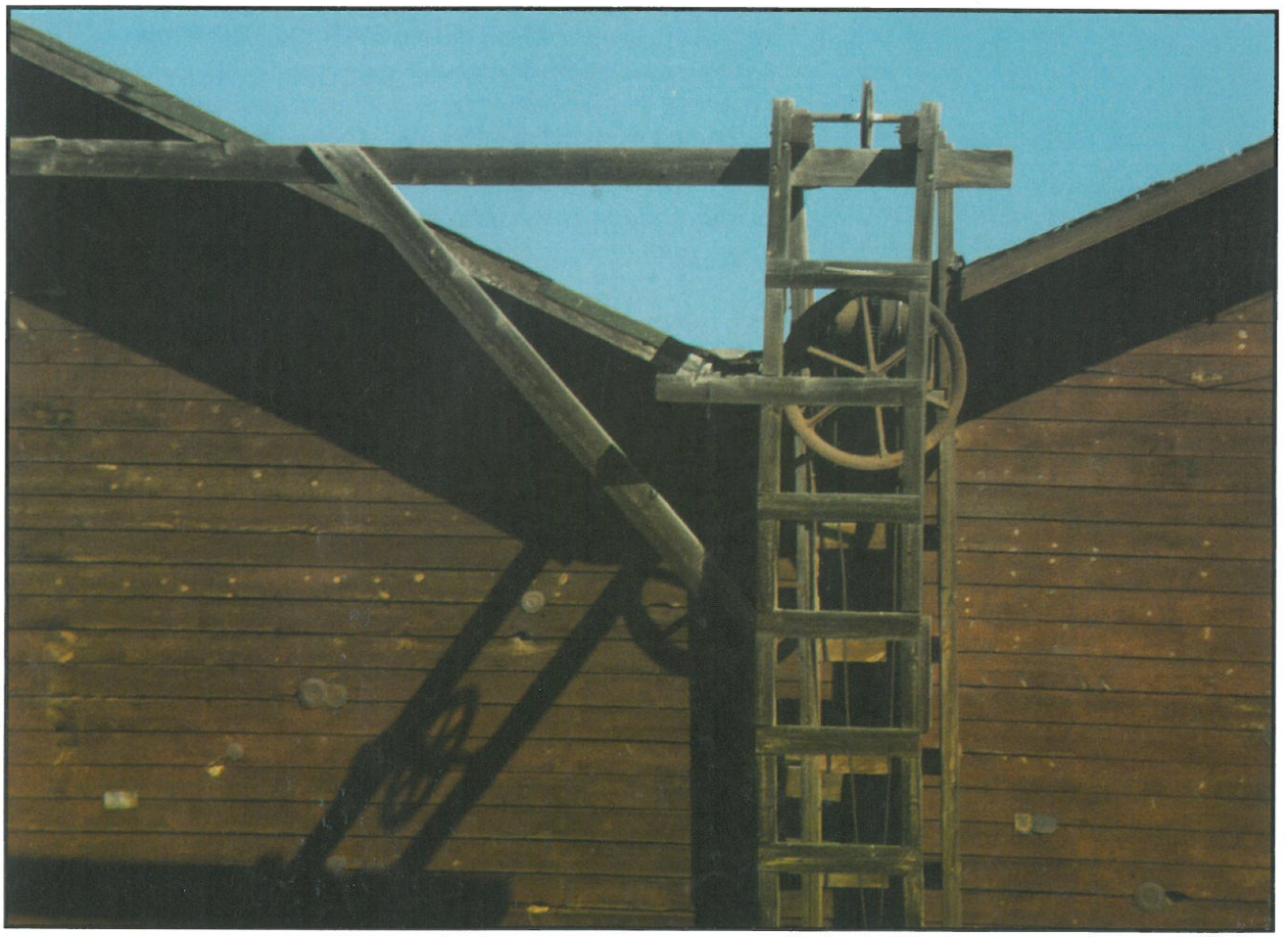
Matthew Tierney: A Metaphor to Change the World!

