

# Bonding

## Level 6 of TROM

Hello Greg. 21st of March 1993. and I want to give you a rundown now of my Level 6. And the subject matter of level 6 is a Bonding. Bonding B-o-n-d-i-n-g. During the last few weeks I have made a number of breakthroughs that have allowed me to complete this level. This material. and All of my notes are now finalized.

I am now in a position to complete the material.and theory and practical. I've had the theory of it for some time it was the practical that was holding me up. I wouldn't release the theory until I had the practical.

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Among the things a person will find as they work through levels 1 to 5 in my text is a... that the subject of relationships will become more and more prominent in their mind. And as they get toward the end of level 5 they should be... start to becoming intensely curious of relationships, and what is a relationship, and so on.

The reason for this intense curiosity as that level 5 is completed and the other levels are complete is of course... is that none of these levels 1,2, 3, 4,5 touch directly on the subject of relationships. They all address it to some degree, and they all de-intensify relationships in the mind to some degree, but there is not one of the levels which addresses directly the subject of relationships and the correct time to do this is at level 6.

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Because then the person is curious about them and they're ready for it.

I wouldn't advise a person to attempt levels 6 before they've done levels 1 to 5. First of all it would be very unreal to them and second they could find the practical very very heavy going.

### Relations

Strange thing in our society is that, Generally speaking, is that not much is known about this subject of relations. You ask the average person what is a relationship and ah... they scratch their head and say well it's a relationship. and I these days you say a relationship and ...it's ...most people think its vaguely sexual. You know, That he's having a relationship "Oh its something sexual about it. I suppose it gets that way because they can't figure what else it might be.

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So it must be something sexual. So first off we must look at this subject of relationship and see if we can throw some clarity on it. And find out what a relationship is.

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Now essentially a relationship is always something between two things. You can't have... a thing can't have a relationship with itself. **So a relationship is essentially a connection or bond between two things entities or classes.** That's a pretty good definition of a relationship.

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It's essentially a connection or bond between two things, entities or classes.

To give you an example of a relationship will be ah... the relationship between... the..the... a girl, say, and the relationship between a person who wears a dress. Now clearly the class of girls and the class of people who wear dresses are related

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### Connectivity

They have a relationship... are related in our society. On the other hand ah...the subject of ... the class of Beethoven Symphonies and the class of Eskimo's breakfasts aren't related in our society. These things have no relationship. The determining factor is the subject of connectivity. The subject of connection. The connection between girls wearing dresses and there is no apparent connection between Beethoven's symphonies and Eskimo's breakfasts.

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### Class

Now before we go any further it's necessary to give a few definitions. Otherwise we are going to get bogged down. We are going to get mis-interpretations. So I'd better start defining. I've already used the word class in this lecture so far so I better define a class. Here is what we mean by a class. Now a class is a group whose members all possess the same quality or qualities. I'll give it again, **A class is a group whose members all possess the same quality or qualities.** Example, Men are a class, you consider men as a class because they all possess, they all possess the same quality or qualities. Black beings are a class. A class of black beings they possess the quality of blackness. and the quality of beings so they are black beings. So that's a class. There's a class of black beings and a class of men. So their examples of classes.

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So that's what this mysterious word class means. These..these.. these definitions I am giving you are pretty well standard definitions in the field of logic. So their scientific definitions... in the science of logic. I am sure if you was to refer to a logical text book you'd find a much more hairy definitions than I am giving you but they boil down to what I'm giving you. They're much more precise...there probably much more precise than the textbook definitions would be but these are good enough for us.

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## Common Class

Next, we have the definition of a common class. A common class. Now a common class is a class whose members all possess the qualities of two classes. Give it to you again. **A common class is a class whose members all possess the qualities of two classes.** An example of a common class would be black men. Each of the members of the class of black men would possess the qualities of black beings and of men. So they would be the common class of black beings and of men. So they become the class of black men, you follow. This is quite straight forward. The common class

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Now before I proceed any further, and get into this. You're probably thinking I am about to give a lecture on the...talk on the subject of Logic. Well now, no I am not, as a matter of fact. The Logic of classes. This whole subject of classes and its logical and algebraic aspects and so forth is covered in the subject of Boolean algebra. If you really want to dive in the deep end and really, really study up on this subject of classes and algebra and mathematics of how to deal with classes in logic. The whole area was discovered and worked by the English mathematician George Boole about 1850. And he came up with his algebra which is a very, very simple algebra. And it's the algebra of classes. And that's the algebra you need to look at. If you want to become an expert on the subject of classes and how to manipulate them mathematically. But .ahh..you don't .. no one...no one needs for gods sake to study Boolean algebra. It's quite unnecessary. The material I am giving you here is quite sufficient for our purposes. I'm giving you all the definitions and all the material you need for our purposes. You don't have to go dashing off to the library and digging up books on Boolean algebra. Unless of course you want to.

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## Nul Class

Ok so much for that. Now I've given you the definition for a common class. Now the next thing the next definition we have is a null class. That's spelled N-U-L, nul. Nul comes from the Latin meaning not any. Nul Class.

**Now a Nul class is a class having no members. An empty class.** Give it to you again; a nul class is a class having no members. An empty class. E.g. green cats, green cats. There a nul class. There aren't any green cats, as far as I know. I've never come across one. And I've never heard of anyone coming across a green cat. Cats don't come out in that color. So green cats are an empty class.

Cats. Cats are a class with members in. The class of cats are a well defined class, with the creatures cats. And green objects and green entities they're a class in the universe. They, both those classes exist...green... class of green objects exist. Green things exist. Their a class. And the class of cats exist, but the common class of green cats does not exist. It's an empty class. So that's what we mean when we say a null class.

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The null class is a class having no members. Its an empty class. And the moral here is there is no way you can combine these classes together and have common classes. You must always bear in mind some of these permutations and combinations of classes might be nul in the real universe. You might be able to use them in a logical system. In an imaginary universes. But in the real universe they're a nul class.

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### Bonding Postulates

Ok, so far, so good. OK, that so far is the end of our list of postulates. So I've defined a class and a nul class and a common class. And defined what a relationship is, so we've got enough ... enough to work on here. We can... we can work.

Now. Things are...How things bonded. How do things get bonded or connected to each other in the universe. How do they do it in the mind. Most specifically in the mind. How do things get connected or bonded to each other in the mind. Well it's done by postulates, of course. There a particular type of postulate. Their a bonding type of postulate. They're a bonding postulate. They're a particular class of postulate called a bonding postulate.

