

“SYMBOLS AND GROUP PROCESSING DEMO”

An auditing demonstration given on
6 January 1954

This is December January.... Goodness sakes watch - the sixth it says. This is January the 6th, 1954 and I have the pleasure to announce this morning that I am the father of a baby boy! (Applause) Thank you. Susie said at three o'clock, you know, I just have a feeling like ... now that the Congress is over and everything, that...and so on, now we got things sort of straightened out with another unit going in, I think you'd better go ahead and have the baby. And so, I took her down to the hospital. The baby was born at six. And there was no difficulty of any kind and the doctor down there is getting spooked because this is the third or fourth, quote “Dianetic baby” unquote, that he has delivered. And he's a very good doctor. He believes in natural birth and so forth, and doesn't use a lot of this and that. Anyway, well, the, the main, the main point is, he says, “They don't seem to have any trouble” (laughing).

So, anyway, here we have a new member to the family, and you know, I don't have a name for him. I was scared that if I started throwing the names around and so forth, that... you know the privacy of the body and all that sort of thing, and I didn't look... like the long-legged do on Christmas, but Susie was so set on a boy, and so, I didn't even think up the name for the boy. So, this child has arrived without a name. Diana, of course, is named for Dianetics. And I don't know quite what we'll name this one. (Someone in audience says, “Cyrus”) Yeah, I kind of see, but that name ... no dice. Cyrus... the trouble with Cyrus was he kept getting defeated, if I remember rightly. Well, I'd appreciate a little help on that.

Audience: How about Wayne for way

Well we could, not bad. Well, if you just, just ... Why don't you put your recommendations on a slip and give them to me at the end of the hour. Lets just pick out some names (laughing). Birth certificate lying there blank.

I was quite surprised at the three hour delivery because, as you know, Susie hasn't very much mass. She's a very slender little girl, and to show you something about that, the truth of the matter is, many a preclear has been victimized back and forth because his mother was so slight, and so forth, well here's Susie, about twice as slight as any mother I've ever run into, you see. We got over to London, you know, with Diana, and we couldn't take a boat because Diana was just due and this doctor here, that has just delivered the boy, was the doctor who was going to deliver Diana. But at the last moment we decided to go to London and we had it all scheduled out. And we thought the baby would be born here, you see, and then Susie changed her mind and she climbed on an airplane. We got over there, we got a house. We moved in and the afternoon of the day we moved in, Diana was born. So, that was nicely scheduled too. Of course all this, you understand, is entirely by accident. (laugh). But the ... I'm very proud of the kid. He's just doing wonderfully well. She's just sitting up looking bright as a dollar and had a bath and missed her toothbrush. That's about all she could complain about, toothbrush missing.

Okay! Well on to business. Life rolls. We have ... if I seem a little foggy this morning, you understand, I haven't had any sleep for two nights and the GE does not operate well when you don't let the natural construction plan carry forward. You can put in the most beautiful, aesthetic, sibilant consonants and vowels into the vocal chords in order to be said and they come out like this (slurring his speech - garble). It's very remarkable if you've ever, if you've ever been trying to handle your body while it was drunk. The ... It's very weird because the anchor points have a habit of sort of caving in and clicking together like cue balls and billiard balls. They slap around and your balances go off and so forth and the last time that this happened to me was at the party the other night and I drove home. The body didn't - I did. (laughing).

It gets kind of difficult once in a while to talk in terms of personal pronouns. Nibs, you know, he's got that all figured out. He, himself, a thater, his name's Nibs, and junior, that's his body

(Laugh). But if you ever do have difficulty managing the GE, just put your attention on the anchor points and put the anchor points exactly where they should be - in spite of where the GE mechanical set up wants them. And you've got ... get the difference? It doesn't take much strain because you can develop a considerable amount of beef. He has two wing anchor points that are out there about to the right and left, in a GE that's doing right well, about 50 feet. A GE that isn't doing too well, about 20 feet and one that's real bad off, well, they're sort of twisted up and a GE that's really in beautiful condition, they're out there at about three quarters of a mile. And early on the track they were out there at about three quarters of a mile. By the way, a body is quite beautiful if it can carry its anchor points out that far.

It is noteworthy that FM and other electronic field manifestation here on earth today interfere with the anchor points of the body quite markedly. And ... this is no propaganda to get TV banned but if you suddenly find television stations having weird manifestations such as their cameras short out or everytime they're taping a program, or something, why there's curtains keep dropping across the scene, why you'll know - not that I did it - but that two or three operating thetans got bored with trying to operate bodies being interfered with.