Anchor Point

MAY The Magazine For Effective Neuro-Linguistic Communication 1993



Changing Circuits in Imagination
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Using Eye Movements for Change

NLP and the Triune Brain
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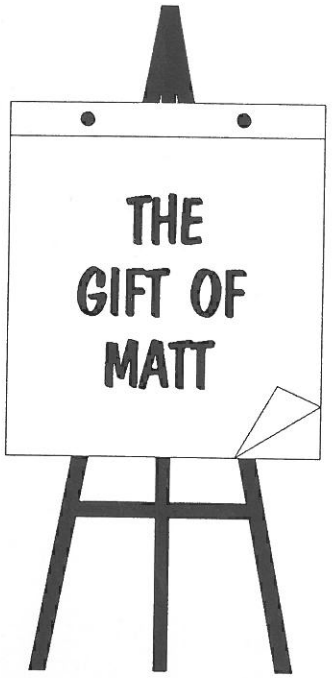
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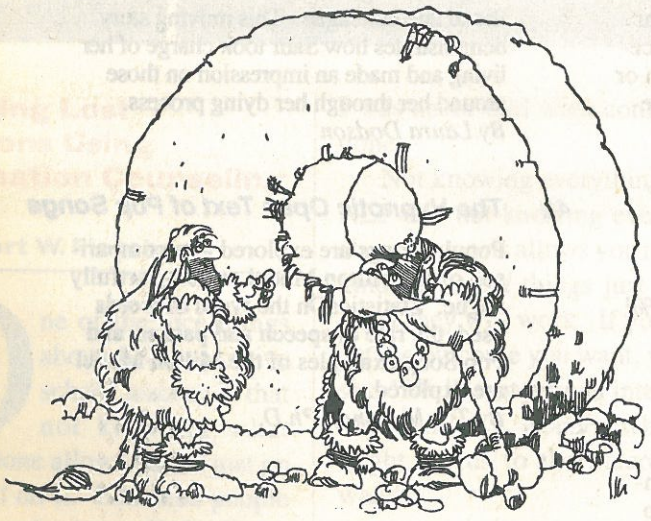
From the Editor

Late spring is a time for new beginnings. The flower bulbs are tentatively poking their way out of their winter blanket and the sun is rising higher and longer here everyday. Change is inevitable and will not be stopped no matter how wildly you tune up your Timelines or supercharge your submodalities. Many things will are changing here for us too - Anchor Point being one of them. Cahill Mountain Press is happy to premiere its first edition of the *new improved* Anchor Point. We hope you find it even more interesting and enjoyable than before and spread the word to other NLPers.

Since 1987, we've grown from being the new kid on the block (a lite weight at 8 pages in size) to what you currently hold in your hands. Anchor Point is now read in over 40 foreign countries and serves as a unique vehicle to connect and inform people who don't necessarily have a local institute to keep them informed about what is going on in the NLP community. And many things are coming up.

We would like to thank the many individuals who continue to share their expertise and knowledge in how they use new technologies to improving their work, home, surroundings and world.

- Michael



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ANCHOR POINT is an monthlymagazine presenting recent developments and practical applications utilizing Neuro-Linguistic Communication and related technologies.

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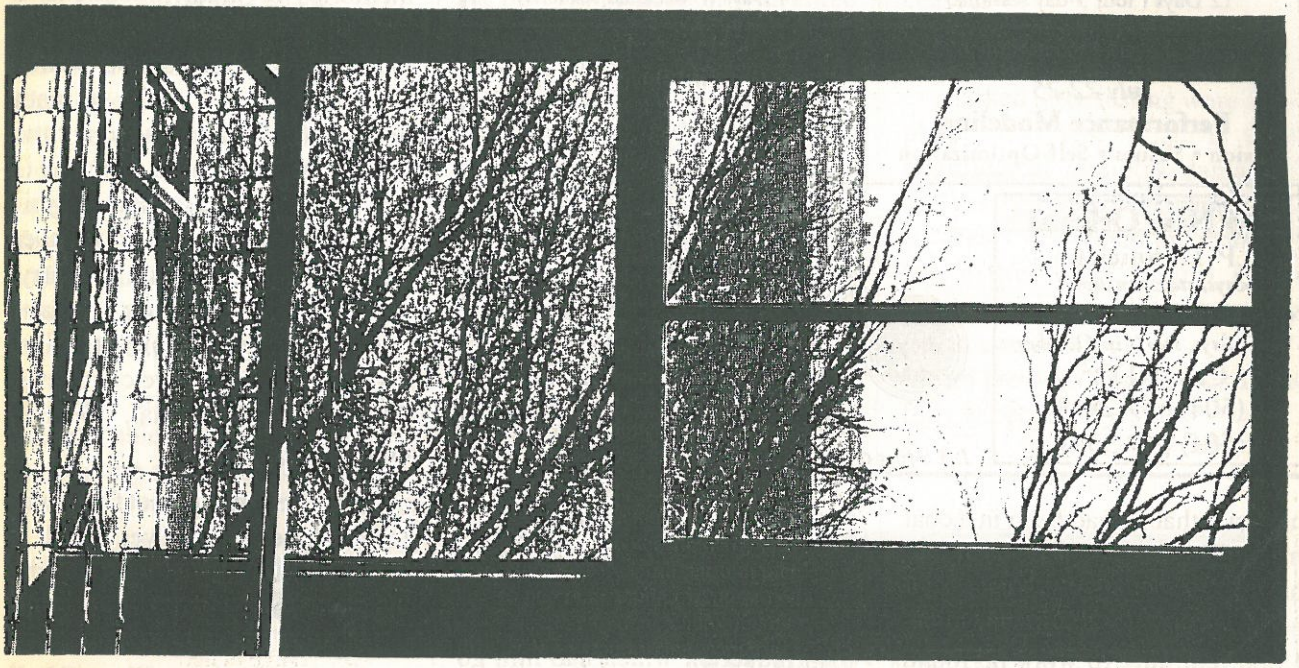
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Healing Trance



