



Own Goals

Part III of The Insight Project

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PART III OF THE INSIGHT PROJECT

Congratulations on completing Part II of The Insight Project and welcome to the New Part III. To review what we are doing on the present action: Part I has revealed the Substitute Beingness and the presence of Imprint phenomena, so the meta-Programmer can begin to see, from a stable viewpoint that **is** the Being, the Higher Mind (his own considerations, evaluations, intentions, goals and postulates) and its accompanying reactive content (misownership, lies, and counter-intentions). However, the current environment may restimulate Imprint programs and hold in the Substitute Beingness, the Being's prime solution to all the problems of trying to survive pleasurably in a body on this planet, with a reactive mind, amongst many aberrated people and cultural patterns. So releasing the Imprint does not necessarily mean that one stops using this identity - it is an engrained habit pattern and is held in place by Substitute Doingnesses and Substitute Havingnesses, in playing the Substitute Game, that of running a body in this Physical Universe.

Since the Being has by now (after Part I & II) got his Spiritual head above the Substitute Beingness, Doingness and Havingness programmes, it is no longer necessary to use 'Who or What' Questions when addressing the Being. You know who you are! The identities are largely either released or have been integrated. Instead, we use the Question: **'In what way would you ...?'** (or similar) to find the Being's way of behaving on the issue addressed. This therefore finds the Being's considerations, intentions, purposes, postulates, feelings and actions, etc. as well as his ways of being; or alternatively, the counter-intention or conflicting intention representing an OppVI (though this may be conflicts within his own mind, not necessarily counter-intention from another person). The VIs and OppVIs of Probcons do not of course necessarily represent identities, as they do in Goal Conflict Structures.

The W/W Question is retained when running the Probcon in order to list for the Opposed VI: **'W/W would (LISTed Item) oppose?'** where the LISTed Item represents a VI. If the LISTed Item represents an Opposed VI, to list for the VI the Question: **'In what way are you opposing (LISTed Item)?'** is used, again addressing the Being directly.

Part III is a thorough handling of all the basic areas of life that can restimulate the Being, who is now accessible; so it deals with a higher level of Primaries that are the roots of lower level human emotion and reaction. Part III aims to finally de-programme the 'People Pleaser' Substitute Doingness and restore the Being's causation of Havingness. In this way the Substitute Beingness can be dropped for good and free choice regained. By the end of Part III, further Goal Conflict Structures will be required (at a Higher level of Self) when Own Goals emerge and need to be run (in a slightly different way than the Imprint and Imprint-Influenced Goals of Part I).

There is also now an additional Indicator Tech button to use: **Mocked-up?** This means an imagined or fabricated creation. As with True? and False?, if it reads on Mocked-up? that doesn't mean that the whole thing necessarily IS mocked-up, but that there is charge on that button, which you then express.

INSIGHT PART III - PROCEDURE

- (1) Assess the List as given for the Level, to find the first LF **Button**.
Use a card to uncover the Buttons one by one and if necessary use repeated calling of the Buttons (with intention!) to bring them to life.
- (2) Place Button from (1) in the brackets of the Question/Questions given in the Procedure for the Level, and LIST for the **Item**.
Verify the LISTed Item in full.
Clean with Repeater and Indicator Tech to P/N.
- (3) Check the following two Questions:
'W/W would (Item) oppose?'
'In what way would you oppose (Item)?'
LIST the major reading Question, then Verify.
Clean the new Item with Repeater and Indicator Tech to P/N.
(The first Question would give an OppVI, the second a VI).
- (4) LIST the next opposing Question.
Verify, then clean with Repeater and Indicator Tech to P/N.
- (5) Continue by alternating Oppose Questions until a Question P/Ns or cannot be got to read even with suppress buttons.
- (6) Repeater on Button assessed at (1) to P/N.
- (7) Reassess at (1) and continue until list P/Ns or 'Next Level' reads.

NEVER TAKE-UP SECONDARY (MINOR) READS FROM ANY EARLIER ASSESSMENT - CONTINUE ASSESSING FROM THE POINT REACHED BEFORE TO FIND THE NEXT LF READING BUTTON. LATER PICK UP ON EVERY MINOR READ AND USE SUPPRESS BUTTONS.

Part III Indicator Tech Buttons

True?	False?	Mocked-up?	Imprinted?
Plus:	Suppressed? & Invalidated? on each		
Then:	Repeated Experience? and Misowned Experience?		

BYPASSED CHARGE CLEARING LIST

Has anything been:

- | | |
|---|--|
| <p>01. SUPPRESSED?
 02. INHIBITED?
 03. FAILED?
 04. INVALIDATED?
 05. UNDECIDED?
 06. DISAPPOINTING?
 07. UNACKNOWLEDGED?
 08. UNRECOGNISED?
 09. BETRAYED?
 10. EVALUATED?
 11. DENIED?
 12. REGRETTED?
 13. NOT REVEALED?
 14. IMPLIED?
 15. OBLIGATED?
 16. DECIDED?
 17. LIED ABOUT?
 18. MISCONCEIVED?
 19. SUGGESTED?
 20. UNCONFRONTED?
 21. MANIPULATED?
 22. MISTAKEN?
 23. MISJUDGED?
 24. UNBELIEVABLE?
 25. PROTESTED?
 26. REACHED?
 27. INAPPROPRIATE?
 28. MADE NOTHING OF?
 29. MADE RIGHT?
 30. JUSTIFIED?
 31. WITHDRAWN FROM?
 32. MADE WRONG?
 33. FALSIFIED?
 34. RESISTED?
 35. DESIRED?
 36. UNKNOWN?
 37. IGNORED?</p> | <p>38. ENFORCED?
 39. CONFUSING?
 40. WITHHELD?
 41. MISSING?
 42. UNMOCKED?
 43. AGREED WITH?
 44. REFUSED?
 45. THREATENED?
 46. ALTERED?
 47. LOST?
 48. OPPRESSED?
 49. REVEALED?
 50. ACCUSED?
 51. STOPPED?
 52. ASSERTED?
 53. MISLEADING?
 54. OVERWHELMED?
 55. DISAGREED WITH?
 56. DONE WRONG?
 57. DEPRIVED?
 58. AWAITED?
 59. RUSHED?
 60. INCOMPREHENSIBLE?
 61. A WRONG SOLUTION?
 62. OVERLOOKED?
 63. ASSUMED?</p> |
|---|--|

Is there anything you've been:

64. CAREFUL OF?
 65. ANXIOUS ABOUT?
 66. CURIOUS ABOUT?
 67. FORCED TO BE?
 68. FORCED TO DO?
 69. FORCED TO HAVE?
 PREVENTED FROM
 70. BEING?
 71. DOING?
 72. HAVING?

Cleaning dirty needle

Has anything been:

- Protested?
 Asserted?
 Decided?

Suppress buttons

Has anything been:

- Suppressed?
 Invalidated?
 Unacknowledged?

VI Verification

- Correct Item?
 Nearly correct Item?
 Incorrect Item?
 Suppressed Item?
 Misowned Item?

THE LEVEL ASSESSMENT (For Part II)

IMPRINT GOALS	(Part I OLA)
NEED	(Level 1)
FEAR	(Level 2)
EXTERIORISATION	(Level 3)
INTROVERSION	(Level 4)
HAVINGNESS	(Level 5)
WAYS OF BEING	(Level 6)
CAUSATION	(Level 7)
MONEY	(Level 8)
POWER CHANGE	(Level 9)
GAMES	(Level 10)
AWARENESS	(Level 11)
POSTULATES	(Level 12)
ANCHOR POINTS:	
HOLD ON TO	(Level 13)
LET GO	(Level 14)
CREATE	(Level 15)
CORRECTION	(as a Level)
NEXT PART?	(Part III)
CORRECTION REQUIRED?	
Bypassed Postulates	
Free Being Correction List	
Hidden Standard	
Withhold	
Painful Consequences	
Ineffectiveness	
Past Misdeed	
Past Lives	
SOMETHING ELSE? (Something Else List)	

Level 1

REASONABLENESS

MISDEEDS & WITHHOLDS

The principle that what you do to others will then happen to you, derives from a deteriorated willingness to duplicate. The Ideal Scene would be: Commit no acts upon others that you would not willingly experience yourself. However, the idea 'Love thy Neighbour' can only exist willingly when communication, control and help are satisfactorily in place. If there is no longer a willingness, it has become an enforcement.

Where a person, through being 'reasonable', has not applied the appropriate help as needed in the situation, he ends up with failed solutions, i.e. failed help. Misdeeds and Withholds can only occur when help has failed. This happens many times in life and throughout lives.

So we are looking here at the consequences of two beings coming into dispute. There is a cycle of deterioration which goes:

1. **Independent Beings**, who enter into
2. **Communication**, which may deteriorate into
3. **Miscommunication**, i.e. mis-duplication of intentions;
4. **Control** is then required, which is
5. **Mis-control**, if that control was a failed solution, followed by
6. **Help**. If it is the wrong kind of help, it becomes
7. **Failed Help**. This may be considered a
8. **Misdeed** and results in a
9. **Withhold**, because of shame or guilt. Further deterioration of responsibility may result in
10. **Justification**, i.e. the action is justified or rationalised as deserved.
11. **Being Critical** results, and this is finally interjected as that same harm transferring to the wrong-doer. This occurs when the wrong-doer identifies with his victim and suffers in the same way, and is similarly aggrieved. For example, you punch somebody on the nose, something nobody would really like to confront, and you end up getting a pain in a nose, and blame another. So being critical reverses to
12. **Being Critical of Self**, and then the person is dropping off the bottom, s holds determinedly to fixed ideas and safe solutions which maintain a semblance of rightness to his identity.

LOGIC & REASON

Mutual Reasonableness

Mutual reasonableness may occur in any situation where people in a group know each other well, and there are tacit decisions not to talk about certain subjects and handle them. Two or more people living or working together may therefore have mutual undisclosed CUE upsets or withholds about shared misdeeds, and over time, these out-Primaries may become suppressed and out of view. The actions they take may then seem reasonable, but in fact be based on faulty reasoning, because the out-Primaries are not taken into account. They may justify their actions with rationalisations, fixed ideas and prejudices - various forms of tunnel vision, to avoid the charged issues of the out-Primaries. These aberrations are strengthened by shared agreement, since there exists a mutual case - a group reactive mind.

Logic

Logic is the process of reasoning. Logic concerns obtaining answers, and for the answers to be correct, the data which is being analysed must also be correct, i.e. validated by observation. Reason depends on data. When data is faulty the answer will be wrong but looked upon as 'reasonable'.

A single observation has to have a reference datum with which it can be compared, before it can be fully understood. To be able to notice what is a correct datum it is therefore necessary to have a stable datum - something that has been proven by experiment to have reliable application, and that is comparable, i.e. an alternative that can be applied in the same situation. This comparable datum is therefore on the same logical level, or order of abstraction. Differences, similarities and identities between the new and the comparable data, then give valuable indications of the validity of the new datum..

The mind cannot produce correct answers from false data. By isolating the factors that prevent logical analysis of a situation one can see what is necessary to be logical. That is, these logical out-points or 'illogics' are stable data against which information (based on observations or reported observations) can be compared to test its logical validity - whether it is faulty or not. The Pluspoints/Outpoints Assessment in Part I is a full exposition of such logics and illogics. However, there are six primary ways in which mishandlings of data can give one a completely false picture:

1. Omitting fact - all relevant facts must be known
2. Changing the sequence of events - events must be related in the actual sequence they occurred.
3. Dropped-out time - the time at which something occurred must be properly noted.
4. Adding a falsehood - the data must be factual.
5. Altering importance - an actual relative importance may be recognised by comparing the information with what one is seeking to accomplish or solve.
6. Assigning the wrong cause - this is commonly a mistaken identity, or source of a problem. Also, assigning the wrong objective or purpose - reaching towards an inappropriate target.

A wise person, confronted by conflicting data, will realise there must be things he doesn't know. He can then take action to obtain the required information in order to be able to clarify the situation. Then he can reach a logical conclusion.

A less-wise person will be 'reasonable' about intolerable and illogical situations. This is because he cannot recognise out-points when he sees them and so tries to make everything seem logical. He represses the facts that seem to conflict and rationalises an explanation, usually untrue. He also usually feels frustrated and angry or helpless - an emotional reaction which clouds reason. Actually, the facts that 'seem to conflict' contain or imply the outpoints that he should be examining.

If one can see an outpoint for what it is, it is not a matter for human 'emotion and reaction'. It is a pointer towards the true analysis of a situation and how to handle it. A naïve person tends either not to spot illogic or if he does, to readily reject it, not confronting and handling it, thereby causing it to persist. He is seldom motivated to recognise illogic in situations other than humorous ones, or to prove another wrong or guilty. Humour usually deals with one or another outpoint, put in such a way that the listener can recognise and reject it (laughter). But wisdom depends on the ability to both recognise and confront outpoints - though probably having a chuckle at the time too! If a Being could have had this wisdom in the first place, he would not have got in the mess he is in.

Fixed ideas

A fixed idea is something accepted without personal observation or validation. It comes from the authority who 'knows best' or the 'reliable source'. Prejudiced people resisting progress or action are suffering from fixed ideas, which they do not allow any actual experience or evidence to alter; their eyes are shut tight. It is a survival strategy for them - they use it to be right. A fixed idea is therefore uninspected, and it blocks any contrary observation. An observer with a fixed idea tends to look only at the fixed idea, not at the new information.

A fixed idea becomes so rooted and overlooked because it appears normal or 'reasonable' and it becomes an assumption. Facts and somebody's opinion (particularly if it is an authority's opinion) are confused. A fact is something that can be proven to exist by visible evidence and experience. An opinion is an evaluation which may or may not be based on any facts, or on facts which are not examined for outpoints. It may have been read in the newspaper. Yet a sloppy mind sees no difference between a fact and somebody's opinion. If opinions instead of facts are used in solving problems then one comes up with unintelligent - even insane - solutions.

Indeed, *sanity is* the ability to differentiate (recognise differences), associate (recognise similarities) and identify (recognise identical characteristics). Where differences are not recognised, even identified (fact = opinion), misunderstanding, chaos and crazy behaviour results.

Accurate Observation and Control

When a situation is unfamiliar, one has to look hard to become aware of things. One has to familiarise oneself with all the facts before one can start correcting out-points or reinforcing plus-points. One also has to research what the purposes are for

activities going on, to find out what should ideally be happening, to find out what products should result and what the quality of those products should be.

In observing, it is easy to be blind to outpoints, to 'be reasonable' and make assumptions that are in fact illogical. Instead of seeing that a step in a sequence of operations is missing, one may assume that it is being done, which then becomes a piece of false information.

So to be able to make things go right in life, it is necessary to observe accurately, to communicate, get involved and do the necessary research and investigation. It is necessary to be able to analyse information intelligently, and relate outpoints and pluspoints to an ideal scene with which one is now familiar. To have the confront to inspect ruthlessly rather than reasonably, making no assumptions. To be free of fixed ideas and safe solutions so that new imaginative solutions are free to emerge from yourself and be accepted from others. Finally, to have the knowledge, responsibility and control necessary to handle the situation.

Distorted Thinking

The following patterns of distorted thinking are presented here as a guideline of the kind of irrationalities that result from fixed ideas, and the inability to recognise outpoints or conceive differences, similarities and identities. All result in rationalisations that may 'seem reasonable' but only cause unhappiness.

1. Tunnel vision

Example: 'I expect it'll be another boring party'. It is being stuck in a mental groove. In particular you look for that which confirms your fear or prejudice, remember it from the past and expect it in the future. You ignore other points of view or the possibility of alternative solutions.

2. Awfulising

Example: 'I can't bear going on these awful buses'. This attitude is saying that it's unacceptable if things aren't as you would prefer them to be. You take the negative aspect of a situation and magnify it. To handle this, recognise when you use words like terrible, awful, disgusting, etc. and in particular the phrase 'I can't stand it'. Examine their rationality.

3. Black & White Thinking

Example: 'You're either for me or against me'. Things are black or white, wonderful or terrible, a great success or a total failure, brilliantly clever or really stupid, a certainty or a complete mystery, friend or enemy, love or hate - there is no middle ground, no room for improvement, no room for mistakes. Judgements on self and others swing from one emotional extreme to another and are easily triggered. It is important to remember that human beings are just too complex to be reduced to dichotomous judgements, and that all qualities fall somewhere along a continuum, containing elements of either extreme.

4. Generalisation

Example: 'I'll never be any good at tennis' after one poor game. In this distortion you make a broad, generalised conclusion, often couched in the form of absolute

statements, based on a single piece of evidence. If something bad happens once, you expect it to happen over and over again. If someone shows evidence of a negative trait, this is picked up on and exaggerated into a global judgement. This inevitably leads to a more and more restricted life and your view of the world becomes stereotyped. Cue words that indicate you may be over-generalising are: all, every, none, never, always, everybody and nobody. To become more flexible use words such as: may, sometimes and often, and be particularly sensitive to absolute statements about the future, such as ‘No one will ever love me’, because they may become self-fulfilling prophecies.

5. Assumption

Example: ‘Nothing can change the way I feel’. Making an assumption, presupposes knowledge that you do not have. Assumptions are often popular beliefs that have been adopted without examining their basis in fact, such as ‘I’m over the hill now that I’m forty’. Making decisions based on assumptions may lead to disaster, as when an executive assumes that a new product will sell well, having made no market research. Often, taking things for granted causes people to be blind to possible solutions - assuming no-one can help them, a couple’s marriage may go on the rocks, when they could seek counselling. Question: what leads you to believe this? Why do it this way? Who says? What alternatives are there? What would happen if you did? What would happen if you didn’t?

As a practical matter, all of us must proceed with the business of living by relying on ‘maps’ of the world which we have taken on trust and which we have not tested and often cannot test. To supplement personal experience, we absorb a constant stream of reports, descriptions, judgements, inferences and assumptions coming from a multitude of sources. From this abundance of stored information, you piece together a mental ‘model’ of the world and its workings that literally becomes your world view. However, people do vary considerably in the *extent* of their misinformation and in the degree to which they actively seek out new information, take opportunities to correct or update their mental models, and expose themselves to new experiences.

4. Projection

Example: ‘I know he doesn’t like me’. Making false assumptions about what other people think depends on a process called projection. It is like mind-reading - putting words into peoples’ mouths. You imagine that people feel the same way you do and react to things the same way. If you get angry when someone is late, you assume that another will feel the same way about you or others, in that situation. If you don’t like yourself, you assume others also think that way. The answer is not to jump to conclusions about what other people think and feel.

5. Negative thinking

Example: ‘We haven’t seen each other for two days - I think the relationship is falling apart’. You read a newspaper article about some misfortune and wonder if that could happen to you. Predicting negative consequences is a defense, to protect oneself from disappointment by expecting the worst. Consider, what are the realistic odds of that happening?

6. Self-consciousness

Example: 'Quite a few people here seem smarter than I am'. This is the introverted tendency to relate everything around you to yourself, to think people must be judging you, or to think that everything they do or say is a reaction to something about you. It is the habit of continually comparing yourself to other people, based on the underlying assumption is that your worth is questionable. You are therefore continually forced to test your value as a person by measuring yourself against others. If you come out better you have a moment's relief; if you come up short, you feel diminished. Your worth doesn't depend on being better than others, so why start the comparison gamble?

7. Blame

Example: 'It's your fault we're in debt'. If you see yourself as externally controlled, you see yourself as helpless, a victim of fate or 'the system'. You don't believe you can really affect the basic shape of your life, let alone make any difference in the world, so you try and manipulate others to take care of your interests. Someone else is to blame and is responsible for your pain, your loss, your failure. The truth is that we are constantly making decisions and every decision affects and steers our lives. It is your responsibility to assert your needs, to say no or go elsewhere for what you want. In some way we are responsible for nearly everything that happens to us, including our distress and unhappiness. Taking responsibility means accepting the consequences of your own choices. Ask yourself: 'What choices have I made that resulted in this situation? What decisions can I now make to change it?'

The opposite distortion is also very common - the fallacy that makes you responsible for the pain or happiness of everyone around you. You carry the world on your shoulders. You have to right all wrongs, fill every need and balm each hurt; if you don't you feel guilty and turn the blame on yourself. Blaming yourself means labelling yourself inadequate if things go wrong. With this viewpoint you are very easily manipulated. The key to overcoming this fallacy is to recognise that each person is responsible for himself - taking responsibility doesn't imply that you are also responsible for what happens to others. Remember, part of respecting others includes respecting their ability to overcome or accept their own pains, make their own decisions and be in control of their own lives.

8. Unfairness

Example: 'It's not fair, he should take me out more often'. The consideration of unfairness results from resentment that the other person does not want or prefer the same as you, or that events do not turn out in your favour. The person gets locked into his or her own point of view, with a feeling of ever-growing resentment. Be honest with yourself and the other person. Say what you want or prefer, without getting involved in the fallacy of unfairness: that people and situations shouldn't be the way they are.

9. Emotional reasoning

Example: 'I feel depressed, life must be pointless'. You believe that what you feel must be true - automatically. If you feel stupid then you must lack intelligence. If you feel guilty then you must have done something wrong. If you feel angry, someone must have taken advantage of you. However, there is nothing automatically true

about what you feel - your feelings can lie to you, they can be based on misconceptions. If your feelings are based on distorted thoughts, then they won't have any validity. So be sceptical about your feelings and examine them as you would a used car.

10. Manipulation

Example: 'If we had sex more often, I'd be more affectionate'. The only person you can really control or have much hope of changing is yourself. When you pressure people to change, you are forcing them to be different for your own benefit. Strategies for manipulating others include blaming, demanding, withholding and trading - in order to make the other feel obliged. The usual result is that the other person feels attacked or pushed around and resists changing at all, or feels resentful if they do. The underlying fallacy of this thinking style is that your happiness depends on controlling the behaviour of others. In fact your happiness depends on the many thousands of large and small decisions you make during your life.

11. Shoulds

Example: 'You should never ask people personal questions'. In this distortion, you operate from a list of inflexible rules about how you and other people should act. The rules are right and indisputable. Any particular deviation from your particular values or standards is bad. As a result you are often in the position of judging and finding fault. People irritate you, they don't act properly or think correctly. They have unacceptable traits, habits and opinions that make them hard to tolerate. They should know the rules and they should follow them. Of course, the answer is to focus on each person's uniqueness: his or her particular needs, limitations, fears and pleasures, and consequently different values. Personal values are just that - personal.

You are also making yourself suffer with shoulds, oughts and musts (or their negatives). You feel compelled to do something or be a certain way and feel guilty if you don't, but you never bother to ask objectively if it really makes sense. Some people beat themselves up constantly for being incompetent, insensitive, stupid, too emotional, etc. They are always ready to be wrong. The psychiatrist Karen Horney called this the 'tyranny of the shoulds'.

12. Got to be right

Example: 'I've been doing this longer than you, so I know what I'm talking about'. In this distortion you are usually on the defensive, needing to prove to yourself and others that your views, assumptions and actions are all correct. You never make mistakes! If you've got to be right, you don't listen. You can't afford to - listening might reveal that you are wrong sometimes. Your opinions rarely change because if the facts don't fit what you already believe you ignore them. This makes you lonely, because being right seems more important than an honest, caring relationship.

The key to overcoming being right, is active listening - making sure you really understand what's been said to you, to appreciate the other's point of view and what you can learn from it, which is effort better spent than in devising rebuttals and attacks. Remember that other people believe what they are saying as strongly as you do, and there is not always just the one right answer.