And ... All these various impulses have a tendency to interfere with the normal electronic current of the body. Alcohol interferes with it too. Mostly because it speeds up the burning rate and causes an anarchy. You might say, there's some parts of the body aren't getting served as well as other parts of the body, and so forth. It's just too much fuel all of a sudden.

Well, that's not entirely off the point. I had it exactly laid out what I was going to do for you this morning and I left it some place between here and the hospital and ... I could scan back over that. Let's see... there was an Arizonian coming down the street, he took part of it. Can you imagine a guy being very angry at you for driving in your proper place on the street and honking his horn and passing you on the right side of your car ... that would be like in Great Britain passing on the left side of your car... and swerving over in front of you, honking his horn madly because there you are and can you imagine him having the side of his car all knocked in, and still have nerve enough to hold his nose up at you. I don't think there were any spots on the car that hadn't been hit. So I looked him over. He was 63, arthritic, had failed three times in business, and had at this point devoured almost entirely his entire engram bank for fuel. And ... this interesting fellow, interesting fellow. Well anyway, he got part of it. (laugh).

Well, our main consideration in instructing you along these lines of Advance Clinical Training are very, very finite. There's a point here in my mentioning this goal several times on some off chance somebody might, might get the idea that I mean what I say, if I say it often enough. What I tell you three times is true, by the way, is one of the by-words of the society. If they say, eat pushmore once, that isn't so. But if they say, eat pushmore, eat pushmore, eat pushmore, then everybody has to.

But here we have in this unit, the goal of turning out, not only some good auditors, but some excellent instructors. Now, we haven't had that goal so much in other units and actually we have in Dianetics and Scientology, practically - oh ... just a tiny handful of people who can instruct. One of them is in this unit - as a matter of fact, there are two in this unit, who are very good at it already.

Well, I'm not trying to set up this unit as an example of instruction, so much as to give you the fundamentals of instruction itself and to lay down for you the various methods by which you can train individuals. The navy has a method and it forgot about it a good many years ago but it still has the method on paper and that is to say, that you put the guy in the place where he's supposed to be and you put him back there everytime he steers off of it, and you do this often enough, he will eventually be in that position performing those evolutions in spite of anything that happens in his vicinity.

Now, that is a method of overcoming lack of courage, overcoming lack of brains, lack of foresight, and everything else. It's simply a mechanical method. Everytime the fellow wanders off course, you fix him again in the position where you want him. In such a way, you get a guy

trainer or a gun pointer - you get a Chief Petty officer or you get an Officer of the Deck who will perform his duties straight through to the end. And generally, a navy so trained becomes unbeatable.

The British navy adopted this method of training probably about 254 years ago and for a long, long while nothing could stand up to a British Man of War, although the odd part of it is they were inferior in terms of tonnage and armament. It was just a matter of training - nothing else. Nothing ever threatened the British navy until the people the British navy had trained, such as John Paul Jones, and so forth, also got some ships and the American navy has followed along fairly well in this tradition until recent years. I don't know what they're doing now but I noticed a young fellow the other day - he was wearing a navy blue raincoat and he had an army second lieutenant bar on the raincoat and I said, "well son", I said, "what service do you belong to?" and he said ... looked at me strangely - just by ... thought he was a bellhop or something, the way a lot of people do - and informed me that he belonged to the U.S. Navy and I thought well, I thought maybe you belonged to the nautical branch of the U.S. army.

The U. S. army gets very hungry every few decades and has to consolidate into the war department, the navy department and this lasts until the navy department is found to be unworkable in this circumstance, at which time they recreate and separate the navy department out. We think we're so modern by having a Department of Defense. That's what the name War Department meant when it was formed very early. This curious, curious government which has a department called the War Department which includes the Army, Navy, Marine Corps, and Air Force, or anything even vaguely resembling it - has it for a hundred years, or something on that order, then creates a Navy Department and separates out the navy and the marine corps and then turns around and recreates a Department of Defense in order to incorporate the War Department and the Navy Department. This is what is known as, this is what is known as ... involution.