Restoring Lost Functions Using Imagination Counseling

By Robert W. Fletcher

One of the nice things about being a naive school teacher is that not knowing what can't be done allows you to just go ahead and do it. Educated people have learned where all the limits are. They will tell you that you have to know your limits. Having grown up in a home with two artistic parents and only one house rule ("If you mess it up, clean it up.") I was never told what couldn't be done.

Not knowing everything about NLP and not knowing everything about hypnosis allows you to try all kinds of *weird* things just to find out if they will work. If you don't get the outcome you want, you can say, "Well, that was an interesting experience. I wonder what else might get us to the outcome we want?"

No one told me, for instance, that you could not be specific when doing trance work. They did say that being more and more general would allow the person to make his own meaning and lead him into a deeper trance state; but they did not say that once they were in the trance state you couldn't be as specific or directive as you want.

Case 1

Mathematical Breakdown

A friend referred a man to me who was currently attending a university and focusing his attention upon engineering mathematics. He said that he was a mining engi-

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neer and that he had been in a coal mine cave-in. After his rescue he had been sent to a university hospital for a complete examination. Upon returning to work he found that he had completely lost his ability to do his math functions. He was extensively re-examined psychologically and neurologically, but no cause could be found. After extensive counseling, he was turned over to the State Rehabilitation Department for re-education. After 3 semesters of total failure in relearning the needed math, Rehab told him he would just have to find a new occupation.

I asked him what he wanted me to do. He said he wanted me to hypnotize him and find out what was blocking his learning. I had just recently completed a course entitled *Therapeutic Metaphors with Tom Best* and I thought, "I wonder what a therapeutic metaphor would do under trance?" I induced a trance state using an Elman induction which had him go down three levels of escalators to the *deepest level of both physical and mental relaxation*. Here he would find a large room filled with all the team leaders for all of the human functions of both body and mind. I asked him to find the *Head Electrician* and nod when he had found him. I asked the Head Electrician if he had a voice. He said, "No," so I asked him if he could give me "yes" and "no" signals on fingers of his hands. I got a definite finger signal on the right hand index finger. I asked him to give me a "no" signal and got a movement on the left hand index finger.

Photocopy & Overlay

After testing these movements thoroughly, I asked the Head Electrician if he would be willing to help find the mathematical processing problem. "Yes." I asked, "Do you know how?" ... "No." ... I said, "Please go to the door on the far side of the room marked *Past Memory Storage* and find the memories of math processing 1 day before the accident cave-in and make a photocopy of the neurological circuits, specific to math processing. Come forward in time to 3 months after the accident (I wanted to allow time for any physical damage to heal.) Make another photocopy of the same circuitry, then do an overlay. Once you have the overlay set up, look for differences. When you have completed this, give me a *yes* signal. You may do it now, please."

The client went quiet for 3 minutes and then I saw a *yes* signal. I asked, "Have you completed the task?" ... "Yes." ... "Is there circuit damage?" ... "Yes." ... "Are the math memories intact?" ... "No." ... "Are they lost?" ... "Yes." ... "Can you repair the damaged circuits?" ... "Yes." ... "Would you be willing to?" ..."Yes." ... "Would you do so now, please." .....