13. Heaven's Reward

Example: 'I worked and raised these kids and look what thanks I get'. This distorted thinking style accepts pain and unhappiness because 'those who do good are rewarded in the end'. You expect all your sacrifice and self-denial to pay off, as if there was someone keeping score. You feel hostile and bitter when the reward doesn't come. In reality the reward is now. Your relationship, your progress toward your goals, and the care you give to those you love, should be intrinsically rewarding. If not, you need to rearrange your activities to provide some here-and-now reward, dropping or sharing the activities that chronically drain you - Heaven is a long way off and you can get very tired waiting.

REASONABLENESS

We are all guilty of 'reasonableness' occasionally; that's not to say 'using reason' but on the contrary, to accept an apparency of reason when deep down we know we're fooling ourselves and not confronting the truth. We are prone at times to accept the inevitable inflow: "Life is like that (shrug)." And we conversely and perversely justify the same or worse that we do to others. There is no realisation that the two flows - in and out - correspond to one another. They are separated by time, moving particles, barriers and screens. But the reactive mind is a timeless, giant computer that identifies and files both flows together, nice and tidily grouped!

So here you have the source of 'Karmic Law' (you get what you give out). You stacked it one way yesterday because it suited you; today you stack it the opposite way because it suits you. "Tails I win, heads you lose". But it ends up in the Probcon as a nice package that is doing you in, coming and going, one way or the other. You are doing it all on the banner of: total effect on others, no effect on self - all jangled together, with a lot of added arbitraries coming from Imprint phenomena.

So now that you are more at cause over Imprint phenomena, i.e. you can recognize it, you can sort out the pile-up and come out 'clean hands' at last. Now the Misdeed/Withholds will flatten out and resolve.

The running of Probcons is the same as in Part II. Be sure to verify Items - there is still the occasional Misowned Item lurking to trip you. So don't get nonchalant about it because you haven't seen one for a 'blue moon'; they are still there so keep checking for them.

The procedure of this Level is concerned with reasonableness, in the sense of rationalisation, and consists of a number of Questions concerning the nine flows on which this phenomena may occur:

- In what way am I being reasonable with another about (____)?**
- In what way is another being reasonable with me about (____)?**
- In what way are others being reasonable with others about (____)?**
- In what way are others being reasonable with me about (____)?**
- In what way am I being reasonable with others about (____)?**
- In what way am I being reasonable with myself about (____)?**
- In what way is another being reasonable with others about (____)?**
- In what way are others being reasonable with another about (____)?**
- In what way is another being reasonable with another about (____)?**

Insert the first LF reading Button from the following Assessment List in the above Questions and assess them for major read. Feel free to add to the List as appropriate, and to use any appropriate prefix. Continue until the list doesn't read at all and P/Ns or 'Next Level' reads.

ASSESSMENT, REASONABLENESS

Affinity	Screens	Mistakes
Empathy	Past	Bad effects
Understanding	Present	Misunderstandings
Reality	Now	Misconceptions
Duplication	Future	Intentions
Agreements	Physical Universe	Justifications
Communication	MEST Game	Destruction
Control	Exchange	Counter-creation
Havingness	Interchange	Counter-intention
Knowledge	Flows	Beingness
Responsibility	Exteriorisation	Doingness
Confront	Holding on	Mystery
Create	Familiarity	Negation
Cause	Letting go	Alteration
Effect	Other viewpoints	Duplication
Help	Causepoint	Suppression
Interest	Receipt point	Injustice
Self	Spirits	Use of Power
Self-esteem	Games	No Game
Body	Postulates	Resistance
Bodies	Opinions	Rewards
Sex	Considerations	Approval
Love	God	Competition
Groups	Religion	Attitudes
Other people	Philosophy	Conditions
Purposes	Aesthetics	Treachery
Targets	Ethics	Disloyalty
Projects	Reason	Helplessness
Goals	Logic	Hostility
Mankind	Emotion	Rudeness
Other Species	Resistance	Cruelty
Matter	Captivity	Disobedience
Mass	Get away from it all	Rebelliousness
Objects	Ownership	Wastefulness
Energy	Possession	Stinginess
Force	Misownership	Cowardliness
Power	Lies	Dirtiness
Motion	Insincerity	Ungodliness
Motion away	Misdeeds	Wickedness
Motion towards	Withholds	Cunning
Motion against	Pretence	Criticism
Turning motion to advantage	Make Believe	Falsity
Change	Illusion	Pretence
Location	Spirit	Glee
Time	Knowing	Laughter
Moving particles	Not Knowing	Mockery
Barriers	Forgetting	Embarrassment
	Remembering	Feeling hurt

Unkindliness	Rage	Overpowered
Oppressive	Greedy	Overthrown
Ridicule	Haughty	Defeated
Good	Arrogant	Destroyed
Persecution	Cold	Vanquished
Betrayal	Contemptuous	Wiped out
Guilt	Hostility	Annihilated
Apprehension	Resentment	Changed
Fear	Antagonism	Identified
Hate	Boredom	Recognised
Agitation	Conservatism	Driven out
Shame	Enthusiasm	Driven away
Blame	Proud	Grief
Regret	Elation	Loss
Grief	Serenity	Another Being
Remorse	Unemotional	Unknown Energy Flow
Sorrow	Overwhelmed	Something Else?
Sadness	Made wrong	
Despondency	Forced	
Depressed	Frightened	Next Level?
Despair	Suppressed	(False Data)
Misemotion	Crushed	
Humiliation	Oppressed	
Anger	Denied	

LEVEL ASSESSMENT

REASONABLENESS	(Level 1)
FALSE DATA	(Level 2)
NEXT LEVEL?	(Level 2)
PART II LEVEL	(Part II)
CORRECTION REQUIRED?	(Part II)
IMPRINT GOAL	(Part I OLA)
SOMETHING ELSE? (Something Else List)	

Level 2

FALSE DATA

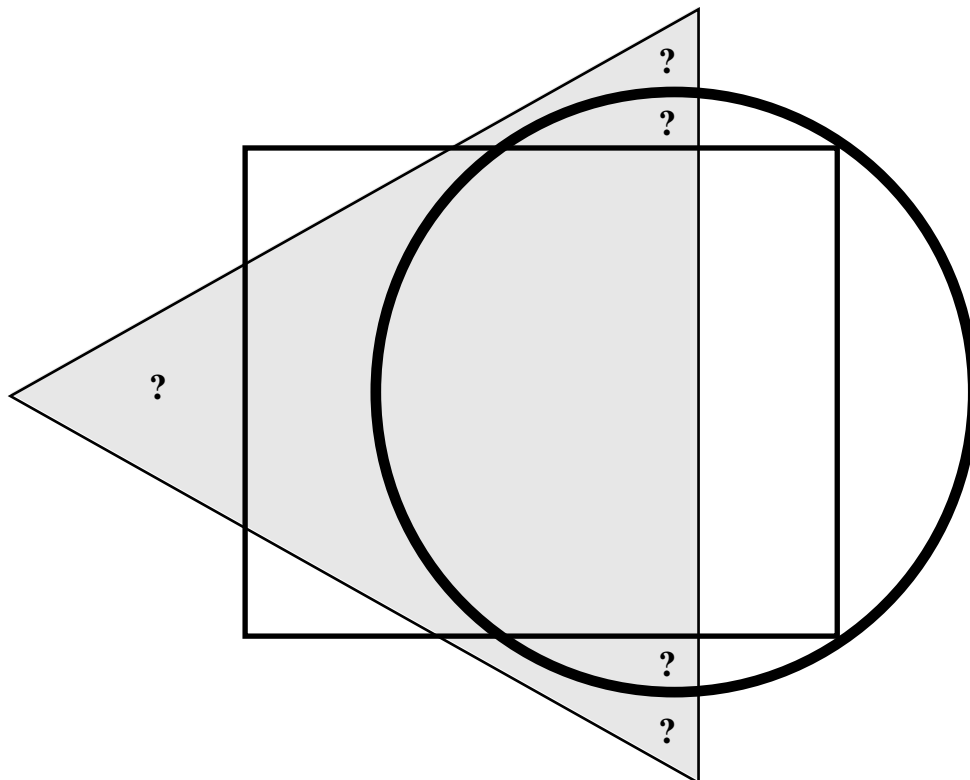
OBJECTIVE & SUBJECTIVE REALITY

Reality is the corner stone of communication. Without a shared reality, there is no basis for empathy, and without empathy there can be no meaningful communication. This tenet is fully understood by a good salesman. He will strive for agreement with his prospects. Often he will strive for agreement on many things unrelated to the product or service, he is selling. He is asking questions, with the intention of getting a yes answer. He will continue to seek agreement, until the maximum possible level of empathy has been generated between the prospect and himself. Then and only then, will he try to close the sale.

Our knowledge of the perceived Universe is a mixture of the 'Real Universe' i.e. **Objective Reality** (what actually **is**) and our own 'Subjective Universe' - which in turn is a composite of a shared **Subjective Reality** (held in common with the culture) and our personal constructs: a **Personal Subjective Reality**.

Our Subjective Universe may be further subdivided into *form* (the manner by which we represent our Universe internally), and the *content* of our personal experience, whether it is realistic or irrational or reactive.

A workable model of reality is described by the diagram below:



Key:

The *circle* stands for Objective Reality.

The *square* represents the cultural Subjective Reality, an aggregate of opinions, judgements and evaluations held generally by a particular cultural grouping. These notions are known as Norms.

The *triangle* represents a particular individual's Personal Subjective Reality. This will contain elements of Objective Reality, the generally held Subjective Reality and further imaginary elements (indicated by question marks) which are either creative

insights about Objective Reality, or fantastic or crazy ideas which exist in no reality at all and have their origin in the unconscious mind.

Mind must first experience physical reality, to construct within itself replicas of the world, i.e. mental reality. Mind can then manipulate these forms more easily than the physical world, designing new artifacts in a subjective way, as a computer-aided designer now manipulates graphics on his monitor. Mind first adjusts to reality, with the ultimate objective of adjusting and adapting reality to its own purposes.

Objective Reality

For thousands of years, philosophers have been asking two questions: ‘Are things real only when we see them?’ or just ‘Are things real?’ In other words, *is there any reality?*

Sane people agree that there are desks and chairs, people and things. Sane people have a very solid agreement about reality; they agree that things are real. Insane people have hallucinations. Hallucinations are imagined realities with which nobody else agrees. As ideas are not composed of matter, energy, space and time, there can be disagreement about ideas, but there can only rationally be agreement upon the reality of the physical universe. Objective Reality is an agreement, not necessarily with other people, but with the reality of the physical universe.

When we are talking about reality, or we are in communication with someone within an agreed reality, we are using words as an equivalence for reality. Objective reality may be regarded as the territory, whereas the words being used may be regarded as a *map* of the territory being communicated about. The words that we use represent an abstraction, several steps removed from the actual objective physical reality being discussed.

Many confusions occur when two people communicate, although an apparency of an agreed reality exists between them. This confusion occurs because words are being used as equivalent, when in fact they are at different level of abstraction.

Considering the following pair of questions:

1. Is a whale able to sink a 15,000 ton liner?
2. Is a whale a fish?

These two questions are at different conceptual levels, or levels of abstraction. The first question is a question of fact that is ultimately open to empirical verification; thus it is at a low level of abstraction. The second question is a question of concept, i.e. does a whale come under the category of fish? It may be a mammal to a biologist, but it may be regarded as a fish by many people. Then we have the problem of defining what exactly is meant by ‘fish’ - and so confusion occurs. Here is a situation where you can have a misunderstood idea, although it would appear that the individual words, used to express the idea, are fully understood. Misunderstanding will occur unless the dimension of abstraction is taken into account.

Alfred Korzybski, the author of *General Semantics*, postulates 9 levels of abstraction. The 0 Level, prior to abstraction, is the Unspeakable Level. This is the level of the actual things or events of discourse. As these consist of atoms and molecules and possess a spatial/temporal location, they are in essence unrecordable, unspeakable - as to do so would violate the first condition of existence (their very creation). If the first level of abstraction could be duplicated perfectly, it would cease (at least for the duplicator) to exist.

At the next level, we come to the thing our senses tell us about. This is different from the world of the real; the world of space-time events. This is the world that we call real, the common-sense world, however it is still a partial world - a perceptual abstraction. This is the first level of abstraction, as far as any language is concerned. Near perfect duplication, at this level, would be a drawing of photographic quality, or the skilled use of tools.

The next level of abstraction, the third level, is the first level of abstraction in spoken language. This lowest level of semantic abstraction would be a proper name. For example, the proper name 'Daisy' may stand for a particular cow. There are, however, many facts in different contexts relating to the cow that cannot be derived from the name 'Daisy'. These other facts could be only be derived by using language at higher levels of abstraction. 'Daisy', indeed stands for the same cow to the farmer's wife who reared her and to the butcher, but the content or significance of the name would be different to these two people.

At the second level of linguistic abstraction, we could have the word 'cow', meaning the class of animals we refer to as 'cow'. Here all the individual characteristics that mark 'Daisy' apart from any other cow, are left out. At this level, we have abstracted the characteristics common to all cows.

When we are using the word 'cow', there are at least three more levels of objective abstraction. These may be denoted successively by the concepts 'farm assets', 'assets', and 'wealth'. Our communicator may use the word 'Daisy' or 'cow', yet may be communicating from one of these higher levels of abstraction. Each of these higher levels may include Daisy, the cow we know, but more and more remotely. Unless you are aware of the level of abstraction a speaker is using as a frame of reference, there will be a break in shared reality.

Note: this type of misunderstanding frequently occurs when we are communicating with a person with a radically different religious or political viewpoint. E.g. a person who says, 'Economics forms no part of my reality' will nevertheless probably be alarmed if the value of his property deteriorates.

There is one further level of abstraction. This is subjective opinion. E.g. the sentence, 'What a horrible beast that ugly cow is'; may appear to be a statement about cows, but it is in fact a statement about the speaker. He is saying: 'That cow produces in me the feeling I have, whenever I see something that I consider ugly'.

Let us look at the possible levels of abstraction, with regard to the word 'rose':

1. The first level of abstraction (the perceptual level), would be 'that rose' indicated by pointing.
2. The first linguistic level would be any particular rose that you could name.
3. The second linguistic level would be 'rose', as the larger class of flowers.
4. The third linguistic level would be 'rose', as the larger class of plants.
5. The fourth linguistic level would be 'rose', as the yet larger class of living things.

6. The fifth linguistic level would be ‘rose’ as part of the larger class of ‘wealth’: the rose growing industry.
7. The sixth linguistic level would be ‘rose’ as a thing, i.e. as part of the physical universe.
8. The seventh level would be ‘rose’ in the sense of the statement ‘a beautiful thing’.
9. We could postulate one more level, in which the word ‘rose’ is used, and there is no rose to refer to in the Objective Reality.

The seventh level would be almost purely Subjective, although a rose may exist, out there in the Objective Reality, and the eighth level would be purely Subjective.

An abstraction must be compared to the Universe to which it applies, and brought into the categories of things which can be *sensed, measured or experienced* in that Universe, before such an abstraction can be fully understood.

Subjective Reality

In conjunction with Objective Reality, we have the Cultural Subjective Reality (notions owned by a particular culture; belief systems which we are born into) and Personal Subjective Reality. Personal constructs form a private subjective reality by mentally modelling the world, and making our own evaluations and database. These personal evaluations are a combination of observation, of reasoned judgements and insight, and of irrational elements emerging from the unconscious mind, with their sources in unexamined false data and traumatic experience.

Subjective Reality (including personal constructs) may or may not map-over Objective Reality, either in whole or part. It forms an approximate map of Objective Reality at best and consist of at least the following components:

1. Observations.
2. Rules made by ourselves or others.
3. Imaginary content.
4. Thoughts both analytical and reactive.
5. The content of recall.
6. Ideas considered necessary by oneself or others.
7. Content with an origin in dreaming.
8. Postulates.

Some South American and South Sea Island languages use the above categories as verb tenses, rather than the past, present and future that we are familiar with in European languages. By using these categories, it is immediately apparent to a listener which dimension of Subjective Reality is involved in the communication.

Subjective Reality may be described as a continuum. Observation is at the most objective end of the continuum, and assumption at the least. That which is imagined or dreamed may contain no objective elements whatsoever.

Our subjective mental maps may be described as informative maps. However, these maps have the greatest potential for misinforming ourselves and others, as a consequence of mis-classification. Our maps can be subdivided into two dimensions:

- (1) **Informative** description or **Judgemental** evaluation;
- (2) The level of **Verifiability**.

By using these two dimensions, we are able to rank Subjective Reality on a four stage scale of relative uncertainty: *direct observations*; *reports* that are obtained from someone else; *inferences* (reasoning based on facts); and *assumptions*.

An informative description may be a direct observation of Objective Reality or a judgemental evaluation may have been added. For example ‘I see the sun’ may become ‘What a nice sunrise!’, putting the observation into an overlapping Subjective Reality. Similarly, the report ‘The weather forecast is good’ may be evaluated ‘Forecasts are often completely wrong’. The inference ‘It may be hot today’ may cause the judgement ‘I only need to wear a T-shirt’. The assumption ‘It’s summer, so the sun will stay out’ may become ‘It’s sure to be a hot and sticky day’.

Thus we obtain 8 categories, from which we can make a classification framework, which permits us to ask questions of a speaker, to determine which section of Subjective Reality is being operated from:

Levels of Verifiability	
<u>INFORMATIVE</u>	<u>JUDGEMENTAL</u>
A Personal Observation	A Personal Observation
A Report	A Report
An Inference	An Inference
An Assumption	An Assumption

Unless we know whether or not an utterance from someone is either informative or judgemental, and whether it derives from personal observation, a report, an inference or from an assumption, we will continually get into trouble with communication and reality.

False Data

Many difficulties derive from false acquired data, such as wrong definitions, misguided assumptions, fixed beliefs based on wrong information, or solutions that are not grounded in reality.

When students are having difficulties with their study, the cause may be found hidden away in the form of false basic definitions, false laws and false data which they have been taught in the past or divined for themselves. The use of falsely defined words or misunderstood concepts results in an inability to think clearly, to be able to work out correct solutions, and to be able to gain knowledge. Students in this situation will remain incapable of performing certain tasks, or at times they will adopt strange and illogical attitudes.

The main sources of false data are the popular pundits of the Press. People still believe that because they have seen a statement in print, that it must be true. The same applies for other media, such as TV. Then there are charismatic figures, who speak with great authority, and really believe that their definitions and data are correct. Take, for instance, the exponents of Keynesian economics who maintained

that money was merely a symbol and governments could freely spend their way out of recession. Politicians in impoverished countries who followed this dictum found inflation going through the roof, the population starving and the country bankrupt. The politician knows that this theory is backed by 'the best authority', and that it has worked occasionally in developed countries beset by a temporary recession. He continues to use it up until the point where angry mobs turn out to lynch him.

There is no sector of society where false data is not rampant. Experts, advisers, friends or families, seldom refer to information at source on particular subjects about which they expound so knowledgeably, but instead indulge themselves in all manner of exaggerations in order to make an impression. The cost in terms of needless worry and misinformation is enormous. People are upset, they are lead by the nose into protest groups, they make needless mistakes and waste resources, they end up having to re-do things which were misguided.

You will find people whose estimate of their environment is totally perverted, to the point where they are walking around in a fog. Certain places will be forbidden to them as 'dens of iniquity', certain people are 'unclean', certain food 'must not be eaten', certain books are 'forbidden'.

The father tells his son his world view, and this makes a tremendous impression; so much so, that the same views are likely to be expounded by the son when he becomes a father himself.

Dialectics

The dialectic method of the ancient Greeks, propounded by Socrates and his contemporaries, is useful in demonstrating why one cannot teach a correct series of facts if they overlie a false datum or idea. Socratic principles of logical argument, or dialectic, required that one should first state a thesis or proposition. One's opponent should then frame an opposite idea, or antithesis. There followed a debate in which all aspects of thesis and antithesis were examined. Socrates maintained that it often happened that neither of the two contentions were wholly correct, nor totally wrong, so one could take elements of both the thesis and antithesis and make a synthesis of them, which was an improvement on both standpoints. The German philosopher Hegel took over this idea saying it explained the driving force in Nature, which by a struggle of opposites, produced progress towards perfection.

Looking at the dialectic system more closely, however, we see that it can only apply to systems of ideas, like feudalism, capitalism or socialism, which have innumerable facets. Dialectic methods do not work with isolated facts which can only be true or false. If one has a false thesis, then the true idea becomes its antithesis. It is impossible to arrive at a synthesis which makes sense. What happens is that a person either attempts to use an unworkable synthesis that they have formed, or their thinking simply locks up and it becomes impossible to think. Probably we have here the anatomy of the 'glib student' who can parrot off whole chapters on an examination paper, yet in practise uses the actual tools of the trade as a bookrest. This kind of student has always been a mystery to the world of education. What has probably happened is that in order to get by, a circuit is set up which is purely memory. The understanding or participation of this memory content is barred off from the active mind by strong considerations, such as: 'I have to please the instructor by remembering this, but I don't really know or care what it's about.'

The less a person can confront in the real world, the more false data they have accumulated and will accumulate. The syntheses they make as the result of this false data, constantly add to the complexity of their thinking processes. The collision of false data and the true, without the person knowing which is which, gives the appearance of stupidity.

Imprinted data is of course a category of False Data. False Data causes a continual present time restimulation as the personal database is found to conflict with objective reality. One knows the conflict exists but suppresses this knowingness, to reduce confusion and for an easy life. Held in place by defenses, the False Data becomes more fixed and solid. This dramatically reduces Knowledge, Responsibility and Control. One reduces causation and demonstrates incompetence. Not a pretty picture!

Some people are more prone than others to the acceptance of False Data. This usually happens when they are trying to cover up some misdemeanour, which occurred prior to the false fact being written into their mind. The False Data can then act as a convenient justification for the misdeed. An example of this would be misrepresenting a production statistic to an employer. Then someone comes along and tells him that the particular product is poor value anyway. The employee will grab hold of this datum, as something is needed to justify the earlier cheating. Then contagion occurs as the person concerned perpetuates the False Data by repeating it to others.

False Data Procedure:

The following False Data Assessment should be checked for the major reading Button. This will be a subject or area of life which you find hard to think with, which doesn't seem to add up, or which seems to be in conflict with other information. The False Datum buries itself and the procedure handles this phenomenon.

Step A. Detection. The following questions are used to uncover False Data:

On the assessed subject ...

1. Is there anything in the materials you have encountered on this matter, that you cannot think with?
2. Is there anything you have encountered which doesn't seem to add up?
3. Is there something you have come across here which seems to conflict with information you already hold to be true?
4. Is there something in this subject or area of life which never makes any sense to you?
5. Did you come across any data on this subject that you rejected or had no use for?
6. Was there any data you came across that did not seem to fit in?
7. Do you know of any belief that makes it unnecessary for you to acquire sound knowledge in this subject or area of life?
8. Do you know of any reason why an unethical act might be considered permissible?
9. Would you feel lessened if you learned all about this subject?
10. Did anyone ever explain this subject to you verbally?

11. Do you know of any facts which conflict with what you learned in this subject?
12. Do you consider that you really know best about this subject?
13. Would learning this subject make someone else wrong?
14. Is this subject not worth learning about?

The questions are asked in the above sequence. Handle reading Expressions with Indicator Tech. When an area of False Data is uncovered, go to Step B.

Step B (Location). Locate the False Datum as follows:

Ask: **‘Have you accepted any False Data regarding this?’**

Use Meter steering if necessary to help locate what it is.

Reading Expressions should be run on Indicator Tech. This may require careful handling as you may believe the False Data to be true. Keep at it until you get the False Datum clarified. There may be an underlying assumption that is false.

