B we are erasing or collapsing the goal as a method of achieving the legs of the basic package. At Level 5C we are erasing the subject matter of the goal as something that can be known etc. There is a difference. E.g. a person may have a compulsion to eat. Only after this compulsion has been resolved is it possible to erase the whole subject of eating from the mind, and to return to the being his full freedom of choice in the matter.

We only address junior universes in order to permit the general form of the basic package to be run gainfully. Indeed, the whole purpose of Levels 5B and 5C is to achieve this state of affairs. Levels 5B and 5C are only to permit Level 5A to run - to permit the general basic package to run to erasure. 5B and 5C are only means to this end. Neither of them are an end in themselves.

You came into this universe on the general basic package, and you can only go out of this universe on that same package. All else are methods of getting the job done.

Before going on to give you a list of junior universes, I'd like to mention a specific application of this technology at Level 5. Mankind has always been bothered by the subject of sex. It's essentially a bodily function for the purpose of reproducing the body which, as everyone knows, does not live forever. People also eat and breathe. Yet people are generally more bothered with this subject of sex than they are with the subjects of eating and breathing. Why? Whole libraries of books have been written on this subject. Freud based a whole psychotherapy upon it. Yet all have seemingly missed the obvious fact - a fact which only becomes clear when the subject of sex is addressed in the light of logic, and what we know about games.

To illustrate this matter I'd like to tell you a story. Back in the Middle Ages there was once a very small and isolated town in Spain. The town was a complete kingdom, and had little contact with the outside world. One morning the King, who was always clean-shaven and immaculately dressed, got fed up with seeing the men of the town walking around wearing scruffy beards. So he promptly issued an edict, which was pinned up in the town square.

The edict stated: 'Henceforth, all the men of this town, on pain of death, will be clean-shaven. All those, and only those who don't shave themselves will be shaved by the town barber.'

That afternoon the town barber read the edict - and promptly went insane. Why? Because he couldn't obey the edict. If he shaved himself he would be being shaved by the town barber, and the edict stated that only those who don't shave themselves will be shaved by the town barber. And if he didn't shave himself he would have to be shaved by the town barber - himself. So he went insane.

Fortunately, the story has a happy ending, for the King, upon hearing what had happened to the town barber, issued a special royal dispensation permitting him to both shave himself and be shaved by the town barber. The barber immediately regained his sanity, returned to his - by now - overflowing barbershop, and resumed his occupation.

Those of you who are familiar with the subject of logical paradoxes will recognize the famous paradox of The Barber of Seville in the above. But what has this got to do with why mankind is endlessly bothered by the subject of sex?

Everything.

If the human body were hermaphrodite (bi-sexual) man would have no sexual problems. His body would merely reproduce itself from time to time, and that would be an end to it. But the human body is not hermaphrodite. It comes in two genders: male and female. Thus, there are two junior universes called masculinity and femininity. And that is where the fun and games - and the problems - start.

The spiritual being, upon assuming a body, is placed in an either/or situation: he can either be male, or be female. He is like the unfortunate barber in the story. He cannot easily be both male and female. The full freedom of choice between male and female is one or other of the following classes: 1) Both male and female; 2) Male but not female 3) Female but not male; 4) Neither male nor female. This exhausts all the possibilities. But the gender of his body tends to fix him in either class 2) or class 3). Classes 1) and 4) are not readily available to him.

While as a male, he cannot easily understand a female; while as a female, she cannot easily understand a male. Logically speaking, the classes of male and female in humans are disjunctive⁸: it's an either/or situation. And this is the root cause of mankind's sexual difficulties.

As a male, he soon starts to get opposed to females, and vice-versa. Very soon he is in a terrible state on the subject, for the two genders are not intrinsically in opposition to each other. You end up with a classic case of cross-packaging.

We find the male desperately asserting his masculinity, while heavily suppressing any feminine characteristics in his personality, and vice-versa for the female.

⁸ a compound proposition that is true if and only if one and only one of a number of alternatives is true

The whole subject soon takes on the quality of a nightmare, and becomes one big unsolvable problem. And it stays this way until the being regains his full freedom of choice to occupy, at will, any one of the four classes available to him on the subject. The barber in the story only became sane when he could both shave himself and be shaved by the barber. Spiritual beings running bodies with two genders only become sane on the subject when their full freedom of choice regarding the four possible classes is restored to them. And that, in a nutshell, is the cause of mankind's sexual difficulties. His body gender restricts his freedom of choice in the matter, until even his very sanity can become lost. There's nothing else involved.

You cannot only be a male and not a female, or a female and not a male, and be sane on the subject of sex. There is also the class of being both a male and a female, and the class of being neither a male nor a female. These classes, being resisted, must sooner or later catch up with you and overwhelm you. Sanity lies in the direction of being able to occupy any one of the four classes at will. Only in this way can the compulsive games condition that sex becomes be resolved.

The full resolution of sexual difficulties cannot be attained until Level 5 is reached. Levels 1 to 4 can bring relief, but never full erasure. The steps for a full resolution at Level 5 are:

- 1) The erasing or collapsing of the 'To sex' goals package at Level 5B.
- 2) The erasure of the junior universes of 'masculinity' and 'femininity' at Level 5C. The achievement of this step may, or may not, involve the erasure of the junior universes of male bodies and female bodies, and of sex as a sensation.

Thousands of books have been written on the subject of sex. I thought it might be useful to fill a page telling you how the subject can be erased once and for all as a specific application of our Level 5 technology.

Sex is a classic example of a compulsive games condition. The compulsive games player is always trying to convince you that you must either be for him or against him. In sex, this becomes being either a male or a female, with one opposed to the other. Yet they are not opposed, as any person who has been in love with a member of the opposite sex can tell you. There are many examples of this restricted freedom of choice that comes about by reason of games play to be found in life, but none of them match sex for the sheer hell that can result when that game really begins to charge up. Our insane asylums are full of its victims. And this is how you take it apart.

Once resolved, you are only left with the sexual desires of your body. These are quite placid, and satisfying them is no more onerous than satisfying its needs on the subject of food and drink. When you do so your body purrs like a great big pussy cat.

The body, regardless of its gender, has desires on the subject of sexing and being sexed. This may come as a surprise to those who have yet to erase the 'To sex' package, but its well known in Freudian psycho-analytic theory. They just never had an effective means of resolving the compulsive games condition. That is all.

While the subject of sex is highly charged the being enforces his own peculiar games compulsions upon his body. This, in extreme cases, can lead to its demise. The body is always much healthier when its lord and master is no longer in a compulsive games condition on the subject of sex.

List of junior universes

Any list of junior universes is, of course, a list of every class of things and ideas to be found in the universe. Such a list is only useful if compiled in a rough sequence of increasing difficulty of erasure. Even allowing for the differences between beings on this planet at this time, the following list will be found useful.

Mothers. Fathers. Relations. Friends. Associates. Clothes. Food. Excreta. Body parts. Male bodies. Female bodies. Baby bodies. Pets. Animals. Birds. Fishes. Insects. Bacteria. Plants. Robot bodies. Machines. Valuable masses. Important masses. Large masses. Energy sources. Energy. Gases. Emotions. Sensations. Time. Space. Games. Death. Spirits. Gods. Life.

The junior universes of the main life goals are:

Knowing. Creating. Loving. Admiring. Enhancing. Helping. Feeling. Controlling. Owning. Having. Eating. Sex (plus Masculinity and Femininity) Resoning. Surprising.

Some common non-life goal junior universes that may need address are:

Degradation. Blame. Destruction. Drugging.

There are a number of general life concepts that also may need address. They include:

Freedom. Honor. Courage. Beauty. Truth. etc.

Again I would remind you that junior universes are only selected on the basis of interest. Interest takes precedence over all other methods of selection. If a junior universe interests you at Level 5C then it is erasable by you, eventually. However, you may first have to erase junior universes within that universe.

Take things steadily on Level 5C. Far better a series of easy erasures than to grind away at a junior universe that is too heavy for you right now.

Always return to the general basic package after addressing a junior universe, regardless of the outcome. One day you will return to the general basic package and it will run out to erasure. The job is then done.

Those who read this work and, resisting the temptation to sit around and talk about it forever, actually do the exercises and discover that they work just as described, may care to mention the fact to others including their children. Then if we so desire, and if we work at it, we will be able to create a civilization on this planet of which we can be truly proud.

The choice is ours.

Dennis H. Stephens

Mosman. NSW Australia

Sept. 1979

Addendum to Theory and Practical Sections

This universe only consists of life and purposes. Some of the purposes are perceived as more solid than others. The basic purposes from which all others stem are the four legs of the 'To know' goals package. All other (junior) purposes are methods of achieving one or other of the basic purposes, and are therefore within the basic 'To know' goals package. If you can clearly see how a junior purpose is within one or other of the basic purposes, then it will erase at Level 5A and need no further address in therapy. However, due to the vicissitudes of games play, some junior purposes come to be regarded as independent of the basic purposes, and they will have to be addressed at Level 5B.

The purpose can either be formulated directly into a junior goals package and erased or collapsed in therapy, or, if un-erasable, will be found to reside in the negative leg of some other erasable junior goals package. E.g. the goal 'To Display' can be formulated into an erasable goals package. E.g. The goal 'To Hide' cannot be formulated into an erasable goals package, but it resides within the goal To not Display, so can be erased by erasing or collapsing the 'To Display' goals package at Level 5B.

Making Objects the Subject Matter of the “ to know” Goals Package at Level 5C

An object only consists of one or more purposes (functions), and can be erased from the mind by erasing these purposes. If the purpose or purposes of an object are clearly seen as within one or other purposes of the basic ‘To know’ goals package, then this object will erase from the mind at Level 5A without any need for further address in therapy.

However, if the object is believed to consist of purposes independent of the basic purposes, these purposes will have to be addressed at Level 5B as indicated above.

Finally, the object - if still not erased - can be erased by making it the subject matter of the ‘To Know’ goals package at Level 5C.

E.g. A girl has completed Levels 1, 2, 3 and 4 of therapy, and has nulled the basic package as far as possible at Level 5A. She obviously has purposes which she considers to be independent of the basic purposes (Otherwise her whole mind would have erased at Level 5A.) and she recalls that she’s always felt uneasy about wearing a dress, and decides to erase the class of ‘Dresses’ from her mind. (N.B. The choice of material to be run at Level 5B and 5C is always made on the basis of interest.) She decides that a dress has two purposes:

- 1) To display her femininity and
- 2) A modesty function of hiding her body

Addressing each of these in turn she first formulates the ‘To Display’ goals package which she discovers to be erasable.

must be displayed	must display
must not be displayed	must not display

The concealing function of the dress is 'To Hide' which she discovers cannot be formulated into an erasable goals package, but spots that its within the 'To not Display' leg of the 'To Display' goals package.

She addresses the 'To Display' package at Level 5B, and it collapses after a few minutes when she realizes that 'To Display' is a method of being known, and is therefore within the 'To be Known' leg of the basic package. She now re - nulls the basic 'To Know' package at Level 5A according to the rule.

The position now, she realizes, is that the class of Dresses, although reduced, has not yet erased from her mind, so she hunts around for some other function of a dress. She soon spots that a dress has a sexual function when displaying her femininity, so she addresses the 'To Sex' goals package at Level 5B. During the erasure of this package a childhood sexual incident involving her dress pops into view and explains her lifelong unease with wearing a dress.

When the 'To Sex' package erases she returns to and re-nulls the 'To Know' package at Level 5A.

Postulate Failure Chart for a Dress					
		Self		Other	
1A		MKD		DMBK	MO Forced to know a dress
1B		MNKD		DMBK	G
2A		MNKD		DMBK	G
2B		MNKD		DMNBK	OO Preventing a dress from being Known
3A		MNKD		DMNBK	MO Prevented from Knowing a dress
3B		MKD		DMNBK	G
4A		MKD		DMNBK	G
4B		MKD		DMBK	OO Forcing a dress to be Known
5A		DMBK		MKD	MO Forced a dress to be Known
5B		DMNBK		MKD	G
6A		DMNBK		MKD	G
6B		DMNBK		MNKD	OO Preventing from Knowing a dress
7A		DMNBK		MNKD	MO Prevented a dress from being Known
7B		DMBK		MNKD	G
8A		DMBK		MNKD	G
8B		DMBK		MKD	OO Forcing to Know a Dress

Codes

MKD Must Know a Dress
 MNKD Must Not Know a Dress
 DMBK a Dress Must Be Known
 DMNBK a Dress Must Not Be Known
 MO Motivator / Overwhelmed
 OO Overt / Overwhelm

	Origin of effect
	Receipt of effect
	Recurring Pattern
	Break in Pattern

Postulate Failure Chart for a Dress

She then makes 'A Dress' the subject matter of the 'To Know' goals package at Level 5C, only to discover that its already erased during the re-nulling of Level 5A. She has now erased the class of 'Dresses' from her mind, and is ready to find another object or junior goals package for erasure.

One day, when routinely re-nulling Level 5A after erasing an object or junior goals package from her mind, to her great joy the basic 'To Know' goals package will itself go on through to erasure. She will then have achieved a full resolution of mind - and know it.

Dennis H. Stephens.
Redland Bay,
September 1992.

Postulate Failure Chart

Postulate Failure Chart				
	Self	Other		
1A	MK	MBK	MO	Forced to know
1B	MNK	MBK	G	
2A	MNK	MBK	G	
2B	MNK	MNBK	OO	Preventing from being Known
3A	MNK	MNBK	MO	Prevented from Knowing
3B	MK	MNBK	G	
4A	MK	MNBK	G	
4B	MK	MBK	OO	Forcing to be Known
5A	MBK	MK	MO	Forced to be Known
5B	MNBK	MK	G	
6A	MNBK	MK	G	
6B	MNBK	MNK	OO	Preventing from Knowing
7A	MNBK	MNK	MO	Prevented from being Known
7B	MBK	MNK	G	
8A	MBK	MNK	G	
8B	MBK	MK	OO	Forcing to Know

Codes

MK Must Know
 MNK Must Not Know
 MBK Must Be Known
 MNBK Must Not Be Known
 MO Motivator / Overwhelmed
 OO Overt / Overwhelm

	Origin of effect
	Receipt of effect
	Recurring Pattern
	Break in Pattern

03 Level 5C (Overts)

By Dennis Stephens

March 23, 1994

[An overt act is not just injuring someone or something; an overt act is an act of omission or commission which does the least good for the least number of dynamics or the most harm to the greatest number of dynamics. (HCO PL 1 Nov 70 III)]

This is the 23rd of March in 1994 and today I want to take up this subject of level 5C(overts), overts at the level of therapy of level 5C, which is very late in therapy.

At this level of therapy the only thing that can prevent a junior universe from going through to erasure is that the person is continuing to compulsively commit overt acts against that junior universe in their present day life.

Now note that statement very carefully, it's a very precise statement. I'm not saying that the only thing that can prevent a junior universe from erasing is overt acts against that junior universe. No, I'm not saying that at all. There are many things that can prevent a junior universe from erasing in therapy, but we've covered all of them by the time we get to the end of level 5C.

So if we get to the bottom of 5C and we still have junior universes that are un-erased, and will not erase in therapy, then the only reason for this state of affairs is that the person is continuing to commit, probably, almost certainly unknowingly, their committing overt acts against that junior universe in present time games play, or potentially they will commit overt acts against that junior universe if they come across it in life

Now this is an important datum and a very important subject too, this is important to us simply because if these junior universes hang fire at level 5C then the "to know" package at level 5A is prevented from going through to erasure. You understand that?

So therefore level 5 cannot be completed, Level 5 will not complete if level 5C won't complete and in the final stages the only thing that's going to be linked to completion of level 5C is overt acts against the junior universes, against those junior universes that hang fire at level 5C.

Everything else has been covered. We've taken the purpose of the junior universes apart, we've erased the junior goals packages that contain these purposes, and we've done everything.

We've got the junior universe apart. So as far as the junior universe is concerned we've dismembered it. So why won't it erase? Well the only thing that will hold it is that the person is overting against the junior universe.

It's not the fault of the junior universe. **It's the person is holding this thing in suspension in his mind so that he can over against it.**

Now that's the thing you have to understand. It's a conscious decision by the individual, though unknowing admittedly. It's a constant unknowing decision on the part of the being, to hold this thing in suspension in their mind in order to play this rather silly game of committing overt acts against it in life. And because their doing this the terminal, the junior universe at level 5C will not erase and therefore level 5A will not erase and the "to know" goals package won't erase and we cannot complete level 5.

So we have to do something about it. Now you might say, "But surely we have a very good technique at level 4 for handling overt acts?"

Well remember we take up at level 4 the 8 classes of overts and motivators on the "to know" goals package. Yes indeed we do. It's a very good technique but, and get this very clearly, it is not proof against the person who does not regard his action as an overt act. You see that?

You see, picking these things up at level 4 depends upon the person regarding his action as an overt act. If he regards them as an overt act he can pick them up at level 4, and they will come apart at level 4 routinely. But supposing he's committing some overt acts against junior universes which aren't picked up at level 4 simply because he does not consider them to be overt acts.

In other words, he's justifying his behavior. He's justifying his overt act.

He's like the SS guard, you know, as he's herding another flock of Jews into the gas chamber he's saying, "Well I'm an honorable man, I'm not committing any overt act, I'm just doing my duty. I'm not doing anything wrong here." He says as he herds another flock of Jews into the gas chamber.

Now here you see a person who's justifying his overt acts. He's calling it something else than what it is. It's an overt act but he's calling it something else. Well we don't know what he's calling it but he's justifying it, and while he continues to justify his overt act it will slip through the filter at level 4. See that?

It simply won't pick it up. If it crosses his mind he'll say, "Oh no that's not an overt act. That's nothing, that's nothing, that's alright... it's ahh... I'm just doing that. It's just a part of life, you know." He won't see that as a discreditable thing.

So it slips through the filter at level 4. He gets onto level 5, runs the "to know" goals package, takes a lot more charge off his case, flattens off level 5B, gets onto 5C and gets stuck there... gets stuck right at the end with one or more junior universes that won't erase. See it?

Now I didn't have this problem in therapy. I didn't have this problem. I cleaned them all up at level 4. I got the lot. I'm too old a hand on this subject of overt acts and motivators but this material is going out to people who haven't got my profound understanding of the subject of overt acts and motivators compounded of 30 years experience as a practicing therapist.

In that period of time you do learn a bit about the subject of overt acts and motivators and justifications and so forth.

So I can confidently predict that on the write up of TROM as it stands today people are going to go through the levels to 1, 2, 3, 4, 5 and get right to the end 5A, 5B, 5C and then get stuck at 5C cause they can't erase these little junior universes at level 5C, and they're going to get worried about it and won't know what's going on and they won't realize that they're overting because they're justifying their overts. You see? And the whole of their therapy will grind to a shuddering halt at that point.

All right now what are we going to do about that? I know it's going to happen, it will happen for sure. Well we can do something about it, very easily.

The Innocuous Question

Well now, first off, it's no good asking this person or assuming, or saying to the person, backing up some technique to them which implies they're committing overts against these terminals, because they're justifying their

overts. So we can't use an overt act technology that is overtly designed to handle overt, you see that, because it's an invalidation.

If this material was obviously overt it would show up at level 4. You see that? And if the person realized during the running of level 5 that these were overt, it would have handled at level 5A. See, level 5A will handle overt too.