The client went quiet again for about 15 minutes during which time his head, neck and upper body made a number of micro movements. I simply repeated, "That's right," over and over again. I made no judgments as to what was going on inside of his head or body. I simply observed.

After receiving a *yes* signal, I thanked the Head Electrician for

his excellent participation and willingness to help. I then instructed the Head Electrician to monitor these repaired circuits while the Mining Engineer relearned all the needed mathematics, to which he agreed. (Note: I have since learned that learned data such as math facts may be stored in other places outside the damaged area. For example, the man could still throw and catch a baseball which implies that some level of his neurology still knew how to do higher math and calculus functions. I could have had the *Head Researcher* or *Head of Lost and Found* go and find the missing information, photocopy it and re-establish it in the repaired neurological area.)

From this time forward the man was able to relearn his needed engineering math quickly.

Case 2

The Uncoordinated Man

The second case I will present is a 34-year old male, married, no children.

Let's call him *John*. The presenting problem was that he could not hold a job because he was too uncoordinated. He could walk, but very slowly and awkwardly. The right and left sides of his body were poorly coordinated, and he could not do simultaneous movements of right and left body parts. It was as if there was no communication between the right and left hemispheres of his brain. Each seemed to work independently. There was also a lot of mini-seizures like body jerks as he would talk.

Metamodeling led me to information about the accident which had occurred sometime in John's 4th year of life which left him in this uncoordinated condition.

After placing him into trance, I set up communication with three controlling parts: the Head Electrician, the Master Electro-Chemical Engineering and the Structural Engineer. I established a yes/no communication system and proceeded. I explained the problem of coordination and how it was affecting his life and his ability to fulfill his life's mission. I asked if they would be willing to assist in correcting the neurological and physiological inefficiencies. They agreed. I had them do both before accident and after accident overlays and test each circuit for damage. To my surprise and to the surprise of his wife (a master nurse) various muscles throughout his body, face, and neck went through systematic jerking much as if they were being probed with electrodes. This jerking continued for well over 15 minutes and then ceased.

Testing the Circuit

I asked if the testing were complete. ... "Yes." ... "Is there neurological circuitry damage?" ... "Yes." ... "Can it be repaired?" ... "Yes." ..."Would this committee either as a group or as individuals be willing to make these corrections?" ... "NO." (From previous experiences I was fully expecting a *yes*.)

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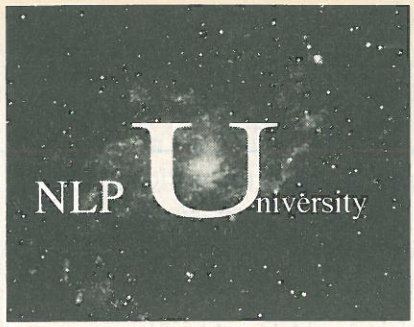
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Since I could only ask yes/no questions, I took a wild guess. "Is the damaged circuitry being used for some useful purpose now?" ... "Yes." I invited in the parts that were using the damaged circuitry and asked if they could use a detour through undamaged circuitry while the damage was being repaired? ... "Yes." Here I used an arm levitation idea I picked up from Rene Pfalsgraf and Robert Dilts somewhere in my past training and conversations. I raised John's right arm about 1 foot into the air and asked that the parts using the damaged circuits take control of his arm and not allow his arm to return to his lap any sooner than they could go and get ecological resources to detour their functions during the repair cycle.

After a number of ideomotor jerks of his arm (which I verified with a "That's right"), his arm returned to his lap and I asked, "Would the committee be willing to repair the circuitry now?" ... "Yes." ... "Please do it now." Again his body, arms, legs, shoulders, neck, etc., began to jerk as before; but this time tears began to pour from his eyes almost like a stream. His appearance gave no other clues of either physical or emotional discomfort. Gradually the movements began to diminish in intensity until after nearly 20 minutes they had all but disappeared (except for small micro jerks.)

I asked, "Is that all you can do at this time?" ..."Yes." ... "Can you bypass any remaining circuit damage and route it through other systems ecologically?" ..."Yes" ... "Please do so NOW." The remaining movements ceased shortly thereafter.

Again I thanked the parts that had participated and asked them to monitor the reawakening of those repaired circuits and the reestablishment of the detoured functions.