The following questions may also be asked, to reveal data that can not be reasoned with:

- 1. Has a fact been omitted?**
- 2. Has a sequence of events been changed?**
- 3. Has the time of occurrence been left out?**
- 4. Has a falsehood been added?**
- 5. Has a degree of importance been altered?**
- 6. Has arbitrary data been added?**
- 7. Has something been assumed or presumed?**
- 8. Has data been mis-perceived or evaluated wrongly??**
- 9. Has there been a generalisation?**
- 10. Are there contradictory facts?**

Step C (Handling). When a False Datum has been located, handle as follows:

- 1. Date/Locate the acquisition of the False Datum.**
- 2. Run the Defense Check on the False Datum.**
- 3. Probcon the False Datum to P/N.**

The procedure can be used over and over again, and the False Data will come away in layers with increasing ease as you recognise the validity of the procedure, and the gains you are likely to make as a result of it - renewed competence and effectiveness.

NB. From this point on, Erasing False Data should be included alongside the other Correction actions in Part II when ‘Correction Required?’ reads on the Level Assessment. It can, of course, also be used as a correction if it reads as the indicated Level on later Level Assessments.

ASSESSMENT, FALSE DATA

The following False Data Assessment is checked for the major reading Button.

The Insight Project	Activities	Resources	Neurosis
Psychology	Clubs	Schedules	Psychosis
Philosophy	Political Party	Targets	Alcoholism
Dianasis	Team	Values	Perversions
Religion	Memberships	Purposes	Heaven
Science	Addictions	Quality	Hell
Physiology	Sex	Quantity	After death
Biology	Divorce	Age	Before birth
Physics	Break ups	Ownership	Postulates
Electronics	Health	Perception	Ability
Computers	Birth	Emotion	Honour
Mechanics	Death	Time	Altruism
Engineering	Home town	Travel	Fate
Sociology	Money	Energy	Destiny
Politics	Property	Drugs	Faith
Dianetics	Business interests	Instinct	Prayer
Mathematics	Savings	Trade	Sin
Chemistry	Creating things	Common purposes	Worship
Law	Destroying things	Opposition	Religion
Medicine	Mental condition	Sympathy	Church
Scientology	Therapy	Havingness	Devil
Art	Sexual relations	Skills	God
Music	Family	Earnings	Life
Language	Parents	Influence	Magic
Literature	Media	Identity	Rituals
Grammar	War	Position	Inferiority
Geography	Race	School	Superiority
Vocation	Crime	Love	Normality
Training	Nationality	Marriage	Life style
Profession	Sales	Problem children	Life script
Career	Promotion	Pleasure	Something Else?
Hobbies	Friendships	Problems	
Sports	Children	Administration	Next Level?
Economics	Healing	Suicide	(Intelligence)

LEVEL ASSESSMENT

REASONABLENESS	(Level 1)
FALSE DATA	(Level 2)
INTELLIGENCE	(Level 3)
NEXT LEVEL?	(Level 3)
PART II LEVEL	(Part II)
CORRECTION REQUIRED?	(Part II)
IMPRINT GOAL	(Part I OLA)
SOMETHING ELSE?	(Something Else List)

Level 3

INTELLIGENCE

SUBSTITUTE INTELLIGENCE

A person with an inability to withhold is described as other-determined, rather than self-determined. Therefore he is more subject to the group dynamic. A person has emotional needs - including the need to belong - and membership of a group has social advantages. The person loses his sense of loneliness and he discovers a sense of belonging, and he may find agreement with his goals and experience his first taste of power.

Because of the necessity of power, friendship often becomes politics, and as a consequence the person buys into the norms of the group. Between the age of starting school (5 years of age in the UK) and the age at which he reaches maturity (approximately 25) a child will have become a member of many different types of group, for a shorter or a longer period. Groups are held together by the glue of collective agreements and shared beliefs. As a result, a paradigm, an air-tight logic bubble is created, uninformed by reality and observation, and the group member is denied the fruits of further observation.

Through the group dynamic, a person may experience the process of seeking truth, yet never reaching it. Seeking status becomes a substitute for truth. A person within a paradigm is compelled to establish status and often, motivated by envy, he will start to invent a sub-personality as his solution to this existential problem. By the age of 20 at the very latest, a young person will have written himself a script, sometimes very limiting to intelligence and ability, and he will have identified with this sub-personality and its script to such an extent that he believes it to be his true self.

A group observes and handles life via the lenses of group beliefs - beliefs which are held as unquestionable. These beliefs are used to make the group right and exercise control. All of these beliefs, since they are fixed, are somewhat limiting, and most of them inhibit the development of intelligence. These are the survival strategies of the group dynamic.

The Assessment List of this Level contains common beliefs. This list is not exhaustive and can be added to when you are working on it: your schooling, military service, church and political allegiances are all a rich source of slogans, proverbs and truisms which have been elevated to the status of truth. All of these beliefs attack our sense of certainty. The effect on a youngster is to start to abolish his mind long before it is fully developed.

Note: When a belief contains the word 'never' (for example), this is only one form of it; it could also contain 'always' or 'only'. The negation of the belief may also be assessed.

Substitute Intelligence Procedure

The following Assessment List should be assessed until there is a LF read. Apply the 6 Safe Solution Questions:

- 1. How would (this belief) make you right?**
- 2. How would (this belief) make others wrong?**
- 3. How would (this belief) help you escape control?**
- 4. How would (this belief) help you control others?**
- 5. How would (this belief) aid your survival?**
- 6. How would (this belief) hinder the survival of others?**

In effect you are asking: how could you use this idea to evade reality, deny or evade responsibility, handle the situation without confronting it, justify a misdeed, or otherwise fudge the issue. The 6 Questions are run until you recognise how you are using this limiting belief to handle or mishandle life. This realisation should then be run on Indicator Tech. As a result you are able to let go of the limiting idea, in which case it remains as data only, with no force to control and limit perception, thought and action.

There are 7 more questions you may find it useful to run (if they read and if the Safe Solution mechanism is still active):

- 7. To what problem would (this belief) be the solution?**
- 8. What has (this belief) got you into?**
- 9. What has (this belief) got you out of?**
- 10. Recall a time you acted from (this belief).**
- 11. Recall a time you caused another to act from (this belief).**
- 12. Recall a time another caused others to act from (this belief).**
- 13. Recall a time you caused yourself to act from (this belief).**

In addition there are 6 further prompting questions that can be used:

- 14. With (this belief) are you trying to attack something?**
- 15. With (this belief) are you trying to flee from something?**
- 16. With (this belief) are you trying to avoid something?**
- 17. With (this belief) are you neglecting something?**
- 18. With (this belief) are you trying to succumb to something?**
- 19. How are you using (this belief) to create an effect?**

Indicator Tech all of the answers to questions 7-19.

Finally, if an oppose question reads -

- ‘W/W would (this belief) oppose?’ or
‘In what way would you oppose (this belief)?’**

- then **Probcon (this belief) to P/N.**

Note: A limiting belief of wider generality may come up as the answer to one of the above questions. For example, one student was working on the belief ‘I only want to deal with particular problems,’ and he gave as an answer: ‘Whoever is in charge is

right'. On inspection this is seen to be more general (it has more applications) - what may be called a 'grandfather' Safe Solution. If this occurs, move on to handle this instead using the full procedure. When that is completed, return to the one you were working on and complete that handling. Then go back and assess the main Assessment List for the next Button to run.

Note: If at some point there is only one short fall or tick on the List, check it with: 'Nearly right Item?', which will probably give a large fall. Then rephrase this nearly right Button in your own words. You may have to do this several times, but when you get the correct Item the meter will give a big indication (BD or P/N). E.g. you may find the Correct Item for 'all truth is relative' to be 'truth is a matter of taste', or something similar. This would be your personal version of this group belief.

By working on the List cyclically, you will find more limiting beliefs, and in their turn these should be dealt with also. This Procedure will return a clarity of thought; powers of observation will increase and there will be significant changes to your IQ speed of thought.

ASSESSMENT, SUBSTITUTE INTELLIGENCE

1. I never think in abstract terms.
2. I only want to deal with concrete problems.
3. I only want to deal with particular problems.
4. I only want to deal with real life problems.
- 5a. Don't be so sure ...
- 5b. Nobody can be certain of anything. (Note: 5a and 5b may be joined together)
6. This may be good in theory, but it won't work in practice.
7. That was a rotten thing to do but it's only human.
8. Nobody is perfect in this world.
9. It may be true for you, but it's not true for me.
- 10a. I couldn't help it!
- 10b. Nobody can help what they do.
11. I can't prove it, but I feel that it's true.
12. It's logical, but logic has nothing to do with reality.
13. It's evil because it's selfish.
14. Act first, think afterwards.
15. It may have been true yesterday, but it's not true today.
16. Constancy is an illusion.
17. It's not easy to act on abstract ideas.
18. There is no such thing as truth.
19. Nothing exists.
20. All truths are relative.
21. How do I know what's true?
22. Keep an open mind.
23. Everybody is equal.
24. We are all children of God.
25. The end justifies the means.
26. If it isn't written it isn't true.
27. Nobody knows it.
28. Life is a mystery.
29. Never judge.
30. Who am I to say?
31. I can't know everything.
32. Time is an illusion.
33. It's only true if I've discovered it for myself.
34. Absolute truth is unobtainable.
35. It's all an illusion.
36. Everyone else is wrong.
37. But can't one compromise?
38. Truth is whatever is expedient.
39. Just because you can see it, doesn't mean it really exists.
40. Property is theft.

Something else?

Next Level? (Ethics)

LEVEL ASSESSMENT

REASONABLENESS	(Level 1)
FALSE DATA	(Level 2)
INTELLIGENCE	(Level 3)
ETHICS	(Level 4)
NEXT LEVEL?	(Level 4)
PART II LEVEL	(Part II)
CORRECTION REQUIRED?	(Part II)
IMPRINT GOAL	(Part I OLA)
SOMETHING ELSE?	(Something Else List)

Level 4

ETHICS

ETHICS

What is 'Good'? To a spiritual Being, not even vaguely concerned with survival, the notion of 'Optimum survival across all life domains,' becomes a physical universe jingle! It is said, 'Man is basically good,' but is the Spiritual Being? I have some doubts on this matter. As far as I can see, a Being is a very imaginative and creative liar, without any brief for the truth whatsoever. Truth disappears Game, persistence being based on lies. This may explain why truth, even at this level, is a very unpopular commodity. Try telling the Absolute Truth for 24 hours, if you should live so long!

It may well be said, then, when one views the number of things persisting around one, which means lies of one sort or another, that a Being's shyness of truth is his problem.

Interest seems to me to be where the spiritual Being is coming from. A Being will play any game if it contains an interesting lie, even the physical universe game, because these are games that will persist. You have but to look at the most popular games on this planet for confirmation of this: war, politics and religion being the most typical examples.

If you doubt me on this, recall your reaction to a subject that captivated you. 'Hmm, yes, that's an interesting idea, v-e-r-y interesting.' Not 'Yes, that's a logical inference and ties in with experiences I've had, facts I've observed'. It was your interest in what was described, not the truth of it, that got your attention. Which only goes to show how easy it is to trap a spiritual Being: hang up his attention on an interesting lie and get him to misown it, to think it is his own experience, to identify with it. Which is a good description of the Imprint phenomena.

Apart from the now obvious fact that the basic on many chains of Misdeed-Withholds lies in the False Misdeeds of the Imprint, which is why they didn't disappear when first run, in order to take responsibility for one's Misdeeds, what would one actually need? For a start, full recall on a time, place, form and event basis of all of your past experience, including the mores, both legal and social, of every society one has been a member of; plus sufficient knowledge of those groups and societies to understand what they depended on for survival, to know if what one did was a Misdeed or not in their eyes; plus recall of one's own identity at the time to know what you thought was a Misdeed.

Apart from the fact that it is too tall an order, with past-life recall blocked by Imprint phenomena, you aren't going to make it as there's no way you can put in that number of hours in this life.

So what are we going to do about it? In order to do something one first has to Be something. For every Be there are hundreds and hundreds of Do's, so that cuts the situation down to size somewhat. To tell a lie in order to create a game, must be OK or they would have illegalised the cinema, the theatre and books along with 'pot' and all the rest years ago. So it is unknowing causation that is the problem.

The answer to this is, having got you 'into your own boots', to walk back up the basic Postulates and increase your potential to Know. Which is the basic recipe for Part III so we are doing that anyway.

So what are we going to do for this Level, Ethics? As the millions of moral codes right through to the Two Golden Rules are mostly unavailable to us, and are really

concerned with behaviour as a human being, they are not much help to clear the subject of Ethics for a spiritual Being.

The only code available to us that also applies to a spiritual Being through past incarnations, is one based on realistic principles and which is concerned with the Steps to Power, not morals and 'good behaviour'. This seems right to me, as to quote the Bible: 'Only out of the strong comes forth sweetness'. Weakness and vulnerability are the progenitors of justified misdeeds and withholds. So strength, or Power in one's own Beingness, in full knowledge of one's causation, sums up the only possible answer.

The Steps to Power

So what are the Steps to Power? When you enter a new situation in life, you are new on the scene, an unknown quantity to those around you. You are, to put it bluntly, in a condition of **Non-Existence**. You need to speak to the appropriate person, make yourself known, and discover what is needed and wanted, and then get on and do it.

To fail to establish your existence in such a way as to make yourself needed and wanted, would put you in a negative condition: you would be of doubtful value, and if you did wrong actions, you would become a liability and could expect to be dismissed. To go completely against the purposes of your new associates and act against them, would be considered treasonous, and you could expect to be prosecuted!

If you have done whatever is necessary to find out and start delivering what is *actually* needed and wanted, you should be aware of a possible situation of by-pass, where your senior or peers continue to do the actions they did when you were not there - i.e. what you are meant to be doing! This puts you in a condition of **Danger**, so you need to defend your position and do what has to be done (usually communication) to establish your role.

Even then, you can expect to be in an **Emergency** condition. You still need to make your associates know that you are producing the goods. You need to promote yourself. And then you need to get feedback on what you are doing, and make any necessary changes in your operating basis. This is not the time to relax or in any way be slack. Strict self-discipline is required, because if you don't, life will.

If you've played this game right, you will be into **Normal Operation**. You don't change anything now. If an action is particularly successful, look over what you did and incorporate that in your operating basis, but do that without in any way abandoning what you were doing before. If anything goes wrong, find out why immediately and remedy it.

By doing what is needed and wanted very competently, you will be producing the valuable products of your activity with increasing efficiency. This is a condition of **Affluence** and you should expect to be rewarded for your work accordingly. You need to economise at this stage - don't get involved in future commitments, pay all your bills and invest the remainder of your increased income in facilities to enhance production further. Investigate what are the pluspoints of your operation and strengthen them. Do this and you move into the condition of **Power**. This was discussed at some length in Part II - Level 9. The first rule when you have achieved this condition is to take responsibility for all your connections - all the things, actions and people that are supporting your success. It is necessary to make a record of all of

this, so that it will be possible to start a new game without the present successful one collapsing when you move on. You then make it possible for the upgrade to occur in a condition of **Power Change**. When grooved in, your replacement can keep everything the same and maintain all that you have achieved.

Procedure

The Questions of this Level are:

In what way are you handling (_____) irresponsibly?

In what way are you handling (_____) unrealistically?

In what way are you handling (_____) ineffectively?

In what way are you using (_____) as an ethical principle?

In what way are you substituting (_____) as an ethical principle?

A reading button from the Assessment should be inserted in the above Questions. Check for the major read, then LIST that Question and assess, verify and indicate the Item. This should then be Probconned to P/N.

The discreditable acts and creations will come up on this route, obviously, but we are seeking the essential rightness of the Being himself, not his wrongnesses. But, you say, "I am here, I must have done something wrong?" Who told you that interesting lie and hung up your attention?

ASSESSMENT, ETHICS

Power	Captivity	Harmful Products
Power Change-over	Enslavement	Discrepancy
Affluence	Entrapment	No Function
Normal Operations	Misuse of Power	No Use
Emergency	Pretence	Self Interest
Danger	Falsity	Discipline
Non-existence	Lies	Confronting Evil
Liability	Coercion	Non-compliance
Doubt	Reasonableness	Unsafe Environments
Enemy	Unreasonableness	Punishing Self
Treason	Pressure	Attacking Self
Confusion	Destruction	Another Being
Chaos	Persistence	Insanity
Survival	Creating	Irrationality
Optimum Survival	Creativity	Illogic
The Ideal Scene	Mistakes	Enturbulation
Good	Bad Effects	Negativity
Evil	Agreements	Additives
Reason	Problems	Arbitraries
Rationality	Solutions	Penalties
Rationalisation	Rules	Rewards
Deserved	Standards	Inflows
Undeserved	Choice	Outflows
Suppressive Person	Freedom of Choice	Disconnection
Degraded Beings	Other-determinism	Denied Connection
Distraction	Self-determinism	Ownership
Identity	Pan-determinism	Unknown
Roller Coastering	Honour	Communication
No Change	Pride	Unknown Position
Conduct	Integrity	Impossible Position
Codes	Optimum Solutions	Unhandled Position
Mores	Statistics	Stuck Position
Morals	Assigning Conditions	Deserted Position
Supposed To	False Conditions	Unoccupiable Position
Make Guilty	False Evaluations	Enforced Change
Justice	False Validation	Enforced Order
Injustice	False Invalidations	Missing Team Member
Honesty	Delegating	Careless Damage
Dishonesty	Unwillingness to delegate	Malicious Damage
Misdeeds	Policy	Knowing Damage
Withholds	Contributions	Counter-intention
Justifications	Flows	Stopped Progress
Wrong Whys	Excuses	Impeded Progress
Fear	Poor Statistics	No Discipline
Constraints	Anti-social People	Misplaced Trust
Unchanged Conduct		Failed Reparation
Siding with the Enemy		Broken Agreements
Betrayal of Allies		Withheld Contributions

Changing Sides
Betrayal of Self
Saving self before others
Pretending to be part of a group
Withheld re-entry to the group
Entering without permission
Going against the will of the majority
Flouted group agreements
Bias and rumour accepted as truth
Acting on a false report
Acting without honest appraisal of the facts
Ignoring up-statistics
Attacking one's own group
Harming one's own group
Suppressing one's own group
Failure to help one's own group
Making one's own group succumb
Ignoring the objectives and intentions of one's own group
Over-estimating worth of self
Over-estimating one's own intentions
Failure to join one's own group
Failure to remain in one's own group
Failure to befriend one's own group

Failure to acknowledge publicly one's allegiances
Failure to improve something
Wavering from one's duty
Enemies to one's group
Failure to find out an identity
Dispersing rather than confronting
Separating out rather than confronting
Confusing others
Failure to live up to one's standards
Failure in one's own estimation
Pleasure in another taking charge
Making others responsible for self
Being a problem to others
Not holding a mass absolutely
Not holding an energy absolutely
Not holding a space absolutely
Not holding a time absolutely
Not continuing a motion absolutely
Not holding a location absolutely
Unknown energy flows

Something Else?

Next Level (Aesthetics)

For extra buttons, if needed, use the Aesthetics Assessment.

LEVEL ASSESSMENT

REASONABLENESS	(Level 1)
FALSE DATA	(Level 2)
INTELLIGENCE	(Level 3)
ETHICS	(Level 4)
AESTHETICS	(Level 5)
NEXT LEVEL?	(Level 5)
PART II LEVEL	(Part II)
CORRECTION REQUIRED?	(Part II)
IMPRINT GOAL	(Part I OLA)
SOMETHING ELSE?	(Something Else List)

Level 5

AESTHETICS

AESTHETICS

Life - or Spirit, as it may be symbolised - is a mirror, and a creator of motion that can be mirrored, which is a pure form of thought: the thought of the Spiritual Being. It follows, then, that the whole of the laws of motion, involving matter, energy, space and time, can be found in thought. Thought, then, partakes of the laws of the physical universe - those of Newton, Einstein and quantum physics.

Spirit, as a pure and infinite quality, has no wavelength. Mass has no wavelength, until we start to look into the microcosm, but again we find at the 'Zero-point' of infinite smallness there is no wavelength - we are back to Spirit again. In between matter and Spirit, however, rising above motion and effort, there is a range of wavelengths of increasing fineness or purity, up through the electromagnetic spectrum, through the more subtle energies of emotion and analytical thought, until with aesthetics - the quality of beauty - there is a purity of energy, a fineness of wavelength, that very nearly matches that of Spirit.

Because Spirit can mirror the world, it can create waves. This mirrored thought therefore contains subtle energies that match any waves in the physical universe - such as heavy effort and emotion. Spirit may hold on to this duplicate of experience, but the only way it can be fixed or attached to Spirit is when its wavelengths have, at least in part, a near approximation of Spirit itself - i.e. aesthetic wavelengths.

What do we mean by 'aesthetic'? We mean solely, and only, *beautiful*. Any wave close to Spirit is taken by Spirit for beauty. A harmony of wave motion is evidently a harmonic of beauty. A disharmony of wave motion is ugliness.

To make Spirit compulsively attach itself to emotion or effort, or even reason and postulates, the duplicate itself must contain aesthetics. If we remove the compulsions towards aesthetics, we remove the only glue by which Spirit is attached to the recordings of pain, grief and exhaustion, and in general to the universe of matter, energy, space and time. Just as there is enforced and inhibited CUE which causes ridges of impacted energy (force against force, emotion against emotion, agreement against disagreement, intention against intention), so do enforced and inhibited aesthetics bind Spirit to these ridges. Good is a harmonic of beauty on the rational level, and evil is the equivalent disharmony. Harmony tends to look white; disharmony, black.

There are only two things that can really stick a spiritual being: aesthetics and mystery, and some mysteries can be set up very aesthetically. So you can see, the above is very important data. This level pinpoints exactly the source of CUE breaks, suppression and those things which get up a Being's nose about the parts of existence and other people, and thereby hang up his attention. Every one of them is based on your particular brand of aesthetics.

The material on this Level enables one to enter another's universe, with the ability to confront and duplicate fully the problems and failed communication you are giving and getting from the other's universe. Motivators (motives for misdeeds) can only exist in the absence of such communication. Here you can review how and why some of the communication failed to arrive.

Procedure

Assess to a reading button on the Aesthetics Assessment List.

Check the Button in the following Questions for the major read, LIST and then Probcon the resulting Item to P/N.

What is your aesthetic on (_____)?

In what way is (_____) aesthetic?

In what way should (_____) be aesthetic?

In what way must (_____) be aesthetic?

In what way mustn't (_____) be aesthetic?

In what way can't (_____) be aesthetic?

What is unaesthetic about (_____)?

W/W would have (_____) as an aesthetic?

W/W is being unaesthetic about(_____)?

Then check the Questions again and handle, until they are all clean. Continue to re-assess the List and handle until you've made a breakthrough in this subject of aesthetics.

