

Philippe De Coster, B.Th., DD



Breaking My Slave

- Research and Study -

BDSM Mind Control vs Brainwashing

© February 2017 – Skull Press EBook Publications,
Ghent, Belgium

(Non-commercial/ Free download on Internet)

Breaking My Slave



Foreword on Mind Control

Mind control is also known as manipulation, thought reform, brainwashing, mental control, coercive persuasion, malignant use of group dynamics, and many others. The fact that there are so many names indicates a lack of agreement which allows for confusion and distortion (especially by those using it covertly for their own benefit!!)

Let's agree that mind control comes under the umbrella of persuasion and influence - how to change people's beliefs and behaviours.

Some will argue that everything is manipulation (very often cult members, who's leader is trying to hide it from them!) But in saying this, important

distinctions are lost. It's much more useful to think of influence as a continuum, at one end we have ethical and respectful influences which respect the individual and his or her rights. At the other end we have destructive influences which strip the person of their identity, independence, and ability to think critically or logically.

It is at this end that we find destructive cults and sects. These groups use deception and mind control tactics to take advantage of the weaknesses, as well as the strengths, of the members, to satisfy the needs and desires of the cult leaders themselves.

A one-on-one cult is an intimate relationship where one person abuses their power to manipulate and exploit the other, e.g., teacher/student, therapist/client, pastor/worshipper, wife/husband. This cultic relationship is a version of the larger groups, and may be even more destructive because all the time and attention is directed towards only one person.

So what is mind control?

It's best to think of it as a system of influences that significantly disrupts an individual at their very core, at the level of their identity (their values, beliefs, preferences, decisions, behaviours, relationships etc.) creating a new pseudo-identity or pseudo personality.

It can of course be used in beneficial ways, for example with addicts, but here we are talking about situations that are inherently bad or unethical.

Philip Zimbardo says that mind control is a "process by which individual or collective freedom of choice and action is compromised by agents or agencies that modify or distort perception, motivation, affect, cognition and/or behavioural outcomes" and he suggests that everyone is susceptible to such manipulation.

It is not some ancient mystery known to a few, it is words and group pressures, packaged in such a way that it allows a manipulator to create dependency in his or her followers, making their decisions for them while allowing them to think that they are independent and free to decide. That is, the person is not aware of the influence process, nor of the changes occurring within themselves.

Important distinctions!

There are some important points that need to be made very clear.

First of all, it is a subtle process. Subtle, meaning that the individual is not aware of the extent of the influence being imposed upon them. In this way they make small changes over time, often believing that they are making decisions for themselves, when, in fact, all the decisions are being made for them.

And it is a process, in that it does not happen abruptly. It takes time, although the length of time will depend on such factors as the methods used, the duration of exposure to the techniques and other social and personal factors.

There is force involved. There may or may not be physical force, but there definitely is psychological and social force and pressure.

Mind Control vs Brainwashing

Steve Hassan makes an interesting distinction between mental control and brainwashing. He says that in brainwashing the victim knows that the aggressor is an enemy. For example, prisoners of war know that the person doing the brainwashing and/or torture is an enemy and often they understand that remaining alive depends on changing their belief system. They are coerced, often with physical force, into doing things they would not normally do. However, when the victim escapes from the influence of the enemy, the effects of the brainwashing frequently disappear.

Mind control is more subtle and sophisticated because the person doing the manipulations is often considered a friend or a teacher, so the victim is not actually trying to defend themselves. In fact, he or she may be a willing participant, and believing that the manipulator has their best interests in mind, they often providing private information willingly, which is then used against them, to continue the mind control.

This makes mind control as dangerous, if not more so, than physical coercion. In other words, it can be even more effective than torture, physical abuse, drugs etc.

That's worth repeating. In mind control, there may be no physical coercion or violence, but it can actually be much more effective in controlling a person.

That's because coercion can change behaviour, but coercive persuasion (mind control) will change attitude and behaviour. And the 'victim' is happily and actively participates in the changes, believing it is best for them!

Have a story to share?

Want to rant about what happened to you? Or a family member? Share your experience to help yourself and others.

So later, to accept that someone they trusted and liked has deceived and manipulated them is very difficult, and is one of the reasons that is not easy for people to recognize mind control. Even when the person is free of the influence of the manipulator, the attitudes, beliefs, and behaviours persist, in large part because the person believes they have made these decisions themselves (the effects of decisions we make ourselves are stronger and more long lasting than decisions we know we have been pushed to make), and in part because the person does not want to admit that they have been manipulated without their knowing, that they have been tricked by a 'friend'.

A gun to the head

Manipulators are fond of saying that no-one is holding a gun to the manipulated person's head, and this is powerful in two ways. To the outsider who does not understand mind control, it is difficult to argue with.

For the manipulated person, they know that this is true, no-one has actually held a gun to their head, so it reinforces the idea that they have decided for themselves. And decisions we have made ourselves are much more powerful and the effects last longer, so it further propels the manipulated person deeper into the reality created by the mind control.

Who uses it?

Who would use these techniques, destroying the lives of others for their own selfish benefits? Or manipulating others simply because they can or because they want the control? The answer is psychopaths, or sociopaths, and narcissists. Probably the vast majority of extreme manipulators who use mind control fit the profile of psychopath. And the reason they can do it is because they have no conscience!

Susceptibility

Every person is susceptible. That includes you!

It is a myth that only weak and vulnerable people are susceptible, or that there is something wrong with them. In fact, the belief that “it would never happen to me” makes a person particularly susceptible to mind control tools, because they're not on the lookout for it!

The best way to protect yourself from being recruited by a cult (it is a myth that people join cults, they are actually recruited) and being subjected to mind control is to understand how it functions as well as the cult tactics that are used to attract and keep members.

For example, Robert Cialdini has described six principles of influence that he describes as weapons of influence. It seems that these function in all societies in the world, and they are actually useful in terms of allowing society to remain stable and prosper. He talks about reciprocity, commitment and consistency, social proof, likeability, authority and scarcity. He calls them weapons of influence because they work outside of the normal consciousness of most people and for this reason cults take advantage of them to manipulate and influence their members.

Cult experts

Cult psychology and sects have been studied by various cult experts and while many have their own descriptions and models of how these groups function, there are many similarities.

Robert Lifton, who originally coined the term thought reform after studying American prisoners of war in China, describes his eight principles that are present in a thought reform program, such as in destructive cults.

Steven Hassan, an ex-member of a destructive cult has his own four-point system which he describes in depth in his book *Combatting Cult Mind Control*. He explains how dangerous cults use mental control tactics to change the identity of the members by controlling the Behaviours, Emotions, and Thoughts of its members and how it further increases its influence by also restricting access to Information (his BITE model)

Margaret Singer in her book *Cults In Our Midst* describes her six-point system, where:

- The person is unaware that there is a system controlling them
- Their time and environment is controlled

- They're made fearful and dependent
- Previous behaviours and attitudes are repressed
- New behaviours and attitudes are installed and,
- They are presented with a doctrine which actually has a closed logic.

Factors affecting effectiveness

The destructive effects of mind control are proportional to:

- The techniques used
- The number of techniques
- Whether there is hypnosis and/or hypnotic mind control used,
- How often the person is exposed to it and for how long
- How close they are to the cult leader, how much direct contact there is
- How much exposure to the outside world is allowed
- Presence of sexual abuse
- Whether the member continues to have support from family and friends and so on.

For example, a person who has lived and worked in a cult environment for 5 years where the members live together, who rarely leaves the group compound and who has frequent, direct contact with the cult leader will have suffered much more from the effects of cult control than someone who attends a 2 hour class given by the cult leader once a week for 2 months.

In one-on-one cults, in an intimate relationship with a sociopath, for example, a husband and wife situation, where all the attention is given to one victim, the results can be very disturbing.

So what has this got to do with decision-making?

Cult members typically believe that they have made their own decisions and are continuing to do so - even when to outsiders their beliefs and their logic seem very strange and almost unreal! But their volition, their free-will, has been severely limited. Cult members may believe all sorts of things, they are part of an elite group, having special or important information that can change or save the world, amongst other things.

If you have a family member or a friend in a cult, you will recognize some of these things!

Remember that mental control is a process and that cult members have reached where they are one step at a time. Their reality has been shifted because of their membership of the group, and within this reality they believe they are making their own decisions, even though these decisions are often designed to keep them trapped in the group.

Even when they are presented with contradictions, unreasonableness and incongruences in what they say and do, they will often argue to maintain their belief systems intact, for the very reason that they believe that they have chosen and have made their own decisions about it. And indeed, in their new, imposed reality, very often there are no contradictions or incongruences for them! (Remember their critical thinking abilities have been repressed).

A growing problem

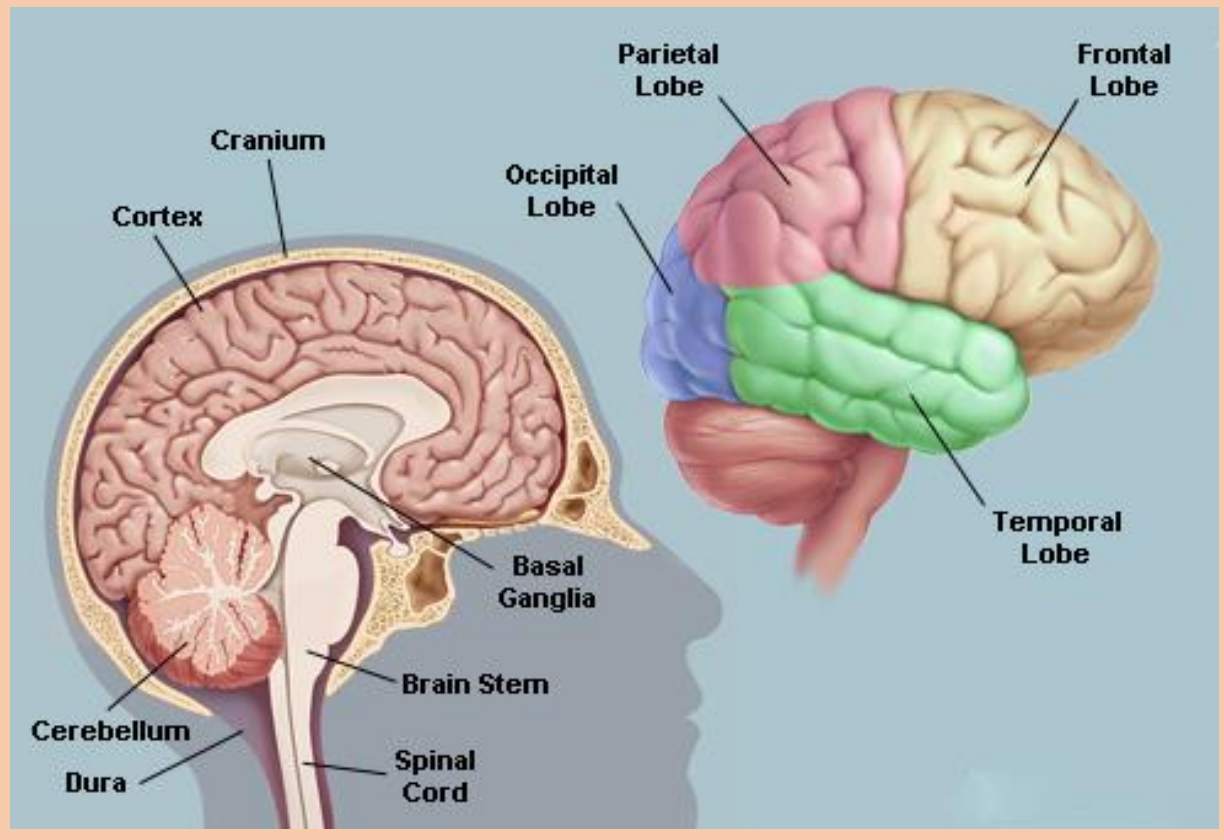
With the state of the world as it is today, it seems that more and more people are turning to fundamentalist ideas to try to find order or safety or security in today's chaos.

It also means they are more susceptible to being recruited by cults because cults offer simple solutions to life's difficult problems, and cults thrive in difficult times. And in all areas, religious, political, financial, health eg. yoga cults, fitness cults etc., and personal development.

It also seems that there are more and more cult films being made today, and that doesn't mean films with a cult following. There are more and more films about mental control, destructive cults and psychopaths, if you know what you're looking for!

Your Fantastic Brain

The brain is one of the most complex and magnificent organs in the human body. Our brain gives us awareness of ourselves and of our environment, processing a constant stream of sensory data. It controls our muscle movements, the secretions of our glands, and even our breathing and internal temperature. Every creative thought, feeling, and plan is developed by our brain. The brain's neurons record the memory of every event in our lives.



If you're going to take something up—learning a language or taking a course in managing difficult people or, say, meditating—you'd probably like to know whether it's going to work, why you're doing it, and what you might get out of it. Increasingly, we like those answers to come, if at all possible, in the form of some kind of data. We want evidence. Which is probably why mindfulness has grown in popularity in the 30 years since researchers started studying its effects in earnest.

The marriage of science and mindfulness has been a good thing. It has helped to ground the conversation about what mindfulness is good for in very practical terms. But, as in most marriages, there are areas that could use some attention.

Although your brain isn't heavy – about three pounds of soft, goosy tissue like tapioca pudding – it has about 1.1 trillion cells altogether. One hundred billion

of those are in the “grey matter,” a kind of “skin” of nerve tissue wrapping around the “white matter” that comprises most of the bulk of the brain. The gray matter is where most of the action for conscious experience takes place.

When a neuron fires, sending neurotransmitters across the synapse – the tiny space between it and another neuron it is connected with – that either excites or inhibits the receiving neuron. To simplify a little, the sum of all the excitatory and inhibitory signals a neuron receives from its “upstream” neurons determines whether it will fire itself – sort of like the dominant message from a crowd of people all shouting “go!” or “stop!”

The receiving side of a synapse – the sensitive tip of the spike called a dendrite – is the most molecularly complex structure in the body, built from 1100 different proteins. This tip has increased in complexity dramatically throughout evolution, indicating that the development of this fundamental crossroads has been vital in what has made us human.

On average, each of the 100 billion neurons in your head has about 1000 connections with other neurons, creating a huge network of about 100 trillion synapses. Like a computer network built from one hundred trillion transistors, each representing a “bit” of information depending on whether it is “on” or “off.”

Adding up all possible combinations of 100 billion neurons firing or not, the number of potential states of that neuronal network is approximately 10 to the millionth power: one followed by a million zeros.

With all that connectivity, circular loops are routine in which – to simplify – the A neuron triggers B which lights up C which signals D which triggers A. This circularity allows and fosters:

- The recursive processes needed for self-regulation – and which, after many layers and lots of evolution — allow you to think about your own thinking
- The dynamic and “chaotic” behaviour of complex systems: it’s not random in your brain, but it is inherently *unpredictable*.
- Wandering stream of consciousness – Again to simplify: the C neuron in the circuit just mentioned could easily be part of another circuit having nothing to do with the first one. Nonetheless, because of that connection, when the first circuit fires the second is more likely to fire as well. That’s why thinking about something like a dripping faucet can bring to mind something seemingly random like your grandmother’s great oatmeal cookies.

In sum, your brain is literally the most complex object known in the universe. More complex than the climate of our planet or an exploding star.

- It controls body temperature, blood pressure, heart rate and breathing.
- It accepts a flood of information about the world around you from your various senses (seeing, hearing, smelling, tasting and touching).
- It handles your physical movement when walking, talking, standing or sitting.
- It lets you think, dream, reason and experience emotions.

All of these tasks are coordinated, controlled and regulated by an organ that is about the size of a small head of cauliflower.

Your brain, spinal cord and peripheral nerves make up a complex, integrated information-processing and control system known as your **central nervous system**. In tandem, they regulate all the conscious and unconscious facets of your life. The scientific study of the brain and nervous system is called **neuroscience** or **neurobiology**. Because the field of neuroscience is so vast -- and the brain and nervous system are so complex -- this article will start with the basics and give you an overview of this complicated organ.

We'll examine the structures of the brain and how each section controls our daily functions, including motor control, visual processing, auditory processing, sensation, learning, memory and emotions.

Your brain is made of approximately 100 billion nerve cells, called neurons. **Neurons** have the amazing ability to gather and transmit electrochemical signals -- think of them like the gates and wires in a computer.

Neurons share the same characteristics and have the same makeup as other cells, but the electrochemical aspect lets them transmit signals over long distances (up to several feet or a few meters) and send messages to each other.

Neurons have three basic parts:

Cell body or soma. This main part has all of the necessary components of the cell, such as the nucleus (which contains DNA), endoplasmic reticulum and ribosomes (for building proteins) and mitochondria (for making energy). If the cell body dies, the neuron dies.

Axon . This long, cable like projection of the cell carries the electrochemical message (nerve impulse or action potential) along the length of the cell. Depending upon the type of neuron, axons can be covered with a thin layer of myelin sheath, like an insulated electrical wire. Myelin is made of fat and protein, and it helps to speed transmission of a nerve impulse down a long axon.

Myelinated neurons are typically found in the peripheral nerves (sensory and motor neurons), while non-myelinated neurons are found in the brain and spinal cord.

Dendrites or nerve endings. These small, branchlike projections of the cell make connections to other cells and allow the neuron to talk with other cells or perceive the environment. Dendrites can be located on one or both ends of a cell.

Neurons come in many sizes. For example, a single sensory neuron from your fingertip has an axon that extends the length of your arm, while neurons within the brain may extend only a few millimetres.

They also have different shapes depending on their functions. Motor neurons that control muscle contractions have a cell body on one end, a long axon in the middle and dendrites on the other end. Sensory neurons have dendrites on both ends, connected by a long axon with a cell body in the middle. Interneurons, or associative neurons, carry information between motor and sensory neurons.

These fundamental members of the nervous system also vary with respect to their functions.

- **Sensory neurons** carry signals from the outer parts of your body (periphery) into the central nervous system.
- **Motor neurons** (motor neurons) carry signals from the central nervous system to the outer parts (muscles, skin, glands) of your body.
- **Interneurons** connect various neurons within the brain and spinal cord.

The simplest type of neural pathway is a **monosynaptic** (single connection) **reflex pathway**, like the knee-jerk reflex. When the doctor taps the right spot on your knee with a rubber hammer, receptors send a signal into the spinal cord through a sensory neuron. The sensory neuron passes the message to a motor neuron that controls your leg muscles. Nerve impulses travel down the motor neuron and stimulate the appropriate leg muscle to contract. The response is a muscular jerk that happens quickly and does not involve your brain. Humans have lots of hardwired reflexes like this, but as tasks become more complex, the pathway circuitry gets more complicated and the brain gets involved.

The simplest possible creatures have incredibly basic nervous systems made up of nothing but reflex pathways. For example, flatworms and invertebrates don't have centralized brains. They have loose associations of neurons arranged in straightforward reflex pathways. Flatworms have neural nets, or individual neurons linked together that form a net around the entire animal.

Most invertebrates (such as the lobster) have modest "brains" that consist of localized collections of neuronal cell bodies called ganglia. Each ganglion

controls sensory and motor functions in its segment through reflex pathways, and the ganglia are linked together to form a simple nervous system. As nervous systems evolved, chains of ganglia evolved into more centralized simple brains.

Brains evolved from ganglia of invertebrates. Regardless of the animal, brains have the following parts:

The brain stem, which consists of the medulla (an enlarged portion of the upper spinal cord), pons and midbrain (lower animals have only a medulla). The brain stem controls the reflexes and automatic functions (heart rate, blood pressure), limb movements and visceral functions (digestion, urination).

The cerebellum integrates information from the vestibular system that indicates position and movement and uses this data to coordinate limb movements.

The hypothalamus and pituitary gland are responsible for visceral functions, body temperature and behavioural responses such as feeding, drinking, sexual response, aggression and pleasure.

The cerebrum (also called the cerebral cortex or just the cortex) consists of the cortex, large fibre tracts (corpus callosum) and some deeper structures (basal ganglia, amygdala and hippocampus). It integrates info from all of the sense organs, initiates motor functions, controls emotions and holds memory and thought processes (emotional expression and thinking are more prevalent in higher mammals).

Lower animals, such as fish, amphibians, reptiles and birds, don't do much "thinking," but instead concern themselves with the everyday business of gathering food, eating, drinking, sleeping, reproducing and defending themselves.

These are instinctual processes [source: National Geographic]. Therefore, their brains are organized along the major centres that control these functions.

We humans perform these functions as well, and so have a "reptilian" brain built into us. That means we have the same parts of the brain found in reptiles, namely the brain stem and the cerebellum.

Ready to learn about the lower brain?

The basic lower brain consists of the spinal cord, brain stem and diencephalon (the cerebellum and cortex are also present, but will be discussed in later sections). In turn, the brain stem comprises the medulla, pons, midbrain, hypothalamus and thalamus .

Within each of these structures are centres of neuronal cell bodies, called nuclei, which are specialized for particular functions (breathing, heart-rate regulation, sleep):

Medulla -- The medulla contains nuclei for regulating blood pressure and breathing, as well as nuclei for relaying information from the sense organs that comes in from the cranial nerves. It's also the most ancient part of the brain.

Pons -- The pons contains nuclei that relay movement and position information from the cerebellum to the cortex. It also contains nuclei that are involved in breathing, taste and sleep, and physically connects medulla to the midbrain.

Midbrain -- The midbrain contains nuclei that link the various sections of the brain involved in motor functions (cerebellum, basal ganglia, cerebral cortex), eye movements and auditory control. One portion, called the substantia nigra, is involved in voluntary movements; when it does not function, you have the tremored movements of Parkinson's disease.

Thalamus -- The thalamus relays incoming sensory pathways to appropriate areas of the cortex, determines which sensory information actually reaches consciousness and participates in motor-information exchange between the cerebellum, basal ganglia and cortex.

Hypothalamus -- The hypothalamus contains nuclei that control hormonal secretions from the pituitary gland. These centres govern sexual reproduction, eating, drinking, growth, and maternal behaviour such as lactation (milk-production in mammals). The hypothalamus is also involved in almost all aspects of behaviour, including your biological "clock," which is linked to the daily light-dark cycle (circadian rhythms).

Spinal Cord

The spinal cord can be viewed as a separate entity from the brain, or merely as a downward extension of the brain stem. It contains sensory and motor pathways from the body, as well as ascending and descending pathways from the brain. It has reflex pathways that react independently of the brain, as in the knee-jerk reflex.

Balancing Act

The cerebellum, also known as the "little brain" because it's folded into many lobes, lies above and behind the pons. As the second biggest area of the brain, it receives sensory input from the spinal cord, motor input from the cortex and basal ganglia, and position information from the vestibular system.

The "little brain" then integrates this information and influences outgoing motor pathways from the brain to coordinate movements. To demonstrate this, reach out and touch a point in front of you, such as the computer monitor -- your hand makes one smooth motion. If your cerebellum were damaged, that same motion would be very jerky, as your cortex initiated a series of small muscle contractions to home in on the target point. The cerebellum may also be

involved in language (fine muscle contractions of the lips and larynx), as well as other cognitive functions.

The Vestibular System

The vestibular system is responsible for maintaining posture, balance and spatial orientation. Part of the system is located in the inner ear. It also includes the vestibulocochlear nerve (the eighth cranial nerve) and certain parts of the brain that interpret the information the vestibulocochlear nerve receives.

The cerebrum is the largest part of the human brain. It contains all of the centres that receive and interpret sensory information, initiate movement, analyse information, reason and experience emotions. The centres for these tasks are located in different parts of the cerebral cortex, which is the outside layer of the cerebellum and is comprised of grey matter. The inside is made up of white matter.

Major Parts of the Cerebral Cortex

The cortex dominates the exterior surface of the brain. The surface area of the brain is about 233 to 465 square inches (1,500 to 2,000 cm²), which is about the size of one to two pages of a newspaper. To fit this surface area within the skull, the cortex is folded, forming folds (gyri) and grooves (sulci). Several large sulci divide the cerebral cortex into various lobes: the frontal lobe, parietal lobe, occipital lobe and temporal lobe. Each lobe has a different function.

Get to know the interior of your brain a bit better.

When viewed from above, a large groove (interhemispheric fissure) separates the brain into left and right halves. The halves talk to each other through a tract of white-matter fibres called the corpus callosum. Also, the right and left temporal lobes communicate through another tract of fibres near the rear of the brain called the anterior commissure.

If you look at a cutaway view of the brain, you see that the cortical area above the corpus callosum is divided by a groove. This groove is called the cingulate sulcus. The area between that groove and the corpus callosum is called the cingulate gyrus, also referred to as the limbic system or limbic lobe. Deep within the cerebrum are the basal ganglia, amygdala and hippocampus.

This ends our tour of the major structures of the cortex. Now, let's see what those structures do.

The brain is hard-wired with connections, much like a skyscraper or airplane is hard-wired with electrical wiring. In the case of the brain, the connections are made by neurons that link the sensory inputs and motor outputs with centres in

the various lobes of the cerebral cortex. There are also linkages between these cortical centres and other parts of the brain.

Several areas of the cerebral cortex have specialized functions:

Parietal lobe -- The parietal lobe receives and processes all **somatosensory** input from the body (touch, pain).

- Fibres from the spinal cord are distributed by the thalamus to various parts of the parietal lobe.
- The connections form a map of the body's surface on the parietal lobe. This map is called a **homunculus**.
- The rear of the parietal lobe (next to the temporal lobe) has a section called **Wernicke's area**, which is important for understanding the sensory (auditory and visual) information associated with language. Damage to this area of the brain produces what is called **sensory aphasia**, in which patients cannot understand language but can still produce sounds.

Frontal lobe -- The frontal lobe is involved in motor skills (including speech) and cognitive functions.

- The motor centre of the brain (**pre-central gyrus**) is located in the rear of the frontal lobe, just in front of the parietal lobe. It receives connections from the somatosensory portion in the parietal lobe and processes and initiates motor functions. Like the homunculus in the parietal lobe, the pre-central gyrus has a motor map of the brain
- An area on the left side of the frontal lobe, called **Broca's area**, processes language by controlling the muscles that make sounds (mouth, lips and larynx). Damage to this area results in **motor aphasia**, in which patients can understand language but cannot produce meaningful or appropriate sounds.
- Remaining areas of the frontal lobe perform associative processes (thought, learning, memory).

Occipital lobe -- The occipital lobe receives and processes visual information directly from the eyes and relates this information to the parietal lobe (Wernicke's area) and motor cortex (frontal lobe). One of the things it must do is interpret the upside-down images of the world that are projected onto the retina by the lens of the eye.

Temporal lobe -- The temporal lobe processes auditory information from the ears and relates it to Wernicke's area of the parietal lobe and the motor cortex of the frontal lobe.

- **Basal ganglia:** Also located within the temporal lobe, the basal ganglia work with the cerebellum to coordinate fine motions, such as fingertip movements.
- **Limbic system:** Located deep within the temporal lobe, the limbic system is important in emotional behaviour and controlling movements of visceral muscles (muscles of the digestive tract and body cavities). The limbic system is comprised of the cingulate gyrus, corpus callosum, mammillary body, olfactory tract, amygdala and hippocampus.
- **Hippocampus:** The hippocampus is located within the temporal lobe and is important for short-term memory.
- **Amygdala:** The amygdala is located within the temporal lobe and controls social and sexual behaviour and other emotions.
- **Insula:** The insula influences automatic functions of the brainstem. For example, when you hold your breath, impulses from your insula suppress the medulla's breathing centres. The insula also processes taste information, and separates the temporal and frontal lobes.

Your brain and spinal cord are covered by a series of tough membranes called meninges, which protect these organs from rubbing against the bones of the skull and spine.

For further protection, the brain and spinal cord "float" in a sea of cerebrospinal fluid within the skull and spine. This cushioning fluid is produced by the choroid plexus tissue, which is located within the brain, and flows through a series of cavities (ventricles) out of the brain and down along the spinal cord. The cerebrospinal fluid is kept separate from the blood supply by the blood-brain barrier.

As you can see, your brain is a complex, highly organized organ that governs everything you do. Now that you are familiar with the anatomy of the brain, keep reading for more articles on how it works.



Breaking My Slave

There is some recent discussion of “breaking a newly bought slave” going on at the popular social network. I’m watching it spread across the groups that I’m in and thought I’d not chip in to those discussions but share my thoughts and opinions on it right there. These are not the only interpretations and I don’t expect everyone to agree with me.

There are two separate meanings when it comes to breaking a slave. The first I’d like to cover is breaking **IN** a slave. In this meaning, training is meant to adjust the slave’s core attitudes and behaviours to be more in tune with the Master’s attitude and way of living. Think about the things you typically break in; shoes, furniture, gloves, hats. All of these you’ve flexed and bent to fit into your mould and hold its shape, whether this be your feet, your behind or your head. The same goes for breaking in a slave. We all go through a moulding process. It certainly seems that as slaves, we do pass a point where the major force of our resistance and self-defensive mechanisms, the shell, is broken, and we enter a state of pliancy and mould ability for our owners.

The training we undergo is also a form of breaking in. You will be told what is expected of you, learn the right and wrong way to go about certain tasks and anything else that the Master or Mistress wishes to enhance or downplay in your manner living or behaviour. It is not uncommon to always undergo training and also to have to retrain when a new relationship commences.

The idea of “breaking a slave” is the more extreme form of moulding. I perceive it as a forced breakdown of someone’s own will, their own attitude and sometimes their own thought processes, a complete transformation. What generally results is a blank canvas upon which the Master or Mistress can apply behaviours, attitudes and reactions that would please them. In many broken slave cases I’ve read about lately; the submissive/slave doesn’t even remember how to think for themselves anymore. They have no dependence, they have no limits where they used to have limits and in very rare cases I’ve seen fear of the unknown where things once were known.

My impressions of breaking a slave is that it may have severe and harmful effects on the slave if done incorrectly or incompletely. As a slave myself, I don’t think I’d agree to “be broken” by anyone that I didn’t trust implicitly not only with my safety but with the methods they employ to change me. For about one year I have watched the imposed way of life by the disciples of the Krishna Consciousness some years, the discipline imposed on them, the perfect picture of religious slavery. These people get nuts at the end, their brain completely distorted, and unable to be their own and enjoy life. We as BDSM submissive or slaves do enjoy life because we are not guided by stupid religious practices as they do.

Now I’ve seen and know as in the Krishna Consciousness about submissives and disciples, their slaves literally, that consider themselves broken but I can also see them in a different view. Our slaves, including myself though unowned since March 2009, have willingly become powerfully subservient outside religious outworn activities based on myths and legends, brainwashed, living solely for the rule of the Master of the house. I find these relationships challenging and hard yet beautiful and very moving. It’s like these people move as one person. I don’t believe that the process has hurt the persons involved at all, not like in the Krishna Consciousness, depraved unhealthily of sexuality in the first place.

I’m not sure what would be more work though... to break someone down to the blank slate just to rebuild them in whatever manner you choose, or to mould and bend someone from what they are to what you want them to be. Either way, in both cases, it needs to be consensual and negotiated.

There are a lot of tips to be shared on how to **train** your **sex slave** or **submissive** and what tools to use. To explain this, I will be sharing the protocols normally reserved for 24/7 **submissives** and **slaves**. Some of these will be fairly standard and have been taken from inspiring erotic fiction but some of these are very unique to the owner and should show you that deciding what the rules and protocols are should be the owner's decision. I will be breaking up the requirements in different categories and in some instances, when something is

clear I will not even use further explanation. It is my hope that this guide will help you enhance your **submissive** or **slave's** service to you.