Well, anytime you get training of a repetitive pattern which is entirely mechanical, which has to do with putting the man in the place and making him go through motions, you're going to get a certain degree of success. But believe me, you're not going to get any thinkingness. Now, anytime you get services mixed up and scrambled up and this and that, and so forth, you'll begin to understand that the people in those services don't know what the hell they're doing. I mean they're not just stupid, they're ignorant. But they are well trained. They're really well trained. The definition of that kind of training is - no change. So don't bring out, don't bring out a twenty millimeter allican, even though it can shoot six hundred rounds a minute, when they're perfectly satisfied with a muzzle loading serpentine. They... resistance to change then goes up, to the degree that an individual is trained on the procedure I just mentioned.

Resistance to change goes up to the degree that the individual has been trained into - no change - and we get these two factors combining and we find therein that the last way we want to train an auditor is so he won't think and won't change. Because what the auditor is being trained to do is to produce a change in the preclear and if the auditor can't change, believe me the preclear never will.

So our training must have some happy medium between reestablishing a complete freedom and autonomy on the part of an auditor, which in itself, by the way, is not too desirable since he will never have anything where he can sit back and relax and let the wheels spin for a little while, you know. There is that - and if you don't give him that, why you've made him be original and made him look every day, and so forth. And - let's be a little practical and realize that as the techniques approach a higher level of workability and the common denominators are more easily understood and seen that the auditor has less and less problem, actually, with the idiosyncrocies of the preclear's case. And, as such then you should strike some medium which permits the auditor to sit back on training you have given him. So, you'd better give him some training of the type which just simply grinds it out.

Complete autonomy is not desirable and complete slavery and complete rigidity is alike not desirable. And so, somewhere between these two we have to solve the problem of the education

of an auditor. I am told, although I have no proof for it, never in the past have I attended one of their schools, that the Jesuit order prided itself on educating an individual without yet breaking his pride, and I suppose that their ability to do this had some foundation in the very toughness of the Jesuit order itself. The order was so thoroughly tough that it at length became a threat to the entire Catholic church and was banished. The order of Jesuits today, if it exists at all - I think it exists as a name - is not the order of Jesuits of which you hear back down through history. That was one of the roughest, toughest, meanest bodies of men who ever lived. A Jesuit would go out into the farthest outpost and then strike off to go somewhere and when he got finished putting a post together, or a school together, or something on that order - it stood.

And, as you cruise around the world, if you ask, you will find that most of the firm foundations that are standing in our civilized society in this world were, one way or another, founded by the Order of Jesuits. Now this is a very strange statement to make in view of the tremendous pioneering efforts on the part of so many people but here was an order which itself didn't conceive of any limitation on human flesh. It didn't believe that this could happen, that anything could harm or hurt or upset a human body. And, operating on this premise, the ... for instance, it was the senior order to many other branch orders, and it's training was felt in many directions. It, it was very ironclad. Now there the failure of that order, by the way, was the failure of the Catholic church. When they pulled the props out from underneath that, they just might as well have folded up their tents. What have they got now? They got a few churches and some paintings by Mike Angelo.

But when it comes to, when it comes to training this organization reputedly, I don't know this by experience, but reputedly was the one which was sought out by the aristocrats of the civilized world to train their sons because they could train these boys without breaking their spirit. Well how did they do that? I suppose they just set up some sort of a standard whereby the boy would consider himself so much tougher than anything else, that he didn't have to pay any attention to fatigue or worry or concern about his future. He was just too tough, that was all. And, so he had all the latitude in the world to be graceful, and to be learned and to carry forward on his own self determinism. And, you see, a fellow actually could be trained in to his self determinism.

Well, it's not an optimum solution for you, as an instructor, to simply grind down hard on a ... on an auditor continuously and balk his understanding and override his questions and say, well all right, you do it according to the book, and so forth. Neither is it optimum to let him wander too far because if he starts wandering way off and getting terribly thinking about thinkingness, and so forth, why he'll waste a lot of time for you.

He'll start covering ground that has been covered, that you as an instructor knowing undoubtedly more than your student knows, will know has been covered. That you, yourself have looked at many of these things and you will find him wandering off and wasting an awful lot of instruction time on investigation of things which have no bearing on anything but his own case. You'll find men love to examine those things which make it possible for them not to look at what they should be looking at.

All right! So, these problems are posed and believe me these are the same problems that we have right here. We have no different problem - right here. We have here a group of people who have, uniformly, some experience. A lot of experience and a lot of instruction. Well, we have another problem which you're never going to have. Most of this group got raised up, you might say, in a subject as it evolved and that is a little bit different, that is just a little bit different than taking a straight level of subject and presenting it.