So when you're running the general "to know" goals package that will handle overt and motivators of the goals package. That will handle overt at level 5A too. But it skipped through 4 and it skipped through level 5A. Get it? So it's no good saying, "Well what the persons' going to have to run is something like: "what have you done?" And "what have you withheld?" No, flunk that won't work, it won't work. It invalidates the person. You see?

They're sitting with one or more junior universes which will not erase and they don't know why they won't erase because they're not aware that there running overt on these things. So we need a technology, which isn't going to invalidate them but at the same time it's going to run out these overt. And that's a problem.

Running Overt Out at Level 5C

And we have such a technology. There is such a technology that will do this. We can actually run out overt. There's a set of commands we can use that will run out overt most elegantly and most efficiently without ever mentioning that they are overt, without even implying that they are overt and to do this we use the justification mechanism of the human mind.

Now what is the biggest justification for an overt? What's the biggest justification?

Let's go back to the SS guard who's herding Jews into the gas chamber. If you were to ask him, you say "Now look you're herding these Jews in there, now what are you doing?" he says, "Well this is Hitler's final solution to handling the Jews." You see that, that's what he'd say. That would be his answers. He'd say, "We're simply handling the Jewish problem."

Note the verb there, "to handle", see it. He's justifying his overt act under a mantle of "handling" and there is the euphemism.

It's a euphemism. It's a pure euphemism. It's an overt act but he doesn't call it an overt act he's saying he's "handling".

You know the mafia boss turns round to his lieutenant and he says, "Go out and handle so and so and so and so." He means go out and blow them up with a bomb or go out and mow them down with a machine gun but he calls it euphemistically "handle."

An army commander might say the same thing when talking to his lieutenant. He'll say well we need to handle hill 4 don't we gentlemen. Well you take your troops out and we'll mop up that pocket of enemy units on hill 4. We'll get that situation handled." Again the euphemism "handled".

Now the verb "to handle" is a very interesting. The goal "to handle" is a very interesting goal, a very interesting goal indeed.

Now the first thing we need to know about this goal "to handle," is, is it erasable? Yes it is erasable.

The goal "to handle" means, if you look it up in the dictionary, "to handle" means to manage. The word handle comes from an Anglo Saxon root. We get the word hand, the word handle comes from the word hand and both of them come from the Anglo Saxon root, but the word manage comes from the Latin. Comes from the Latin word for hand, *manus*. We get the word manage comes from the Latin for hand and handle comes from the Anglo Saxon for hand, but both mean the same thing.

So "to handle" means "to manage" and if you define it as that it's erasable, it's erasable. If you define "to handle" as "to manage" it's erasable, but if you define it in a destructive sense then it's an un-erasable goals package.

Actually the goal "to handle" is within the goal "to control" it's a subdivision of the goal "to control" and in the write up of TROM I mention that the goal "to control" will not erase unless you define it as "to direct the disposition of," which is the definition of the word control. So again we find that the goal "to handle" which is within the goal "to control" is only erasable providing you define it exactly as per the dictionary definition "to manage". So it's an erasable goal.

First Address the Goal "to handle"

So the first thing we have to do at level 5C is to address and erase or collapse the goal "to handle" and that's the first thing the person has to do. He has to go back to level 5B, in other words, pick up this goal "to handle" and either erase it or collapse it as a junior goals package.

The legs of the goal "to handle" are "to handle", "to not handle", "to be handled", "to not be handled" and it's an erasable goal provided you define the goal as "to manage". Follow so far? It's an easy one.

By the time you get to 5C, I mean, by the time a person might need to do this technology the goal "to handle" might have already erased. So I mean it wouldn't be any surprise to discover when you go to erase it or collapse it, it's already erased or collapsed, it might have already been done.

It certainly would have been erased or collapsed if you've addressed the goal "to control" in therapy because if you've erased or collapsed the goal "to control" the goal "to handle" will have also gone. That would have gone to because the goal "to handle" is within the goal "to control".

Right, well so far so good, that is the first step of level 5C-Overts is to erase or collapse the goal "to handle".

To Handle

Postulate Failure Chart- To Handle				
	Self	Other		
1A	MH	MBH	MO	Forced to Handle
1B	MNH	MBH	G	
2A	MNH	MBH	G	
2B	MNH	MNBH	OO	Preventing from being Handled
3A	MNH	MNBH	MO	Prevented from Handling
3B	MH	MNBH	G	
4A	MH	MNBH	G	
4B	MH	MBH	OO	Forcing to be Handled
5A	MBH	MH	MO	Forced to be Handled
5B	MNBH	MH	G	
6A	MNBH	MH	G	
6B	MNBH	MNH	OO	Preventing from Handling
7A	MNBH	MNH	MO	Prevented from being Handled
7B	MBH	MNH	G	
8A	MBH	MNH	G	
8B	MBH	MH	OO	Forcing to Handle

Codes

MH Must Handle
 MNH Must Not Handle
 MBH Must Be Handled
 MNBH Must Not Be Handled
 MO Motivator / Overwhelmed
 OO Overt / Overwhelm

	Origin of effect
	Receipt of effect
	Recurring Pattern
	Break in Pattern

Second, Formulate the Therapy for Overts

We then formulate our process. You see we can now work with this goal “to handle” because we’ve erased it. It’s an erased package. So we’re now confident there’s no residual charge of conflict in the package itself. In other words, we can use the legs of the package with full confidence that there’s no charge on the bank on these legs of the goal “to handle”. It’s an erased goal or collapsed goal and their quite null. So we have to do that step. We must do that step of erasing or collapsing the goal “to handle”.

Having done that we can then formulate our therapy commands to run out the overts that are on these junior universes.

Now the easiest way I can explain this is to give you an example and work through the example and we’ll create the commands as we go.

Let’s assume that the junior universe that won’t erase is a dress, a dress, D R E double S. a dress. Let’s assume that is the junior universe that will not erase at level 5C.

First Pair of Commands

Now the first command that we back up on the subject of the dress is “How have you handled a dress?” repeat **“How have you handled a dress?”**

Now there are two comments I’d like to make on the command.

First off that you’ll note that there’s no suggestion that there is an overt act. The command you’re using does not suggest that there are any overts, yet I can assure you that if the person has ever committed any overts on a dress that auditing command will find them. It will peel them off. It will locate them. I can assure you of that. With the provision I’ve already given on the tape that the goal “to handle” can either be defined constructively or destructively.

Now note the use of the word “you”. “How have YOU handled a dress?” you might say, “That as the person is running solo he could say, “How have I handled a dress?” Well I tested both of these and the first one seems to run best. Seems to be more incisive and so forth, but it doesn’t really matter. You could ask, “How have I handled the dress?” as your

running solo, but my advice is to use the third person, “How have YOU handled a dress?” and realize that the question is being addressed to you. You are addressing it to yourself.

In other words that you're the therapist addressing the subject in the session and the question you the therapist are addressing to the subject is “How have you handled a dress?” get it?

And having received the question you then proceed to answer it. You don't have to acknowledge it to yourself. You can dispense with that formality but I think that you will find that to use the third person “How have YOU”, that is more incisive and I think you will find that that runs best, although to say “How have I handled it?” is not an error. That will run too. I think that you will find that saying “How have YOU handled a dress?” will run better than saying “How have I handled a dress?”

All right now how long do we run that command for? How long do we run that command for? Well we run that command until there are no more answers. Note that! **We run it until there are no more answers.** Now that's something new.

You'll find that when you run it to no more answers you're also running it to no change. It's quite safe. It's safe to use this in this instance. To run to no more answers because we're going to run another command which is the reverse of it so it's quite safe to run this.

It's not safe to run all commands in therapy to no more answers but in this instance it's quite safe to do so because we're running its reverse as well. So it's quite safe.

You run this to no more answers and you'll find that when there's no more answers that this is the point of no change in the session. So we run it to no more answers.

All right that's command number one. Now our next command, command number two is the exact reverse of command number one, it's “**How has a dress handled you?**” repeat “How has a dress handled you?”

Now I'll give some comments on that command.

Now of course this command won't run overts, this command runs motivators but this is the other side of the flow. We have to run this flow; we can't just keep running overt, overt, overt all the time. We have to reverse the flow. So were going to reverse by saying, “How has a dress handled you?” It's a flow reversal here and again you run that to no more answers.

Now it might seem a very peculiar command. It will certainly be a peculiar command for somebody very early on in therapy, but I can assure you

very late in therapy a person will be able to answer it quite readily. It's not a difficult command for a person very late in therapy. They would easily see how the dress has handled them, how a dress made them do certain things, and so forth. They would easily be able to answer the question, where a person early on therapy would have difficulty with it.

But we're not running this procedure early on in therapy. It's the last thing being run so the person has the whole command of their creativity at their disposal.

All right so we run that to no more answers which will be a point of no more change. Then when there are no more answers to that one we go back to one. And again run, "**How have you handled a dress?**" And we run that to no more answers then we go over to two and run "**How has a dress handled you?**" and run that to no more answers.

Backwards and forwards until neither of them have any more answers. Then we're finished with that. We're finished with that pair of commands.

Second Pair of Commands

And we now move into our second pair of commands. There are only four commands in the procedure; we've now covered two of them. And we'll go into the second pair.

We've now used up the "to handle" leg of the "to handle" goals package, haven't we? So now we swing over to the other side of the goals package "to be handled".

So the person asks themselves now, "**How has a dress been handled?**", "How has a dress been handled?" That is command number three. We don't specify handled by whom. It can be handled by self or it can be handled by not self, we don't specify by whom. It's very general, a general command, "How has a dress been handled?", and again it's run to no more answers. Ok, an easy enough command to run.

Then we go to command number four. This is the final command of this set, is "**How have you been handled?**", "How have you been handled?" and that again that is run till no more answers. And when number four has gone to no more answers you go back to three and you alternate three and four until neither three nor four have any more answers.

Now number four seems a peculiar command. It seems an almost irrelevant command, "How have you been handled?" Well the purpose of

the command is flow balancing. It's simply a comparison; it's a flow balancing comparison there. It allows the person to see, to compare the way a dress has been handled in the universe, he can now compare that to the way he has been handled in the universe. So he can now get a comparison, there.

See it's simply a comparison; you're completing your flow pattern and making sure you're not making any unbalanced flows here

Now if those four commands are run exactly as I've given them to you, and they are run to no more answers, both pairs are run to no more answers. The terminal, the junior universe will erase at that point in therapy. You may not know it's erased but it will have erased

End of tape

Level 5D

04 Bond Breaking 9/94

By Dennis Stephens

Transcribed by Pete McLaughlin April 10, 2012

Note, in this lecture Dennis introduces the final name change for this Level which has gone from "Level 6" to "Level 2 after Level 5" and now becomes Level 5D. Each of these articles provides a different process to erase bondings in the mind.

Today is the 1st of September 1994, and the title of this lecture is Bond Breaking, Bond Breaking.

This lecture, Bond Breaking, must not be separated from the earlier lectures entitled Bonding (Relationships). The two lectures form a set. They form a pair. They form a set and should not be separated.

It's a few months now since I cut that earlier lecture on the subject of Bonding and the first thing I want to say is that everything I said on that tape is absolutely and perfectly factual. It's perfectly true. We can erase each and every bonding, each and every relationship in the mind that hangs fire in therapy. We can erase them at level 5C and it is also true that they should not be attempted; no attempt should be made to address relationships in the mind until one reaches level 5C. All of that is true, and there's nothing on this tape I am going to give you now, which is going to change that in the slightest.

All I'm going to give you now is a faster method of breaking bondings in the mind.

A faster method of erasing bondings

This happens very much in psychological research that you discover a method of doing something and it does the trick, it's adequate, it does the trick, and then when you've used that to clean up this area of the psyche, clean up this area of the mind, and you've put the whole subject to bed and then your attention goes into other areas of the mind, and you do other research and clean up other areas. Then suddenly one day you say, "Oh my God! There is a simpler way to do that." Well that is what has happened here now. I suddenly realized that there is a simpler method of erasing relationships from the psyche, a simpler method.

Now note what I am saying here. This method I am giving you is simpler and faster, therefore, faster than the method given in the earlier lecture. And it does not in any way invalidate what I said in the earlier lecture. This is simply an alternative method of doing it, which I think you will find is simpler and faster than making the relationship the subject matter of the "to know" goals package at level 5C.

As far as level 5C, everything written in the write up, and bear in mind I said in the write up, that any postulate can be made the subject matter of the “to know” goals package at level 5C and that is true. That is true. So the write up is still complete. The write up as given, as published will still do the trick.

As a matter of fact if it wasn't sufficient to do the trick it, of course, would never have been published. I would have spotted there was a flaw.

I gave that level 5C exhaustive research on all sorts of postulates till I was absolutely certain of my statement that level 5C can be used in that context to erase postulates from the mind.

Now there are possibly many people who will hear this lecture, hear this talk and say, “Dennis, when you say that this is a simpler method of erasing bondings from the mind you are incorrect, that this is not a simpler method. This is a more complex method.”

Very well, then for you, if you find this method I'm going to give you more complicated than the method given already, then fine, stay with the earlier method. It will work for you and it will do the trick but as far as I'm concerned I would consider this a simpler method. So I'm, from that reality, that I consider this a simpler method I'm giving you, I'm giving you this simpler method.

I think both methods should exist. Now this method, on the methodology given on this tape does actually mean we have a new level in our therapy, which becomes level 5D. Level 5D.

Level 5D Alternate Bond Breaking

Now the reason this becomes level 5D and not some level 6 or anything like that is because the procedure is still intimately bound up with level 5A.

In other words, that just as level 5C is intimately bound up with level 5A, in that every time you finish with something at level 5C you must go back and re-null the general “to know” goals package at level 5A, well similarly with this new level 5D every time you finish handling something you must go back and re-null the “to know” goals package at level 5A. So it clearly is a part of level 5 and is not any part of any new level. It’s simply level 5D of level 5. And the name of the level is level 5D Alternate Bond Breaking. Alternate Bond Breaking.

Now before we proceed with level 5D I will give you the basic postulate structure of the level, the basic rational, the basic reason why of the level. In other words, I’ll give you the foundation upon which it rests.

Level 5D Fundamentals

Now there are two propositions upon which level 5D rests and here they are. Here’s the first one. **The reason why a bonding hangs fire in the mind is because the person is still subscribing to it.** That was the first one. And the second one is that **any bonding in the mind can be erased by taking over the automaticity that is keeping that bonding in existence.**

Now they are the two fundamentals of level 5D. They are the two fundamentals of level 5D and from those two fundamentals our *modus operandi* at level 5D proceeds. It stems from those two fundamentals. So you better understand those two fundamentals.

I'll go through them in detail for you. The first one, the reason that the bonding hangs fire is because the person is still subscribing to it. Well if you think about that for a moment that is obvious but I am putting it in there because sometimes the obvious escapes people. They may wonder why this thing is hanging fire. Well, (chuckle) you need look no further.

The reason why a bonding hangs fire in the psyche is because you are subscribing to it. It's not sitting in there because your Aunty Maple subscribes to it, still. Or your Aunty Maple subscribed to it once. Or your dad subscribed to it. It's in there because you are subscribing to it. You subscribed to it in the past and you are still subscribing to it in the present. It's got nothing to do with whether or not the bonding is true or false in the universe that has got absolutely nothing to do with it. The bonding may be true in the universe. The bonding may be a pack of lies from start to finish. It doesn't depend on whether the bonding is true or false. It only depends, its' continued existence in the mind only depends upon this fact that if you are subscribing to it still then it will continue to exist in your mind. Now do you understand that? You've got to get that absolutely clear. You got to get that absolutely clear. It's you doing it. It's your mind and it's you holding it in your mind. You got to get that. You got to get that and understand that absolutely thoroughly, else you won't get anywhere with 5D.

Now let's take up this second fundamental, that we can erase any bonding from the mind by taking over the automaticity that's holding it in suspension in the mind. **In other words, this bonding, that we do our subscribing to, stems from some point in your past.**

Bonding is something you use as a solution to a problem

The bonding is not necessarily, to use Dianetics and Scientology technology, the bonding is not necessarily part of your reactive bank. It's almost certainly more a part of your analytical mind. In other words, the bonding is something you use as a solution to a problem. It's more likely to be a game strategy than it is to be anything to do with your reactive bank. You see.

You must understand that these bondings are solutions to problems rather than problems. They're more of an analytical function than a reactive function. But by methodically taking over the automaticity that is keeping these things in existence we can very rapidly and very quickly take them back out of existence again. But of course, you won't take them back out of existence until you stop subscribing to them. Now you gotta get that!

In other words, your saying, "This bonding is the absolute essence, the absolute quintessence of perfect truth. And I need this bonding to live and in the absence of this bonding I will die an immediate and horrible death." Well, while you are believing that, you're wasting your time going ahead with what level 5D. You'd better understand that right from the outset. In other words you've got to want to be free of this bonding before you can ever break it.

While you want the bonding; you will be stuck with the bonding. After all it is your mind and it is your bonding. The bonding is only in there because you once found it useful and you stuck yourself with it.

You've got to say to yourself "Do I want this bonding anymore?"

"Ok, I don't want that anymore. Right, now I can get rid of it."

How do I get rid of it? Well I can get rid of it at level 5C but also I can get rid of it at level 5D, and level 5D is what we're dealing with at the moment so I'll tell you how to get rid of it at level 5D.

Handle One Bonding at a Time

Now the most common phenomena that occurs when you start addressing a bonding in therapy with a view to erasing it is that while your addressing this bonding some other bonding shows up, which the one you're dealing with is related to. Now this phenomenon needless to say is very, very common. It's so common that you're going to have to know what to do about it.

Now what you do about it is very simple. You have a piece of paper, a pad by your side and a pencil or a pen and when these other bondings show up you simply note them down. You collect them in other words. And then when you've written them down you go back and proceed to erase the one that you started out with. And, get me on this, you start out with this bonding and while you're working with it...we'll call it X. you start out with X. this relationship X. and while you working with X relationship Y shows up. Now the thing you do is you write Y down on a pad. Get it?

The thing you don't do is leave X and go on to Y. that's definitely a flunk. That is definitely a flunk. You must proceed, as we know in therapy, you must complete your cycles as you go. You mustn't leave X and go onto Y you stay with X.

Now one or more bondings may show up. Doesn't matter how many show up. You note them all down. I don't think you'll find more than 3 or 4 will show up. I never had more than 3 or 4, but maybe a maximum of 6. Let's say a maximum of 6 will show up. These bondings will show up while you're dealing with the first one.

Ok, just note them all down but you don't leave the first one. You don't leave X. you go on by using your technology, until you've erased X.

Now that's true for level 5C and level 5D, it doesn't make any difference. It doesn't make the slightest bit of difference. You don't go madly rushing around the place and taking a nibble off this bonding here, and another one shows up and say, "Oh, I've got to deal with that one first" so you get over there. Now that is one sure way to make a cot case out of yourself on this subject of bondings. You will get yourself in a frightful mess if you do it that way.

You've got to start on one and you say, "Right I've started on this one. This is the one I am going to erase first." And it will erase. You'll get there. But you may have 3 or 4 or half a dozen others show up during the erasure. Just note them down. And each and every one of those that show up will need to be addressed by you in therapy. That's why you have to write them down.

Don't try to commit them to memory, write them down on a pad so you've got them. You've got them nailed. Cause their due for execution, they are. They're due for execution.

They're going to come along. They're going to be handled.