The following rules are but a few of the typical requirements some **slaves** live by. The list is extensive and could be lengthened quite easily. It is always a good idea to have requirements regarding online privileges and privacy, interaction with others not in the lifestyle, which would include hand signals etc. In the end it is the decision of the **dominant** what this list would include. My **dominant** makes me read my list of requirements daily to ensure that I do not fail in my service to him, this is also brainwashing.

In private/ At home with no one else present:

1. **Slave** should always remove clothing as soon as she/he gets home unless **Master/ Mistress** has laid out or specified clothing for the **slave** or **submissive** to wear.
2. **Slave** should fold clothes neatly or place them in the laundry whenever he/ she gets undressed.
3. The **slave** or **submissive** is to kneel in present posture whenever the **Master/ Mistress** is due to arrive and wait quietly.
4. Whenever the **Master/ Mistress** is present in a room, the **slave** must ask permission to enter in the following fashion: "Would it please you if your **slave** entered the room."
5. The **slave** will kneel in the room until the **Master/ Mistress** gives permission that he or she may move or proceed with cleaning.
6. The **slave** or **submissive** will wear and gratefully accept any toys the **Master/ Mistress** chooses to insert or adorn her or him with while cleaning or in any other circumstance.
7. The **slave** will not speak unless spoken to and may request an opportunity to speak if there is something pressing to discuss during those periods of time when the **Master/ Mistress** commands silence.
8. The **slave** or **submissive** may request an opportunity to serve the **Dominant** in the following way: "Would it please you to have your **slave** serve you?"
9. The slave does not sleep with the **Master/ Mistress** unless it is the express wish of the owner and then this must be seen as a privilege. It can be taken away as a form of punishment.
10. The **slave** or **submissive** will always thank the **Master/ Mistress** for an opportunity to serve whether it was doing a chore or being flogged.
11. The slave will keep their eyes averted unless it is the wish of the **Master/ Mistress** to have their **slave** look them in the eyes.

12. The **slave** will address the **Master/** Mistress not by their first name, but by the title preferred by that **dominant**.

In public/ At home with others present:

1. A **slave** will receive visitors at the door with whatever clothing the **Master** or Mistress commanded.
2. A **slave** will greet visitors in whatever way the **Master/** Mistress commands - this may include just taking coats and putting them away, kissing the hand of the guest or kneeling in front of them.
3. A **slave** will not refer to anyone using his or her first name. A **slave** will use the title Sir or Ma'am combined with their name to differentiate and to make sure that he or she remembers her or his place.
4. A **slave** will serve every person with food and drinks as requested, kneeling to each as the food or drinks are presented.
5. A **slave** will not use furniture and will kneel on the floor until her or his services are required.
6. A **slave** will not speak unless spoken to.
7. A **slave** will remain attentive to make sure that no one has to ask for additional food or drink. A slave should be ready before the command is issued.
8. A **slave** must use high protocol when commanded to do so. This means that the **slave** will not use first person language when referring to him or herself and will address everyone present with the honorific given to those free.

Bathroom training:

1. A **slave** must always ask permission before using the bathroom or taking a shower.
2. The bathroom door may never be closed in private, as a **slave** has no right to privacy.
3. The **slave** must accept it calmly when the owner decides that a bathroom break will not be allowed at that very moment.

Punishment/ Discipline:

1. Punishment and or discipline take precedence over any other command.
2. A **slave** must show gratitude for punishment and or discipline.
3. A **slave** must take correction gracefully and maintain a grateful presence around the house after the fact.
4. A **slave** must confess to disobedience and take responsibility even when the dominant is not present and beg for punishment and or discipline.

5. A **slave** must always maintain the punishment position in these cases.

Sexual Service:

1. The **slave** must be available for sexual service whenever the **dominant** or his guests require it.
2. The **slave** must always be ready for any form of sexual service, which would mean that her or his body must be prepared in order to make it easy for the **dominant** or guests to use him or her.
3. The **slave** will not be allowed to have an orgasm without permission.
4. The **slave** will shave any body hair and maintain this at all times. Failure to do so will result in punishment.
5. The **slave** will be clean and pleasant to all the senses at all times.
6. The **slave** is not allowed to touch her or his owner's property without permission in any sexual way.

These are but a few of the typical requirements some **slaves** live by. The list is extensive and could be lengthened quite easily. It is always a good idea to have requirements regarding online privileges and privacy, interaction with others not in the lifestyle, which would include hand signals etc. In the end it is the decision of the **dominant (Master/Mistress)** what this list would include. Master Metal made me read my list of requirements every time we met to ensure that I do not fail in my service to him.

As a reminder, each **Dominant submissive** or **Master slave** relationship is unique. This is nothing more than a guide or suggestion, something to start you thinking and deciding what is best for you! These requirements may or may not be right for you or your relationship. Use this as a guide, nothing more. Implement it, modify it, ignore it that choice is up to you and what is right for your relationship) The purpose of training a newly slave, is the transformation that needs to occur.

Let us make a slave from American History among the niggers (*no longer called that way*)

"The Black slave after receiving this indoctrination shall carry on and will become self-re-fuelling and self-generating for hundreds of years, maybe thousands."

Let us make a slave. What do we need? First of all we need a black nigger man, a pregnant nigger woman and her baby nigger boy. Second, we will use the same basic principle that we use in breaking a horse, combined with some more

sustaining factors. We reduce them from their natural state in nature; whereas nature provides them with the natural capacity to take care of their needs and the needs of their offspring, we break that natural string of independence from them and thereby create a dependency state so that we may be able to get from them useful production for our business and pleasure.

Cardinal principles for making a negro slave

For fear that our future generations may not understand the principles of breaking both horses and men, we lay down the art. For , if we are to sustain our basic economy we must break both of the beasts together, the nigger and the horse. We understand that short range planning in economics results in periodic economic chaos, so that, to avoid turmoil in the economy, it requires us to have breadth and depth in long range comprehensive planning, articulating both skill and sharp perception. We lay down the following principles for the long range comprehensive economic planning:

1. Both horse and niggers are no good to the economy in the wild of natural state.
2. Both must be broken and tied together for orderly production.
3. For orderly futures, special and particular attention must be paid to the female and the youngest offspring.
4. Both must be crossbred to produce a variety and division of labour.
5. Both must be taught to respond to a peculiar new language.
6. Psychological and physical instruction of containment must be created for both.

We hold the above six cardinals as truths to be self-evident, based upon the following discourse concerning the economics of breaking and tying the horse and the nigger together... all-inclusive of the six principles laid down above.

NOTE: Neither principles alone will suffice for good economics.

All principles must be employed for the orderly good of the nation. Accordingly, both a wild horse and a wild or natural nigger is dangerous even if captured, for they will have the tendency to seek their customary freedom, and in doing so, might kill you in your sleep. You cannot rest.

They sleep while you are awake and are awake while you are asleep. They are dangerous near the family house and it requires too much labor to watch them away from the house. Above all you cannot get them to work in this natural state. Hence, both the horse and the nigger must be broken, that is break them

from one form of mental life to another, keep the body and take the mind. In other words, break the will to resist.

Now the breaking process is the same for the horse and the nigger, only slightly varying in degrees. But as we said before, you must keep your eye focused on the offspring of the horse and the nigger. A brief discourse in offspring development will shed light on the key to sound economic principles. Pay little attention to the generation of original breaking but concentrate on future generations.

Therefore, if you break the female, she will deliver it up to you. For her normal female protective tendencies will have been lost in the original breaking process. For example, take the case of the wild stud horse, a female horse and an already infant horse and compare the breaking process with tow nigger males in their natural state, a pregnant nigger woman with her infant offspring.

Take the stud horse, break him for limited containment. Completely break the female horse until she becomes very gentle whereas you or anybody can ride her in comfort. Breed the mare and the stud until you have the desired offspring. Then you can turn the stud to freedom until you need him again. Train the female horse whereby she will eat out of your hand, and she will train the infant horse to eat out of your hand also.

When it comes to breaking the uncivilized nigger, use the same process, but vary the degree and step up the pressure so as to do a complete reversal of the mind. Take the meanest and most restless nigger, strip him of his clothes in front of the remaining male niggers, the female, and the nigger infant, tar and feather him, tie each leg to a different horse faced in opposite directions, set him afire and beat both horses to pull him apart in front of the remaining niggers. The next step is to take a bullwhip and beat both the remaining nigger male to the point of death in front of the female and the infant. Don't kill him. But put the fear of God in him, for he can be useful for future breeding.

The breaking process of the African woman

Take the female and run a series of test on her to see if she will submit to your desires willingly. Test her in every way, because she is the most important factor for good economics. If she shows any sign of resistance in submitting completely to your will, do not hesitate to use the bull whip on her to extract that last bit of bitch out of her. Take care not to kill her, for in doing so, you spoil good economics. When in complete submission, she will train her offspring in

the early years to submit to labour when they become of age. Understanding is the best thing.

Therefore , we shall go deeper into this area of the subject matter concerning what we have produced here in this breaking of the female nigger. We have reversed the relationships. In her natural uncivilized state she would have a strong dependency on the uncivilized nigger male, and she would have a limited protective dependency toward her independent male offspring and would raise offspring to be dependent like her. Nature had provided for this type of balance. We reverse nature by burning and pulling one civilized nigger apart and bull whipping the other to the point of death--all in her presence.

By her being left alone, unprotected, with the male image destroyed, the ordeal caused her to move from her psychological dependent state to a frozen independent state. In this frozen psychological state of independence she will raise her male and female offspring in reversed roles. For fear of the young male's life she will psychologically train him to be mentally weak and dependent but physically strong. Because she has become psychologically independent she will train her female offspring to be psychologically independent as well.

What have you got? You've got the nigger woman out front and the nigger man behind and scared. This is a perfect situation for sound sleep and soundly, for out of frozen fear, his woman stands guard for us. He cannot get past her early infant slave moulding process. He is a good tool, now ready to be tied to the horse at a tender age. By the time a nigger boy reaches the age sixteen, he is soundly broken in and ready for a long life of sound and efficient work and the reproduction of a unit of good labour force.

Continually, through the breaking of uncivilized savage niggers, by throwing the nigger female savage into a frozen psychological state of independency, by killing the protective image, and by creating a submissive dependent mind of the nigger male slave, we Have created an orbiting cycle that turns on its own axis forever, unless a phenomenon occurs and re-shifts the positions of the male and female savages. We show what we mean by example. We breed two nigger males with two nigger females. Then we take the nigger males away from them and keep them moving and working. Say the nigger female bears a nigger female and the other bears a nigger male.

Both nigger females, being without influence of the nigger male image, frozen with an independent psychology, will raise their offspring into reverse positions. The one with the female offspring will teach her to be like herself, independent and negotiable (we negotiate with her, through her, by her, and negotiate her at

will). The one with the nigger male offspring, she being frozen with conscious fear for his life, will raise him to be mentally dependent and weak, but physically strong...in other words, body over mind. Now, in a few years when these two offspring become fertile for early reproduction, we will mate and breed them and continue the cycle. that is good, sound, and long range comprehensive planning.

Warning: possible interloping negatives

Earlier, we talked about the non-economic good of the horse and the nigger in their wild or natural state; we talked out the principle of breaking and tying them together for orderly production, furthermore, we talked about paying particular attention to the female savage and her offspring for orderly future planning; then more recently we stated that, by reversing the positions of the male and the female savages we had created an orbiting cycle that turns on its axis forever, unless phenomenon occurred, and re-shifted the positions of the male and female savages.

Our experts warned us about the possibility of this phenomenon occurring, for they say that the mind has a strong drive to correct and re-correct itself over a period of time if it can touch some substantial original historical base; and they advise us that the best way to deal with this phenomenon is to shave off the brute's mental history and create a multiplicity of phenomenon or illusions so that each illusion will twirl in its own orbit, something akin to floating ball in a vacuum.

This creation of multiplicity of phenomenon or illusions entails the principles of cross-breeding the nigger and the horse as we stated above, the purpose of which is to create diversified divisions of labour. The result of which is the severance of the points of original beginning's for each spherical illusion. Since we feel that the subject matter may get more complicated as we proceed in laying down our economic plan concerning the purpose, reason, and effect of cross-breeding horses and niggers, we shall lay down the following definitional terms for future generations.

1. Orbiting cycle means a thing turning in a given pattern.
2. Axis means upon which or around which a body turns.
3. Phenomenon means something beyond ordinary conception and inspires awe and wonder
4. Multiplicity means a great number.
5. Sphere means a globe.

6. Cross-breeding a horse means taking a horse and breeding it with an ass and you get a dumb backward ass, long-headed mule that is not reproductive nor productive by itself.
7. Cross-breeding niggers means taking so many drops of good white blood and putting them into as many nigger women as possible, varying the drops by the various tones that you want, and then letting them breed with each other until the circle of colours appear as you desire.

What means is this: Put the niggers and the horse in the breeding pot, mix some asses and some good white blood and what do you get? You got multiplicity of colours of ass backwards, unusual niggers, running, tied to backward ass long-hand mules, the one productive of itself, the other sterile. (The one constant, the other dying. We keep the nigger constant for we may replace the mule for another tool) both mule and nigger tied to each other, neither knowing where the other came from and neither productive for itself, nor without each other.

Controlled language

Cross-breeding completed, for further severance from their original beginning, we must completely annihilate the mother tongue of both the nigger and the new mule and institute a new language that involves the new life's work of both. You know, language is a peculiar institution. It leads to the heart of a people.

The more a foreigner knows about the language of another country, to the extent that he knows the body of the language, to that extent is the country vulnerable to attack or invasion of a foreign culture. For example, you take a slave, if you teach him all about your language, he will know all your secrets, and he is then no more a slave, for you can't fool him any longer and having a fool is one of the basic ingredients of and incidents to the making of the slavery system.

For example if you told a slave that he must perform in getting out 'our crops' and he knows the language well, he would know that 'our crops' didn't mean 'our' crops, and the slavery system would break down, for he would relate on the basis of what 'our crops' really meant. So you have to be careful in setting up the new language for the slave would soon be in your house, talking to you as 'man to man' and that is death to our economic system. In addition, the definition of words or terms are only a minute part of the process. Values are created and transported by communication through the body of the language. A total society has many interconnected value system. All these values in the society have bridges of language to connect them for orderly working in the society. But for these bridges, these many value systems would sharply clash and cause internal strife or civil war, the degree of the conflict being determined

by the magnitude of the issues or relative opposing strength in whatever form. For example, if you put a slave in a hog pen and train him to live there and incorporate in him to value it as a way of life completely, the biggest problem you would have out of him is that he would worry you about provisions to keep the hog pen clean, or partially clean, or he might not worry you at all. On the other hand, if you put this same slave in the same hog pen and make a slip and incorporate something in his language whereby he comes to value a house more than he does his hog pen you got a problem. He will soon be in your house.



Brainwash your Slave

Brainwashing is the systematic, and always violent, but not always conscious, distortion or conditioning of the mind of a person for selfish or other harmful purposes using operant conditioning. I will just introduce this large topic. It is not the same as hypnosis, as explained later in this article.

I suggest that everyone rent or view the movie, *The Manchurian Candidate* (1962) starring Angela Lansbury. It will teach you a lot about brainwashing, and about how our world really works today.

There is also an excellent older film about a Russian KGB training camp for young women. I do not recall the film's name.

The difference between mind control and brainwashing

Mind control is based on the theory that a person can control another's thinking, behaviour or consciousness. Fetish Mind Control has to do with the practice of changing the way the individual thinks, perceives, or behaves, consciously, and subconsciously based on the will of another for the pleasure of both the submissive, and the Dominant. What makes this different from a typical Dominate, and submissive relationship is that the submissive has limited power, or authority over their actions, or behaviour, subconsciously, and revocable consent on the part of the submissive can be removed through mind control. One way to achieve this is through role play, and Indoctrination, where the submissive takes on the role as a slave, and enters into a 24/7 total power exchange relationship, until the submissive can't tell reality from fantasy, and accepts the fact that they are indeed a slave. There are other ways to achieve mind control.....

Brainwashing is the indoctrination that forces people to abandon their beliefs in favour of another set of beliefs. The thought of torcher, and abuse from cults, political, or secret government agency's comes to mind when the word brainwashing comes into a conversation. Brainwashing can also be from religious, or political conversion, or any set of beliefs that are traded for another through persuasion, usually but not always through coercion. The word brainwashing is sometimes used as propaganda by a group when explaining why someone from their group converted to another ideology.

This is a highly emotional subject, and I by no means condone any form of non-consensual brainwashing through torcher, abuse, either Physically, or psychologically. The idea that someone can brainwash a person against their free will, control their thoughts, and behaviour is nothing more than a fallacy. Abuse either physically, or psychologically is not mind control, the abuser has not controlled the thoughts of his/her victim, this is abuse, and has no place in consensual fetish mind control.

This leaves us with the second definition of brainwashing, or mind control. Seducing, or winning over an individual into accepting another set of beliefs, through non coercive techniques. Giving the person all the information at hand

and letting them decide by their own free will. Much the same way people convert freely over to one political party or religious belief to one that fits them better. Changing ones philosophy, or beliefs for another, through informed consent.

History in short of mind control

Ivan Pavlov, was one of the first scientist to experiment with behaviour modification, he was the Professor of Pharmacology (1890) at the Russian military experimental medicine academy. This is where he developed his theories on classical conditioning. The Russian government at the time was trying to use Pavlov's theories to brain wash political prisoners.

B.F. Skinner (1904 - 1990). Skinner developed operant conditioning and shaping behaviour, and was a behaviourist who held the theory that human behaviour could be shaped through behaviour modification. Operant conditioning shapes behaviour of any mammal, and is used by many to train animals, even humans.

Activity and classical conditioning

Behaviour modification, or training using operant, and classical conditioning along with sadomasochism play both physically, and psychologically is one of the easiest, simplest methods of inducing mind control, that produces submissive behaviour.

Physically, and psychologically sensation play is not enough to produce mind control, we need to go deeper to produce the desired affects. This is where operant, and classical conditioning come to play. Active conditioning is a behaviour modification in which specific behaviour is increased or decreased through positive or negative reinforcement, this is a highly effective tool in behaviour modification or training.

Classical conditioning is also a highly effective method to produce involuntary reactions. Classical conditioning is behaviour modification by which a subject comes to respond in a desired manner to a stimulus, learn what the submissive needs or wants and control whatever that is, and you can elicit the desired response.

Government research into mind control

The United States, the Chinese government, the Soviet Union, North Korea, and other governments have all been interested in mind control, information warfare, and brainwashing technology. Using drugs, implants, sleep deprivation, pain, torcher, propaganda, sound waves, hypnosis, and indoctrination to achieve mind control on the population, and their political prisoners. The extent of their success is not known, but to a few secret agencies, and yes the United States government conducts psychological operations on its own population.

Mind control through sadomasochism

Sensation play, repetition, alternating pleasure and pain (torcher, sensation deprivation) psychological play, (humiliation, degradation, role play) are just a few of the tools to induce mind control, they all have their roots in a very misunderstood human need in most human beings. The misunderstood need is that being dominant, or submissive is pleasurable, forget what you were taught, or what society imposed in your mind, this is very deep seated physiological need that is only known to a few, and misunderstood by most. So is sadomasochism a need? No not at all, what I am saying is that being dominant, or submissive is a real need in most people, even if they are not conscious of the fact. Pain, humiliation, and role plays are just a few of the many methods to induce submissive feelings, or behaviour, and has been used in the sadomasochism community for years.

Breaking this down to a few simple rules, and what is involved in sadomasochism play will help explains what I'm trying to talk about. Sadomasochism play involves a certain amount of pain, this along with the hypnotic effect of voice, rhythm of the instrument used in play, focus on the part of the submissive, and the feeling of submitting to the will of another, is magnified when adrenalin levels and other sex hormones start to rise from the sensation of pain. What is produced from this a heightened sense of submissive feeling on the part of the submissive. Sadomasochism can also have a psychological effect on the submissive, both subconsciously and consciously. The subconscious mind is the emotional mind, once we can tap into the subconscious mind we can control the emotions, thoughts and behavior of the submissive. One way the subconscious mind works, is that it influences the conscious mind, and most are never aware how much influence it has on everyday life.

Mutual agreement is the key

Informed consent, knowing what objective the dominant has in mind, trust, respect, honesty, love, and a sense of belonging are all key. Fetish mind control cannot work unless both partners want it to, and are willing to take the time and effort to train and learn. This is by no means an easy task, consistency on part of the dominant, to implement, train, set up the right environment, and learn the aspects of active, and classical conditioning and sadomasochism play.

Most of you that have gotten this far have no doubt thought all this is just a clever way to manipulate, or use coercive methods to control another human being. Using words like brainwashing, mind control, training, behaviour modification, indoctrination, to achieve a desired effect, has a negative connotation. All the methods I have written about are nothing more than has been used on each of us since the day we were born, from our parents, friends, government, society, religious groups. We are all products of our environment, and have formed philosophies from our experiences, and interactions. Good intent, respect, and honesty, plays a huge part on changing someone's philosophies, and beliefs for the better of the individual.

Free will

Free will is a basic human right, defining what that is, can be difficult. Does a person have the right to give up free will? If they don't, isn't that taking away their free will? We have all adopted ideas, thoughts, and philosophies from others and made them, or believe them to be our own. Individuals have a right to form their own, or adopt other philosophies, to think, and behave the way they want.

In a sense we have all given up free will, because of the philosophies that have been imposed on us from, society, and others. Free will is a choice, only you can be free in your own mind from the choices you have made.



Scientology and Mind Control

Basically

"Mind control" is a phrase that's easy to throw around. Q: "She *likes* working there?" A: "Yeah, they're all about mind control." In other words, mind control has become synonymous with simply being lied to; but originally "mind control" described something far darker.

Films like *Manchurian Candidate* depict real "mind control." In short, an individual is drugged, put in pain (usually by electro-shocking them) and given commands. They are also told, "You will not be able to remember this!" Such techniques are also known as "pain-drug-hypnosis" or "implanting" since it implants a hidden command within the victim's subconscious. Many conspiracy buffs have theorized that perhaps *this* was the technique used to create such assassins as Lee Harvey Oswald, Sirhan Sirhan and Mark Chapman. No one really knows.

What we *do* know is that implanting is vicious stuff. This is how someone with an electro-shock machine can disrupt someone's memory and seriously mess with their head. Intelligence agencies know all about it and have employed these methods for decades.

Where Scientologists are Right

Scientologists object strongly to anyone equating Scientology with "mind control" because they feel the two subjects are polar opposites. Scientology's

counselling technique (called auditing) can *undo* the effects of real mind control by enabling someone to remember "what really happened." It doesn't always work because electro-shock can cause permanent brain damage. But in many cases auditing has alerted an individual to the fact that something did happen.

As an aside, this is a primary reason that psychiatrists went after Scientology in the 1950s. People *were* being electro-shocked. They *were* being lobotomized. Patients were being raped and commanded to "Forget!" Those who had committed such horrific crimes didn't want to be exposed. Just the fact that Scientology and Dianetics exist puts a restraint on the flagrant use of pain-drug-hypnosis since Hubbard's counselling techniques are the only known means that have successfully detected and remedied such abuses.

Where Scientologists are Wrong

However, as society has evolved the definition of "mind control" has **broadened** to include other means of coercion and control. It's similar to what constitutes *sexual harassment*. Only a few decades ago, the concept of "sexual harassment" might have basically included only the most aggressive act. Since then, the definition of what constitutes *sexual harassment* has broadened to include unwanted jokes, gestures, flirting, unwelcome comments, scratching or patting a co-worker's back, touching or grabbing an employee around the waist.

Likewise, the definition of "mind control" has evolved to include *lying to people* and *extortion*. This is what some Scientologists don't get. So while *no one* in Scientology has ever been electro-shocked, Miscavige heavily uses other methods of coercion: freely lying, misleading and betraying staff and public as documented throughout this article.

Sure, "mind control" techniques employed by Miscavige are tame compared to getting your brain fried... but that doesn't make them any more acceptable. Misleading parishioners, taking their money, breaking up families, lying to staff, violence, physical and emotional abuse, incarcerating staff behind razor spikes, closing them off from the outside world... all of that is **WRONG**.

The Truth about Scientology

The Use of Mind Control in Scientology by Monica Pignotti, LMSW Cult Intervention Specialist and Former Scientologist.

Art 1: The beginning indoctrination methods

The purpose of this chapter is to show how mind control is used in Scientology. In order to do this, I have used the four components of mind control from Steve Hassan's *Combatting Cult Mind Control*: Behaviour control, Emotional control, Thought control and Information control and have given examples of how Scientology uses each of these.

I am assuming that the reader of this EBook has read and is familiar with the concepts outlined in this manuscript. This is not meant to be an exhaustive study of mind control techniques in Scientology, as that could fill an entire book! This is just to give you a start in getting an understanding of how mind control is used at the very beginning levels of Scientology, and be on your guard. If a person gets more deeply involved, for instance, and gets into auditing, joins staff and/or does advanced courses, there is much more. I will be writing papers to deal with these issues as I go along investigating. The techniques I discuss here, however, have proved quite sufficient, unfortunately, to get many people hooked into Scientology.

Cognitive dissonance theory

If you change a person's behaviour, his thoughts and feelings will change to minimize the dissonance Leon Festinger. This theory is described in detail on page 59 of *Combatting Cult Mind Control*. In addition, Steve Hassan added a fourth component, control of information. Scientology, very definitely, controls all four.

Behaviour control

The Scientology Registrar, the job of the registrar in Scientology is to use high pressure sales tactics to sign people up for courses. This is especially true for front groups, such as Sterling Management, Singer and numerous others. Once the registrar gets the person into his/her office, the person is not allowed to leave until he/she has signed up for a course and paid. If the person says, I need time to think this over, this is not allowed. The staff at Sterling is told that the person should not be allowed to think about it because that would give his reactive mind a chance to take over and so they must pay immediately. I have personally talked to many people who have been held for hours in the registrar's office, sometimes all night, until out of sheer exhaustion, they gave in. For further details, see Robert Geary, DDS's video or audio tape at the 1990 CAN Conference (available from CAN National) and the Sally Jessy Raphael show of July 9, 1991. Routing Forms Once a person has signed up for the course, he is

given a sheet of paper called a routing form. The routing form ensures that there is a staff member with him every step of the way, from signing up for the course, paying for it, actually taking the course, writing a success story and then being sent back to the registrar to sign up for the next course. Thus, the cycle of paying for courses, taking them and signing up and paying for the next one continues, never giving the person a chance to get away and think about it.

Scientology insiders refer to this process as body routing and call potential new converts raw meat, indicating that a person, before Scientology is seen simply as an object to be manipulated. There is even a department in the Scientology organizational structure called the Department of Body Routing. If a person, for any reason, does not want to continue to be body routed and does not want to go onto the next course or level of auditing, this is considered unacceptable and the person is pressured into signing up for a repair session and pressured until they agree to go on.

TR's and Objectives

These indoctrination processes are very important to know about as they are classic examples of how a change in a person's behaviour can affect a change in the person's thoughts, emotions and how they process information. The person is told that the TR's will increase his ability to communicate, not that the TR's are hypnotic, trance-inducing techniques that will make him more vulnerable to any material they are exposed to in the Scientology course room, thereafter. I am well aware that there are former Scientologists that would take issue with me on this point and say that they gained a great deal from doing TR's. To these people I would say that whatever positive benefits they received from doing TR's, I am not trying to take these away from you or make less of them. I have learned the hard way that things are not black or white and nothing is totally negative or positive. I would agree that we have all, myself included, had certain benefits from our experiences in the cult and recognizing these is an important part of our recovery. What I would ask of anyone who has this objection to what I am saying about TR's, is to look at what I am saying about TR's in the context of a mind control environment. TR's are just one of a combination of many mind control techniques used to control minds, but I think they do make a very significant contribution to the indoctrination of every Scientologist, regardless of any other benefits that were gained. The first TR, called TR-0, instructs the indoctrinate to sit in a chair across from a partner, first with eyes closed and later with eyes open, and just be there . This is done for at least 2 hours, often more. At one time in my involvement, I was doing TR-0 for up to 12 hours a day. When doing TR-0 the person is not allowed to physically move, smile, talk or have any expression whatsoever. The process is very hypnotic, as one of the

easiest ways to go into a trance state is to hold your eyes in a fixed position. The next step is TR-0 bullbaiting where the partner says things to the indoctrinate to get them to react. This is called finding a person's buttons . When the person does react, he is told flunk and what he did to flunk and then the phrase that got him to react is repeated until the person no longer reacts. This is very effective as a behaviour control method to get the person to blank out when someone starts saying negative things about Scientology. Next are TRs 1 and 2 where lines from Alice in Wonderland are read. Why Alice in Wonderland? Think about it for a minute. What sort of associations does Alice in Wonderland bring up for you? It is certainly a book that most of us read in childhood and would therefore be very effective in age regressing the person, making one more easy to manipulate. TRs 3 and 4 teach the person how to persist in repeating a question until they get an answer, thus, keeping their mind on one straight and narrow track. There are more TRs (ironically, Hubbard himself called these TRs the Upper Indoctrination TRs), which include commanding an ashtray to stand up and sit down on that chair , but TRs 0-4 are the ones done most often. After TRs comes objectives. The purpose of objectives is to get the person to passively accept being controlled. For example, in one process, the person is given the commands by the auditor: Look at that wall, walk over to that wall. Touch that wall. Turn around , done repetitively for hours at a time. If the person does not comply, the auditor physically escorts the person through the process. Typically, a person being put through this process goes through anger and other emotions about being controlled until finally they give in and comply. By that time, the person is in a trance state and feels euphoric, praising the auditor and the process. TRs and objectives are a basic requirement that anyone doing Scientology must go through, thus laying a solid foundation for further indoctrination.

Ethics

This is a very major way in which Scientology controls its members behaviour. Scientology's ethics system is very complex and is described in detail in Chapter 4 of A Piece of Blue Sky by Jon Atack, which is a must for anyone to read who wants to know more about what really goes on in Scientology. Scientology ethics is actually a very sophisticated behaviour modification system. Every Scientologist has an ethics condition assigned to them, dependent upon their production statistics. For instance, a student would be assigned points for getting through various parts of a course and the more points, the higher his/her statistic would be. If the person is being a good Scientologist and has high statistics, he/she is assigned an upper ethics condition such as "Normal, Affluence or Power" and given certain privileges and rewards. If the person's statistics are down, however, lower ethics conditions are assigned and strict penalties applied.

If someone becomes rebellious against the system or is having doubts and wants to leave, they would be assigned a lower condition and have to do a given number of hours of amends work, which is usually done during the person's sleep time. Depriving a person of sleep is a very effective way to make someone vulnerable and malleable to more mind control.

Emotional control Phobia Indoctrination (See Combatting Cult Mind Control for a full description about what phobia indoctrination is).

You are threatening somebody with oblivion for eternity by expulsion from Scientology. L. Ron Hubbard, Introduction to Scientology Ethics, p.156-7. The ultimate fear of every indoctrinated Scientologist is getting thrown out of Scientology and declared Suppressive. The writings of L. Ron Hubbard abound with stories of people getting ill, going insane or dying after leaving Scientology. Recently, for example, there was a woman who left Scientology and contracted Multiple Sclerosis. Because of the phobia indoctrination she had been subjected to, she returned to Scientology because she believed she had gotten this illness because she left. The world outside of Scientology is called the Wog world and non-Scientologists are known as Wogs (Worthy Oriental Gentleman), a word that was originally used as a racial slur against Orientals and that Hubbard adapted as a slur against any outsider. Hubbard described in one policy letter any practice other than Scientology only leading to further darkness and misery. The Scientologist stays and puts up with all forms of ethics abuse because he/she has been indoctrinated to believe that whatever punishment being meted out to them is nothing compared to what they will suffer if they are cast out of Scientology. Scientologists are given phobias of talking to former members and/or exit counsellors and are given pamphlets to read that say how they will be taken by force, drugged, raped and physically abused by deprogrammers. People I have counselled have been very surprised when none of this happened. Understanding the concept of phobia indoctrination is crucial for anyone who is being exit-counselled.

