Goals Package Construction at Level 5B
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Today is the 7th of September 1994 and ahh… I'd like to talk to you about the subject of goals package construction at level 5B. Now without a shadow of a doubt the most heavily bobby trapped and minefield area at level 5 is this subject of composing junior goals packages and using them in therapy.

I've already in the write up instructed the student and advised the student to as far as possible stay with the prepared list of junior goals packages, but never the less I have gone ahead and taken all the bugs out of this subject now and ahh.. w… w… I can give you this information that will allow you to compose your own goals packages at level 5B, provided that you follow a few simple instructions.

Number 1, Goals Cannot Oppose the "to know" Goal

Now so far on this subject I've already mentioned two rules and the first of these rules is that umm… that you have a proposed goal and you want to know whether it's erasable so the first rule is that no meaning of the "to blank" leg of the proposed goal must be opposed to the "to be known" postulate. Now that's our first… our first rule.

1:36

If the… any meaning of the goal you have in mind or the 'to blank"… actually the "to blank" leg of the goals package you have in mind is opposed to the "to be known" postulate well you can just write it off. It's a non life goals package and it will kill you if you try and erase it, it's a non life package.

1:57

That's our… that's our oldest rule, it's in the write up, it's our oldest rule, it still applies.

2:00

Note there that no meaning; I've generalized it there from meaning to no meaning of the "to blank" leg. Most goals have more than one meaning and you should look a goal up or purpose up in a good dictionary before formulating it or attempting to formulate it into an erasable goals package at level 5B. Check all the meanings, if anyone of the meanings are opposed to the "to be…""to be known" postulate then the goal cannot be formulated into an erasable goals package and that is… that is final. So check all the meanings.

2:43

An example of this, of the need to check all the meanings, you take the goal "to change" it has the legs "to change", "to be changed". It looks quite innocuous but when you look … look up the meaning of "to change" in the dictionary it becomes quite clear to you that… that… that "to destroy" is also within the meaning of "to change", that you can consider "to destroy" as a meaning of the word "to change", of the verb "to change", and so that meaning… because that meaning is opposed to the "to be known" postulate the whole of the "to change" postulate is unusable. You'll find that it won't ahh… it won't… it just won't come apart in therapy. It is in fact an unusable goal, it's a non life goal, and if you put it up and try and run it you will see that it … that it does… that its… you will see that it's a non life goal, you will realize it, simply because some of it's meanings of the goal "to change" are opposed to the … "to be known" postulate. So always check your goals in the dictionary before you attempt to formulate it into an era… into a… into a goals package at level 5B.

3:56
Number 2, Ionization

Alright, so much for number 1, now number 2. This is the easy… easy one. This is our ionization rule. Umm… our goal is unusable if either of the positive legs of the proposed goals package ionize mass black. If either of the positive legs of the proposed goals package ionize mass black then it's a… it's a non life goal and we cannot formulate it in… you… you… you simply… it's an un-erasable goals package. Right, there our… there our… there our … there our basic ones you might say.

04:36
Number 3 Single Word Goals

Now the third one, third one, now this is a new one, only single word goals can be formulated into erasable goals packages. Only single word goals, e.g. "to start" has the legs "to start," "to be started". It's a single word, you see. The goal say, let's give you a compound one, which has more than one word in it, "to make known". Now that looks innocuous enough, doesn't it. I can assure you that it's un-erasable because "to MAKE known" has got "to make" in it which is a goal in it's own right, "to make" and then the "known" there, it's got this idea of known in it there.

05:29

Now the goal "to know" is an… is an erasable goal and the goal "to make" is an erasable goal. It has the legs "to make", "to be made", quite an erasable goal. But the combination of the two of them "to make known" is un-erasable. Why? Because it's cross packaging, your cross packaging two goals there. You see that? So "to make known" cannot be formulated into an erasable package cause it … and it violates… specifically because it

violates this rule of the single word goal. There are only single word goals can be formulated into erasable goals packages.

06:12

And also under this heading delete all ahh… all ahh… all unnecessary verbiages, all unnecessary words in your goal… in your goals package construction. Words like "upon" or "to" etc. these… these… these odd conjunctions. Just lop them off their… there… there umm… there redundant, there always redundant.

Your going to work with a single word goal and it's got to be "to blank" and the "blank" is a single word goal and over the other side there's a "to be blank" and in there you've got a single word goal too. There's no… there's no… there's no odd conjunctions thrown in to make… to make it look … look right, or to make it seem sensible and so forth. Just lop them off, there redundancies, or they might even simply be modifiers like "to grow petunias" well the goal there is "to grow". "to grow petunias" is simply a specific application of the goal "to grow" so it violates our general rule of therapy that we always address the general before we address the particular, so that goes out too.