The more they show up you write them down. Ok, you get that?

Also, as I've already mentioned to you on the earlier tape, on the earlier tape when talking about bondings and relationships, don't be a bit surprised to discover that when you address a bonding that its reverse shows up. You know, you're dealing in therapy with "if A then B" and it suddenly occurs to you that "if B then A" is also true for you. Ok, fine, just write it down on a pad. Just write it down. You'll deal with that one too.

In other words we deal in a methodical manner with every relationship that shows up. But we don't leave, having started on a bonding, having started to erase one we stay with that one until we've erased it, and then we go ahead with the next one. And we simply note all thoughts that show up.

They trigger each other in the mind by association, that's all that's happening. They trigger each other. You'll soon come to see what's happening here, that their forming in little clusters in the mind and each little cluster is a separate cluster. You see? Either you're going to have a bonding that's a separate bonding all by itself in the mind. This single "if A then B" sits there all by itself in the mind, which is rather rare actually but it does occur.

It's either going to be that or you're going to get an "if A then B" show up and you think "Oh" and you start to erase it then another one shows up that's clearly associated with it. And then another one shows up. You've got yourself a little cluster. You see?

Note them all down. You'll eventually erase the whole cluster. And there's never more than... Well I was going to say I've never known more than three or four to be in the cluster. But be prepared for half a dozen.

Now I do know a method of getting the whole cluster. Of getting them all out before you even start. But it's a rather complex method there. And really there's no benefit to be obtained from it. If one of these relationships is in the cluster it's going to show up sooner or later anyway while you're dealing with the other bondings in the cluster. You see what I'm getting at?

So none of them are going to escape you, simply because, if their connected to each other they're going to show because of the bonding, because of the connection. As you deal with one it's going to trigger or restimulate the others. And you're going to get the whole set.

You'll eventually get the whole lot erased. So there is no real point in getting the whole lot out before you even start. And as it's a rather complex procedure to do, so, I won't give it to you. But it can be done, I can assure you, but there is no point in doing it, you see. You might as well proceed and use the system I'm giving you which is the simplest way to do it. There's no advantage in using a more complex way of going about it when the simple way does work.

So, our stable datum here is your going to have to have a pencil and a pad by your side when working with bondings and this is true at level 5C and at level 5D. Don't try and rely on your memory. Write them down. Then once their written down, their nailed. You've got them. Their nailed down ready for execution each one's going to be handled.

Take over the Automaticity

Ok we're now ready to discover just how to take over the automaticity of a bonding in the mind, which is the very heart, the very core, the very essence of level 5D.

Now supposing the easiest way I can introduce this to you is to say, supposing you wanted to teach a child a bonding. Supposing you had this young child and you wanted to teach them a bonding. Well, there's a way you could go about teaching them the bonding. I mean you could sit down and give them the bonding and show it to them, and say here's "if A then B" and there's the relationship and the child would sort of look at it and think about it and, well, with a young child, you'd probably have minimal success. You know. And even with an older child they'd think about it. No, no that isn't the way children learn things.

Now if you were to go about it in this method you could actually teach the child the bonding. And we could utilize this method in therapy, as you'll see.

It's a teaching method but you're using it as a therapeutic tool because you see there's not "you and the child" involved, there's just you involved and the child is simply part of your psyche. You'll see what I'm getting at. It sounds a little complicated but as I proceed you'll understand what I'm getting at. Now you could teach a child the bonding. Supposing you wanted to teach a child this bonding "if boy then wearing cap" and ... or loosely "if boy then cap" and with the understanding that when we say cap we mean a person wearing a cap. Cap equals person wearing a cap. Ok? Alright, our bonding is "if boy then person wearing a cap".

Supposing we wished to teach a child this particular relationship. I'm not suggesting it would be a good thing to teach a child this. Actually it wouldn't be a very good thing to teach any child that relationship because it's a most peculiar relationship, but never the less, if you wanted to there is a way... a very systematic way you could go about it with a child.

You could teach the child the relationship. Whether the child would hang onto the relationship for very long, they might consider it the most peculiar thing and discard it. But never the less you could teach it to them.

This is how you could go about it. You say to the child "every time I say "boy" I want you to say "cap." And the child would nod his head. And you say "Right." So you say to the child "boy" and he said "cap" and you say "boy". He says "cap." And you could go on like that until there is no more change. Until every time you say "boy" he says "cap." And he's quite happy. You say "boy" he says "cap."

And you say to the child, you say "alright' now you say to the child then. Now you say to me, you say to the child. You say to me "no cap" and I will say "no boy". "Get the idea?" You say to the child and he says "Yep"

So he says, "no cap" each time he says "no cap" you say "no boy". He gets the idea. He says "no cap" and you say "no boy". And you go on like this until all his smiles and giggles and laughter is gone off and there is no more change. And you say "Alright, that's fine." "That's fine" Now I need you to finish with that one.

Right and the third step you take with the child, alright, now, you say to the child, "I'm going to say to you "no cap" and I want you, the child, I want you to say "no boy". And the child gets the idea of that so you say "no cap" and he says "no boy". You say "no cap" he says "no boy". And you continue on this until there is no more change and there is clearly no more change in the situation. The child is quite happy with it. You say "no cap" he says "no boy". Right, that's the end of the third step.

You then say to the child, "I want you to say "boy" and every time you say boy I will say "cap". So the child says "Ok". Off you go and he says "boy". Every time he says "boy" you say "cap". He says "boy". You say "cap". And that's the fourth step. You'll run that till there is no more change and the child is quite happy with that.

And that is the four steps. There are only those four steps. I won't go through them again. You want what they are? Just go through them and you'll see them. But I will be repeating them later on in another context so you'll see them again.

So they are the four steps. Now if you wanted to, with the child, you could go back and repeat the four steps again. Go through them all just to make sure there is no more change there, until the child can go through each of those four steps with no more change.

And then quite a remarkable thing would happen to the child, quite remarkable. You then say to the child "think of a boy". And he'd think of a boy. And you say, "but when you think of a boy what do you think of?" and he'd say, "I think of a person wearing a cap."

You've done it. You've sold him on the bonding. See that? You could educate the child into the bonding by doing that. And for some period of time every time that child thought of a boy he would think of a person wearing a cap. And every time that child thought of a person who wasn't wearing a cap he would think of a non boy. In other words, you would have given him the bonding. You would have sold the bonding to him by that little exercise.

Implantation

Now you might say this is an awful thing you're doing here Dennis. You're teaching us implantation. Yes I am! (chuckle) this is how it's done. But never the less I'm teaching it to you as a therapeutic tool. You see?

Every coin has got two sides in this universe. There's the good side and there is the bad side. While on one side might be an implantation method, on the other side it can be used beneficially as a system for removing implantation, for removing conditioning.

Well how would that be? How could we use this? Well I've just told you, as a system for breaking the bonding in the mind very simply. You will go in and run the thing like a goals package. Did you get it? Remember the goals package technology at level 5A, level 5B? How you run a goals package? Well you would run this exactly like a goals package.

Breaking a Bonding

Supposing for example, you had the bonding in your mind "if boy then cap". And that was one of those you wanted to break in your psyche. Well this is how you would go ahead and do it. This is how you would go ahead and do it.

Level 4

You would mock up someone over that way in the class of not self saying to you "boy". Get that? Now that's his self determined postulate in the class of not self, over that way, saying to you "boy". As soon as he says "boy" over to you comes the message "boy" and that's his self determined postulate right? "Boy". But his pan determined postulate is "cap".

You pick up his pan determined postulate and use it as your self-determined postulate and say "cap". Now every time he says "boy" you say "cap". He says "boy", you say "cap". And you will run that just like you will run any level of a goals package. You would run it till there is no more change.

Level 3

Then you would change your postulate from “cap” to “no cap”. Your self-determined postulate changes from “cap” to “no cap”. Then your pan determined postulate out at the other end of the comm. line now goes into “no boy”. Right? So you then punch out “no cap” and get that person at the other end of the comm. line to say “no boy”. You can see it as an overwhelm, if you want to. But your saying “no cap” he’s saying “no boy”. And you will continue until you can do that. Until there’s no more change. Every time you say “no cap” he says “no boy”.

Then the third one is you move to the next level up...that was level 3.

Level 2

We are now up to level 2. Level 2 is the person saying to you “no cap” and you saying “no boy” He says “no cap” you say “no boy”. And you run that till there is no more change.

Level 1

Then you move into level 1, which is you saying “boy” and the person at the other end of the comm. line saying “cap”. And you would run that till there is no more change. Then there are the four steps.

Test

Then you'll go back to step four again. Start in at the beginning and run the whole set again just to make sure that there is no more change on any of the levels. And a remarkable thing would happen. When you then come to test that bonding in your mind "if boy then cap" you would now find that you could think of a boy without thinking of a person with a cap. You would have broken the bonding. The bonding is broken.

Now why is the bonding broken? Well the bonding is broken because you've taken over the automaticity that's holding the bonding in existence. You see that? By creating in your own psyche the classes of self and not self and going through each one of these methodical steps you've covered all four possibilities.

There are only four possibilities. You could only have got this bonding in one of four ways. Either it's you saying "boy" and getting someone else to say "cap", or somebody over that way is saying "no cap" and their getting you to say "no boy", or you are saying "no cap" and they are saying "no boy", or their saying "boy" and your saying "cap", or any combination of all four.

It's going to be one or the other or all four of those, is the way you would have learned it in life. You get it?

If you examine any of these bondings you would find that you would have learned that way, or some way very, very similar to that. There would have been you and another person involved. You wouldn't have learned these bondings in isolation from other people. Maybe you picked them up from your parents. Maybe you picked them up at school. Maybe you picked them up in Galaxy 4. God knows where you picked them up from. But you didn't pick them up in isolation.

They were picked up between you and other people. And you would have picked them up in some method similar to the four steps I've just given, and so therefore by creating those four steps, which are the very essence of it in your own psyche, you would break the bonding again.

In other words, what you're doing essentially is that you're creating the bonding in your own psyche. You're creating it. But because it's there already, and you are creating it, you're taking over the automaticity that is holding it in existence.

So you're becoming the one who's putting it there, and so therefore you've regained your determinism, your self-determinism to hold it in your mind or not hold it in your mind. In other words you've taken over the automaticities. So you've regained control over this phenomenon in your own psyche.

It's the old phenomenon of taking over the automaticity of the thing that's out of control. I'm just using it in a particular form to break bonding. Now do you follow it? Follow the cycle there?

It is four steps. It's a little goals package, in other words. It's a little tiny goals package. And there are four steps in the package. There are four levels to the package.

If you'd like to see it, you could see it in terms of a goals package. You'd say, "Well it would start in at level 1 and Level 1 would fail. And the person would then go into level 2. Then they would go into a valence shift. Then they would go into level 3. Then that would fail. And then the final level they would go into level 4. And that would be the final one in the set. You could see it that way. You could see it completely in terms of a goals package. And that would be an excellent way to see it, if you wanted to.

Now this is quite a remarkable piece of technology I can assure you, quite a remarkable piece of technology. And it's a very, very fast precision tool for breaking bondings. I can assure you. When used exactly in the method I've given. But if you were to use this technology on other people as a method of implanting them with bondings then you'd become an implanter and you're using this technology in a non life manner.

When used in the manner I'm suggesting you use it as a therapeutic tool it's beneficial and it's a piece of life technology. If you want to become an implanter and you want to dominate people, you want to make slaves out of them; you can use this technology to implant bondings into people, just like you could implant the bonding into a child by using this as an educational tool. If you want to do that well, then so be it. It's on your head.

Never the less, as a therapeutic tool, it's excellent. It takes them apart. This technology will take a bonding apart with the same ruthless efficiency that a goals package erases postulates in that goals package. It has the same ruthless efficiency. It is based upon the same mechanism, using the same mechanism. So we could expect we could take bondings apart rather rapidly using this technology.

But as I say, many of you, might having heard this tape and listened to it say, "Well it's too complicated for me. I'll stick to level 5C." Well level 5C will get you there. It will get you there. But this is faster and simpler. At least I think so. It's faster and simpler. But never the less your always free to go back to level 5C and erase a bonding by making it the subject matter of the "to know" goals package at level 5C.

Final Step on 5D

Now this is the final thing on our steps of level 5D. Having erased a bonding at level 5D, having erased a bonding you should go back and quickly nip through the “to know” goals package and re null it.

There is a tendency for charge to reappear in the “to know” goals package after you have erased a bonding out of your mind. So you must go back to the general “to know” package and mop this charge up. Just as you must do so at level 5C. You got no choice in this matter. Every time you erase a bonding at level 5D or at level 5C you must, repeat, must go back to the general “to know” goals package at level 5A and re-null it.

Now that is absolutely fundamental and absolutely vital. You’ve got to do it every time. So don’t miss it. It’s a necessary step. You must keep that “to know” goals package at level 5A nulled down. That is the whole secret of success at level 5. It is to keep that “to know” goals package nulled down, the general “to know” goals package, to keep it running null all the time in therapy.

So every time you break a bonding at level 5C or at level 5D, back you go to the “to know” goals package at level 5A, nip through it and re-null it. It needn’t take you more than 2 or 3 minutes. 5 minutes, there. The amount of charge that will reappear on the “to know” goals package depends on how much trouble you had breaking the bonding at level 5D. If you had a lot of trouble at level 5D, and a lot of mass showed up, and a lot of charge showed up there where you were breaking this bonding, well you can expect a lot of charge to reappear in the “to know” goals package at level 5A.

5D Repair

Now what do you do if you're running at level 5D on a bonding and it all goes wrong, it won't erase? It all starts to grind, and it all goes black. It all falls apart on you. Right, just stop running level 5D. Stop running 5D, Run RI and back you go to level 5A and clean up this whole charge. Clean it all up, until your fields gone back clean again, and you're feeling good again about things.

[Black – see Black Field Case in the Glossary – editor]

Now back to 5A, run plenty of RI, then go back to 5D and have another look at it. There's something you're doing wrong here. You've fallen foul of something, somewhere. You better have a nosey around and find out what's gone wrong. You'll find it. You're doing something odd. You're doing something peculiar. And that's why it's all gone bad on you, all gone sour on you.

But before you attempt that go back and re-null the "to know" goals package at 5A. That will get you out. That's your life line. That's your life raft. Get back onto that life raft and clean it all up, and plenty of RI.

Now that's the way you run level 5D. You shouldn't have any trouble with it. You shouldn't have any at level 5D you shouldn't have the field going black or anything peculiar like that. But god knows things can happen. If it does happen that's the way you repair it.

So the repair for level 5 D is:

Step A of the repair is to stop doing level 5D. Run RI.

Second step return to the general "to know" goals package at level 5A. Re-null it.

Step C finish off with a bit more RI and repeat A, B and C until you're feeling good again.

That's the repair if level 5D goes sour on you.

Final word of warning

Now our final word of warning here, don't mix level 5C and level 5D up. Don't start on a bonding, you know, to erase it at level 5C get half way through the erasure at level 5C and say, "Oh well, I'm not having much success with this I'll now bailout and go on to level 5D and pick up that same bonding at level 5D. Flunk. That is asking for trouble it really is.

If you're going to start off erasing a bonding at level 5C you are damn well going to finish it at level 5C. It will erase, and similarly with 5D. You get half way through 5D and you get into a bit of trouble and you think, "Oh, my god, I better go back to 5C." Flunk. Once you start it at level 5D your going to finish it at level 5D, but you may have to do a repair.

It may be harder than you think. Some of these bondings, don't be surprised, some of these bonds you're going to get a tiger by the tail. I can tell you that now.

What looks like an innocent little bonding. You pick it up and it looks so nice and you say "Oh, this is a nice little bonding. I'll just nip it and erase that at level 5D." and Kerunch! Roar! The tiger.

You've got the tiger by his tail. And you've pulled on the tail and now you've got the tiger. What do you do? You erase that. You continue on with the process. You erase the thing at level 5D. You get it?

You don't panic. You don't do anything. You just go on, but if you can't proceed, and it all gets too heavy for you. Ok, bow out and do the level 5D repair I've just given you. Back to the "to know" goals package. And mop up the charge. But then so help me back you're going to have to go to level 5D and clean up that bonding again. And you're going to stay with it until you get it cleaned up.

So bear in mind you can get a tiger by the tail. And I've had one or two of them while cleaning up a bonding, find I've got a tiger by the tail. So don't be surprised if it happens. It's not all sweetness and light at level 5D, I can assure you, or at level 5C come to that. You can get a tiger by the tail. And be prepared for a bit of fireworks occasionally. There are a few tigers left in the bank at level 5C and level 5D. There aren't many but there are a few tigers in there still. So be prepared to handle them. And that's the way you handle them.

Well that just about wraps up this subject of level 5D, and I wish you luck with it. And I think that most people will find that 5D is a simpler and faster method of erasing bondings from the mind, than level 5C is. But as I say it's an alternate bond breaking procedure. It does not in any way replace level 5C.

Thank you.

Single Word Classes

Now finally, just one final last thought on this subject that is, keep your bondings, keep your classes as single word classes. Now I couldn't overstress the importance of this. There is absolutely no reason at level 5D to be having classes which have got more than one word in them. You know? You don't want "if to grow petunias in the springtime then kiss Aunt Mable goodbye." Well you'd better get some symbolism for that. You know, uh...better say well "if petunias then Aunt Mable". You know.

You know what you mean by petunias and you know what you mean by Aunty Mable. There is no need to be long winded. Just symbolize it in your own mind. And use the single word when you're working at level 5D, just like I did when I gave you the example. Like in the example I gave you "if boy then cap" the correct wording there would be "if boy then person who is wearing a cap", but you know that a person wearing a cap equals cap. You see?

Cap equals a person wearing a cap. Knowing that identification in your own mind, it's one you set up, and knowing that you set it up you can use it. So you only have to use the word "cap" knowing that that means a person who wears a cap. You see that? It's very, very simple. It just makes life a lot easier for you.

So keep them at level 5D and at 5C come to that. Keep your bondings as single word bondings and use your own mental shorthand. It does really save an awful lot of wear and tear on your psyche, you know, to use these little shortcuts. And these little bits of shorthand. Rather than filling your mind with lots and lots of long verbiage. Get used to using shorthand and you'll get there fastest.

Well that's all I wanted to say on the subject of this bonding and level 5D. I wish you luck with it, and bye-bye for now.
End of tape

02 Level 2 After Level 5 Part B

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Note. The name for this level changes from "Level 6" to "Level 2 after Level 5 part A" to "Level 5D" as these lectures progress. In this lecture Dennis does the name change to Level 2 after Level 5. Each of these articles provides a different process to erase bondings in the mind.

Hello Greg, this is Monday January 3rd, 1994 and so far this year in Redmond Bay it has been very, very hot, extreme heat, extreme heat, with northerly winds, most trying, most trying.

I am recording this on a very hot afternoon. I have to turn the fans off because the otherwise the sound of the fans will go on to the tape thru the microphone so it promises to be a hot afternoon.

A since I'm cutting the last tape on subject of Level 2 after Level 5, I realized so much more new material come to light I really, really better call the last tape part A and I will call this part B so the old tape is part A of Level 2 after Level 5 and this is a part B of a Level 2 after Level 5.

The Best Way to Run the Process

First of all I'll give you the best way to run this procedure that I know of to date.

First of all running the process itself, after you've done everything, you see, you've done your test, you found your bonding you got your classes here, you got you're A and you got your B and you're already to break the bonding. Right, well this is the best way to run the process.