The secret upper levels

The levels above clear, called the OT levels, are confidential and today are kept under strict high-tech security systems. The new Scientologist is told that these levels are so powerful, that if a person sees them who is not ready to, they will get sick, go insane, or even die. They are also told that these levels contain the secrets of the universe and will make them into an all-powerful operating the tan with god-like abilities. If a person is not getting what they wanted to get on the

lower levels, they are continuously being told that their case will be solved by the next levels, which are held out as a successive series of carrots, getting the person to spend more and more money and invest more and more time, locking them into an addictive pattern very difficult to break free of. The other reason that people are not told the truth about the content of the upper levels is that if any unindoctrinated person saw them, they would most likely laugh it off as bad science fiction. Finding a person's Ruin and the OCA Personality Test One major method of emotional control that is used to recruit people is a method that L. Ron Hubbard called finding a person's ruin. This means finding that thing in a person's life that they feel is ruining their life and must be changed. If the person doesn't feel that anything is ruining their life, then some issue that the person is dealing with must be blown out of proportion until the person is convinced that it will ruin their life unless dealt with. One tool for finding and inventing ruins is the personality test they give called the Oxford Capacity Analysis (a test that was made up by the Scientologists, not a legitimate psychological test, in spite of the fancy name. Ask them for the reliability and validation studies and see what their response is!) After the prospective convert takes this test, they are sent in to see a registrar who tells that person where their weaknesses are this usually gets the person talking and eventually leads to the discovery of what their ruin is. The registrar then takes advantage of this by telling the person that if something is not done about this, it will only get worse and eventually ruin their life and that Scientology or Dianetics has the answer.

The person is then pressured into buying a course or auditing and becomes hooked. Another way in which people get emotionally hooked is by paying exorbitant prices, up front for auditing and courses. Once a person has spent that kind of money, they will be very reluctant to admit that they may have made a mistake and will not want to hear anything negative about Scientology. The Tone Scale! The tone scale is a system by which Hubbard assigned each emotion a number, thus rating them on a scale from minus 40 to 40. Death, for instance, is represented by zero, anger at 1.5, enthusiasm at 4.0, serenity at 40. He said that auditing will bring a person up to the upper levels of the tone scale. People who don't like Scientology are accused of being low toned individuals and auditing, people are constantly being told, will bring people to higher tone levels. It is considered very undesirable to be low toned and emotions, such as anger, sadness or fear are often repressed because the person doesn't want to be labelled as low-toned. What people in Scientology fail to recognize, however, that anger is a much more positive and appropriate reaction to the cruel and unusual practices of Scientology than enthusiasm, regardless of what number anyone cares to attach to it.

Thought control

Loaded Language is a term coined by Dr. Robert Jay Lifton, a psychiatrist who did extensive studies on the thought reform techniques used by the communists on Chinese prisoners. Of all the cults in existence today, Scientology has one of the most complex systems of loaded language. If an outsider were to hear two Scientologists conversing, they probably wouldn't be able to understand what was being said. Loaded language is words or catch phrases that short-circuits a person's ability to think. For instance, all information that is opposed to Scientology, such as what I am writing here, is labelled by Scientologists as entheta (enturbulated theta enturbulated meaning chaotic, confused and theta being the Scientology term for spirit). Thus, if a Scientologist is confronted with some information that opposes Scientology, the word "entheta" immediately comes into his mind and he/she will not examine the information and think critically about it because the word "entheta" has short-circuited the person's ability to do so. This is just one example, of many, many Scientology terms.

Thought Stopping Techniques (See Combatting Cult Mind Control)

TRs, particularly TR-0 bullbaiting that I described earlier, is a very powerful thought stopping technique. This is what creates the well-known Scientology stare, what Hubbard called a fixed, dedicated glare. When critical information is being presented, all the Scientologist has to do is go into the altered trance state created by TR-0 and all critical thinking will instantly be shut off. In cases where a Scientologist is known to have a relative or friend who is critical of Scientology, they will even bull bait that person on all the negative things that person will say, such as the fact that Scientology is a cult, until the person can sit through it with no reaction. Another way that critical thinking about Scientology is stopped dead in its tracks is by telling the person that a critical thought indicates that the person has sinned against the group. These sins are called, in Scientologese, Overts and the withholding of an overt is called a withhold. If a person gets critical or wants to leave, they are subjected to endless interrogations called security checks where the person is made to confess their overs and withholds. It soon becomes easier for the person not to have critical thoughts in the first place, so they don't have to go through these security checks, which can get very unpleasant.

Scientology study tech

The major premise of the Scientology study techniques is that there is no legitimate reason to disagree with anything written by L. Ron Hubbard. If a person on a course has a disagreement, they are immediately referred back to the materials to find what word they have misunderstood. Anyone who no longer wishes to continue on a course is also said to have misunderstood words that must be found and cleared. Thus, there is no legitimate reason, according to Scientologists to disagree or to want to leave and anyone who does is forced to internalize the blame within themselves. No verbal discussions of the course materials among students or with the supervisor is allowed. If the student has a question, all the supervisor is allowed to do is to say, "What do your materials state and to find misunderstood words." This gives the students no opportunity to get any feedback whether other students are experiencing the same doubts they might be experiencing themselves. The whole course environment is very tightly controlled.

The key to life and life orientation courses

These are relatively new courses that came out in 1990 and contain, in my opinion, the most powerful indoctrination techniques used to date, as they re-program the way a person uses language. These courses are now a required part of the Scientology program and are done early on. "The Key to Life Course" costs around \$8,000. On the Key to Life Course, the person is basically age regressed to a very early stage of their learning. All outside reading material and language are taken away from the person and they are given picture books and clay. They are then told to demonstrate key words in clay. The clay demo must be done until the person has the realization that the materials say that they must have. Sometimes a person can be on the same clay demo for days at a time and the people I've talked to who have been through it have found it a very frustrating experience. When words are introduced, only Scientology-approved dictionaries are used to look them up in. This course tears down the person's earlier learning and replaces it with Scientology indoctrination. On the next course, called the "Life Orientation Course" the person is supposed to come up with their new Scientology life's purpose, thus completing the indoctrination process and creating a very solid cult identity.

Information control!

Deception and the Withholding of Information. As with all cults and religions, Scientology has its insider and its outsider doctrine. Outsiders are only told what they can easily accept and potential recruits are not told the truth about the real doctrine of Scientology. Hubbard justified this by saying that people must be told things on a gradient to learn properly, otherwise they would simply be overwhelmed by concepts that are too advanced for their comprehension and quit. The following are some of the major ways in which the newcomer is deceived and deprived of vital information: - Scientology believes, for instance, that we are possessed by hundreds of spirits that live in our bodies, called body the tans, but the Scientologists are not told about this until they have spent many thousands of dollars and gone through heavy indoctrination. There are many staff members I know of who have been in for over 15 years that still don't know about this particular belief. - Scientology tells newcomers that it is completely compatible with all religions, yet in Hubbard's writing on advanced levels, he says that virtually all religions of any consequence on this planet will bring about the eventual enslavement of all mankind . - Scientologists are not told that there is a division within the organization called the Guardian's Office, renamed the Office of Special Affairs that participates in illegal activities and trains its members to lie. - L. Ron Hubbard was a pathological liar, as has been very well documented in court trials that exposed his lies in his biography, the details of which can be found in Barefaced Messiah by Russell Miller and "A Piece of Blue Sky." - In Dianetics Modern Science of Mental Health, Hubbard misrepresents Dianetics as a Science that has been carefully researched and scientifically proven, when the truth is that he wrote the book in six weeks, off the top of his head. - People are recruited into Scientology through front groups such as Sterling Management, Singer, Hollander and many others who deny any connection with Scientology and target professionals such as dentists, chiropractors, optometrists and others, saying that they just use some of the management techniques of Hubbard, when their whole purpose is to recruit people into Scientology. All of these business management groups come under a part of Scientology known as W.I.S.E. (World Institute of Scientology Enterprises), which is listed as being under the Flag Command Bureaux, in "The Command Channels of Scientology" , a booklet put out by Scientology for its staff members to read. Recruits coming in under these front groups, however, have no idea about this connection and think that they are taking courses that will help them to improve their business. These are just a few examples of the deception and withholding of information that Scientology engages in. No Other Practices Allowed! When someone is getting audited or doing Scientology, they are not allowed to engage in other practices and thus are denied access to any information that anything outside Scientology has to offer. These other practices

include being in any kind of psychotherapy, psychiatric treatment, meditation or visualization techniques, yoga classes or self-improvement courses. This greatly narrows the person's perspective and soon the person comes to believe that the Scientology tech is all that there is. Information Overload! When a person is on a Scientology course full-time, the hours are very long usually from around 8:30 AM until 10:30 PM, where the person is exposed to endless Scientology tapes, writings of Hubbard and other Scientology indoctrination techniques with very little time for breaks. If a person is working a nine to five job, they spend their evenings and weekends on course part-time. This is just as bad, because the person still has no time to rest. This overloads the person's mind with information since the mind can only handle a certain amount of information at one time. The overload will cause the person to blank out and go into a non-critical trance state where they will just uncritically soak up the information like a sponge. Forbidding Members to Read Critical Information! A recent example of this was in May, 1991 when the TIME magazine article came out, meetings were called in Scientology organizations throughout the country, where members were told not to read the TIME article because it's "entheta" (remember the loaded language?). They were then given copies of Scientology's 80-page rebuttal and no one questioned how the rebuttal would make any sense to someone who hadn't even read the article in the first place! Anyone who writes articles, books or speaks out against Scientology is, in the eyes of Scientologists, a depraved, psychotic and fair game for attacks. If a Scientologist's concerned relative showed their loved one a critical article and the person went back to Scientology and asked about it, they would be given the standard line that the article was written by a criminal and that it was all lies. Scientology is a cult that not only succeeded in controlling information among its members but also information in the media much of the time because of their incessant threats of law suits to anyone who wants to write or speak out against them. Scientology is a very wealthy business that can afford to drain its opponents financially with lawsuits and has done so on numerous occasions. Fortunately, in the past few months because of courageous journalists such as Richard Behar, the media is becoming much more willing to expose the truth about this cult than ever before. Once again, I want to emphasize that this is not meant to be an exhaustive list of all of the mind control techniques used in Scientology. This is just to give you a start in understanding how mind control is used in Scientology. I eventually plan to do a more extensive paper on this subject.

How really Make the Mind Blow!

Also called "hypno sex", erotic hypnosis is a form of mind control used to reduce inhibitions, eliminate shame and guilt, and increase arousal by surrendering to sexual pleasure. The practice is used for a range of activities including picking up men or women, delaying premature ejaculation, making men to cum and women have orgasms on cue and preparing for hard-core bondage and sadomasochism.

In an erotic hypnosis session, the person who goes into the trance is deeply relaxed, their senses are excited and trigger words are placed in their mind that cause a post-hypnotic reaction when deployed. Since the hypnotic trance puts you into a deeper state of consciousness, do not try this at home unless you know what you're doing. Self-hypnosis is another technique, though very similar.

Guys who have a "hypnosis fetish" are often amateur or professional hypnotists ("hypno-daddies") who talk men or women into an almost touch-less orgasm through a voice-controlled hypnosis ritual. The excitement here is the mental control rather than the physical. One hypno-daddy named Master Renaldo uses hypnotism in his sexual scenarios: "I start with a progressive relaxation exercise and then suggest feelings of pleasure. This leads to her taking her clothes off as I suggest that she's feeling the best oral sex of her life," he says. "I then have his or her touch his/her body, continuing the erotic build up. I continue to gradually build up his/her orgasm, initially denying the release. I then have him/her masturbate while I explore her sexual fantasies and have her orgasm some more."

In the Fifties, Milton H Erickson, an American psychiatrist who combined family therapy with hypnosis, developed his own approach known as "Ericksonian hypnotherapy", which combined informal conversation with complex language combinations. Years later, pick-up artists (PUAs) modelled their own work on his. Ross Jeffries is the father of the PUAs and a motivational speaker who charges shy guys £500 for a three-day speed seduction seminar. "NLP

Sex and Relationships ! What does the future hold for unashamed 'slaves'? Neuro-Linguistic Programming (NLP) is about a process of conditioning him/her to powerfully respond to your voice using a structured approach," he explains. By breaking a boy/girl's resistance to his/her fixed beliefs and social programming, Jeffries believes a guy/women can plant suggestions and thoughts into a someone's subconscious.

A friend of mine attended one of Jeffries' seduction seminars at a hotel conference room in Los Angeles years ago, at which he weirdly combined motivational speaking with teaching his students a form of street hypnosis. "NLP comes in when you're trying to 'close the deal'," he told the class. "One method is to insert thoughts into someone's subconscious, to get them in the mood. For example, use words like 'excitement' or 'pleasure' whenever possible to create a feeling of arousal. Women don't want a guy with a great body, a handsome face or lots of money," he claimed. "What women want are the emotional states they experience when they are around a guy with those qualities." He then suggested several "sense" words and phrases to get women going without them even knowing what's happening.

Seduction words and phrases he said will work included: "below me", "*become*", "*happenis*", "we gotta *blow*", and "*success*".

Hypnosis can be used to seduce men or women you don't know or to relax men or women you do. Sex therapists use hypnosis in couples' counselling to heighten sexual awareness and reduce performance problems, such as premature ejaculation or erectile dysfunction. Dr Ava Cadell, again a Los Angeles sex therapist, creates short hypnosis scripts for couples to read to each other. "Stress and anxiety manifests itself as premature ejaculation," she says. "Anxiety causes the release of adrenaline that constricts the blood vessels, including those that lead to the penis."

For women only, the dynamic is different. It's not so much about performance as it is deep relaxation. And here is sexual hypnosis' most fascinating use: in BDSM (bondage and discipline, sadomasochism), where the thrill is for one person to completely surrender to the dominant person for sexual pleasure. According to Dr Cadell, "To eliminate negative thoughts that create stress and anxiety you must disconnect your mind from your body."

So, for those into extreme bondage where one person is immobilised, hypnosis helps the person relax into a new psychological mind-set. Hypnosis in general changes someone's beliefs and creates a new belief. In this instance, the hypnosis is part of the session that has a pre-written script of activities. For people skilled at this, the master artfully and cleverly dominates the submissive while sexually teasing her (or him) so the submissive wants more.

Hypnosis goes well with the power exchange that occurs in extreme, kinky and dominant sexual scenarios. This allows for the 'transformation' to occur, as your

fear of the unknown is replaced with the suggestion of intense orgasms." Or in other words, you are feeling very horny.



Slave Training and Understanding the BDSM Lifestyle

IF you have the desire to learn more about the Master/slave lifestyle OR you have desires to serve a Master OR you want to learn more about owning a consensual slave THEN you read the right article.

The terms safe, sane and consensual are the cornerstones of safely practicing this lifestyle. It has been long understood by those engaging in BDSM that it must be sane, safe and consensual. These words are taken seriously by millions of people that engage in the lifestyle around the world. Anything else is criminal.

Slave training as I describe it is intended to be a relationship based on trust between consenting adult. Anything else is abuse and not what real S/M is all about. In fact, it is not what the BDSM lifestyle is about. Safe BDSM practices are strongly encouraged.

Torture to obtain submission or holding someone against their will, has no place in the lifestyle and is also a violation of law. Modern day consensual Master/slave relationships are about a submissive agreeing to be trained to serve the Master. In all cases the words “slave training” mean *consensual* slave training in adherence to generally accepted bdsm lifestyle practices.

If there is no consent or mutual agreement, before you start, then there is abuse. I recommend having the slave read every page of this or whatever training plan you use so she fully understands and agrees to your training style and methods. Of all things, in slave training, communication is the most important.

Do *you* want to train a slave to serve, obey and please you? Then I believe you have come to the right place to learn **slave training**. In addition to guiding him or her in their desires, you learn the **BDSM** lifestyle, hypnosis, bondage and many other skills needed. I would also recommend that you not limit your learning about consensual BDSM to this EBook. There are no two households alike, in any dynamic, it takes time to develop your style. Just always keep it *safe, sane and by all mean consensual*.

I discuss these four cornerstones BDSM and general practices and theories of slave training. Study each of the four training cornerstones.

What is the goal and is it going to be achieved in slave training?

My purpose is not to hold your hand, but provide a step by step process to follow when training a slave. Keeping in mind that the foundation of the BDSM lifestyle is the **informed consent** of the parties involved. Many questions will arise and I would suggest that you always error on the side of safety both emotionally and physically. Spending additional time to discuss issues in never a problem. You have to trust each other to move along this patch together.

Not everyone is suited for the bdsm lifestyle or wants it. That is why communication is important. Both parties must know what is involved and agree to proceed. There is usually no single step from the vanilla world (without bdsm) to a master/slave relationship. It is a gradual journey you take together with mutual understanding, communication, agreement and growth. Take the time to let trust grow.

I get many emails from submissives that want their partner to be dominant and in the lifestyle and from dominants that want their partner to be a submissive in the lifestyle. My advice is always the same. Not everyone wants this lifestyle. For the relationship to work both parties have to understand it and want it.

If you started the relationship vanilla (without bdsm) then it may remain that way because you can't change the partners mind or make that decision for them. Yes, you can discuss it with them and see if they are willing to try it but you

can't force it on them. This is a lifestyle of personal choice not force. Many, many times the answer is no the partner does not want to live a bdsm lifestyle. In that case, you have to honour the partners wishes and remain vanilla or find a new partner. It is that simple.

Even if your partner has a dominant personality that does not mean he wants to be by your bdsm lifestyle dominant. Even if her basic personality is that of a submissive that does not mean he/she wants the bdsm lifestyle. It takes both personality and a desire to be in the bdsm lifestyle. The term "informed consent" is often used in the lifestyle. Both parties know what is expected and agree before starting.

A slave begins his/her path into slavery by giving up choices. Often a slave contract clearly states both parties requirements. A slave needs to go into this with his/her eyes wide open. The purpose of this guideline is to train her to the point she is worthy of being a collared slave girl.

A master should design his/her training to mould him/her into the type of slave you desire. If you wish a sex slave, then teach him/her those skills. If you require domestic, then train in those skills. A Master trains a slave to fit his needs. The slave can be trained to have many skills if required.

A new dominant in the lifestyle, first must learn to Master a slave boy/girl and conduct safe training and BDSM play. Get advise if needed.

Many in the lifestyle follow the Goren ways. This came from a series of books written by John Norman about life on the mythical planet of Gor. It is not necessary to follow this brand of the lifestyle. Masters have been training slaves long before the books. I, like many relish the books, but prefer my own style of training. A new slave will find the lifestyle crammed with slave positions, protocols, speech restrictions, rituals and rules. It is not an absolute, to have all these, but most new slave girls respond well to them.

Slave, understand: it is not necessary be experienced as a slave or at BDSM

The need to have prior experience at bdsm is a myth many future slaves worry about. Every Master has his own brand of training techniques. Listen to your Master, hear his words and become the best possible slave boy or girl you can be. Never fear your dreams of slavery, embrace them, and you will learn fast. Ask questions when in training, in order to understand what is expected of you. If in silent protocol, remember the question and ask when speech is granted.

A Master becomes a slave's personal trainer. He guides his/her into the slave's future. In this EBook, I give the trainer sound methods to accomplish training his slave boy or girl. The core of slave training is an art form albeit based on

knowledge and skills, found in logic and reason. These pages are geared towards training slave boys or girls and dominant men, but can be used to train slave boys and dominant women. The roles are the same. As always I would suggest you talk to those already in the lifestyle for advice and help. Find a local community and you will more than likely discover people with many years of experience willing to help. In addition there are many websites and be sure to explore them just as you read this EBook.

Dating Services

There are many dating services you can use to find a possible mate. However, they are just like any other service and you need to use caution. I used one but precautions must be taken. Simply talking to someone does not make you their dominant or submissive. If you find them interesting and agree to meet, be sure and follow basic safety precautions. Always meet for the first few times in public and remain in public. Learn more about them before agreeing to start the bdsm relationship. Go gradual. Yes, I know you have dreamed of the bdsm lifestyle but start it off right not horribly wrong with the wrong partner. Think safety first. Make you want or not a Cash or Mistress Master. Never give details about your bank account or passwords. If you do, you may land on the road begging.

The lifestyle is not a place to practice domestic abuse or violence but you might find some predators on any dating service. They try to use the lifestyle to find someone to abuse. Be aware. before the first meetings, you should have a friend that agrees to be used as a safety phone number. She should know where you are meeting and how long you will be there with him. It is called a “safe call” and if you doesn’t call at a set time, this person calls you and if you don’t answer then they call the police. Find out basic information about him that can be given to the police before meeting. If he meets you in a vehicle then get is tag number and call it in to your safe call person. You can also ask to view a driver’s license and give that information to the safe call person as well. If he is unwilling to give you basic personal information before meeting, then don’t meet.

Know the Dominant

As in all forms of meeting dating partners, some use the lifestyle as an avenue to find victims. Be safe, not sorry. Be sure and ask over and over, until you understand the Masters training and BDSM practices. Ask for references and some personal information, before meeting. There are Masters that enjoy edge play, and you need to understand all the diversities of the lifestyle. Set your limits for training and expect them to be followed. Even after you meet to start

the training, continue to have a “safe call” set up for a while. I know you are eager but your safety comes first.

If you are in a relationship and he wants to change to a dominant submissive one, it is your right to refuse. This is done by mutual agreement.

If you sense there is a “red flag” problem, then there probably is and you need to use caution.

Risk and Consent: RACK (Risk Aware Consensual Kink) is a concept you need to research if you plan on including intense or unusual BDSM play into your lifestyle. The concept of RACK puts the responsibility squarely on the shoulders of the individuals conducting BDSM play to be aware of the risk in the kink play they want to engage in. It also says that the risk must be understood and consensual. RACK still includes all parties to consent to the kink, or scene play.

What do I need to train my slave?

You need a dominant personality, good character she can trust and a few foundations skills. A master must know what he wants and be realistic. These pages will help with the foundations. This EBook deals with training a slave to serve for life. This is not a weekend sport for most slave boys and girls, or a Saturday night in “The Boots” in Antwerp (Belgium); it is their core. If serious about living the lifestyle as Master/slave, follow the knowledge in these training program.

A look at the slave training guide

“The slave training guide techniques” part of this EBook details many training methods. You learn about consensual spanking, bondage, frigging and other nasty practices you will love. Many details related to slave training are discussed here. It is an eclectic part discussing several subjects.

The BDSM lifestyle part covers articles about the lifestyle and why it is OK to love bdsm. NO, you are NOT crazy so lighten up. You don’t need professional help for having these feelings. I also cover the way the DSM IV views BDSM.

As this guide develops many other subjects will be more deeply explored, such as, bondage, dominance, submission, humiliation, flogging, spanking, canning, training, punishment, B&D, S&M, BDSM, hypnosis, sexuality, sex slave training, advanced orgasm control, discipline, suspension, dungeons, and safe, sane, and consensual practices. This training guide is intended to expand and stay current with today’s news topic about the bdsm lifestyle and slave training.

Personal note to new Masters and slaves

Much of this EBook deals with psychological theory. But, the fun of training a slave boy or girl is grabbing him or her by the hair (so to speak) and/or seeing him/her kneel before you with that look only her Master sees in her eyes. There is nothing like hands on coaching and training. This material only aids you by giving you basic knowledge. The “slave training guide” as hereby has never trained the first boy or girl by itself. The skills of a Master and the willingness of a slave are needed. I honestly believe slave training is primarily an art form and not a science.

Let us get started! First a warning, he/she must agree on his/her own to be trained before any training starts. The boy or girl must be willing to be a slave. This is not about abuse or forcing those not willing or wanting to serve and obey you to do so. In my opinion force does not work or override consent.

Ten Popular Mind Control Techniques Used today in Everyday Life

The more one researches mind control, the more one will come to the conclusion that there is a coordinated script that has been in place for a very long time with the goal to turn the human race into non-thinking automatons. For as long as man has pursued power over the masses, mind control has been orchestrated by those who study human behaviour in order to bend large populations to the will of a small “*elite*” group. Today, we have entered a perilous phase where mind control has taken on a physical, scientific dimension that threatens to become a permanent state if we do not become aware of the tools at the disposal of the technocratic dictatorship unfolding on a worldwide scale.

Modern mind control is both technological and psychological. Tests show that simply by exposing the methods of mind control, the effects can be reduced or eliminated, at least for mind control advertising and propaganda. More difficult to counter are the physical intrusions, which the military-industrial complex continues to develop and improve upon.

- 1. Education** — This is the most obvious, yet still remains the most insidious. It has always been a would-be dictator’s ultimate fantasy to “*educate*” naturally impressionable children, thus it has been a central component to Communist and Fascist tyrannies throughout history. No one has been more instrumental in exposing the agenda of modern education than Charlotte Iserbyt — one can begin research into this area by downloading a free PDF of her book, *The Deliberate Dumbing Down*

of America, which lays bare the role of Globalist foundations in shaping a future intended to produce servile drones lorded over by a fully educated, aware elite class.

2. **Advertising and Propaganda** – Edward Bernays has been cited as the inventor of the consumerist culture that was designed primarily to target people’s self-image (or lack thereof) in order to turn a *want* into a *need*. This was initially envisioned for products such as cigarettes, for example. However, Bernays also noted in his 1928 book, *Propaganda*, that “*propaganda is the executive arm of the invisible government.*” This can be seen most clearly in the modern police state and the growing citizen snitch culture, wrapped up in the pseudo-patriotic War on Terror. The increasing consolidation of media has enabled the entire corporate structure to merge with government, which now utilizes the concept of propaganda placement. Media; print, movies, television, and cable news can now work seamlessly to integrate an overall message which seems to have the ring of truth because it comes from so many sources, simultaneously. When one becomes attuned to identifying the main “*message,*” one will see this imprinting everywhere. And this is not even to mention subliminal messaging.
3. **Predictive Programming** – Many still deny that predictive programming is real. I would invite anyone to examine the range of documentation put together by Alan Watt and come to any other conclusion. Predictive programming has its origins in predominately elitist Hollywood, where the big screen can offer a big vision of where society is headed. Just look back at the books and movies which you thought were far-fetched, or “*science fiction*” and take a close look around at society today. For a detailed breakdown of specific examples, Vigilant Citizen is a great resource that will probably make you look at “*entertainment*” in a completely different light.
4. **Sports, Politics, Religion** – Some might take offense at seeing religion, or even politics, put alongside sports as a method of mind control. The central theme is the same throughout: divide and conquer. The techniques are quite simple: short circuit the natural tendency of people to cooperate for their survival, and teach them to form teams bent on domination and winning. Sports has always had a role as a key distraction that corrals tribal tendencies into a non-important event, which in modern America has reached ridiculous proportions where protests will break out over a sport celebrity leaving their city, but essential human issues such as liberty are giggled away as inconsequential. Political discourse is strictly in a left-right paradigm of easily controlled opposition, while religion is the backdrop of nearly every war throughout history.

5. **Food, Water, and Air** – Additives, toxins, and other food poisons literally alter brain chemistry to create docility and apathy. Fluoride in drinking water has been proven to lower IQ; Aspartame and MSG are excito-toxins which excite brain cells until they die; and easy access to the fast food that contains these poisons generally has created a population that lacks focus and motivation for any type of active lifestyle. Most of the modern world is perfectly groomed for passive receptiveness — and acceptance — of the dictatorial elite. And if you choose to diligently watch your diet, they are fully prepared to spray the population from the above.
6. **Drugs** — This can be any addictive substance, but the mission of mind controllers is to be sure you are addicted to *something*. One major arm of the modern mind control agenda is psychiatry, which aims to define all people by their disorders, as opposed to their human potential. This was foreshadowed in books such as *Brave New World*. Today, it has been taken to even further extremes as a medical tyranny has taken hold where nearly everyone has some sort of disorder — particularly those who question authority. The use of nerve drugs in the military has led to record numbers of suicides. Worst of all, the modern drug state now has over 25% of U.S. children on mind-numbing medication.
7. **Military testing** — The military has a long history as the testing ground for mind control. The military mind is perhaps the most malleable, as those who pursue life in the military generally resonate to the structures of hierarchy, control, and the need for unchallenged obedience to a mission. For the increasing number of military personnel questioning their indoctrination, a recent story highlighted DARPA's plans for transcranial mind control helmets that will keep them focused.
8. **Electromagnetic spectrum** — An electromagnetic soup envelops us all, charged by modern devices of convenience which have been shown to have a direct impact on brain function. In a tacit admission of what is possible, one researcher has been working with a “god helmet” to induce visions by altering the electromagnetic field of the brain. Our modern soup has us passively bathed by potentially mind-altering waves, while a wide range of possibilities such as cell phone towers is now available to the would-be mind controller for more direct intervention.
9. **Television, Computer, and “flicker rate”**– It's bad enough that what is “programmed” on your TV (accessed via remote “control”) is engineered; it is all made easier by literally lulling you to sleep, making it a psycho-social weapon. Flicker rate tests show that alpha brain waves are altered, producing a type of hypnosis — which doesn't portend well for the latest revelation that lights can transmit coded Internet data by “*flickering faster than the eye can see.*” The computer's flicker

rate is less, but through video games, social networks, and a basic structure which overloads the brain with information, the rapid pace of modern communication induces an ADHD state. A study of video games revealed that extended play can result in lower blood flow to the brain, sapping emotional control. Furthermore, role-playing games of lifelike war and police state scenarios serve to desensitize a connection to reality. One look at the WikiLeaks video Collateral Murder should be familiar to anyone who has seen a game like Call of Duty.

10.Nanobots – From science fiction horror, directly to the modern brain; the Nanobots are on the way. Direct brain modification already has been packaged as “*neuroengineering.*” A Wired article from early 2009 highlighted that direct brain manipulation via fibre optics is a bit messy, but once installed “*it could make someone happy with the press of a button.*” Nanobots take the process to an automated level, rewiring the brain molecule by molecule. Worse, these mini droids can self-replicate, forcing one to wonder how this genie would ever get back in the bottle once unleashed. Expected date of arrival? Early 2020s.