ASSESSMENT, AESTHETICS

Inflow	Shape	No energy
Outflow	Size	No Space
Exchange	Objects	No Time
Balance	Pleasure	No Location
Interchange	Games	No Wavelength
Rhythm	Exactness	Postulates
Equilibrium	Symmetry	Considerations
Tone	Angularity	Opinions
Sound	Smoothness	Loyalty
Colour	Sharpness	Betrayal
Vision	Openings	Trust
Creating	Conformity	Pride
Knowing	Materials	Opponents
Not Knowing	Inventions	Rewards
Forgetting	Completeness	Honour
Remembering	Energy Exchange	Gallantry
Affinity	Flows	Purity
Reality	Wavelengths	Prizes
Communication	Speed	Admiration
Understanding	Motion	Approval
Agreements	Movement	Acknowledgement
Past	Persistence	Validation
Present	Help	Havingness
Future	Control	Responsibility
Matter	Interest	No responsibility
Energy	Contribution	Change
Space	Retribution	No change
Time	Cause points	Confront
Question	Effect points	Mistakes
Infinity	Love	Bad effects
Forever	Sex	Misdeeds
Location	Groups	Withholds
Other Dimensions	Women	Reason
Viewpoints	Men	Logic
Expressions	Children	Thought
Points	Babies	Force
Planes	Animals	Intention
Triangles	Smell	Morals
Circles	Nature	Codes
Spheres	Outer Space	Other Viewpoints
Pyramids	Other Species	Duplication
Dimension	Spirits	Experience
Form	Spirit	Receiving
Beauty	Other Beings	Distance
Ugliness	Entities	Attention
	God	Counter-intention
Good	Jesus	Destruction
Evil	No matter	Counter-creating
		Beingness

Doingness	Sadness	No Help
Havingness	Beautiful Sadness	Purposes
Motion Towards	Degradation	Targets
Motion Away	Sympathy	Goals
Motion Against	No Sympathy	Justice
Optimum Randomity	Propitiation	Freedom
Predictability	Making Amends	Action
Chaos	Guilt	Serenity
Peace	Hiding	Empathy
Intensity	Cruelty	Barriers
Holding	Losing	Power
Touching	Winning	Awareness
Stroking	Desire	Being Outside
Unknowns	Kissing	Exteriorisation
Mystery	Caressing	Interiorisation
Pretence	Needing Bodies	Being
Lies	Approval from Bodies	Becoming
Make Believe	Owning Bodies	Belonging
Magic	Protecting Bodies	Needing
Unknown Energy	Controlling Bodies	Going In
Negation	Blame	Coming Out
Alteration	Shame	Escape
Existence	Being a Body	Fighting
What is	Being Together	Worship
Pictures	Kindness	Religion
Images	Pleasing People	Meditation
Music	Doing Good	Revelation
Looking Back	Apathy	No Game
Good Times	Grief	Now
Bad Times	Fear	Another Being
Old Times	Anger	Something Else?
Creating an Effect	Pain	
Receiving an Effect	Enthusiasm	
Emotion	Exhilaration	
Boredom	Helping	
Monotony	Receiving Help	
		Next Level? (Meanings)

LEVEL ASSESSMENT

REASONABLENESS	(Level 1)
FALSE DATA	(Level 2)
INTELLIGENCE	(Level 3)
ETHICS	(Level 4)
AESTHICS	(Level 5)
MEANINGS	(Level 6)
NEXT LEVEL?	(Level 6)
PART II LEVEL	(Part II)
CORRECTION REQUIRED?	(Part II)
IMPRINT GOAL	(Part I OLA)
SOMETHING ELSE?	(Something Else List)

Level 6

MEANINGS

THE MIND-BODY SPLIT

The objective of this Level is to help resolve the split between inner and outer speech. When spoken words are heard, they are decoded in terms of syntax (grammatical construction) and semantics (the meanings of words), generating conceptual thought. When thought (inner speech) is to be communicated through verbalised (outer) speech, meanings are encoded into appropriate vocabulary and syntax. The split between inner and outer speech is the objective manifestation of the split between the decoding and encoding verbal mechanisms. In turn this helps to establish the split between mind and body.

In many adults, the verbal semantic mechanism is so dominant, the earlier modes of representation of meaning so unavailable to introspection, that long-term memory of events before the 7th or 8th year of life is limited to a few fleeting instances involving strong emotional impact or poignancy, such as starting school or a Christmas memory.

Inner and outer speech develop in ways that are complementary but different. Outer speech becomes richer, more detailed and follows more closely to the ideal model of the language. Inner speech becomes less and less complete. Parts of words and even entire words disappear and words are mixed into one another - inner speech becomes telegraphic. With maturity comes a point where inner and outer speech have become separate languages with different syntax. Transfer from inner to outer speech poses many of the same problems as translation between two languages.

In people who are creatively fluent, especially fictional authors, the social/associative model of descriptive language is still available to introspection, consequently the translation from inner to outer speech is facile. These people often experience spontaneous flashbacks to early childhood that are so vivid as to constitute an active reliving. As such, by providing a route back to the feeling Self, these experiences lead to a greater integration of the mind and body.

The meanings of words during the early period of language development are represented in the mind as an aggregate of subjective responses. That is, meanings are defined in terms of their position on a continuum between polar adjectives, such as 'Good - Bad', or 'Kind - Unkind', and so on. So they are 'felt' meanings, defined not by other words but in terms of the subjective experience of these qualities.

There are three main dimensions within which these subjective 'semantic differentials' can be classified:

Evaluative (e.g. Good/Bad, Kind/Unkind, Beautiful/Ugly, Happy/Sad)

Potency (e.g. Strong/Weak, Large/Small, Heavy/Light, Deep/Shallow)

Activity (e.g. Active/Passive, Fast/Slow, Hot/Cold, Noisy/Quiet)

Any word can be rated on a scale from 1 - 7 in relation to one of the polarity adjectives. Thus 'soldier' may be rated as +2 Good, +7 Strong and +7 Active; whereas a 'sheep' may be rated +3 Good, only +1 Strong and +3 Active.

If one considers evaluative scales to be one dimension, potency scales a second, and activity scales a third, the three dimensions make up a semantic space. By semantic differentiation, then, we mean the successive allocation of a concept to a point in the multi-dimensional semantic space, by selection from among a set of scaled semantic

alternatives. Difference in the meaning between two concepts is then the difference in their respective allocations within the semantic space.

Procedure

To apply the Semantic Differential, a profile of a word is made using 21 Scales (see next page), each defined by polar adjectives. The method is to attribute the qualities of a given word on a seven-point scale (from +1 to +7) towards the adjective in the right column. So, for example, +1 Good would represent 'definitely not good i.e. bad', and +7 Good would represent 'extremely good'.

Each of the words on the following Word List should be defined on this basis, whether reading on the meter or not (as the words are not designed to be restimulative Buttons, but are intended to give practice in the Semantic Differential technique).

When running the Semantic Differential, reading Expressions should be taken up with Indicator Tech. If a word reads after this handling, when called three times, it should also be run on Repeater to P/N.

Further words may be added to this List, such as those from previous sessions. To define a thousand words by this technique will bring about a considerable rehabilitation of the encoding mechanism of the brain (making it a better tool for you to use), as well as enhancing long-term recall and mental imagery. With practice you can change from the 7-point scale to a 9-point scale, and then to an 11-point scale, to further enhance your ability to differentiate.

The scales can be envisioned in 'chunks', i.e. -3/0/+3, -4/0/+4 or -5/0/+5, where the central '0' between the polar adjectives, represents 'equally' or 'neither'.

THE SEMANTIC DIFFERENTIAL

		+1	+2	+3	+4	+5	+6	+7		
<i>Evaluative</i>	Bad	---	---	---	---	---	---	---	---	Good
	Cruel	---	---	---	---	---	---	---	---	Kind
	Ugly	---	---	---	---	---	---	---	---	Beautiful
	Sad	---	---	---	---	---	---	---	---	Happy
	Negative	---	---	---	---	---	---	---	---	Positive
	Unpleasant	---	---	---	---	---	---	---	---	Pleasant
	Worthless	---	---	---	---	---	---	---	---	Valuable
<i>Potency</i>	Weak	---	---	---	---	---	---	---	---	Strong
	Small	---	---	---	---	---	---	---	---	Large
	Soft	---	---	---	---	---	---	---	---	Hard
	Light	---	---	---	---	---	---	---	---	Heavy
	Shallow	---	---	---	---	---	---	---	---	Deep
	Submissive	---	---	---	---	---	---	---	---	Assertive
	Simple	---	---	---	---	---	---	---	---	Complex
<i>Activity</i>	Passive	---	---	---	---	---	---	---	---	Active
	Relaxed	---	---	---	---	---	---	---	---	Tense
	Slow	---	---	---	---	---	---	---	---	Fast
	Cold	---	---	---	---	---	---	---	---	Hot
	Quiet	---	---	---	---	---	---	---	---	Noisy
	Dim	---	---	---	---	---	---	---	---	Bright
	Rounded	---	---	---	---	---	---	---	---	Angular

The following attributes are also discerned:

Towards you or away from you?

Location? (Above, below, behind, in front, left, right? Near/far?)

Colour?

WORD LIST, MEANINGS

Stars	Sunday	Flower	Peace	Male	Bury
Lady	Blue	Silk	Hate	Carry	Speak
Bed	House	Cushion	Love	Walk	Wait
Tornado	Lake	Relaxed	Head	Give	Shut
Anger	Attractive	Constant	Ink	Kiss	Pond
Lazy	Grief	Colour	Money	Bread	Salt
Sickness	Fraud	Art	Home	Paper	Pencil
Neurotic	Piano	Barn	Table	Doctor	Cow
Flower	Me	Income	Green	Bride	Wound
Moon	Holy	Kitchen	Angry	Friendly	Sick
Song	America	Light	Silly	Rich	New
Abortion	Eating	Progress	Rusty	Wicked	Sad
Child	God	Happy	Naughty	Frosty	Name
Birth	Brother	Mosquito	Winter	Clean	Evil
Justice	Progress	Heartless	Needle	Bale	Pride
Discomfort	Rage	Slime	Book	Swim	Habit
Memory	Starving	Lagging	Glass	Frog	Plum
Nasty	Moon	Frightful	Brother	Flower	Luck
Table	Body	Mother	Sing	Bay	Door
Bible	Deformed	Clean	Fragile	Ask	Bring
Pain	Feverish	See	Despise	Jump	Pray
Steal	Health	Family	Fight	Try	Marry
Scalding	Sunlight	Father	Afraid	Warmth	Say
Trees	Income	Sister	Dead	Choice	Insult
Sleep	Leadership	Heal	Go	Cool	Something
Smooth	Fragrant	Root	Finger	Pity	Else?
Dreary	Butter	Charm	Wool	Hunger	Next Level?
Divorce	Inferior	Jelly	Stop	Box	
Thief	Garment	Jewel	Long	Stalk	
Sister	Lake	Heaven	Blue	Yellow	
Dawn	Holy	Black	Jolly	White	
Sunlight	Farm	Needle	Big	Old	
Church	Police	Bread	Chair	Pleased	
Control	Sex	Baby	Ship	Dance	
Stench	Car	Money	Lamp	Street	
Leper	War	Courage	Bird	Child	
Statue	Engine	Criminal	Carrot	Family	
	Woman	Grief	Worry	Village	

LEVEL ASSESSMENT

REASONABLENESS	(Level 1)
FALSE DATA	(Level 2)
INTELLIGENCE	(Level 3)
ETHICS	(Level 4)
AESTHICS	(Level 5)
MEANINGS	(Level 6)
DOUBT	(Level 7)
NEXT LEVEL?	(Level 7)
PART II LEVEL	(Part II)
CORRECTION REQUIRED?	(Part II)
IMPRINT GOAL	(Part I OLA)
SOMETHING ELSE?	(Something Else List)

Level 7

DOUBT

WONDER, CURIOSITY & DOUBT

When we are in a condition of Doubt, we become worried, anxious, uncertain, indecisive and unable to be fully committed to an action. We become fixated with trying to predict an outcome and don't realise that we are dramatising the emotions, distorted thinking and reactive behaviour that accompany confusion.

The more one is wondering 'am I doing the right thing?', the less possible it becomes to fully commit oneself to the intended action. Then one ceases to be willing cause and becomes increasingly an unwilling effect. Nevertheless, it is necessary at times to wonder in this way, make observations and take corrective actions.

Wonder, curiosity and doubt are parts of a scale of Causation:

1. A life source is Cause - the knowing Spiritual Being.
2. He dreams, wonders and creates without prediction or persistence. This is spontaneous action. This is a condition of Power and independence. He enjoys looking.
3. He starts to wonder at his creation, to predict about it and to make it persist. This is a condition of Affluence and havingness. There is aesthetics and reason.
4. He enters randomness into it and shares it with others. This is a condition of Normal Operations and control. His emotions are still positive.
5. He is surprised or curious or confused about effects or consequences. This is a condition of Emergency and help.
6. Elements of doubt enter. He reaches ('I'm going to create it anyway! I'll see it through') - this is a condition of Doubt. Or he withdraws ('Is it any good? Maybe I shouldn't have created/be creating that') - this is a condition of Danger. His emotions start to move down-tone and he uses effort and enforcement to overcome his inhibitions.
7. He considers his creation a misdeed ('I shouldn't have created that! I wonder if I should create anything?'). So he withholds creation ('Maybe I'd just better sit still. It's better not to wonder about anything...') - a condition of Non-Existence. He has gone down-tone to a state of apathy and mystery.
8. He refuses to wonder about or create anything, assuming anything he does to be wrong - this is a condition of Liability.
9. He may identify with wrong or bad creations and enter a condition of Enemy.

One creates something and it's fun to do, it's successful and gets admiration. Then for whatever reason the element of doubt is added and the creation is less admirable. One may continue doing it anyway and enforce the creation. One wonders if one is doing the right thing and depending on the feedback from others one may consider it a negative action and inhibit doing it. One might then hide the fact one has been doing this or wonder if others know what one did. One might then look to justify the action and to criticise others.

A person who doubts if what he is doing is the right thing cannot involve himself in the action with full attention, concentration and intention. The uncertain person is a follower, whereas the committed person tends to be the leader in any situation.

However the leader is often so committed that he no longer observes the facts of the situation in order to adjust the direction in which he is leading. The uncertain can only follow the leader and hope for the best. Only the certainty of failure will wake them up and cause them to reject the unwise leader. Compulsive commitment or doubt are both a one-way communication and a failure to observe. Duplication of another's direction with inhibited ability to question leads to slavery. And enforcement of the same is tyranny.

Whereas a free ability to wonder, to observe, makes a change of commitment possible, and a creative change of direction. When one has envisioned a creative result, an ideal scene, and goes about achieving it, it is always necessary to continually check this against the current reality so far achieved, so that adjustments can be made. In this way you can learn from unwanted circumstances and this can be used as a catalyst to help propel you to where you want to be.

If full involvement is interspersed with occasional review and examination of the facts at hand, then better commitment is possible. Certainty and confidence require first of all, knowing what you do actually want (not just what seems possible in the circumstances); and secondly, perceiving the facts available, and then fully committing oneself to being, doing and having. This creates a tension between the current reality and the desired reality, that makes all things possible.

Procedure

1. Assess the following Doubt Assessment List for the major reading Button.

Insert in the following Questions and check for reads, then LIST the major reading Question, Verify, and Probcon the resulting Item to P/N. Then re-assess the List.

In what way are you giving up on (Button)?

In what way are you doubting (Button)?

In what way are you confused by (Button)?

In what way are you curious about (Button)?

2. Check the following questions for reads, then LIST the major reading question, Verify, and Probcon the resulting Item to P/N. Then re-check the questions for the next major read, etc.

What activity are you giving up on?

What activity are you doubting?

What activity are you confused about?

What activity are you curious about?

What purpose are you giving up on?

What purpose are you doubting?

What purpose are you confused about?

What purpose are you curious about?

3. Check the following questions for reads, then LIST the major reading question, Verify, and Probcon the resulting Item to P/N. Then re-check the questions for the next major read, etc.

What activity are you free to be committed to?

What activity are you free to observe?

What activity are you free to withdraw from?

4. Similarly for:

What vision are you free to create?

What vision are you free to continue creating?

What vision are you free to cease creating?

5. Check the following question for a read, then LIST, Verify, and Probcon the resulting Item to P/N. Then re-check the question for a read, etc.

What creation are you free to envision?

ASSESSMENT, DOUBT

Your identity	Attachment	Sex
Your mind	Association	Refusal
Your body	Connection	Importance
Your sex	Action	Misdeed
Your family	Knowing	Ability
Your friends	Desire	Result
Your life	Reality	Existence
Your goals	Interest	Prediction
Your past	Affinity	Need of Change
Your future	Idea	Secrecy
Self	Purpose	Control
Another	Plan	Cause
Others	Project	Abandoning
Communication	Responsibility	Enduring
Emotion	Unknown	Love
Effort	Absence	Truth
Energy	Not knowing	Remembering
Reason	Intention	Symbols
Aesthetics	Must happen again	Waiting
Knowing about	Must not happen again	Looking
Mystery	Repair	Time
Understanding	Fighting	Location
Withhold	Confronting	Condition
Certainty	Having	Something Else?
Conception	Source	Next Level?
Alteration	Help	(Agreements)

LEVEL ASSESSMENT

REASONABLENESS	(Level 1)
FALSE DATA	(Level 2)
INTELLIGENCE	(Level 3)
ETHICS	(Level 4)
AESTHICS	(Level 5)
MEANINGS	(Level 6)
DOUBT	(Level 7)
AGREEMENTS	(Level 8)
NEXT LEVEL?	(Level 8)
PART II LEVEL	(Part II)
CORRECTION REQUIRED?	(Part II)
IMPRINT GOAL	(Part I OLA)
SOMETHING ELSE?	(Something Else List)

Level 8

AGREEMENTS

AGREEMENTS

Spirit is a symbol for the quality-with-ability that is spirituality, and it is the nature of the Spiritual Being - the spiritual Being. Space, energy, objects, form and time are the result of considerations made and/or agreed upon or not by Spirit, and are perceived solely because Spirit considers that it can perceive them.

In effect, now, this means you have got a created and persisting Physical Universe whether you like it or lump it. On this Level we take the charge off either viewpoint (i.e. agreed upon or not). Viewpoint being the operative word on this subject. It would seem one could not have got out of this Game (fixation within the physical universe) by disagreeing with it, because even the extreme viewpoint of 'NO NO NO!' is still a viewpoint, unfortunately, within the Game. Agreement has to be run as that is the essence of the Imprint and needs to be run off if a true Pan-determinism is to be finally reached.

You are dealing with 'ridges' really right through the Insight Project. A ridge is caused by two energy flows coinciding and causing a turbulence of energy, a chaotic mixture that is very like matter, but of subtle energies of finer wavelength. Ridges exist in suspension around a person and made of the energies and pictures emanating from the Spiritual Being. Because they contain wavelengths close to that of the Being himself, he identifies with them and cannot distinguish between himself and these ridges, located around the physical body.

The Being becomes identified with the body to such a degree, that should the body die, he abandons to it, he supposes, but not actually, all the pictures that have been accumulated in association with that body. When he is in a state of knowingness, he knows where his viewpoint is located in the physical universe (his true nature is not of this universe). If he is in a state of unknowingness however, i.e. identified with the body, the Being does not know where he is.

You hit one of these ridges and the BP goes up through the roof and won't budge. The needle sticks like it was never meant to move again. All you can do is grind away at it until you can get some energy to flow off it. Sometimes this is a slow process. Don't despair, bash away at it and if you keep doing the next step it will eventually come down. If you have got reasonable BP movement on the counter at session end that is the good indicator. But above all else, continue until it starts to come apart.

The first reading button assessed from the following Agreements Assessment is inserted in the following Questions:

In what way are you agreeing with (_____)?

In what way are you disagreeing with (_____)?

The major reading Question is LISTed, and the resulting Item is Probconned to P/N.

Continue to clean the whole List likewise.

ASSESSMENT, AGREEMENT

Matter	Awareness	Fixed Space
Mass	Postulates	Fixed Time
Objects	Creation	Fixed Location
Energy	Continue	Gravity
Force	Survival	Something
Power	Destruction	Nothing
Time	Flows	Secrets
Change	In-flow	Mystery
Persistence	Exchange	Fighting
Space	Interchange	Opponents
Location	Cause	Revenge
Motion	Distance	Attacking
Motion Away	Effect	Avoiding
Motion Towards	Particles	Neglecting
Acquiringness	Attention	Circumventing
Games	Intention	Defending
Rewards	Duplication	Flight
Wins	Reason	Interesting Misdeeds
Loses	Emotion	Interesting Withholds
Approval	Misemotion	Ownership
Admiration	Existence	Possession
Affinity	Parts of Existence	Becoming
Understanding	Conditions	Communication lines
Agreement	Illusions	Bodies
Reality	Alteration	Beautiful Sadness
Communication	Negation	Beauty
Control	Suppression	Ugliness
Knowledge	Repression	Good
Responsibility	Existence	Evil
Empathy	Truth	Identities
Anchor Points	Facts	Logic
Viewpoints	Lies	Reason
Opinions	Fixity	Competition
Dimension Points	Solidity	The Human Mind
Other Viewpoints	Light	Memory
Cause Points	Darkness	The Time Continuum
Receipt Points	Living	History
Effect Points	Association	Durations
Plans	Friends	Optimum Randomity
Policy	terminals	Problems
Projects	Beingness	Solutions
Targets	Doingness	Connection
Goals	Havingness	Separation
Needs	Fixed Mass	Place
Interiorisation	Fixed Energy	Form

Event	Stars	Involvement
Not Knowing	Climate	Posts
Forgetting	Weather	Roles
Remembering	Heat	Curiosity
Dying	Cold	Desire
Death	Smells	Enforcement
Individuality	Sights	Inhibition
Aliveness	Sounds	Refusal
Own space	Taste	Amusement
Help	Touch	God
Interest	Sensations	Irresponsibility
Love	Speech	Illusions of Freedom
Sex	Aesthetics	Illusions of Power
Peculiar Interest	Conversation	Satisfaction
Protecting	Ethics	Challenges
Helping	Past	Recognition
Creating	Present	Perceptions
Possibility of Arrival	Future	Activity
Possibility of Game	Now	Conforming
Importances	Pleasure	Production
Significances	Movement	Action Cycles
Society	Causing Effects	End-points
Forever	Causing Bad Effects	Sleep
Dangers	Causing Good Effects	Surprise
Fears	Action	Duty
Risks	Barriers	Exteriorisation
Gambling	Sociableness	No Exteriorisation
Attributes	Competition	The Imprint
Self	Achievements	The Imprint
Self-esteem	Familiarity	Continuing Motion
Pride	Prediction	Holding onto Mass
Integrity	Orientation	Holding onto Energy
Altitude in the Game	Looking	Holding onto Space
Groups	Emotion	Holding onto Time
Humanity	Effort	Holding onto Location
Animals	Thinking	Another Being
Plants	Symbolising	Unknown Energy Flows
The Physical Universe	Eating	
This Game	Drinking	Something Else?
A Created Universe	Waiting	
Sky	Hiding	Next Level? (Emotion)

LEVEL ASSESSMENT

REASONABLENESS	(Level 1)
FALSE DATA	(Level 2)
INTELLIGENCE	(Level 3)
ETHICS	(Level 4)
AESTHICS	(Level 5)
MEANINGS	(Level 6)
DOUBT	(Level 7)
AGREEMENTS	(Level 8)
EMOTION	(Level 9)
NEXT LEVEL?	(Level 9)
PART II LEVEL	(Part II)
CORRECTION REQUIRED?	(Part II)
IMPRINT GOAL	(Part I OLA)
SOMETHING ELSE?	(Something Else List)

Level 9

EMOTION

EMOTION

Along with aesthetics and mystery, emotion is another glue with which the Being has attached himself to the physical universe and human body-minds in particular. There is a distinct separation between the spiritual viewpoint - the Spiritual Being as Higher Self that is essentially outside the game, not located in space and time - and the viewpoint from within the game as the caretaker of the composite Spirit-Mind-Body. The body-mind is the human being, with innate and conditioned drives and automaticities, monitored by a Caretaker identity. The Caretaker Self is a combination of assigned attention units of the Spiritual Being (Higher Self) and the Ego of the human body-mind operating more at the level of brain. It is not quite as simple as the conventional picture of Spirit-Mind-Body. It is more like the Russian doll, in which there is a doll inside a doll inside a doll, etc.