First off you start to find some differences between A and B. Now you run that process until no more answers.

Now that is the best way to run that process, till no more answers. You run differences between A and B until you have no more answers.

Then you will switch over then to similarities. You then start finding similarities between A and B and you will run this until you have no more answers.

Then you will go back and do, differences between A and B, again until no more answers, and back on to similarities between A and B until no more answers, then back again.

You go backwards and foreword until you have absolutely no more answers on either side of the process. Follow that? And that is the best way to run the process.

There is absolutely no point in sitting there comm.-lagging the answers out. The reason being that when you run differences you start as-ising the differences and then the similarities start to show up so you run you run the differences till you have no more then you are ready to run similarities, you see, so then you start as-ising a few similarities, as-ising similarities till you have no more of those and then differences start to show up again so by running one against the other; you get the optimum gain from the process.

It simply, because a it's a flip-floper process, your running differences and similarities back to back and because you can do this you can run this process till no more answers.

By the way that's a general principle of auditing. It's a not very well known principle of auditing but it's a general principle of auditing that when you have a flip-flop back to back process of this nature, where running one side stimulates answers on the other side and running the other side stimulates answers on the first side, you could run either side to no more answers, then over to the other side to no more answers it's quite safe to do this on a flip-flop type of process.

For example you could run ARC Straightwire process, general ARC Straightwire on a person if you wanted to, in ordinary Scientology auditing. You could run it, you could run it to no more answers, and you would be quite, quite safe because of the flip-flop of process running.

[ARC Straightwire Commands:

"Recall something that was really real to you."

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

"Recall a time when you really liked someone."

"Recall a time you knew you understood someone."

-editor]

So you could run affinity till no more answers then moments of good communication to no more answers, then moments of reality/agreement to no more answers then back to good communication or back to high affinity to no more answers. You see that? You could run an ARC Straightwire like that, to no more answers, quite safe to do so, when you use a flip-flop type process like this.

Not a generally well known principle of auditing but it's true. When you are running a flip-flop type of process like this. when you arrive at the point of no more answers, of course, that will also be a point of no more change, so it doesn't violate the general rule of auditing that you continue with a command until no more change, because when you've got no more answers you will find that's a point of no more change so it is quite safe to leave it, OK so much for that. A little back ground material there.

But bear in mind that it's not entirely safe to run all auditing commands till no more answers. Some types of auditing commands, the non flip-flop type, when you're just running a single auditing command that should be run to no more change that is precisely correct. It's not entirely safe to run all processes to no more answers but I think any therapist worth his salt would know this.

OK, that's the way you would run the process, you just flip-flop between differences and similarities. Now as you run the process you will find that terminal A and terminal B will start to merge. You will get these merging phenomena of the two and as you start to complete the process, the process begins to run flat, you will you will see the merging of the two into one single terminal.

Now all that indicates is that there is now a common class, that you can conceive of a common class there of AB.

In other words, this class now is no longer a null class and it's got members in the class so therefore the bonding is broken.

As soon as you can conceive of a common class between A and B well obviously you've achieved your goal. Your whole goal was to break the bonding and that's what you've succeeded in doing once A and B have a common class. In other word, they have some common qualities there.

It's interesting to note that if you continue the process beyond this point there that not only will you get the merging but you will start to go into the erasure.

You will see the terminal, even the common terminal start to erase eventually and as the charge goes off it more and more and more not only will you get the common class, but then this common class will start to fade out and eventually you will find it extremely difficult to put up the two terminals. You put up one terminal and then you've got to mock up the other terminal, you know, as you mock up the second terminal the first one vanishes, it erases, and you put the first one back up the second one vanishes. You can't hold the two, in other words, you are working with an erasure process, so be prepared for erasure. You are looking at erasure.

Now this won't happen if you attempt this process prior to level 5. What is happening is, remember that I am using this process after level 5 has been flattened.

See, it's being run on an erased bank so of course you can expect to find that the matrix itself starts to break down and you start to see that the terminals state to go into erasure even as you are trying to work the process beyond the point when you should have finished it.

It's not harmful to do so, just note it in passing that you will go into erasure if you go past the point of merging so don't be surprised if that happens, don't be surprised if your terminals erase and it becomes very, very difficult to hold both of them in existence at the same time.

So that's the final end point of the procedure. Would be the erasure not only the two terminals but after the erasure of the common two you would be left with a handful of nothing.

That will be the end point there, the final end point.

But the process can be quite safely left at the point where you can see that A and B do have a common class when you've broken the bonding after all that is the goal to break the bonding but if you want to you can run the process thru to erasure it only takes a few more commands to do so I can assure you and you go thru to erasure.

Exceptions: Eating and Sex

Now there are only two exceptions, there are two areas of life, life and living where this won't occur: The first of them is when you are dealing with areas where the body is involved for example on the subjects of eating and sex.

Remember when I cut a lecture on the subject of sex I told you that although you can erase sexuality from the human mind, you break the double bind of sexuality in the mind, you can't break it from the body.

So you will still find, you may find, that some of your A and B classes, associated with the subject of eating or the subject of sex that you won't get a clean erasure simply because the body itself will be holding these in existence still. Because the body will still be subscribing to the double bind and still be holding it in existence. So be prepared for that to happen, be prepared for that to happen.

And the other area where you won't necessarily get a clean erasure is when the two objects within the A and B by their intrinsic nature in the universe are separate. Do you follow that?

For example supposing your A was a living being, a living creature and your B was an object. Well they are intrinsically different, aren't they? One is a living creature, one is alive and the other one is not alive, so you wouldn't expect to get a merging there would you?

You see, because you're asking them for this merge to this common class to be both alive and not alive simultaneously which is a contradiction. So it can't merge. You see?

So if you bear that in mind, if your A and your B are intrinsically different by their very nature, and if merging them would produce a contradiction, a logical contradiction, then of course you won't get the merging and you won't get the erasure so just bear that in mind there.

There are two areas where you can expect not to get a clean merging, not to get an erasure. One is where the body is concerned that's on the subject the body goals packages, which are mainly on the subject of sex and less on the subject of eating. And the second area is where A and B are intrinsically different. You wouldn't expect to get a clean erasure there or even a clean merging.

RI

OK, now the subject of RI, running of RI can be helpful in this procedure.

The procedure, as I say, is extremely fast.

The matrix itself is a little sort of energy mass. It is strange but there it is, the matrix itself, as the matrix blows there is a slight loss of energy mass. So be prepared to run a little RI on this procedure don't be surprised if you need to run RI while running Level 2 after Level 5 and it's correct to do so.

You should run it just like you would run it normally. You should run RI before you start the process, you should run it during the process, if necessary, and you should run it at the end of the process. So don't neglect RI on Level 2 after Level 5.

The theoretical reason for this is that loss of matrix is also loss of importance so you have to repair this importance. Be prepared to use your RI. OK?

Now if you've been following this very carefully, following this through very carefully, you will have realized that Level 2 after Level 5 is an erasure process. It is an erasure process, which tells us that Level 2 of my technology is an erasure process, except for the interfering factor of the goals packages. Do you see that?

Once we remove the interfering factor for the goals packages, the live goals packages, you know that you've erased the "to know" goals packages and all the junior goals packages that need to be run have also been run and the general "to know" goals packages have gone thru to erasure . Once you've handled the goals packages Level 2 itself becomes an erasure process.

In other words you can take any two terminals, and I've check this out and proven it quit conclusively, you can mock up any two terminals there and put them side by side in the mind and start finding differences and similarities between them and within a few commands, run each side to no more answers, and within a few commands you will be sitting there with a handful of nothing. You can blow them. You can blow them.

Now this won't happen on Level 2 before you run Level 5 but it happens when you run Level 2 after Level 5 so we would confidently expect to get the phenomena that we do get when we use this process to break bondings. We would expect to walk into erasure, which is precisely what does happen because Level 2 is an erasure process after you have run Level 5, so bear that in mind.

Level 3, by the way, is also an erasure process after you run Level 5. Level 2 and Level 3 are erasure processes after you have run Level 5.

It tells you that if you wanted to you could time break A and B after you have run Level 2 differences and similarities. You could timebreak them, but you would have to be quick because I am sure that just running the differences and similarities would eventually leave you holding a handful of nothing.

So you better be quick with your timebreaking because Level 2 is going to erase them. They're going to go on Level 2 you won't have anything to timebreak on Level 3, but similarly as general procedure Level 3 timebreaking is an erasure process after you've run Level 5. You see that?

So just bear that in mind too, in passing. It's a technical datum. That Level 2 and Level 3 are both erasure processes after you run Level 5 after you have flattened Level 5 and the "to know" goals package has gone thru to erasure. That signifies the erasure of Level V.

After you've completed the erasure of Level 5, after you have finished with Level 5, both Level 2 and Level 3 are erasure processes. And they're very, very fast erasure processes too I can assure you, very, very useful to bear in mind.

Running Assists with TROM

The main use of this sort of thing would be in an assist. After a person has finished Level 5 say, and they, maybe, cut their finger say, all they'd have to do is just pick up the trauma of the cut finger. You know, where the knife cut the finger and they just pick it up and just timebreak it, you know just become simultaneously aware of the cut at the moment when it was occurring and of present time around them now and the thing would blow, bang, just like that.

Or they could find differences and similarities between the bits and pieces of the trauma of the cut finger and that too would blow it. You know, simply timebreak it.

So Level 2 or Level 3 can be used there, above Level 5 as an erasure procedure which, of course, Level 2 and Level 3 are not an erasure procedure prior to Level 5. You have to do Level 5. Level 2 and Level 3 are not a substitute procedure for Level 5.

You can stay on Level 2 and Level 3 forever. They eventually go null as processes. And then you have to do Level 5. But after you finish level 5 you can go back use them as erasure processes. Follow?

Level 2 and Level 3 are not substitutes for Level 5. They were never intended to be such and they are not a substitute. In other words, you can't blow the bank on Level 2 and Level 3. The only way you will blow the bank is on Level 5.

Rules for Level 2 after Level 5

Rule 1 Keep it Simple

Now there are a few rules I can give you, which will make the running of Level 2 after Level 5 a lot easier. Now the first of these rules:

Rule 1 is keep it simple, if you're not careful with this procedure you can work yourself into an enormous amount of complexity and the procedure just drowns in complexity, the procedure does.

Now the way to avoid all this complexity is, right back at the beginning of the procedure, when you do your test, when your testing to find if a bonding exists, you know where you think of A and you think of B when you think of A you think of both A and B. Alright, well keep A simple. That's the secret, keep A simple.

If you make A complicated, then you're asking to get a complicated B. but if you keep A simple the chances are you will get a fairly simple B pop up in your mind but if you go in for complicated A's your leaving yourself wide open for complicated B's and the procedure is going to become a nightmare, if you have complicated A's and complicated B's. Do you see that?

You can't control what is going to pop up, when you think of A then B pops up. Well you can control A. You can keep A simple, but you can't control B. So keep A simple and you are doing all you can to keep the procedure simple.

Now let me give you an example of this. Supposing on Level A you think of girl and every time you think of a girl you think of a person wearing a dress. Ok, that's fine. That will be correct but wrong would be to think of a black girl. It's complicated; you've introduced the subject of blackness.

You've now got a black girl. You've now introduced the subject of blackness and non-blackness into you procedure, which is quit unnecessary. Keep it simple a single terminal. Think of a girl. A girl is a person. You've got a girl person. Well all girls are people. All girls are persons, so that's fine, a girl person, nice and simple, black girl, no, white girl, no, to complicated. See keep it simple keep A down to a single class, you don't want common classes for A when you are doing the test keep them down to single classes as far as possible. Keep A as simple as you can and you will win all the time.

You make A complicated and you will drown in nightmare of complexity I'll tell you, on this procedure. So right at the outset keep A simple then you will get a simple B.

But if B shows up complicated well there is nothing you can do about it you are just going to have to work with a complicated B. It's the way your mind is stacked. You see? Keep A simple and you will go as far as you can on keeping B simple.

Give you an example here. You think of a person wearing a dress and a black girl shows up. Well there's nothing you can do with that. You're just going to have to work with a black girl I am sorry that's the way your mind is staked. You see? But you've kept it as simple as you can because your A was simple you thought of a person wearing a dress. Well only people wear dresses, you've kept it as simple as you can. Haven't you?

So the golden rule is keep A simple when you are doing your test. But you must take whatever shows up. Once B shows up don't try and modify B. Stay with B.

You must accept what shows up; because that's the way your mind's staked. That's the bonding you're trying to break. You mustn't muck around with B. Once you've set up A and a B shows up, well you're stuck with that B. That's the one you are going to have to work with. Ok so much for that. That's rule 1. Keep it simple.

Rule 2 The Universe of Discourse Rule

Rule 2 is the universe of discourse rule. **The universe of discourse rule.** Now no matter what A and B are when you're doing the test, you know. You do the test and you got an A and a B pops up. And you've now got an A and you've got a B. Now, no matter what the A and the B are... they have some universe of discourse in which they both reside and it is up to you to find it.

You're going to have to find it and the best time to find it is right away. Find it right away.

Now let's give you an example here of a universe of discourse. I'll give you more than one example. You think of a person wearing a dress, and your mind offers you up a girl. Ok. Well what's the universe of discourse?

What universe do they both belong to? A person wearing a dress and a girl well they're both people, aren't they? The universe of people, they're not the universe of inanimate objects or, or airy spaces they're in the universe of people. A person wearing a dress is a person and a girl is a person. So really what your saying is if person wearing dress then girl person. That is your correct proposition, is your correct bonding.

So you have a person wearing a dress bonded to a girl all within the class of people. Get it? But you must be aware that they are within the class of people before you do the process, otherwise you can go badly astray, I can assure you.

Example

You can go very badly astray on this. I'll show you how badly astray you can go if you don't realize that you're dealing with a common universe, a universe of discourse. So, ok, you do your test and you think of a person wearing a dress and a girl pops up in your mind you say "Ok, that's fine, so now the terminals I am going to be working with will be a person wearing a dress and a non girl." Ok, fine, there are your two terminals that you're going to be working with on the procedure. Right, so you say a non girl.

Well a caterpillar is a non girl. So I'm going to find some differences between a person wearing a dress and a caterpillar. Flunk. You didn't discover your universe of discourse.

This is the correct way to do it. So right now every time I think of a person wearing a dress I think of a girl.

Ok I have a person wearing a dress and a girl. Now there both what? Well their both people. Girls are people and persons wearing a dress are a people. So we have a person wearing a dress and a person who is a girl.

Ok, now the terminals we'll be dealing with will be a person wearing a dress and a person who is a non girl. Correct, correct. So your two terminals will be a person wearing a dress and a person that is a non girl. And, now you win. You start to find differences between those two, and the process runs, you see that, because you found your universe of discourse.

If you don't find the universe of discourse, it's an open ended process. You could just run it on forever. You know you could say "Well now a caterpillar is a non girl." So you could flounder on finding differences and similarities between a person wearing dress and a caterpillar.

And you will get no merging or it's very unlikely you'll get a merging because a person wearing a dress who is also a caterpillar is not an easy thing to conceive of. It certainly does not exist in this universe. So it is doubtful that you will get any merging and you'll simply be wasting time.

So you'll eventually bow out of that one after failure. And you think "Oh well, is there anything? So well you think a house brick is also a non girl." So you start finding differences and similarities between a person wearing a dress and a house brick. And again you'll see everything you are finding is outside your universe of discourse because the universe of discourse is a person so everything you've got to find there should be a person. You see that?

So you should be looking for a person who is a non girl. That limits it down to a person who is a non girl. That limits it down considerably doesn't it? See that? And you'll win. You'll win.

Now some might argue that by doing this you're short-circuiting the end point of the process because finding a common universe that A and B are in you, you are short-circuiting the point that you want to get.

Well so what? Ha! Ha! Ha! Well so what? You're going to have to find this anyway sooner or later so you might as well do it now the process won't run any other way. You, right at the very beginning, you better find this universe of discourse and work with it. And this gets you over your major difficulty when dealing with negative classes.

You will find early on in the procedure that until you discover the subject of universes of discourse B quite often shows up as a negative class. You're dealing with a positive class then a negative class shows up or maybe you'll be dealing with two negative classes but if you isolate your universe of discourse it doesn't matter if you're dealing with a positive class a girl or a negative class, say a non girl. It doesn't matter. Once you have got your universe of discourse you can find examples inside your universe of discourse, on either side, on the A or the B sides.

It doesn't matter if A is negative or B is negative once you've got your universe of discourse the process runs very easily and smoothly.

Until you've got your universe of discourse it's an open ended process and you are not going to get anywhere with it on either the A or the B sides.

Until you've got you universe of discourse it's an open ended process and you are not going to get anywhere with it.

That was one of the major bugs I had to get out of the process, was to get that major bug out. It's simply a matter of getting the correct universe of discourse before you start doing process.

Well those are the only two rules. The only two rules that are applied to the process, is the rule of simplicity, keep it simple, keep A simple, the thing you think of when you are doing the test.

Keep A simple. Keep it to a single word class A and you will win. And as soon as you get both your A and your B, you think of A and B pops up in your mind so you've got B you've got your two things there. You've got what you bonded. You've got your "if A then B," you know, what is bonded to what. Next thing to do is find your universe of discourse and that's the second rule.

And once you have done those two things. You've followed those two rules. It runs like a well oiled dream, I can assure you. But if you don't know those two rules, you are in real trouble with the procedure and you can never make it run I can assure you. But with those two rules you will make the procedure run. It's a beautiful little process. It's a beautiful procedure for bond braking.

Theory Material

I'd like to just finish off with a few theoretical ramification of this material so you will know you've got your theoretical material very, very sound when you run the process.

The concept of differences in this universe, a concept that A is different from B is essentially the concept that A and B have no common class.

In other words, if the common class of A and B is null and A and B have no common class then A is different from B and that defines it.

If A is different from B, then A and B have no common class, and if A and B have no common class then A is different from B. But unfortunately in this universe you can't hold that phenomena. It, it lacks conviction. You know.

In other words you have a couple of mockups here, you know, you mockup these two things and along comes you friend and you say, "Well I got these two mockups and A is there and there's B and A is different from B."

And he looks at them and he says "Well I can't see that A is different from B." He says "I can't see how A is different from B." And you say, "Well, you know, there's A, look at them they look different."

And he says "Well they don't look very different to me they look very much the same to me."

He actually is playing games with you. OK, how do you get over this?

Well the only way to get over this is to bond A to some quality X and bond B to some quality not X. Then when your friend trots up you says look at these two mockups. And “A is different from B.”

He says, “Oh, I don’t think A is different from B.”

You say, “Yes it is you see A has got the quality X and B has got the quality not X so that makes A different from B.”

“Oh, yes, he says, I can see it clearly now. A and B are different aren’t they.” he says. You have convinced him, So the bonding of A to X and the bonding of B to not X is a conviction phenomenon.

The actual definition of difference in the universe is that A and B have no common class. That’s the truth of the matter and you will go a long way, I can assure you, to discover this truth. It is a very, very deeply buried truth. It is not an obvious truth but it is true. That is the way it is. I will say more about that in a few minutes.

Similarities

It’s exactly the same thing with similarities, the definition of A is similar to B is that the class of A and B has members in it. It is not a null class. If A and B is not a null class then A is similar to B.