07:28

So there's… there's… there's no exceptions, it's always a single word goal. For whatever reason it's a single word goal. Right that's number… that's number three.

07:36

Number 4, Suffixes

Now number four we get into this whole subject of suffixes. We're now into the gram… grammar of the English language and we have to know a little bit about grammar to avoid a number of pitfalls. Now a suffix in… in English is a… is an ending which is put onto a word to change it's state… to change it's meaning… to change it's use. For example we have the suffix "ing" we can stick "ing" onto verbs and when we stick the ending "ing" onto a verb we turn the verb into a noun and it becomes what is called in English a verbal noun.

08:19

For example we take the verb "to eat" well the verbal noun here is "eating" well we can't use the "ing", the I N G ending on the end of a word when we want to use the word, want to use this verb in the goals package. If your going to use… if your going to use it your going to have to take the "ing" off, because when it's got an "ing" on it, it's a noun and it's no longer a part… it's no longer a verb so therefore it's no longer a goal so therefore it can no longer be formulated into a goals package. You see it?

08:58

So the "ing" has got to come off. What you have left may or may not be useful to you, may or may not be erasable, but certainly while it's got "ing" on the end you can't use it. Get the idea? Off comes the… off comes the "ing" suffixes. They've got to come off.

09:14

The next one is the "ble" suffix B LE suffix. These turn verbs into adjectives and the "ble" suffixes are called verbal adjectives. Again here we have the verb "to eat" and we have eatable or sometimes we use the word "et-able" but eatable still exists in the language and eatable is a verbal adjective but it's not a nou… it's not a verb so you can't use it in… in a goals package. So off comes the "ble" suffixes there. They have to come off. Whatever you have left that may or may not be useful.

Now while I'm on the subject of "ble" there's a very common one here that will… that will ahh… that will fool you, and this is the … the verb… the goal "to be responsible". That will… that will fool you, that will fool almost everyone that will, "to be responsible".

10:15

You look at it , you say, "Well that's a… that's a goal, "to be responsible"." Well the goal there, the purpose there is "to be" the word responsible is a verbal adjective. Responsi… the word responsible is not… is not a goal, it's a verbal adjective, you see? So your only goal there is the goal… only verb there in the… in … "to be responsible" is the verb "to be" which is not really what you're… what you're trying to do is it? You see? So no, you can't use it.

10:51

The word responsible is quite… I'll give you… briefly give you it's history. It's quite an interesting word. It comes from the legal… legal umm… field of law, the legal eagles. A few hundred years ago they needed a word the … when we take the "ble" off responsible we get response and response, of course, is the verb "to respond". Well the verb "to respond" in English means "to answer" and the law in the middle ages needed a word in the English language which meant that a person was answerable for their actions and the word they chose was response and they made it into responsible and that's what responsible means in law. It means a person is answerable for their actions, responsible. You see that? But it's not a… not a verb. It looks like a verb when you say, "to be responsible" but the verb is "to be". You get it? So you can't use "to be responsible" if you want to address the subject of ahh… responsibility in therapy the correct goal is the goal… is … bearing in mind that responsibility is the willingness to be cause. The correct umm… the correct goals package is the "to cause" goals package which has the legs "to cause", "to be caused"; "to cause", "to be caused". That will directly address the subject of responsibility in the human psyche.

12:22

Now the next suffix we need to look at is this… is the ahh… N E double S suffix. The "ness" suffix… suffix. Now we stick "ness" onto the end of words when we want to convert them into a condition or a state. I'll give you an example of the construction here of the use of the word "ness". Let's take the ahh… take the verb "to eat" we turn it into eating which is a verbal noun but the state of eating is eatingness, we stick N E double S on the end.

Well almost needless to say when any word that's got N E double S on the end and has been turned into a state or a condition by … by the addition of the suffix N E double S cannot be formulated into an erasable goals package. So off has to come the N E double S. Ok?

13:18

Now the final suffix that umm… is of interest to us and some how will confuse us is this I S E or sometimes it's spelled I Z E. the ise… ize suffix. Now this is a verbalization suffix. It turns nouns and adjectives into verbs when we add that… that… that suffix to a … to the word. For example, the word "real" umm… is an adjective. We can turn it into a verb by adding "ise" on the end. It them becomes "to realize". Get it?