Now that is a very, very important datum. That's a very, very important datum. You'll find that a large part of childhood. The child when he learns, and discovers things about the universe around him. He's discovering the relationships that exist between things around him. And he discovers these relationships by making these little postulates, and putting these things together.

He sees this is connected to that. And he makes these postulates. These postulates are made by human beings. There very real things. There made by children. There made by adults too. All through a persons life they're making these postulates.

We're doing it so unconsciously. We do it automatically. We make these bonding postulates. This is one of the reasons you have to get up to level 6 before this material starts to make much sense to a person. Below level 6 it's a ... the whole area is so confused a person can't really sort it out easily. It's only when they get up to level 6 and they've taking the charge off of compulsive games play, and their mind is quite..quietened down, right down, that they can really start to look at this material and see just what a relationship is. And analyze it. So never miss it. That's 5 star datum that is. That things are bonded, connected to one another by postulates.

That's absolutely fundamental. If you don't grasp that, you'll never get level 6. You'll never get the flavor of what we're doing at level 6. The subject of the postulates. These postulates are real. When the person has completed level 5 the bonding postulates start to show up. They start to get real to the person. Where before they were unreal. That's why they need address at level 6. This subject of relationships and bonding postulates.

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Well now when you look over all these bonding postulates and so forth in the mind. There is something happening that is very, very, very fortunate. Very fortunate in this area. That there is a basic bonding postulate. And the basic bonding postulate is the same in the human mind that it is in the field of logic.

Now, this is marvelous. The basic, there is a basic bonding postulate that the logicians... the mathematical logicians discovered. You're mainly using George Boole's algebra, that they come across it and they realize that... that there is a basic bonding postulate. You can actually prove this by Boolean algebra. And it's just fortuitous that in the human mind, in this psyche, this basic bonding postulate is exactly the same in the mind as it is in the algebra.

All this means is that the algebra represents the mind. It represents... it's a representation.. it's an accurate representation of what is going on in the mind and of what is going on in the universe. There is nothing magical about the algebra, it's simply that the algebra just happens to be an accurate representation of what's going on. That's all.

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### If A then B

Now what is this basic bonding, this basic connecting postulate between one thing and another thing in the algebra and in the mind. Well the postulate in its most basic form, in its most concise form is **"If A then B"**. Give it to you again "If A then B". Now what does that mean. "If a then b" Well first of all it's a conditional postulate. It's conditional in that it doesn't imply that A exists and it doesn't imply that B exists. It simply says that if A exists then B exists. That's what the postulate means.

But if A exists then B exists and the postulate is "if A then B." Another way to look at the postulate is to say every time we see A we also see B. That's another meaning of "if A then B" postulate.

Now it also... the postulate may show up in the form of all "A's are B's". Now the postulate all A's are B's isn't quite the same as if A then B. You see. The postulate all A's are B's does imply that A's exist.

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Then because A's exist then B's exist by reason of the postulate "all A's are B's" You see that? There's an implication there when you say that all A's are B's. you are implying A's exist. When you say "if A then B" you are making no such implication you are not saying A exists you are saying if it exists. If A exists then B exists,

If A then B is the purest expression of the postulate and that is the basic bonding postulate in the subject of logic and it's the basic bonding postulate in the human mind.

Now what do I mean by that precisely? I mean that any logic...in the field of logic any relationship no matter how complex can be broken down into a series of “if A then B” relationships.

And Similarly in the human mind. No matter how complex the relationship is between two things in the human mind it can be broken down into a series of “if A then B” relationships. If A then B postulates.

So it's very important to understand this basic bonding postulate because by...if once you know the basic one you can always take the more complicated one apart. You don't have to know any others. You only have to know the basic one. Once you got the basic one “if A then B” you can take all the relationships in the mind apart, just like you can take any relationship in logic apart by the use of “if A then B” postulate.

I better give you a brief example of what I mean here. Ah, a person might say well, you might say well, ah ah the situation is such that it's, it's either A applies or B applies, or either A exists or B exists. How on earth can you turn that into an “if A then B” postulate, well very simply. If the situation is one where either A exists or B exists then the... the postulate “if A then B” type postulate is “if not A then B”. And if you examine that situation. That those two,...that's to say...either A exists or B exists or both exist means exactly the same as saying if A doesn't exist then B exists.

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A little something a person could think about and so on, but if you think about it, work through it you will see that those two propositions do mean exactly the same thing. They certainly mean the same thing in standard logic. And they certainly mean the same thing in the human mind.

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Ok, so the “if A then B” type postulate is the basic building block of the subject of relationships from which you can build up any relationship in the mind, any relationship in logic using that basic building block.

Now it may be apparent. Its easily provable in logic, in the science of logic it's not immediately apparent but it is so. It is the way it is.

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What is the immediate effect of an “if A then B postulate

Now what is the immediate effect of an if A then B postulate? Now we should know this. We should know this very, very clearly. What is the immediate effect of making effect of an if A then B postulate? What effect does it have on the...on the classes? I mean it's...if making this postulate is the cause in action... It's... it's ...your causing something to happen when you make an if A then B postulate. But what are you causing to happen? What the effect is ...ahm...**It has the effect of making the common class of both A and not B into a nul class.** I'll give you that

again. The effect of making an “if A then B” postulate is to make the common class of both A and not B into a nul class.

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I'll give an example of that. If all crows are birds. Then the common class of crows and non birds is empty. You see that. That's a situation where we have. If crows then birds maintains, all crows are birds maintains, then this common class of crows which are non birds is a nul class it's an empty class. And it's true in this universe that all crows are birds, and its equally true in this universe that this class of crows which are non birds is a nul class. There aren't any. It's an empty class. You can ransack this whole universe and you will never find anything in the class, anything in the class that's both crow and a non bird. There aren't any because all crows are birds you see. So the effect of the “if A then B postulate” is to make the class of A and non B into a nul class. That is it's effect. And what's more that is it's only effect. Repeat, only effect. The making of the if A then B postulate has no other effect than rendering the common class of both A and not B into a nul class, that is its only effect. That is it's effect and that is its only effect.

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As a scientist would say “making an if A then B postulate” is a necessary and sufficient condition for rendering the common class of both A and not B into a nul class. That is the way a logician... a logician might express it.

#### Single bonding postulate

Now the if A then B postulate is called a single bonding postulate or a single bind. Single bind. B-I-N-D bind because it bonds A to B. Every time we see A we see B. It's the single bonding. We call that a single bonding or a single bind.

22:59

Now let me see if I can give an analogy of the “if A then B” postulate something that will stick in people's minds so they will grasp it.