The position of the sleeper dreaming himself in a dream is a good analogy of the relative viewpoints of the Spiritual Being and the Caretaker of the composite human self. On this part of the Project you should be getting more certainty on the Whys of your situation, but they are for you to find out. More than that I cannot say as it would spoil the fun and I would be feeding you realisations. So perhaps it is appropriate to give a short homily on that subject.

The very fact that some of the concepts on this Project are both simple and obvious should indicate the fact that they *are not*. They aren't because the whole charge of Part I and II makes them unviewable. So equally your 'realisations' will have been very basic, and it is tempting to discuss them with others, as sometimes they will seem like simple data rather than case. Simple means beautiful and it would seem easy to communicate them, but the most you can obtain from the listener is an objective understanding, whereas yours is a subjective one. Worst case, you will get unintended invalidation because your listener cannot cope with the concepts at his case level. Certainly you will be robbing that person of the rewards of the realisations for himself, as the concepts may well mask his own case as it exists for him at the present time.

Further, you may well find that you too have further to go, and your understanding may later be revealed to have been quite misguided, and having told someone else may make you less inclined to look deeper into the matter with your Indicator Tech. So remember, because it is now easy for you to understand, do not assume that it is tellable. It is not. After all the simplest thing of all is Spirit, yet how difficult that is to really understand!

Procedure

If you look at the table of Questions listed after the Emotions Assessment, you will see that there are four sets, each of three Questions. Each set of three Questions are based on the following flows:

Self to body Outflow
Body to Self Inflow
Self to Caretaker Outflow

Self refers to the Spiritual Being, the essential You, though you may be to some extent limiting yourself to the Substitute Beingness. The Caretaker means the

attention units you have assigned to take charge of the composite human being, in association with a chosen sub-personality of the human Ego.

Procedure

The Procedure for this Level is firstly to find the major reading Button on the Emotions Assessment. Then insert this in the list of Questions, which should be photocopied, so you can use the whole table for each assessed Button. These Questions are then assessed for the major reading Question, which is LISTed to give an Item, which is then Probconned to P/N.

The list of Questions is then reassessed (marking the reads in the next column of the table), and so on, until no Questions read even with suppress buttons. If the originally assessed Button does not P/N when called three times, it must be put on Repeater with Indicator Tech until it does P/N. The main Assessment overleaf is then reassessed for the next Button to run.

Incidents that hang about in spite of Indicator Tech and come up several times should be Date/Located at the end of a run through the table, before reassessing the Emotions Assessment. Never try to dictionary-define any Button after having assessed for it - it would then have a different meaning to that which was assessed, and the reading charge could not then be run.

ASSESSMENT, EMOTIONS

No Existence	Need	No Sympathy
No Connection	Approval	Resentment
No Cause	Sexual Attraction	Hate
Criminality	Ownership	Anger
Dissociation	Protection	Pain
Dispersal	Control	Hostility
Fixity	Regret	Antagonism
Glee	Blame	Monotony
Elation	Responsibility	Boredom
Masochism	Punishment	Disinterest
Sadism	Shame	Content
Hallucination	Solidity	Mild Interest
Secrecy	Pity	Ambivalence
Duality	Failure	Conservatism
Detachment	Death	Strong Interest
Oblivion	Dying	Cheerfulness
Shock	Uselessness	Enthusiasm
Hysteria	Apathy	Aesthetics
Delusion	Hopelessness	Beautiful Sadness
Disaster	Victimisation	Exhilaration
Introversion	Self-abasement	Action
Numbness	Undeserving	Games
Suffering	No Ability to Withhold	Postulates
Despair	Propitiation	Serenity of Beingness
Fear of Worsening	Making Amends	Static
Need for Change	Grief	No Mass
Demand for Improvement	Giving	No Motion
Total Failure	Sympathy	No Energy
Can't Hide	Terror	No Time
Being Nothing	Despair	No Space
Being an Object	Fear	
Hiding	Anxiety	Something Else?
Sacrifice	Covert Hostility	
Worship	Unexpressed Resentment	Next Level? (Intention)

See separate copy of the 'Emotion Table'
(horizontal format, no page number)

LEVEL ASSESSMENT

REASONABLENESS	(Level 1)
FALSE DATA	(Level 2)
INTELLIGENCE	(Level 3)
ETHICS	(Level 4)
AESTHICS	(Level 5)
MEANINGS	(Level 6)
DOUBT	(Level 7)
AGREEMENTS	(Level 8)
EMOTION	(Level 9)
INTENTION	(Level 10)
NEXT LEVEL?	(Level 10)
PART II LEVEL	(Part II)
CORRECTION REQUIRED?	(Part II)
IMPRINT GOAL	(Part I OLA)
SOMETHING ELSE?	(Something Else List)

Level 10

INTENTION

INTENTION

A characteristic of any action is that there is an underlying intention behind it. One intends to create something so one visualises it and goes about manifesting it. One intends to do something so one postulates it and brings it about. One who is aware of being aware can direct his intentions, rather than merely reacting to his environment. He has choice and is responsible for his actions. He is therefore ethical. He also has integrity, since integrity is congruity of intention and identity. From an individual's viewpoint, good actions are those which cause an intention to succeed and right actions are those which are congruent (in keeping with) his identity.

Of course there is a difference between a full commitment to causing a result, and 'wishing' for something to happen, or petitioning God in prayer. This is the magical thinking of early infancy, when objective reality has not been grasped. It is causation at effect and a primary source of self-invalidation. To change the nature of the physical universe one either has to take action or one has to be at one with the Spiritual causepoint of materiality, which requires unmaking all of the second postulates and alterations of truth that hold the Game in place, and indeed being outside of the Game. This could not be done unless one was exterior to the physical universe Game, outside of Time, and it may or may not be considered a congruent or ethical causation. Communication between individual subjective universes (each of which is essentially Spirit) is another matter, and of course intention is an intrinsic component of communication.

In the absence of direct instruction in the practicalities of life, and the absence of a dependable parental background, individuals orient themselves by reference to each other. This gives the peer group its contemporary significance, with its infantilisms of envy, rivalry and trendy other-directedness. Increasingly, the state takes over the roles of protector and provider without encouraging the development of individual autonomy and self-sufficiency, and without teaching the economic fact that all things, whether luxuries and necessities, have to be payed for in equivalent value. This causes a form of fixated and collective adolescence, manifested in the ills of alienation, social and personal irresponsibility, neurotic anxiety and uncontrolled aggression.

It is necessary for each of us to become initiated into adulthood. This requires us to give up our identification with the Child archetype and withdraw the projections of the Parental archetypes from our parents, and come to terms with them as real people, accepting their deficiencies as well as their strengths. If the outcome is to be happy, then the parents, too, must give up their identification with the Parental archetypes and withdraw their projection of the Child archetype from the young adult.

Intention is a Being's will to start and determination to continue an action, towards the future achievement of a purpose. Intention starts a cycle of action and a period of time, which continues until the intention is achieved or cancelled. The cycle is: Start - Continue - Complete and also corresponds with Be - Do - Have. If a person has started a creative cycle and if he has not unmade that intention, then that cycle remains part of his perceived present time. In this way, present time is blurred to include both future and past incomplete action cycles.

In order to carry out an intention, an Identity is chosen (a viewpoint of dimension points) therefore intention is a five dimensional phenomena: Space - Energy - Matter through Time, under Choice (or Will).

The Goal structure is the context within which intentions take place. There are senior Postulates, adopted Goals in order to carry them out in the physical universe, and Identities taken up as safe solutions in the face of opposition to Goals. Each Identity has intentions it wishes to fulfil, but meets counter-intentions from forces which is opposing. The safe solution to these problems causes another identity to be taken up with new intentions, and so on down the Conflict Structure.

Intentions are also hierarchical. Each intention has subsidiary intentions which support the main intention, e.g. the intention to get a better job may be subsidiary to the intention to make more money, which may be below the intention to have a larger home, and so on. The higher intentions tend to be more important and longer term, and the highest intentions are those of the Postulate above a Goal.

The bottom ID of a Goal will have opposing intentions to that of the top (Goal) ID, and so the Goal 'problem mass' is solidified by the Being's own intention-counter-intention.

All of this will be familiar to you as basic theory of The Insight Project. What we are doing on this Level is to find the senior intentions that are being thwarted in the present time, and to discharge the Substitute Doingness so that freedom of choice is regained.

Procedure

1. Assess the Intention Assessment to find the major reading Button. Then assess the following Life Domains Assessment to find the major reading Button.
2. Then check for read:
 - In the area of (Life Domains Assessment Button) -**
 - What is (Intention Assessment Button) -ing you?**
 - In what way are you (Intention Assessment Button) -ing?**
3. LIST major reading Question; Verify, then Probcon to P/N.
4. Then assess the Defense Checklist for read. Insert the major reading Defense in:
 - In the area of (Life Domains Assessment Button) -**
 - What intention is being (Defense Buttons)?**
5. L& N, Verify, Probcon to P/N.
6. Continue to clean Defenses.
7. Then run Intention Assessment Button on Repeater to P/N.

Defense Checklist:

- | | |
|-----------------------------|-----------------------------|
| 01. SUPPRESSED? | 31. SACRIFICED? |
| 02. INVALIDATED? | 32. ENFORCED? |
| 03. DENIED? | 33. FIXED IN PLACE? |
| 04. IGNORED? | 34. MADE IMPORTANT? |
| 05. MIS-OWNED? | 35. DISLIKED? |
| 06. OVERLOOKED? | 36. RUN-AWAY FROM? |
| 07. FORGOTTEN? | 37. COVERED UP? |
| 08. JUSTIFIED? | 38. WASTED? |
| 09. EXPLAINED AWAY? | 39. EXAGGERATED? |
| 10. GUARDED AGAINST? | 40. PUT ONTO OTHERS? |
| 11. CONCEALED? | 41. NOT REPEATED? |
| 12. UNACCEPTABLE? | 42. PRETENDED? |
| 13. MIS-PERCEIVED? | 43. SEPARATED FROM? |
| 14. ABANDONED? | 44. DONE-IN? |
| 15. INSISTED ON? | 45. MADE WRONG? |
| 16. OBLIGATED? | 46. MADE RIGHT? |
| 17. AVOIDED? | 47. GOT INTO? |
| 18. RESISTED? | 48. GOT OUT OF? |
| 19. ATTACKED? | 49. GIVEN-UP ON? |
| 20. ALTERED? | 50. UNACKNOWLEDGED? |
| 21. TWISTED? | 51. ASSUMED? |
| 22. MANIPULATED? | 52. PRESUMED? |
| 23. DECIDED? | 53. GENERALISED? |
| 24. IDENTIFIED WITH? | 54. ILLOGICAL? |
| 25. DESIRED? | 55. UNREALISTIC? |
| 26. HELD ONTO? | 56. SELF-DEFEATING? |
| 27. RUSHED? | 57. FRUSTRATED? |
| 28. UNEXPRESSED? | |
| 29. MISSED? | |
| 30. BELIEVED? | |

ASSESSMENT, INTENTION

Race	Beat	Deceive	Impose on
Spar	Embarrass	Crush	Trick
Pursue	Confound	Heckle	Invade
Discourage	Exploit	Debate with	Rival
Subvert	Cripple	Contend with	Persecute
Contest	Demoralise	Infringe	Ridicule
Battle	Cheat	Differ from	Oppress
Beleaguer	Dismay	Limit	Terrify
Bet	Duck	Intercept	Bully
Combat	Charge	Collide with	Disappoint
Dictate to	Trap	Threaten	Ignore
Stem	Duel with	Thrash	Injure
Compete with	Disallow	Prevent	Disqualify
Censure	Besiege	Overwhelm	Deny
Fight	Trouble	Frustrate	Suppress
Convince	Trounce	Resist	Blame
Struggle with	Counterfeit	Foil	Censure
Encounter	Dupe	Outwit	Disobey
Militate against	Raid	Outwork	Incriminate
Conflict with	Paralyse	Litigate against	Force
Antagonise	Penalise	Surpass	Forget
Attack	Take revenge on	Contest	Not see
Campaign against	Coerce	Taunt	Not duplicate
Discredit	Revolt against	Divert	Not listen
Undermine	Force	Dispute	Overlook
Oust	Rebel against	Excel	Direct
Pretend to be	Repress	Face	Determine
Reduce	Retaliate against	Throw	Hope
Betray	Tie with	Confront	Petition
Envy	Distract	Time	Appeal
Hate	Undercut	Survive	Invoke
Resent	Undermine	Deprive	Symbolise
Defy	Vanquish	Worry	
Surmount	Penetrate	Unsettle	Something Else?
Un-mock	Subjugate	Infiltrate	Next Level?
Excel	Curtail	Disable	(Viewpoints)
Dishearten	Attack	Bother	

ASSESSMENT, LIFE DOMAINS

Positions	Pleasure	Prosperity	Position
Identity	Children	Suffering	Form
Education	Procreation	Plants	Values
Training	Survival	Animals	Purposes
Profession	Friendship	Conservation	Age
Work	Sympathies	Growth	Appearance
Influence	Enemies	Bodies	Structure
Earnings	Opposition groups	Life forms	Quality
Skills	CUE breaks	Nature	Quantity
Compulsions	Organisations	Instinct	Craftsmanship
Activities	Activity with others	Offspring	Productivity
Eating	Common purposes	Adaptation	Buildings
Health	Sales	Hunting	Roads
Birth	Promotion	Fishing	Land
Death	Membership	Drugs	Ownership
Where live	Government	Chemicals	Transportation
Where work	Nationality	Materials	Communication
Having time	Politics	Power	Media
Possessions	Foreigners	Energy	Symbols
Money	Law	Sound	Perception
Property	Criminal activities	Gravity	Emotion
Business interests	Races	Flows	Natural forces
Savings	Leadership	Movement	Geographical areas
Destroying things	Responsibility for others	Attraction	Water
Creating things	War	Mock-ups	Earth
Control	Peace	Machinery	Sky
Havingness	Languages	Time	Under ground
Mental condition	Trade	Travel	Under water
Therapy	Media	Dangerous areas	Outer space
Parents	Art	Communication	Heaven
Family	Entertainment	Space	Hell
Sexual relations	Population	Schedules	Own universe
Types of sexual activity	Resources	Measurement	Other's universe
		Distance	Microcosm

Dimensions	Emotion	Rituals	Mystery
After death	Postulates	Life force	The unknown
Before birth	Affinity	Infinity	Powers
Dreams	Reality	God	Psyche
Imagination	Understanding	Life	Spiritual Being
Spirits	Knowledge	Devil	Phenomena
Love	Certainty	Divinity	Corrupt forces
Intuition	Responsibility	Religion	Anti-religion
Thought	Aesthetics	Worship	Utopia
Truth	Ethics	Prayer	The chosen
Ability	Beliefs	Faith	Reincarnation
Consciousness	Goodness	Sin	The beginning
Telepathy	Badness	Atheists	The end
Entrapment	Honour	Non believers	Creation
Imprints	Integrity	Churches	Spirit
Destruction	Teachings	Holy men	Agreements
Reconstruction	Arts	Leaders	Something Else?
Evil	Artists	Followers	Next Level? (Viewpoints)
Intentions	Self expression	Fate	
Punishment	Creativeness	Destiny	
Destiny	Magic	Astrology	

LEVEL ASSESSMENT

REASONABLENESS	(Level 1)
FALSE DATA	(Level 2)
INTELLIGENCE	(Level 3)
ETHICS	(Level 4)
AESTHICS	(Level 5)
MEANINGS	(Level 6)
DOUBT	(Level 7)
AGREEMENTS	(Level 8)
EMOTION	(Level 9)
INTENTION	(Level 10)
VIEWPOINTS	(Level 11)
NEXT LEVEL?	(Level 11)
PART II LEVEL	(Part II)
CORRECTION REQUIRED?	(Part II)
IMPRINT GOAL	(Part I OLA)
SOMETHING ELSE?	(Something Else List)

Level 11

VIEWPOINTS

VIEWPOINTS

The crossovers and conflicts of interest are now one's own. If you did not have a long history you could not be aberrated by this phenomena, because all games would disappear on completion. Say at one point, you decided to give somebody your whole-hearted support and help him. Later he appears to be a 'bad guy' and somehow it never works out. You want to help him and you want to destroy him. Every time you make contact on one flow, the other flow is ghosting along in the game, with all its counter-intentions and postulates. This Level is resolving all such situations once and for all. When you have completed this Level you can have any viewpoint and any game, and with the endpoint that you want for that game.

Total CUE is not a state of enforced Communication, enforced Understanding or enforced Empathy. It is the simplicity of Duplication. You do not have to like it, agree with it or even communicate with it - only Duplicate it, instead of fighting it or siding with it. That is the basis of Pan-determinism, where game will not and cannot aberrate, only be enjoyed in the true Spirit of Play.

On these final Levels of Part III you are picking the last of the scraps of meat off the Imprint carcass. They can be somewhat strenuous to remove but the rewards of resolve in this process are great.

Procedure

1. Assess the following Viewpoints Assessment. The Buttons are in dichotomy pairs, but at this point just assess them as a List.
2. Place the first LF Button in the following Questions and check for reads:

What viewpoint are you holding about -

wanting (Button)?

not wanting (Button)?

encouraging (Button)?

discouraging (Button)?

3. LIST the major reading Question; Verify; then Probcon the Item (Viewpoint) to P/N. Then check the Questions for a further read, etc.
4. Then run to P/N with Indicator Tech:

Mock up a problem for which (Viewpoint) could be the answer.
5. Then check the accompanying Dichotomy for a read (if it doesn't, call three times and then use buttons to be sure), and run it in the same way.
6. Finally, call the Button(s) and if no P/N, run on Repeater to P/N.

ASSESSMENT, VIEWPOINTS

SURVIVAL
SUCCUMB

EVERYONE
NOBODY

AFFINITY
NO AFFINITY

A TERRMINATED HANDLING
NO ENDPOINT

COMMUNICATION
NO COMMUNICATION

OWNING ALL
OWNING NOTHING

AGREEMENT
NO AGREEMENT

RESPONSIBILITY
BLAME

START
STOP

RIGHT
WRONG

BEING
NOT BEING

STAY
ESCAPE

KNOWING
NOT KNOWING

BEAUTY
UGLINESS

CAUSE
EFFECT

REASON
EMOTION

GOOD CAUSE
BAD CAUSE

EMOTION
EFFORT

CHANGE
NO CHANGE

EFFORT
APATHY

WIN
LOSE

COMMITMENT
DOUBT

I AM
I AM NOT

TENSION
RESOLUTION

FAITH
DISTRUST

EXCITEMENT
BOREDOM

IMAGINATION
TRUTH

ANXIETY
RELAXATION

BELIEVE
NOT BELIEVE

PRIDE
HUMILIATION

ALWAYS
NEVER

MODESTY
SHAME

FUTURE
PAST

VIRTUE
GUILT

GRATITUDE
RESENTMENT

MASTERY
SYMPATHY

CONFORM
REBEL

ACCEPTANCE
REJECTION

SANE
INSANE

SYMPATHY
PROPITIATION

SELF-DETERMINISM
OTHER-DETERMINISM

LOVE
HATE

START
STOP

GOOD
EVIL

DIFFERENTIATION
IDENTIFICATION

SOMETHING
NOTHING

BETRAYAL
LOYALTY

TRUTH
HALLUCINATION

BEING
HAD

MATTER
ENERGY

SPACE
TIME

SPIRIT
MEST

GAME
NO GAME

OWN
MISOWN

CREATE
DESTROY

FOREVER
NEVER

DUPLICATION
PERSISTENCE

WASTE
ACCEPT

TAKING
LEAVING ALONE

WEAKNESS
FORCE

SADNESS
HAPPINESS

ATTENTION
NO ATTENTION

FREEDOM
ENTRAPMENT

LOGIC
ILLOGIC

PROBLEMS
SOLUTIONS

QUESTIONS
ANSWERS

CERTAINTY
DOUBT

DEATH
BIRTH

EXTERIORISATION
INTERIORISATION

REALITY
ILLUSION

TRUTH
LIE

ABSOLUTE TRUTH
FOREVER

NOISE
SILENCE

CONNECTEDNESS
SEPARATENESS

ASSOCIATION
DISASSOCIATION

HELP
DESTROY

CONFRONT
NO CONFRONT

PLEASURE
NO PLEASURE

ACCEPTANCE
REJECTION

EXISTENCE
NONEXISTENCE

CAUSE
EFFECT

OUTSIDE
INSIDE

GET INTO
GET OUT OF

CRIMINALITY
SOCIAL BEHAVIOUR

DISPERSAL
FIXITY

GLEE
GLOOM

ELATION
DEJECTION

PLEASURE
PAIN

MASOCHISM
SADISM

SECRECY
CANNOT WITHHOLD

DUALITY
SIMULTANEITY

ATTACHMENT
DETACHMENT

CONSCIOUSNESS
OBLIVION

FAST ACTION
STILLNESS

PEACE
WAR

FRENZY
CATATONIA

HYSTERIA
CALM

SHOCK
PREDICTION

DELUSION
REALITY

FORTUNE
DISASTER

INTROVERSION
EXTRAVERSION

FEELING
INDIFFERENCE

HOPE
DESPAIR

FEAR
COURAGE

CHANGE
STAY THE SAME

ACCEPTANCE
DENIAL

TAKING
GIVING

PURPOSE
FATE

TOTAL SUCCESS
TOTAL FAILURE

HIDDEN
EXPOSED

BEING SOMETHING
BEING NOTHING

BEING MATTER
BEING ENERGY

SACRIFICE
DEMANDING

WORSHIPPING BODIES
REJECTING BODIES

NEEDING BODIES
NOT NEEDING BODIES

APPROVAL FROM BODIES
DISAPPROVAL OF BODIES

OWNING THE BODY
NOT HAVING THE BODY

PROTECTING THE BODY
NEGLECTING THE BODY

PUNISHING BODY
REWARDING BODY

BEING THE BODY
NOT BEING THE BODY

CONTROLLING THE BODY
FORSAKING THE BODY

REGRET
CONTENTMENT

BLAME
PRAISE

RUTHLESSNESS
PITY

LIFE
DEATH

USELESSNESS
USEFULNESS

HOPE
DISAPPOINTMENT

VICTIM
WRONGDOER

WITHHOLD EVERYTHING
WITHHOLD NOTHING

PROPITIATION
DOMINATION

OBLIGATION
REFUSAL

ANGER
FORGIVENESS

FRIEND
ENEMY

MONOTONY
RANDOMITY

INTEREST
INDIFFERENCE

INSIST
DENY

CONSERVATIVE
REVOLUTIONARY

AESTHETIC
OFFENSIVE

EXHILARATION
EXHAUSTION

CHALLENGES
PROBLEMS

SERENITY
NO EXISTENCE

ANOTHER BEING
SELF

UNKNOWN
KNOWN

LONELINESS
GOOD COMPANY

AFFECTION
REJECTION

SEX
CHASTITY

HOLDING
PUSHING AWAY

CO-OPERATION
COMPETITION

POWER
IMPOTENCE

WARMTH
FRIGIDITY

STROKING
STRIKING

ECSTASY
MISERY

IMPLICIT IDEA
EXPLICIT FACT

STABLE DATA
RANDOM DATA

MIND
MATTER

BODY
MIND

SPIRIT
EARTH

CONSCIOUSNESS
TENSION

IDEAL
REALITY

EVIDENCE
ASSUMPTION

BELIEF
BEHAVIOUR

SELF
OTHERS

PLAY
ENFORCEMENT

COMPULSION
INHIBITION

EXPANSION
CONTRACTION

INWARDS
OUTWARDS

ENFOLD
UNFOLD

MAN
NATURE

HERE
INFINITY

NOW
ETERNITY

ALL
NOTHING

SUBJECT
OBJECT

FIGURE
BACKGROUND

HARMONY
CONFLICT

CLOSENESS
FAR AWAY

INTEGRATION
DIVISION

POSITIVE
NEGATIVE

WHOLENESS
FRAGMENTATION

INDEPENDENCE
DEPENDENCE

BLACK
WHITE

ORDER
CHAOS

INVENTION
CONVENTION

WORK
REST

WILL
INSTINCT

PAST
PRESENT

SUBJECTIVE REALITY
OBJECTIVE REALITY

GOING UNCONSCIOUS

FEELING NOTHING

GOING INSANE

ESCAPING

DYING

NOT CARING

ENDURING

GETTING BETTER

LIVING

LIVING BETTER

Something Else?