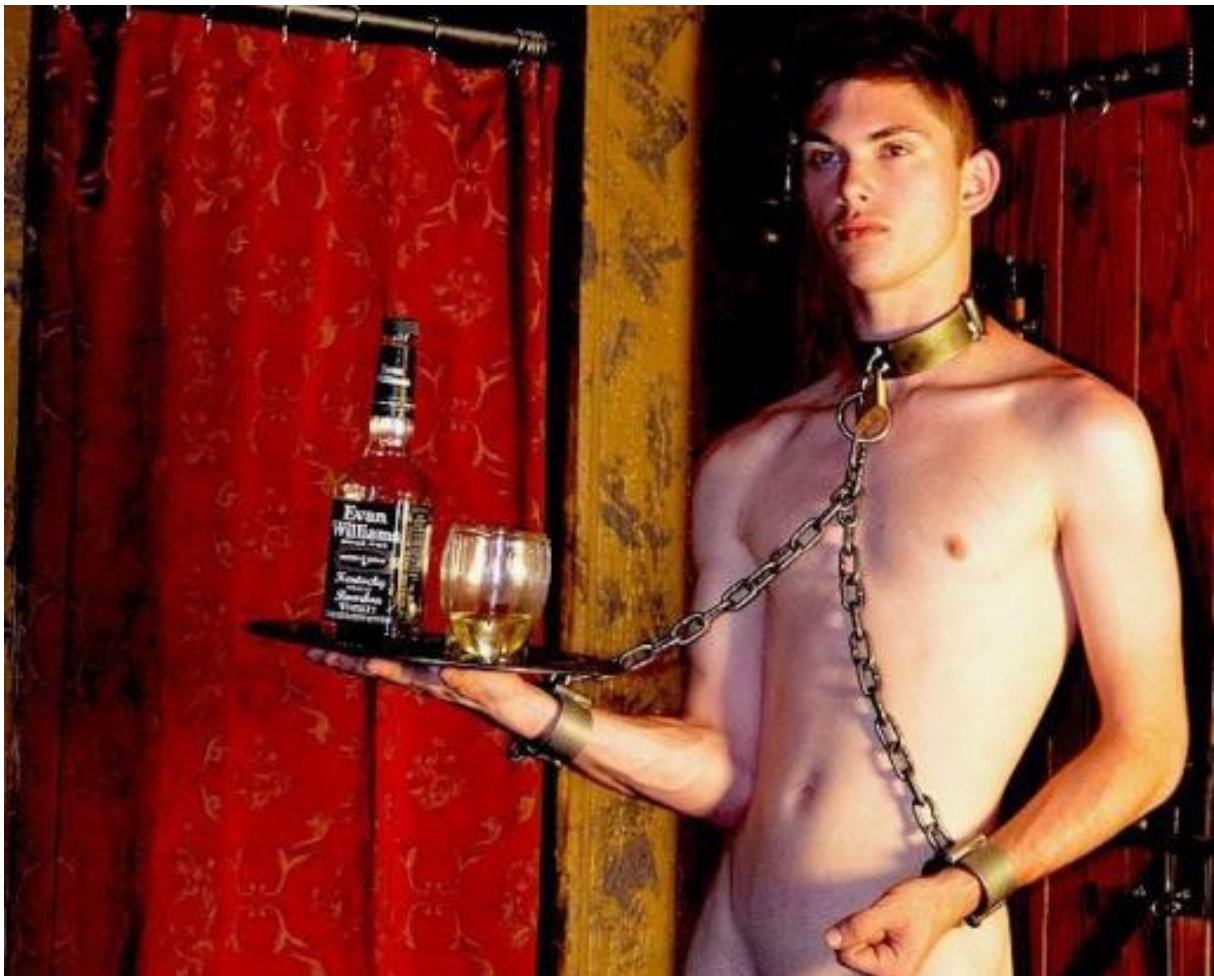


Training of a Slave

(Generally accepted training)

Important note at the start:

Master or Mistress is often referred to as Master, Mistress, or Dominant; and slave, as he/she/it; object (*Dominant's tool*). Let us carry on as such, and you will agree with me what a slave's own will stands for as for myself unowned.



Behavioural Training:

Teaching your slave to obey, serve and please kneeling

The goal of behavioural slave training is to establish behaviour that is consistent and reflects his or her slavery. This is agreed to training by both parties for the

purpose of becoming closer in a Master/slave relationship. It is consensual training.

Behavioural training means changing the slave's actions to serve the Master/Mistress better. It also allows a Dominant to better manage the slave. Behaviour is the seen actions of the body. A slave's behaviour must be controlled before a Dominant can rightly claim ownership of the slave. Behaviour is the way a slave visually expresses slavery. It is the way he/she serves the Dominant, be a Master or Mistress. The training prepares him or her for a future as your slave.

Consensual slave training always includes behavioural modification. A master controls when, where, and how her body is used. Falling under the huge umbrella of behavioural slave training are a slave's kneeling, orgasm control, voice training and any other actions of the body.

A slave agrees of his/her on free will to accept slave training and behavioural modification from the Dominant. This is done to establish and develop a consensual relationship.

The slave's behaviour changes by using positive reinforcing in order to encourage desired behaviours, or by punishing his/her undesired behaviours. It takes both.

This part covers how to train the slave's action to please the Dominant. To train, a Master/Mistress must be able to identify the behaviour he/she desires to correct and know the proper method of changing. The Dominant then insures the new behaviour is maintained. The trainer must understand the components of behaviour and some of the scientific methods used to change it.

You develop control of her with intense behavioural training. You will get many ideas on improving your own training program below.

A slave must feel the control of the Dominant (Master/Mistress). The sense of helplessness to control and change the behaviour is essential and fundamental to slave development. Helplessness mean that if the slave stays in the relationship he/she will obey the Dominant. The slave can leave but if he/she stays it is his will he/she will follow. This requires a well thought out plan of action. Do not play it by ear. The goal of behavioural slave training is to establish ownership of the slave's body. Behaviour modification means changing the slave's body actions to serve and, please the Master/Mistress.

Slave training, behaviour refers to the actions of the body. Closely associated with behaviour are emotions, self-image and thoughts. Thoughts control behaviour because a slave first thinks, then feels, then acts. Before the slave moves, "it" must think to cause that movement. Before "it" (slave) can move the

body, the brain must send a signal to cause her movement. However, this section focuses on actual behaviour not thinking? Here, we discuss how to control behaviour and how to change a slave's attitude with that control.

A Dominant can only truly judge a slave by what his five senses reveal to him. Try as he may, a slave owner cannot see into his slave's mind and heart. This is one thing he must be honest with the slave and accept. He cannot hear its thoughts or feel the emotions a slave feels. He can only observe its behaviour and come to a conclusion about what he sees or hears. Demonstrating proper behaviour is the best way a slave shows its state of mind to the Master/Mistress, simply Dominant.

Repeated discipline training is very useful in early behavioural slave training. Behavioural slave training not only teaches the desired behaviour that the Master demands but also helps mould her attitude. Attitude and behaviour are twin agents of change.

The slave's environment during slave training:

Controlling a slave's space, time, physical actions, privacy and relationships:

Before this behavioural training starts the slave should be allowed to read this section or be told details of what will be expected of the slave. They must be informed of all before giving their consent. The slave must freely agree to be trained by you.

Part of consensual slave training is the actual physical control of the slave's behaviour. A Master must gain control of slave: 1) space, 2) time, 3) physical actions, 4) privacy and 5) relationships with others. This is not done with force against the slave's will but by their willingness to be owned and serve. A Master can develop a much better behavioural slave training program when aware of these elements of behaviour. He can design training that focuses on each element.

The best practice is to include each area in a behavioural slave training program. Early training in each of these areas helps avoid future problems and provides a foundation for more advanced B.D.S.M. and slave training. Often many of these behavioural changes need to be practiced over and over until they become a habit for your slave element.

It is also effective to inform the slave that the Master or Mistress controls all of these areas and explain how he controls them. However, it takes more than just words; action is necessary. A Master must spend the time necessary using discipline training, practice, reinforcement and punishment in order to change her behaviour.

A side benefit of establishing rules, modes and altering behaviour is that it makes slave management much easier in the future. This becomes even more important where a master owns more than one slave.

Freedoms the Master should control in behavioural slave training:

Restricting and controlling the scope or freedom of action of the slave's body:

A. Space:

The area or space a slave is occupying should be controlled. In the early stages of slave training, control their space and where to be at all times. Restricting the slave to an area and requiring permission to go beyond that area is an example of owning the space a slave occupies. Owning the slave's space can be enhanced by caging, restricting where she eats and sleeps, and restricting the use of furniture. Bondage can also be a powerful restrictive tool for controlling space. Tying her leg or legs to a bed post at night is another example of strict control of space.

When a slave is not actively serving, place the slave in a waiting status. It may be that the slave sits at your feet or in a corner until called. The slave's body is actively control at all times by using this process. It is not efficient slave management in long-term service because it restricts the ability to do routine tasks. In addition, these methods can use this for training or punishment.

Restricted body movement in training teaches the slave to follow orders they would not otherwise follow. This is present tense training, not future oriented controlling a slave space by caging.

Controlling space can be thought of as controlling where slave's body at all times and/or placing restrictions on the distance it can be from you. There must be a reason, when slave's body is beyond the distance limits you establish for it (slave).

When a slave is not actively serving it can be placed in waiting status. It may be that you want the slave to set at your feet or in a corner until you called for her. You actively control slave's body at all times by using this process. It is not efficient slave management in long-term service because it restricts the slave's ability to do routine task. In addition, you can use this for training or punishment.

Above is an example of how you do not have to be engaged in an activity training all the time to be developing the object as a slave. You can "park" the slave and make "it" wait until the next time you need your instrument. Behavioural slave training can be at times nothing more than ordering your

object to be silent and still as it is awaiting your next order. Not doing this is a missed training opportunity to control slave's time and space.

The term "Space" includes the "personal space" of a slave. A slave has no "personal space" that is separate from the Master. For a slave the term "personal space" no longer applies. It is all the "Master's space."

B. Time – Controlling a slave's time means that you:

1. Can set times for activities and its availability for the activities.
2. Can control a period at the slave's disposal for its own use.
3. Can set or maintain the tempo, speed, or duration of time used to complete activities.

Time is no longer owned by the slave. The object learns to abide by the time schedule set and managed by the Master.

Free time is a privilege granted to the slave. Early in training the slave should be allowed little free time and should be kept busy serving the Master. A slave can be "parked," while awaiting new orders.

The slave has probably operated most of its life on own time schedule and has to adjust ways of thinking to abide by your time schedule. Establishing time schedules for activities and restricting activities object can perform without permission are also ways you can control its time.

You can also order slave do some task at the same time every day. This is effective during the period it is learning that you own her time. If slave always does a task at a particular time and place, then you can change the time or place slave does it. This reinforces your control

Sit slave on the floor and place old clock that ticks loudly beside her. You want her to be able to hear it and see the time displayed. Tell her she has to remain and watch the hands on the clock slowly move. Make him/her stay in that place, tortured by the slow movement and sound of the clock. This reinforces that you control his/her time and space.

C. Physical Actions (controlling actions of the body):

Controlling physical actions means the controlling the actual body of the slave, which include the body's:

1. Location at any time.
2. Position the body is in (Examples: kneeling, standing).
3. Then the body can change locations from one place to another.

4. Manner or style in which the body moves.
5. Sexual feeling and experiences.
6. Speech.

This involves the Master establishing his ownership of the body movements of your slave. The control of its movements and actions is a significant part of the slave's learning how to serve, obey, and please. It is necessary to establish, practice and enforce rules of behaviour for your slave. This allows a structured and consistent way of controlling your slave's behaviour.

Controlling a slave's body positions and establishing Modes and Rules of Submission:

Controlling physical actions: Includes, but is not limited to, establishing rules for actions she will take, teaching her positions, rules for PRESENTING, and modes.

This part defines how a slave conducts itself around the Dominant. It could, if you wish, include how it presents you a glass of water, stands before you, walks around the house and many other things. See slave MODES, and Rules of Submission for details on my rules, required PRESENTING and slave modes. This will give your ideas on how to establish your own.

Controlling a slave's speech:

Often a Master spends time "voice training" a slave. This usually means restricting her speech. Voice training compels a slave to speak in the pattern and inflection that you finds desirable and is befitting its position as his slave.

Controlling a slave's sexual being:

Another sub-category of controlling physical actions is controlling the sexuality or sexual being of a slave. You own its sexual being, which means you choose how, with whom, when and where it has any sexual activity. The slave has no right of sexual refusal to you. It has also no right to receive sexual pleasure without your permission.

A slave's orgasms become a privilege granted by the Master/Mistress and no longer a right it enjoys.

Orgasms are only allowed at your command. A Master usually required a slave to ask for permission before it can have an orgasm. A Master often makes his slave beg before granting its permission. After the slave is allowed to reach orgasm, it should thank the Master for allowing it.

It is not necessary that you allow a slave to have an orgasm each time you use it for your own pleasure. The slave's sexual being serves at your pleasure. Using it for your pleasure and not allowing it to reach orgasm can be an effective training tool. It presents the slave with the task of pleasing without feeling the pleasure herself. Denial is part of training for many Masters/Mistresses.

Slave must always thank you for using its body for your pleasure including the times you denied the slave an orgasm. Its sexual being is for your pleasure. The slave should thank you for taking your pleasure by using him or her. Training techniques should be developed to reinforce and show the comprehensive range of control you have over slave's sexual energy.

Teaching your slave "fucking positions" is also a useful tool. You can establish a different word command for each position you would like him/her to be able to assume. Simply with one word command from you, slave knows what sexual position you wish it to assume so you can use its body for your pleasure. You own slave's body; teach him/her how you want to use it.

In addition, you can teach slave an automatic position that is required to assume for use sexually. If, for example, you want the slave in the middle of the night, there is not always a need for foreplay; you own the slave so you approach it or wake it up and it knows to get into the automatic position while you use him or her (it) for pleasure. You may or may not allow it to cum that it is your decision. Slave must thank you for using its body for your pleasure.

You can teach the slave to reach orgasm without being touch by just obeying your commands. This, for many, takes time to accomplish.

Two advance training techniques involves teaching your slave to cum on command and second, not allowing it a complete orgasm:

The female slave

A female will cum in waves. Before not allowing her to have a complete orgasm, you need have her count the number of waves she has during an orgasm then tell you how many she had. You probably should have her do it more than once to get an accurate estimate of the number of waves she has during a normal orgasm. If she normally has between 4 to 7 waves during a typical orgasm; then control her orgasms by cutting the number allowed in half. Allow her only 2 or 3 waves during some orgasms. This will be challenging for her to do, but with practice she will be able to accomplish it. This teaches her that you own her ability to experience and enjoy an orgasm. It is not necessary to do this all the time and is probably more effective to change-up; allow her a complete orgasm sometimes, an incomplete orgasm sometimes and no orgasm at other times. Be creatively wicked.

Teaching her to spread her legs automatically at some signal you give her is another tool. For example, if you touch her between her legs, she should automatically spread her legs wide the instant she feels this touch no matter where she is or what time it is. Practice is necessary to ingrain this automatic response. In time, the touch will fire a signal to her mind to spread wide for you.

Setting a rule that she must wear a dress or skirt with no panties when you are in public, shows her that her cunt must be available for use at all times. By not allowing her to sit on her dress while riding in a car, you reinforce that she must make her cunt easy to reach. A slave should be available for use and not allowing her to wear underwear reinforces it.

Another common step taken by Masters involves not allowing her to play with her cunt or nipples unless you give her instructions to do so. You own her sexual being and control its use.

Control of the slave's body (both sexes) also includes controlling them:

1. Dress Code.
2. Drugs (medication).
3. Good Nutrition.
4. Exercise.
4. Recreation.
5. Privacy: Privacy includes three areas: a. Privacy of the body, b. Secrets and c. Transparency of thoughts.

Privacy of the body:

A slave has no place of seclusion from the Dominant and is always subject to his observation. Any retreat or solitude a slave is granted as a privilege by the Dominant.

Nothing is allowed to be withheld or kept private from the Dominant. The slave no longer owns his/her privacy and is allowed no private space without his/her Master's or Dominant's permission. This includes the use of the bathroom, telephone conversations, work, or sleep. Slave must learn that its days and nights are owned by the Dominant.

Forcing a slave training in the nude and requiring to open its body for inspection are also good techniques for lack of privacy training. Have a predetermined command you can give the slave that will place "it" in a position or positions to

have its body inspected. Do it often in early training to instil in him/her that they will maintain the body as you wish.

In addition, forcing the slave to leave the bathroom door open at all times shows that nothing is private from the Master.

Forcing a lack of physical privacy also adds to a feeling of a lack of emotional privacy. This adds to the slave feeling of being owned.

Secrets

Privacy is more than just slave's body. Don't allow the slave to keep secrets. This can include computer passwords, reviewing the mail after slave opens it, knowledge of the finances including income, expenses and personal debts, and private personal items.

If you wish, it can include the forwarding copies of email exchanges, chat room discussions and instant message discussions to you.

Speaking the truth - no privacy - no privacy

Transparency of thoughts

One of the concepts of slavery is "transparency." This is openness related to "its" thoughts and emotions. Its behaviour is directly related to thoughts and emotions. It is essential that this information is available to the Dominant. Exploring the slave's core beliefs and feeling should be done when resistance to change occurs.

A very effective training tool is asking your slave the following question, "What are you thinking right now?"

Relationships with others (interpersonal):

Rules are established for the relationships a slave has with others and is often divided into categories such as rules for social, employment, family, and sister slaves. Restriction on or rules for sexual relationships. The control of a slave should be extended beyond just the time and relationship with her Master.

Association with others is a privilege granted by the Dominant/Master, not a right. If slave is meeting co-workers after work for an activity, you can require him/her to ask for your permission before she is allowed to attend.

I don't like to separate a slave from family, but slave should know that you control him/her access and time with them (excluding the separate category of small children, which is different). Under normal conditions, the slave is subject to your schedule. Yes, there are exceptions to this rule, remember that they are exceptions, not the norm.

You should remember that slave training does not consider a slave's behaviour as being in a vacuum from emotions, self-image and thoughts. These four cornerstones of training are interconnected with each other during training. Establishing proper behaviour and turning these ideas into habits for the slave can also improve self-image.

Changing a slave's environment

Changing the slave's environment leads to behavioural change. A change in environment to one that is conducive to slavery helps to:

1. Avoid situations that lead to unwanted behaviour.
2. Provide stimuli that prompt the desired behaviour.

This is why it is necessary to control the slave's space, time, physical actions, privacy, and relationships.

The purpose of controlling the slave's environment is to:

1. Decrease the frequency of undesirable responses. (Examples: procrastinating and "bad" habits).
2. Increase the frequency of desired responses. (Examples: doing chores and new learned submissive behaviour).
3. By changing the environment and behaviour of a slave, a corresponding change occurs in attitude. When a slave's attitude conflicts with the behaviour the Master requires, it causes a mental discomfort (conflict). This motivates the slave to change attitude or behaviour to reduce dissonance.

A Master controls the slave's behaviour: Because the slave is helpless to change behaviour, and attitude must change in order to reduce the mental conflict. The feeling of helplessness to change slave's own behaviour is essential in slave training. If "it" is told to maintain the eyes down, "it" knows that the Master controls the behaviour "it" realizes that in the long run; the slave is helpless to act in any other way than maintain eyes down. This feeling of helplessness in controlling the behaviour fosters a change in attitude.

NOTE: The term helplessness as used here in slave training means that in order to maintain its slavery or continue on the right path in its slave training and not displeasing the Dominant/Master; he/she is helpless to change behaviour. The Dominant/Master determines slave's behaviour. It means that "it" has made a decision to allow her Dominant/Master the right to make his/her behavioural choices for him/her. He has made a choice of how he wishes slave to behave. So, slave is helpless to change behaviour.

A slave makes a “Choice Decision”:

“Choice decision”

Adapted from “Reality therapy” states that a slave at some point in training makes a decision to allow the Dominant/Master to own slave’s choices. In other words, slave makes a “choice decision.” When a Dominant/Master owns a slave’s choices he can choose the behaviour he desires.

A slave chooses the behaviour he/she exhibits and a slave will choose to change behaviour when:

1. Slave’s present behaviour is not getting him/her what he/she or the Dominant/ Master wants and ...
2. Slave believes that the choice of a different behaviour will get as such closer to Dominant/Master’s goal of complete ownership of slave and/or change will make “it” a more useful slave.

Behaviour modifications are geared around guiding a slave to a behaviour that increases service. Slave learns how you want him/her to act. Yes, a slave will kneel and often naked. A slave will present things such as a drink in a pre-determined way to the Dominant/Master. Slave will stay in the space he tells so. This is learn and slave makes volunteer choices as “it” grows deeper into slavery and reaches her dream of being really owned. It is accomplished by informed consent and slave’s willingness to give, not brute force or violence. Object must want to be a slave and be willing to learn new behaviour.

Behavioural changing goals in slave training:

Reinforcement and Punishment is slave training:

Behaviour slave training goals are geared toward increasing the Master’s ownership of the slave’s environment. When long-term behavioural goals are involved, the Master needs to understand more than just classical and operant conditioning.

AS IF:

Adler developed the idea of “as if” behavioural training. Research shows when using this method changes occurred faster. If a slave is made to act like a slave, he/she becomes more accustomed to it, and “it” gradually comes to accept slavery as natural. Forcing “it” to act as if “it” is a slave is a huge part of slave training. Several behaviour acts can be used for this purpose including presenting to you, slave speech, position training, and learning your rules. In short, “it” acts like a slave before being fully trained.

Demanding that a trainee act “as if” adds to his/her feeling of helplessness in controlling own behaviour. Slave is aware that acting “as if” is required of “it” and slave has no power to alter the behaviour required.

The WHY factor:

There is a weakness to just using behavioural techniques to train a slave. This weakness is that the slave’s attitude, emotions, self-image and thoughts are not considered in behavioural training. Behavioural training does not ask WHY. It only relates to HOW, WHAT, WHEN and WHERE the behaviour of a slave is to change. The WHY Cognitive techniques are used with behavioural training because the WHY is also essential. This does NOT reduce the necessity or the effectiveness of behaviour training. To address deeper emotional and self-image changes; the WHY must be considered an important element in training.

Basics of behavioural training:

The best methods of modifying behaviour according to behavioural studies and what they should be used for are as follows:

1. To teach a never before performed behaviour (reinforcement: positive and negative).
2. To increase or strengthen an existing behaviour (reinforcement, contingency contract, token economy, modelling).
3. To extend an existing behaviour.
4. To a new environment (stimulus control; modelling).
5. To a new behaviour (response generalization; shaping; prompting; modelling).
6. Over time (maintenance; intermittent reinforcement; modelling).
7. To narrow an existing behaviour to limited environments (e.g., only snacking in the kitchen) (also discrimination training; modelling).
8. To reduce or eliminate the display of an existing behaviour (extinction; time-out; response cost; desensitization; reinforcement of incompatible responses; modelling; punishment).

It is often said by slaves that be best motivator is positive reinforcement. This can only be true if it is applied where it is intended to work. (Example, you can’t reinforce bad behaviour.) Punishment does work best in some cases; usually this is changed an existing behaviour.

Operant conditioning and slave training:

Operant conditioning is based on four concepts for dealing with proper and bad behaviour. No one by itself is enough.

1. Positive reinforcement: – getting something pleasant, e.g. a weekly pay check or a compliment.
2. Negative reinforcement: taking away or avoiding something unpleasant, e.g. avoiding stress by not trying for a position.
3. Positive punishment: administering or receiving something unpleasant, e.g. being spanked.
4. Negative punishment: taking away or being deprived of something pleasant, e.g. being denied TV or fun activity or the car.

It may be helpful to understand reinforcements and punishments and how they apply to changing behaviour.

There are five basic processes in operant conditioning: positive and negative reinforcement strengthen behaviour; punishment, response cost, and extinction weaken behaviour.

1. Positive Reinforcement: In positive reinforcement, a positive reinforcer is added after a response and increases the frequency of the response.
2. Negative Reinforcement: In negative reinforcement, after the response the negative reinforcer is removed which increases the frequency of the response. (Note: There are two types of negative reinforcement: escape and avoidance. In general, the learner must first learn to escape before he or she learns to avoid.)
3. Response Cost: If positive reinforcement strengthens a response by adding a positive stimulus, then response cost has to weaken a behaviour by subtracting a positive stimulus. After the response the positive reinforcer is removed which weakens the frequency of the response.
4. Punishment: After a response a negative or aversive stimulus is added which weakens the frequency of the response.
5. Extinction: No longer reinforcing a previously reinforced response (using either positive or negative reinforcement) results in the weakening of the frequency of the response. The behaviour is ignored and therefore weakens over time. This is true where a reinforcer is expected for behaviour.

People will move toward new and different behaviours if they view these new and different behaviours as:

Adding new positive conditions:

1. Preserving existing positive conditions.
2. Avoiding new negative conditions.
3. Eliminating existing negative conditions.

Typically, people will shy away from new and different behaviours if they view these new and different behaviours as:

1. Adding new negative conditions.
2. Preserving existing negative conditions.
3. Avoiding new positive conditions.
4. Eliminating existing positive conditions.

Punishment works better when accompanied with reinforcement for proper behaviour:

Julian Rotter stated that behaviour modification requires more than classical or operant conditioning alone. He stated that individual differences are important in behavioural training. The individual's thoughts and emotions play a part in behavioural training. Rotter stated that behaviour is directed toward a need (goal) and behavioural potential and that expectancy, reinforcement value and psychological situations are factors that should be considered and are measurements for success.

Techniques and Methods for behavioural change:

Some techniques used for behavioural change in slave training are:

1. **Behaviour-Rehearsal:** Forced to act in appropriate way – as a slave.
2. **Modelling:** Modelling the example of other slaves.
3. **Non-reinforcement:** Not rewarding bad behaviour.
4. **Positive Reinforcement:** Rewarding good behaviour.
5. **Punishment:** Punishing for bad behaviour after discussing and admitting bad behaviour.
6. **Discipline Training:** Practice correct behaviour and observe and make corrections.
7. **Slave Rules:** Guidelines for behaviour.

8. **Recording and Self-Monitoring:** Journal entries to record good and bad behaviour.
9. **Stimulus Control:** Removing stimulus of bad behavior.
10. **Communication Training:** Learning to communicate deep thoughts and feelings. Being open.
11. **Social Skills Development:** Practicing skills in public and private.
12. **Contracts:** To change behaviour, including desired change, rewards and punishment.
13. **Token Economy:** Involves token gained by proper behaviour and after a certain number is earned a reward is received. Coins can also be removed for bad behaviour.

Push/pull Theory and behavioural slave training

This is a brief look at the push/pull theory. It describes the internal struggle a slave goes through in the process of accepting changes during training.

Accepting the overall goal of the Master to train “it” as a slave does not mean that no resistance to the actual training will be encountered. Slave feels a resistance to some changes.

Slavery means the giving of personal freedoms to a Master and agreeing to allow a Master to make choices for the slave. Slave gives Master many of freedoms “it” once enjoyed and controlled. Loss of these valued freedoms can foster resistance.

Slave feels a push/pull. Slave feels two opposing motivation forces. Often, the slave not only feels an internal Push to achieve the goals established by the Dominant/Master but also a pull by an internal force to resist change and maintain old behaviours and attitude (status quo). Therefore, change only occurs when the motivation to serve, obey and please overrides the pulling motivation to maintain the status quo. The need to change must be stronger than the pull. Your job is to make the push strong and pull weaker or at least do not let it grow.

When the push force is greater or equal to the pull force there is no change. For behaviours to change the forces preserving status quo must be changed.

Behavioural change occurs by:

1. Increasing the motivation force for change.
2. By weakening the force to maintain status quo.
3. Or a combination of both.

Change occurs in a three-step process. useful concept in slave training:

1. The first step is unfreezing. This is a critical first step in the change process. Unfreezing is encouraging the slave to discard old behaviour by shaking up the equilibrium state that maintains status quo. This is accomplished by eliminating rewards and showing that the old behaviour has no value to her slavery. By unfreezing the slave accepts that change needs to occur. The slave surrenders by allowing the boundaries for their status quo to be opened in preparation for change.
2. The second step is the process of moving. In the moving state, new attitudes, values, and behaviours are substituted for old ones. This is accomplished by providing rationale for change, goals, motivation and training to develop skills.
3. The third step is refreezing. This is where the new attitude, values, and behaviour are established as the new status quo. This is accomplished by rewarding and institutionalizing the new.

Force and Helplessness.

The use of the words “Force” and “helpless” in slave training are often misunderstood by those that don’t read the entire site or have aversions to those words. Plus after reading it I can see how it might be misunderstood too. “Force” means that the slave is forced by an internal drive to obey an order of the master. If “it” is given an order to kneel then slave has no choice but to kneel if slave obeys my command. To be a slave it must make a choice to kneel. Therefore, it is forced to kneel to obey. Yes, ” there are many other options slave could make but only kneeling causes “it” to obey. That is the “force” I am referring to here.

“Helpless” mean much the same. Every action in life is made by choices but if “it” behaves as a slave “it” is helpless but to make one choice and that choice is to obey the orders given slave. How can object be a slave if “it” does not obey therefore “it” is helpless to be a slave and not obey. That does not mean other options can’t be made by the slave but to be a slave “it” must obey Master’s order. Slave is given orders or rules and to obey “it” must comply.

The “force” is an internal force. The “helplessness” is about the slave seeing that “it” needs to behave as a slave and that means to follow the commands given, and not own choices for behaviour. He makes the decisions and “it” just follows. Slave makes a choice yes, but it is a choice to obey no matter what and that in effect makes slave helpless to take any other action for what is directed to “it” by the master.

These terms or any other terms do not imply directly or indirectly that non-consensual slavery is a part of the traditional BDSM. It is not now or ever. You don't take anyone that does not want to consent and force slavery or make them helpless with external force. I added this because some might think that it would be okay. It is not. Slave, has its freewill, and consents. It is never about forcing beyond what slave consents to in the relationship. Slave chooses with each order given to consent or not.

Slavery means slave choses to follow the orders and rules given by the master and they override other possible choices. Slave is helpless, cannot disobey, or "it" is out. Only by stepping out of the role of slave does give up him or her the internal helplessness to obey or the feeling of being forced to comply.

A slave's emotions and sensations

The emotional slave:

The slave's emotional response to slave training (emotions and sensations) is one of the four key areas of the traditional BDSM. And slave training rules. As in all aspects we are discussing consensual change. This is simple, slave must be happy to be your slave for it to work. Therefore, slave must accept that this is what "it" wants in personal life and consent to slavery of it on free will.

The ability to display a full range of emotions indicates a high social interest. The emotional reactions of a slave girl can aid or detract from her training and development. A slave should strive to become free of defensive and deceptive emotions. A master needs to focus on aligning emotions and sensations to her new slavery. Emotional reactions to slave training are to be expected and can be managed.

In slave training and a today's BDSM lifestyle relationship, in general, a slave's emotional reaction to slave training (emotions and sensations) in an essential element. The way a slave, obeys, serves, and pleases the Master is directly affected by emotions. A Master must be continually aware during intense training of his slave emotional response to slave training.

A slave trainees emotional reactions are a window into slave's thinking. If you get a negative reaction then you may need to examine the thinking behind it. During training a master should pay close attention to anger and anxiety to insure slave is in a state of mind that enables learning. Anger, anxiety, fear or negative reactions can cause you to stop and explain what and why you are doing a training step or to alter the training. If the trainee is emotionally happy slave learns better and faster and is a better slave.

In this light, force against slave's will and its emotional reaction on the trainee is a pointless method of training. Abuse creates negative thought which in return

creates negative emotions. Besides the fact that abuse is illegal, in my opinion it would do more harm than good in training an object as a slave. You want a slave that wants to be your slave. Abuse does not make a slave want slavery.

If slave seems unwilling to complete a training step you believe should be completed before becoming your slave then you need to take the time and energy to understand its objection. You then address the objection (thinking and emotions) with reason.

Emotions and motivation, emotional reaction to slave training

Emotions constitute the primary motivational system of humans. Each of the primary emotions (joy, interest, surprise, fear, anger, distress, contempt, disgust, and shame) supply their own unique kind of motivating information (Tomkins' theory of affect described by Magai and Hunziker (1993, p. 261).

Emotions are a significant part of everyone's inner lives. They range from primitive reflexes independent of thoughts to a complex cognitive assessment of the current situation. Thus, emotions determine if we are happy or unhappy. They can be reflex actions based on past learning or well thought out.