#### Tandem bicycle

Let us imagine that we live in a town and we... we...there's a couple of men ride on a tandem bicycle. That B rides at the front of the bicycle, he always rides at the front. And there's A, he always rides at the back of the tandem bicycle. And we go out and we walk around the town and we sometimes see that a ....We see em go... we see A and B go past on their tandem bicycle. Whenever we see them go past B's always at the front doing the steering and A's always at the back.

Now sometimes when we go out and walk around the town we see B going around on the tandem bicycle by himself and the back end of the tandem is empty. There is no A there. But we see B going around the town by himself on the tandem bicycle.

Now the one thing....we can't ever see is A driving this tandem bicycle. Because to do so he would be driving it from the back seat. And you can't ride a tandem bicycle from the back seat. And as A only occupies the back seat we never see A alone on the tandem.

So the situation is that we see either both A and B with B at the front and A behind him. Both upon the tandem going round the town. Or we see B going round without A. or we don't see either of them. We never see A going around ...alone.

22:52

Now that gives you an analogy of the effect of the "if A then B" postulate.

The if A then B postulate simply guarantees that every time we see A we see B, but we might see B by itself without seeing A. See that? Might see B by itself. It tells us nothing about that. It puts no constraints on B at all, the postulate. All the constraints it puts is on A. It bonds A to B. it says that if A... If A exists then B exists. If we see A we see B. It don't tell us anything about B we might see B and not see A. we might not see. B and not see A. One thing we can't see is A by himself without B. Cause the postulate says so. The postulate says if A then B. see that? So we never see A without B

Does that help? That gives you an analogy of the "if A then B" postulate. Remember it in terms of the men on the tandem bicycle and I think you will get it.

25:56

Well there is one other deduction we can use...to make on the subject. On the subject of tandem bicycle and that is if we don't see B we don't see A. That... that...that's the final deduction. That is a valid deduction when you say that that if we don't see B on the on the bicycle on the tandem then we certainly won't see A. B's got to be there, in other words before we see A.

26:24

### Causation

Right now! Next it's necessary for us to nip in the bud any ideas a person may have that the "if A then B" postulate implies any causation between A and B. it does not imply that there is any causation between A and B or between B and A.

It is simply a relationship. It is not, does not imply a causation. The only causation involved in this "if A then B" is when the person makes the postulate. That is a causative action. And that is the only causation involved. There is no other. It doesn't imply that A is causing B or that B is causing A or any other combination of causations in the situation.



It is absolutely vital to understand that. It's not a causative postulate making the postulate is a causative action. But the postulate itself is simply a relationship postulate. It's a pure relationship postulate. So its necessary to get that very, very thoroughly that it does not... if A then B postulate, it does not imply that A is the cause of B or B is the cause of A. It is not a causative postulate. It doesn't imply any causation between A and B.

27:47

### Sets

Ok we're getting along fine here. And the next... there is one more definition we need at this point. It's a good time to introduce it. And this is the definition of what is called a set. S-E-T A set. Now a set is a group of classes whose sum constitutes the universe. Give it to you again. **A set is a group of classes whose sum constitutes a universe.**

Now an example of a set would be the class of men plus the class of non men. Now whichever way you chop up the physical universe in which you live. Which ever way you look at it. Your going to have to be forced to conclude that you can divide this universe up into the class of men and the class of non men. Now in other words everything in the universe is either a man or it's a non man. Similarly you can divide this universe up into women and non women. And you can divide this universe up into coal heavers and non coal heavers. And so on *Ad infinitum* or near infinitum. Do you follow me?

29:02

That is a set. The set is a group of classes whose sum constitutes the universe. And the basic... you have to... the basic set is a class plus its negative. i.e. man and non man, that is the basic set

29:25

### Bonding and Freedom

Ok, So much for sets. It's quite a simple concept to grasp. Now we get into this very, very important subject of bonding and the relationship between bonding and freedom. Now we already know from our theory that all the freedom lies within the class of freedom of choice. All of freedom is within the class of freedom of choice. But there is a definite relationship within the universe or within life in the mind between the subject of bonding and freedom. And what is that relationship? Well the relationship is that any bonding is a limitation of freedom of choice. Give it to ... that again. **Any bonding is a limitation of freedom of choice.**

30:14

Now let me give you...let me give you an example of that. Now the full freedom of choice in the A B set. That's the set of the class of A and the class of B. Now the full freedom of choice... Full freedom in that set would be... would be:

the common class of both A and B, and then.. plus  
the common class of A and not B, plus

the common class of not A and B, plus  
the common class of not A and not B.

thus these four classes together constitute the AB set. You see. Everything in the universe would have to be in that set.

Now no matter what we specify A and B as. We could specify A as a king and B as a coal heaver. If no... if no other postulates were made then [we] would have specified every object in the universe would be in one or other of those classes simply because of the definition of the set.

You see. I've defined the set as a class plus its negative constitute the whole universe. So, I give it to you again. The full set there. The full freedom in the AB set is the class of both A and B, plus both A and not B, plus not A and B, plus not A and not B. That's the full freedom of choice.

Now the imposition of the postulate of "if A then B" reduces the class of both A and not B to zero. In other words it turns the class of A... Both A and not B into a nul class and so reduces the AB set down to both A and B, plus both not A and B, plus both not A and not B. There's only three classes.

We've dropped the class A and not B, because that is now a nul class, It's an empty class. So the freedom has been reduced. We've lost something. We've lost the class, you see. So the freedom of choice... One.. Now... One as a being occupying classes where one had the full freedom to occupy anyone of four classes. One is now... can only occupy three classes because the fourth class has been reduced to a zero class, an empty class. "You can't be in that class, mate. Cause there isn't anything in there." Why isn't anything in there? Because you postulated that it's empty when you said... when you postulated if A then B. That reduces the... the common class of A and not B to a nul class. Get it?

33:16

So that's the relationship between bonding and freedom. Every time you make an if A then B postulate you've reduced your freedom. And everytime you get someone else to subscribe to a nul... to an If A then B postulate. You've got them to reduce their freedom. Tricky isn't it?

33:38

It's a sneaky one, isn't it? It isn't... no one would suspect this until they examine it. That here is ah... here is how you can lose your freedom.

33:52

You know. How to lose your freedom without being carted off to the local constabulary and getting locked up in a cell. **You know you can lose all the freedom there is in this universe if you make enough if A then B postulates. And you'll make these postulates absolutely injudiciously.** You see that?

34:09

You can trap yourself thoroughly. And work yourself into a hole. And be just as trapped as any prisoner in his cell if you make injudiciously... make If A then B postulates, and you would have done it all yourself. You don't need any help from anyone else. .You can do it all yourself.