After bringing John out of trance I asked him to stand, walk, and do body movements which he

"His imagination resembled the wings of an ostrich. It enabled him to run, though not to soar."

Thomas Macaulay

could not previously do. He was able to do all of them with ease. The entire process took about 1 hour and 20 minutes.

Two subsequent office visits were concentrated on timeline work to give his younger selves experience with the repaired circuits so that he would have a history of coordinated activities as references. John has since learned to drive and is employed as a driver on a delivery route.

Case 3

Recovering a Lost Education

A third case was a middle-aged man who was retarded in his functioning. He worked as an assistant custodian at an elementary school. I'll call him *Bill*. His request was that I help him learn to read. Bill's history was that he had entered school in a special education program and had left the program at age 21 still unable to read.

I established a timeline on the floor, had Bill look into the future 3 months and imagine being able to read the simple elementary books that are used at the school where he works. I then had him step into that desired image and experience it fully. Next, I asked Bill what prevented him from learning to read, and anchored the response on his arm with a touch anchor.

Holding the anchor of what stopped his reading, I had Bill walk slowly backward in his timeline to find the location of this anchored feeling. We had traversed nearly all of his timeline and he had only one more step back to be at birth. As he began to take that last step, his body froze and locked into a rigid position. He groaned with pain but could not move. I physically pushed him off the timeline and his body released. He said he was totally paralyzed and could not move his body. He had severe pain in the back of his head.

"I asked the part in charge of learning (Head Master) to find the Head Electrician and determine if any of the circuitry damage could be repaired."

I moved him to a neutral position and asked him what had happened. He indicated that when he was about 5-months old his mother had taken him to the doctor for some shots. He had been handed to the nurse, and as she carried him into the back room she tripped and fell. His head hit the hard floor causing a concussion. He was in a coma for several weeks. Doctors told the parent that he would not live, and that if he did live he would be a vegetable all his life. His parents would not accept the doctors' advice to put him in an institution, but took him home and cared for him until he was 7-years old. At that time they were able to get him into the special education program.

Avoiding the spot

I took some tape and marked the spot on the timeline so that we could avoid stepping on that spot again. I then took Bill back to before the accident and asked to talk to that part of his unconscious mind in charge of learning. I stepped Bill onto his timeline and asked the learning part to examine the learning circuitry and memorize it. I had him step off and walk forward to about 1 year later. I then had him step on his timeline again and asked the learning part to examine the learning circuitry after the accident.

Bill reported that he could feel something going on in the back of his head which he said was strange since he had never experienced any feeling in that part of his head before. I asked the part in charge of learning (Head Master) to find the Head Electrician and determine if any of the circuitry damage could be repaired. I had Bill sit down and go into trance. Bill sat, closed his eyes and went immediately into a deep trance state. I asked the Head Electrician if the damage were repairable and the Head Electrician said that some of it could be repaired. I asked the Head Master to monitor the work of the Head Electrician.

After about 5 minutes of facial movements, neck and shoulder movements, and shifts in body posture, the Head Electrician said,

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"That's as much as I can do." I asked the Head Master if that were enough to enable Bill to learn to read and the Head Master said, "NO." I asked the Head Electrician if he could bypass the unrepairable damage and assign the circuitry to undamaged areas ecologically without interrupting other brain or body functions. ... "Yes," he said. ... "Please do it now.."

Again body shifts and other micro movements appeared for another 5 or 10 minutes. Again, I asked the Head Master if enough had been repaired or bypassed to enable Bill to learn how to read, and again I received a "NO" answer. There was still something more needed.

I brought Bill out of trance and had him go to that place on his timeline before the accident again. When he was standing on his timeline in the before accident position, I asked to talk to that part of his unconscious mind that was in charge of the generation of new brain cells. (Since this was at an age that I figured he was still developing his brain, I assumed there would be such a part.) I asked this part if it would meet with the Head Electrician and the Head Master and it said it would.

I had Bill return to his chair and he immediately returned to his former trance state. I asked the Head Master and the Head Electrician to discuss with the Brain Cell Manufacturer the particulars of the circuitry part needed to complete the learning and reading circuitry. I asked if he could produce sufficient new brain cells to complete the repairs on this system. The answer I received was, "Yes." ... "How long will it require?" ... "Three weeks," was the reply. I thanked him and asked him to begin the repairs immediately.