Prior learned core thoughts about events cause the emotional reaction we feel. What we think (perceives and value) about an event causes the corresponding emotional response to it.

Think – Feel – React in that order:

Humans first think, then they feel, then they act. Normally, what we think about an event is based upon past experiences related to like or similar events.

The thought is dividing into two parts before we apply an emotion to it. First we perceive it, and then we value the information. After that, we apply an emotion based upon this perception and value. Therefore, deep roots past life experiences as well as current events create the emotional reactions to slave training. It is more than just reacting to current slave training.

Emotional reaction to slave training and how it's expressed:

Below is listed several ways that emotions are expressed (emotional reactions in slave training):

Act on feelings:

Crying when sad, communicate (in body language) slave's interest when attracted to someone. (These same behaviours—shouting, crying and attracting—influence her feelings too.)

Physiological reactions when feeling something:

Blushing when embarrassed, having high blood pressure when anxious, sexual arousal when attracted. Actually psychologists do not yet know whether arousal precedes, accompanies, or follows an emotional reaction (Weiner, 1980).

Suppress the feelings and deny being upset or angry:

Quite often people who deny their emotions think they are healthy and well adjusted, but they tend to have high blood pressure, high heart rates, an immune deficiency, high incidences of cancer (Temoshok, 1992), difficulty sleeping, and lots of aches and pains.

Change the situation:

Shout out orders like a drill sergeant when things go wrong or become charming to attract and influence someone. Note: yelling “shut up” at someone implies, but doesn’t directly express your feeling, “I’m angry at you.”

One feeling to deny or conceal another: criticism may hide attraction, crying may occur when she is mad, love may hide scared dependency or she may have one feeling in response to another feeling.

Blame others rather than assuming responsibility for your own feelings:

“You are a selfish, mean person” instead of “I feel very hurt,” “You are a lazy slob” instead of “I feel furious when you are so sloppy,” “You are arrogant” instead of “I’m afraid you will not like me.” Remember, each person is responsible for their own feelings. No one else is responsible. In general, no one can make a person feel any way; it is usually your choice (although some emotions are impossible to control—like a startle reaction or grief following the loss of a loved one). In short, you can change how you feel about an event.

A slave may not be aware of the actual nature of her emotions, but they can still have an effect on her life and training. Slave may have subconscious emotional reactions to slave training that are unaware to “it”.

Share your feelings with others. This involves many skills: self-disclosure, “I” statements, social skills, assertiveness, self-confidence, etc. Telling your story, as in therapy, self-help groups, or with friends, is usually healthy (as long as you share your emotions and do not just stick to the objective facts and as long as the listeners are supportive).

Use your feelings as a barometer of your relationships with others and your self-acceptance. Negative, unwanted feelings are a sign that something needs to be changed.

Goal of emotional training for a slave:

The major goal in emotional training is to align thought and emotions that will project a positive self-image of the slavery and provide motivation for proper behaviour. A side product of changing emotions is an emotional reaction to slave training.

Emotional privacy of a slave:

Emotional privacy should not be allowed. A slave's emotional reactions or moods can never be private from the Master, and "it" has no right of privacy related to inner feelings. During training, it is often necessary that emotions be changed to reflect slavery. A slave should be asked often what "it" is feeling in order for him/her to become accustomed to revealing feelings to the Master. Often knowing the slaves feelings, is a huge aid in training.

A feeling of helplessness in hiding emotions from her Master is necessary. A Master must explain the importance of never being able to hide emotions and sensation. A slave should know that "it" has to be completely open to discussing its emotions with the Master, and reveals its feelings and thoughts to the Master more than to the closest friend "it" has ever known.

This openness in revealing emotions are often more difficult for the slave than behavioural modifications. People have private thoughts and fantasies that provide a view of their inner private logic. The thoughts must be shared with your Master. A slave has no privacy from its Master. Sharing is mandatory.

Note: Not normally considered a part of behavioural or cognitive techniques is the effect of the subconscious mind on emotions. Behavioural and cognitive theories deal with only the conscious processes. Hypnosis, if properly understood and administered, can deal with underlying past issues buried in the subconscious mind. Regression techniques are used for this purpose. This, at times, can be a key area that must be explored for more rapid and efficient changes of emotions and core thinking.

Techniques for altering slave emotions in slave training:

Anger-Expression (this technique can be expanded to other areas besides anger) -explaining feelings of resistance or reactance.

Anxiety-Management Training – think about and bring on unwanted feelings, then concentrate on reducing the feeling.

Hypnosis – direct suggestions and regression.

Feeling-Identification and analysis – Clarification of feelings by interpretations or open discussion (hypnosis can also be used)

Positive reinforcement – praise, recognition and encouragement. Success at completing goals. Some emotions that should be addressed are anger, envy, jealousy, and sadness.

A slave's sensations during training:

1. Emotions and sensations in slave training bdsm lifestyle
2. Emotions and sensations is slave training

Sensations are what the body feels with the five senses: touch, taste, smell, sight, and hearing. Being aware of the sensations displayed by your slave can lead to insight into her emotions. Sensations are often the body's reaction to emotions and can be generated in the form of pain, nervousness or headaches.

The Master may find it advisable to give his slave sensations training. He would do this to increase particular sensations or allow him to control them with commands.

Examples of techniques used to control or change sensations:

Focusing – examining thoughts and feelings; then expressing them.

Hypnosis or Self-Hypnosis – to reduce stress Relaxation training

Sensation focus training – Increasing sexual sensation feelings by focusing and following her Master's instructions.

Threshold training – training to hold orgasms

Sensations that should be addressed are headaches, tension and being unable to relax.

Creating a Positive Self-Image for your slave:

1. Slave training goals and motivations - slave girl with arms bound - bdsm
2. Image by China Hamilton
3. A slave having a positive self-image is key to successful consensual slave training and her mental health.

A slave's existence is gaged by his/her self-image. Goals and striving to complete them are mainly based upon high self-image. With low self-image, there is less drive and less striving to reach happiness. A low self-image is what all of us strives to overcome. Therefore the training must be consensual. No relationship will last with one partner trying to cause the other party to have a low self-image.

A positive self-image provides energy to the relationship. It gives motivation power. A slave with high self-image tends to accept greater and more meaningful goals. They view higher goals as a challenge to complete not a burden. They are more likely to become the slave you need and want.

Slaves with a lower self-image seek the comfort of familiarity and less demanding purposes. Coping with training improves with better self-images. What a slave gets from life depends on how he/she views.

First, before you can create a positive self-image for your slave you must have and display a positive self-image yourself. You must know yourself and be comfortable in your own skin. What you feel can be sensed easily by your slave.

A person can have a negative self-image based upon a private logic that involves faulty thinking. A Master during early slave training must make efforts to understand the current state of a slave self-image and if necessary establish methods to develop a more positive self-image.

Yes, we are a group of individuals with dominant and submissive desires looking for a partner. But that alone may not be enough if the trainee is severely affected by prior abuse or other low self-image problems. Often a master must overcome past negative self-images in a slave caused by abuse (physical or mental) suffered at the hands of others. she can't be a good slave suffering from mistrust of her master. You can't be a good master if you don't in some way guide her out of a low self-image. This may mean you first seek the help of a professional in the field of psychology to deal with the issues. Self-image is one of the four major areas in the B.E.S.T. slave training concept. All are based on being safe, sane and consensual as clearly defined in the BDSM lifestyle.

Private logic and slave training:

Private logic is a person's unique evaluation of self, others, and the world, (personal environment) and what is required by you of them and what is required of them by you. It is a self-philosophy that one's entire lifestyle is based upon. Private logic is based upon convictions which are not usually in awareness. Both the subconscious and the conscious are included in our private logic.

Private logic determines the type of lifestyle we live.

Conflicts arise when private logic does not agree with social aspects of our lives. A slave must feel in harmony with the environment in order to be successfully serving the Master in a long-term relationship. Their Master must challenge the private logic of his slave if there is a conflict. See, slave training is not always

fun and games. Slave training can involve probing the inner mind and developing positive attitudes.

A slave must have a positive self-image in slavery. A positive self-image that displays acceptance of his/her slavery frees them to expand own world and have a feeling of belonging and joy.

Fundamental beliefs are the basis of self-image: Often self-image will greatly affect the emotions expressed by an event. Responses often change the same event depending on the growth of self-image. One can become emotional over an event and still have no great internal turmoil, if you have a positive self-image.

A positive self-image occurs when a slave's fundamental beliefs are to accept and enjoy the learned behaviours required to serve, obey and please her Master. Slave is at peace in slavery and it feels natural. The slave develops a sense of belonging to the Master. The slave has learned to let go of negative ideas and feelings about being the property of another and feeling connected to the Master through slavery. Slave has experienced the restrictions of slavery and they have become part of "its" being. Slave sees that "it" pleases the Master by service and accepts that a slave is judged by his/her service. Slave is owned but does not own and knows his/her happiness lies in this. Slave is the property of the Master. This is all part of slave training.

One of the keys to developing a slave's positive self-image is his/her lack of privacy in hiding thoughts and emotions from the Master. Not allowing behavioural privacy and explaining what is expected of slave and reinforcing "it" for revealing enter thoughts and feels are the best methods for developing openness.

Examples of methods used to control or change imagery during slave training:

1. Hypnosis.
2. Rewards and encouragement.
3. Discussions.
4. Ego strengthening.
5. Positive imagery: The picturing of a positive image in your mind or picturing acting correctly.
6. Goal rehearsal and coping skills: Practicing the goals that are set by the Master.

Probably the single best method of improving self-image in a slave is telling him/her/it when it is pleasing you with their behaviour. Positive reinforcement is a huge part of slave training. It builds self-image if during slave training you tell them when all is doing well.

If slave is a natural submissive more than likely slave will want to please you. If so, use that to your advantage and tell slave when it makes you happy.

A slave can have a set of unrealistic benchmarks for what “it” believes is a positive self-image. This could include money, possessions, and other things that are valued in current culture. Satisfaction and pride can come from social interest and a connectedness with the Master. The willingness to serve, obey and please for the benefit of the Master can provide not only life-long self-esteem, but earn a slave the esteem and appreciation of the Master. This must be done by slave’s own freewill in order to last a lifetime. Enslavement is by own will to serve you not your force.

Often the root of what constitutes the slave’s self-esteem needs to be examined. Challenging the slave’s thoughts about “itself” and encouragement are important.

Below is a list of common types of thoughts that a Master may wish to keep in mind as he improves his slave’s self-image. A negative self-image is based upon thoughts that affect slave’s emotions.

Positive Thought to change self-image from positive self-image reading to understand how it applies in slave training:

1. Avoid Extremes:

Correct the internal voice that thinks in extreme, especially when it is negative. Example: (“I always make mistakes”) No one “always” does anything.

2. Top thinking negative thoughts:

Sometimes putting a stop on negative thinking is as easy as that. The next time you start giving yourself an internal browbeating, tell yourself to “stop it!” If you saw a person yelling insults at another person, you would probably tell them to stop. Why do you accept that behaviour from yourself?

3. Accentuate the positive:

Instead of focusing on what you think are your negative qualities, accentuate your strengths and assets.

4. Accept flaws and being human:

All people have flaws and make mistakes. They’ve forgiven themselves; so can you.

5. Accept imperfections:

Perfection is a high goal to aim for — you don't need to start there or even end there. Allow yourself to make mistakes and then forgive yourself. Try laughing instead of criticizing.

6. Don't bully yourself!

“Should have, could have, would have...” Try not to constantly second guess yourself, criticize yourself for what you “should” have done better, or expect too much from yourself.

7. Replace criticism with encouragement:

Instead of nagging or focusing on the negative (in yourself and others), replace your criticism with encouragement. Give constructive criticism.

8. Don't feel guilty about things beyond your control:

You are not to blame every time something goes wrong or someone has a problem. Apologizing for things and accepting blame can be a positive quality, if you are in the wrong and if you learn and move on. But you shouldn't feel responsible for all problems or assume you are to blame whenever someone is upset.

9. Don't feel responsible for everything:

Just as everything is not your fault, not everything is your responsibility. It's okay to be helpful, but don't feel the need to be all things (and do all things) for all people.

10. Do feel responsible for your feelings:

You create your own feelings and make your own decisions. People and events may have an effect on your emotions, but they can't dictate them.

11. Treat yourself kindly:

People often feel more comfortable treating themselves in ways they wouldn't consider treating others. Do you criticize yourself with terms like “stupid” “ugly” or “loser”? Would you use those terms to describe a friend?

12. Give yourself a break:

You don't need to be all things to all people or please everyone. Give yourself permission to decide you're doing the best you can.

13. Look at the brighter side of things:

You can choose how to interpret comments and events, so try for the more positive interpretations.

14. Forgive and forget:

Try not to hang on to painful memories and bad feelings – this is a sure-fire way to encourage negative thoughts.

15. Focus on what you CAN do, not what you can't:

Don't give away your freedom to "I can't." There are far more choices with "I can." If you hit a roadblock, don't say "I can't go on until this block ends..." say "What can I do from where I'm sitting now?"

Change thoughts (core beliefs) to accept slavery:

Thoughts can govern a slave's behaviour:

They represent insights, philosophies, ideas, opinions, self-talk and judgments that constitute one's fundamental values, attitudes, and beliefs. Thoughts are more than the normal thinking we do all the time in our conscious mind. Thoughts often spring from learned attitudes that are deep within our subconscious mind. Life experiences have forged our beliefs, and these beliefs must be identified to effect permanent change. Thoughts in the context of this essay mean both conscious and subconscious ideas and beliefs that influence the slave's emotions and behaviour.

"We are what we think. All that we are arises with our thoughts. With our thoughts, we make the world."

-The Buddha -

Life is ruled by Thoughts therefore key to slave training:

Changing fundamental beliefs (thinking) to mould a slave to serve a Master. Thoughts are one of four basic areas of slave training and like all the others are based on safe, sane, and consensual practices clearly defined in the BDSM lifestyle. This is consensual slavery not forced slavery.

The aim of slave training is to change a slave's fundamental beliefs. To establish slavery as a fundamental part of "its" being and make disobedience an unacceptable option for the slave. After the slave accepts slavery, the focus changes to developing him/her into a slave that serves, obeys and pleases the Master. This may mean replacing some of her attitudes.

A slaves thoughts are changed by communication, reason, logic, and explaining your position as her master. Thinking is not changed by force, it is changed the way she views something. If she views kneeling before you as negative it will never be a positive step in training. Therefore why she feels bad about kneeling

needs to be addressed. If her desire is to be a slave, then most negative feeling can be overcome with communication.

A slave has no privacy of thoughts (transparency):

No privacy of thoughts can be tolerated by a slave in training. A slave should be trained to be open (often called transparency) to discussing its beliefs and private logic and feelings. Explaining what is expected of the and positive reinforcement is the best methods of getting a slave to become open. It is a Master's duty to insure that his slave understands that in order for him/her to be properly trained; slave is helpless in keeping his/her private thoughts and feelings to themselves. Questions that are asked by the Master must be answered from slaves deepest feelings and thoughts. Only by doing so is change possible.

Faulty Cognitions and why it happens:

Communication with the Master is his way of discovering faulty thinking about BDSM, slavery and hundred other issues during her development. Holding in feeling has no place in slavery. As a slave, he/she grants the Master access to inner thoughts. Practice is often needed to develop this skill.

Faulty thinking has to be recognized and challenged by the Master. Often a slave is unaware of these faulty cognitions until uncovered, discussed and challenged.

Basic Mistakes:

Utilizing the "basic mistakes" of Adler, the "irrational beliefs" of Ellis (1973), and the "cognitive deficiencies" of Beck (1970), Kern et al. (1978) compiled the following list of faulty cognitions:

1. **Casual Interference:** Making an unjustifiable jump in logic by drawing a conclusion from evidence that is either insufficient or actually contrary to the conclusion reached.
2. **Blow-up:** Tending to exaggerate or magnify the meaning of an event out of proportion to the actual situation; generating a general rule from a single incident: "I made a mess of my relationship with Ellen. I guess you could consider me a real social bust."
3. **All-or-Nothing Thinking:** Thinking in extremes; allowing only two possibilities – good or bad, right or wrong, always or never. "People never have a good time with me."
4. **Responsibility Projection:** Failing to assume responsibility for one's emotional state "This course is causing me to have a nervous breakdown!" or for one's personal worth. "If my parents had only made me study in high school, I'd have been able to qualify for college."

5. **Perfectionist Thinking:** Making idealistic demands on oneself. “I made a D on that test; I’m so stupid!”
6. **Value-Tainted Thinking:** Couching a statement in such terms as “good,” “bad,” “worthless,” “should,” “ought,” or “must.” “I must get into medical school or I won’t be able to look my father in the eyes.”
7. **Self-Depreciation:** Focusing on punitive self-statements rather than task orientation. “I hate myself for not being able to break this habit.”

Correcting Faulty Thinking as part of slave training:

Once a slave discovers the illogical aspect of his/her thinking, slave generally is motivated to make changes in her personal private logic that will render it more functional. According to Kern et al. (1978, pp. 21-22), the correction of self-defeating, private logic includes the following steps:

1. Asking the slave to describe only the facts of the actual situation that gave rise to an expression of the faulty thinking “I made a 78 on my math test ” and to omit the self-defeating statement “...and I know I’m just going to flunk out of college”. In this way, the reality of the situation is separated from the individual’s personal conclusion.
2. Asking the slave to generate alternative explanations for the situation that triggered the illogical conclusion. The student making the 78 on the composition exam could have concluded, “I made a high C when I’m used to making A’s, and this discrepancy is disappointing. I guess I’ll just have to study much harder if I am to meet my expectations.”
3. The slave is told to avoid being the direct object or the subject of a passive verb. In the case of responsibility projection, the personal statement is to be reconstructed in such a way that the slave becomes the subject of an active verb. For example, the statement “My roommate makes me so mad when she doesn’t hang up her clothes ” could become: “When my roommate doesn’t hang up her clothes, I become very angry because I’m telling myself that she should meet my expectations and something’s wrong with me since I can’t get her to do better. Clearly, my roommate is not doing it to me – “I’m doing it to myself!”
4. Asking the slave to design a positive course of action based on the more reasonable of her alternative explanations. This technique is used to assist slaves to recognize the poor fit between many of her fictions and reality and to practice a more responsible kind of self-talk.

Incorrect behaviour on the part of your slave is always associated with incorrect thoughts or a lack of attention to correct behaviour. At times, the best long term

correction of undesirable behaviour is to explore the thought process that took place while the incorrect action was occurring.

Some of the best questions to ask are:

1. "What are you thinking, right now?"
2. "Where is the evidence that what you think about yourself is true?"
3. "Is your being upset helping you?"

Methods of changing incorrect behaviour using logic:

A. Hypnosis:

Often views that are long held can be more effectively addressed by using of hypnosis. It helps explore the causes of beliefs and bring them to the surface. Once on the surface they can be discussed. The beliefs can then be addressed using hypnosis techniques. Hypnosis can also be used to help in reinforcing new beliefs, relaxation and stress release. Hypnosis is not a mind control method.

B. "Choice Decision":

Choice decision is an adaptation of reality therapy and choice therapy taken from: Reality Therapy In Action by W. Glaser, M.D, (2000), HarperCollins Publishers, New York, NY.

A slave at some point in training, makes a decision to allow Master to own slave's choices. In other words, slave makes a "choice decision." He then has the authority to make choices in her life that changes her behaviour.

Part of "choice decision" assumes that a slave will choose to change "its" behaviour when:

1. Slave's present behaviour is not getting what Master wants of him/her because pleasing Master is important to a slave.
2. When slave believes that the choice of a different behaviour will get closer to the goals set by the Master.

The primary step in reaching a "choice decision" is for a slave to come to terms with and learn to accept that he/she is a slave. Part of this acceptance of slavery is that her choices in life now belong to the Master. Slave's only choice becomes obeying the Master. A slave still has influence on the decisions made by the Master and advice and wisdom may be sought by him, but in the final analysis, it is his decision that a slave will follow.

Changing and reinforcing the slaves thinking:

Changing and or reinforcing the slaves thinking about slavery is more important than teaching to kneel correctly. Full acceptance of slavery can only be achieved by recognition of it on a cognitive level. We first think, then we feel, then we act. Acceptance on a cognitive level may involve exploring subconscious thoughts and emotions.

Examples of methods used to change or strengthen the cognitive processes:

1. Reading Assignments: Lifestyle books and publications or web sites.
2. Correcting Misconceptions: Bring to service any mistaken attitudes.
3. Self-Instruction Training: Journal entries or preparing instructions for reaching a goal.
4. Modelling others in the lifestyle.
5. Thought Blocking: Teaching a slave to identify thoughts and method of blocking unwanted thoughts.
6. Writing Essays and Research of Subjects.
7. Hypnosis.
8. Slave Contract: Indirectly as a direction to go.
9. Keeping a Journal: Positive progress and negative thoughts and actions.
10. Discussion (Questions and answers).
11. Rewards for Positive Ideas and Thoughts.
12. Disputing Negative Thoughts.
13. Teaching: Unconditional acceptance of slavery.
14. Encouragement and Punishment.
15. **Ellis' A-B-C-D-E Paradigm.

** REBT (Rational Emotive Behaviour Therapy) was developed by Dr. Albert Ellis and detailed in his many publications of which several are still available. A. Ellis & R. Grieger (Eds) Handbook of Rational-Emotive Therapy, Springer, (1977). Newer books authored in whole or part by Dr. Ellis and others are also good sources of information on RET or REBT.

History of Rational Emotive Behaviour Therapy

As a young man, Ellis found himself longing for companionship yet experienced a severe fear of talking to women.

In order to tackle his fear, Ellis decided to perform an experiment. For a month, he visited a nearby park and forced himself to talk to 100 different women. Over time, Ellis found that his fear of speaking to women had diminished considerably. Ellis later explained that this experience served as a basis for developing his approach to therapy, combining behavioural strategies with assessing underlying thoughts and emotions.

Ellis had trained as a clinical psychologist. As he treated patients, he became increasingly dissatisfied with the results offered by the traditional psychoanalytic approach to therapy that he was using at the time. He noted that while his patients were able to become aware of their underlying problems, their behaviour did not necessarily change as a result.

By the 1950s, Ellis had started experimenting with other types of psychotherapy and was heavily influenced by philosophers and psychologists including Karen Horney and Alfred Adler as well as the work of behavioural therapists.

Ellis's goal was to develop what he viewed as an action-oriented approach to psychotherapy designed to produce results by helping clients manage their emotions, cognitions, and behaviours.

According to Ellis, "people are not disturbed by things but rather by their view of things." The fundamental assertion of rational emotive behaviour therapy (REBT) is that the way people feel is largely influenced by how they think.

When people hold irrational beliefs about themselves or the world, problems can result. Because of this, the goal of REBT is to help people alter illogical beliefs and negative thinking patterns in order to overcome psychological problems and mental distress.

Rational emotive behaviour therapy was one of the very first types of cognitive therapies. Ellis first began developing REBT during the early 1950s and initially called his approach rational therapy. In 1959, the technique was redubbed rational emotive therapy and later rechristened rational emotive behaviour therapy in 1992. Ellis continued to work on REBT until his death in 2007.

The ABC Model

Ellis suggested that people mistakenly blame external events for unhappiness. He argued, however, that it is our *interpretation* of these events that truly lies at the heart of our psychological distress. To explain this process, Ellis developed what he referred to as the ABC Model:

- **A – Activating Event:** Something happens in the environment around you.
- **B – Beliefs:** You hold a belief about the event or situation.
- **C – Consequence:** You have an emotional response to your belief.

The Basic Steps in Rational Emotive Behaviour Therapy

1. Identifying the underlying irrational thought patterns and beliefs.

The very first step in the process is to identify the irrational thoughts, feelings, and beliefs that lead to psychological distress. In many cases, these irrational beliefs are reflected as absolutes, as in "I must," "I should," or "I cannot." According to Ellis, some of the most common irrational beliefs include:

- Feeling excessively upset over other people's mistakes or misconduct.
- Believing that you must be 100 percent competent and successful in everything to be valued and worthwhile.
- Believing that you will be happier if you avoid life's difficulties or challenges.
- Feeling that you have no control over your own happiness; that your contentment and joy are dependent upon external forces.

By holding such unyielding beliefs, it becomes almost impossible to respond to situations in a psychologically healthy way. Possessing such rigid expectations of ourselves and others only leads to disappointment, recrimination, regret, and anxiety.

2. Challenging the irrational beliefs.

Once these underlying feelings have been identified, the next step is to challenge these mistaken beliefs. In order to do this, the therapist must dispute these beliefs using very direct and even confrontational methods. Ellis suggested that rather than simply being warm and supportive, the therapist needs to be blunt, honest, and logical in order to push people toward changing their thoughts and behaviours.

3. Gaining Insight and Recognizing Irrational Thought Patterns

As you might imagine, REBT can be a daunting process for the client. Facing irrational thought patterns can be difficult, especially because accepting these beliefs as unhealthy is far from easy. Once the client has identified the problematic beliefs, the process of actually changing these thoughts can be even more challenging.

While it is perfectly normal to feel upset when you make a mistake, the goal of rational emotive behaviour therapy is to help people respond rationally to such situations. When faced with this type of situation in the future, the emotionally healthy response would be to realize that while it would be wonderful to be perfect and never make mistakes, it is not realistic to expect success in every endeavour. You made a mistake, but that's okay because everyone makes mistakes sometimes. All you can do is learn from the situation and move on.

It is also important to recognize that while rational emotive behaviour therapy utilizes cognitive strategies to help clients, it also focuses on emotions and behaviours as well. In addition to identifying and disputing irrational beliefs, therapists and clients also work together to target the emotional responses that accompany problematic thoughts. Clients are also encouraged to change unwanted behaviours using such things as meditation, journaling, and guided imagery.

REBT can be effective in the treatment of a range of psychological disorders including anxiety and phobias as well as specific behaviours such as severe shyness and excessive approval-seeking.

Notes

We assumes that a Master not only looks at all the areas at once; he also looks at each slave as a separate individual to be trained. He is constantly determining proper training techniques that take into account as:

1. Current behaviour.
2. Self-image.
3. Emotional state.
4. Emotional reactions.
5. Present thought process.
6. Conscious and subconscious events that have led to the current thought process.

Open and honest communication is of critical importance in this process:

16. Then, he determines what behavioural, emotional, and cognitive steps that are needed in slave's training in order to reach his goal. He then develops training techniques for each area. These steps are geared to change each area or only the areas that need attention.
17. BDSM is designed around much more than just behavioural modification. However, behavioural training can't be ignored with any trainee. Often

acting “as if” during training is a way of reinforcing the total training and, over time, the “as if” becomes reality. During the training process, the Master establishes his ownership of the slave’s space, privacy, time, physical actions, and interpersonal relationships.

18. BDSM assumes that each trainee, at some point, makes a “choice decision.” By that I mean, assuming that each slave will at some point in training decide to allow the Master the authority to make choices for slave. Slave decides that the choices now belong to the Master and the choice is to obey.
19. This “choice decision” is not reached with most slaves by behavioural modification alone. It requires a change in the slave’s private logic. Private logic is the way we see ourselves, others, and life and is our personal philosophy that our lifestyle is based on. It is our “inter most” beliefs that affect higher level thinking, emotions and behaviour. Private logic is not changed by behavioural modification alone.
20. A trainee becomes a slave when, in private logic, slave becomes Master’s property, owned by him, serving and pleasing him. Slave lifestyle includes a personal philosophy of being owned by Master.
21. BDSM in reality, provides no new method of training that has not been used by some Masters for a long time. It merely provides a systematic way of looking at what we already do. In each training event that occurs, the Master can use BDSM techniques to determine what direction that training will take.
22. I don’t assume that BDSM communities are the only method of slave training. In fact, two other methods are discussed within; Actualization Theory and Social Learning Theory. I also don’t believe that it is necessary for every Master to reduce a training style to paper, but I do think he should have an overall concept of what he intends to accomplish and how to accomplish it. I also don’t believe that all slave training is the best theory for every Master. There are many views and theories related to personality and training in the field of psychology. A Master should find a view that closely reflects his own personal beliefs. Each theory has its own unique way of expressing life, personality, training and psychology.

Slave training makes the following assumption:

23. Humans are social beings and want to “fit in” a social setting. A human’s primary motivation is belonging. A Master/slave relationship is a social relationship and establishing a feeling of belonging is critical for successful training.

24. Our private logic (fundamental beliefs) determines the way we see ourselves and it also determines the lifestyle we live. Therefore, a slave's private logic is a necessary element of training. Slave becomes his slave when she accepts that she is owned by her Master and it becomes part of her lifestyle.
25. All behaviour is goal directed. Therefore, goals need to be established in slave training. In addition, motivation to accomplish the goals cannot be ignored.
26. Training is a re-education and reorientation process. A slave is trained and moulded to fit his/her Master's needs.
27. Individuals are striving for significance and superiority. All striving is motivated by attempts to compensate for feelings of inferiority. (Accepting defeat and inferiority feeling can have negative effects) In other words, goals are set in order to improve the future and we are motivated to reach goals that make us better than we are at the present.
28. Slave training can only be successful if the slave accepts the goals that are designed by Master for personal development and he/she is motivated to become a slave that is pleasing to him.
29. A submissive becomes a slave when "it" makes a "choice decision" to allow Master to make choices for slave and his/her choice becomes obeying. Therefore, one of the major goals in slave training is to reach a point where slave makes this "choice decision."
30. A slave's behaviour, emotions, self-image and thoughts are all considered areas where training may be necessary.

Who is the slave Training designed for:

31. This is a training program for a Master/slave relationship, not a Dominant/submissive relationship. It is assumed that training will result in the slave granting freedom of choice to Master. This is different than a Dominant/submissive relationship where the submissive retains his/her choices or sets the limits of slave's submission. If the relationship is a Dominant/submissive relationship, this training style would be of little value.
32. I am NOT implying that a Dominant/submissive relationship is "bad" or undesirable. It's a matter of personal choice as to which type relationship the two parties want. There is no right or wrong relationship style and nothing written within this website is intended to imply otherwise. However the focus of this website is on a Master/slave relationship.

Slave's Questionnaire and Checklist

This pre-training Questionnaire and BDSM checklist for a slave provided is a go-by for a Master to read and prepare his own.

This is a slave training questionnaire and bdsm lifestyle checklist for anyone you are considering for training as a slave whether boy or girl.

The slave training questionnaire is as follows:

Questionnaire for consideration as a slave apprentice.

This may be the most detailed questionnaire you have ever completed about yourself. However in a Master/slave relationship, complete openness is required in order for it to be successful.

The potential slave agrees to answer all questions with total honesty and as much soul searching as she is able. This is required in regards to each and every question.

The basis of the relationship with your potential Master and your own growth as His slave demands total honesty and relaxed, focused attention to all details requested. Copy and paste this form, answer the questions and then send to me via e-mail within four days to the Master of your choice. The spacing of this questionnaire does not determine the length of your answers. If you are unable to wholeheartedly give this your focused attention, DO NOT ANSWER.

