

04 Bond Breaking
Transcript of a taped lecture
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Transcribed by Pete McLaughlin April 10, 2012

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

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

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

00:01:27

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

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

2:38

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

03:15

It ah...as far as level [5C], that everything written in the write up, and bear in mind I said in the write up, that any postulate can be made the subject matter of the "to know" goals package at level 5C and that is true. That is true. So the write up is still complete. The write up as given... as published will still do the trick. As a matter of fact if it didn't... If it wasn't sufficient to do the trick it of course would never have been published. I would have spotted there was a flaw, there's a weakness in level 5C. and I gave that level 5C exhaustive research on all sorts of

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

04:10

Now there are possibly many people who will hear this lecture, hear this talk and say that Dennis, you are... When you say that this is a simpler method of handling and erasing postulates...sorry...this is a simpler method of erasing bondings from the mind your are...you are not... you are incorrect. That this is not a simpler method. This is a more complex method.

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

05:04

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

05:23

Level 5D Alternate Bond Breaking

Now the reason this becomes level 5D and not some level 6 or anything like that is because the procedure is still intimately bound up with level 5A. In other words, that ...Ah...just as when you... just as level 5C is intimately bound up with level 5A, in that every time you finish with something at level 5C you must go back and re-null the general "to know" goals package at level 5A. well similarly with this new level 5D every time you finish handling something you must go back and re-null the "to know" goals package at level 5A.

06:09

So it clearly is a part of level 5 and is not any part of any new level. It's simply level 5D of level 5. And the name of the level is level 5D alternative or... more correctly Alternate Bond Breaking. Alternate Bond Breaking.

06:36

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

Level 5D Fundamentals

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

07:30

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

07:51

I'll go through them in detail for you. The first one, that the ahh... the reason that the bonding hangs fire is because the person is still subscribing to it. Well if you think about that for a moment that is obvious but I am putting it in there because sometimes the obvious escapes people. They may wonder why this thing is hanging fire. Well, (chuckle) don't... you need look no further. The reason why a bonding hangs fire in the psyche is because you are subscribing to it. It's not sitting in there because your Auntie Maple subscribes to it, still. Or your Auntie Maple subscribed to it once. Or your dad subscribed to it. It's in there because you are subscribing to it. You subscribed to it in the past and you are still subscribing to it in the present. It's got nothing to do with whether or not the bonding is true or false in the universe that has got absolutely nothing to do with it. The bonding may be true in the universe. The bonding may be a pack of lies from start to finish. It doesn't depend on whether the bonding is true or false. It only depends, its' continued existence in the mind only depends upon this fact that you... that if you are subscribing to it still then it will continue to exist in your mind. Now do you understand that?

09:14

You've got to get that absolutely clear. You gotta get that absolutely clear. It's you... it's you doing it. It's your bonding... It's your mind and it's you holding it in your mind. You gotta get that. You gotta get that and understand that absolutely thoroughly, else you won't get anywhere with 5D.

09:34

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

The bonding is not necessarily, to use Dianetics and Scientology technology, the bonding is not necessarily part of your reactive bank. It's almost certainly a part... more a part of your analytical mind. In other words, the bonding is something you use as a solution to a problem. It's more likely to be a game strategy than it is to be anything to do with your reactive bank. You see. You must understand that. That um... these, these bondings are solutions to problems rather than problems. They're more of an analytical function rather... more than a reactive function. But by

taking over...but by methodically taking over the automaticity that is keeping these things in existence we can very rapidly and very quickly take them back out of existence again. But of course, you won't take them back out of existence until you stop subscribing to them. Now you gotta get that!

11:07

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

11:40

While you want the bonding; you will be stuck with the bonding. After all it is your mind and it is your bonding. The bonding is only in there because you once found it useful. And you stuck yourself with it. You've gotta say to yourself "Do I want this bonding anymore?" "Ok, I don't want that anymore. Right, now I can get rid of it." How do I get rid of it? Well I can get rid of it at level 5C but also I can get rid of it at level 5D, and level 5D is what we're dealing with at the moment so I'll tell you how to get rid of it at level 5D.

12:12

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

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

13:30

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

13:48

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

14:12

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

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

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

Don't try to commit them to memory write them down on a pad so you've got them. You've got them nailed. Cause their due for execution, they are. They're due for execution. They're going to come along. They're going to be handled. The more they show up you write them down. Ok, you get that?

15:32

Also, as I've already mentioned to you on the earlier tape, on the earlier tape when talking about bondings and relationships, don't be a bit surprised to discover that when you address a bonding that its' reverse shows up. You know, you're dealing in therapy with "if A then B" and it suddenly occurs to you that "if B then A" is also true for you. Ok, fine, just write it down on a pad. Just write it down. You'll deal with that one too. In other words we deal in a methodical manner with every relationship that shows up. But we don't leave... having started on a relationship... having started on a bonding, having started to erase one we stay with that one until we've erased it, and then we go ahead with the next one. And we simply note all thoughts that show up.

16:25

They trigger each other in the mind by association, that's all that's happening. They trigger each other. In fact they form...you'll soon come to see what's happening here, that their forming in little clusters in the mind. And each little cluster is a separate cluster. You see? Either your going to have a bonding that's a separate bonding all by itself in the mind. This single "if A then B" sits there all by itself in the mind, which is rather rare actually but it does occur. It's either going to be that or you're going to get an "if A then B" show up and you think "Oh" and you start to

erase it then another one shows up that's clearly associated with it. And then another one shows up. You've got yourself a little cluster. You see?