14:03

But what do we mean when we say "to realize" well we mean "to make real". That's what "to realize" means in… in it's actual… in it's actual context, in it's actual meaning, in it's actual construction. So we have a complex verb here. We have the verb "to make". Now the verb "to make" is… is as I said is umm… is… is… is erasable here but when it's … when it's mixed in with the verb… with this… with this subject of "real", nope, it won't erase. You see? Because you… it's simply a modification of the verb "to make", is "to make real", it's a class of makings, "to make real". Nope, it won't work. You can erase the goal "to make" but you can't erase the goal "to make real". Get it? Your … your…your crossing up… your crossing up.

14:54

So off has to come the "ise" and the I S E, I Z E.

Another example: "to exteriorize" means "to make exterior", but it's quite un-erasable because it's got the verb "to make" stuck in the middle of it because to… to… to… "to exteriorize" means "to make exterior". You get the idea?

15:20

So ahh… you can't use any of these ahh… any of these verbalizations of "ise" or "ize" into erasable goals packages. Just umm… just twist them round and uhh… take the "ise" and "ize" and then see what you've got left, and then see if there's a similar word in the

language, there nearly always is, there's a similar one in the language that can be used and formulated into … into a goals package, but it certainly can't be formulated while it's in the form of I S E, I Z E. get it?

15:51

Cause and Effect words

Now that ends our… our… our formal rules. If you follow each of these rules you… you … you'll do fine you'll … you'll… you'll pick your way through the minefield, you'll pick your way through the mine field.

Now just another one I want to give you. It's not … it's not a rule but it's just a general observation. There are many postulates, verbs and so forth in our language, which have become associated with "causation" and there are other verbs in the language which have become associated with "effect" and this can fool you. Sometimes you get a verb, you… you ahh… because of it's association with cause or it's association with effect it can upset you and through you when you are trying to put it into a goals package form. The ahh… an example of this and a very common example of this is the goal "to interest".

16:52

Now "to interest" in our society is usually regarded as an effect activity, and so when you …you… you say, "Well now" ahm… Ron Hubbard pointed out on many occasions that the ahh… that the causative aspect of the… on the subject of interest is to… is interested and the effect is interesting. Well you can go along with that idea if you want to. The truth of the matter, of course, is that any purpose can be causative or it can be effect. You know. Strictly speaking any purpose in the language, any goal is a causative activity. They all of them are. But some of them you can regard as an effect but it's merely a later consideration.

17:38

But this subject of interest, while you believe that umm… while you believe this idea of causation and effect on the subject of interested and interesting you'll have trouble putting that goals package together. The correct goals package on this subject of interest is "to interest" and "to be interested", "to be interested" ending in D. Now that will erase, that is an erasable goals package and it's the only goals package in this subject of interest that is erasable. It's a single word. It's not opposed to… to the… to the "to be known" leg it fits all the rules and there's absolutely nothing wrong with it. And when you look at it you say, "Oh my God, yes that's it, that's the one." You see. But if you're caught on this subject of cause and effect you'll… you'll… you'll overlook it, every time. Get it? There's the… it's just because the interest… the verb "to interest" is regarded as an effect activity and the cause is supposed to be at the other end of the comm line. Actually it's a load of bull shit, both … both … "to interest" and "to be interested" can be causative activities. So be wary of those, be wary of this… these goals which are umm… by their very meaning or usage in society have got a very strong cause or effect component, that

can often throw you and confuse you and make it very, very difficult to put such a goal into… into an erasable goals package.

19:09

Finally, I would like to again remind you at level 5B that's it's far, far better to spend a little time on the proposed goals package to get it right, to make sure it's erasable, than it is to go off like a bull out the gate and use… start to use the thing. Umm… if… if… there's two possibilities that will defeat you here, if your… if your cross packaged it might take you a month or three months of work to find out that your crossed packaged. Remember cross packaging goals grind on forever without producing any change, they're simply cross packaged. I mentioned this in the write up. Their not particularly insidious they don't particularly do you any harm but you've simply got two goals packages crossed up together and they just grind on forever. They never… nothing erases, nothing nulls, nothing reduces, the whole thing just… just jogs on forever, it does.

20:14

Well if you want to waste time for three months I suggest you… you… you do that. You see that. Now the other possibility that will fool you is that you get into an un-erasable package. Well some of these un-erasable packages can be quite insidious, quite insidious. And umm… So if you say, "Oh, well I'll always find out, you know, there's no need to bother… bother to go through all these rules that Dennis has suggested. I'll just run the goals package and umm… I'll soon find out if it's doing me any harm."