I asked the Head Master if it knew where all the knowledge about how to learn to read was stored and was told "Yes, but I could not use it before due to the damaged circuits." I asked the Head Master to review all of the learning to read processes, the vocabulary, the word symbols and the representative mental images, sounds, and feelings associated with learning to read; to have that review completed and ready to use when the circuit repairs were done. It agreed.

I asked if there was something that Bill would need to do to contribute to this process. "Yes. He must practice at least 1/2 hour a day starting in 3 weeks. He must start in simple first grade books and progress in the same sequence as he would have if a child." I asked if it would take as long as normal. ... "No, the process would be speeded up."

Four weeks later I met with Bill and his wife. He was progressing through first-grade books and very excited. Two weeks later he was reading fourth-grade books.

Robert Fletcher has been a teacher for 27 years (specializing in hard to teach children). He is certified in secondary education, Industrial Education, Deaf Education and has taught deaf and blind people for 24 years. Robert is a Master Practitioner of NLP, a certified Hypnotherapist, and maintains a private practice. He is the father of 8 children.

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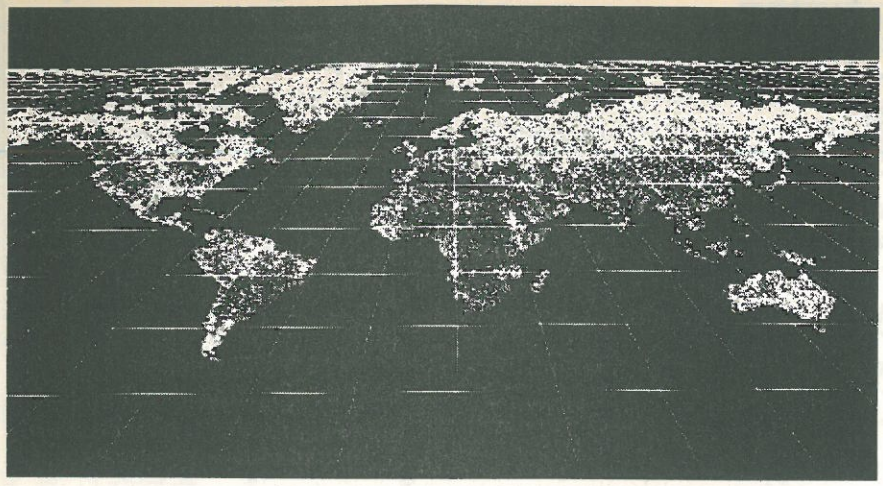
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World View

A Metaphor for South Africia

Can the stories we tell ourselves change our lives, and if so what about a country...or the world?

By Matthew J. Tierney

Three years ago, Armand Kruger, Peter Armstrong (both South Africans), Ed Reese and I were at the VI International NLP Training in Titisee, Germany. Our conversations were frequently about the changes taking place in South Africa. The politics were shifting from apartheid to freedom. Our talks focused on what was going to be needed for the population in general to adapt to such political changes. It is one thing to change government structures and quite another to change people.

Peter Armstrong and I continued these talks and last summer Peter invited me to South Africa. So, this past March (after Peter and his associates, Chris Kennedy and Joe daSilva, had arranged for me to teach a series of workshops), I visited South Africa. This visit paved the way for me to formalize and present my conceptualizations about how to assist the people of South Africa to change.

Change in the Making

My thoughts are that the anger in South Africa has served its purpose and that now is the time to heal the hurt that the anger has protected. The anger has gotten the government to pay attention and to begin social changes through the law; to end apartheid and to pronounce equal rights for all South Africans (for men, women and children regardless of color). Open, free elections are coming. Comprehensive plans for housing, education, jobs and health care for all are being developed. There are now many strong political parties contributing to the formation of a united government with representation for all.

The anger helped to make these changes possible. Now it is time to go beyond the anger. Now it is time to heal the hurt which first gave rise to the anger. It is toward healing the hurt that the intervention contained within my proposal is aimed.

The identity, integrity and dignity of the black South African has been beaten, bruised, and battered. Although the externals are changing, the internal needs of the individuals also require attention.

A Dysfunctional Family

I began to look at South Africa as a dysfunctional family. The identity of each member of such a family needs recognition, appreciation, and respect to heal. I wrote the intervention which follows utilizing my own experience in having to overcome anger by healing the hurts to identity and dignity.

