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

00:46

Now note that statement very, 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's many, 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… 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… in present time games play, or potentially they will commit overt acts against that ahh… against that junior universe if they… if they come across it in life

1:51

Now this is an important datum… very important subject too, this is… this is important to us simply because if these junior universes hang fire at level 5C then the "to know" package at level 5C… 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, everything else has been covered. We… we've gone in there… we've taken the purpose of the junior universe apart, we've erased the junior goals packages that contain these purposes, we've done everything we… we… we've got the universe… junior universe apart we have, there. So as far as the junior universe is concerned we've dismembered it. So why is it… why won't it erase? Well the only thing that will hold it is that the person is overting against the junior universe.

03:12

It's not… it's not the fault of the junior universe, it's a person is holding this thing is suspension in his mind so that he can overt against it. Now that's the thing you have to understand. It's a conscious decision on the, unknowingly 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… we cannot… we cannot complete level 5.

03:56

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

04:35

 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… his… his overt act. He's like the … the… the SS guard, you know, umm… 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.

05:33

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's continues to justify his over act it will… it will slip through the filter at level 4. See that?

It simply won't pick it up. It will… if it crosses his mind he'll say, "Oh no that's not an overt act. That's nothing ahh… that's nothing … there… 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. Gets through… flattens off level 5B,

gets onto 5C and get's stuck there… get's stuck right at the end with one or more junior universes that won't erase. See it?

06:45

Now I didn't have this problem in therapy. I didn't have this problem. I… I cleaned them all up at level 4. I …I… 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… 30… 30 years experience as a practicing … as a practicing therapist. In that period of time you do… you do… you do learn a… 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, 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 … they can't erase these… these little junior universes at level 5C, and they're going to get… get worried about it and won't know what's going on and they won't realize that they're overting cause they're justifying their overts. You see? But never the less it will pre… the whole of they're therapy will grind to a shuddering halt at that point.

08:00

All right now what 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.

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 this… these terminals, you follow that. Because they're justifying their overts so we can't use an overt technology that is overtly designed to handle overts, you see that, because it's an invalidation, an invalidation.

If this material was obviously overts it would show up at level 4. You see that? And if the person realized during the running of level 5 that these… these overts… these were overts, it would have handled at level 5A. See, level 5A will handle overts too. So when you're running the general "to know" goals package that wil…that will handle overts and motivators of the goals package. That will handle overts at level 5A too. But it … it… it skipped through 4 and it skipped through level 5A. Get it? So it's no good saying that…. Saying that ahh, "well, we are gong to have to… … … well what the persons' going to have to run is like… something like umm… 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?

09:32

They're sitting there… you know… let's see what's going to happen. They're sitting with one or more junior universes which will not erase and they don't know why they

won't erase cause they're not aware that there running overts on these things. So we need a technology, which isn't going to invalidate them but at the same time it… it's going to run out these overts. And that's a problem.

09:59

And we have… we have such a technology. There is such a technology that will do this. We can actually run out overts, there's a command we can… well a set of commands we can use that will run out overts most elegantly and most efficiently without ever mentioning that their overts. Without even implying that their overts and to do this we use the justification meth… mechanism of the human mind. Now what is the… what is the biggest justification for an overt, what's the biggest justification?

10:36

Let's go back to the SS guard who… who… who's herding Jews into the gas chamber. If you was 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… he's justifying his overt act under a mantle of "handling" and there is the… the… there is the euphemism. It's a euphemism. It's a pure euphemism. It's actually … it's an overt act but don't call it an overt act he's saying he's "handling".

11:23

You know the ahh… the mafia boss turns round to his lieutenant and he says, "umm 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… we need to handle hill 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".

12:01

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 ahh… the first thing we need to know about this goal "to handle," 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 ahh… handle comes form 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.

13:14

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

13:57

So the first thing we have to do at level 5C is to address and erase or collapse the goal "to handle" and that… that… 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 … and either erase it or collapse it as a junior… 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… it's an erasable goal provided you define the goal as "to handle". Follow so far? It's an easy one.

14:48

It may of… by the time you get to 5C, I mean, by the time a person might need to do this technology this is… 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. Cause 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".

15:18

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

15:31

Then, we then formulate our… our… our… our process. You see we can now work with this goal "to handle" because we've erased it. It's an erased goal, erased… it's an erased package. So we weren't having… in other words 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 quite umm… with full confidence that umm… that there's no charge on the bank on these legs of the goal "to handle". It's an… it's an… it's an erased goal or collapsed goal and their quite null. So we… so we have to do this step. We must do that step of erasing or collapsing the goal to ahh… the goal "to handle".

16:18

Having done that we can then formulate our…our… our… our therapy commands to run… to run… run out the overts that's 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… we'll create the commands as we go.

16:40

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… will not erase at level 5C. Now the first command that we back up on this… on the subject of the dress is "How have you handled a dress?" repeat "How have you handled a dress?". Now there's two comments I'd like to make on the… on the… on the command. First off that there's… you'll note that there's no suggestion that there's an overt act. The o… the command your using does not suggest that there's any overts yet I can assure you that if the person has ever committed any overts towards … on a dress that auditing command will find them. It will peel them off. It will… it will locate them. I can assure you of that. Provision I've already given on the tape that the goal "to handle" can either be… can either be defined constructively or destructively.

17:50

Now note the use of the word "you". "How have YOU handled a dress?" you might say, "What as the person is running solo he could say How have I handled a dress?". Well I tested both there… 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… you could run… you could ask, "How have I handled the dress?" as your running solo, but my advise is the use the… the … third person, "How have YOU handled a dress?" and realize that the… the… the question is being addressed to you. You are addressing it to yourself.

18:32

In other words that your… that your… 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?

18:47

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 ahh… that… I think that you will find that that is the… the… the… to use the third person "How have YOU". that is more incisive and I think you will find that that runs… runs best, although to say "how have I handled it?" is not an error. That ... 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?"

18:19

All right now how long do we run that… 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.

19:38

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 all… it's safe to use this in this instance. To use this… to run to no more answers because we're… we're going to run another command which is the reverse of it and umm… so it's quite safe to run this.

19:57

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

20:06

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

20:23

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…how has a dress handled you?" it's a … it's a flow reversal here and the

person answers… that runs that… again you run that to… to no more answers, again that's run to no more answers.

21:19

Now it might seem a very peculiar or… a very peculiar command that ahh… 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… how the… how the dress has handled them, how the dress has brought has brought them about doing… 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 … it's the last thing being run so the persons got the whole command of their… of their creativity at there disposal. So it's an easy one, that one. They… he'll run that all right.

22:09

All right so we run that to no more change… sorry… we run that to no more answers which will be a point of no more change. Then when there's 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… neither of them have any more answers. Then we're finished with that. We're finished with that now. We're finished with that command now. Finished with that pair I should say, we're finished with that pair of commands.

22:53

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

23:03

We've now used the… 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". We now… now going and run that side of the package. So we ask the person… or the person asks themselves now, "How has a dress been handled?", "How has a dress been handled?". That is … 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, 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.

23:59

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, it's 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.

24:32

Now that sounds a peculiar … number four seems a peculiar command. It seems… 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 flow balancing comparison there. It allows the person to see, to compare how… the way in the universe how a dress has been handled, he can now compare that to the way he has been handled in the universe. So he can now get a comparison, there.

25:02

See it's simply a comparison. You completing your… in other words, your completing your flow pattern and making your… making your… and making sure your not making any flow unbalanced, any flow… any unbalanced flows here

25:18

Now if this com… if those four commands are run exactly as I've given them to you, and so forth, and there 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

25:39

End of tape