Next Level? (A New Game)

LEVEL ASSESSMENT

REASONABLENESS	(Level 1)
FALSE DATA	(Level 2)
INTELLIGENCE	(Level 3)
ETHICS	(Level 4)
AESTHICS	(Level 5)
MEANINGS	(Level 6)
DOUBT	(Level 7)
AGREEMENTS	(Level 8)
EMOTION	(Level 9)
INTENTION	(Level 10)
VIEWPOINTS	(Level 11)
A NEW GAME	(Level 12)
NEXT LEVEL?	(Level 12)
PART II LEVEL	(Part II)
CORRECTION REQUIRED?	(Part II)
IMPRINT GOAL	(Part I OLA)
SOMETHING ELSE?	(Something Else List)

Level 12

A NEW GAME

A NEW GAME

When a game is over, after the celebrations or recriminations, there must be a new game to fill the vacuum. If there isn't a new game, somebody is sure to start one, and if you try and stop this, the new game will become 'getting you'! It would be hard for you to start the new game if your attention is hung up on earlier games.

If the game becomes 'get you', you either keep a very low profile so no one notices you, or you could join in the national pastime of 'get you before you get me'. Alternatively, you could meet up with your fellow humans and 'get' whoever is currently committing the three major crimes: being there, communicating and not conforming.

One of the main reasons we all get together and agree to conform, is that it feels safe to do so. Or so it appears. Anything that is different has to be attacked because it is not conforming - it is threat to the game. Hence black and white fight, Infidel and Christian, Conservative and Labour - the list of these reactive games is endless.

It is truly an 'Alice Through the Looking Glass' situation, for the only safe route for a spiritual Being is *not* to conform. Conforming is to obey the Imprint upon which our culture is based. To be a spiritual Being is to be oneself, unique and original, however that may be. It is only going along this route of free choice that the hold of the Imprint is broken.

The Imprint does not need a police force. It is built into human nature and human culture. We reinforce it with 'safe' agreements that do not rock the boat, and by the constant threat of exclusion for non-conformists. I'm sure I never agreed, knowingly and awarably, to wear a body, work a 9 - 5 shift every day for a barely survival pittance. Keeping up with the Jones's and ignoring the Robinsons for three score and ten, and maybe somebody will think well enough of me to send flowers to my cremation. So I don't go along with the idea that we've got a universe because we agree to it - unless you count the tacit consent of not being there and not communicating, just drifting along with the group think, as 'agreement'. I don't.

The more aware you become, the more you realise this phenomena. To become Fully Realised, is to change, to be oneself, to conform to no preset formula. It scares the hell out of ordinary mortals, at which point the game becomes 'get you'. The aware people throughout history have always been 'got', if they made their presence known. They've been nailed up, burned and done-in in various unpleasant ways. Not, I believe, because they tried to save us, but because the 'new games' they offered us were unacceptable - they were too different, required too much awareness and we couldn't play them. They also threatened too many vested interests.

It is said, 'Human nature will out'. Well, human nature **is** the Imprint, cutting our communication line to our real nature as Beings of Spirit. Human nature is conform or be 'got', or at least 'get out'. It is not the safest environment for Spirit games, but that's not going to stop us playing them, is it?

Procedure

The following Assessment is divided into blocks, with three Buttons in each. Only the first Button of each block is called, in the form: "A ----- Game."

The LF Button, representing a block, is circled in red with the read. The first Button of the reading block is put into the Part A of the list of questions which follows the

Assessment List. The second Button of the reading block is put into the Part B questions, and the third Button into the Part C questions. Each Part is handled and completed separately.

The seven questions of the Part (A/B/C) are assessed and the majorly reading question LISTED. The resulting Item is then Probconned to P/N. This is continued until no questions read; then the Button is run on repeater to P/N.

The Assessment List can be added to.

ASSESSMENT, A NEW GAME

Call the first line of each block: "A ----- Game"

No
Failed No
Stopped No

Protested
Failed To Protest
Not Protested

Evaluated
Failed To Evaluate
Not Evaluated

Refused
Failed To Refuse
Stopped Refusal

Withdrawn
Failed To Withdraw
Not Withdrawn

Had Opinions About
Failed To Have Opinions
About
Not Had Opinions About

False
Failed Falsity
Stopped Falsity

Convinced
Failed To Convince
Not Convinced

Blocked
Failed To Block
Not Blocked

Unknown
Failed Unknown
Stopped Unknown

New
Failed New
Stopped New

Retreated
Failed To Retreat
Not Retreated

Discovered
Failed To Discover
Stopped Discovery

Aesthetic
Failed Aesthetic
Stopped Aesthetic

Reached
Failed To Reach
Not Reached

Inflowed
Failed To Inflow
Stopped Inflow

Wasted
Failed Waste
Not Wasted

Attacked
Failed To Attack
Not Attacked

Outflowed
Failed To Outflow
Stopped Outflow

Substituted
Failed Substitution
Stopped Substitution

Stopped
Failed To Stop
Not Stopped

Suppressed
Failed To Suppress
Not Suppressed

Threatened
Failed To Threaten
Stopped Threatened

Confronted
Failed To Confront
Not Confronted

Invalidated
Failed To Invalidate
Not Invalidated

Challenged
Failed To Challenge
Stopped Challenge

Communicated
Failed To Communicate
Not Communicated

Been Careful
Failed To Be Careful
Not Been Careful

Gambit
Failed Gambit
Stopped Gambit

Prideful
Failed To Be Proud Of
Not Prideful

Suggested
Failed To Suggest
Not Suggested

Pretended
Failed To Pretend
Stopped Pretend

Sympathised
Failed To Sympathise
Not Sympathised

Withheld
Failed To Withhold
Not Withheld

Thought
Failed To Think
Not Thought

Recovered
Failed To Recover
Not Recovered

Had Failed To Have Not Had	Forbidden Failed To Forbid Stopped Forbidden	Caused Failed To Cause Not Caused
Looked At Failed To Look At Not Looked At	Interested Failed To Interest Stopped Interest In	Believed Failed To Believe Not Believed
Resented Failed To Resent Not Resented	Controlled Failed To Control Stopped Control Of	Cured Failed To Cure Not Cured
Feared Failed To Fear Not Feared	Body Failed Body Stopped Body	Liked Failed To Like Not Liked
Endured Failed To Endure Not Endured	Agreed Failed To Agree Not Agreed	Avoided Failed To Avoid Not Avoided
Abandoned Failed To Abandon Not Abandoned	Disagreed Failed To Disagree Not Disagreed	Proven Failed To Prove Not Proven
Given Up Failed To Give Up Not Given Up	Ignored Failed To Ignore Not Ignored	Hidden Failed To Hide Not Hidden
Sane Failed To Be Sane Not Sane	Decided Failed To Decide Not Decided	Revealed Failed To Reveal Not Revealed
Curious Failed To Be Curious Not Curious	Propitiated Failed To Propitiate Not Propitiated	Made Mistakes Failed To Make Mistakes Not Made Mistakes
Desired Failed To Desire Not Desired	Held Off Failed To Hold Off Not Held Off	Asserted Failed To Assert Not Asserted
Enforced Failed To Enforce Not Enforced	Pulled In Failed To Pull In Not Pulled In	Changed Failed To Change Not Changed
Inhibited Failed To Inhibit Not Inhibited	Helped Failed To Help Not Helped	Damaged Failed To Damage Not Damaged
Postulated Failed To Postulate Stopped Postulate	Known Failed To Know Not Known	Remained Failed To Remain Not Remained

Prevented Failed To Prevent Not Prevented	Mocked-Up Failed To Mock-Up Stopped Mock-Up	Something Else?
Pressed On Failed To Press On Not Pressed On	Mystery Failed Mystery Stopped Mystery	Next Level? (The Rock)
Been Right Failed To Be Right Not Been Right	Illusory Failed Illusion Stopped Illusion	
Been Wrong Failed To Be Wrong Not Been Wrong	Magic Failed Magic Stopped Magic	
Won Failed To Win Not Won	Associated Failed Association Stopped Association	
Lost Failed To Lose Not Lost	Disassociated Failed To Disassociate Stopped Disassociation	
Past Failed Past Stopped Past	Creative Failed To Create Stopped Creation	
Present Failed Present Stopped Present	Destructive Failed To Destroy Stopped Destruction	
Future Failed Future Stopped Future	Good Failed Good Stopped Good	
Important Failed Important Stopped Important	Evil Failed Evil Stopped Evil	
Unimportant Failed Unimportance Stopped Unimportance	Discreditable Failed Discreditable Stopped Discreditable	
Invisible Failed To Be Invisible Stopped Invisible	Imagined Failed To Imagine Stopped Imagination	
Black Failed Black Stopped Black	Persisted Failed To Persist Stopped Persistence	

A New Game - Assessment A/B/C

See separate horizontal page

LEVEL ASSESSMENT

REASONABLENESS	(Level 1)
FALSE DATA	(Level 2)
INTELLIGENCE	(Level 3)
ETHICS	(Level 4)
AESTHICS	(Level 5)
MEANINGS	(Level 6)
DOUBT	(Level 7)
AGREEMENTS	(Level 8)
EMOTION	(Level 9)
INTENTION	(Level 10)
VIEWPOINTS	(Level 11)
A NEW GAME	(Level 12)
THE ROCK	(Level 13)
NEXT LEVEL?	(Level 13)
PART II LEVEL	(Part II)
CORRECTION REQUIRED?	(Part II)
IMPRINT GOAL	(Part I OLA)
SOMETHING ELSE?	(Something Else List)

Level 13

THE ROCK

THE ROCK CYCLE

The Rock is a Reach-Withdraw mechanism. It is the method a Being uses to reach people, when he has failed to communicate directly. It may have worked once but it doesn't any longer, so when he reaches with this method he is forced to withdraw again. He represses this as he cannot confront it, and so it becomes an automated mechanism. It is the People Pleaser mechanism. The Reach and Withdraw are two opposing flows and the phenomenon of a stuck needle is the ridge so created. It is the Substitute Doingness that the Substitute Beingness uses in order to attain the Substitute Havingness. It is the Rock on which the composite case is built and it is finally disintegrated on this and the next Level.

As we look at any object and describe it - well, that is only a significance. We can say millions and millions and millions of things that are significances about something, but underlying it is *the thing itself*.

This acts rather like a prime magnet. You can magnetise a ball bearing and then it will attract other ball bearings next to it, which become magnets themselves, and as you attach more ball bearings you end up with a bigger and bigger magnet. The prime magnet is analogous to the Rock, and the secondary magnets are analogous to additions to the Rock.

On this Level we have to be careful not to make any additions to the Rock as they would be further significances. We would know this because it will make the meter needle rise slowly and finally become stuck. Full application of Indicator Tech will prevent this. The Rock itself does not cause a rise, it just sticks.

The Rock can be determined by what a person shies away from and what he sticks on. This is visible on the meter (before the needle becomes stuck) as a Fibrillation. It is tiny on the GSR meter but wide on a Bilateral meter, by the way. Pursuing that will get us the Reach and Withdraw mechanism. The Fibrillation itself is showing this Reach and Withdraw mechanism in operation: in-out-in-out-in-out, as the needle waves rapidly on the dial.

The Rock Cycle is a fascinating Level to run. The Rock is a Being's most profound protest to the Imprint phenomena and as such the most aberrative. It peels off in layers or cycles, just like peeling an onion.

Do not attempt the Rock until all the earlier Levels on the Level Assessments for Parts II and III do not read, even with suppress buttons, or you will only run restimulations of the Rock and they are better handled by the appropriate Level. Be very alert for the possibility of False Misdeeds: handle Misdeeds with Indicator Tech very thoroughly before you accept them.

Procedure

LIST the following Questions, and Probcon each resulting Item before moving on to the next Question:

(1) What could you use to reach people with?

This first Item should then be inserted into Questions (2) - (6).

(2) How could you stop (first Item) from going away?

(3) How could you hold (first Item) still?

(4) How could you mock-up (first Item) so everyone can see it?

(5) On what basis could you decide (first Item) would ruin the game?

(6) On what basis could you decide not to mock-up (first Item)?

Be especially thorough with your Indicator Tech on this Level.

Note: Questions (1) - (6) make up a 'Rock Cycle'.

If an Item from (1) does not run on all the Questions, it should be noted on a separate 'Rock Cycle OLA' created for this Level. Then on subsequent Cycles, if Question (1) does not read, the Rock Cycle OLA Items should be tested on Question (4) and the largest reading Item run again through the Cycle, on the Questions that do now read. (This should also be the procedure on returning to this Level when indicated by a Level Assessment).

The Rock Cycle will eventually produce the first of your Own Goals Series. (They run in series because a Being does not operate on only one Own Goal at a time). The two oppose questions of this Item should be added to the Goal (Part I) OLA under a new section called 'Own Goals'. When this occurs, on this or the next Level, and if 'Own Goals' reads majorly on the Level Assessment, move to Level 30 which explains the special Procedure for running Own Goals.

When you have completed the Goal that came out of the Rock Cycle, then see if the Goal itself is the first Item for another Rock Cycle - Questions (2) - (6) only - by checking for the next action with:

Clean the Goal (to)?

Rock Cycle on the Goal (to)?

If the Rock Cycle is run on a completed Goal, it should then be fully cleaned, as per Part I Procedure.

LEVEL ASSESSMENT

REASONABLENESS	(Level 1)
FALSE DATA	(Level 2)
INTELLIGENCE	(Level 3)
ETHICS	(Level 4)
AESTHICS	(Level 5)
MEANINGS	(Level 6)
DOUBT	(Level 7)
AGREEMENTS	(Level 8)
EMOTION	(Level 9)
INTENTION	(Level 10)
VIEWPOINTS	(Level 11)
A NEW GAME	(Level 12)
THE ROCK	(Level 13)
THE REAL WHY	(Level 14)
NEXT LEVEL?	(Level 14)
PART II LEVEL	(Part II)
CORRECTION REQUIRED?	(Part II)
IMPRINT GOAL	(Part I OLA)
SOMETHING ELSE?	(Something Else List)

Level 14

THE REAL WHY

THE REAL WHY

If you have been thoroughly applying Indicator Tech and it has been 'layering', i.e. new Expressions have been coming up before the cycle is completed, and repeatedly doing so for several cycles before you can fully indicate, then you have been pulling up postulates by the hat full. It is important to start recognising postulates, if you haven't already, since much of the future methods of the Insight Project will involve examining your postulates.

A postulate is fine. It's the spiritual being's way of handling things, and it beats efforting into a cocked hat. Where the postulate goes wrong is where it persists in time, gets occluded, and acts as an illogic in your affairs, like an unknown design fault in a machine which makes all attempts to get the machine to work doomed to failure. You don't know it is there but it is senior to all your efforting and the final product is not your heart's desire but some odd-ball result you hadn't planned. If it repeats, which it does, you get used to it and make the best of a bad job. 'Life's like that', 'You can't win them all', and 'I never win at that', etc. Now it has gone solid, because a Being is never wrong even if he has to stand the universe on its ear to be right. If he says it is so, it is so. Unfortunately he has already said it should be another way, so nothing happens except confusion and chaos. You will see that we are dealing with the mechanism of the Rock again here, and finally dismantling it.

A lie is a second postulate, statement or condition which masks the primary postulate, which is permitted to remain. If a Being is making postulates all the time, which he is, everything after the first postulate is going to be a second postulate to the one before it. There has to be a little more to it, otherwise the ability to postulate would be a liability, not an asset. Well there is.

At the top of a Goal you have a postulate. At the bottom of a Goal you have an ID in opposition to the Goal (i.e. the top ID or the bottom OppID). ***So the bottom ID has to be also in opposition to the Postulate*** as well. As the Being is making postulates all the time, he has got to be creating second postulates by the bucket load. The results of the second postulates, because they are in opposition to his real purposes, the Goal, are going to make him madder than hell at somebody, usually himself. This is where it goes wrong, because now he is operating over the top of a CUE break. Nothing good ever comes of that, because you cannot successfully handle something you are CUE-broken with.

At this point the Being puts his Spiritual foot in it. **He insists the first postulate.**

Now you have got persistence, now you've got the illogic, now you've got the problem: a postulate persisting in time. He didn't want to reach (first postulate), then he reached while not wanting to (second postulate), so he got something he didn't want. Then he got mad as hell and **INSISTED** he didn't want it in the first place and now he is stuck with it. Nothing would have gone wrong but he **INSISTED** and that did it.

None of this would matter a damn but now he is in the physical universe operating on a time continuum. That is the 'nigger in the wood-pile'. Probably this is the very mechanism that created the time continuum in the first place. He pulled the first postulate into present time, over the top of a second postulate he was upset with, and made it solid by insisting it. That is the real Granddaddy to the Misdemeanor-Justification sequence.

The Real Why pulls this mechanism into view, and with plenty of Indicator Tech dissects it. At last you can change your mind about that worrisome first Postulate without bringing the universe down around your ears.

The second postulate is spoiling your game, so you make the first postulate more solid and stop it going away. Now you are trying to make everybody else see it by insisting it. But unfortunately you are still dramatising the bottom ID of this Own Goal with it's second postulates, so you are all of the higher IDs away from perceiving the first postulate consciously. When you can get it, you can 'decide not to do it' and then it can disappear. The Procedures of the last Level, The Rock, and of this Level start to open up the first postulates to view and also open up the area of Own Goals. The next Part, Part IV, continues this process.

Procedure**1. Assess the Primary Scale.**

2. Take the Button found to its Secondary Scale (numbered the same) and assess the major reading verb. The Primary Scale noun to use in the following question is indicated above the Secondary scale list (it may differ from the Primary Scale Button). Having assessed for these words, do not under any circumstances dictionary-define them, as this would change their meaning and cause the charge that has been restimulated to be bypassed.

3. Make up the question:

‘In what way are you (Sec. Scale verb) (Primary Scale noun)?’

The verb should become ‘-ing’. Smooth out the grammar as minimally as possible. Note: The Secondary Scale verb represents a second postulate in the area of the first postulate represented by the Primary Scale Button. The actual first postulate will be uncovered later.

4. LIST; Verify; then Probcon the resulting Item to P/N.

5. Take the Primary Scale Button in the form of a verb (given at the end of each Secondary scale list) and put it into the following Questions and assess for the major read:

In what way could you occlude the postulate to (Primary verb)

In what way could you unknow the postulate to (Primary verb)

In what way could you remember the postulate to (Primary verb)

In what way could you forget the postulate to (Primary verb)

In what way could you not know the postulate to (Primary verb)

In what way could you know about the postulate to (Primary verb)

In what way could you know the postulate to (Primary verb)

6. LIST; Verify; then Probcon to P/N.

7. Reassess as 5.

8. Probcon to P/N.

9. Repeat 7 & 8 until no questions read.

10. Call the Primary scale Button and if it does not P/N, repeater to P/N.

11. Reassess Primary Scale Buttons at Step 1, etc.

THE REAL WHY, PRIMARY SCALE BUTTONS

- | | |
|----------------------------------|--------------------------|
| 67. LOCATE | 34. PROTECT |
| 66. FAIL TO LOCATE | 33. FAIL TO LEAVE |
| 65. FAITH | 32. LEAVE |
| 64. CAUSE | 31. WAIT |
| 63. NO EFFECT | 30. SURVIVE |
| 62. EFFECT | 29. FAIL TO ARRIVE |
| 61. OBSESSIVE CAN'T HAVE | 28. ARRIVE |
| 60. CREATE | 27. FAIL TO BE IMPORTANT |
| 59. THINK | 26. IMPORTANT |
| 58. PECULIAR INTEREST | 25. PROPITIATE |
| 57. DISPERSE | 24. ATTEND |
| 56. INTEND TO NOT
COMMUNICATE | 23. SEPARATE |
| 55. BAD CONTROL | 22. FAIL TO WITHHOLD |
| 54. BETRAY | 21. WITHHOLD |
| 53. COLLECT | 20. MIS-EMOTION |
| 52. SUBSTITUTE | 19. DESTROY |
| 51. WITHDRAW | 18. MOVE |
| 50. DUPLICATE | 17. FAIL TO ATTACK |
| 49. ENTER | 16. ATTACK |
| 48. INHIBIT | 15. DISLIKE |
| 47. DISAGREE | 14. LIKE |
| 46. ENFORCE | 13. COMPETE |
| 45. AGREE | 12. FAIL TO HELP |
| 44. DESIRE | 11. HELP |
| 43. WANT TO KNOW | 10. FAIL TO CONTROL |
| 42. FAIL TO ENDURE | 9. CONTROL |
| 41. ENDURE | 8. EMOTION |
| 40. NO MOTION | 7. FAIL TO COMMUNICATE |
| 39. FAIL TO ABANDON | 6. COMMUNICATE |
| 38. ABANDON | 5. FAIL TO INTEREST |
| 37. FAIL TO WASTE | 4. INTEREST |
| 36. WASTE | 3. CONNECT |
| 35. FAIL TO PROTECT | 2. FAIL TO HAVE |
| | 1. HAVE |

Note: the Numbers relate to the Secondary Scale list for each Primary Scale Button.