34:30

### Injudicious Postulates

That's the message of level 6. That's the message of level 6 and the subject of bonding. On how freedom can be lost by making relationship postulates. Or how to dig yourself into a hole without really trying

34:51

### Necessity and Sufficiency

Now there is just one little bit more on the subject I'd like to mention of this clinical address on this subject of if A then B. It's this subject of necessity and sufficiency. It's really a little bit of a side issue. But I really did ought to mention it.

35:11

The "If A then B postulate" can come about in two ways in games play in the universe. There's two ways it can come about. The first of these is the subject of sufficiency. One can consider that A is a sufficient condition for B. A is a sufficient condition for B. The existence of A is a sufficient condition for B. Now let me give you an example of that.

35:48

That a person who wears a dress is a sufficient condition for a girl in our society. It might not apply in the whole universe but it certainly applies in our society that...ahm...that a person who wears a dress is a sufficient condition for being a girl.

36:12

Now the subject of sufficiency doesn't cover the whole of the "if A then B postulate." There is another possibility. That if A then B postulate maintains when B is a necessary condition for A.

If the existence of B is a necessary condition for A. Then the "if A then B postulate" is appropriate and will maintain. A great example of that [is] if rainfall then clouds. It's absolutely necessary to have clouds in order for it to rain. You see?

Now it's not a sufficient condition to have rainfall to have clouds. Rainfall is not a sufficient condition for clouds. But clouds are a necessary condition for rainfall. See that?

37:07

So that's an example there of a necessity of if A then B postulate where B is a necessary... B clouds is a necessary condition for rainfall A.

37:23

Now the example of the girl and the dress. Now wearing a dress is a sufficient condition for being a girl. But nobody would say that being a girl is a necessary condition for wearing a dress. Follow?

37:40

So that is an example. The dress and the girl is an example of a sufficiency. But it's not an example of necessity. See that?

Now these concepts of sufficiency, here, and necessity are very, very germane to this subject of the "if A then B postulate."

If A then B postulate only shows itself in those... in those two forms. In point of fact, the subject of sufficiency in science in logic is bound up with the "If A then B postulate." And the subject of necessity in science and logic is bound up with the "if A then B postulate." You simply cannot separate those two subjects. You can separate them from each other but you can't separate them from the if A then B postulate. They are completely determined by the postulate. The if A then B postulate.

38:37

Sufficiency and necessity are mates and just for completeness sake. So you do understand that so that when you see examples in the universe of an if A then B postulate then you wonder what, you know, it seems... that it's curious sometimes it pops up as A being sufficient for B and sometimes it pops up for B being necessary for A. Well we expect it can be either way around it can be either way around. Either A is sufficient for B or B is necessary for A. either, is the result of the if A then B postulate. In other words, we made the if A then B postulate under.. under both those circumstances. Either A... you either consider A to be a sufficient condition for B. so ok then if A then B, That's true... sufficient... A is a sufficient condition for B That's the if A then B postulate. Or we look at the situation and say well B is absolutely necessary for... so vital to A. Ok, it's if A then B postulate. See that?

39:38

Now which comes first the sufficiency or the necessity or the postulate? Well the postulate comes first, you see. the postulate, if A then B postulate creates the sufficiency or creates the necessity But we don't... it depends on the circumstances, which way round, and applies. You see?

The postulate comes first I can assure you. The postulate is the senior thing. Without the postulate. Without the if A... in other words... Without the if A then B postulate there can be no such thing as the subject of necessity and no such thing as the subject of sufficiency.

40:11

### Establishment

Before I go I'll press on to slightly more advanced aspects of this I'd like to talk about the subject of establishment. Establishment. It's a very important subject in human relationships particularly in childhood.

Now the datum here is that we establish things in games play ... in life and games play that the thing... we establish the thing by bonding it to something that is already established. It happens all the time in games play. You know, we see the ... we see a person acting as an agent for a more established organization. And he finds... that he can operate better by becoming an agent rather... for the established business than he can by trying to set up as himself in that line of business. So ah...there he is. He's established himself by bonding himself to this other entity which is established.

**So establishment is achieved by bonding yourself to something which already exists with an if A then B postulate.** In other words, you can establish A by bonding it to B providing they exist.

41:35

The subject of establishment is also the subject of... you find in name dropping. The game of name dropping some people play. You know, they talk to them, they keep dropping famous names in the conversation. You know. They say ah..., your talking to them, they suddenly for appropo ..nothing to say, Oh, yes the other afternoon I was having a cup of tea with Paul Keating so on, so on, so on. So you see. And its trimal they, they, they... it's another famous name. Name dropping. You see. The idea is that they are trying to establish their own identity by bonding themselves to established identities in the society. You see. It's a game. It's an application of the If A then B postulate.

42:20

But children are the great ones at this. They're the absolute masters of this one. Children. Children do it you see because, a child. It's very, very difficult for a child to establish any great form of identity with establishment without... sorry... without bonding themselves to something which is already established. They do it all the time. For example a child... a young boy sees his father wearing a cap and he wants to be like his father. He wants to be a man. You see. Well he...it's not easy for him to be a man when he is small and so forth. So he thinks, if I wear a cap I'll be a man. You see. So he... so now he's bonded himself... he establishes himself as an identity, as a male by wearing a cap like his dad does. You see. Little boys do it all the time.

Mothers...children...girl children do it with their mothers and their clothes all the time. You know, Mum buys a certain set of clothes and daughter wants something similar. Cause she wants to use these clothes to establish her femininity. Ya See. Its establishment.

43:24

Goes on all the time in games play. Its an aspect of the if A then B postulate. So don't think we are dealing with something wishy washy here. We're looking at something that is very, very fundamental

(side two starts....continuing this subject of establishment)

43:41

### Childhood

Briefly. Ahm. You'll find that most of the croppers a person falls into on this subject of "if A then B postulate" of injudicious bonding in their lifetime happens in childhood. They make some absolutely weird bondings. Children do. Which just never get corrected. They just carry on with this idea.

You see the trouble with the bonding is having made an if A then B postulate that one gets trapped within one's own postulate. It's not easy to walk back out of the postulate again. One tends to justify the postulate. One tends to interpret the universe. The child tends to interpret the universe in terms of his postulates. It's only when his postulate is hopelessly at variance with the universe will he... will he attempt to change it. Even then sometimes he can't change his postulate. If he's had a lot of trauma on this postulate he gets stuck with it. If the postulate is very necessary to him or vital to him he still can't change the postulate. And umm...so the tendency is for all of us to have made some pretty weird wonderful ahh...bondings .. if A then B bondings in childhood.