So, that actually most of the people here are completing three years of training. And when you complete this three years of training, because I never considered that anybody who's gone through a clinical unit, never considered that he is stopped off. I never expect to see him in another school; but I do expect him to carry forward on some application, do a paper or two and hang his name up for himself a bit there, so that a little bit later on, we can make a doctor out of him. Now that's ... that's right in the cards and this is the level we're training at.

That's why I tell you we can't really take this pattern of training for the training pattern you're going to use on auditors. You see? We're a different school than the one you will be running. So, I just give you that word of caution and the only reason I'm talking about it this early in the course is, later on some of you are going to be training auditors or you're going to be training group moderators, or you're going to be training people who will be working in communications, or you're going to be training something or other, and you're liable to think of the kind of a training course I'd carry on or you're liable to look at this course and think it's a pattern and you're liable to do this without thinking that you're doing it. See, I just want to call to your attention that you're liable to do it.

This isn't. This is a relatively informal group. You will have to be a lot tougher, a lot tougher on a group of students, than I ever expect to be on you. Because I expect to be tough on you in quite a different way than by the discipline of what you know. The toughness that we have here is just the ... just this one thing. You're dam well going to be able to get results on preclears and you're dam well going to be able to train people when you get through here. It's just a certain strange little determination I have. It's peculiar perhaps, but I intend to do that on a .. pretty well on a personalized basis. I can line you up and size you up and I know about where you'll go and where you'll go off right now, and I'm not watching for you to pull something or fall by the wayside or something of the sort - or anything like that but I don't expect to do it by your faults but I expect to do it by giving you your instruction in various slanted ways so that it fits your personal problems.

It's an entirely different kind of education than you'll be doing. Yes, because when I can see that you, training a group of students, will be training them from a standardized level of processing, number one, see. You will be teaching them how to apply something or other, and something or other, and something or other, and so on. Furthermore, you will run things with a punctuality of schedule to save your own skin, and your own time. And, again you will put a great deal of weight on ... you can't help this - I mean, you just fall into the rut the second you go into education. You put weight on their quizzes, and you'll put some evaluation on their what they speak up and how quick they answer back, and so forth. So, your tendency is to just standardize the living daylights out of it, if you don't watch yourself - and the other tendency is, of course, to run it very loose and highly personalized. Now, if you want to just sit down and train a couple of auditors - oh yeah - you could do a terrific job, no formula, no formulation - nothing like this - you just do a very, very personal sort of job of training on the auditor. It, by the way, is not really as beneficial as training them in a bigger group. He never really feels he's been trained because he hasn't been part of a mass. There's a certain mass necessary to a good feeling of training. That's not a military man talking. This happens to be true.

For instance, because thee and thee went through another unit, and certainly this unit, together, why later on thee and thee meet in a large class of students and so forth, and thee and thee ... you really don't have much of a tendency to include them in a conversation. You fall into a caste system if you've gone through any unit.

There's nothing wrong, by the way, with a caste system. It at least avoids this horrible thing called equality. Fraternity - Equality - Fragility. (laugh). Now, these are just considerations, you see. I'm not giving you the answer to the thing. I'm just ... stirring something up and therefore you can take a look at this - it's a balloon. A little later on, why I want you ... I'll never mention this again - sometime or another I want you to just make up your mind just to how you would run a course. And, I'm pointing this out at this time so that you won't get an automaticity of having made up your mind. It's up to you to make up your mind some time or another, how you're gonna run a course.

Okay! So much for that! One thing that you're going to be victimized by a little bit, but I hope not very much, is getting a terrific amount of data before it can hit where it lives on your case and ... I haven't been feeding you very much data. Most of the data we're being fed ... evening there ... you're supposed to get definitions. Did you get definitions last night? That's right. You're supposed to get those for quite a little while. I find out it makes a lot better auditors when they know what the tools are, because these are just basic tools. It's like ... this is a

hammer - and sooner or later, you all of a sudden, you'll just look at them on the basis of - well, this is a hammer, you know.

All right! You'll have to decide too, in training auditors, another little thing that just occurred to me - how much processing you're going to give them before you tell them anything. Now, the optimum is, is to process them before you tell them anything. Process them with what we have now three, four weeks, at least, and never let them look at anything - but, do you know, that would be silly to do that to you. It'd just be silly to do that to you for the good reason that we've already entered into our problem here. This problem - You already know the data - and so to forebear on telling you data on the grounds that it would speed up your case is, of course, silly.