In other words, A and B have something in common. That’s another way of saying that AB is not a null class. You see that?

So that’s how we define a similarity we say the A is similar to B if the AB class has members in it and by reverse if the AB class has members in it then A is similar to B.

But again we’re up against this difficulty of conviction. Along comes someone. You say “I got these two mockups and A is similar to B.”

And he says perversely, "Well I don't see how they are very similar. They look very different to me." He is playing games with you.

But there you say, "You see A possesses this quality Y and B also possesses this quality Y so they both possess this quality in common therefore they have a common class. They have something in common so therefore they're similar aren't they?"

"Oh yes," he says "I can see it now."

So again it's the conviction phenomena. So, so the definition of a similarity is that simple thing that the class AB has members in it, just the very basic definition of difference between A and B when A and B are different then the class AB is null. That's the basic definition of a difference.

So bear in mind the basic definitions but you can't use them in the universe. Well you should know them but in games play in actual practice you have to bond A to X and bond B to not X in order to convince others that A is different to B. Similarly you have to bond A to Y and bond B to Y to convince others that A is similar to B. Get it?

So it is not at all unusual in this universe to find two objects which are both different and similar not at all surprising, is it. Most objects in this universe you can find differences between them and you can also find similarities between them and that's why you can do that because of the phenomena. This is what I am telling you, the conviction phenomena. All the bits fit when you know what's going on. You see?

So there is no contradiction between the fact the two objects A and B can be different and they can have differences, you can find differences between them and you can also find similarities between them. In fact that is normally the case in this universe.

That two objects will be different and similar simultaneously and it's achieved by bonding A to this quality X and bonding B to the quality not X and bonding A to the quality Y and bonding B to the quality Y and then you have done it, then A and B are both different and similar.

That's the way it works in the universe. And this is very, very different to the way it looks when you look it up in the dictionary. When you look up the word different in the dictionary you will find different defined as "not identical to," not identical that's what different means not identical. So when a person says two things are different they mean they are not the same.

Well now logically you're in great trouble if you try and define difference in terms of non-identity. You're in great trouble logically if you attempt to do this, although you can logically define identity very, very precisely.

I mean A is identical to B logically if the proposition "if A then B" and the proposition "if B then A," if both those propositions maintain then A is identical to B or at least its equivalent to B logically. But certainly if those two hold, "if A then B" and "if B then A," they both hold, you could say that A is identical to B.

Certainly that applies in the human mind, so the two will be identical there.

No, no, now you're in trouble here your really in logical difficulty because you're not easily able to define the subject of non identity. It's difficult to define it logically like you can define identity you can define identity very easily within the terms of the proposition "if A then B" but you can't define the non-identity with an "if A then B" type of postulate.

Non-identity is simply the absence of identity. It leads you into an in illogic, what's known as a non-equation. You end up with something which is not equal to naught. You see that? Instead of something which is equal to naught. You don't end up with an equation you end up with non-equations and it is impossible to arrive at a definition of anything when you are dealing with non-equations.

This is known in philosophy. And so you're in deep trouble if you subscribe to what's in the dictionary on the subject of differences. They defined the differences as a non-identity. And I don't think anyone has done any work in this area for 4 or 5 hundred years. I think what happen about 4 or 5 hundred years ago somebody said, "Look we better have some definition of a difference you know what is the word different? How to we define difference? What do you think Joe?"

And Joe says, "Well if two things aren't identical they must be different." And the guy says, "Oh yeah, that's good. That's certainly true. Yeah that'll do fine. That will do fine." And it's been jogging down the time track every since.

You define difference in terms of non-identity, and it doesn't work. You simply can't do it. You try and do it. You try to set up a logical system, the difference based on non-identity. You immediately get in deep, very deep, deep logical difficulties, logical trouble with your definition of a difference. And you end up with something which bears no relationship to what actually happens in the real universe.

But my definition of difference works exactly the way it works in the universe. And it explains why two objects A and B can be both different and similar. So we don't get this difficultly we have a very smooth run of it when we define differences and similarities the way I define them.

So I'm sure that my definition is correct. It feels right. It checks out and you can derive some very workable psychological procedures from the definition. So I am pretty darn sure that my definition of a difference my definition of a similarity is the correct definition in this universe.

The one in the dictionary is simply wrong, it's simply wrong, when they define a difference as a non-identity. Two things are different if they are not identical. That is simply sloppy. It is simply wrong. It isn't the way it is.

Now there's no equivalent difficulty on the subject of similarities. Look up the word similarity in the dictionary. It defines similarity as alike. Well two things are similar if they are alike.

Ok, well that's a bit wish-washy, you can't do much with it. You know it's not a definition you can work with. You couldn't do anything with it. But at least you don't get into any great difficulties with it but you can't use it, logically speaking to try and work with.

So my definition of similarities is the only one I know of. There is nothing in the dictionary that helps you. I don't know whether there is any, accepted scientifically, definition of a similarity. I have certainly never come across any in a scientific text book. I have never come across any definition of a difference or any definition of a similarity. Only the dictionary defines a difference as a non-identity, and I can assure you, you get into more deep water then you'd ever want to get into if you try and use that as a definition of a difference. It simply doesn't work. So I just gave you that background material for you edification.

It's worthwhile to bear in mind when working with differences and similarities to get the technological background of it exactly right the actual definition of a difference is that if A and B are different then their common class is null. That's it. That's it. That's the definition. If the common class of A and B is null then A and B are different. You see?

That there is the definition and similar with similarities, if A and B are similar then their common class is not null, and if the common class of A and B is not null then A and B are similar.

Now there are your basic definitions but because of the conviction phenomena in the universe it works out the way I've given it by bonding to make A different from B you bond A to quality X and you bond B to quality not X and to make A similar to B you bond A to a quality Y and you bond B to a quality Y.

On the tape Part A of this set by the way I use the symbol X for the qualities in both differences and similarities and it made it a little bit confusing. It is best to keep it separate. When dealing with difference use the quality X and when dealing with similarity use the quality Y and you keep them separate.

So, I can pretty well wrap this subject up now. I got this wrapped up and I am very pleased with this piece of technology. I am very happy with it and I am pretty sure I have got all the bugs out of it now all the bugs have come out.

I have been testing it for a couple of weeks, no less than that, but a pretty exhaustive testing for the last week, or so. And I haven't come across any more bugs. But it's a very useful piece of technology and it wraps up our 5 levels very nicely.

Why it's called Level 2 after Level 5

We go through levels 1, 2, 3, 4, 5 then when we go into bond breaking we go back and use level 2, or even level 3 if we want to, in the specialized application but we're still within the 5 procedures of level 1, 2, 3, 4, 5 we still haven't gone outside it we just using level 2 after level 5, level 3 after level 5. You see that?

But I will call this tape Level 2 after Level 5 even though I do mention the idea of using level 3 after level 5.

I can assure you that the procedure is a very powerful procedure it is a very powerful procedure for, for breaking bonding in the mind and that I say the only limitation is when you are dealing with the area where you've got the body goals packages. Particularly the subject of sex and the subject of eating you won't be able to find that you'll get much of any erasure there or a breaking of the bonding there because the body simply is addicted to these false identifications. It is addicted to this bonding.

And also where, as I've also pointed out, you won't be able to get a complete breaking of the bonding when you've got two objects which by their very nature are intrinsically different by their very nature as objects they're intrinsically different, then, of course, you won't expect to get any blending or any erasure there.

But within those limitations the procedure is extremely powerful.

In other words what I am saying is that if the difference between A and B is only being set up by you and your psyche then you will knock it into a cocked hat by using Level 2 after Level 5. Don't you understand me?

If the difference is entirely subjective in your psyche and it's nothing to do with your body and it has got nothing to do with the rest of the universe around you. If it's entirely something you dreamed up one day. Then level 2 after level 5 is for you. You can break that bonding and be free of it forever. You can erase it and say goodbye to it forever by using level 2 after level 5.

So again I wish you good luck with the procedure and bye bye for now.

End of tape

The Tape by Dennis

"[The best way to follow this is when you have the postulate failure cycle chart in front of you]

"I will go through the chart as if I'm the subject and I'm running Level 5. I'm starting at Level 1A and the goal-package I'm using is the basic To Know goal package. Before I start as given in the manual I'd timebreak all the day's activities and also I would make sure the Levels 1, 2, 3, and 4 have been run to no more change. I wouldn't, of course, attempt Level 5 until those first 4 levels have been run to no more change and also I've timebroken the day's activities.

"Ok, here goes. Level 1A. The first thing we need is a little bit of space around us. Now, it doesn't matter which space you use, you can use the space of the present time universe around you or you can use the space of any past moment in time. It doesn't matter. You are not limited in any form whatsoever. You just need some space in which to work. It doesn't have to be present time physical universe space. It can be past physical universe time space.

You just need some space there to work.

"So, we are at Level 1A and the first thing you would do is put up the postulate, the Other's postulate "Must be Known". The postulate is "Must be Known" and that is in the class of not-self.

Now, it doesn't matter where you put the postulate. Most people find it easier to put the postulate into a mass, even a created mass of your own choice or into a wall, a part of the physical universe, a fence, a passing car. It doesn't matter where you put it.

"The important thing is that it is a "Must be Known" postulate and it's in the class of not-self.

That is important. You must be certain that it's in the other's, the class of other's to which I will refer for more precision as the class of not-self. So you put up that postulate "Must be Known" in the class of not-self.

You yourself then create the postulate "Must Know". If you go over the column 1 on the chart you see that the level here is "Forced to Know. It's you being forced to know. Get that? Doesn't matter what it is, you don't have to specify as we are just working with the postulates. So you would put up "Must be Known" over that way in the class of not-self.

Now get yourself right where you are, right here where you are with the "Must Know" postulate. There's a little danger there that you could say, "Oh well, get me over that way." Oh no, that's wrong. You get here right where you are with the "Must know" postulate.

Then you simply timebreak out anything that shows up, any sensations that show up.

Your whole situation is of *cameo*⁹, as a scenario, as a scene, and you timebreak out anything that happens. Anything that shows up, you time break it. Time break it out until it's gone away and then you put the postulates back up again.

"You put the postulates back up and more scenes show up from the past, you timebreak those back out, have a good look at them, timebreak them out of existence and put the postulates back up again.

And you keep on doing this until you can put the postulates up at level 1A with no more change occurring and you can quite happily put up the postulate "Must be Known" in the class of not-self over that way while you're sitting there with "Must Know". And you got the idea that you're being Forced to Know. That's quite OK. Nothing is happening and it's all quietened down. Right, now you're ready to move on. You started to get bored with that level.

⁹ a literary sketch, small dramatic scene, or the like, that effectively presents or depicts its subject.

You've done all you can with that level, it's now time to move on. So we now move from 1A to level 1B.

"Now that is signified by you changing your postulate from "Must Know" to "Mustn't know". You're still at receipt point, but you're changing your postulate from "Must Know" to "Mustn't know". The postulate "Must be known" is still out there in the class of not-self. But now it's a game.

We now have a games condition. We now have an opposition situation. We have "Must be Known" in the class of not-self and "Mustn't Know" in the class of self and they are opposing postulates and that is a games situation. So, you just hold that; just hold that situation and timebreak out everything that shows up, everything that shows up there.

"And you continue with it until there's no more change.

You've timebroken out everything you quite happily have that situation there where you have "Must be known" over there in the class of not-self and "Mustn't know" in the class of self and you can hold that situation. And there's nothing else, it's all quieted down. There's nothing else happening. And you're getting bored with it, so it's time to move on. So you now move on from 1B to 2A.

"Now this involves a definite change, you're going from origin now to receipt. When we go from 1B to 2A you start off by still feeling yourself at receipt point. You start off by saying, "Well, I'm pushing "Mustn't know" across to the other person, to the "Must be Known" there."

In other words, instead of him being the originator and you being at the receipt at level 2A you're the originator "Mustn't know" and you drive him into the receipt of "Must be Known". In other words, you're beginning to get at him. So you're beginning to get at the opponent. So it's you with "Mustn't know" and him still holding his postulate of "Must be known", but instead of him being at the origin point he's now at the receipt point.

"But it's still a game. Then again you would do all the necessary timebreaking, the handling of all that shows up, clean everything up until you're quite bored with that Level, the whole Level 2A.

Then you would go to Level 2B where now you are going to actually overwhelm the opponent. You still stay in your "Mustn't know" postulate, you're originating your "Mustn't know" postulate at level 2B and now you drive him, you actually force him, you drive him by the sheer power of the postulate, you drive him from "Must be Known" into "Mustn't be known".

In other words, you make him comply with your postulate. So he's driven from "Must be known" he held at level 2A he now goes to "Mustn't know" at the origin and the opponent with "mustn't be known" at receipt point there.

"So now we've gone through a whole little cycle, haven't we? We've gone through a whole little cycle. We had the complementary postulates at level 1A with "Must be known" and "Must know". We've gone through two game cycles and now we've gone back to complementary postulates again. But notice that the postulates have changed. We are now at 2B. At 2B we have "Mustn't Know" - "Mustn't be known" and we are back with complementary postulates again. But now you are at the origin point and the "Mustn't be Known" is at the receipt point.

"Basically the difficulty is a lack of understanding that you're dealing purely with postulates.

You're not dealing with effects here on the chart, you're dealing with postulates. That's all you are putting up, it's postulates. You're not putting up effects, you're not putting up sensations, or you're not creating people, you're not mocking up people, you are not mocking up walls, or floors, or situations. You're simply mocking up postulates. What we're working with are just postulates. That's the whole level of level 5, it's postulates. That is all we are working with at level 5, it's postulates. We don't work with anything else, we timebreak out anything else that shows up. We only work with postulates at Level 5.

"It is an incredible thing to work with. At first it seems very strange and so forth, very odd and peculiar to be just working with postulates. But after one gets used to it, when you get into level 5 you get to a point eventually where you wouldn't dream of working with anything else but postulates because you get the fastest results working with postulates and you always work with just postulates. You simply timebreak out everything else that shows up.

Any incidents that show up, or sensations, or emotions or whatever shows up, you simply timebreak them out.

So at level 5 you are working purely with postulates. Once you grasp that you have got it. You have got it. You can work then on level 5 and realize what you're doing."

END OF TAPE

I hope this helps those of you who have not asked me specifically for a transcript of the tape as it has been available for a long time, and that it encourages use of the fantastic materials of TROM.



The E-Meter

The E-meter in general but more particularly and more specialized the moves of the E-meter and the significance of the various needle movements on the E-meter.

Now let me say at once that Ron Hubbard wrote a book on this subject and he's made many, many, many talks on the subject. Ron's ideas on what the E-meter read and so forth were correct as far as they went there is no doubt about that. There is no doubt about that.

What Ron Hubbard said on this subject is correct as far as it went. His ideas on what caused the E-meter to move are true, as I say, as far as they went.

And the ideas that you read of, and so forth, in the psychiatric and the psychological magazines when they talk about people's hands sweating and to do with the synapses and the right hand side and the left hand side of the brain, this is just garbage. It really is garbage.

Ron was on the right track. He didn't get all of it. Ron didn't get all of it unfortunately, but what Ron did get on the subject of the E-meter was right, was right. If you follow what Ron said, he won't put you wrong on the subject of an E-meter, of what it actually is reading and what it actually is recording. What he said is right as far as it went, but he didn't get all of it.

Now with TROM we can add the rest. We can put the rest that Ron didn't get.

The E-meter needle in essence simply reads on postulates.

That's all it reads. It reads postulates and postulate configurations, there. Now Ron said it read on mass. Well, what is mass in this universe but a postulate configuration?

So Ron was right when he said it read on mass. You get it?

But Ron didn't know that mass consists of a postulate configuration. Well, we do know that. We know mass is TIPM, we know that. So we know what it's reading on.

So where Ron said it read on mass he was quite right. It does, it reads on a mass, but basically it's reading on a postulate configuration, so the E-meter really reads on postulates, that's all it reads. It's only postulates that cause that needle to move. It's the postulates and changes of postulates that cause the needle to move.

Now if you understand that, you understand what makes an E-meter needle move. It's got nothing to do with sweat, it's got nothing to do with neurons, it's got nothing to do with synapses, it's got nothing to do with hemispheres of the brain, it's got nothing to do with psychones. It's got nothing to do with anything you'll find in a modern university course on the subject of psychology or any other rubbish of this nature.

The E-meter moves on postulates. Get that and you got the fundamentals right away. It moves... it reads on postulates and postulate configurations.

Ok now let's examine these various moves of an E-meter in terms of the postulate configurations.

The easiest way we can do this is to pull up our old friends A and B with A operating on the postulate X and B operating on the postulate 1-Y. And between them they would have this barrier where their two postulates are in opposition and there would be the barrier. You remember this, this example we used in the previous lecture. We'll resurrect this and use it again.

Now supposing this situation had existed sometime in the A's past, and A had been overwhelmed in the game. Right? And it happened sometime in the past, and you are running this as an incident in the now. You follow what we've got? You've got the preclear on the cans and he was A say, and he was in this game and he was running the X postulate and his opponent was running a 1-Y postulate and A lost the game and got overwhelmed. And he's connected up the cans. And you're going to run him through this incident of the overwhelm.

Now what sort of needle manifestations can we expect to see? All right now we'll assume that this guys in pretty good nick. He's in pretty good case shape.

So the first thing you would see would be a floating needle. That means that there's no postulate in his field at all there. He's just sitting idling at rest. And that's all that a floating needle means. That the person hasn't got any postulate there so therefore there's no opposition postulates. He's just sitting at rest.

When the spiritual being is at rest you will see a floating needle. When he's really at rest, and you don't see this until you get to the top of Level 3 of TROM.

When a person gets to the top of Level 3 you'll see a floating needle on a skin galvanometer that you've never seen before in your life. That things really going to float. You know. It would take an express train going through the auditing room to do anything about that float. It's a real floating needle, you know?

But you won't see that till you get a person to the top of Level 3 and that's one of the indicators, by the way, that a person has achieved the top of Level 3 is that they have an absolutely superb floating needle. But it takes one hell of a lot to shift it. So that's just a note in passing.

Floating Needle

So we'll say this guys in pretty good nick, he may not be at the top of Level 3 but he's got a pretty good floating needle. There it is its floating.

So you ask him to recall this incident. Now as he say's "Ok" he starts to think about it." Now the first thing you see is a slight tightening of the float. That's the very first indication that he's approaching an area of charge, is that the floating needle begins to narrow, and begins to tighten. You get a tightening of the float. And it's the very first sign, it's, tightening of the floating needle, there.

Falling Needle

It's immediately followed by the fall, you'll see the fall. Now the fall is the second of our characteristic needle reads. The first of our characteristics reads is the float; I've just given the floating needle. I don't have to define it. It's defined in all of the text books there. The needle is literally, it's just floating, just floating.

[See the Glossary for the definition of a Floating Needle. - editor]

The fall, the needle falls away to the right. And it's characteristic of the person becoming aware of the postulates. First he's becoming aware of the postulate barrier, the barrier out there, the conflict between the postulate and the opposition postulate. He's first becoming aware of it. He comprehends it, he sees it, and he looks at it, and you see the needle fall.

It's almost as if he's running a flag up saying, "Awe, game!" needle falls. The fall is a realization more than anything else. It can be a discharge. It can be a discharge of tension, or it's a realization of discharge. The fall is a very healthy needle movement; the fall is, very healthy.