Well it may take quite a while for you to discover that it's harming you, may take quite a while. It's not an immediate thing, you know, I mean, your head doesn't fall off immediately. It may… it may take… it may take…it may take a week or two to start falling off and also the longer you run this goal and then you finally realize the damn thing is a non life goal, completely un-erasable, by this time you…you… you… you got an awful lot of bad effects from running it you've… you've got a … probably got a black field… you've probably got a lot of misemotion about you, you've got a heavy mass impacted all around you. It's going to take quite a number of hours, it could, you know. It could easily take you quite a number of hours to repair the ravages by running RI and timebreaking and getting back to the "to know" goals package to put it all back together again.

At the end point you get it all back together again and what have you got to show for your two weeks work, nothing, nothing. You've got no where, it hasn't done you a bit of good. So the wise thing to do is to spend a little time at the beginning and following the rules of making sure to the best of your ability that your dealing with an erasable goals package before you start.

22:15

Now I can't make it any clearer than that can I, can't make it any clearer than that. If your not prepared to spend this time on these… these goals to put them together and to package them at level 5B then I strongly suggest, I strongly suggest that you don't get into the field of composing your own goals packages.

That you stick to the prepared list that I've given you in the write up. Now you can play with those to your hearts content but they're all erasable. They've all been tested so if you don't want to muck about with rules and regulations stick with the prepared list of goals I've given you in the write up. But if you want to play around with reformulating your own goals... goals packages at level 5B then for god's sake follow the rules because it will be easier in the long run, it's always easier in the long run to follow the rules and get it right before you start.

23:12

You know, be 99.99% certain that your… your goals package is erasable before you even start. Now that gives you a great confidence, doesn't it, a great confidence.

23:27

If you've only got a slight confidence that your goals package is erasable or your not sure, or you don't know if any changes that occur in the session are due to the fact that the goals package is ahh… is producing normal therapeutic effects of change in your psyche. You don't know whether the effects your getting are because of that or whether the.. the… the… effect that your getting are due to the fact that it's an un-erasable goals package, you just don't know, do you? See, so get it right before you start. Get that certainty, and the only way to get that certainty is to follow these… is to follow these rules that I've given you.

24:02

Now there's one final rule which I've left till last because this is potentially, is the one that can get you into more trouble than all the rules… all the other rules put together. It's undoubtedly the most insidious aspect of the whole… this whole umm… subject of formulating goals packages at level 5B, and this rule states, if a goal has no meaning outside of games play it cannot be formulated into an erasable goals package at level 5B.

This one will catch you more than any other one. This is… this is the sneaker, yah, this is… the sneaker. Such goals as "to win" for example, "to lose", "to win", "to lose", even the most innocuous one of all "to play" even this one cannot be formulated into an erasable goals package.

25:04

In other words, what I'm saying here that the goal to be form… to be formulate-able into an erasable goals package must have some meaning outside of games play. You get it?

It's got to have some meaning outside of games play, if it has no meaning outside of games play. If it's totally within the subject of games play it is for sure, it is un-erasable.

25:31

Some of mankind's most dearly cherished purposes in life… in his life… in the life of the compulsive games player, some of these most cherished purposes, things he bases his whole society upon and wonders why his society never gets off the ground, and why… why there's always injustice and intolerance and… and … and death and murder and rape and so forth in his societies, some of these goals that he bases his societies on are games goals.

26:02

For example an absolutely integral part of the political system called capitalism is the goal "to profit". Well "to profit" is a games goal. When you come to set this goal up at level 5B and try and erase this goal you rapidly discover that it's a completely un-erasable… completely un-erasable goal.

Another allied goal to "to profit" is the goal to umm… is the goal "to exploit" which is umm… another ahh… facet of the… of the capitalist system. And again you put up the goal "to exploit" and it's completely un-erasable, it's a games goal. See? It has no meaning… Exploitation has no meaning outside of games play.

26:53

Profit has no meaning outside of games play. So you… you… you get the message? You get what I'm saying here? This is the most insidious of all of them, most insidious of the non-erasable goals at level 5B. They look erasable but they're un-erasable because they have no meaning out of… have no meaning outside of games play.

If you… if you can understand that, you can spot them, you will be free of the lot. That's the… that's the final yawning chasm. You can walk over that yawning chasm, then you've got the lot, you've got the lot.

27:32

So that's ahh… that's all I wanted to say on this subject of ahh… that's all I can give you on the subject of ahh… of formulating ahh… goals packages at level 5B, and I hope this material is useful to you.

Thank you very much

End of tape