But, this is not true of somebody you get in, who's just read a book or two and maybe audited somebody out of a textbook, or something like that. And you get him in there, you slam him in an auditing chair and you keep him there for three or four weeks and you train him up from that - and boy! You have reaped riches. More darn thing. When you start to train him, you'll understand a lot more.

Well, we were kind of drug up like Topsy - and all the way along the line, a lot of the people here (a part missing in here - it runs blank on the tape for about 5-6 seconds.) Wow, therefore you should be able to understand it a heck of a lot better as an evolution of information. A few years from now, you'll never be able to convince anybody that it's an evolution of information. You know, it's just a subject. It didn't evolve any place. It's a subject and it has this kind of a shape, and so forth.

Well, so I stand here trying to make up my mind whether to process you on this or tell you about it. Hmm. Well, if I give you the personal experience of this you'll certainly never miss on it. So I guess I'll just butcher ya because honest to Christ, I don't know which way to butcher ... (laughing). I can butcher you by telling you about it, or butcher you by group processing you on it. Now, it's a little bit on the side of butchery because you're gonna stick somewhere, I know it.

This is the beefiest technique which you can run on a preclear. So lets run it!

Let's take the gradient scale. Now I'm gonna do - I'll tell you exactly what the technique is. It's a gradient scale from Know down on through Look, Emote, Effort, Think and Symbols - in brackets - resistance to - and DEI.

(DEI = the Desire, Enforce, Inhibit scale, later expanded to the CDEI scale used in modern processing - FZ.B.A.)

So, the first thing I want you to get, is get the idea of resisting symbols.

Get the idea now, of resisting symbols - sit there and get it.

Now, - put somebody else out in front of it. Put somebody else out there.

Now, get him - he's resisting symbols - not your symbols or anything. He's just resisting symbols.

Okay - put two more people out there - two more people - and have one of them resisting the symbols of the other one.

Now, have this one - you still got those two people now - get this still one - have him resist the symbols of the other one for somebody else.

That falls away - And put somebody else out in front of you and get him resisting your symbols

Now throw that one away - Put another somebody out in front of you and get you resisting his symbols.

Pick it off the peak later, Jimmy, otherwise you'll be working at effort against your record. Nothing wrong with taking a note but you'll just be working an effort against it. (The recorder answered with something - indistinguishable). I'd rather you wouldn't... It'll ...

Now, you got that!

All right, now get you resisting his symbols for somebody else. - You resisting his symbols for somebody else.

Now get him resisting your symbols for somebody else.

Now let's put a flock of symbols out there resisting symbols.

And put another flock of symbols resisting the symbols of the flock of symbols that were just resisted.

Now set up another set of symbols that resist the symbols which are already being resisted elsewhere.

Okay - throw all that away now.

Now let's put somebody in front of you and get this other person resisting thinking.

And - Throw him away and get you resisting thinking.

All right - Put somebody else in front of you and get you resisting his thinking.

All right - Throw that away, and - Put two other people in front of you, one resisting the other's thinking.

Okay - Now have him resist the other's thinking for somebody else.

Now throw those away,- Put somebody else in front of you and get you resisting this other person's thinking.

Get you resisting it for somebody else.

Throw that person away, and - Put another one in front of you and get him resisting your thinking for somebody else.

Okay - Throw that out.

Get you resisting effort.

And - Get somebody else in front of you and get him resisting effort.

Now throw that away - Get two other people in front of you and have one resisting the effort of the other.

Now - Have him resisting the effort of another for somebody else.

All right, throw them away - Get somebody in front of you and get yourself resisting his effort.

Now - Resist his effort for somebody else.

Throw that away - and - Get somebody in front of you resisting your effort.

Get him resisting your effort for somebody else.

Okay - Throw that away.

Let's get you resisting emotion.

All right - Let's get somebody in front of you resisting your emotion.

Throw him away - get two other people in front of you one resisting the other's emotion.

All right - Have that one resisting the other's emotion for somebody else.

Throw him away - Get somebody else in front of you and get you resisting his emotion.

(lecture continues in part 2)

(continued from part 1)

Get you resisting his emotion now, for somebody else.

Now - Get him resisting your emotion.

Have him resisting your emotion for somebody else.

Throw it away.

Okay - now - Let's get you , let's get you resisting looking.

All right - Let's get somebody else in front of you and get him resisting looking.

Now - Get him resisting looking from you - resisting your looking.

Have him resisting looking for somebody else. Throw him away - Get two people out in front of you and get one resisting the looking of the other.