It means that charge is coming off the case. Realization, understanding is occurring, complementary postulates are occurring, realization is occurring, the person's spotted what is happening, all these things will cause a fall. Get it?

And so the first thing is the tightening of the float, then the fall. So you direct his attention now more to the incident. You say, "Alright now pick up the incident." And the fall now stops. Stops, this little series of falls that you saw stop. And he starts to put his attention on the incident and you go into the next important needle movement, which is the rise. This is the rise, the next most important needle movement, or it's the next needle movement in the set.

The Rise

Now what's happening here is that he's beginning to get into the engram he's becoming aware of this barrier and he's beginning to realize it's moving towards him, and he can't do much about it. He's trying his hardest, he's picking it up, he's starting to get into the engram and he's realizing that this barrier's moving towards him. And there's things happening now that he's not completely happy with.

The falls have stopped you see. He's going into a... you could say he's going into an area where he can't quite face it. He can't quite confront it. He is going into a bit of no confront here. See that?

And the effect is the rising needle. That's the rise.

Now it's a general principal in therapy that any auditor worth his salt never lets a needle rise very far before he does something about it. Because I can tell you, if you let a rise go on for too long you can just lose your preclear. He's gone mate. He just goes completely unconscious. He's gone. He can just rise his way straight into anaten.

So the good auditor lets a rise go on a little way then he'll say, "What's happening" and he'll get him back in, and then he'll see the needle fall again. Hang onto him; keep a close reign on the PC.

So that's just a little tip if you're using a meter. Never let the rise go on for too long, but let it go on a little while, but just keep your eye on it. If it keeps on rising say, "What's going on?" and he'll say, "Oh, Oh, I was just ah... yes, it's a ... I don't care... I didn't like that very" he starts to talk about the incident and then you'll see the falls again as he starts to confront the thing and look at the thing, and starts to come to grips with it again.

Anyway that the rise. That's the rise. That's the third of our needle movements is the rise. Get the rising needle and it's a sign of an approaching overwhelm. There's something he can't handle here. The rise is not a happy needle movement. Not a happy needle movement. That's why an auditor should keep his eye on a rising needle. He should watch the rising needle.

When the PC's about to be overwhelmed by something if you don't do something about it he's going to be overwhelmed and maybe he's going to go in a direction you don't want him to go. In other words you're losing your PC; he's going, when that needle is rising.

So anyway you let him go and his needle rises and as he approaches the barrier, shall we say, he gets closer and closer into the incident and he gets right in there and he starts to get into there and starts to approach the overwhelm. The point in the incident where he got into the barrier, you know.

Remember we talked about this barrier.

Now what happens to the needle as he starts to come up against the IP barrier? Now this is where we get into the very interesting point of needle motion here, and this is the something that Ron never did get quite right in Scientology, he got close to it but he didn't quite get it right and he made some awful errors in this area but he was completely excused because he didn't understand the IP state and he didn't understand the postulate configuration so again he's to be excused, in general he got needle movements right but he did make some errors in the area of the IP barrier. He made some mistakes in that area, but we're not going to make them.

Rock Slam or Zigzag Needle

Now as a person comes up against the IP barrier, remember I said that he goes into confusion. Now he starts to snap from a postulate to its negative at random. You remember me saying that?

That's the first sign that he's coming up against the boundary condition. Well there's a characteristic needle motion that goes on as the person hits this boundary condition and starts to snap there from postulate to negative at random, and that is the Rock Slam. The needle goes into this characteristic zigzag motion.

It's quite characteristic when you've ever seen one, you never will forget it, and it's the most dramatic of all needle motions. The needle goes to a position stays there for a second and then flies off and takes another position on the dial stays there for a moment or couple of moments then off it goes again and shoots across the dial and sticks in another position, and shoots across the dial and sticks in another position. Well that's the person snapping at random between a postulate and its negative.

Now that is the Rock Slam. That is the total significance of the Rock Slam. It's a confusion read, it's a dispersal read.

They are being blown about like a twig in a storm as they come up against this IP barrier. It's a tremendous area of confusion here, of all these particles bonding and so forth. All this bonding of particles and IP's being generated at the barrier and the person's getting mixed up in this confusion and he feels the confusion and it shows on the meter as the Rock Slam.

Now that is the total significance of a Rock Slam. Rock Slam has got nothing to do with overt acts, got nothing to do with ill repute or doing disrespectful things or disreputable things or all sorts of lies have been told about the Rock Slam. The Rock Slam is simply this read, this characteristic read that the person gets when their right up against the IP barrier in games play and they begin to be influenced by the barrier of TIPM and their attention is snapping in between a postulate and it's negative. And it's the first sign, it's the first indicator that their right up against the barrier. That overwhelm is almost upon them and their beginning to be badly influenced by the opponents postulate because their own postulate is snapping from positive to negative at random.

Now that is the Rock Slam. It's the most violent of all the E-meter reads. I've now given you precisely its nature and what causes it. And it has no other reason, nothing else that will cause a Rock Slam but what I've just told you. That's the only reason for a Rock Slam on an E-meter. When you see the Rock Slam that is what's happening.

Now often you see a Rock Slam on a meter and the preclear, the person can't explain the Rock Slam. Well that's simply because their not-ising the confusion. They're in confusion but they don't know they're in confusion. The confusion can be so intense that the person simply blots it out of their psyche. They just simply put a postulate against the confusion to defend themselves against it.

So, you see this violent Rock Slam on the meter and you say, "What's happening?" and they say, "Nothing." But you're looking at your meter; it's going absolutely berserk with a Rock Slam. PC says, "Nothing. Nothing's happening."

There's the meter saying Rock Slam. Ok, well what's happening is you've got a not-ised Rock Slam that's all. He's right up against this barrier and he's saying, "There's nothing there." So he is not-ising it. But never the less the meter is telling the truth. That's where he is, he's hard up against the barrier and he's snapping one postulate to its negative and he doesn't know he's doing it even. He's just simply not-ised the whole works. The whole thing is above the level of his experience. He can't confront it. He can't handle it.

But another time you'll see the Rock Slam and you'll say to the person, "What's happening?" And he'll say, "Awe, gee I feel sort of confused. Yea, oh." And he'll explain what's happening; he isn't not-ising the confusion. He's experiencing the confusion. He's handling the confusion but you'll still get the Rock Slam.

Pulse Needle

Now, as you move on, as the person moves closer and closer to the IP barrier, to the TIPM there, remember I said he goes out of the confusion and goes into a pulse.

Now as he moves out of the confusion what you see is the Rock Slam dies down and becomes a more orderly movement. Instead of it being a random movement from one side of the meter to the other, jerking. The needle goes from one side of the meter to the other side of the meter and then back again and you begin to see it's now beginning to pulse. The needle goes from a Rock Slam to what is called a pulse needle.

Now in Scientology they have various names for this the most common name was a theta bop, a theta bop, that's a fast pulsing needle and also it's known as a stage four.

Ron used to call it a stage four when the needle goes up, down, up, and down quite slowly. So it was never properly distinguished or identified in Scientology, this pulse needle, but it was recorded, Ron had it under those two names but never the less it's a pulse read and it's the read that the person gets into when they've gone through the confusion and just before they go into the IP proper they go into the pulse read.

And you'll see this quite characteristic movement on the needle where they pulse. Needle goes up, sticks, down sticks, up sticks, down sticks, up sticks, down sticks, and it can be as fast as that or faster or slower. The pulse can vary in its velocity but it's quite a regular movement. Nothing jerky about it, it's quite regular. Can either be fast or slow or moderate, but there's the pulse read.

It's a very transient read, very transient. Sometimes if it's a fast moving engram that you were running there, if you took your eye off the meter you've missed the pulse. The person would go into the confusion through the pulse and out through the other side and you'd miss it. Other times you see the preclear sitting there pulsing quite happily, you know, well not happily but he's pulsing.

Now the preclear at the point where the needle is pulsing is rarely if ever aware of what's happening. You ask, "What's happening?" he doesn't know anything about it, he'll say, "Oh, I feel a bit woozy, you know." And he goes very silent, very thoughtful and there's the needle going pulse, pulse, pulse, pulse and the whole thing usually well above his awareness level at that point. He's quite anaten, he's quite woozy when he's in the pulse needle.

Right, that is the pulse needle movement. That is the fifth one of our characteristic needle movements. Remember we had the floating needle, the falling needle, the rising needle, the Rock Slamming needle and now the pulsing needle.

Now as the person stops pulsing between the postulate and its negative and as the pulse speeds up there. You will see the pulse on the E-meter needle speed up and it tends to get faster until it becomes quite a buzz. It can become quite a buzz on the meter.

Sometimes if you've got one of these meters that doesn't move, doesn't respond very quickly you won't see the buzz. The needle will just get very sticky. But on a good meter that responds very quickly you can actually see the needle buzzing. It will buzz as if it... you know, just like a little bee buzzing, you know?

The needle is buzzing fast backwards and forwards in an enormously rapid pulse there, now that's the indicator that the person's just about to go into the IP state. The pulse gets tinier and tinier and tinier and faster and faster and faster. Starts off with a wide slow pulse and as the pulse on the meter gets smaller and smaller, it gets smaller and smaller and faster and faster and it gets smaller and smaller faster, faster, smaller, smaller, faster, faster, smaller, smaller, faster, faster, small buzz, buzz, buzz, buzz, buzz, buzz, buzz, buzz, buzz, STOP. The needle sticks, bang.

Stuck Needle

Now the persons moved into the IP. They're now in the IP state they're now holding the postulate and it's negative simultaneously. They're now in the motionlessness of the IP and you have a stuck needle.

Now that is the sixth and the final characteristic needle movement that you see on a skin galvanometer, is the stuck needle. It just sits there stuck. There it is stuck. Not moving. Now as the person moves through the incident, of course, the needle's stuck. Then they come out through the other side of the engram. They come out through the other side of the barrier. You will see all these movements in reverse.

The person will come from the stuck to the buzz, to the pulse, then there would be the Rock Slam, and then the Rock Slam would go into falls, there, should be fairly high tone arm on the needle and start to go into falls and then it would regain its float as the person comes out of the incident.

The point from stuck needle coming out the other side of the engram into the overwhelm is much faster. The person, in good case shape, could go from the point of stuck needle through the pulse to the Rock Slam, falls, into the float, they could do it, oh, in a matter of a minute or two, maybe less than that if they're in good case shape. Straight out of it, Bang, into present time. Their float, they'd be back on the float again. Just depends on the state of case of the PC, of the person.

So there are your six characteristic needle motions. I'll go through them again for you.

First there is the floating needle,

Second is the fall,

Third is the rise,

Forth is the Rock Slam,

Fifth is the pulse and

Sixth is the stick,

And so help me that is all the needle motions there are. There aren't any more.

Now you might say, "Dennis, how can you be sure that what you say is factual and true, and how do you know that you aren't imagining all this correlation between these needle motions and these postulate configurations?" Very simple because once a person understands these postulate configurations he regains his ability to manufacture these needle motions.

In other words once a person's worked through Level 5 and works through these IP barriers, and so forth, he can actually create a stuck needle. He simply crates a postulate and it's negative.

He mocks up both a postulate and its negative simultaneously and just holds both of them simultaneously; both at the same intensity and the needle on an E-meter will stick, rigid. In other words he can manufacture a stuck needle, then when he takes his attention from one postulate to its negative, flip, flip, flip the E-meter will pulse, pulse, pulse, pulse in agreement with his postulate as he's flipping his postulate from one side to the other.

Then when he takes the postulate and snaps from a postulate to its negative at random you will see a Rock Slam. You won't see a violent Rock Slam because he's doing it self-determinedly, but every time he changes his postulate you'll see the flip. You'll see the needle take off there. You see a little tiny rock slam; you will manufacture the Rock Slam. And the fall of course he can manufacture fall at anytime. Simply put his attention on something and take it off then put it back on again, you'll see the fall. And there they are. And the rise of course he just, Oh, he can just go into complimentary postulates. Go into complimentary postulates with everything around him and you'll see a rising needle. That's a very easy one to manufacture.

So the person in good case shape on TROM who's familiar at Level 5 and familiar with these postulate configurations can manufacture at will all the needle manifestations that an E-meter's capable of producing. And because he does them, he manufactures them in exactly the way I've said it proves my point. You see that?

It proves that what I say is true because the person can manufacture them at will when he knows how to do it and the method he uses to manufacture them is exactly the same as the way they are in the bank. You follow me?

So that proves that what I say about the cause and what is the source of these E-meter movements is exactly the way they are. If they were any different you wouldn't be able to manufacture them consciously, you wouldn't be able to do it. But that is not the case, you can do it. You can manufacture them consciously, by simply doing consciously what you do unconsciously in your reactive bank. Get it?

So I'm on very, very firm ground here. I can prove it. I can prove what I'm saying because a person can manufacture these reads themselves when they know how to do it. So the E-meter is now explored territory, it's completely explored territory.

As I said in the write up it's an optional piece of equipment, the E-meter or the Skin Galvanometer, as they're more properly called. It's not a necessary piece of equipment. That there isn't any need for them anymore. We know all there is to know about E-meters.

When you get up to Level 5, as I say, you can personally create all the reads and put them on the meter. So what the hell, you know all the magic all the mystery has gone out of the E-meter now with TROM. We know exactly what that piece of equipment measures. And so forth.

And we can really laugh when characters come along and say, "Oh, it's all to do with the way the hands sweat." Oh yes really! We really have a giggle at those boys now; we can, because we can manufacture the reads.

When you can manufacture the reads you can really call them a liar, can't you. That's what I said that those... when I said earlier on when these characters come along and talk about synapses and so forth and hemispheres of the brain and get all this mixed up with E-meter reads and I called it garbage. I can prove its garbage. I mean it sincerely its garbage. When I say that what their saying is garbage, it is garbage and I can prove it.

Verifying Level 3 Completion

Well, probably the only use of an E-meter in TROM would be to check out at the top of Level 3. That's the only conceivable use I can think of for an E-meter in TROM, is for a person to say to themselves, "Well now have I really finished timebreaking or am I deluding myself? Have I really timebroken everything in sight? Is there anything, have I missed anything?"

And they should simply put themselves on the meter and do a bit of timebreaking. Put themselves on an E-meter and do a bit of timebreaking and if that needle starts taking off again and that tone arm starts to move around again. Well they haven't finished. They haven't finished because I'll tell you when you finish Level 3 you have a float. You have a float, that, you know, that it would take the Russian Army to knock you off that float. It's that sort of float, you know, when you're at the top of Level 3. It's quite a floating needle you've got. It's quite a float.

It's not necessarily a wide float. It might be a very narrow float but it's a very definite float and there's nothing you can think of all over the whole of your whole of your track, all over all the whole of your known track, this lifetime, past lives, anybody else's lives, this universe any universe, heaven, hell, earth the lot, doesn't matter what you think of, what you mock up that needle just sits there and floats man, it just floats.

Now when that happens, then you can say, "Well I've got to the top of Level 3."

But if you start thinking of incidents and start to get little sticks on that needle a little fall from that needle when you start to think of incidents, you haven't finished Level 3. You haven't finished it. You haven't finished it because you can knock yourself off that float. There's things in them there incidents that you haven't timebroken.

You should get in there; get some of the emotions in them and timebreak the emotions out. Get some of the sensations in those incidents and timebreak the sensations. Timebreak the postulates. Get in there, get everything in that incident, you know, get the lot.

Remember I said in the write up, do it on a gradient scale, take it a bit at a time. Get the important bits out then get the rest of it out.

But you don't have to use a meter while you're running Level 3. But as a check point at the end, it's a useful checkpoint. Check point at the end, but look even this isn't necessary. When the person's finished Level 3, they know it. They know it.

I tell you that when you're finished Level 3 it's just about impossible to timebreak anything because there's nothing really there. You know, soon as you get something out of your past to bring it into present time to timebreak it, it disappears. It just falls apart as soon as you touch it.

You say, "Oh now ahh... I'll just get my grandfather, get him into there, and I'll just timebreak grandfather and uh...uh...uh...where's grandfather gone? Oh dear he was here ... he was here a moment ago...now where... where... where" I'll tell you where, he's gone. Try grandmother. "Yes grandmother, I've got a bit of grandmother's hat here. Oh that's gone now... oh it's grandmothers hat. That's grandmother's hat ...gran... oh it's all gone" you know it just goes on like this and... you know.

You're just looking at present time, you know. And your tone is high, you're feeling good about it and your thinking all over your past and you keep thinking to yourself is there anything else I can find to timebreak? You start getting down to the bottom spots and looking under the carpets and up the chimney and you know, eventually you say to yourself, "Well I must have finished Level 3 simply because I can't find anything else to time break."

And you can't ... and when you start dragging stuff out of the past and putting it into present to timebreak there's nothing there. Before you can timebreak it it's gone, just, you know, just handling it, it's gone. Now that's a sure sign that Level 3 is starting to go flat. And that's... if you were to put yourself on a meter about that time you'd see that float and that's the time to leave Level 3.

But as I say there could be a use of an E-meter to check at that point but again it's not necessary cause if you keep going with Level 3 eventually you'd know it. You'd know it was flat. You'd know you had finished it simply because it's virtually impossible to go on with the procedure. You say well, "I've got nothing to timebreak. Everything I touch just becomes nothing in my fingers, everything I touch."

And if you happen to be a trained auditor you'd look around your books on Scientology and every technique you can think of in Scientology you think about it and try and run it on yourself and it's all flat. Nothing moves. Nothing does anything for you, no techniques you know of, you look up all your books and all the techniques. You dig out creation... Ron's "Creation of Human Ability" and go through all the techniques in there and run them all and it's all flatter than a flounder. There's nothing there, you know, nothing there at all. You say to yourself, "Well I must be at the top of Level 3." Now that's the time to leave Level 3. You know.

That's the time to say, "Well it's time I got onto Level 4 now it's really time I got onto Level 4." And that is the right time to leave Level 3. You shouldn't leave Level 3 before you get to that point. It's an error going on to Level 4 before you've reached that point in Level 3.

You Must Always Address the General before you Address the Particular

Now why is this? Well why is it an error. Why is that an error? Well there is a very, very old rule here that I mentioned in the write up. This is the rule that says that you must always address the general before you address the particular. And if a person leaves Level 3 very early their violating this rule because Level 3 is general timebreaking, general timebreaking of their past with the present but once they go into Level 4 they're going into timebreaking of the eight classes of overwhelm of the general "to know" goals package. Now this is a particular class of things to timebreak. You see that.

So they first should do the general... Level 3 general timebreaking and only when they've exhausted that as far as they can possibly go should they then go into the particular which will be Level 4, particular class of things to timebreak. The eight classes of overwhelm of the "to know" goals package.

Now that is the technical reason, that is the technical reason why it's a mistake to leave Level 3 before you've completely exhausted it. That's the technical reason why.

Ok well that wraps up the subject of the general subject of the E-meter.

Well I've just been replaying it and I realized there's two points that I've missed which I'd like now to add for completeness sake. The first of these is I forgot to tell you how a person can manufacture a floating needle. I told you how a person in therapy can manufacture all the other reads. All of the five reads, but I forgot to tell you how you can do a float.

Manufacture a Floating Needle

Well a person can manufacture a floating needle. They would have to complete their therapy, obviously, up to the top of Level 3. Once they've got up to the top of Level 3 all they would have to do any time would be simply put themselves on the meter, timebreak out that day's activities till there was nothing else available, nothing else around to timebreak, and then run a little RI, and while they were running the RI or even before they started running the RI they would see the float.