A questionnaire expected to be returned via e-mail within four (4) days:

Date completed:

Name:

Contact telephone number and time you normally can be reached:

Email addresses:

Yahoo IM: (for instance)

Other means of contact:

Age:

Where you live:

Part One of slave training questionnaire: General overview and Information

1. How many years of experience do you have?

2. How long have you known of your interest in bdsm?
3. What is your sexual orientation?
 - (a) Heterosexual exclusively
 - (b) Bisexual
 - (c) Homosexual
 - (d) Bi-Curious
 - (e) Open to training controlled by my Master?
4. What kind of relationship are you presently able to provide to a Master?
 - (a) Long term, live in
 - (b) Offline, meeting often
 - (c) Offline, meeting occasionally
 - (d) Online and offline, meeting often
 - (e) Online and offline, meeting occasionally
 - (f) Online only
 - (g) Not sure yet
5. Main interest
 - (a) Sensual and physical
 - (b) Psychosexual and mental
 - (c) Both equally
 - (d) Serving your Master
6. Are you... (rate each from 1=lowest to 10=highest) if explanation is necessary do so.
 - (a) Sadistic _____
 - (b) Masochistic _____
 - (c) Dominant _____
 - (d) Submissive _____
 - (e) Switch _____
7. Your level of interest in bondage:
 - (a) Total helplessness

- (b) Light bondage
- (c) Not my favourite thin
- (d) Outside my limit
- (e) Never tried it

8. Pain (what you are, or what you're looking for)

- (a) Pain slut
- (b) Whipping, caning, paddling
- (c) Light paddling, sensual whipping, no marks
- (d) Not interested

Part two of slave training questionnaire: Detailed questions

All answers are expected to elaborate on the subject matter in question.

(1) Word answers are to be given. All answers shall be a minimum of one full sentence.

(a) I seek and require the guidance of a Master to....?

(What being a slave is going to do for you?)

(b) I seek and require the guidance of a Master because....?

(Why do you have the need for a Master?)

(c) How important is the fulfilment of these needs to you?

(d) I seek to provide my Master with....?

(Psychologically, emotionally, and sexually.)

(2) My concept/definition of 'submission' is....?

(3) My concept/definition of 'servitude' is....?

(4) My concept/definition of "commitment" is....?

(5) My favourite sexual fantasy is....?

(6) Describe the following areas that you have endured and how you would like your limits expanded within each situation.

- (a) Tit torture
- (b) Ass play
- (c) Bondage scenes

(d) Whipping scenes

(7) Describe one area not mentioned you have endured and how you would like your limits of such expanded.

(8) In what area(s) do you require concentrated training?

(9) Are you willing to accept the idea of being trained as the property of your Master?

(10) Describe how you will serve your Master in his absence.

(11) The following two questions deal with your current and initial preferences. These two questions may be answered with either a “Yes, Sir!” or a “No, Sir!” as long as you elaborate upon them with a minimum of one full sentence:

Do you prefer your Master to be:

Rough, tough, and stubborn?

Firm, stern, yet considerate?

Something else? What?

Do you prefer to:

- Be commanded and ordered about?
- Be given a set rules to obey?
- Know the reason for some commands/orders?
- Have no say in your training and use?
- Have input in your training and use?

(12) Tell me of your sexual energy ?

(a) I like sex anytime I can get it with multi-partners.

(b) I like sex, but there are other things that are just as important to me.

(c) I like it about three times a week.

(d) Once a week .

(e) I can live without Sex. It is a low priority in my life. Serving is more important.

(f) I like sex, however I like it in my relationship, outside of a relationship I can live without it.

13. Comments. (on any area(s) not covered by the questionnaire that you feel are relevant in your case that have not been addressed.)

14. What are your known “hard limits” that you would like to maintain?

This is a detailed part of the slave training questionnaire:

- Prepare a detailed description of your former training. Start at the beginning and take it Master by Master.
- Describe the type of training you received and types of scenes you had.
- Explain any problems with the relationships.
- How long you were trained and what the major thing you learned from each.
- What you liked and did not like about previous training experiences.
- Describe how you were rewarded and punished.
- In addition describe any experience you have had as a switch.

Part Three of slave training questionnaire: Experience Level and Interests

Your potential Master does not necessarily engage in any of the following-described conduct. However, it is essential that you provide scrupulously accurate answers so I can realistically assess your qualifications as well as whether I need to address other issues in your personality besides your desire to serve.

For each item, you need to provide two answers:

For experience, write YES or NO next to each item to indicate if you have ever DONE that activity. For willingness, indicate for each item how you feel about DOING that activity by rating it on a scale of NO or 0 to 5 (“?” means you don’t understand what the item is attempting to describe. NO means you will NOT do that item under any circumstances (a hard limit).

NO means basically a hard limit and that you have absolutely no desire to do this.

0 (zero) indicates you have utterly no desire to do that activity and don’t like doing it (in fact, may loath it) and would ordinarily object to doing it, but you would permit the Master to do it if it they really wanted it. (sometimes called a “soft limit”).

1. Means you don't want to do or like to do this activity, but wouldn't object if it was asked of you.
2. Means you are willing to do this activity, but it has no special appeal for you.
3. Means you usually like doing this activity, at least on an irregular/occasional basis.
4. Means you like doing this activity, and would like to experience it on a regular basis.
5. Means the activity is a wild turn-on for you and you would like it as often as possible.

Note any additional information or nuances which might be important for your Master to know in the margin to the right.

BDSM check LIST

Abrasion :

Anal sex (top) :

Anal sex (bottom) :

If so, ever without condoms?:

Anal plugs (small) :

Anal plugs (large) :

Anal plug (public, under clothes):

Animal roles :

Arm and leg sleeves (arm binders) :

Asphyxiation :

Ass licking (giving):

Ass licking (receiving):

Bathroom use control :

Beating (soft) :

Beating (hard) :

Bestiality (k9):

Bestiality -other:

Blindfolds :

Being bitten :

Ben wa balls or kegel balls:

If yes how long did you wear?

Breath control :

Branding :

Boot worship :

Bondage (light) :

Bondage (heavy) :

Bondage (multi-day) :

Bondage (public, under clothing) :

Brown showers (scat) :

Cages (locked inside of) :

Caning :

Catheterization :

Cattle prod or stun gun (electrical toy) :

Cells/Closets (locked inside of) :

Chains :

Chastity belts :

Clothespins :

If you have had them used where?:

Cock sucking:

Do you swallow?:

Collars (worn in private) :

Collars (worn in public) :

Cuffs (leather) :

Cuffs (metal) :

Diapers (wearing) :

Denied privacy:

Describe the denial:

Douches as part of play:

Double Penetration (anal and cunt):

Dildos :

Eating Cunt:

Electricity :

Enemas (for cleansing) :

Enemas (retention/punishment) :

Enforced chastity :

Erotic dance (for audience):

Erotic dance (private) :

Examinations (physical) :

Exercise (forced/required) :

Exhibitionism :

Eye contact restrictions :

Face slapping :

Fantasy rape :

Fear (being scared) :

Fisting (anal) :

Flame (fire play) play :

Foot worship :

Forced masturbation :

Forced nudity (private) :

Forced nudity (around others) :

Forced servitude :

Full head hoods :

Gags (cloth) :
Gags (inflatable) :
Gags (phallic) :
Gags (rubber) :
Gags (tape) :
Gas masks :
Given away to another Master (temp) :
Servicing another Master upon command:
Golden showers :
Hairbrush spankings :
Hair pulling :
Hand jobs (giving) :
Harnessing (leather and or rope) :
Homage with tongue (non-sexual) :
Hoods :
Hot Creams (Ben-Gay) on genitals:
Hot oils (on genitals) :
Hot waxing :
Housework (doing) :
Human puppy dog :
Humiliation :
Ice cubes :

If you have experienced, where?: (nips, ass)

Immobilization :
If so, how?
Interrogations :
Lactation training:
Lactation (milking tits):

If you have explained procedure:

Leather clothing :

Leather restraints :

Licking (non-sexual) :

Lingerie (wearing) :

Manacles and Irons :

Massage (giving) :

Massage (receiving) :

Medical scenes :

Modeming for erotic photos :

Photographing training sessions with your Master:

Mouth bits :

Multi-partners:

Mummification :

Needle Play:

Nipple clamps :

Nipple rings (piercing):

Nipple play/"torture" :

If a type not listed then explain:

Nipple weights :

Obedying verbal commands such as "kneel", "stand" or "present."

Oral/anal play (rimming):

Over-the-knee spanking :

Orgasm denial :

Orgasm control :

Outdoor scenes :

Outdoor sex :

Pain (severe) :

Pain (mild) :

Piercing (temporary, play-pierce):

Piercing (permanent) :

Prison scenes :

Punching:

If yes to punching, explain

Punishment Scene :

If yes, describe the scene play

Pussy torture:

Describe torture:

Restrictive rules on behaviour :

Rubber/latex clothing :

Rope body harness :

Role playing:

Saran wrapping :

Sensory deprivation :

Serving as ashtray :

Serving as furniture :

Serving as a maid :

Serving as toilet (urine) :

Serving orally (sexual) :

Serving other Masters (supervised) :

Serving other Masters (unsupervised):

Serving others as sex slave:

Shaving (body hair) :

Shaving (head hair) :

Slave positions training:

Sleep deprivation :

Spandex clothing :

Spanking :

Speech restrictions (when, what) :

Spitting :

Spreader bars :

Stocks :

Straight jackets :

Strapping (full body beating) :

Strap-on dildo receiving:

Strap-on dildo giving:

Suspension (upright) :

Suspension (inverted) :

Suspension (horizontal) :

Supplying new partners for Master :

Swallowing semen :

Swallowing urine: yours?; others?

Swapping (with one other couple) :

Tattoos:

TENS Unit (electrical toy) :

Tickling :

Uniforms :

Verbal humiliation :

Vibrator on genitals :

Violet Wand (electrical toy) :

Voyeurism (watching others) :

Video (watching others) :

Video (recordings of you) :

Waxing (hair removal) :

Whipping :

Wooden paddles :

Wrestling :

Willingness quick-key

Don't understand this item?

Psychology: Willingness to Change

Disciplines = Change = Management = Readiness for change = Willingness to Change (Also, Understanding | Accepting | Desire)

Willingness to change is a measure of the cognitive and emotional buy-in to the change. It can be broken down into three stages: Understanding, accepting and desire.

Understanding reasons for change

The first stage is largely cognitive, where people understand that there are good reasons for change and that it is not just some management whim.

This may occur as a slow dawning of truth or as a sudden realization. At some point the truth sinks in and may be accompanied by an initial emotional response, often negative and possibly based in the fear of losing position, power and so on. This can trigger responses such as the Kobler-Ross cycle, Fight-or-Flight or other coping.

Presenting the reasons for change may involve explaining the diagnosis that led to the conclusion of the needed change. It can help also if this is accompanied by an emotional appeal that demonstrates leadership concern and which moves people towards acceptance.

Accepting necessity for change

Understanding is not enough. In order to reach a full willingness, the realization of the needed change must reach a cognitive and emotional acceptance that the change must take place.

Acceptance may also be a short phase, particularly where the person sees the change in a positive light, typically where they will personally gain in some way.

Mostly, however, gaining acceptance is a difficult and often lengthy process. It may well need the completion of internal psychological stages, such as the Kobler-Ross cycle, where initial resistance to change is exhausted or overcome

and the person finally accepts that change is inevitable. In such cases a process of facilitation can be helpful to develop acceptance.

Desire to engage in change

For the willingness to really bite, the acceptance must be transformed into a real desire to get going with the change. The internal motivation of individuals may vary, for example being:

- A real excitement and passion to create a new future.
- A curious interest to see what transpires.
- A passive desire just to get it over and done with.

Depending on the desire and passion, roles for engagement in change may be used to both tap and enhance individual motivations. Sometimes only when people are actually doing things for the change do their motivations finally align. A carefully staged set of actions can help this by getting people going (perhaps even with appropriate use of some ideas from conversion).

No desire, don't like, will permit if special to Dom (a soft limit).

1. Don't want to do, but will.
2. Willing to do, but has no special appeal.
3. Usually LIKE doing, on an occasional basis.
4. LIKE doing, would like it on a regular basis.
5. WILD TURN-ON, would like it as often as possible.

What you think is your best physical feature:

What you think is your worst physical feature:

Do you have problems controlling your temper:

Do you have any tattoos or piercing?

What has been your most intense scene involving SM/BD?

Part Four of slave training questionnaire: The slave's Background

Health issues

Do you smoke?

Do you drink?

How often:

Amount:

Do you use drugs?

Prescription:

Other drugs:

Have you been in a drug abuse program?

Have you been diagnosed with mental problems?

Describe:

Do you have any disabilities (visible or invisible)?

Describe:

Do you wear contact lenses?

Do you have any special dietary needs or restrictions?

Are you allergic to dogs, cats, or other?

Do you have any sexually transmitted diseases?

Are you subject to any form of loss of consciences or seizures?

Do you have panic attacks or phobias?

Do you now or have you suffered from depression?

What was your last illness that resulted in hospitalization and when?

List you sex toys below and tell me the ones used most often.

Domestic skills:

Describe your abilities in domestic service such as cooking, cleaning, General House work.

Other skills

Describe your abilities at

Massage

Dancing

Computer skills

Bookkeeping

Financial record keeping

Other skills:

Sex toys and bdsm toys and equipment inventory:

List sex toys you own and bdsm toys.

List and describe any bdsm equipment and furniture.

Relationships

Current marital status:

Have you been married before: if yes, very short summary of details:

Have you ever been unfaithful to your lover or Master?

Describe:

Is there any reason why you would not be able to commit hundred percent?

(past, present or future reason)

Have you ever intentionally made your sex partner or MASTER mad?

If so why:

Circumstances, frequency and preference:

What is the most you have ever cum in a 24 hour time period? Describe circumstances.

How often do you masturbate and what methods do you use?

Do you freely admit when you have done something wrong and are you prepared for the punishment?

Describe:

Have you violated any law in the past two years?

Have you been arrested?

Describe:

How do you characterize your housekeeping abilities?:

Describe your culinary abilities:

Do you have any strongly felt political beliefs? If so, describe.

When other people meet you and get to know you, what do you think is the MOST important thing about you that they like about you?

What is your worst habit, i.e., is there anything you do which you wish you could stop doing?

Overall, what do you think makes you the sort of person other people want to be around?

What personality trait of yours do you think your friends like the least?

Title of the last motion picture you saw:

What are your musical tastes?

What is your current employment?

What is your source of income?

How long?

Describe your hobbies:

Describe what social activities you regularly engage in:

Describe your abilities when it comes to handling your personal finances:

What are your thoughts about obeying a Master's orders? Are there any situations in which you think you would hesitate to follow your Master's orders?

Do you feel that any current or prior religious beliefs will cause your personal conflict in slave training and obedience?

In what areas would you not be willing to defer to your Master's orders? Specifically, control of a slave involves control of her mind. Are there any portions of your thoughts which would be off limits to your Master.

Explain.

Are you willing to enter into an ownership agreement if the chemistry is right? If so, what rights would you, as a slave insist on being part of such a contract?

Are you willing to sign a pre-contract or training agreement that details the direction of your training?

What is your biggest fears about undergoing slave training?

What do you look forward to the most about undergoing slave training?

Do you have problems reaching orgasm?

Are you able to relocate to become a 24/7 slave?

Does the fact that Susan (my slave for over 10 years) will have some supervisory authority during your training cause you problems? If so why?

Have you ever submitted to a female?

One final question: Suppose your MASTER does something which strikes you as being absolutely stupid, irresponsible, or asinine, i.e., something that makes you realize that your Master has flaws. How do you believe you would handle this? How do you think it might affect your ability to be submissive to your MASTER?

Contract

Slave contract and training agreement

The major purpose of a slave contract is to define the goals and set standards expected of a slave and establish the responsibilities of the Master. A slave contract is not a legally binding contract, but it is a symbolic representation of the commitment for both Master and slave. Within the BDSM community the slave contract is considered an important document and should only be approached if both Master and slave are serious and committed to the future. A slave contract is to be entered into with the informed consent of both parties.

The slave contract reflects what is expected in the re-education and re-socialization of the slave. Generally slave contracts are more detailed during earlier stages of training than if rewritten in later stages. The details in earlier slave contracts help guide both Master and slave in the right direction.

Slave Contracts don't define how a slave is to act all the time, but instead provide general concepts. It often refers to rules and guidelines that will be set by the Master that are independent of the contract. The slave contract is a permanent document that does not change much over time; however rules and guidelines may change. A slave contract is a future oriented document. The intent of the slave contract is to explain what is expected of both Master and slave in the future. The freedoms given to her Master should be clearly defined in the slave contract and understood by the slave. There is no reason not to freely discuss the slave contract with a trainee before both sign the document.

Be Real

A slave contract must be realistic to have any real value to the parties. There are many examples of contracts on the internet so read several and prepare your own based upon your lifestyle.

Each party entering a relationship has expectations and desires. Make sure the contract meets as much as possible the desires of both parties. Make sure you want to own or be a slave before considering signing the contract. Have a realistic view.

Simplicity of contract

When you first do a contract you may make it very complex and cover many issues in great detail. I admit I did that in my early contracts. The truth is you can use a very general slave contract. You will find you need a living breathing document that grows with you. Many find a general contract works better than a detailed one. I agree.

Some Basic Elements to Consider when preparing a slave contract

Below are a few quick check lists of common elements in a slave contract. These elements may be very detailed or general. This is not an all-inclusive list.

1. **Names of Parties** involved and their role in the relationship along with titles such as “Master” and “slave”.
2. **Period of slave’s service:** Beginning of contract terms (period of service). Maybe lifelong.
3. **Conditions of slavery:** Domination and submission extent and rules and duties. Punishment.
4. **Limitations to Master’s authority:** Any limits and or safe words and how they are applied. Example would be to not do bodily harm or destroy Mother/daughter relationship. Slave rights for free time and periods of open communication.
5. **Terminating Contract:** How and who can terminate the relationship and why it can be ended. If proper the period of time the contract covers before being renewed or cancelled. Method of renewing contract.
6. **Oath and Signatures of Parties and witnesses:** Oath of parties to obey, signing that they agree. Witnesses to signing and date signed.

Sample slave contracts

Slave contract 1

Slave contract serves as reminder that the slave is owned property of the Master. The slave contract serves as a reminder to the slave of the freedoms “it” has delivered to her Master. It is also a reminder to the Master of his responsibilities to his slave.

An actual slave contract is not shown here. It would be a waste of space since there are so many examples on the internet. They range from play or scene contracts to slave contracts.

The major consideration of a slave before signing the contract is to make sure slave is willing and able to abide by the conditions, restrictions and loss of

freedoms before signing. The signing of a contract cannot be a forced act. It is a consensual document and must be clearly understood. Before the actual signing of the contract is the right time to ask questions and get answers.

Sample Consensual “Slavery” Contract

Author Unknown

NOTE: It should go without saying that a “slave contract” such as this is not legally binding. Documents such as these are intended only to provide a fantasy environment for extended role-playing.

1.0.0 Slave’s Role:

The slave agrees to submit completely to the Master in all ways. There are no boundaries of place, time, or situation in which the slave may wilfully refuse to obey the directive of the Master without risking punishment, except in situations where the slave’s veto (see section 1.0.1) applies. The slave also agrees that, once entered into the Slavery Contract, their body belongs to their Master, to be used as seen fit, within the guidelines defined herein. All of the slave’s possessions likewise belong to the Master, including all assets, finances, and material goods, to do with as they see fit. The slave agrees to please the Master to the best of their ability, in that they now exist solely for the pleasure of said Master.

1.0.1 Slave’s Veto:

The slave, where appropriate, holds veto power over any command given by the Master, at which time they may rightfully refuse to obey that command. This power may only be invoked under the following circumstances, or where agreed by both Master and slave:

Where said command conflicts with any existing laws and may lead to fines, arrest, or prosecution of the slave.

Where said command may cause extreme damage to slave’s life, such as losing their job, causing family stress, etc.

Where said command may cause permanent bodily harm (see 4.0.0) to the slave.

Where said command may cause psychological trauma to the slave, such as a rape scene for a slave that has been raped in the past.

2.0.0 Master’s Role:

The Master accepts the responsibility of the slave’s body and worldly possessions, to do with as they see fit, under the provisions determined in this contract. The Master agrees to care for the slave, to arrange for the safety and

well-being of the slave, as long as they own the slave. The Master also accepts the commitment to treat the slave properly, to train the slave, punish the slave, love the slave, and use the slave as they see fit.

3.0.0 Punishment:

The slave agrees to accept any punishment the Master decides to inflict, whether earned or not.

3.0.1 Rules of Punishment:

Punishment of the slave is subject to certain rules designed to protect the slave from intentional abuse or permanent bodily harm (see 4.0.0). Punishment must not incur permanent bodily harm, or the following forms of abuse:

1. Blood may not be drawn at any time. Punishment must stop immediately if blood is drawn.
2. Burning the body.
3. Drastic loss of circulation.
4. Causing internal bleeding.
5. Loss of consciousness.
6. Withholding of any necessary materials, such as food, water, or sunlight for extended periods of time.

4.0.0 Permanent Bodily Harm:

Since the body of the slave now belongs to the Master, it is the Master's responsibility to protect that body from permanent bodily harm. Should the slave ever come to permanent bodily harm during the course of punishment or in any other slavery related activity, whether by intention or accident, it will be grounds for immediate termination of this contract, should the slave so desire. Permanent bodily harm shall be determined as:

1. Death.
2. Any damage that involves loss of mobility or function, including broken bones.
3. Any permanent marks on the skin, including scars, burns, or tattoos, unless accepted by the slave.
4. Any loss of hair, unless accepted by the slave.
5. Any piercing of the flesh which leaves a permanent hole, unless accepted by the slave.

6. Any diseases that could result in any of the above results, including sexually transmitted diseases.

5.0.0 Others:

The slave may not seek any other Master or lover or relate to others in any sexual or submissive way without the Master's permission. To do so will be considered a breach of contract, and will result in extreme punishment. The Master may accept other slaves or lovers, but must consider the slave's emotional response to such actions and act accordingly. Under no circumstance should the Master allow such actions to unbalance the slave emotionally, or allow such actions to result in ignoring the slave.

The Master may give the slave to other Masters, provided the rules of this contract are upheld. In such a situation, the master will inform the new master of the provisions stated herein, and any breach by the new Master will be considered a breach by the Master as well, subject to all rules stated in this contract.

6.0.0 Secrecy:

All physical evidence of the slavery will be kept in total secrecy, except where both Master and slave agree. Any violation of this clause shall be cause to terminate this contract, should the injured party wish it. The materials and physical evidence shall be kept under lock and key in a place acceptable to both parties.

7.0.0 Alteration of Contract:

This contract may not be altered, except when both master and slave agree. If the contract is altered, the new contract shall be printed and signed, and then the old contract must be destroyed.

8.0.0 Termination of Contract:

This contract may be terminated at any time by the Master, but never by the slave, except under special conditions explained within this contract. Upon termination, all physical evidence of the slavery, including this contract, will be destroyed, and all materials and belongings shall belong to the Master, to be shared or kept as they see fit. The slave, owning nothing and having agreed to give up all worldly possessions and body to the Master, shall once again own their body, but nothing else, unless the Master decides to give back their possessions.

9.0.0 Slave's Signature:

I have read and fully understand this contract in its entirety. I agree to give everything I own to my Master, and further accept their claim of ownership over

my physical body. I understand that I will be commanded and trained and punished as a slave, and I promise to be true and to fulfil the pleasures and desires of my Master to the best of my abilities. I understand that I cannot withdraw from this contract except as stated in this contract.

Signature: _____

9.0.1 Master's Signature:

I have read and fully understand this contract in its entirety. I agree to accept this slave as my property, body and possessions, and to care for them to the best of my ability. I shall provide for their security and well-being and command them, train them, and punish them as a slave. I understand the responsibility implicit in this arrangement, and agree that no harm shall come to the slave as long as they are mine. I further understand that I can withdraw from this contract at any time.

Signature: _____

Sample slave Contract II:

I, _____, with a free mind and an open heart; do request of _____ that He accept the submission of my will unto His and to take me into His care and guidance, that W/we may grow together in love, trust and mutual respect. The satisfaction of His wants, desires, and whims are consistent with my desire as a submissive to be found pleasing to Him. To that end, I offer Him use of my time, talents, and abilities. Further, I ask, in sincere humility, that, as my Master, He accept the keeping of my body for the fulfilment and enhancement of O/our sexual, spiritual, emotional, and intellectual needs. To achieve this, He may have unfettered use of my body any time, any place, in front of anyone; to keep or to give away, as He will determine.

I ask that He guide me in any sexual, sensual, or scene-related behaviour, both together with, and separate from Him, in such a way as to further my growth as a person.

I request of _____, as my Master, that he use the power vested in His role; to mould and shape me; assisting me to grow in strength, character, confidence, and being, and that He continue to help me to develop my artistic and intellectual abilities.

In return, I agree:

1. To obey His commands to the best of my ability.

2. To strive to overcome feelings of guilt or shame, and all inhibitions that interfere with my capability to serve Him and limit my growth as His submissive.
3. To maintain honest and open communication.
4. To reveal my thoughts, feelings, and desires without hesitation or embarrassment.
5. To inform Him of wants and perceived needs, recognizing that He is the sole judge of whether or how these shall be satisfied.
6. To strive toward maintenance of a positive self-image and development of realistic expectations and goals.
7. To work with Him to become a happy and self-fulfilled individual.
8. To work against negative aspects of my ego and my insecurities that would interfere with advancement of these aims.

My surrender as a submissive is done with the knowledge that nothing asked of me will demean me as a person, and will in no way diminish my own responsibilities toward making utmost use of my potential. In recognition of my family obligations, nothing will be required of me that will in any way damage or harm my children, nor interfere with the performance of my duties as mother and as wife.

This I, _____, do entreat, with lucidity and the realization of what this means, both stated and implied, in the conviction that this offer will be understood in the spirit of faith, caring, esteem and devotion in which it is given.

Should either of U/us find that our aspirations are not being well served by this agreement, find this commitment too burdensome, or for any other reason wish to cancel, E/either may do so by verbal notification to the O/other, in keeping with the consensual nature of this agreement. W/we both understand that cancellation means a cessation of the control stated and implied within this agreement, not a termination of O/our relationship as friends and lovers. Upon cancellation, each of U/us agrees to offer to the other H/his or her reasons and to assess our new needs and situation openly and lovingly.

This agreement shall serve as the basis for an extension of O/our relationship, committed to in the spirit of loving and consensual dominance and submission with the intention of furthering self-awareness and exploration, promoting health and happiness, and improving both O/our lives.

I offer my consent to submission to _____ under the terms stated above on this the _____ day of _____ in the year _____.

Signature of Submissive.

I offer my acceptance of submission by _____ under the terms stated above on this the _____ day of _____ in the year _____.

Signature of Dominant.

Pre-slavery training agreement:

Agreement of Service while training to be a slave.

I, _____, with a free mind and will; respectfully request that _____ accept my submission of will in order to train me to be his slave. i accept his guidance in my quest to be his property in the future. i recognize and accept that i will be trained to satisfaction of the Dominant's wants, desires, and whims. I will allow him to mould my thinking to better serve, obey and please him. I agree to offer my time, talents, and abilities to be used as he wishes to achieve that end. I beg that he care of my body while he enhances my ability to serve him sexually, spiritually, emotionally, and intellectually.

I ask to be guided into slavery. To be taught his rules. I beg that he command my behaviour, emotions, self-image and thoughts to make me better property in his service.

I freely give my body to use for my growth but that submission is granted voluntarily.

I request of _____, as my Dominant, to use the power vested in this role; to mould and shape me; assisting me to grow in strength, character, confidence, and being. I beg you to shape me into your slave, to hold me accountable and move me forward into slavery.

In return, I agree:

To obey given commands to the best of my ability.

To strive to overcome feelings of guilt or shame, and all inhibitions that interfere with my capability to serve, and limit my growth as a submissive.

To maintain honest and open communication.

To give up privacy of body and mind.

To strive to reveal my thoughts, feelings, and desires without hesitation or embarrassment.

To inform clearly, of wants and perceived needs, recognizing, that the Dominant may choose to decide whether or how these shall be satisfied. To strive toward maintenance of a positive self-image and development of realistic expectations and goals.

To work in this agreement become a happy and self-fulfilled individual. To work against negative aspects of my ego and my insecurities that would interfere with advancement

From this point on add your own detail.....

As W/we enter into this agreement in good faith with good intent and We/we agree that i will be given audience on a regular basis with permission to speak freely at designated intervals, and those words to be regarded without judgment or penalty. It is also known that the Dominant may postpone the audience to a later time in the near future if it is not a good time for him to conduct such audience.

This agreement i, _____, do entreat, with lucidity and the realization of what this means, both stated and implied. i do so in the conviction that this offer will be understood in the spirit of faith, caring, and esteem in which it is given.

Until a formal slave agreement is reached either of us may cancel the agreement if one of use finds they are not well served by it, find this commitment too burdensome, or for any other reason wish to cancel it. Either of us may do so by written notification presented to the other party in keeping with the consensual nature of this agreement.

W/we both understand that cancellation means a cessation of the control stated and implied within this agreement, not a termination of our relationship as friends. Upon cancellation, each of us agrees to offer reasons it was cancelled.

This agreement shall serve as the basis for an extension of our relationship into a Master/slave relationship. This being our first exploration, we agree to work in the spirit of this document for the term of 30 days from the date of signature below.

Renewal of this contract should not be assumed without a new written extension or alteration of this document entered into during the last week of the terms of this agreement.

I willingly and with full knowledge offer my consent to submission to _____ under the terms stated above on this the _____ day of _____ in the year _____.

Signature of Submissive

I, with full knowledge of the responsible assumed, offer my acceptance of submission by _____ under the terms stated above on this the _____ day of _____ in the year _____.

Play Contract, Temporary slave Contract

This contract is entered into freely and without reservation in order to set the ground rules for a Master/Slave relationship.

_____ is heretofore referred to within this contract and within this relationship as Master.

_____ is heretofore referred to within this contract and within this relationship as Slave, or by a slave name given to her.

Further, the slave respectfully asks that her Master will accept the keeping of the slave's body for the fulfilment and enhancement of their sexual, spiritual, emotional, and intellectual needs. To achieve this, the Master may have unfettered use of the slave's body anytime, anyplace, in front of anyone; to keep or to give away, as he will determine.

During sessions, the slave refers to the Master as "Master." At no time, will the slave use a proper name, or any endearments not approved ahead of time. Flexibility may be allowed in this, but should not be expected.

The surrender as a slave is done with the knowledge that nothing asked of the slave that will demean them as a person, and will in no way diminish their own responsibilities toward making utmost use of their potential.

In recognition of family obligations, nothing will be required of them that will in anyway damage or harm their children, nor interfere with the performance of their duties as mother, father, wife and husband..

Because it is temporary agreement a safe word is allowed. When the safe word is used by the slave the Master will either give a break end the session. The safe word is: _____

This relationship is not infinite. This contract may be renewed by mutual agreement before expiration. This contract will be entered into on the date _____ and will last for a period of _____ days.

Sessions will occur _____ days per week, from _____ till _____. The session may run overtime occasionally, but this is not to be expected by the slave and is at the discretion of the Master. The Master will always be aware of the slave's outside life, and will do nothing to endanger relationships or home life of the slave at any time.

For initial purposes of this relationship, the slave states that he or he is interested in the following. Initial any items of interest.

- _____ Bondage.
- _____ Humiliation.
- _____ Spanking/Whipping.
- _____ Subservient Role.
- _____ Threshold Pain.
- _____ Terror.
- _____ Rape/Torture.
- _____ Nipple Torture.
- _____ Clitoral/Vaginal Torture – Cock/Testicle Torture.
- _____ Dildos/Sex Toys.
- _____ Golden Showers/Scat.
- _____ Public.
- _____ Outside Observers.

During the course of this relationship, there will be 4 basic ground rules. These may be modified at a future time by mutual consent; however, they are binding at the beginning and non-negotiable. They are:

No Kissing.