17:06

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

17:20

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

17:50

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

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

18:35

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

19:00

Take over the Automaticity

Ok we're now...we're now ready to go into...discover just how to take over the automaticity of a bonding in the mind, which is the very heart, the very core, the very essence of level 5D. Now supposing the ... the easiest way I can introduce this to you is to say, supposing you wanted to teach a child a bonding. Supposing you had this young child and you wanted to teach them a bonding. Well, there's ah... there's a way you could go about teaching them the bonding. I mean

you could sit down and give them the bonding and show it to them, and say here's "if A then B" and there's the relationship and the child would sort of look at it and think about it and ah... well a young child you'd probably have minimal success. You know. And even with an older child they'd think about it. No, no that isn't the way children learn things.

Now if you was to go about it in this method you could actually teach the child the bonding. And we could utilize this method in therapy, as you'll see. We're utilizing this teaching... it's a teaching method but your using it as a therapeutic tool because you see there's not you and the child involved, there's just you involved and the child is simply part of your psyche. You'll see what I'm getting at.

20:30

It sounds a little complicated but as I proceed you'll understand what I'm getting at. Now you could teach a child the bonding. Supposing you wanted to teach a child this bonding and ah...if boy then wears...wearing cap. And ... or loosely "if boy then cap" and with the understanding that when we say cap we mean a person wearing a cap. Cap equals person wearing a cap. Ok? Alright, our bonding is "if boy then person wearing a cap"

21:10

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

21:40

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

22:11

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

22:25

So he says, "no cap" each time he says "no cap" you say "no boy". He gets the idea. He says "no cap" and you say "no boy". And you go on like this until... until all his smiles and giggles and

laughter is gone off and there is no more change. And you say “Alright, that’s fine.” “That’s fine” Now I need you to finish with that one.

22:48

Right and the third thing you say to the child... the third step you take with the child, alright, now you say that um...say to the child “Every time...I’m going to say to you.” Now, you say to the child, “I’m going t say to you “no cap” and I want you, the child, I want you to say “no boy”. And the child gets the idea of that so you say “no cap” and he says “no boy”. You say “no cap” he says “no boy”. And you continue on this until there is no more change and ah...there is clearly no more change in the situation. The child is quite happy with it. You say “no cap” he says “no boy”. Right, that’s the end of the third step.

23:27

You then say to the child, alright...alright you say to the child, “I want you to say “boy” and every time you say boy I will say “cap””. So the child says “Ok”. Off you go and he says “boy”. Every time he says “boy” you say “cap”. He says “boy”. You say “cap”. And that’s the fourth step. You’ll run that till there is no more change and the child is quite happy with that. And that is the four steps. There is only those four steps. I won’t go through them again. You want what they are? Just go through them and you’ll see them. But I will be repeating them later on in another context so you’ll see them again.

24:13

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

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

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

25:24

Implantation

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

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

25:59

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

26:32

Breaking a Bonding

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

Level 4

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

27:33

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

28:01

Level 3

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

28:49

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

Level 2

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

Level 1

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

29:37

Test

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

30:04

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

There’s only four possibilities. There’s either, you see, you could only of got this bonding in one of four ways. Either it’s you saying “boy” and getting someone else to say “cap”. Or somebody over that way is saying “no cap” and their getting you to say “no boy”. Or your are saying ... you are saying “no cap” and they are saying “no boy”. Or their saying “boy” and your saying “cap”. Or any combination of all four.

31:12

It’s going to be one or the other or all four of those. Would be what you learnt...is the way you would have learnt it in life. You get it?

31:22

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

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

32:10

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

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

32:45

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

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

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

33:49

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

34:35

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

35:09

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

35:48

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

36:21

Final Step on 5D

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

There is a tendency for charge to disa...to reappear in the "to know" goals package after you have erased a bonding out of your mind. So you must go back to the general "to know" package and mop this charge up. Just as you must do so at level 5C.

You got no choice in this matter. Every time you've erased... you erase a bonding at level 5D or at level 5C you must, repeat, must go back to the general "to know" goals package at level...level 5A and re-null it.

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

37:45

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

38:23

5D Repair

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

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

39:34

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

39:49

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

So the repair for level 5 D is stop... step A of the repair is stop doing level 5D. Run RI. Second step return to the general "to know" goals package at level 5A. re-null it. Finish off... step C finish off with a bit more RI and repeat A, B and C until you're feeling good again. That's the repair if level 5D goes sour on you.

40:39

Final word of warning

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

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

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

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

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

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

42:31

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

43:06

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

43:41

Thank you.

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

You know what you mean by petunias and you know what you mean by Aunty Mable. There is no need to be long winded. Just...Just symbolize it in your own mind. And use the single word when you're working at level 5D, just like I did when I gave you the example. Like in the example I gave you "if boy then cap" the correct...correct there would be "if boy then person who is wearing a cap", but you know that a person wearing a cap equals cap. You see? Cap equals a person wearing a cap. Knowing that identification in your own mind it's one you set up and knowing that you set it up you can use it. So you only have to use the word "cap" knowing that that means a person who wears a cap. You see that? It's very, very simple. You just...just ah... makes life a lot easier for you.

45:28

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

45:56

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

End of tape

46:01