The float would come back; the floating needle would come back. So the person at Level 3 plus would only have to just timebreak out the day's activities and run a little RI and sometime during that sequence their float would reappear. Their floating needle would come back.

Male and Female Clear Reads, TA

Now when Ron said about the male clear read and the female clear read, 12,500 ohms for the male and 5000 ohms for the female I've had validation of this. This is, as far as I'm concerned, that his observation is correct. There is nothing in my experience which invalidates his observation.

I've only seen good floating needles in males at 12,500 ohms. In, if you're a male at the top of Level 3 when you've got a good floating needle you can pretty well calibrate your meter against a 12,500 ohm resistor, you know, you're so close to 12,500 ohms that you can just calibrate your meter against yourself as a standard resistor. And as far as I'm concerned it's exactly the same for the female at 5000 ohms.

So Ron's observations are correct there. I've got no personal experience to say that he was anything else but perfectly accurate when he gave those clear reads at 5000 ohms resistance for the female and 12,500 ohms resistance for the male.

So anyway there is that with the way a person can generate a floating needle.

Rock Slam or Zigzag Needle

Now the other tiny point I'd like to make is that when I was talking about the E-meter and discussing the reads and so forth. I used the term Rock Slam for the fifth read. You know, the confusion read, I called it the Rock Slam.

Now strictly speaking in TROM the term we use, really a better term a descriptive term for that read is a zigzag. It's a zigzag needle. It's a zigzag read.

That is a far, far more descriptive term than the word Rock Slam. The word Rock Slam only means something to people who know something about the history of Scientology circa 1960. When Ron Hubbard was researching a very obscure part of the time track called the rock cycle. And the rock slam is a read that he thought was associated with that rock cycle so he called that read the rock slam. And the word stuck, the name stuck, but these days it's a completely inappropriate name for that read.

A far better name is a zigzag read because that is descriptive. It is a zigzag. When you've ever seen one, that's the thing that comes to mind it is a zigzag. So where I've used it, if this material is ever published, goes into published form the fifth read is not, repeat not to be called a Rock Slam read, it is to be called a Zigzag read. Zigzag.

So here are the six reads and I'll give them in the order of severity which happens to be the sequence of one to six. So here we the E-meter reads one to six in order of severity.

One is the floating needle

Number two is the fall

Number three is the rise

Number four is the zigzag

Number five is the pulse

Number six is the stuck

Now they are the complete set of E-meter reads. They are the only reads that we recognize in the field of TROM.

Now that is all I want to talk about on the subject of the E-meter

Auditor Admin, Session Notes

Why keep session notes?

The minds configurations to take note of
Double Binds

Quote fom Relationships-Bonding 2/94

“And you’ll find that some of the most sticky, awful incidents you have ever experienced in your life, and ones that you’ve never really got away from contain double binds, and they probably contain more than one. So they stick out like beacons on your timetrack, they do, a double bind.

If you’re caught up in one you’ll know all about it mate. You won’t have to search for them they’ll come searching for you once you know what to look for. Just listening to this tape, if you’re understanding what I’m talking about, you’ve got incidents that are unresolved from the subject of double binds. These incidents will be wrapped around your neck right now while you’re listening to this tape.”

Quote from Bond Breaking level 6 of TROM March 1993

“At the time of cutting this tape I haven’t completely erased all the double bondings, double binds or single bondings. I have extant in my own mind. There are quite a number of them that cropped up. During my own running of level 5 which I’ve got notes of, strewn around the place. I’m in the process of collecting them up.

They'll all get dealt with eventually because I always keep a note of everything I've done. So it's very, very important that when you're working with level 5 in the earlier steps keep a note of any bondings that show up. Keep a written note, not just a mental note. Write them down for god's sake. Keep the paper because you're going to need them on level 6. You don't want them to get lost.

Write them all down on a bit of paper then when you get to level 6 you collect up all your bits of paper and you've got something to work with. So until you've got those bits of paper. Until you've got the actual bondings, the actual postulates there, the bonding postulates. Unless some crop up you've nothing to work with at level 6.

You see a beginner can't even start at level 6. He's got nothing to work with. He scratches his head and says "if A then B" if this then that, I mean it just doesn't mean a thing. It will during therapy. It simply doesn't mean a thing to the subject. You know, the whole thing just a great big mystery. He couldn't answer the question because he can't start.

When he works on level 5 bondings show up, he writes them down, and then he's got something to work with at level 6."

Single binds

From 04 Bond Breaking 9/94

At level 5D:

Now the most common phenomena that occurs when you start addressing a bonding in therapy with a view to erasing it is that while your addressing this bonding some other bonding shows up, which the one you're dealing with is related to. Now this phenomenon needless to say is very, very common. It's so common that you're going to have to know what to do about it.

Now what you do about it is very simple. You have a piece of paper, a pad by your side and a pencil or a pen and when these other bondings show up you simply note them down...

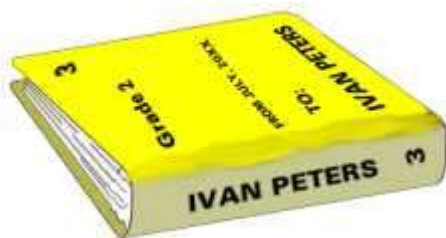
... So, our stable datum here is your going to have to have a pencil and a pad by your side when working with bondings and this is true at level 5C and at level 5D. Don't try and rely on your memory. Write them down. Then once their written down, their nailed. You've got them. Their nailed down ready for execution. Each one's going to be handled. Dennis recommends that you take notes as you do the therapy exercises of TROM. The Following is an exerpt from the Clearbird Books on Auditing Scientology therapy reprinted with permission of the author. They can be easily adapted to notekeeping for TROM.

PC Folders and Auditor's Admin

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It is practical to have a big rubber band around it to keep the papers inside from falling out.

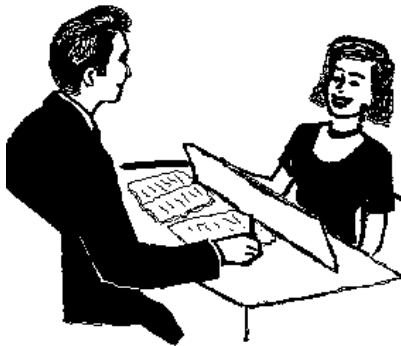
The folder contains all the data related to the pc's auditing and case. By keeping a good record you will always know where the pc is at, what processes have been run and, if the pc later should have troubles with earlier auditing or have unhandled conditions, you can always go back and see exactly what was done. You can see if any errors were made and repair them. That done, you can write a new program to handle his complaint.

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Auditor keeps a running record of session in his works sheets

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- a. when the TA goes up (on what?)
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- d. when VGIs occur (on what?)
- e. if BIs (Bad Indicators) occur (on what?)
- f. how the process ran (also commands usually represented by numbers and abbreviations).

The auditor writes TA and time regularly during the session.

When a process has reached EP, you write the pc's cognition, circle the F/N and whether or not it was indicated; note the pc's indicators, the time and TA.

PC: John Doe xx/xx/xx	(1) Date:
Food? Sleep? Alcohol/Drugs? Can Squeeze Sens: 8. TA: 2.8 T.I.T.S. Time: 2:55 Pc has BI's ARC x? SF WIFE Itsa: last night. w#@P. A SF R F C x U x Was it R? Pc: Yes, smile R Indicated. C x D x E SF I Tick N x R x Was it E? Pc: Yes, VGI (F/N) VGI IND TA: 2.7	Clear Commands: Words: Fly (V) F/N ind Birds (V) F/N ind Do (V) F/N ind C.C. "Do Birds Fly?" F O.K. T.I.T.P. Time: 3:10 TA: 2.7 (1) Yes, in air (1) Yes, over land (1) Yes, over ocean Orig: I realize most birds fly!! (COG). <div style="text-align: right;">TA: 2.7</div> <div style="text-align: right;">{</div> Time: 3:20 2.5 (F/N) VGI IND <u>Say or Ask?</u> Feels great! (F/N) VGI IND Time: 3:22 E.O.S TA: 2.4

Work sheet. You note TA and Time. The pc's answers in very short form and short hand for auditor's actions. T.I.T.S. = This is the session
 ARC x = ARC break (and the assessment Affinity Reality Ccommunication Understanding and Curious Desired Enforced Inhibited No Rrefused below).

(F/N) IND = F/N circled and indicated to pc.

BIs/VGIs = Bad Indicators/Very good indicators.

In next column: Clearing the words and a command.

(1) is for each time command is given. T.I.T.P. = This is the process.

Orig/COG = Origination/Cognition

E.O.S. = End of Session.

You would usually use a blank sheet of paper and make a fold down the middle to keep the columns.

When running a two-way communication process, it is important that all items (terminals, statements, etc.) *that read* are marked on the worksheets: SF, F, LF, LFB. All reading items are circled in green after the session.

Rock Slam items, ethics situations, service facsimiles and evil purposes are marked after the session by cycling them on the worksheet with a red pen.

Auditors need to develop a system of shorthand for what is being done, so that session speed can be kept up regardless of keeping the report up.

For example, the process:

Recall a change

Recall a no change

Recall a failed change

is run as a bracket (the pc is given the first command, then the second and then the third and then the first again and then the second, etc.) The first command can be abbreviated to 1, the second to 2 and the third to 3. The worksheet for this would look like:

(time) 12:32

(TA) 2.8

Clear words:

change (F/N) vgi - ind

'no' (F/N) vgi -ind

recall v (F/N) vgi - ind

(Note that each word of the command is cleared before clearing the command as whole.)

1. cleared

2. cleared

3. cleared

(time) 12:49

(TA) 2.6

1. Mother went on holiday

2. at school

3. didn't sell bike
1. moved to new house
2. etc.

Auditor Admin, Session Notes

pc:
N.N.
Date xx/xx/xx
Aud: Joe D.

VERY WELL
DONE- Mr.

C/S

Session went
v. well

Next C/S:

1. Fly a Rud to F/N
2. Process X to EP
3. Process Y to EP
3. Return to C/S

Auditor Joe
D.

C/S OK. Mr.
C/S.

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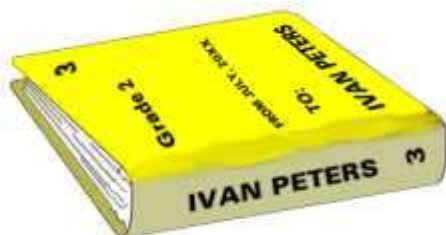
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- f. how the process ran (also commands usually represented by numbers and abbreviations).

The auditor writes TA and time regularly during the session.

When a process has reached EP, you write the pc's cognition, circle the F/N and whether or not it was indicated; note the pc's indicators, the time and TA.

PC: John Doe (1) Date: xx/xx/xx	
Food? Sleep? Alcohol/Drugs? Can Squeeze Sens: 8	Clear Commands: Words:

TA: 2.8		Fly (V) F/N ind
T.I.T.S.	Time:	Birds (V) F/N ind
2:55		Do (V) F/N ind
Pc has Bl's		C.C. "Do Birds Fly?" F
ARC x? SF	WIFE	O.K.
Itsa: last night. w#@P.		T.I.T.P.
A SF		Time: 3:10 TA: 2.7
R F		(1) Yes, in air
C x		(1) Yes, over land
U x		(1) Yes, over ocean
Was it R? Pc:Yes, smile		Orig: I realize most
R Indicated.		birds
C x		fly!! (COG).
D x		TA: 2.7
E SF		{
I Tick		Time: 3:20 2.5
N x		(F/N) VGI IND
R x		<u>Say or Ask?</u>
Was it E? Pc: Yes, VGI		Feels great! (F/N) VGI
(F/N) VGI IND TA: 2.7		IND
		Time: 3:22 E.O.S TA:
		2.4

Work sheet. You note TA and Time. The pc's answers in very short form and short hand for auditor's actions. T.I.T.S. = This is the session
 ARC x = ARC break (and the assessment Affinity Reality Ccommunication Understanding and Curious Desired Enforced Inhibited No Rrefused below).

(F/N) IND = F/N circled and indicated to pc.

BIs/VGIs = Bad Indicators/Very good indicators.

In next column: Clearing the words and a command.

(1) is for each time command is given. T.I.T.P. = This is the process.

Orig/COG = Origination/Cognition

E.O.S. = End of Session.

You would usually use a blank sheet of paper and make a fold down the middle to keep the columns.

When running a two-way communication process, it is important that all

items (terminals, statements, etc.) *that read* are marked on the worksheets: SF, F, LF, LFBD. All reading items are circled in green after the session.

Rock Slam items, ethics situations, service facsimiles and evil purposes are marked after the session by cycling them on the worksheet with a red pen.

Auditors need to develop a system of shorthand for what is being done, so that session speed can be kept up regardless of keeping the report up.

For example, the process:

Recall a change

Recall a no change

Recall a failed change

is run as a bracket (the pc is given the first command, then the second and then the third and then the first again and then the second, etc.) The first command can be abbreviated to 1, the second to 2 and the third to 3. The worksheet for this would look like:

(time) 12:32

(TA) 2.8

Clear words:

change (F/N) vgi - ind

'no' (F/N) vgi -ind

recall v (F/N) vgi - ind

(Note that each word of the command is cleared before clearing the command as whole.)

1. cleared

2. cleared

3. cleared

(time) 12:49

(TA) 2.6

1. Mother went on holiday

2. at school

3. didn't sell bike

1. moved to new house

2. etc.



pc: N.N. Date xx/xx/xx
 Aud: Joe D.

VERY WELL DONE- Mr. C/S
 Session went v. well
 Next C/S:

1. Fly a Rud to F/N
2. Process X to EP
3. Process Y to EP
3. Return to C/S

Auditor Joe D.

C/S OK. Mr. C/S.

C/S, the Case Supervisor. He writes the Auditing Program and inspects the reports to ensure optimum results. 'Mr. C/S' only communicates about pc in writing.

C/S, The Case Supervisor's written instructions are called a C/S

After the session the auditor writes the commands in full on the **auditor's report form** with the numbers so the Case Supervisor (C/S) can understand what went on.

Different systems of abbreviation can be used by the auditor, but the worksheets must communicate to the C/S what actions were taken during the session.

Worksheets should be readable. They are never copied. The auditor always needs to read over his worksheets before turning in the folder to the case supervisor. Any words or letters missing should be clarified. Use a red pen and block print.

Example:

TOTALLY
 want to get @#%& well

This can easily be overdone. At the most, worksheets should need one or

two corrections per page.

If this causes the auditor problems he should learn how to write rapidly and legibly. He can drill it making notes of a radio program, a recording or drill it with a twin.

It is forbidden to give a session without making an auditor's report (meaning, actual worksheets written at that time) or to copy the original worksheets after the session and turn in a copy instead of the real reports.

When giving Assists, using only contact assists or touch assists, the report should be written right after the Assist and be included in the pc folder.

Any time a C/S sees long 'stenographic' report in the auditor's worksheets he knows the pc did not have an auditor there to run the session.

An auditor, who is writing down every word the pc says (like a stenographer) will have out TRs and bad session control. No auditor can write fast enough to do that and it isn't necessary either. It's more important to observe the pc, maintain session control and keep his TRs smooth. The session is for the pc - not the report. On the worksheets you note the technical actions taken by the auditor, the pc responses, the time and TA. You have to develop a shorthand system to keep up speed.

The C/S expects a short summary of the incident or what the pc said. He needs sufficient data to know what sort of incident was being run and if it is run correctly.

An auditor who just sits and lets the pc go on and on running things on his own will seldom get results. The auditor has to control the session. The auditor should know the session performance is more important than the report. He will learn never to hold the pc up while writing as the pc will drift out of session.

A stenographer is not an auditor. An auditor controls the session, the pc's Bank and mental pictures. He gets results to the degree he has excellent TRs and session control.

The Auditor Report Form (ARF)

An auditor's report form is made out at the end of each session. It is a one page summary of actions that were taken in the session. It is a cover page put on top of the works sheets before they are stapled together:

Auditor Report Form

PC: _____

Date: _____

Auditor: _____

Session Length: _____

Total Hours Used: _____

Total TAA: _____

Action	Time	TA	Result
<u>This is the</u>	<u>11:33</u>	<u>3.1</u>	Pc: Looks content
<u>Session</u>		2.7	
Rud: ARCx?	11.40	2.8	F/N VGI Ind
			Clear Command
1) Do Birds Fly	11.42		Good TA.
		2.7	E.P.
	12.02		F/N
		<u>2.6</u>	VGI F/N
Say & Ask?			
<u>End of Session</u>	<u>12.10</u>		
			Trim Check: 1.95

Each ARF should at the top have:

1. Preclear's name (first/last) and grade of release.
2. Auditor's name (full name).
3. Date.
4. Number of hours pc bought (if applicable).
5. Length of session (minus breaks (example: 3 h 05 m). This is "hours in the chair."
6. How many hours used of 'hours bought'
7. Total TA action for the session. This is an indicator of case progress and is important.

The body of the form is filled in with the following information:

8. Time of start and end of session.

<p>9. Condition of pc. 10. TA and sensitivity setting at beginning and end of session. 11. Rudiments. 12. What process was run. Here you list the exact commands. If you had the commands printed out or written out, you may attach that instead. But it has to be clear, so the worksheets' shorthand can be understood. 13. Time, TA and sensitivity at start and end of process. 14. Whether a process is taken to EP or not. 15. Any F/Ns or EP's 16. Any rock slam (R/S) items or evil purposes noted in the right hand column in red. 17. TA range.</p> <p>At the bottom of the form the trim check is written. As: Trim check = 1.85</p>	
<p>C/S, the Case Supervisor. He writes the Auditing Program and inspects the reports to ensure optimum results. 'Mr. C/S' only communicates about pc in writing.</p>	<p>C/S, The Case Supervisor's written instructions are called a C/S</p>

After the session the auditor writes the commands in full on the **auditor's report form** with the numbers so the Case Supervisor (C/S) can understand what went on.

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1) Do Birds Fly	11.42	2.8	Clear Command Good TA.
Say & Ask?	12.02	2.7	E.P.
<u>End of Session</u>	<u>12.10</u>	<u>2.6</u>	F/N VGI F/N
			Trim Check: 1.95

Each ARF should at the top have:

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12. What process was run. Here you list the exact commands. If you had the commands printed out or written out, you may attach that instead. But it has to be clear, so the worksheets' shorthand can be understood.

13. Time, TA and sensitivity at start and end of process.

14. Whether a process is taken to EP or not.

15. Any F/Ns or EP's

16. Any rock slam (R/S) items or evil purposes noted in the right hand column in red.

17. TA range.

At the bottom of the form the trim check is written. As: Trim check = 1.85

Postulate Failure Charts Misc.