Now - have him resist the looking of the other for somebody else.

Throw him away - Now, - Put somebody else in front of you and get you resisting this person's looking.

Get you resisting this person's looking for somebody else.

Okay - Throw him away.

Now, - Get you resisting knowing.

Okay - Put somebody else in front of you and get you resisting his knowing.

Throw him away - Get somebody else in front of you resisting your knowing.

Throw him away - Get two people in front of you, one resisting the knowing of the other.

Now, - Get him resisting the knowing of the other for somebody else.

All right - Throw that away - Get somebody in front of you resisting your knowing for somebody else.

Throw that away - Get you resisting somebody else's knowing for somebody else.

Okay - Now, - Let's get you resisting eating.

Somebody else resisting eating.

Get this somebody else specifically resisting your eating.

Now, - Get him resisting eating you.

Now, - Get you resisting eating him.

Throw him away. - And, - Get two other people in front of you, each one resisting the eatingness of the other one.

Okay Throw the away.

Now, - Let's get you inhibiting symbols.

You enforcing symbols. You desiring symbols.

You being curious about symbols.

Okay - Let's get somebody else in front of you and get this person inhibiting symbols.

Get this person enforcing symbols.

Get this person desiring symbols

And, - This person being curious about symbols.

Okay - Let's throw that away. - And, - Get two other people in front of you, one being inhibitive of the other's symbols. One inhibiting the other's symbols.

One enforcing symbols on the other.

One desiring symbols from the other.

One being curious about the other's symbols.

Okay - Throw it away.

(Somebody knocked over an ash-tray). Make that ashtray crash. - Make the ashtray crash again. - Make the ashtray crash. - Now, make the ashtray crash and protect everybody from the noise.

Okay - Let you waste symbols.

What's a symbol? A word is a symbol.

Get somebody else wasting symbols.

Somebody wasting somebody else's symbols.

Get you wasting somebody else's symbols.

And, - Somebody else wasting your symbols.

Throw it away.

All right - Get you saving symbols.

Get somebody else saving symbols.

Now, - Let's get somebody else saving somebody else's symbols.

Now, - Get somebody else saving your symbols.

And, - You saving somebody else's symbols.

Okay - Now - Let's get you accepting symbols

Let's get somebody else accepting symbols.

Now, - Let's get two people out there and get one of them accepting symbols from the other one.

Get accepting symbols from the other one for somebody else - now.

Throw them away.

And,- Get somebody else in front of you and get you accepting symbols from him.

Get him accepting symbols from you.

Throw it away.

Let's get you desiring symbols.

Somebody else desiring symbols.

Get other people desiring symbols from other people.

Get you desiring symbols from somebody else.

Somebody else desiring symbols from you.

Get you being curious about symbols.

Somebody else being curious about symbols.

Somebody being curious about somebody else's symbols.

Somebody curious about your symbols.

You're being curious about somebody else's symbols.

Get you wasting thinking.

Somebody else wasting thinking.

Somebody else wasting somebody else's thinking.

Somebody wasting your thinking.

You're wasting somebody else's thinking.

Now, - Let's get for sure now.

You wasting thinking.

Now, - Let's get you saving thinking.

Somebody else saving thinking.

Somebody else saving somebody else's thinking.

Somebody saving your thinking.

You're saving somebody else's thinking.

Get you accepting thinking.

Somebody else accepting thinking. Somebody else accepting somebody else's thinking.

Somebody accepting your thinking.

And, - You accepting somebody else's thinking.

And, - You desiring thinking.

Somebody else desiring thinking.

Somebody else desiring somebody else's thinking.

Somebody else desiring somebody else to think.

And, - Somebody desiring your thinking.

And, - Somebody desiring you to think.

And, - You desiring somebody else's thinking.

And, - You desiring somebody else to think. You being curious about thinking.

Somebody else being curious about thinking.

Somebody being curious about somebody else's thinking.

Somebody being curious about your thinking.

And, - You being curious about somebody else's thinking.

Okay - Let's get you wasting effort.

And, - Somebody else wasting effort.

Somebody wasting somebody else's effort.

Somebody wasting your effort.

You wasting somebody else's effort.

And, - You saving effort.

Somebody else saving effort.

And, - Somebody else saving somebody else's effort.

And, - Somebody saving your effort.

And, - You saving somebody else's effort.

And, - You wasting emotion. Let's really waste some emotion.

Somebody else wasting emotion.

(End of tape)