THE REAL WHY, SECONDARY SCALES

67. LOCATION

Note: The Primary Scale noun to use is: A LOCATION

Reach	Find	Indicate	Happen upon
Withdraw from	Discover	Realise	Recognise
Spot	Know	Study	Identify
Perceive	Seek	Be posted to	Verify
Isolate	Search for	Arrange	Manifest
Hold	Settle on	Aim at	Sight
Mock-up	Hold onto	Establish	Sense
Put there	Define	Stop at	Interiorise into
See	Limit	Colonise	Be
Attack	Pin-point	Rediscover	Value
Box in	Designate	Explore	

Note: The Primary Scale verb to use is: Locate

66. FAILURE TO LOCATE

Note: The Primary Scale noun to use is: A LOCATION

Fail to reach	Fail to indicate	Stay away from
Fail to withdraw from	Fail to realise	Keep away from
Fail to spot	Fail to study	Withdraw from
Fail to perceive	Fail to be posted to	Un-mocking
Fail to isolate	Fail to arrange	Leave
Fail to hold	Fail to aim at	Depart from
Fail to mock-up	Fail to establish	Retreat from
Fail to put there	Fail to stop at	Vanish
Fail to see	Fail to colonise	Escape from
Fail to attack	Fail to rediscover	Flee from
Fail to box in	Fail to explore	Pretend nothing at
Fail to find	Fail to happen upon	Avoid
Fail to discover	Fail to recognise	Confuse
Fail to know	Fail to identify	Wander in
Fail to seek	Fail to verify	Change
Fail to search for	Fail to manifest	Lie about
Fail to settle on	Fail to sight	Lose
Fail to hold onto	Fail to sense	Discredit
Fail to define	Fail to interiorise into	Neglect
Fail to limit	Fail to be	Not Wanting
Fail to pin-point	Abandon	Exteriorising from
Fail to designate	Be absent from	Have nothing at

Note: The Primary Scale verb to use is: Fail to locate

65. FAITH

Note: The Primary Scale noun to use is: FAITH

Hope for	Soothe	Confirm	Subjugate with
Entrust	Vouch for	Imprint	Stultify
Depend on	Encourage	Join	Persecute
Comfort in	Enlighten	Rejoin	Wish
Provide	Testify	Combine	Revere
Succour	Inspire	Embrace	Worship in
Vindicate	Abide in	Discredit	Achieve
Oblige	Denounce	Impose	Trust
Offer	Convert	Transgress	Exclude
Revive	Confess	Sin against	Aspire to

Note: The Primary Scale verb to use is: Have faith

64. CAUSATION

Note: The Primary Scale noun to use is: A CAUSATION

Effect	Strengthen	Contribute to	Design
Spawn	Sponsor	Judge	Invent
Make	Validate	Energise	Damage
Materialise	Uphold	Order	Exploit
Necessitate	Undertake	Organise	Discredit
Provoke	Facilitate	Supervise	Impose
Will	Lead	Master	Exclude
Discover	Assist	Originate	Dominate
Expedite	Sustain	Motivate	Compel
Delight in	Assure	Penalise	Conceive
Develop	Prepare for	Innovate	Postulate

Note: The Primary Scale verb to use is: To cause

63. NO EFFECT

Note: The Primary Scale noun to use is: AN EFFECT

Vanish	Excuse	Deny	Despondent about
Minimise	Evade	Withstand	Reject
Omit	Prevent	In despair about	Dissuade

Note: The Primary Scale verb to use is: Make no effect

62. EFFECT

Note: The Primary Scale noun to use is: AN EFFECT

React to	Encourage	Ordain	Afflict
Read to	Repair	Degrade	Threaten
Enhance	Strengthen	Deface	Regret
Energise	Develop	Undermine	Discourage
Prepare	Will	Damage	

Note: The Primary Scale verb to use is: Make an effect

61. OBSESSIVE CAN'T HAVE

Note: The Primary Scale noun to use is: A HAVINGNESS

Disbelieve	Purge	Defraud	Hesitate
Disown	Deny	Ostracise	Forbid
Emaciate	Eliminate	Plunder	Lose
Oppose	Ruin	Disperse	Restrict
Owe	Efface	Excommunicate	Forget
Steal	Disintegrate	Exclude	Reject
Bereave for	Censor	Filter	Renounce
Mistrust	Engulf	Separate from	Relinquish
Remove	Extinguish	Outlaw	Weep for
Sacrifice	Depreciate	Dismiss	Mourn
Abort	Explode	Evade	Abhor
Cure	Value	Shatter	Hate
Replace	Consume	Contend	Grieve for
React to	Cling to	Divide	Dread
Destroy	Requisition	Contradict	Envy
Duplicate	Crave	Concede	Despair about
Reproduce	Alter	Protest	Succumb to
Finish	Emasculate	Dismiss	Begrudge
Obliterate	Neuter	Insulate	Condemn
Crush	Snatch	Shun	Criticise
Dispose of	Exploit	Segregate	Discard
Devastate	Cheat	Prohibit	Desire
Erase	Capture	Prevent	Enforce

Note: The Primary Scale verb to use is: Not be able to have

60. CREATION

Note: The Primary Scale noun to use is: A CREATION

Motivate	Originate	Vitalise	Materialise
Make	Instigate	Construct	Imagine
Emanate	Breed	Attribute	Forget
Engender	Impregnate	Write	Deny
Perpetrate	Devise	Discover	Rush
Commence	Invent	Express	Justify
Contrive	Manufacture	Endow	Suppress
Design	Establish	Recreate	Misown
Locate	Improvise	Embrace	Discredit

Note: The Primary Scale verb to use is: Create

59. THOUGHT

Note: The Primary Scale noun to use is: A THOUGHT

Wonder about	Assume	Compare	Prejudge
Outline	Rationalise	Doubt	Prefer
Justify	Perceive	Distinguish	Predict
Theorise	Realise	Disprove	Educe
Generalise	Concentrate on	Presuppose	Preconceive
	Conceive	Presume	

Believe	Deduce	Retrace	Exclude
Symbolise	Qualify	Record	Misconceive
Analyse	Quantify	Review	Regret
Suspect	Plan	Forget	Classify
Suppose	Ponder	Eliminate	Criticise
Speculate	Reconsider	Concoct	Infer
Visualise	Recollect	Establish	Worry about
Equate	Postulate	Evoke	Hold on to
Derive	Resolve	Pursue	Prove
Define	Discern	Explore	Despair about
Contemplate	Imagine	Determine	Summarise
Consider	Identify	Devise	Idealise
Transcend	Simplify	Pervade	Discredit
Associate	Understand	Derange	Confuse
List	Recognise	Divide	
Decide	Remember	Differ from	

Note: The Primary Scale verb to use is: Think

58. PECULIAR INTEREST

Note: The Primary Scale verb to use is: A PECULIAR INTEREST

Indulge	Stop	Provoke	Infiltrate
Incite	Elongate	Ruin	Threaten
Like	Emphasise	Eliminate	Immersed in
Lust for	Correct	Abolish	Specialise in
Inflame	Edit	Excited by	Regret
Infatuated by	Magnify	Fascinated by	Humiliated by
Wallow in	Alter	Delight in	Degraded by
Thrilled by	Spy on	Permit	Succumb to
Titillated by	Infiltrate	Persecute	Sentimentalise
Peep at	Pry into	Tolerate	Plot
Mystified by	Persecute	Masturbate over	Suffer
Enchanted by	Maintain	Force	Abuse
Prostitute	Perpetuate	Overwhelmed by	Corrupt
Play with	Prolong	Outlaw	Embarrassed by
Locate	Nurture	Brutalise	Ashamed of
Pervade	Reinstate	Abuse in	Trapped by
Cling to	Survive	Injure in	Pervert
Gratify	Fix	Prohibit	Initiate
Stimulate	React to	Hide in	Implicated by
Excite	Drool over	Penetrate in	Embroided in
Discipline	Be reminded of	Tormented by	Disgraced by
Manipulate	Imitate	Devastated by	Deceived by
Prescribe	Remember	Exhilarated by	
Predisposed to	Practise	Intoxicated by	
Comply with	Rehearse	Victimise in	

Note: The Primary Scale verb to use is: be interested in something peculiar

57. DISPERSAL

Note: The Primary Scale noun to use is: A DISPERSAL

Distribute	Afraid of	Agitate	Cause
Propagate	Provoke	Evade	Feel

Note: The Primary Scale verb to use is: Disperse

56. INTENTION TO NOT COMMUNICATE

Note: The Primary Scale noun to use is: A COMMUNICATION

Disguising	Dispute	Loathe	Disgusted by
Dogmatise	Suggest	Deaf to	Despair about
Deride	Intrude	Ignore	Embittered by
Deplore	Stop	Conceal	Demand
Exaggerate	Challenge	Divulge	Provoked by
Distort	Poison	Retract	Deprive
Prejudice	Forget	Limit	Surprised by
Mumble	Purge	Thwart	Twist
Mock	Erase	Resort to	Slant
Misrepresent	Tease	Risk	Disapprove of
Boycott	Tempt	Filter	Ashamed by
Obscure	Attract	Forbid	Complain about
Refuse	Pretend	Discredit	Condemn
Falsify	Impersonate	Sulk about	Blame
Perjure	Impose	Outraged by	Avenge
Rebuke	Expose	Angry about	Resent
Defame	Attack	Scornful of	Implicated by
Interrupt	Coax	Betray	Mislead with
Persuade	Extract	Plot	Discourage

Note: The Primary Scale verb to use is: Invert communication

55. BAD CONTROL

Note: The Primary Scale noun to use is: SOMEONE OR SOMETHING

Mislead	Persuade	Efface	Overwhelm
Misbehave	Appeal to	Ruin	Drug
Change	Read to	Engulf	Strain
Suppress	Disappoint	Expire	Trick
Subject	Misdemean	Fail	Exploit
Seduce	Promise	Wither	Demoralise
Bewitch	Imprint	Devour	Disturb
Hypnotise	Condition	Violate	Incriminate
Confuse	Bully	Force	Imperil
Elude	Seize	Coerce	Agitate
Endanger	Torment	Rebel against	Disperse
Muddle	Torture	Damage	Shock
Mistreat	Enslave	Torment	Divide
Mistake	Devastate	Goad	Injure
Corrupt	Destroy	Penalise	Hinder
Disobey	Demolish	Pester	Threaten
Disconcert	Purge	Worry	Resist

Repress	Distract	Fight	Deform
Complain about	Disable	Enforce	Embitter
Resent	Embarrass	Manipulate	Invert
Avenge	Misuse	Dominate	Complicate
Blame	Bind	Compel	Alter
Begrudge	Loose	Coerce	Lying about
Bother	Withstand	Shame	Degrade
Foul	Suffer	Entrap	Cripple
Criticise	Abhor	Obstruct	Discard
Discourage	Betray	Distort	
Disapprove of	Nag	Punish	

Note: The Primary Scale verb to use is: Invert Control

54. BETRAYAL

Note: The Primary Scale verb to use is: HELP

Begrudge	Replace	Criticise	Damage
Fumble	Imitate	Caution	Undermine
Suggest	Adjourn	Deprive	Disclose
Stop	Abuse	Discourage	Hate
Prevent	Inflict	Delude	Begrudge
Summon	Botch	Deceive	Deny
Alter	Betray	Retard	Deprive

Note: The Primary Scale verb to use is: Invert Help

53. COLLECTING

Note: The Primary Scale noun to use is: A COLLECTION

Cohere	Summarise	Monopolise	Surround
Convene	Absorb	Comprehend	Catch
Fuse	Accumulate	Impress	Entrap
Recruit	Unify	Invest in	Value
Rally	Incorporate	Admit	Concentrate on
Gather	Adopt	Educate	

Note: The Primary Scale verb to use is: Collect

52. SUBSTITUTION

Note: The Primary Scale noun to use is: A SUBSTITUTION

Compensate for	Improvise	Empower	Botch
Counterfeit	Incarnate	Delegate	Lying about
Dramatise	Interpret	Replacing	Shift
Impersonate	Betoken	Insert	Imagine

Note: The Primary Scale verb to use is: Substitute

51. WITHDRAWAL

Note: The Primary Scale noun to use is: A WITHDRAWAL

Extract	Relax	Mortified by	Hide
Evade	Resist	Eschew	Retract from
Recoil from	Exclude	Dissuade	Refrain from
Recall	Discourage	Regret	Shirk
Adjourn	Deny	Resort to	
Extract	Embarrassed by	Hesitate to	

Note: The Primary Scale verb to use is: Withdraw

50. DUPLICATION

Note: The Primary Scale noun to use is: A DUPLICATE

Receive	Remember	Reproduce	Disguise
Replace	Repeat	Value	Forge
restore	Recognise	Validate	Impersonate
Replenish	Record	Repair	Visualise
Transmit			

Note: The Primary Scale verb to use is: Duplicate

49. ENTRY

Note: The Primary Scale noun to use is: AN ENTRY

Admit	Intrude	Storm	Promote
Invite	Force	Penetrate	Resist
Repeat	Infiltrate	Embrace	Suppress
Entrust	Evade	Insinuate	Conceal
Assume	Cover up	Justify	Give up on

Note: The Primary Scale verb to use is: Enter

48. INHIBITION

Note: The Primary Scale noun to use is: AN INHIBITION

Checking	Stipulate	Contradict	Forget
Deny	Prescribe	Dissent	Plot against
Exhort	Terminate	Protest	Dislike
Dissuade	Execute	Quarrel with	Condemn
Challenge	Abolish	Conserve	Blame
Halt	Accept	Dismiss	Disapprove of
Hold	Complain about	Limit	Refuse
Mitigate	Overpower	Educate	Impede
Civilise	Repress	Forbid	Desire
Alter	Cling to	Forbear	Justify
Will	Contend	Reject	Pretend

Note: The Primary Scale verb to use is: Inhibit

47. DISAGREEMENT

Note: The Primary Scale noun to use is: A DISAGREEMENT

Challenge	Dismiss	Resist	Provoke
Correct	Repress	Outraged about	Squabble over
Wrangle over	Prohibit	Angry about	Deny
Amend	Prevent	Connive	Disapprove of
Protest	Exceed	Recant	Complain about
Debate	Hesitate about	Dislike	Conceal

Note: The Primary Scale verb to use is: Disagree

46. ENFORCEMENT

Note: The Primary Scale noun to use is: AN ENFORCEMENT

Disallow	Stipulate	Maintain	Contradict
Exert	Discipline	Remind of	Exceed
Compel	Prescribe	Succeed in	Lift
Uphold	Correct	Repeat	Condemn
Reinforce	Order	Review	Criticise
Persist	Direct	Retract	Deny
Stop	Require	Disagree with	Object to
Challenge	Want	Fight	Justify

Note: The Primary Scale verb to use is: Enforce

45. AGREEMENT

Note: The Primary Scale noun to use is: AN AGREEMENT

Endorse	Encourage	Concede	Value
Claim	Permit	Respect	Resist
Allow	Adjust	Praise	Reject
Dispute	Regulate	Discredit	Detest
Approve	React to	Prove	Go back on
Sanction	Remember	Desire	Ignore
Support	Embrace	Promise	Forget
Assert	Deny	Justify	Misown

Note: The Primary Scale verb to use is: Agree

44. DESIRE

Note: The Primary Scale noun to use is: A DESIRE

Tempt	Attract	Coax	Enforce
Delight in	Excite	Exact	Inhibit
Oblige	Cling to	Repress	Detest
Fulfil	Risk	Ashamed of	
Will	Value	Curious about	

Note: The Primary Scale verb to use is: Desire

43. WANTING TO KNOW

Note: The Primary Scale noun to use is: A WANT TO KNOW

Test	Investigate	Pursue	Ignore
Explain	Question	Discover	Repress
Verify	Explore	Betray	Justify

Note: The Primary Scale verb to use is: Know

42. FAILURE TO ENDURE

Note: The Primary Scale noun to use is: A FAILURE TO ENDURE

Avoid	Correct	Evade	Distressed by
Succumb to	Concede	Threatened by	Evaluating
Hate	Fight	Retreat from	Overcome
Tire of			

Note: The Primary Scale verb to use is: Not endure

41. ENDURING

Note: The Primary Scale noun to use is: ENDURANCE

Tolerate	Copy	Enforce	Exaggerate
Undergo	Depict	Inhibit	Give up on
Accustomed to	Stick at	Resist	Pretend
Adapted to	Cling to	Identify with	Protest
Withstand	Confront	Dislike	Run away from
Perpetuate	Coerce	Retreat from	Misown

Note: The Primary Scale verb to use is: Endure

40. NO MOTION

Note: The Primary Scale noun to use is: MOTION

Hold onto	Chain	Guard against	Get out of
Stop	Check	Overlook	Await
Halt	Locate	Forget	Overwhelm by
Freeze	Inhibit	Not repeat	Justify
Paralyse	Avoid	Pretend	Ignore
Trap	Resist	Give up on	Deny

Note: The Primary Scale verb to use is: Not Move

39. FAILURE TO ABANDON

Note: The Primary Scale noun to use is: ABANDONED PERSON

Strengthen	Reinforce	Encourage	Cling to
Sponsor	Rehabilitate	Relate to	Sympathise with
Revive	Lead	Ensnare	Stick with
Solace	Co-operate with	Trap	Hang on to
Retrieve	Contribute to	Chain	Humour
Value	Negotiate with	Persecute	Despair for
Rely on	Sustain	Pester	Remain with
Relieve	Console	Locate	Misown

Note: The Primary Scale verb to use is: Not abandon

38. ABANDONMENT

Note: The Primary Scale noun to use is: SOMEONE OR SOMETHING

Exorcise	Discredit	Concede	Desert
Vacate	Drop	Shun	Discard
Discontinue	Ostracise	Lose	Deprive
Retreat from	Surrender	Forget	Do in
Sever	Exclude	Reject	Put onto others
Abandon	Separate	Quit	Avoid
Reform	Evade	Flee	Leave

Note: The Primary Scale verb to use is: Abandon

37. FAILURE TO WASTE

Note: The Primary Scale noun to use is: WASTE

Lavish	Repair	Review	Miss
Share	Hold onto	Receive	Want
Salvage	Halt	Remember	Detest
Lend	Allocate	Seize	Justify

Note: The Primary Scale verb to use is: Not waste

36. WASTING

Note: The Primary Scale noun to use is: SOMEONE OR SOMETHING

Waste	Overlook	Reject	Abandon
Scrap	Disperse	Prohibit	Sacrifice
Spend	Divest	Shun	Discard
Squander	Separate from	Forbid	Ignore
Abort	Exclude	Spoil	Misuse
Damage	Shatter	Deny	Misapply
Deface	Injure	Sever	Kill
Debase	Forget	Rush	Explain away
Relax	Repress	Conceal	Ban

Note: The Primary Scale verb to use is: Waste

35. FAILURE TO PROTECT

Note: The Primary Scale noun to use is: SOMEONE OR SOMETHING

Surrender	Seize	Corrupt	Insult
Overwhelm	Trouble	Expose	Horrify
Overthrow	Persecute	Subjugate	Impair
Gamble	Damage	Disturb	Curtail
Allow	Rape	Brutalise	Betray
Degrade	Paralyse	Bother	Embitter
Capture	Pester	Dishonour	Abandon
Dispose	Prosecute	Incapacitate	Forsake
Crush	Undermine	Demoralise	Sacrifice
Ruin	Penetrate	Disgrace	Deprive
Estrange	Violate	Shock	Insist

Note: The Primary Scale verb to use is: Not protect

34. PROTECTION

Note: The Primary Scale verb to use is: SOMEONE OR SOMETHING

Cover	Ease	Recognise	Shelter
Preserve	Sponsor	Retain	Guarantee
Protect	Manage	Secure	Safeguard
Keep	Handle	Persuade	Prepare
Defend	Empower	Join	Cover up
Legitimise	Allow	Seal	Hold onto
Coddle	Manipulate	Hide	Conceal
Escort	Reprieve	Seclude	Overlook
Guard	Reinstate	Localise	Deny
Bless	Perpetuate	Educate	Justify
Save	Rule	Prevent	Assume
Help	Continue	Surround	Lie about
Sustain	Fix	Enclose	

Note: The Primary Scale verb to use is: Protect

33. FAILURE TO LEAVE

Note: The Primary Scale verb to use is: SOMEONE OR SOMETHING

Remain with	Reprieve	Disable	Snare
Help	Recover	Trap	Endure
Assist	Recall	Secure	Undergo
Stay with	Record	Embrace	Withstand
Hold onto	Retrace	Resist	Exist with
Bind	Pester	Restrict	Delay
Remember	Imprison	Re-enter	Catch
Reinstate	Seize	Latch onto	Identify with

Note: The Primary Scale verb to use is: Not leave

32. LEAVING

Note: The Primary Scale verb to use is: SOMEONE OR SOMETHING

Expel	Eject	Dismiss	Vacate from
Uproot from	Elope with	Lose	Reject
Desert	Leave	Retreat from	Destroy
Disappear from	Quit	Depart from	Abandon
Withdraw from	Excommunicate	Avoid	Betray
Banish	Separate from	End	Deny

Note: The Primary Scale verb to use is: Leave

31. WAITING

Note: The Primary Scale noun to use is: IN WAIT

Procrastinate	Pause	Persevere	Submit
Expect	Languish	Stop	Stall
Delay	Muse	Engage	Succumb
Detain	Negotiate	Hope	Cover up
Lurk	Hold on	Hide	Pretend
Queue	Anticipate	Desire	Entrapped

Note: The Primary Scale verb to use is: Wait

30. SURVIVAL

Note: The Primary Scale noun to use is: SURVIVAL

Succeed in	Develop	Inhibit	Qualify for
Reprive	Cultivate	Enforce	Advance towards
Continue	Provide	Serve	Triumph in
Toil for	Co-operate for	Remember	Value
Persevere towards	Believe in	Exploit	Endure
Maintain	Hold onto	Propagate	Cleave
Justify	Assume	Secure	Sacrifice
Fix	Careful of	Prevail in	

Note: The Primary Scale verb to use is: Survive

29. FAILURE TO ARRIVE

Note: The Primary Scale noun to use is: BEFORE ARRIVAL

Protract	Review	Excommunicated	Lost
Fail	Ambushed	Poised	Overlooked
Retrace	Immobilised	Retreat	Concealed
Rehearse	Wrecked	Turn	Abandoned
Repeat	Derailed	Disabled	Attacked
Remind	Stray	Evade	Refused
Practise	Give up	Run Away	Betrayed

Note: The Primary Scale verb to use is: Not arrive

28. ARRIVAL

Note: The Primary Scale noun to use is: ARRIVAL

Attain	Exhibit	Recognise	Deny
Conclude	Succeed in	Rejoin at	Conceal
Accomplish	Survive	Emerge at	Pretend
Confront	Comprehend	Leap for	Fear

Note: The Primary Scale verb to use is: Arrive

27. FAILURE TO BE IMPORTANT

Note: The Primary Scale noun to use is: IMPORTANCE

Despise	Crush	Concede	Relinquish
Discredit	Rebelling against	Ignore	Dislike
Detract	Undermine	Envious of	Make
Underestimate	Degrade	Despair of	Identify with
Undervalue	Risk	Reject	Abandon
Not recognise	Forgo	Embarrassed by	Misown
Reduce	Lose	Ridicule	Deny
Discourage	Discard	Invalidate	Cover up

Note: The Primary Scale verb to use is: Not to be important

26. IMPORTANCE

Note: The Primary Scale verb to use is: IMPORTANCE

Devoted to	Aspire to	Attribute	Run away from
Deserving of	Instil	Differentiate	Insist on
Promote	Rate	Covet	Value
Estimate	Idealise	Conserve	Obligated for
Compliment	Idolise	Flatter	Ignore
Commend	Rely on	Promise	Manipulate
Worship	Reinforce	Display	Pretend
Afraid of	Empower	Dramatise	Assume
Outnumber	Encourage	Exaggerate	Deny
Capitalise	Develop	Dislike	

Note: The Primary Scale verb to use is: Be important

25. PROPITIATION

Note: The Primary Scale noun to use is: IN PROPITIATION

Gratify	Bow	Rejoin	Worship
Pacify	Pay	Invite	Indulge
Pander	Sanction	Concede	Applaud
Pray	Welcome	Humour	Praise
Flatter	Promise	Try	Repent
Appease	Consent	Lose	Keep silent
Stoop	Ask	Sympathise	Leave
Plead	Fraternise	Sacrifice	Forget

Note: The Primary Scale verb to use is: Propitiate

24. ATTENTION

Note: The Primary Scale noun to use is: ATTENTION

Fixate	Employ	Ingratiate	Hide from
Imprint	Shift	Befriend	Justify
Awaken	Use	Follow	Misown
Help for	Pursue	Concentrate	Insist on
Serve for	Divide	Feel	Value
Horrified at	Transfix	Perceive	
Allure	Specialise	Dislike	

Note: The Primary Scale verb to use is: Attend

23. SEPARATION

Note: The Primary Scale noun to use is: SOMEONE OR SOMETHING

Separate	Sort	Dismiss	Apart from
Exclude	Isolate	Isolate	Different from
Diverge from	Deprive	Discard	Separate from
Excommunicate	Desert	Discriminate	
Differing from	Cut off	Select	
Divide	Protest	Lose	