No Sexual Intercourse.

No Oral Sex.

No Exchange of Fluids of any sort.

During the course of any session, there may be masturbation of the slave, or the slave masturbating the Master in order to please. Precautions will be taken to ensure that no exchange of fluids occurs during these times. Condoms, rubber gloves, etc., will be provided by the slave for this purpose.

It will be the slave's duty to clean the dungeon after any and all sessions. This includes the laundering of dungeon sheets, removal of disposables, etc. This will be done promptly and in good order.

Should either the Master or slave find that their aspirations are not being well served by this agreement, find this commitment too burdensome, or for any other reason wish to cancel, either may do so by verbal notification to the other, in keeping with the consensual nature of this agreement. They both understand that cancellation means a cessation of the control stated and implied within this agreement, not a termination of the relationship as friends and/or lovers. Upon cancellation, each of us agrees to offer to the other his or her reasons and to assess their new needs and situation openly and lovingly.

This agreement shall serve as the basis for an extension of our relationship, committed to in the spirit of loving and consensual dominance and submission with the intention of furthering self-awareness and exploration, promoting health and happiness, and improving both our lives.

I offer my consent to submission to Master _____ under the terms stated above on this _____ day of _____ in the year _____.

Signature: _____

I offer my acceptance of submission by _____ under the terms stated above on this the _____ day of _____ in the year _____.

Signature: _____

Additional Information:

Be completely honest. You **MUST** keep your Master informed!

Do you have any medical conditions that require monitoring and medication?

If yes, please list them and any procedures that your Master might need to be aware of. Also list any warning signs that will alert him to any problem.

This is a slave petition not a slave contract but might be useful for some.

Punishment

Slave Punishment and Discipline Training to Change Behaviour:

Punishment of a slave for bad behaviour:

Punishment of a slave is a penalty used in BDSM slave training by a Master showing displeasure with unacceptable behaviour. In the BDSM lifestyle, there is usually a distinction made between punishment and discipline.

- Normal slave training advocates the use of both in the training of a slave.

Undesired punishments in BDSM

In 2009, President Barack Obama issued an executive order banning waterboarding and other enhanced interrogation techniques -- the methods Donald Trump says he would reinstall if elected. Instead Obama favours methods that glean intelligence without sacrificing America's ideals, such as a rapport-building approach that is far more likely to elicit good and earlier intelligence than torture. Waterboarding cannot be allowed in BDSM as a way of punishment. If an accident occurs Masters will be responsible for whatever the slave contract stipulates.

Not only does Donald Trump support the return of waterboarding in the interview with Stephanopoulos, but he seems to suggest that he'd be in favour of a lot more harsh interrogation tactics than that. That's an echo of a sentiment Trump expressed during the conversation about waterboarding during Saturday's debate. "I would bring back waterboarding and I'd bring back a hell of a lot worse than waterboarding," Trump promised.



President Donald Trump is doing on waterboarding and torture what he has done on other issues like immigration in this election: stretching conservative views to the extreme -- and seeing if they break or simply keep stretching.

Discipline and Punishment of a slave during training:

Discipline training is used to teach proper behaviour and obedience. Discipline is described as instruction and exercise; training, whether physical, mental or moral. Generally the time spent training your slave to kneel, stand, speak and so on is defined as discipline slave training. It is also training to adjust attitude. One of the uses is to teach and practice proper behaviour.

Punishment is correcting a slave's bad behaviour. It's a penalty imposed on the slave for wrongdoing. It's used after the slave has displayed bad behaviour to:

1. Demonstrate to the slave that her Master is displeased.
2. Show that the behaviour was unacceptable and her actions have consequences.
3. Provide reinforcement for a change to proper behaviour.

Slave punishment focuses on bad behaviour, intentional or not: Because behavioural modification is significant; punishment can be administered to the slave even if the bad behaviour is unintentional. However, the method and severity of punishment depends on the bad behaviour and if it was intentional or unintentional.

Punishment of a slave aims to improve the slave's behaviour or remove completely bad behaviour. The slave may not like the consequences that her Master applies, but she accepts them because they apply to her and are for her betterment. Punishment is NOT role play. It is to correct a real problem using real punishment.

UNDERSTAND : A slave must agree to accept punishment during training and grant slave's trainer the authority to punish. It is not forced abuse. Slave gives informed consent to punishment for the purpose of helping to correct him/her/its behaviour. It will not work in the long-run if not agreed to by both parties. The objective of punishment is not to cause physical harm or be a way of taking out anger against the slave but to correct behaviour.

Punishment of a slave male or female for bad behaviour

Slave Punishment for bad behaviour does not always involve corporal punishment. Punishment is anything administered by the Master that is very uncomfortable to the slave for the purpose of changing behaviour. It could be having the slave stand in the closet, go to bed early, restriction of privileges,

ignoring her, caging, bondage, refusing to allow her to serve you for a period of time or many other forms.

Example: (ping pong ball and egg timer) a ping pong ball can be used for both discipline and punishment, depending on how applied. A slave can be told to hold a ping pong ball to a wall with her nose for a period of time. She can be placed in various positions then the Master starts an egg timer and the slave must remain in that position until the egg timer alarms. She is then given a second position to hold, and the egg timer is reset. This can go as long as you wish; you can keep setting the timer and giving her new positions. Challenging positions can be used for punishment. Let your imagination be your guide. Many egg timers can be set for 30 minutes or more if you wish to make her hold a position that long.

Punishing a slave can be the taking away of privileges; loss of the use of a computer, car, or television.

Another slave punishment is to have slave repeatedly write out a sentence on paper. This is helpful if he is not with his slave and wants to see a positive action taken by her before he gets home. He can tell slave to write what “it” has done wrong or what it needs to do on paper several times and show him when he gets home. He can also send slave some place (another room) to write while he does something else.

If the slave is a heavy masochist, then something other than corporal punishment might be warranted. It goes without saying that punishment is not intended to be fun or provide pleasure. A slave should not be allowed to misbehave to fulfil the masochist needs and never rewarded for bad behaviour. Don't let what you intend to be a punishment be a reinforcement for bad behaviour. Being placed behind the couch in the living room or den for an afternoon can teach the slave a valuable lesson. If slave makes a noise or disrupts you in any way, slave's time behind the couch can be extended. The use of physical bondage is not necessary, using mental bondage by instructing her to remain quite, still and out of site. In general, the more slave loves pain, the less it should be routinely applied as punishment and the more care it takes in administering pain as punishment.

The slave should have full knowledge of what behaviour is expected of her so she can properly serve. What is expected of her should be constant and clearly defined by the Master. This is why written rules, positions descriptions, and protocols are necessary. The importance of discipline training and communication cannot be understated in the overall training process.

As I have stated in other portions of this chapter, not all Masters believe in using written rules, guidelines, and protocols. That of course is their decision. It is my opinion that written rules helps provide a clear path for the slave and a stronger

foundation for slave's change. I'll admit it takes more time and effort, but I believe the effort is worth it.

Slave Punishment is a type of coercive power

Coercive power is one of the five forms of interpersonal power a Master has over his slave (s).

Coercive power (authority) is imposing by the Master's will, rules, and expected behaviour upon his slave (s) by the use of punishment or simply the threat of its existence. Coercive power although important is not always the best and most effective form of power a Master has over his slave.

Extra “in between” about “Coercive Power”

Historical: What is coercive power ethically?

Power may comprise anything that establishes and maintains the control of man over man. Thus power covers all social relationships, which serve that end, from physical violence to the most subtle psychological ties by which one mind controls another. Power covers the domination of man by man, both when it is disciplined by moral ends and controlled by constitutional safeguards, as in Western democracies, and when it is that untamed and barbaric force which finds its laws in nothing but its own strength and its sole justification in its aggrandizement.

Power tends to be defined as force, regardless of whether the one wielding power is the initiator or the responder. No less an authority than John Locke, the 17th century enlightenment philosopher whose treatises on government provided inspiration for the U.S. Constitution, defined coercive power as the only appropriate response to the illegitimate use of coercive power: "In all states and conditions, the true remedy of force without authority is to oppose force to it."

The equation of force with power is not limited to theorists. Kriesberg points out that parties in social conflict, "cognizant of inequalities in resources and what that means for domination and resistance...often think of one side imposing its will on another."

Even those wishing to resolve conflict are affected by this way of conceptualizing power. For example, Ury, Brett, and Goldberg define power as "the ability to coerce someone to do something he would not otherwise do." While they acknowledge that they have defined the concept "somewhat narrowly," such a narrow definition cannot help but affect the way in which we design resolution and peace building processes. At the same time, it is important to understand coercive power and to develop processes accordingly when it is operative, as it usually is in intractable conflict.

Robert L. Kahn provides an additional reason to be concerned about coercive power in intractable conflict:

To say that A has the power to change B's behaviour necessarily implies that A exerts some force in opposition to some or all of the previously existing forces [including B's own needs and values] on B. This is conflict....The exercise of [coercive] power, thus, necessarily creates conflict..."

Nor is the impact of power limited to the initiation of conflict. As Terrell A. Northrup points out, "[t]he distribution of power between or among parties has a significant impact on the course and conduct of a conflict....[When parties] differ greatly in relative power...settlements may be imposed by the high-power group."

Forms of Coercive Power

Coercion can take many forms. I may prevent you from doing something you wish to do, by withholding some resources or by physically constraining you. For example, the modern state imprisons those who do not act in accordance with its legal mandates. In other cases, I may push you into a behaviour in which you would otherwise not engage. For example, parents may use a variety of strategies for getting a resistant child to go to school, including physically taking the child to the school building. As another example, the majority of nations of the world joined in a boycott of Iraqi oil, in the hope of forcing the Iraqi government to honour the peace agreement that ended the 1991 Gulf War.

While not all of these forms are typically categorized as violent, coercion is usually associated with physical violence. As C. Wright Mills says, "All politics is a struggle for power; the ultimate kind of power is violence." Violence can produce changes in the target. The slave who is whipped may return to work, at least make the attempt to show compliance while the overseer is watching, and try to avoid additional lashes. A prisoner who is tortured may divulge sought-after information in order to end the torture. The warring enemy may sign a truce, because it no longer has resources to continue the fighting.

Coercive power is most effective, however, when the threat of violence or other punishment is sufficient in itself to get the target to accede to the demand.

The Use of Threat

Louis Kriesberg offers a succinct definition that captures the essence of coercive power: "Coercion involves trying to make the other side yield by reason of fear or actual force." When he refers to fear, he is referring to threat; we feel threatened when we think that force will be applied if we do not accede to the other's demands.

The most pervasive form of coercive power is totalitarianism, a system maintained by threat and use of force, in which control is concentrated in the hands of a despotic individual or small group. Unfortunately, examples abound. Colonial incursions were totalitarian regimes, with the foreign ruler conquering through superior arms, often inadvertently aided by diseases carried by the troops. Modern examples of totalitarian regimes include Nazi Germany, Stalinist Russia, and Uganda under Idi Amin.

Threat of force can sometimes be as effective as force itself. "Jim Crow" institutions in the U.S., enforced through violence, law, habit, and casual acquiescence on the part of white Southerners, were effective for decades in maintaining white control over blacks. The effects of threats on the behavior of individuals in an oppressive social system are tellingly expressed by Richard Wright in *Black Boy*.

The things that influenced my conduct as a Negro did not have to happen to me directly; I needed but to hear of them to feel their full effects in the deepest layers of my consciousness. Indeed the white brutality that I had not seen was a more effective control of my behaviour than that which I knew.

Nor was this impact accidental. "Lynching was an instrument of social discipline intended to impress not only the immediate victim but all who saw or heard about the event."

In many cases, implicit or stated threat is sufficient to affect the behaviour of the target. At one extreme no physical force is used, or it is used selectively (e.g., lynching). The tools needed to implement the threat severely and systematically, must be available, however, or the threat will not be credible. Further, if the target does not comply, the demander must follow through on the threat or risk losing credibility when making future demands.

Threats thus affect target and demander alike. An effective threat generates fear in the target, and pushes the target toward behaviour in which she or he otherwise would not engage. For the threatener, the threat is a constraint on her or his own future action. The less the threatener wishes to engage in the threatened action or the more it would cost, the more likely the threatener is to be fearful of noncompliance. If on the other hand, the threatener is looking forward to implementing the consequences ("Go ahead, make my day!"), the threatener is constrained by having offered the opponent the opportunity to avoid the punishment.

For the nation-state, the military is the primary institution of coercive power and the threat thereof. The extent of its power is a function of four dimensions:

1. Numbers: of men, weapons, equipment, and resources;

2. Technology: the effectiveness and sophistication of weapons and equipment;
3. Organizational: the coherence, discipline, training, and morale of the troops and the effectiveness of command and control relationships; and
4. Societal: the ability and willingness of the society to apply military force effectively.

In 2001, the nations of the world spent \$839 billion (U.S. dollars) on military expenditures, representing 2.6 percent of the world's Gross Domestic Product and a full \$137 for every man, woman, and child on the planet.[12] This represents enormous numbers of armaments and personnel, which are unequally distributed among the world's nations.

Sometimes, one's superior military might is sufficient to encourage others to not incur one's wrath. Sometimes, no matter the extent of military strength, even threats and ultimata are insufficient to bring about the desired change in behaviour. Witness the 2003 war against Iraq. All would agree that the United States and its allies held greater military power than Iraq. Nonetheless, Iraq did not capitulate to clearly stated demands, and President Bush directed a military attack.

A decision not to capitulate can be based on several factors:

The target may underestimate one or more dimensions of the demander's military might. In the case of Iraq in 2003, the greatest potential for underestimation lay in the societal dimension. The United States had not previously initiated a pre-emptive war, most of the world's nations were opposed to doing so, and strong arguments could be made that such an attack was a violation of international law. Hussein might have therefore guessed that while the U.S. might threaten attack, it would not follow through with the threat due to social pressure.

A threatened nation may lay greater emphasis on the strength of its own military powers, than the pundits in the demander's circle. Saddam Hussein seems to have believed that his troops' loyalty would make them much harder to defeat than the Bush administration believed.

A leader may be more concerned with his own reputation than the well-being of his nation. Saddam Hussein long seemed more concerned about his own position of power than the wellbeing of his people.

Aside from assessing the relative strength of the coercive force of the opponent and oneself, a state that threatens attack as a consequence of noncompliance is well advised to consider other factors.

How much destruction is the opponent willing to endure?

Will defeating the adversary bring about a peaceful or more stable situation, one that is more to the liking of the threatener?

Is the opponent rational?

In terms of the first question, Hussein knew that the new war would cause more destruction than the previous Gulf War, but there was no reason to presume he was unwilling to bear this (or at least have his nation bear it). As for the second, Bush and his advisors seemed to think that defeating Hussein and removing him from power would stabilize the region; it remains to be seen whether this is true. Judging from other cases, most recently Afghanistan, however, it is difficult for an external force to bring peace and stability to a conquered nation. This should not be surprising, given that peace and stability are a function of integrative (power of love, respect, and sense of community) and to some extent, exchange power (the power of negotiation and reciprocity). Coercive power may overwhelm competing coercive power; it cannot build integrative power, and it destroys or diverts the bases of exchange power.

From the above discussion, it should be apparent that threat systems depend on assumptions that rational calculations are valid. This is one of the many limits of coercive power.

Advantages of Coercive Force

Coercive force is particularly useful in situations of imminent danger. The parent watching a child run toward a busy intersection does not caress, cajole, or offer a reward. The most likely response is a physical one, born of the parent's physical advantage: to block the child from entering the intersection, or to physically remove the child from it. The parent is also likely to render some form of punishment, whether physical or verbal, such as withdrawal of a privilege. In any case, the parent does not negotiate with the child about the pluses and minuses of playing in traffic. He or she has made a decision and is willing to enforce it. The police officer confronting a robbery in progress, or the head of state facing an imminent invasion, is in a similar, if larger and more complex, situation.

Coercion may also be useful when dispute involves something of great value to the threatener, both in the initial and ongoing manoeuvres. For example, European countries relied on extensive and often brutal coercive power to establish their rule over Africa and other regions, particularly Asia. After conquest, exchange and even integrative forms of power were utilized. But, as the colonies began to assert their demands for self-determination, the colonizers

almost always resorted to coercive power whatever the cost, as the decades-long struggle for Indian independence showed.

An additional advantage of coercive power is its function in assuring internal cohesion. Convincing one's potential followers that they share a common enemy is perhaps the quickest route to uniting them behind a leader. If, however, the leader has no coercive power with which to threaten the enemy and protect his or her followers, the followers are likely to unite behind another leader. Therefore, it is clearly to the leader's advantage to have coercive capability. Morton Deutsch extended this notion even further by looking at specific advantages it provides for leaders, in dealing with their own followers. Of the former U.S.S.R., he wrote:

Ample evidence suggests that a hostile, competitive orientation to the outside world fosters internal cohesiveness and permits Soviet leaders to justify and exert repressive controls to inhibit internal dissidence and challenge to their leadership.

Limits of Coercive Power

Although coercive might is impressive, it is inherently useless in some situations. Karl Deutsch points to the "autonomous probability" of a behaviour that a threat is meant to inhibit. "Even the most intense and credible threats may not stop people from sneezing; nor might they stop social revolutions...Related factors are those of the need and the motivation for the behaviours that the threat is intended to prevent."

Deutsch's last point deserves further discussion. You may be unable to force me not to sneeze, because I have no control over my sneezing. You may not be able to stop me from defying your repressive power, because my need for self-determination is greater than my fear of you. In the first case, I simply cannot control that which you are demanding I control. In the second case, I choose not to.

From the point of view of human needs theory, even the long-term outcome of the second case may be preordained:

Authority maintained by coercion is ultimately untenable. If human needs theorists are correct, people have needs which must be satisfied and which cannot be suppressed. These needs include identity, both individual and collective; security, for themselves and their loved ones; and recognition, of themselves and their communities.

To be effective, coercive power rests on the target's acquiescence. If I am willing to die rather than capitulate, your most sophisticated weapons and techniques are meaningless. Jimmy Cliff captures the sentiment and puts it to a

reggae beat: "I'd rather be a free man in my grave/Than living as a puppet or a slave."

I learned this lesson early through an Irish revolutionary song. The patriot hero is threatened:

"Turn informer or we'll kill you,
Kevin Barry answered no.
Another martyr for old Ireland
Another murder for the Crown
Whose brutal laws may kill the Irish
But cannot keep our spirits down."

Mistakenly, I heard the word "kill" as "crush" and sang it that way on first rendition. My parents quickly corrected me; I had missed the point.

Songs and other folkways spread the word, both of specific atrocities and of the need to band together and withstand the onslaught of the hated foe. Often, the population targeted by coercive power creates more internal integrative power in response than they had before. The British exhibited this lesson during the Second World War. Hitler hoped he could break the will of the British by attacking civilian targets; instead, he created an entire island of warriors.

Costs of the use of Coercive Power

The cost of coercive power, in the extreme, is succinctly stated by Boulding: "It is ironic that the more threat power [Boulding's term for coercive power] and the power of destruction are exercised, the less the chance that the exercisers will survive."

More broadly speaking, coercive power invariably involves a negative-sum game, that is, a situation in which either both parties lose or in which the winner's gain is less than the opponent's loss. At least two factors affect the final sum. First, there is the cost of the threat itself, which is that of making a threat credible. To use Dwight Eisenhower's oft-quoted statement, "Every gun that is made, every warship launched, every rocket fired signifies, in the final sense, a theft from those who hunger and are not fed, those who are cold and are not clothed." Boulding estimated that the cost of deterrence in the thirty years after World War II amounted to the equivalent of two full years of the world's productive capacity. When we expend funds to purchase firepower that will bend another to our will, we may not be spending such funds on other necessary things. So, even when our opponent capitulates in the face of our greater power, we have still incurred a cost. Rational calculation would demand that we compare the value of what our opponent gives us with what it has cost us to get it.

Second, when coercive power is used, our cost includes both the cost of creating and maintaining the threat, and the cost of implementing it. Some of our soldiers will be killed or injured; some of our equipment will be damaged. Our bombs and bullets will damage or destroy their targets, be those animate or inanimate. After the campaign is over, there will be a cost attached to rebuilding. In earlier times, this was not the concern of the winners; they could leave, taking battlefield loot with them, or stay, continuing to demand tribute from the captured land. In any case, the spoils belonged to the victor. In an interdependent world, winners tend to be less able to leave the mess for the vanquished to clean up.

Coercive Tactics used by Donald Trump starting early

Well before Taylor's work, Alfred Biderman's "Chart of Coercion," explained brainwashing of American prisoners during the Korean War and identified specific coercive tactics that disempower the targeted person. These tactics are common to controlling partners, and looking at Trump's behaviour, were clearly on display during his campaign. The following three coercive tactics were particularly evident:

- **Degradation and Humiliation:** From the outset of the primary, one by one, Trump knocked off his opponents not by presenting a better outlook for Americans, but by degrading and discounting the other men and woman he ran against. The ridicule of personal traits, particularly vulnerabilities, is used to put one down and keep one down at a psychological disadvantage. This tactic was repeatedly demonstrated in Trump's unrelenting use of name calling that can be all the more humiliating and shameful in a public forum. When someone disagreed with one of Trump's remarks or pointed out something negative about him, Trump claimed to be a "counter puncher." He defensively stated "I never start it" but came back every single time with more of the same degradation of character.
- **Monopolization of Perception:** This is a powerful manipulative tactic similar to gas lighting that was frequently used by Trump and just might be the most misleading of all of his abusive strategies. He conveyed his messages with strong conviction and self-righteousness all while distorting facts, offering partial truths, rewriting history, or outright lying. With all the fact checking that went on during this campaign, Trump won himself the PolitiFact's 2015 Lie of the Year. Of Trump's statements, only 4% were considered completely true and 70% of his comments determined to be mostly false (19%); completely false (34%); or outrageously false (17%).

When Donald Trump was held accountable for his untrue statements whether by individuals or the media, like most controlling partners, he believed he was being treated unfairly and could only see himself as a victim.

- **Demonstrating Omnipotence or Superiority:** Often I hear women with controlling partners describe this tactic in this way, “He believes he can do what he wants and doesn’t need to take others into consideration ever.” Or more simply, “He’s not accountable.” The coercive tactic of demonstrating omnipotence or superiority is based on the belief that abusers see themselves as having all the power, because of who they are, or due to their male gender. They are entitled so it’s futile to resist. Trump has spent most of his adult life branding the Trump name whether it’s products, buildings, or experiences (at casinos, golf courses, or expensive hotels)—to entice others to see him as superior.

One Lesson to Learn About Coercion

Donald Trump’s campaign behaviour powerfully coerced and persuaded many Americans to believe his rhetoric even though his data points were mostly false. This same coercive persuasion can cause serious destruction whether it’s in a home hurting a family, or in the political arena dividing a nation. The more we can recognize being coerced in our own experiences, the more we can avoid being psychologically manipulated. Going forward, when we see it or experience it, let’s call it what it is, and say to one another: “Hey, you’re Trumping me!”

Donald Trump claims torture ‘works’ – but what does the science say?

The US president Donald Trump has on several occasions insisted that torture is a good idea, and that procedures such as water-boarding are not 'tough enough' when dealing with terrorist groups like Islamic State.

If we need to get information out of someone who is plotting to kill lots of innocent people, is it a necessary evil?

Torture can be defined in many ways, but it is always intentional and concerns inflicting psychological and/or physical pain to gain information, a confession or simply to punish.

There must exist an asymmetrical relationship of power – a dependence and vulnerability where victims realise that they are at the mercy of their tormentors.

Torture has a long history, and despite being prohibited worldwide (in 1948 the General Assembly of the United Nations inserted the prohibition against torture

in the landmark Universal Declaration of Human Rights), the use of torture appears to be increasing worldwide.

The reason for this is unclear, but the current threat from international terrorism is severe or high in many countries. So, when dealing with those who threaten our security and who appear committed to withholding information, the pressure to get results is significant. The most commonly cited reason for justifying torture is the hypothetical 'ticking time bomb' scenario. Here, a terrorist knows where a bomb is concealed, and when it will go off. If the bomb goes off, then thousands of people will be killed and injured. So torture in such a circumstance is argued as appropriate because the ends justify the means. On the face of it this is a compelling argument.

We have to ask ourselves a series of questions.

For starters, if our terrorist does know the information we are seeking (the individual may not), will torturing that person really make him or her talk?

The evidence that torture works appears to be anecdotal outside the BDSM. But the effects of pain, stress, and coercive behaviour on our ability to think and make decisions are well known.

In fact, the published science is very clear – extreme stress and pain (physical and psychological) can bring about false memories, reduce our ability to remember information and seriously affect our decision-making and memory performance in general. Recent research has found stressful interrogations and isolation brought about false memories in upwards of 80 per cent of trained military personnel. In fact, criminal justice research on false confessions provides irrefutable evidence that even less coercive techniques than torture have brought about verifiable false confessions – and continue to do so.

I am interested in the many researchers who develop non-coercive, science-based intelligence interviewing methods. But what are they and how do you go about it? A starting point is that we always have to accept that, even if a person knows the information we are seeking, we may never be able to 'make' him or her reveal it. Even if we torture, some information may be offered, but it might be false, simply to stop the suffering.

We do know that aggressive behaviour does not help, but effective rapport building, and the way in which questions are presented and framed, can bring about cooperation and persuasion. A non-judgmental mind-set on the part of the interrogator, and the use of psychologically-based methods such as framing questions to manage the mental distress that typically comes about when we try and change a person's attitude also helps bring about cooperation.

Other effective techniques are managing the context and displaying empathetic behaviour associated with understanding the information holder's perspective.

Framing involves presenting questions differently in an attempt to get a desired answer. For example, I can ask 'was anyone else was there with you?', or I could say, 'who else was there with you?'. An even better option would be 'I appreciate this is very difficult for you, but I need to know who was there with you.'

Others who have fully explained what has happened, and who was there, have agreed with me that this was the right thing to do. Indeed, all things considered, the available science simply does not support the argument that torture is effective. What's more, new research shows it isn't just a case of avoiding being nasty – actually being fair and nice may be a far superior way of getting information out of people. Changing hearts and minds is challenging. But, if we start by considering interrogations more like a game of chess against a very able opponent, rather than a fight, governments and policymakers might begin to understand the importance of brains over brawn.

Corporal Punishment in BDSM submission or slave Training:

Corporal punishment is defined in this section as a deliberate inflection of pain used in the correct of an adult slave's misbehaviour. The slave agrees as part of the correction process and healing processes that she will accept her punishment.

I divide corporal punishment into two categories; immediate and formal.

Immediate punishment is usually less intense and of a much shorter duration than formal punishment. Its purpose is to immediately correct the slave for an infraction that is caused by a lack of attention to detail during training or to reinforce changes in automatic responses (habits), failure to maintain eyes down as stated in the rules.

I have often heard slaves or submissives say that the worst punishment they could receive is the knowledge that their Master is displeased with their actions, and this is worse than any corporal punishment that he could administer to slave.

I fully believe that a good slave or submissive will feel sorrowful for displeasing the Master, and this will provide motivation to correct behaviour, but I don't believe that this sorrow is always enough to foster future correct behaviour. This is especially true when training slave to change normal daily behaviour (habits and routines). Just telling slave that "it" has made a mistake is not enough to insure change when the focus is on changing habits and routines. Punishment provides motivation to change.

Immediate slave punishment is useful where a change in habits and routine behaviour is required. Two examples are when a slave does not say "Sir", each

time slave is addressing her Master or maintaining “eyes down” in Master’s presence. These are habits you want her to adopt and immediate punishment is effective when slave slips during training. A behaviourist calls this stimuli-response type training instead of making an attempt to changing cognitive thinking.

Now, this is easier said than done. Some actions that the Master wants may require discipline training and time to correct. Most habits and routines require not only knowledge, but lots of practice before successfully changed.

If you are to live in a 24/7; Master/slave relationship; many new behaviours have to be ingrained into the slave. They have to become part of slave’s regular daily routine. This is achieved by providing slave with the knowledge of what you expect, setting goals, applying discipline and punishment, providing positive reinforcement for correct behaviour and encouragement. Punishment is only one tool used in the BDSM lifestyle for slave training.

Formal Punishment of a slave (BDSM):

A slave on its knees awaiting a whipping - punishment

Formal slave punishment is used there is a far more serious violations of the rules. It’s not a result of a change in a habit but a conscious misbehaviour or a misbehaviour that a reasonable slave would be expected to know.

Examples are the intentional failure to disclose important information to slave’s Master or failure to do a particular assignment in the allotted time (after receiving instructions). These are attitude problems that cause bad behaviours. This is also an example where a slave’s sorrow for displeasing the Master may not be enough to correct behaviour. Slave was aware of Master’s instructions and still failed to obey. Slave had full knowledge ahead of time that “its” Master would be displeased, and punishment was likely.

Very often, stating that slave punishment is a logical consequence of bad behaviour is an over simplification of the problem. Yes, what the Master sees is bad behaviour, but more than likely the bad behaviour is a result of incorrect (faulty) thinking, failure to pay attention to detail or other mental lapses. We think, then we feel, then we act. In other words, it’s her thinking (attitude) that caused bad behaviour. Therefore, only applying corporal punishment is not always the best action that a Master can take to correct the problem.

Examining and confronting the faulty thinking, before punishment, is an important part of the overall correction of behaviour. If faulty thinking is addressed and corrected, behaviour will automatically be changed.

Steps in Formal Punishment of a slave:

In most cases, formal corporal slave punishment should have several steps.

Step 1: After discovering the behaviour that needs correcting, it's often advisable to discuss with the slave what caused the bad behaviour. What was the slave thinking? Why did "it" act that way? Why did she make that choice? How is the choice slave made helpful in "its" slave training? Is slave serious about its training?

The lecture/ discussion/scolding is an important phase of punishment. Make your point. Get admissions of guilt.

Bad behaviour - scolding a slave

Showing an attitude during scolding or lecture: The image above is an example when additional actions may be needed just because of slave's attitude before punishment. Don't allow the slave to take this rebellious stance or a stance of ignoring you when you are scolding or lecturing her before punishment. Watch slave's body actions. Demand attention and submission. The slave is showing rebellion not acceptance of the bad behaviour. Scolding him or her has a purpose and you decide the purpose, not the slave. I would approach this behaviour directly and challenge it. If slave is punished while displaying this attitude it would more than likely be ineffective because slave has not accepted "it" was wrong or your authority to make the correction. Deal with it.

In my opinion, punishment for this behaviour could be added to increase slave's overall punishment or you could do a separate punishment before getting to the purpose of the scolding. Attitude adjustment and proper behaviour are both part of correction. What are you accomplishing if you let slave resist you in this way. It is still resistance and intended for you to see it as resistance.

In the lecture or scolding, the Master controls the conversation. You direct it to slave's behaviour and what was wrong and why she is being punished. You make "it" answer questions. Make slave think about why you are upset. Why slave displeased you. If necessary take slave back to the time and place and have him/her tell you their thinking. Don't spend days on this but cover it well then move on to the next step.

You should also make your displeasure with slave's behaviour and thinking known to him/her. Take time to insure slave knows the depth of your displeasure.

Step 2: Then, the slave should be sent off, by itself, to think about its wrong doing and the punishment that will surely come soon. Give slave time to reflect on the lecture and behaviour along with the punishment that is to follow.

Step 3: Slave, then, should be called for and told to present itself in a punishment position. A short lecture (much shorter than the first one) should be given before punishment. Here, you can again tell slave of your displeasure and what is expected of him/her in the future.