45:00

### Bonding Breakng

I mean, when you are working with the... when you are working with the level 5 material you will come up with some weird and stra...weird stuff about your own childhood. It will make your hair stand on end. Some of the postulates and so forth you made. And when you come...examine level 6 you will see that these are relationship postulates they're if A then B postulates. They don't apply to a ...their absolutely weird and wonderful. And you've been stuck yourself with them for years and years. And they don't mean a thing. Their were applicable in those times when you were a child. They meant something then. They don't mean anything today. Their best broken. Which is the practical side of level 6. It's to break these bondings and you'll find the technique to break the bondings is the subject of bond breaking.

45:55

But anyway, the subject of establishment is the major route into the If A then B postulate by children. And the postulates hang around into adulthood, but most of the damage is done before a person becomes an adult.

The damage is done in childhood. The person does it all by themselves. By their injudicious use of the if A then B postulate. Largely in an endeavor to establish their identity. To establish their masculinity when they're a man...boy, or to establish their femininity when they're a girl. Establish their gender and so forth... or just to establish their identity. They make these weird and wonderful bondings to establish themselves and they're most peculiar. Their weird... you will laugh at them when you come across them. Or you will cry first then you'll laugh when you've blown them.

46:50

### Single Bonding Summery

That pretty much wraps up the subject of the single bind. Single bonding in the mind. Now how aberrative is single bonding? Well it can be pretty darned aberrative. It's rarely fatal. It will rarely lead to psychosis. But it can be very upsetting. It can ruin a person's life, single bonding can.

The thing about the single bonding is that once you spot the single bonding and there are no other postulates involved. Note that rider. You spot the single bonding and there's no other postulates involved in the area you can usually blow it. You can usually blow the postulate and reevaluate it by inspection. So the ahm... that's the good thing about the single bonding.

The bad thing about the single bonding is that once you become more and more enmeshed in games... compulsive games play the whole subject of postulates and particularly the relationship postulates, the bonding postulate, become completely unreal. They go completely on automatic. And ummm... you just become the complete effect of them. They don't begin to show up until you've completed the first 5 levels of the tech. then they start to show up, with a vengeance. So much of the single bonding.

48:00

### Double Bonding

Now ah... Well now I'll take up the subject of what is called the double bonding. Or the double bind in the mind.

Now I am grateful to the originators of this subject. The term single bond...single binding is my own. I don't know of anyone else who has used that term, but the term double bind I am grateful to ahm... the anthropologists ahm.. Gregory Bateson who first used this term .. oh some many years ago now in a ... in a work which I've never been able to track down anywhere but he used the term double bind roughly in the same sense that I intend to use it. I can't say any more because I've never read his work. I've only read references to it.

48: 55

The double bind is also known in common usage as the “Catch 22” .

Now the term catch 22 comes from the novel of that same name by the American author Joseph Heller who wrote the novel in the mid 1960’s. A very good novel. A very amusing novel. One of the best novels that came out of that period. Catch 22 by Jose Heller. That’s how we get the word Catch 22 in the language.

49:25

So, straight away, what is a double... what is a double bind? Well simply a double bind is a single bind plus its reverse. In other words, it’s not only an if A then B postulate. It has the additional postulate of if B then A. **So we can define a double bind as an “if A then B postulate” plus an if A... sorry define a double bind as an “if A then B postulate” plus an “if B then A postulate.”**

50:03

What... well when we make a double bind we’re not only saying that every time we see A we see B but we are also saying that every time we see B we see A. Logically ... logically the effect of the two postulates is to make A equivalent to B in the mind. That is the effect. Now what do I mean by that. Well if A is equivalent... if ahh...if the “if A then B postulate” applies and “if B then A postulate” applies then A has an equal value or an equal weight in the psyche. They become virtually identical to each other.

The logicians as a rule are very coy about this use of an equal sign in this context they usually use...prefer the word equivalent and their no doubt right, because obviously in the truth of the matter is that no two things in this universe are really identical simply because they occupy different positions in space. So their not really identical; but they can certainly become equivalent in the psyche. They can become to all intents and purposes identical in the psyche. As far as the hu...as far as the person... as the subject is concerned. The effect of the if A then B double bind is to not only reduce the common class of A and not B to zero but it also reduces the class of B and not A to zero.

51:37

This now reduces the AB set down to both A and B class...both not A and not B. So there is an enormous reduction of the set.

Now unlike the single bonding the if A then B postulate which can be upsetting, embarrassing, and so on, the double bind can be deadly.

It is ..Ahh... Well I first wrote up my notes on the subject of the double bind I called it the double lock on the mind and that is no exaggeration of the power of the double bind. Once a person has postulated a double bind, without therapy, without an understanding of what’s going on their chances of ever getting out of that double bind are just about zilch. Are just about zilch.



It is virtually...it is truly a double lock on the mind That is to say if you really want to umm...reduce your opponent to impotency in games play set it up so that he postulates himself into a double bind. If you can achieve this then he is gone. He's finished. He has now dug himself a hole and buried himself in it completely. He's gone.

52:58

Ron Hubbard in his early researches of Dianetics and Scientology was always talking about the A = A = A mechanism of reactive mind. Well Ron was no logician, for all his great attributes he knew very little about logic but he did know there was an identification factor here in the reactive bank. Well this identification factor in the reactive mind is the double bind. And the double bind is the A = A mechanism in Dianetics and Scientology. The two are...That is ... that is the phenomena Ron was talking about when he talked about A = A in the reactive mind. He was talking about the double bind.

But he knew... He didn't know sufficient about logic and he hadn't analyzed it out completely. I've now got the data out. This is what we're talking about now. When we're talking about the double bind, is the A=A of the reactive bank itself.

53:53

Give an example of the double bind and perhaps you'll understand the power to the mechanism. A young man goes and applies for a job, and he's just left school. Goes and applies for a job. And he's told that hmm... he can't be given a job because he is inexperienced. So he then asks the interviewer, he says, "Well, how can I get any experience?" and the interviewer says "Well, the only way to get experience, of course, is to get a job, which we can't give you because your inexperienced."

54:30

Now unless the young man happens to be rather skilled in logic and mathematics, and so forth, and is particularly clear thinking. All that is likely to happen is he's going to feel a little bit flattened. And he'll walk away and think that there is something odd about this what he's been told. But he probably won't spot it as a double bind. He will just feel absolutely flattened. And rejected and so forth. But he won't know what's going on. But let's examine the postulate structure here.