Note: The Primary Scale verb to use is: Separate

22. FAILURE TO WITHHOLD

Note: The Primary Scale noun to use is: SOMEONE OR SOMETHING

Loose	Magnify	Drop	Impregnate
Release	Revivify	Infiltrate	Divulge
Yield	Delegate	Offend	Uncover
Liberate	Rent	Steal	Touch
Unlock	Approve	Rebel against	Embrace
Untie	Volunteer	Force	Burst
Acquiesce	Award	Attack	Hurt
Accede	Read to	Torture	Implicate
Emancipate	Break	Raid	Detach
Pardon	Exhibit	devastate	Unload
Permit	Actuate	Invade	Differentiate
Endow	Show	Smuggle	Inject
Appeal to	Tell	Molest	Separate
Allow	Remark about	Disturb	Penetrate
Start	Remember	Undress	Betray
Alter	Testify	Explode	Justify
Emphasise	Repeat	Topple	Rush
Expand	Mutiny against	Consume	Confess

Note: The Primary Scale verb to use is: Not Withhold

21. WITHHOLD

Note: The Primary Scale noun to use is: SOMEONE OR SOMETHING

Hide	Muzzle	Stipulate	Deface
Seclude	Bind	Grasp	Steal
Seal	Abstain from	Banish	Forget
Patent	Ban	Deprive	Frustrate
Hinder	Censor	Desert	Prohibit
Limit	Arrest	Ban	Prevent
Insulate	Withhold	Gag	Localise
Exempt	Calm	Cease	Isolate
Except	Stop	Cover up	Hold onto
Conceal	Shut	Reserve	Identify with
Contain	Discipline	Secrete	Lie about
Constrict	Subdue	Resist	Forget
Curb	regulate	Repress	
Preclude	Moderate	Crimp	

Note: The Primary Scale verb to use is: Withhold

20. MIS-EMOTION

Note: The Primary Scale noun to use is: SOMEONE OR SOMETHING

Depress	Aggravate	Despise	Detest
Demoralise	Provoke	Betray	Condemn
Torment	Loathe	Repent	Avenge
Exhort	Hate	Envy	Abuse
Terrify	Worry about	Moan about	Outrage
Irritate	Apall	Agonise over	Abhor
Plea to	Stun	Embarrass	Annoy
Terrorise	Hurt	Dishearten	Sentimentalise
Embitter	Bore	Avoid	Gloat over
Dejected by	Sympathise	Commiserate	Repent
Grieve	Blame	Mourn	Fret over
Alarm	Punish	Betray	Dread
Scare	Hide	Disgust	Madden`
Brutalise	Unnerve	Entreat	Shame
Bully	Fear	Dislike	Discourage
Degrade	Resent	Chide	Despair over
Offend	Anger	Nag	Distress about

Note: The Primary Scale verb to use is: Be mis-emotional

19. DESTRUCTION

Note: The Primary Scale noun to use is: SOMEONE OR SOMETHING

Destroy	Topple	Blind	Flood
Abolish	Execute	Deafen	Choke
Obliterate	Demolish	Paralyse	Trample
Eradicate	Devastate	Stab	Lose
Disintegrate	Depreciate	Expose	Discard
Finish	Despatch	Strangle	Repress
Fail	Explode	Drown	Uproot
Efface	Crush	Cripple	Waste
Annul	Smash	Shoot	Betray
Eliminate	Neuter	Bombard	Reject
Estrange	Drown	Break	Forget
Terminate	Poison	Kill	Retard
Dispose of	Wreck Sink	Impale	Infiltrate
Extinguish	Emasculate	Murder	Sacrifice
Delete	Spoil	Castrate	Disable
Consume	Split	Incapacitate	Dissolve
Erode	Undermine	Savage	Deprive

Note: The Primary Scale verb to use is: Destroy

18. MOTION

Note: The Primary Scale noun to use is: SOMEONE OR SOMETHING,
SOMEWHERE, SOMETIME

Move	Lever	Thrust	Re-enter
Continue	Fall	Pulsate	Interiorise
Descend	Race	Drip	Exteriorise
Proceed	Parade	Slump	Insert
Progress	Dance	Wrench	Extract
Dodge	Dash	Collide	Evade
Pull	Tread	Slam	Bend
Dislodge	Shift	Slice	Meander
Displace	Shove	Puncture	Vacate
Carry	Lift	Jerk	Run
Speed	Hurry	Drop	Hit
Boost	Ascend	Force	Tackle
Budge	Launch	Coerce	Limp
Elevate	Advance	Establish	Retreat
Wrestle	Follow	Initiate	Surface
Sink	Expand	Uncover	Send
Slide	Fetch	Search	Hunt
Float	Start	Pursue	Perform
Flow	Steer	Track	Participate
Fly	Handle	Explore	Engage
Follow	Commence	Radiate	Rebound
Journey	Oscillate	Spread	Split
Travel	Grab	Go	Switch
Wander	Goad	Emerge	

Note: The Primary Scale verb to use is: Move

17. FAILURE TO ATTACK

Note: The Primary Scale noun to use is: AN OPPONENT

Fail to hurt	Relieve	Assist	Spare
Hesitate to attack	Facilitate	Capitulate to	Withstand
Educate	Reassure	Surrender to	Ignore
Comfort	Co-operate with	Concede to	Deny
Cheer	Supply	Threaten	Overlook
Equip	Energise	Humour	Forget
Succour	Endear	Besiege	Abandon
Oblige	Encourage	resist	Identify with
Support	Please	Forbid	Run away from
Reconcile with	Ease	Repress	
Strengthen	Help	Foil	

Note: The Primary Scale verb to use is: Not attack

16. ATTACK

Note: The Primary Scale noun to use is: AN OPPONENT

Attack	Seize	Bother	Defraud
Intrude on	Entangle	starve	Corrupt
Terrify	Chain	Grieve	Impress
Terrorise	Intimidate	Incapacitate	Punish
Burgle	Demolish	Frighten	Capture
Raid	Dent	Knock	Extort
Commandeer	Ensnare	Bully	Impound
Rape	Dissect	Drug	Divorce
Ransack	Castrate	Immobilise	Enslave
Paralyse	Cut off	Neuter	Swindle
Devastate	Dislocate	Infiltrate	Startle
Flog	Deprave	Poison	Undercut
Execute	Denounce	Investigate	Undermine
Grab	Dishonour	Unsettle	Victimise
Kidnap	Drag	Pillory	Split
Impersonate	Disaffect	Unnerve	Stain
Counterfeit	Derange	Worry	Intoxicate
Requisition	Dismay	Overwhelm	Infect
Siege	Dissipate	Overpower	Persecute
Throttle	Cheat	Deprive	Plunder
Torture	Throw	Desert	Molest
Torment	Cripple	Wreck	Irritate
Damage	Demoralise	Fight	Indispose
Trouble	Exploit	Oppress	Harass
Sicken	Confound	Offend	Shock
Besiege	Invade	Ruin	Manipulate
Spy on	Trick	Disturb	Disclose
Interrogate	Impose on	Expose	Estrange

Pursue	Threaten	Embarrass	Displease
Provoke	Discredit	Oblige	Dislike
Discard	Disqualify	Deny	Hate
Satirise	Entrap	Force	Betray

Note: The Primary Scale verb to use is: Attack

15. DISLIKE

Note: The Primary Scale noun to use is: SOMEONE OR SOMETHING

Dislike	Ridicule	Dissent from	Grumble about
Offend	estrangle	Shun	Averse to
Dismay	Insult	Resist	Dissatisfied with
Disaffect	Abuse	Blame	Offended by
Gripe against	Exclude	Scorn	Insulted by
Bitch about	Protest about	Detest	Depressed about
Mimic	Quarrel with	Disfavour	Ashamed of
Joke about	Remonstrate with	Sulk about	

Note: The Primary Scale verb to use is: Dislike

14. LIKING

Note: The Primary Scale noun to use is: SOMEONE OR SOMETHING

Like	Welcome	Cherish	Trust
Savour	Acknowledge	Treasure	Favour
Relish	Stroke	Love	Prefer
Esteem	Emulate	Appreciate	Admire
Befriend	Identify with	Idolise	Approve
Please	Copy	Value	Believe
Encourage	Duplicate	Applaud	Hold onto
Endear	Bestow	Praise	Be
Sanction	Commend	Desire	
Understand	Compliment	Enjoy	

Note: The Primary Scale verb to use is: Like

13. COMPETITION

Note: The Primary Scale noun to use is: THE COMPETITION

Race	Defy	Outstrip	Infiltrate
Pursue	Undermine	Taunt	Face
Subvert	Discredit	Outwit	Survive
Battle	Excel	Outwork	Rival
Contest	Defeat	Capture	Yield to
Encounter	Trap	Frustrate	Covet
Antagonise	Trouble	Resist	Reinforce
Attack	Paralyse	Foil	Uphold
Fight	Force	Prevent	Strengthen
Campaign against	Vanquish	Worry	
Supplant	Overwhelm	Disable	
Displace	Surpass	Bother	

Note: The Primary Scale verb to use is: Compete

12. FAILURE TO HELP

Note: The Primary Scale noun to use is: SOMEONE OR SOMETHING

Fail to help	Demoralise	Oppress
Sympathise with	Confound	Estrange
Prolong	Impose on	Ruin
Lose	Bother	Crush
Ruin	Incapacitate	Destroy
Punish	Frighten	Devastate
Corrupt	Grieve	Tempt
Deflate	Alarm	Detach
Deceive	Scare	Blame
Delude	Disable	Differ from
Impoverish	Maim	Try to help
Violate	Unsettle	Hesitate to help
Break	Weary	Avoid help
Strain	Unnerve	Begrudge help
Drop	Wound	Fumble help
Shirk	Worry	Abandon help
Terrify	Desert	Abstain from helping
Paralyse	Pain	Despair of helping
Depress	Deprive	Not helping
Damage	Wreck	

Note: The Primary Scale verb to use is: Not help

11. HELP

Note: The Primary Scale noun to use is: SOMEONE OR SOMETHING

Help	Please	Rehabilitate	Provide for
Instruct	Energise	Reinforce	Equip
Share with	Enhance	Relieve	Cheer
Assist	Enlighten	Repair	Comfort
Heal	Endow	Forgive	Explain to
Serve	Finance	Rescue	Delight
Harmonise with	Lead	Revive	Disburden
Salvage	Lend to	Uphold	Calm
Satisfy	Supply	Solace	Invigorate
Sustain	Contribute to	Vindicate	Help to develop
Assure	Co-operate with	Sponsor	Cure
Befriend	Avail	Verify	Empower
Absolve	Lead	Validate	Hold
Advise	Reform	Vouch for	Deploy
Pardon	Reconcile with	Strengthen	Expand
Permit	Facilitate	Stroke	Supervise
Ease	Counsel	Subscribe to	Steer
Encourage	Recommend	Succour	Elect
Prepare	Reassure	Support	Treat
Endear	Rectify	Enable	Invest in

Delegate to	Corread with	Join with	Advance
Award	Understand	Entrust	Promote
Allow	Nourish	Release	Comfort
Disabuse	Participate in	Liberate	Shelter
Vote for	Embrace	Exempt	Intervene for

Note: The Primary Scale verb to use is: Help

10. FAILURE TO CONTROL

Note: The Primary Scale noun to use is: CONTROL

Fail to	Wrench	Ruin	Criticise
Exceed	Abandon	Imprint to	Yield
Botch	Bully to	Destroy to	Reject
Resort to	Incapacitate to	Imperil	Demand
Wish to	Transgress	Evade	Exert
Risk	Dissipate	Contend	Insist
Lose	Capitulate	Regret	Rush
Wreck	Imprison to	Fear	Pretend
Fight	Forget	Condemn	Conceal
Quarrel about	Punish to	Attempt	Suppress

Note: The Primary Scale verb to use is: Not control

9. CONTROL

Note: The Primary Scale noun to use is: CONTROL

Expand	Challenge	Steer	Protest
Emphasise	Shape	Grasp	Limit
Begin	Comply with	Force	Forbid
Allow	Award	Imprint	Prevent
Discipline	Negotiate	Impress	Enjoin
Stop	Drill	Survive	Deny
Test	Cultivate	Acquiesce to	Desire
Deploy	Extend	Secure	Dictate
Master	Continue	Unload	Ignore
Assign	Maintain	Install	
Identify	Nurture	Invite	

Note: The Primary Scale verb to use is: Control

8. EMOTION

Note: The Primary Scale verb to use is: EMOTION

Welcome	Avoid	Hide	Saddened by
Understand	Recriminate	Need	Embarrassed by
Denounce	Entreat	Control	Tormented by
Aggravate	Esteem	Blame	Disgraced by
Brutalise	Enjoy	Punish	Worried by
Enkindle	Love	Envy	Dismayed by
Numb	Excite	Value	Attracted by
Resent	Arouse	Discredit	Exhilarated by
Condemn	Inspire	Terrified by	Enlivened by

Controlled by Irritated by Ashamed of Sympathise with

Note: The Primary Scale verb to use is: Emote

7. FAILURE TO COMMUNICATE

Note: The Primary Scale noun to use is: COMMUNICATION

Persuade	Misconceive	Begrudge	Overlook
Exhort	Waste	Blame	Withhold
Proclaim	Fail in	Censor	Embarrassed by
Suggest	Impose	Fight	Cheat by
Ask for	Prevent	Disallow	Deceive by
Gag	Exclude	Reject	
Assent to	Detach from	Dominate	
Decline	Retract	Compel	

Note: The Primary Scale verb to use is: Not communicate

6. COMMUNICATION

Note: The Primary Scale noun to use is: COMMUNICATION

Manifest	Listen to	Duplicate	Resist
Promise	Discover	Remember	Attack
Witness	Distort	Execute	Twist
Dispense with	See	Reiterate	Manipulate
Persuade	Scrutinise	Disallow	Desire
Forward	Explain	Filter	Hold onto
Confront	Encourage	Alter	Rush
Repay	Contribute to	Suppress	Miss
Return	Start	Invalidate	Believe
Understand	Stop	Deny	Sacrifice
Acknowledge	Mediate	Ignore	Dislike
Apply	Shape	Overlook	Run away from
Welcome	Edit	Forget	Cover up
Request	Organise	Justify	Exaggerate
Address	Empower	Guard against	Pretend
Demonstrate	Dissuade	Explain away	Not acknowledge
Allude to	Perceive	Conceal	Assume
Ask for	Divulge	Insist on	Presume
Dispute	Originate	Oblige	Frustrate
Hear	React to	Avoid	Value

Note: The Primary Scale verb to use is: Communicate

5. FAILURE TO INTEREST

Note: The Primary Scale noun to use is: INTEREST

Have no	Sacrifice	Criticise	Explain
Reject	Adjourn	Dissuade	Abandon
Divert	Forget	Ignore	Resist
Stultify	Regret	Suppress	Pretend
Prolong	Deny	Justify	Lie about

Note: The Primary Scale verb to use is: Not be interested

4. INTEREST

Note: The Primary Scale noun to use is: INTEREST

Find	Attract	Display	Demonstrate
Pursue	Tempted by	Uncover	Betray
Search for	Arouse	Revive	Value
Awaken	Anticipate	Divert	

Note: The Primary Scale verb to use is: Be interested

3. CONNECTION

Note: The Primary Scale noun to use is: A CONNECTION

Identify	Confuse	Justify	Exaggerate
Link to	Mis-identify	Explain away	Pretend
Apply	Find	Abandon	Get out of
Support	Implicate	Resist	Give up on
Reconcile	Intercept	Enforce	Acknowledge
Bind	Fasten	Hold onto	Waste
Draw	Suspend	Desire	Weld
Rejoin	Miss	Ignore	Like
Append	Forget	Mis-perceive	Value
Intersect	Deny	Cover up	Associate
Combine	Misown	Enforce	
Embrace	Overlook	Manipulate	

Note: The Primary Scale verb to use is: Connect

2. FAILURE TO HAVE

Note: The Primary Scale noun to use is: HAVINGNESS

Covet	Surrender	Deny	Miss
Conserve	Plunder	Despair of	Sacrifice
Want	Abolish	Envy	Hide
Discard	Occlude	Forget	Secure
Lose	Ruin	Justify	Assume
Disburden	Consume	Conceal	Lie about
Raid	Disperse	Mis-perceive	Mourn
Despoil	Protest	Abandon	Regret
Wrest	Dissuade	Resist	Misown
Deprive	Deprive	Hold onto	

Note: The Primary Scale verb to use is: Not have

1. HAVINGNESS

Note: The Primary Scale noun to use is: HAVINGNESS

Obtain	Procure	Possess	Exploit
Earn	Inherit	Acquire	Replace
Take	Afford	Have	Receive
Regain	Accept	Endow	Restore
Reclaim	Profit by	Bestow	Value
Purchase	Amass	Offer	Keep

Note: The Primary Scale verb to use is: Have

Clarity & The Fully-Realised Being

These Items (1 - 67) form a Scale that leads up to the Havingness of an Independent Being. This is an expanded version of the Scale described in the earlier Level, Reasonableness. With these buttons clear, the person can operate with freedom from a reactive mind in Be, Do and Have, or Not Be, Not Do and Not Have. It is the state of **Clarity**. It is a resolution of the Substitute Beingness, Doingness and Havingness of the composite identity. It is the necessary preparation for handling the higher-level case of the Spiritual Being, i.e. Own Goals and the postulates of Higher Games, towards the state of **Fully-Realised Being**.

LEVEL ASSESSMENT

REASONABLENESS	(Level 1)
FALSE DATA	(Level 2)
INTELLIGENCE	(Level 3)
ETHICS	(Level 4)
AESTHICS	(Level 5)
MEANINGS	(Level 6)
DOUBT	(Level 7)
AGREEMENTS	(Level 8)
EMOTION	(Level 9)
INTENTION	(Level 10)
VIEWPOINTS	(Level 11)
A NEW GAME	(Level 12)
THE ROCK	(Level 13)
THE REAL WHY	(Level 14)
OWN GOALS	(Level 15)
NEXT LEVEL?	(Level 15)
PART II LEVEL	(Part II)
CORRECTION REQUIRED?	(Part II)
IMPRINT GOAL	(Part I OLA)
SOMETHING ELSE?	(Something Else List)

Level 15
OWN GOALS

OWN GOALS

An Own Goal should have come into view during the last two Levels, either as an Item or as a realisation. It will tend to run from the bottom OppID (which has the same Goal as the top ID) from Present Time up the Conflict Structure; i.e. 'W/W would oppose (Goal)?' reading, rather than 'W/W would (Goal) oppose?'. There may be any number of IDs on an Own Goal, typically 5 or 7 but maybe more. *There are important changes in the Goals running procedure:*

Procedure

1. Check: 'Own Goal? Imprint Goal? Lock Imprint Goal?'
2. The Oppose Questions may be run in the same way as Probcons on III, i.e. check:
 - 'In what way would you oppose (OppID)?'**
 - 'W/W would (way of being) oppose?'**
3. **If Imprint buttons read you should now take them up**, i.e. pull the read to give a new Expression. They will tend to be recognition of other authorship, assigned cause, misownership or similar.
4. **Indication will now only be when you have a Expression reading as true** (all 12 buttons do not read).
5. **MEX and REX should be prefaced: 'Am I creating _____?'**
6. If a Question Dead Horses, take a 24 hour break and re-assess the Level Assessment with buttons, slowly and carefully. If no read, write up your own Assessment of likely questions relative to the last Item found (see Sample Assessment overleaf) and Probcon anything found. Include the D/H Question in the Assessment. When the D/H Question reads, continue Goal running.
7. Run Goal to completion and clean as usual.
8. Add the following question to your Goal-finding Questions:
 - 'What is the concurrent Goal in this Operating Series?'**

If no read, write up your own Assessment of suitable questions to get this question answered. If you cannot find the charge, do a Something Else List, with buttons if necessary, and handle and/or Probcon all reads; then try again. It can be a little touchy to get into this Series as it has been heavily suppressed for a long time, and much other charge can have accumulated in the area which would block it off. Part III will have handled much of this but there may be more to do. Bat it around until it goes right. What you feel is right, probably is, but check everything as usual. It may take several goes on Level Assessment actions to get it moving.
9. If you have to use the Level Assessment in this phase and Something Else? reads, list for the consideration that you made that got you involved in the Imprint situation and Probcon it. Keep the consideration in general terms rather than personal.

Sample Assessment

1. W/W would not want to (last Item found)? [Probcon to P/N]
2. W/W could withhold (last Item found)? [Probcon to P/N]
3. W/W would fail to (last Item found)? [Probcon to P/N]
4. W/W would have considerations on (last Item found)? [Probcon to P/N]
5. W/W would have counter-intentions on (last Item found)? [Probcon to P/N]
6. Bypassed Charge on (last Item found)? [Clear BPC, then Repeater to P/N]
7. Safe Solution on (last Item found)? [6 Qs, then Repeater to P/N]
8. Hidden Standard on (last Item found)? [Hidden Standard Handling]
9. Interiorisation restimulated? [Interiorisation Handling]
10. Out rudiment? [Upsets Repair List]
11. Error on Goal? [Find & handle with Ind. Tech]
12. Wrong Indication? [Find & handle with Ind. Tech]
13. Bypassed Indication? [Find & handle with Ind. Tech]
14. Bypassed cognition? [Find & handle with Ind. Tech]
15. False cognition? [Find & handle with Ind. Tech]
16. Something Else? [Something Else List]

NB. The Identity Handlings described in Part II Level 6 (Ways of Being) may be used when running Own Goals. All the techniques of Parts I - III should be used when appropriate.

LEVEL ASSESSMENT

REASONABLENESS	(Level 1)
FALSE DATA	(Level 2)
INTELLIGENCE	(Level 3)
ETHICS	(Level 4)
AESTHICS	(Level 5)
MEANINGS	(Level 6)
DOUBT	(Level 7)
AGREEMENTS	(Level 8)
EMOTION	(Level 9)
INTENTION	(Level 10)
VIEWPOINTS	(Level 11)
A NEW GAME	(Level 12)
THE ROCK	(Level 13)
THE REAL WHY	(Level 14)
OWN GOALS	(Level 15)
NEXT PART?	(Part IV)
PART II LEVEL	(Part II)
CORRECTION REQUIRED?	(Part II)
IMPRINT GOAL	(Part I OLA)
SOMETHING ELSE?	(Something Else List)

WHAT'S NEXT

Remember that the Levels are run cyclically: you may well need to return to previous Levels when the Level Assessment indicates a new layer of charge has surfaced at that point. The result is a complete handling of the factors that keep the Imprint restimulated in day to day life, the conflicts of intention which hold the Being in unawareness.

Part III is complete when 'Next Part?' reads on the last Level Assessment and each of the Level Assessments has been completely cleaned, with buttons if necessary, to give a continuous free needle throughout. The Part II Level Assessment should also be re-checked. You should now make a full completion report to your Case Supervisor, and apply for the materials of Part IV. Have a regular Pre-session Check, in case new material has become live and needs to be handled.

After Part III, the potential which was foreseen on Part I can be stably accessed: the Being is able to BE HERE NOW with his Spiritual Primaries (the Part II and III Levels) in place. As a result of fully completing Part III, the being's Own Goals and the postulates that determine them can now be examined in depth, including the guy-ropes (in all domains) that attracted the Being to the Imprint phenomena in the first place and cause him to stay connected with it in the present. Part IV resolves this Gordian knot with the great precision that is necessary, to strip off the many layers of second postulates so as to reveal the primary Spiritual Postulates at the very core of the case. The student examines the Games Beings Play from a fully realised viewpoint, to bring about the Remedy of All Games.