Step 4: Then comes the actual punishment. The slave should not be allowed to reach a frame of mind that would allow to lessen the effect of the punishment (subspace or mental pain blocking techniques). Slave should be required to say “Thank you, Sir” after each stroke, and keep count of each stroke. If slave shows signs of going into subspace or blocking the pain, force slave out of that mental state, before continuing. Using a different instrument to punish with than you would use for pleasure is advisable.

Step 5: Immediately after the punishment, the slave should be sent off, (to a corner) by itself, for a period of time to reflect on her punishment. After-care is not give right after punishment. You can hold slave and encourage “it” later. Right after punishment let slave feel it emotionally as punishment.

After completion of all five steps, you should reassure the slave that the payment for the wrong doing is over, but you expect correct behaviour in the future. Do not keep harping on the bad behaviour after punishing. Completion of the five steps should be an ending point for her punishment.

Helpful hints in slave punishment

Learned behaviours tend to become habits and, therefore, are regularly repeated when the opportunity arises. Because of this, it is particularly important that punishment be applied immediately after the first behavioural deviation occurs, or as soon as possible, rather than after numerous deviations have established undesirable behavioural patterns. The longer unacceptable behaviour is allowed to continue, the harder it is to change that behaviour.

Some consider altering behaviour as having six steps that include:

1. Describing the undesired behaviour to the slave.
2. Indicating to the slave why the behaviour is undesirable.
3. Determining antecedents and reinforcements for the undesirable behaviour.
4. Eliminating the cause of the undesirable behaviour.
5. Getting the slave to make a commitment to change the behaviour.

6. Providing positive reinforcement when the desired behaviour occurs and withholding it or providing punishment when it does not occur.

Choosing the best reinforcement (positive or negative) for a slave is not always an easy task. To make it easier, here are some guidelines that are often used in business that can be applied to slave training.

- 1. You should make it Personal:**

The reinforcement must reflect your personal style and must be given in a personal way. Not only, be personal but make it personal to your slave.

- 2. It must be Sincere:**

It's important that you mean what you say and are not joking or being dishonest.

- 3. Be Specific:**

The slave must know exactly why he/she received a particular reinforcement. Slave has to know why "it" is being praised (or punished). Because behaviour is clearly a complex and ongoing stream, the contingency between a behaviour and the consequence may not be clear. Pinpoint the behaviour that you require.

- 4. Immediate:**

Reinforce your slave while "it" is doing what you want. The longer the time between the completion of bad behaviour and the delivery of a reinforcing consequence, the less effective the reinforcement will be.

- 5. Frequently:**

Use the 4:1 general rule or at least keep it in mind. This means that every time you apply a negative consequence, you should find at least four opportunities to reinforce desired behaviour. By just observing people, you can learn a lot about which reinforcement is most suitable.

Punishment is about caring that your slave behaves in a way that best serves, obeys and pleases you. It is about allowing "it" to develop into the slave he/she has chosen to be; by being pleasing to the Master. If the punishment you use is not accomplishing this then it is pointless and should be changed to something else.

Let the punishment get your displeasure out of your system also, don't relive it over and over. You will cause more harm than good. Punishment is a cleansing process. A new start after the correction.

Voice training

Voice training and speech training - voice training - gaged slave boy or girl, B.D.S.M. slave training

The goal of slave voice training is to alter the slave's speak into a pattern and inflection that the Master finds desirable and is befitting its position as his slave. Slave learns how, when and where to speak and when to remain silent. It is desirable for two primary reasons. The first is to make slave easier to manage, and the second is to demonstrate to "it" that even the speech is controlled by the Master. There is a particular beauty in the speech pattern and voice inflections of a well-trained slave.

The Master has the duty to establish rules that make the slave a more effective servant and to make slave easy to manage. Slave is his property, and as such needs managed correctly. Voice training is one tool used for efficient management of his property. It provides an effective groundwork for higher level training. The Master controls communication which makes training easier for both the Master and slave.

This does not mean that a slave can't express concerns or ask questions, communication between the two is necessary. It just means the Master has control of when and how the communication is done.

Voice training will insure that the Master has control of all conversation and not the slave, gives "it" a clear method and means to communicate to the Master, improves the sound of her speaking voice and gives slave another way of expressing her submission.

Forcing a slave to adhere to a submissive speech pattern helps to focus his/her whole being on her slavery. It's not just a behavioural change, but also a change of thought process. In psychology it is often said the behaviour changes attitude and attitude changes behaviour. Therefore acting "as if" you are a slave held mould your attitude into being a slave. You feel your slavery by acting "as if" you are one thus shaping you into a slave.

Slave training is geared to moulding and shaping a slave to serve her Master. It is one of the many ways a slave used to create within her the self-image of being her Master's property. A Master takes command of how, where, and when a slave is allowed to use her voice.

Levels of Speech Patterns a slave will learn in voice training:

Generally, the slave will have to learn two or more different levels of speech patterns. Usually in the highest level, the slave remains silent until spoken to and

if not spoken to, must ask for permission to speak. Slave's speech at the highest level is directly under the control of the Master.

Usually there is at least one lower level of speech. At a lower level, the slave usually has permission to speak, but still must use a protocol that will usually involve calling him "Master" or "Sir".

Usually in training, the slave's voice is first restricted, then granted back on a limited basis and taught the details of the different levels of speech. Removing speech first, causes slave to focus on the relearning process more. Slave has to learn the new patterns of speech in order to communicate.

Infractions are often punished immediately, but punishment alone is not a good method of training. Encouragement and praise are often more effective than punishment. The speech patterns are not normal, but a slave usually adapts fairly fast to the different levels of speech.

Examples of two different levels of COMMUNICATION in voice training:

Examples of Required communication in a Higher MODE such as the slave mode: Speech will change depending on the MODE a Master has placed his slave in.

1. "Master" is the Master's role, title, and name. A slave will always refer to him only as "Master", "The Master", "my Master", "Sir", or "my Owner" depending on how it is being used in a sentence and to whom the slave is speaking.
2. A slave's reference to herself is always "Your slave" or "Your property" or "he/she/it" as a secondary reference when speaking to her Master. When speaking with others, a slave refers to herself as "this slave" and uses "he/she" as a secondary reference. A slave will never use the words "me", "my" or "I". The only exceptions are that a slave can say "my Master", "my slave sister", or "my slavery"
3. A slave says "Sir, Yes Sir, and Thank You Sir!" every time the slave:
 - Is given any order.
 - Is told any piece of information, even if it doesn't affect her.
 - Has speech or behaviour corrected or explained.

The slave says "Sir, No Sir, Thank You Sir!" when response is negative.

The slave may occasionally strengthen the response by responding, "Sir, Yes Sir, Thank You Master Sir!" Another alternative when answering a question for information only is "Yes Master, Thank You Sir!" These variations are intended

to only be used appropriately and cannot become a substitute for the normal response of “Sir, Yes Sir, and Thank You Sir!”

- The slave can answer any yes or no question asked of him/her by stating “yes/no Sir” and will respond to assuming a position with only “yes, Sir” (example: the command – kneels – will be answered – “yes Sir”)
- A slave never speaks unless spoken to. When the slave feels a need for the Master’s attention, the slave comes into the Master’s consciousness by:
 1. PRESENTING him/herself
 2. Immediately asking only one time “Master Sir?”

The slave expresses his/her request for the Master’s attention regardless of what the Master is doing at the time. The request is presented in such a way as to NOT disturb what the Master is doing at the time, but sufficient to make the Master aware of the request.

3. Awaits the Master’s acknowledgment.
4. If asking a “yes” or “no” question says “Sir, do You wish Your slave to..., Sir” (whatever yes/no question the slave has), beginning with “Sir” and ending with “Sir”.
5. If asking to go to the bathroom, asks “Sir, do You wish Your slave to go to the bathroom, Sir?”
6. The slave responds “Sir, Yes Sir, Thank You Sir!” no matter what the Master’s response to any question.
7. If the question implies an action, the slave, after the normal “Sir, Yes Sir, Thank You Sir!” Slave will do the action and present to her Master for further instruction unless she is told to continue.
8. If the question doesn’t imply the slave’s action, the slave must additionally ask “Sir, do You wish Your slave to continue Sir?” Again, the slave will respond “Sir, Yes Sir, Thank You Sir!” no matter what answer is given.
9. If the slave feels the need to ask a question that is longer than a yes/no question, the slave asks:
 - “Sir, do You wish Your slave to ask a question Sir?”
 - Awaits the Master’s response.
 - Says “Sir, Yes Sir, and Thank You Sir!”
 - Asks his/her question if the Master’s response was affirmative.

- If the slave feels the need to make a comment, he/she asks:
 1. “Sir, do You wish Your slave to make a comment Sir?”
 2. Awaits the Master’s response.
 3. Responds “Sir, Yes Sir, and Thank You Sir!”
 4. Makes the comment, if question answered in affirmative.
- 10. When the slave is already engaged in conversation with the Master, the slave doesn’t have to enter the Master’s consciousness by saying “Master Sir?”
- 11. When the Master has asked his slave a question, the slave doesn’t need to ask the Master’s intention regarding making a comment,
- 12. A slave refers to other slaves as “slave”, as “slave (first name), “slave sister”, or other identifiers or name defined by her Master.
- 13. “Sir, beg Your pardon Sir” is the only way a slave expresses “its” accidental activities. A slave never says “sorry”, or “excuse me.” It would be appropriate for a slave to use “Beg Your Pardon Sir” in a crowd when she has bumped into another.
- 14. “Sir, beg Your pardon Sir” is also the appropriate response when a slave didn’t hear or clearly understand an order. A slave says “Sir, Yes Sir, Thank You Sir!” only when he/she fully understands the explanation or order and when she feels the appreciation for having it given to him/her.
- 15. A slave enters into a conversation in the Master’s presence by asking “Master Sir?” “Sir, do You wish Your slave to make a comment Sir?” This allows the slave into the conversation. The Master might also directly invite the slave into the conversation with a sign, a word, a look, or a nod which indicates the Master’s order to speak. The slave, as always, responds “Sir, Yes Sir, Thank You Sir!”
- 16. When speaking with the Master, every sentence is begun and ended with the word “Sir”, and EVERY pause filled with “Sir” whether for a breath, a new thought, or any other purpose. When there is more than one thought to express, the slave can use a single “Sir” between sentences so that two “Sir’s” aren’t expressed together. Thoughts are expressed clearly, succinctly, and without run-on. Each thought is ended, rather than held with “you know”, “uh” or any other holder of speech. No holder of speech is ever used except for “Sir.”

17. Slaves are free to speak between themselves, even in the presence of their Master, so long as it is not distracting, does not compete with what the Master wants to express, can be immediately and easily interrupted by the Master interjecting and doesn't interfere with the position the slave is currently holding.
18. A slave can always ask for clarification and understanding. Slave can ask if the Master is ready to receive her comments, but a slave does not ever argue!
19. In writing, any reference to a slave is always in the small case, even at the beginning of a sentence. References to persons of respect are always capitalized. The use of "I", "me", and "my" applies to writing, the same as in speech.
20. Every question a slave asks regarding the Master's intention becomes an order once the Master answers and should be followed with "Sir, Yes Sir, thank You Sir.
21. A slave PRESENTS itself to say with its presence that he/she has completed all orders, has no need for the Master's attention, and is ready for the next order. When all current orders are complete, the slave comes within the Master's line of sight, and presents itself. If the Master is sitting or lying down, the slave presents itself in the standard way, fully PRESENTED, on the knees. When the Master is standing, the slave has the option to PRESENT itself STANDING, but can always fully PRESENT itself whenever that is what feels natural. At this point, a slave may be sent to "her place" to remain until needed. The slave will quietly remain in its place until given an order. If the slave wishes to speak while in "its place" he/she must say "Master" clearly to be heard and await his reply.
22. When a slave feels the need for food or drink, the slave always asks the Master his need first, then adds, "and Your slave?" A sample behaviour would include:
- Presenting appropriately, either full or standing.
 - Asking "Master Sir?"
 - Awaiting acknowledgment.
 - Asking "Sir, do You wish Your slave to get You some wine Sir?"
 - Responding "Sir, Yes Sir, and Thank You Sir!"
 - Then adding "and Your slave Sir?"

- Again responding “Sir, Yes Sir, and Thank You Sir!”

Lower mode or level examples of communication:

Service Mode – behaviour:

1. Addressing the Master:

The slave will address the Master as “Master” or “Sir” in this mode.

The slave will use!

“Yes/No, Sir “when responding to a question.

And “Yes, Sir”, when told an order. NOTE: This is different than the “slave mode” where you would say “Sir, Yes, Sir, Thank you, Sir” when responding to an order.

Examples of conversation with the Master in this mode:

“Sir, Your slave is going to the store, do you wish anything? Slaves hopes to return in about 20 minutes, Sir”.

If part of a conversation “Do you wish to have a glass of wine, Sir?”

And “may your slave have a glass of wine, Sir”

If his/her Master is not engaging the slave in conversation the slave will say “Sir” before making a statement to get his attention. – “Sir, Do you want a glass of wine, Sir.” – If in conversation with his/her Master the first “Sir” is not necessary.

“Dinner is served, Sir”

It is never wrong to use “Sir” before and after making a statement to the Master.

2. Referring to him/her:

The slave will refer to him or herself as “this slave” or “your property” at all times in this mode. The slave can also refer to him/herself as “him/her” Example: “Sir, this slave is doing well on him/her driving below the speed limit as her Master ordered. Your property does not need punished for speeding, Sir.” The use of “I” or “mine” or “my” is not permitted.

Management

Managing a slave | how to training a control a slave

Slave management and control! Slave management and control, a step beyond slave training. Master development.

Formal Evaluation of a slave's performance:

Formal evaluations are useful to establish a way of evaluating a slave's progress and performance. By doing so, you are establishing standards and goals to guide and improve your slave's performance.

The objectives of the slave performance evaluations are to:

1. Assess actual performance against the duties, responsibilities, and standards you set, including the achievement of goals.
2. Recognize the slave's special talents, capabilities, and achievements.
3. Promote the effectiveness of all slaves through articulation of the types of contributions they might make to the social unit (Master and his slaves) that will lead to greater service, obedience, unit growth and cohesion.
4. Encourage communication between the Master and slave and assist in the slave's growth.
5. Provide a written record of the slave's performance to support future training decisions (e.g., performance increases and adjusting assignments, or disciplinary action), a formal review of the slave's performance should be completed on a quarterly or semi-annual basis.

This evaluation can be based upon (1) priorities and (2) service standards that you as Master have developed.

A discussion of both follows:

1. Priorities: (goals and objectives)

Guidance for developing priority standards. This element is intended to measure each slave's success in meeting pre-determined and pre-defined goals and objectives. These specific standards developed under this element should be results driven (what will be accomplished) and should reflect the slave's accountability for achieving measurable results. To the maximum extent possible, those results should be linked to your slave's contract, rules of submission, goals, protocols and other guidelines. The priorities portion of the evaluation focuses more on where you are going as opposed to where you are at the present time.

Some areas to consider in the evaluation of priorities are:

2. **Knowledge of goals, objectives and rules** – possesses the knowledge necessary to accomplish all goal requirements. Understands the facts and information related to the completion of assignments.

3. **Accomplishment of objectives** – contributes to achieving Master’s goals, meets deadlines, adapts to changes, and uses resources efficiently. Uses good judgment when establishing priorities.
4. **Initiative and creativity** – self-motivated, develops new methods and procedures.
5. **Interpersonal relationships** – motivates and develops others, builds teamwork, communicates with other slaves, subordinates and others. Cooperates with others and projects a good image of slavery and her Master.
6. **Dependability and Reliability** – Follows through to meet schedules, makes sound decisions and positive contributions. Trustworthiness.
7. **Contribution** – Contributions made on the part of the slave to her slavery, the lifestyle, and the community.

3. Service:

This element is intended to address how the slave performs his/her responsibilities related to providing service to his/her Master or to any person he instructs to service. Performance standards for this element could, for example, address cooperation with other slaves and others, communication, adaptability/flexibility, initiative, and working around barriers. When developing service standards, a Master should be aware of what service means.

Service has a two part meaning; behaviour and state of mind. Both are defined as follows:

Behaviour:

1. Completing assigned work or duties for her Master (following orders)
2. Following established rules and protocols
3. Being an assistant to, helping or benefit to the Master (Acting on behalf of or in conjunction with the Master, which involves his/her using own judgment and intelligence for the pleasure and betterment of her Master)

State of Mind:

1. Being ready to help and be useful to the Master (being flexible and available). This is the willingness to accept spontaneous orders.
2. The active devotion to her Master (two parts)

- Worshiping his/her Master Service to the Master by the worship of him is a way to show devotion and slavery. By worshiping the Master he/she expresses submission, devotion and the desire for his dominance.
- Commitment to the slavery (two parts)
 1. A willingness to give time, energy and effort to pleasing the Master and learning the skills necessary for slavery.
 2. A loyalty to the Master and honour of his dominance over slave.

The following is a guide which can be used in evaluating a slave's overall service performance:

1. **Knowledge of Duties:** How well does the slave know 'its' duties and responsibilities? In order to successfully complete the duties and responsibilities of this position, what level of technical knowledge does the slave demonstrate?
2. **Quantity of Service:** Is the slave's performance of duties adequate? How does his/her performance compare with your standards and with others?
3. **Quality of Service:** Does the slave make frequent mistakes? Does her performance require constant supervision in order to ensure accuracy? Does he/she take pride in his/her service and strive for excellence?
4. **Initiative:** Does she volunteer for new assignments and responsibilities? Does the he/she require a great deal of supervisory guidance regarding initiative?
5. **Dependability/Responsibility:** Does the slave consistently fulfil responsibilities? How much follow-up is required? How reliable is the slave?
6. **Quality of Interpersonal Relationships:** Does the slave create resentment in fellow slaves? How tactful is the slave when communicating with other slaves? Does she promote teamwork? Is the slave cooperative with fellow slaves?
7. **Consistency:** How consistent is your slave in the performance of 'its' duties?
8. **Punctuality:** Is the slave consistently prompt? Is there an impact on her service to her Master
9. **Supervisory and Training Ability:** Does the slave exert a positive influence on others? If granted supervision or training authority over other

slaves, does he/she demonstrate fair and equal treatment of subordinates or trainees? Does the slave demonstrate the ability to make sound feasible training decisions? Does the slave attempt to resolve problems at the local level without involving you? In the same light, does your slave accept training or supervision from others you have assigned that authority to?

In addition, the following list can also be used as a guide for establishing evaluation criteria for different areas: Applies knowledge and skills. Understands and applies rules. Understands goals. Follows instructions. Completes task on time. Pays attention to accuracy and detail. Accepts guidance Works well with others. Personal appearance. Ability to perform tasks independent of supervision. Assumes responsibility for actions. Takes effective action without being told. Communicates information to Master Understands and adheres to Master's rules and protocols. Willingness to learn new skill

Establishing slave modes (levels) is a key to effective management of slaves:

Three levels or modes for a slave are used. They are:

- “Slave mode.”
- “Service mode.”
- “At ease mode.”

The slave mode having the highest protocol level and the “at ease” mode having the lowest protocol level with the service mode being in the middle. A slave is placed in a mode by voice command. Once a voice command is given to the slave informing his/her which mode which is required at that time, slave's behaviour changes to match the rules and protocols slave has learned for that mode.

Modes are a very effective tool in slave management. It allows you to teach an appropriate behaviour that you require at different times and places and with a simple voice command change your slave's behaviour to match your desires. It allows you to determine the amount of control you wish at any moment and direct your slave in a single command. It takes time to teach the higher modes to the slave, but the time spent in training pays off. In each mode the slave's behaviour that includes speech, PRESENTING to his/her Master, dress, and eating habits are different. For example, if you wish to spend a day of discipline training, you can order him/her into the slave mode and the mode itself provides a high level of training.

In the slave mode he/she is not allowed to speak without permission and he/she is required to have your permission to do almost everything. This alone provides focus on slavery and structure to training. If a slave is placed in the slave mode,

slave knows from prior training that he/she can't use the following items unless ordered to: (1) Food/drink (water is an exception) (2) Electronics, including telephone, — exceptions: alarm clock, cooking equipment (3) Furniture both public and private without permission. (4) Clothing (generally a slave presents herself in the “slave mode” without clothing).

Slave also knows that “it” is to PRESENT itself to the Master each time slave enters the room he is in or before leaving the room he is in. In fact, most of slave's movements, including going to the bathroom require prior permission. Her speech pattern is very formal. In the slave mode he/she is required to use “Sir, Yes Sir, Thank you, Sir” when responding to an order given to his/her as opposed to just “Yes, Sir” in the service mode. The following of the speech pattern requires more focus on her part.

A less formal mode, but still an effective mode for a slave to serve the Master in is the service mode. It still requires a slave to PRESENT to the Master but is less restrictive in speech and behaviour. Teaching different modes can be a very useful tool for Masters. It requires more of your time early in training and also requires the Master to develop his MODES, but will pay off in the long run.

It is recommended that the modes be put in writing so your slave can study and learn them. The object is to provide a clear path for your slave to follow and studying written protocols and rules is helpful in that process. If you have never trained a slave in the use of Modes before it will help you to have them in writing.

Good leaders sometimes make people unhappy. But in the long-run, a well-trained slave will be happy through obedience and complete submission.

About the Author and Editor:



That which enables me to write EBooks as “Brainstorming”, and this one “Ecstasy and Danger in Erotic Practices” as many other manuscripts of mine published on Internet, is that very early in my life at about 22 of age, I was interested in psychology but being also religious at the time: metaphysics. For about nine to ten years I took an extension study course with Unity School of Christianity, Lee’s Summit, Missouri, USA. They had at that time a correspondence course (no longer today), and finally obtained my end of study certificate, signed and dated by the founders themselves. The studies had a religious character like “Christian Science” would. Leaving the Christian background behind, it gave me a deep knowledge in the study of the mind and behaviour as mentioned on my certificate, “redeeming the mind and healing the body.”

Everything is not religion, but everything is first of all psychology (the brain, the mind). Everything is Psychology! Everything is affected by psychological factors and those factors govern all that goes on, whether you choose to take

control of them or not. With the knowledge and power of psychology at hand, you can rule the world. It is so true, that man created God and religious dogmas to obtain political obedience in fear and trembling. Disobedience to religious laws as it happened so many times in history led innocent people to imprisonment and finally execution as observed today with the Islamic State, simply using religion to arrive to their political ends.

Psychology comes from two words: psyche and logos. Psyche is the Greek word which means soul, or spirit, more accurately translated as mind. Logos means knowledge or study like all “logies”. The first Greek letter psi in psyche is used as the international symbol for psychology. Hence, Psychology was originally defined as: the study of the mind.

Psychology is the key mind science because it is the understanding of how perception governs behaviour. How we think affects everything else. Psychology is about understanding. It is about understanding people and the mind.

Human nature is perpetual. It is the same today as it was from ancient history. So the principles of psychology are fixed and enduring. You will never need to unlearn what you learn about them. Art being a thing of the mind, it follows that any scientific study of art will be psychology. It may be other things as well, but psychology it will always be.

Youth is not a matter of time. It is a mental state. You can be just as fast, just as agile and just as active as you were ten or twenty years ago. Youthfulness is a perfect state of health. You can have that health, and the boundless energy and capacity for work or enjoyment that go with it. You can cheat time of ten, twenty or fifty years, not by taking thought of what you shall eat or what you shall drink, not by diet or exercise, but purely through having right understanding of your physical being and conditions.

We can learn much about the mind without knowing a neuron from an astrocyte. As I often repeat to myself and occasionally to others, “If you want to understand human performance, study human performance.” But brain data provide information about the mind that cannot be gleaned from even the most careful studies of behaviour. In short, brain data provide a physical grounding that constrains the myriad otherwise-plausible models of cognition. They give us a direct window into which mental processes involve similar and different neurobiological processes, allowing us to use biology to ‘carve nature at its joints’ and understand the structure of mental processes (Kosslyn, 1994). Brain function also provides a common language for directly comparing and contrasting processes that are otherwise ‘apples and oranges,’ such as attention and emotion. This common language is a basis for the integration of knowledge across different types of research—basic and clinical, human and nonhuman.

For many, many years I am using radiesthesia (but not professionally), I make and dowse on diagrams, written in English. I may question in English, Dutch or French, my own languages, the result will always be accurate in English providing the question are precise. Questions must be very precise, and that means no pitfalls at all.

Yes, there are many ways in which neuroimaging data can be misused or misinterpreted, and create pitfalls. Gross levels of regional brain activity might in some cases be uninformative about the similarity of psychological tasks: Two dissimilar tasks may involve the same regions but use different populations of neurons or involve different patterns of connectivity between regions. Two similar tasks might involve different regions but involve the same type of computation. Neural activity may be missed, as observed imaging signal only indirectly reflects neural activity, and observed imaging activation may not be essential for the task.

Problems may be significant, but there is no perfect method—an understanding of the mind must emerge from a coordinated effort using converging evidence from all the tools at our disposal. Many of the issues above are being addressed by advances in data acquisition and analysis methods, the accumulation of more data on the mapping between brain structure and psychological function, and more nuanced views of what kinds of inferences are plausible. I believe that as the field matures, the exuberance of youth will give way to a more level-headed view of when and how neuroimaging can inform us about the mind. What we have learned already is considerable, and the accelerated integration across fields is leading to ever more and sophisticated and veridical models of the mind.

Brain research on mental illnesses has made substantial advances in the latter years, supported by conceptual and technological developments in cognitive neuroscience. Brain-based cognitive models of illnesses such as schizophrenia and depression have been tested with a variety of techniques, including the lesion method, tract tracing, neuroimaging, animal modelling, single-cell recording, electrophysiology, neuropsychology, and experimental cognitive psychology. A relatively sophisticated picture is emerging that conceptualizes mental illnesses as disorders of mind arising in the brain. Convergent data using multiple neuroscience techniques indicate that the neural mechanisms of mental illnesses can be understood as dysfunctions in specific neural circuits and that their functions and dysfunctions can be influenced or altered by a variety of cognitive and pharmacological factors.

Imagination is surely one of the things that makes us human. It allows us to escape from the here and now, and to travel into the past and the future, the minds of others, the centre of the atom and the outer reaches of space. It allows

us to envisage unrealised possibilities, and, sometimes, to bring them about. Our ability to ‘visualise’, the see things ‘in the mind’s eye’ is a key part of our ability to imagine. This project investigates the ability from both scientific and artistic positions, pursuing three related constituents of enquiry:

Constituent One

A systematic meta-analysis of the large body of research that has examined what happens in the brain when we imagine—and specifically ‘visualise’—searching for consistent patterns in the varied and sometimes conflicting results of previous studies.

Constituent Two

A review of the insights into and theories of visual imagination which artists, students of art, philosophers and others have proposed over the two and half thousand years since such thinking began. What are the questions to be raised, by these insights and theories, for the science of imagination.

Constituent Three

A study of individuals whose visual imagery lies at the extremes of the vividness spectrum. A small proportion of healthy individuals, perhaps two or three in a hundred, lack visual imagination completely. To this end, we may recruit a group of thirty such people and compare them with thirty people who use imagery constantly in their work as visual artists, using interviews, brain imaging techniques, and psychological tests.

More than ever, the mind is being treated as a fit subject for scientific inquiry. As cognitive science and empirical psychology strive to uncover the mind's deepest secrets, it is fitting to inquire as to what distinctive role is left for philosophy in the study of mind.

Finally, The brain is a foraging learner. For our ancient hominid ancestors, remembering how and where to hunt prey or find shelter was crucial to survival. The human brain evolved to pick up valuable pieces of information here and there, on the fly, all the time, and put it all together, it is well-known. It still does that — absorbing cues from daily life, overheard conversations, its own internal musings. It keeps things in mind that are important to you (an unfinished project, for instance) and adds to your thoughts about them by subconsciously tuning in to any relevant information you see or hear around you. By foraging in this way, the brain is “building knowledge continually, and it’s not only during study or practice,” And, we’re not even completely aware of that.

The traditional advice on learning has been to “study hard,” in a quiet place and with the same routine, yet that doesn’t say much about what to specifically do. But students today can change the way they study to exploit the brain’s quirky

learning processes, using the strategies revealed by memory and learning research. While that science is still maturing, “it’s at a place now where it can give you a specific tactical plan.” Students can tailor their preparation with techniques targeting different kinds of content or skills, and manage their schedule to optimize their time. “That’s a powerful thing, because we go through our whole lives never knowing that.”

Knowing the basics of how the brain actually learns can offer breathing room from societal expectations about “good” academic habits. A fidgety teenager who has trouble concentrating and forgets her physics formulas might think, “I’m no good at this” or “I’m not so smart, and maybe it’s not worthwhile for me to pursue this.” But that’s not necessarily true, according to the cognitive research. Students need to understand that learning happens not only during reading and studying, but in all sorts of ways, so that they can examine their own habits to know which ones may be helping or not, and make adjustments, he said. Only then can they evaluate whether they’re good at something.

Ultimately, the value of these learning strategies isn’t just about earning better grades. In the modern jungle of society, learning is still about surviving: For young people, it’s about finding out what they’re good at, what rings their bell, and what they want to do with their lives. “It’s informing you of: Who am I? Where do I place my bets? Do I major in physics or do I major in architecture or design, or do I major in English? Do I belong here at all?” Those are important decisions. “Being self-aware about what’s effective learning and how it happens, I think, gives you a real edge in making those choices.”

To end up with what I have been saying, while modern science originated from an attempt to weed out all subjective religious and fancy lapses—what that great 17th century theorist of the scientific method, Francis Bacon, dubbed the “idols of the mind.” Even if individual researchers are prone to falling in love with their own theories, the broader processes of peer review and institutionalized scepticism are designed to ensure that, eventually, the best ideas prevail.

Our individual responses to the conclusions that science reaches, however, are quite another matter. Ironically, in part because researchers employ so much nuance and strive to disclose all remaining sources of uncertainty, scientific evidence is highly susceptible to selective reading and misinterpretation. Giving ideologues or partisans scientific data that’s relevant to their beliefs is like unleashing them in the motivated-reasoning equivalent of a candy store.

You can follow the logic to its conclusion: Conservatives are more likely to embrace climate science if it comes to them via a business or even a religious leader, like the Pope or the Dalai Lama, who can set the issue in the context of different values than those from which environmentalists or scientists often argue. Doing so is, effectively, to signal a détente in what it has been called a

"culture war of fact." In other words, paradoxically, you don't lead with the facts in order to convince. You lead with the values—so as to give the facts a fighting chance.

Contents

Foreword on Mind Control	2
Your fantastic brain	9
Breaking my slave	18
Brainwash your slave	28
Scientology and Mind Control	33
The truth about Scientology	34
How really make the mind blow!	44
Slave training and understanding the BDSM lifestyle	46
Ten popular mind control techniques used today in everyday life	51
Training of a slave (generally accepted training)	55
Contract: Slave contract and training agreement	107
Sample slave contracts - Slave contract I	108
Sample consensual “slavery” contract	109
Sample slave contract II	112
Pre-slavery training agreement	114
Play contract, temporary slave contract	116
Punishment; undesired punishments in BDSM	119
Discipline and punishment of a slave during training	121
Slave punishment is a type of coercive power	123
Extra “in between” about “Coercive Power”	123
Formal punishment of a slave (in BDSM)	134
Helpful hints in slave punishment	136
Voice training	128
Lower mode or level examples of communication	143
About the author and editor	149
Contents	154

© February 2017 – Skull Press EBook Publications, Ghent, Belgium

(Non-commercial/ Free download on Internet)

Owner: Philippe De Coster (Copyright)