55:03

The interviewer has told him that in order to be employable he has to be experienced. And he's also told him in order to be experienced he has to be employable.

The postulates in the set are: if employable then experienced and if experienced then employable. Now this reduces the AB set where A is employable and B is experienced. Reduces the set down to ahm... reduces the set down to both employable and experienced or neither employable nor experienced were the other two classes employable and not experienced and the

other class of experienced and not employable are empty classes. Are nul classes. They're made empty by the postulates. So the set is reduced down to just the two classes which I named.

56:00

Now the unfortunate applicant is stuck in the class of being neither employable nor experienced. And he wants to get over to the class of being both employable and experienced. And there is no way he can do it. There's simply no way he can get across. One cla...from the class he's in to the class he wants to get into.

You think about it for a while and you will see that is the case. He can't go from inexperienced to experienced because he is also unemployable and he can't go from unemploy... well non-employable to employable because he is inexperienced (chuckle) the past has trapped him with a double lock.

He's locked out there by a double locking device. There's no way. The only way he can get out of the class he's in being both inexperienced and non-employable and get into the class of being both experienced and employable is to leap out from one class into the other class which he can't do. He simply can't do it. There is no way. So he is trapped. You've trapped him. He is trapped in the double bind.

He is in a double bind or a Catch 22. It's a Catch 22 situation. He just goes round and round it like a rat in a maze. How do I get employed? How do I get a job when I need experience? That's right, how do I get experience, well I have to get a job. Well, how do I get a job? Well the only way to get a job is to get some experience. But I can't get experience because I haven't got a job.

57:36

Well, I can't get a job til I get some experience. He just goes round and round, like a rat in a maze. There is no way he can get across from one postulate to the other. You see, it's a deadly devise, the double bind. It's a deadly device. The double bind. The catch22.

57: 54

How could this young man resolve this enigma? Well the easiest way would be to do the practical of level 6. When he had backed up the practical of level 6 to this situation. He would realize that the postulates if employable then experienced and if experienced then employable. There is something odd about these postulates. And particularly there is something odd about this postulate of if employable then experienced. And that postulate happens to be false in our society. As a line... that postulate is false.

If you think about it for a moment. The postulate if employable then experienced. If that postulate s true then no one would have a job. You see that?

58:47

If everyone has to be experienced before they can be em... become employable. Then no one would have a job. Because by necessity everyone is inexperienced when they start their first job. You see?

59:01

The postulate is a lie. It's false. So once you realize that, that postulate is false the double bind collapses.

You see that the thing is just a... a lap of realize... The young man would realize their just having him on. The whole thing is just a catch. Just a Catch 22. He's just been told a lie and he'd be out the trap. You see that?

But he ... he would have to do level 6 to do it. To get out of the double bind.

You have to break those postulates. One way or the other he would have to break those two postulates. Or at least one of them would have to be broken. You break one of them and he is just left with a single bonding. But ... if he is left with a single bonding, he's broken the double bond. And to break both of them he's gained full freedom of choice in the situation.

59:57

The double bind, the catch 22 can show up in a number of guises. A person can come up to you and say "in this matter you're either with us or you're against us." Now that sounds innocuous enough as a matter of fact it's a double bind. He is handing you a double bind on a plate. If you agree with this situation that you're either with him or against him then you have the double bind. And you've trapped yourself because when he says "you're either with us or against us" he is denying you the freedom to be both with him and against him, and he is denying you the freedom to be neither with him nor against him. He is insisting that you be either with him and not against him or against him and not with him. Follow? That's the double bind. Double bind situation. And one to be wary of.

1:00:58

So the double bind can show up in many many guises. Many many areas of life. And I can tell you this for absolutely sure if you ever come up across the incidence... the toughest incidents you ever have to erase in therapy. The ones that hang on by grim death and stay on and hang around the longest and just never seem to erase, and grind away for ever and ever and ever. Sure thing. The double bind. The double bind in that incident and there is probably more than one. That's why their hanging fire. And that's why you can't free the incident because of the double bind. That is why you can save a lot of time on... by doing by applying level 6 to a situation like this.

1:01:41

Oh, you'll reduce the thing by level 5. You'll reduce the thing. You'll knock it into a cocked hat by level 5 but you'll never have understood what went on in that incident. You will need level 6 to take the double bind apart, to see just why the thing was just so upsetting to you. Even though level 5 will take all of the charge out of it. Erase it. You'll need level 6 to understand the incident. To fully understand the incident.

1:02:12

So it's a great rule of thumb. The old hand in this area of this research that I am doing and these material... these levels there he knows. He quickly learns that. He knows that if an incident is hanging fire look for the double bind. Look for... show you the double bind is the message.

1:02:30

Incidents where it's just a single bind. They can hang fire for a little while but they do come apart when you... you usually spot the bonding and the thing blows by inspection. And if there is no bonding at all in the incident well it will just resolve by inspection any old time. It probably won't be aberrative at all. It never would have affected you. It would have been a nul incident right from the word go.

1:02:57

Just finally I will give you the definition of a double bind again. It's a bonding postulate plus its reverse. A double bind is a bonding postulate plus its reverse. If the bonding postulate is if A then B then a double bind is if A then B plus if B then A. if the bonding postulate is if not A then B then the double bind is if not A then B and if B then not A. and so on. It's simply the double bind is the bonding postulate plus its exact reverse. There is no difficulty there. There is no complexity. It's just a simple postulate plus its reverse.

1:03:33

### Sexuality

Finally there is one particular area of human livingness that is absolutely festooned with double binds. And that is the subject of sexuality in human beings. The reason for this is the human body has adopted gender specialization. That means that a human being can only be either a male or a female. He cannot be both. And he cannot be neither.

He is either a male and not a female or he is a female and not a male. And that, I can assure you, is a double bind. So from that start point a double bind which you collect at birth. You collected that when you come into the game. You can see how you could collect a whole number of double binds on the subject of sexuality. And that is why sexuality is a very, very difficult thing to get apart in therapy.

And that's why Sigmund Freud would come forward and say the whole of resolving the human mind is entirely a matter of taking the sexuality apart. Well he is not quite right but he was on the right track. He knew it was a damned difficult subject to get apart. A damned difficult subject

to get apart because it's festooned with double binds. Now we know this we can get it apart rather easily.

1:04:47

Right, well that, wraps up the theory of the subject of double bonding that's the end of the theory and we'll now take up the practical.

## Practical

1:04:56

The rest of this tape will be devoted to the practical of level 6.