Postulate Failure Chart – To Handle

Postulate Failure Chart- To Handle				
	Self	Other		
1A	MH	MBH	MO	Forced to Handle
1B	MNH	MBH	G	
2A	MNH	MBH	G	
2B	MNH	MNBH	OO	Preventing from being Handled
3A	MNH	MNBH	MO	Prevented from Handling
3B	MH	MNBH	G	
4A	MH	MNBH	G	
4B	MH	MBH	OO	Forcing to be Handled
5A	MBH	MH	MO	Forced to be Handled
5B	MNBH	MH	G	
6A	MNBH	MH	G	
6B	MNBH	MNH	OO	Preventing from Handling
7A	MNBH	MNH	MO	Prevented from being Handled
7B	MBH	MNH	G	
8A	MBH	MNH	G	
8B	MBH	MH	OO	Forcing to Handle

Codes

MH Must Handle
 MNH Must Not Handle
 MBH Must Be Handled
 MNBH Must Not Be Handled
 MO Motivator / Overwhelmed
 OO Overt / Overwhelm

	Origin of effect
	Receipt of effect
	Recurring Pattern
	Break in Pattern

Postulate Failure Chart -Null

Postulate Failure Chart- Null				
	Self	Other		
1A	MKN	NMBK	MO	Forced to know Null
1B	MNKN	NMBK	G	
2A	MNKN	NMBK	G	
2B	MNKN	NMNBK	OO	Preventing Null from being Known
3A	MNKN	NMNBK	MO	Prevented from Knowing Null
3B	MKN	NMNBK	G	
4A	MKN	NMNBK	G	
4B	MKN	NMBK	OO	Forcing Null to be Known
5A	NMBK	MKN	MO	Forced Null to be Known
5B	NMNBK	MKN	G	
6A	NMNBK	MKN	G	
6B	NMNBK	MNKN	OO	Preventing from Knowing Null
7A	NMNBK	MNKN	MO	Prevented Null from being Known
7B	NMBK	MNKN	G	
8A	NMBK	MNKN	G	
8B	NMBK	MKN	OO	Forcing to Know Null

Codes

MKN Must Know Null
 MNKN Must Not Know Null
 NMBK Null Must Be Known
 NMNBK Null Must Not Be Known
 MO Motivator / Overwhelmed
 OO Overt / Overwhelm

	Origin of effect
	Receipt of effect
	Recurring Pattern
	Break in Pattern

Postulate Failure Chart - To Surprise

Postulate Failure Chart To Surprise				
	Self	Other		
1A	MS	MBS	MO	Forced to Surprise
1B	MNS	MBS	G	
2A	MNS	MBS	G	
2B	MNS	MNBS	OO	Preventing from Being Surprised
3A	MNS	MNBS	MO	Prevented from Surprising
3B	MS	MNBS	G	
4A	MS	MNBS	G	
4B	MS	MBS	OO	Forcing to Be Surprised
5A	MBS	MS	MO	Forced to Be Surprised
5B	MNBS	MS	G	
6A	MNBS	MS	G	
6B	MNBS	MNS	OO	Preventing from Surprising
7A	MNBS	MNS	MO	Prevented from Being Surprised
7B	MBS	MNS	G	
8A	MBS	MNS	G	
8B	MBS	MS	OO	Forcing to Surprise

Codes

MS Must Surprise
MNS Must Not Surprise
MBS Must Be Surprised
MNBS Must Not Be Surprised
MO Motivator / Overwhelmed
OO Overt / Overwhelm

	Origin of effect
	Receipt of effect
	Recurring Pattern
	Break in Pattern

Glossary

Anaten. 1 . an abbreviation of analytical attenuation meaning diminution or weakening of the analytical awareness of an individual for a brief or extensive period of time. If sufficiently great, it can result in unconsciousness. (It stems from the restimulation of an engram which contains pain and unconsciousness.) (Scn AD)
2 . simply a drop in ARC to an extreme. (PAB 70) 3 . the physiological by-product of unconsciousness. (SOS, Bk. 2, p. 170) 4. dope-off. (Abil 52)

Clear- the term clear has risen from the analogy between the mind and the computing machine. Before a computer can be used to solve a problem, it must be cleared of old problems, of old data and conclusions.

Dianetics 1 . DIA (Greek) through, NOUS (Greek) soul deals with a system of mental image pictures in relation to psychic (spiritual) trauma. The mental image pictures are believed on the basis of personal revelation to be comprising mental activity created and formed by the spirit, and not by the body or brain. (BPL 24 Sept 73 V)
2 . Dn addresses the body. Thus Dn is used to knock out and erase illnesses, unwanted sensations, misemotion, somatics, pain, etc. Dn came before Scn. It disposed of body illness and the difficulties a thetan was having with his body. (HCOB 22 Apr 69)
3 . a technology that runs and erases locks, secondaries and engrams and their chains. (HCOB 17 Apr 69)

4 . Dn could be called a study of man. Dn and Scn, up to the point of stable exteriorization, operate in exactly the same field with exactly the same tools. It is only after man is sufficiently exteriorized to become a spirit that we depart from Dn; for here, considering man as a spirit, we must enter the field of religion. (PAB 42)

5 . a precision science. It stems from the study and codification of survival. (COHA, p. 148)

6 . a system of coordinated axioms which resolve problems concerning human behavior and psychosomatic illnesses. (5110CM08B)

7 . Dn is not psychiatry. It is not psycho- analysis. It is not psychology. It is not personal relations. It is not hypnotism. It is a science of mind. (DMSMH, p. 168)

8 . the route from aberrated or aberrated and ill human to capable human. (HCOB 3 Apr 66) Abbr. Dn.

Difference. 1. The concept of differences in this universe, a concept that A is different from B is essentially the concept that A and B have no common class.

2. in actual practice you have to bond A to some quality X and bond B to the absence of X or not X in order to convince others that A is different to B. Similarly you have to bond A to some quality Y and bond B to Y to convince others that A is similar to B. (see the book 02 Philosophy of TROM article Level 2 of TROM)

E-meter 1. The E-meter is a religious artifact used as a spiritual guide in the church confessional. It is an aid to the auditor (minister, student, pastoral counselor) in two-way communication locating areas of spiritual travail and indicating spiritual well-being in an area. (HCO PL 24 Sept 73 VII)

- 2 . Hubbard Electrometer. An electronic instrument for measuring mental state and change of state in individuals, as an aid to precision and speed in auditing. The E-meter is not intended or effective for the diagnosis, treatment or prevention of any disease. (Scn AD)
- 3 . used to verify the preclear's gain and register when each separate auditing action is ended. (HCOB 5 Apr 69R)
4. Electropsychometer. (HCOB 23 Aug 65)
- 5 . the meter tells you what the preclear's mind is doing when the preclear is made to think of something. The meter registers before the preclear becomes conscious of the datum. It is therefore a pre-conscious meter. It passes a tiny current through the preclear's body. This current is influenced by the mental masses, pictures, circuits and machinery. When the unclear pc thinks of something, these mental items shift and this registers on the meter. (EME, p. 8)

Floating needle. 1. "An idle needle, one which is drifting slightly to the right and slightly to the left very easily and gently, denotes a comfortable status of mind on the part of the patient, and tells the practitioner that he is nowhere near any subject that distresses him, or, if it follows an emotional outburst, tells him that the outburst itself is spent, and that the subject now can be abandoned for the moment." [JOURNAL OF SCIENTOLOGY, Issue 1-G (Aug. 1952), ELECTRONICS GIVES LIFE TO FREUD'S THEORY]

2. "It means an idle, uninfluenced motion, no matter what you say about the goal or terminal. It isn't just null, it's uninfluenced by anything (except body reactions). Man it's really free. You'll know when you see one. They're really pretty startling. The needle just idles around and yawns at your questions on the subject." [E-meter Essentials (1961)]

3. "Floating needle, free needle are the same thing. What does one look like? Once you've seen one you'll never make a mistake on one again. For it floats. It ceases to register on the pc's bank. It just idly floats about or won't stand up even at low sensitivity." [HCOB 2 Aug. 65, RELEASE GOOFS]

4. "It is the idle uninfluenced movement of the needle on the dial without any patterns or reactions in it. It can be as small as 1" or as large as dial wide. It does not fall or drop to the right of the dial. It moves to the left at the same speed as it moves to the right." [HCOB 21 Oct. 68, FLOATING NEEDLE]

5. "Pcs and pre-OTs OFTEN signal an F/N with a 'POP' to the left and the needle can actually even describe a pattern much like a rock slam. Meters with lighter movements do 'pop' to the left." [HCOB 7 May 69R, Issue V, FLOATING NEEDLE]

6. "A floating needle is a rhythmic sweep of the dial at a slow, even pace of the needle. That's what an F/N is. No other definition is correct." [HCOB 21 Jul. 78, WHAT IS A FLOATING NEEDLE?]

7. "Free Needle: It means the same as a floating needle (F/N), which is a rhythmic sweep of the dial at a slow, even pace of the needle, back and forth, back and forth, without change in the width of the swing except perhaps to widen as the pc gets off the last small bits of charge. Note that it can get so wide that you have to shift the Tone Arm back and forth, back and forth, to keep the needle on the dial in which case you have a Floating Tone Arm." [E-Meter Essentials (1996)]

8. "The reason a clear's needle is so free (and you've seen, certainly, how an E-Meter needle gets sticky, then freer and freer) is that his thought is separated from a matter, energy, space, time consequence." [HCOB 17 Mar. 60, STANDARDIZED SESSIONS]

Free Needle 1. "A needle which shows none of the reactions described above. It floats back and forth easily, registering only the body, its breathing, heartbeats, etc. While needle free, no facsimiles are being impinged on the body." [HCOB 30 Apr. 60, ACC TRs]

2. "A real F/N means the pc is out the top, an ARC Br needle means he's out the bottom. He ceases to mock up, through grief." [HCOB 5 Oct. 68, ARC BREAK NEEDLES]

HASI Hubbard Association of Scientologists, International.
(PAB 74)

To Be Known also making known and bringing into existence
-1. When you first arrived at this universe as a spiritual being you looked around and thought it would be an interesting game to play. It would be fun to communicate with the other beings here.

However you quickly realized that in this universe you can't play games if no one recognizes you exist.

In order to play games or communicate with other beings you must be noticed, must be recognized to exist, you must "be known."

This is what Dennis means by "to be known". You want "to be known" by others so they will communicate with you and allow you to play the games with them. Also you want the effects you create to be known by others so if you grow a garden and share the tomatoes with your friends you can say that you want tomatoes "to be known" by you and tomatoes "to be known" by others. -editor

2. This is the creative postulate to bring something into existence and to make it known.

3. Life is a spiritual quality. Life can bring things into existence. That which is brought into existence is called an effect. All effects are intended to be noticed by others so they include the postulate "to be known."

To Know – this is the postulate to learn, experience, perceive something. It exactly complements and satisfies the postulate “to be known.”

L Ron Hubbard- Lafayette Ronald Hubbard, better known as L. Ron Hubbard and often referred to by his initials, LRH, was an American pulp fiction author as well as the author of "Dianetics the Modern Science of Mental Health" published in 1950 and the founder of the Church of Scientology.

Mind- 1. pictures which have been made of experiences and plotted against time and preserved in energy and mass in the vicinity of the being and which when restimulated are re-created without his analytical awareness. (SH Spec 72, 6607C28)

2 . a literal record of experience plotted against time from the earliest moment of aberration until now plus additional ideas the fellow got about it, plus other things he may have mocked up or created on top of it in mental mass, plus some machines, plus some valences. (SH Spec 70, 6607C21)

3 . a network of communications and pictures, energies and masses, which are brought into being by the activities of the thetan versus the physical universe or other thetans. The mind is a communication and control system between the thetan and his environment. (FOT, p. 56)

4 . the purpose of the mind is to pose and resolve problems relating to survival and to direct the effort of the organism according to these solutions. (Scn 0-8, p. 76)

5 . a natively self-determined computer which poses, observes and resolves problems to accomplish survival. It does its thinking with facsimiles of experience or facsimiles of synthetic experience. It is natively cause. It seeks to be minimally an effect. (HFP, p. 33)

6 . the human mind is an observer, postulator, creator and storage place of knowledge. (HFP, p. 163)

7 . the mind is a self-protecting mechanism and will not permit itself to be seriously overloaded so long as it can retain partial awareness of itself. (DMSMH, p. 165)

8 . the mind is composed of energy which exists in space and which condenses down into masses. (SH Spec 133, 6204C17)

Overt act- 1. an overt act is not just injuring someone or something; an overt act is an act of omission or commission which does the least good for the least number of dynamics or the most harm to the greatest number of dynamics. (HCO PL 1 Nov 70 III)

2 . an intentionally committed harmful act committed in an effort to resolve a problem. (SH Spec 44, 6410C27)

3 . that thing which you do which you aren't willing to have happen to you. (ISH ACC 10, 6009C14)

Preclear or PC- 1. a person who, through Scn processing, is finding out more about himself and life. (PXL, p. 20)

2 . a spiritual being who is now on the road to becoming Clear, hence preclear. (HCOB 5 Apr 69)

3 . one who is discovering things about himself and who is becoming clearer. (HCO PL 21 Aug 63)

Problems and Solutions - 1. As Dennis describes above a being when he feels he needs problems will not solve an existing problem without creating one or more new ones.

2. Routine 2-20 from the book *The Creation of Human Ability*" by L Ron Hubbard 1962. "The auditor asks the preclear *What kind of problem could you be to mother?* and when the preclear has found one, *Alright, can you be that problem?* And when the preclear has become it, *Can you see your mother figuring about it?* and whether the preclear can or not, *Give me another problem you could be to your mother? Can you be that problem? etc.* , until communication lag is flattened."

- Scientology** - 1. it is formed from the Latin word scio, which means know or distinguish, being related to the word scindo, which means cleave. (Thus, the idea of differentiation is strongly implied.) It is formed from the Greek word logos, which means THE WORD, or OUTWARD FORM BY WHICH THE INWARD THOUGHT IS EXPRESSED AND MADE KNOWN: also THE INWARD THOUGHT or REASON ITSELF. Thus, SCIENTOLOGY means KNOWING ABOUT KNOWING, or SCIENCE OF KNOWLEDGE. (Scn 8- 80, p. 8)
2. Scientology addresses the thetan. Scientology is used to increase spiritual freedom, intelligence, ability, and to produce immortality. (HCOB 22 Apr 69)
- 3 . an organized body of scientific research knowledge concerning life, life sources and the mind and includes practices that improve the intelligence, state and conduct of persons. (HCOB 9 Jul 59)
- 4 . a religious philosophy in its highest meaning as it brings man to total freedom and truth. (HCOB 18 Apr 67)
- 5 . the science of knowing how to know answers. It is a wisdom in the tradition of ten thousand years of search in Asia and Western civilization. It is the science of human affairs which treats the livingness and beingness of man, and demonstrates to him a pathway to greater freedom. (COHA, p. 9)
- 6 . an organization of the pertinencies which are mutually held true by all men in all times, and the development of technologies which demonstrate the existence of new phenomena not hitherto known, which are useful in creating states of beingness considered more desirable by man. (COHA, p. 9)
- 7 . the science of knowing how to know. It is the science of knowing sciences. It seeks to embrace the sciences and humanities as a clarification of knowledge itself. Into all these things – biology, physics, psychology and life itself – the skills of Scientoloa can bring order and simplification. (Scn 8-8008, p. 11)

8 . the study of the human spirit in its relationship to the physical universe and its living forms. (Abil 146)

9 . a science of life. It is the one thing senior to life because it handles all the factors of life. It contains the data necessary to live as a free being. A reality in Scientoloa is a reality on life. (Aud 27 UK)

10 . a body of knowledge which, when properly used, gives freedom and truth to the individual. (COHA, p. 251)

11. Scientoloa is an organized body of scientific research knowledge concerning life, life sources and the mind and includes practices that improve the intelligence, state and conduct of persons. (Abil Mi 104)

12 . knowledge and its application in the conquest of the material universe. (HCL 1, 5203CM03A)

13 . an applied philosophy designed and developed to make the able more able. In this sphere it is tremendously successful. (HCO PL 27 Oct 64)

14 . an applied religious philosophy dealing with the study of knowledge, which through the application of its technology, can bring about desirable changes in the conditions of life. (HCO PL 15 Apr 71R)

Serfac service facsimile, service mechanism. 1. these are called "service facsimiles." "Service" because they serve him. "Facsimiles" because they are in mental image picture form. They explain his disabilities as well. The facsimile part is actually a self- installed disability that "explains" how he is not responsible for being able to cope. So he is not wrong for not coping. Part of the "package" is to be right by making wrong. The service facsimile is therefore a picture containing an explanation of self condition and also a fixed method of making others wrong. (HCOB 15 Feb 74)

2 . this is actually part of a chain of incidents which the individual uses to invite sympathy or cooperation on the part of the environment. One uses engrams to handle himself and others and the environment after one has himself conceived that he has failed to handle himself, others and the general environment. (AP&A, p. 7)

3 . it is simply a time when you tried to do something and were hurt or failed and got sympathy for it. Then afterwards when you were hurt or failed and wanted an explanation, you used it. And if you didn't succeed in getting sympathy for it, you used it so hard it became a psychosomatic illness. (HFP, p. 89)

4 . every time you fail, you pick up this facsimile and become sick or sadly noble. It's your explanation to yourself and the world as to how and why you failed. It once got you sympathy. (HFP, p. 89)

5 . that facsimile which the preclear uses to apologize for his failures. In other words, it is used to make others wrong and procure their cooperation in the survival of the preclear. If the preclear well cannot achieve survival, he attempts an illness or disability as a survival computation. The workability and necessity of the service facsimile is only superficially useful. The service facsimile is an action method of withdrawing from a state of beingness to a state of not beingness and is intended to persuade others to coax the individual back into a state of beingness. (AP&A, p. 43)

6 . that computation generated by the preclear (not the bank) to make self right and others wrong, to dominate or escape domination and enhance own survival and injure that of others. (HCOB 1 Sept 63)

Similar - 1. the definition of A is similar to B is that the class of A and B has members in it. It is not a null class. If A and B is not a null class then A is similar to B. however this definition lacks conviction.

2. in actual practice you have to bond A to X and bond B to not X in order to convince others that A is different to B. Similarly you have to bond A to Y and bond B to Y to convince others that A is similar to B. (see the book 02 Philosophy of TROM article Level 2 of TROM)

Somatic, 1. by somatic is meant a pain or ache sensation and also misemotion or even unconsciousness. There are a thousand different descriptive words that could add up to a feeling. Pains, aches, dizziness, sadness – these are all feelings. Awareness, pleasant or unpleasant, of a body. (HCOB 26 Apr 69)

2 . body sensation, illness or pain or discomfort. “Soma” means body. Hence psychosomatic or pains stemming from the mind. (HCOB 23 Apr 69)

3 . this is a general word for uncomfortable physical perceptions coming from the reactive mind. Its genus is early Dn and it is a general, common package word used by Scientologists to denote “pain” or “sensation” with no difference made between them. To the Scientologist anything is a somatic if it emanates from the various parts of the reactive mind and produces an awareness of reactivity. Symbol: SOM. (HCOB 8 Nov 62)

4 . the word somatic means, actually, bodily or physical. Because the word pain is restimulative, and because the word pain has in the past led to a confusion between physical pain and mental pain, the word somatic is used in Dn to denote physical pain or discomfort, of any kind. It can mean actual pain, such as that caused by a cut or a blow; or it can mean discomfort, as from heat or cold; it can mean itching – in short, anything physically uncomfortable. It does not include mental discomfort such as grief. Hard breathing would not be a somatic; it would be a symptom of misemotion suppression. Somatic means a non-survival physical state of being. (SOS, p. 79)

Valence - an identity complete with bank mass or mental image picture mass of somebody other than the identity selected by oneself. In other words, what we usually mean by valence is somebody else's identity assumed by a person unknowingly. Dianetics and Scientology Technical Dictionary