The tech here is very, very simple to explain, but very, very difficult to do, unless you're ready to do it. So I'll tell you that at the outset. This is not something for the kiddies. You see? It's not something for a person early on to play with. It's very, very difficult to do it and you need a very clear mind to be able to do it. But it's very easy to explain. The processes themselves are ridiculously simple to offer to a person but they're very, very difficult for him to do.

Now the stable datum. The basic stable datum of level 6 practical runs as follows, and this should be written up on the wall.

1:05:41

Here it goes. Quote "a bonding is broken and its bonding postulate erased by putting members into the common class that the bonding postulate renders nul." I'll give it o you again, **a bonding is broken and its bonding postulate erased by putting members into the common class that the bonding postulate renders nul.**

1:06:11

Now that was the breakthrough I made. Until I had that postulate, that understanding, I just spoke of, I couldn't round out level 6. I've tried for a number of years now to wrap up this subject of bonding I had many, many techniques from the practical side. None of them have been completely successful. I needed that datum to come up with the very ,very simple technology that does the trick. I've now got that technology. From that datum.

1:06:42

You see we know. We know that every bonding postulate um .. it brings about. It manufactures a null class. We know that. If the bonding... we can represent the bonding postulate as if A then B that's the class of bonding postulates. We represent them as if A then B. and when that postulate is made it renders the class of both A and not B an empty class. And all we have to do in practical is to get the preclear... the clear...or what have you .. the subject to look at this class

of both A and not B. it's empty in his mind. His postulate makes it empty. And all we have got to do. We've got to get him to put things into this class and see that this class can have things in it. Once he sees that his class can have members in it. He will stop creating the if A then B postulate. You see that?

While he creates the if A then B postulate the class is empty. But once he sees the class can have members in it. He sees there is something wrong with his postulate. He sees his postulate is false. He'll say "Good God, this postulate is crazy... This class can have members in it.: Therefore, my postulate must be false." He'll stop making the postulate. Once he stops making the postulate the bond postulate is broken. We've done the trick. You see that?

1:08:05

Now there is one other thing we do while we're working here. We not only get him to be able to put members into that nul class to fill it up again. To fill up the nul class. But we also provide him with a technique to take the members back out again. This gives him his full freedom of choice now. On this particular class that he made nul with his postulate.

1:08:33

We let him put members into the class. He sees that member can go in and he learns how to put them in and how to take them out. And we have given him now his full freedom of choice as far as that class is concerned.

In his own mind he can have it empty or he can have it full. He can fill it up to his heart's content and he can now empty it to his heart's content. His full freedom of choice is restored. And that class now is... all the charge has gone off that class. And more importantly the bonding postulate is broken.

1:09:00

So that's the essence of it. That's the essence of our approach in the practical of level 6. It's a very, very simple approach.

Alright now what is the auditing command that will...will do this magical thing.

Here we go:

Let's assume that the null class is the AB class. It could be any... it could be A and not B, it could be not A and B, it could be any class. We'll call it an AB class. The common class of A and B. Got that? We'll say that... we'll call it that as a symbol to recognize it while we're talking about it.

Right. Here are the auditing commands.

What could A and B have in common?

That is the first command. Now we run that command until there's... until there is no more change. We simply flatten that command off as far as we can.

There may be long comm lags on it. You may have to think about it for hours, days or weeks but that's the one that puts back into the AB class. You see?

The AB is the null class and we want to put some things back in it. And we say what could A and B have in common?

It's a creative process. It's not a recall process. It's a pure creative process. So it's quite unlimited in application. It's creative. A person has to imagine things. It's an imagine type of process. What could A and B have in common? So we run that as far as we can until there is no more change. And all the somatics if any have gone. And the person is feeling fine about it.

1:10:42

Then we run "What could A and B not have in common? What could A and B not have in common? Now that command "What could A and B not have in common? We run that again until there is no more change. Now that command takes things out of the AB set and starts to empty it again. You see that? We're doing the reverse. Taking things out of the AB set. That empties the set. So that's the second command. We run that until there is no more change.

1: 11: 21

Then we go back and run "what could A and B have in common?" we run that some more and see if that is charged up again. When that's gone nul. We go back and run "what could A and B not have in common? And we nul that until there is no more charge on either of them.

1:11:33

We run plenty of RI. Liberally, because you . it can be quite tough on RI. This one can. Particularly in the early stages. Until you get used to the process. So run plenty of RI, liberally. And that is essentially, that is the way it's done. At level 6. There isn't any more to level 6 than that.

Those two commands are sufficient to do the trick.

1:12:01

### Example of Therapy

Now to finish off this tape I will give you an example of how you would run this in therapy on a person. We've got a person who has run through the therapy. They have completed all their levels and they've arrived at level 6. They're feeling very, very good about things. Their running, showing clear on the meter and have been for some while. They went clear at level 3

probably. And they have run out their goals packages. The “to know” package has gone very quiet. They can’t find anything on any of the junior packages. Everything has gone very, very quiet and their feeling pretty darn good.

And they come up with, while they were running level 5 these bonding postulates showed up. One that keeps sticking in their craw. That’s in their mind still. It’s not bothering them. They remember it as a child. They had this idea that all... they had this postulate show up about girls and wearing dresses. All those who wear dresses are girls. And the other side of it “all girls wear dresses”.

And the person is sort of stuck with this. And it’s still sticking in their craw up at level 6. Well here we’re ready now to handle it. And this is the way they’d do it.

Now before we go into it you might say, “Now how can a person in our society possibly hold a postulate that all girls wear dresses?” If girl then wearing a dress. When so many girls don’t wear dresses. They wear jeans. And so forth. And uh... that’s no difficulty. A person can always justify their postulates. Such a person can easily say “well, girls that don’t wear dresses aren’t really girls” you know a person can simply justify their postulates. There’s a thousand ways they can simply justify it. It’s quite possible a person can hold that double bind.

1:13:56

We’ll assume the person is holding that double bind. How would they go about it. How would they go about resolving it. You know. At level 6.

Well the postulate there is if...we take each postulate in turn and we erase each one in turn. That’s the general rule. We take each side of the double bind and erase each one in turn. We don’t attempt anything era... like trying...erase both sides of the double bind at the same time.we take them in order. In turn.

1:14:25

Now what is A and B here? Well the postulate here is. We’ll take the first side of it. If a... if a person wearing a dress then a girl. If person wearing dress then a girl. So A, that’s the postulate and the nul class is a person wearing a dress and a non girl. See that, that’s the nul class. That’s what the postulate brings about.

So the class we’ve got... the nul class the person is stuck with is the class A, a person wearing a dress, and the class of a non girl. That’s the common class that’s nul. And that’s the class we’ve got to put some...put some..we’ve got to populate that nul class.

So we ask him, “what could a person wearing a dress and a non girl have in common?”

First bond

That would be the first auditing command. What could a person wearing a dress and a non girl have in common. And we just wait for the comm. lag. And as the person struggles with this, with their postulate. And eventually they start to fill it up. And we run it and run it and run it.



There..and when that's gone nul we then say "What could a person wearing a dress and a non girl not have in common?"

And we've got to fill up this nul class again. And a... Sorry, And so were going to start emptying out this class again. Emptying it out again. We run those backwards and forwards until we've got ...we've nulled both of them.

We've now erased one side of the double bind. It's no longer a double bind now. We've erased one side.

We now home in on the other postulate. The other if A then B postulate in this situation. If Girl then person who wears a dress.

### Second bond

Well, we could now go to work with the reverse. Our first question now our first auditing command now becomes, "What could a girl and a non wearer of a dress have in common?" And we would run that until it was nul. And then we would run the other side of it. What could a girl and a non wearer of a dress not have in common? And we would run that until it was nul. Then we would go back to the first command and the second command and then alternate until.. till both were completely nul. We've broken the other side of the double bind.

1:17:18

At that point we've now broken the double bind completely. So each single bonding is broken in turn by the use of those two postulates. And we go over there and we run the other side of the double bind and apply the two postulates to the other side of the double bind.

It might sound a little complex when you first play this tape. Really its childishly simple. It's much, much simpler to explain than it is for ...for the...for the unfortunate person for the subject to actually answer the questions. It's a very difficult question to answer. It's that sort of tough and highly charged double bind. A person will [find] just about impossible to answer. He may comm. lag it for days, WEEK! Before they get some answers up.

But you can take it from me this is the best process. The most precise process. The most accurate process and it's the most elegant process to do the job.

There are other processes that do it partially and take much... do a much more sloppy job. In other words, there's other ways to skin the cat. But this skins it precisely. Does the job in the most optimum fashion.

So there's the example there. Of how you would apply this to a double bind situation.

In terms of difficulty of doing the levels,. Level 6 is comparable in difficulty to level 2. It's a much more difficult step to achieve than say levels 3, level 1, 3, 4 and 5. Level , you know. 6....2 is difficult, is a tough one too, 2 is and 6 is comparable to 2. It's a toughie. It's not one ...

this is one for the high school. This is one for the university graduates in the terms of therapy. It's not a technique for the beginners. It really isn't. You really need your wits about you to tackle this stuff at level 6. That's why it's at level 6 and not down at level 2.

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 is 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.

### Take Notes while auditing

So it's very, very important that when your 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 cause your 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 doesn't...it simply doesn't mean a thing to the subject. You know, the whole thing's just a great big mystery. He couldn't answer the question cause he can't start. When he works on level 5 bondings show up, he writes them down, then he's got something to work with at level 6.

So that the procedure is quite self checking.

1:20:58

You know now, you can't get people mucking around with level 6 before they ought to muck around with it, for the simple reason they won't have anything to muck around with.

They might play around with... they might manufacture a few ones but they won't get any hot ones. They might manufacture a few...pick them out of thin air and play with those at level 6 when they didn't ought to be, but they won't get any tough ones, meaningful in their own bank. They're too deeply buried. They'd [need] level 5 to dig those out. So the procedure... there is some degree of self checking at level 6.

1:21:28

Now, re-listening to this tape I recall, there is another bit of information about bonding that is of interest to you which I haven't mentioned. And I will mention it because it's of interest. It's not a vital importance but it is of interest. That when A is bonded to B in the mind. If you have an if A

then B bonding in the mind. If you mock up A and mock up B then B will tend to move towards A.

Now this won't happen for everyone. It only happens if your mock ups are quite real to you. And you've got a pretty good perception of them. And you'll see this phenomena there that when you mock up... if you've got an if A then B postulate and you mock up A then B will tend to move towards A. I won't explain why this is. I know why it is but it's a little complex. It's a little bit of unnecessary logical theory to explain the phenomena. But I can assure you that that's what happens.

Now this mechanism, if it does work for a person, can be used as an indicator of an if A then B postulate. In other words, if you mock up two things and one tends to move towards the other then the thing that does the moving is the B. the B end of an if A then B. and the things it's moving towards is the A. It's always that way round. It's never the other way round. It can't be the other way round. It's always that way round. And the B moves toward the A.

1:23:00

You mock up A then mock up B and if an If A then B postulate is extant then the mock up of B will tend to move toward the mock up of A.

It can be used as an indicator for the presence of an "if A then B postulate," for those who are sensitive enough to their mock up to perceive them. There. As I say not one everyone can use because particularly early on in therapy a person's mockups aren't... their contact with their own creations is not sufficiently good for them to spot what's going on.

But strangely enough even though this phenomena occurs you can't break the bonding by the use of the mockups. I've tried all conceivable variations and permutations of the mockups... mocking up A and mocking up B. moving them toward each other and moving them apart and so forth. It won't break the bonding. It won't break the postulate. The only way to break the postulate is to use the level 6 process I've given you. It's the only one I know that would do it efficiently. There's others that would do it less efficiently but that one, the ones I've given you will do it spot on. Bang. They're absolutely precise. They're precise for the job in hand.

1:24:13

So I thought I'd mention that phenomena. Of the B moving towards A on the mock up level in the presence of an If A then B postulate. Just for a reference, if you see it happening in therapy you will know what's going on.

Well that's about level 6 Practical. I can't tell you what it looks like when you've completed level 6 practical cause I haven't got their yet. But I can tell you that it will produce case gains. And there is no harm in the process.

I've tested the process long enough now to ..on myself, there is no harm in it. There is no way it's going to drive you... drive anyone mad. If they run it properly and run it at the time it's supposed to be run. No one's going to be harmed by the process.

So I'm looking forward to what life is going to be like without all these bondings. Take the bondings apart.

And they... it must be clearly understood that level 6 is not a requisite process of the set. The set process does end at level 5. You don't really need to go past level 5.

Level 5 will erase the bank for all intents and purposes. It will take it off the meter and it will be gone. It will leave a blank in your understanding of various aspects in life and one of the aspects it leaves a blank on is the material of level 6.

[Level] 6 will fill this in for you and round out your understanding of life and postulates and games play and so forth. And also give you a few extra case gains that you couldn't [have] gotten on level 5.

Okay, well that's about it Greg. That's level 6 theory and practical. And I wish everyone luck with the procedure and I hope you'll never be the same again.

1:22:54

End of tape.