Once my proposal was conceptualized on paper, Chris Kennedy and Joe deSilva began pulling together their network of friends and colleagues so that we could present the proposal to those people that could extend the work to the general population. The first individuals that we met with were Ricky Malabana Metsing, John Nkadineng, and one of the Generals of the African National Congress (ANC). The proposal was well received and was accepted by the

ANC leaders for further consideration.

Words of Change
Introducing Our Proposal

Joe daSilva then suggested that we seek an audience with Dr. Oscar Dhlomo. Dr. Dhlomo is the chairperson of the Institute for MultiParty Democracy, whose mission statement is, "To promote the establishment and maintenance of multiparty democracy and national reconciliation in South Africa." Joe, Chris and I traveled to Durban to meet with Dr. Dhlomo. Dr. Dhlomo challenged the proposal and us with intensity. When satisfied with our commitment and positive intent, he begin to enjoy the proposal and its possibilities. Dr. Dhlomo has instructed us to develop a teaching model of the proposal so that a pilot program for its implementation may be developed.

I am now back in the United States working on a teaching model to be submitted to Dr. Dhlomo. Chris, Joe, and Peter are in South Africa doing the ground work to make this a successful grassroots project.

I left South Africa impressed with it as a country and even more impressed with its people. I have learned that the vast majority of South Africans (black, white, and colored) desire peace and unity in their country. Many pieces of the puzzle to a united South Africa are being put into place. May my intervention be one more piece toward that peace.

(Editors Note: The process that follows is what has been submitted to the South African Government.)

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Those who have also have a responsibility to those less fortunate. Our country is at the doorway of the Twenty First Century and the goal of this proposal is to enable all South Africans to walk through this doorway together; unified, healthy and with integrity.

The one weakness South Africa had was the fact that it was made up of 20 plus different strands of fiber. Our dream is to weave these many strands together into a magnificent country within a universe. To make the whole country stronger because it is the sum total of all its parts.

We are together for the purpose of combining learning, dreams, sincerity, history, communication, philosophy, integrity and healing to achieve strength, identity and pride.

To complete attaining our goal, two pieces need to be put into place. The first is multifaceted and it consists of healing the hurt, which supports the anger, which maintains the fragmentation, which creates frustration, which doubles the anger, which maintains the fear, which destroys the unification and damns South Africa to committing unto itself the same abuse it is trying to overcome.

The second is also multifaceted and it is: enhancing the identity and integrity of every South African. This will be accomplished through a triad of skills.

A South African Intervention

A Metaphor for Change

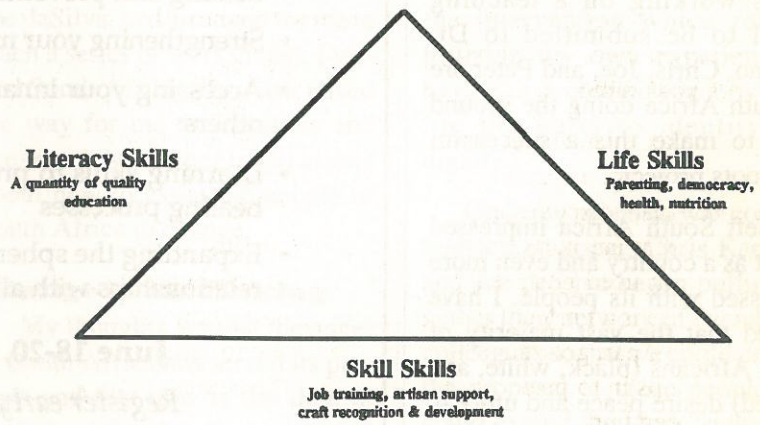
Please sit back and begin to ponder...ponder simply means gently thinking both consciously and unconsciously. Ponder the possibilities of your breathing, your heartbeat, your pulse. Each part of you, whether it be a physical, mental or emotional part contributes to the sum total of who you are.

Create a safe place in your mind where you can be relaxed and ponder. For some people this might be sitting by water, or sitting on top of a hill where you can relax and ponder, just let yourself create this space, real or imagined, experienced or fantasized.

While you do that, I am going to supply information for you, information for you to ponder. What is useful for you, you can keep and what isn't you can let go and just ponder.

Who you are; your mind, your body and your emotions is who you are. Your body is the host, or the house, for your mind and emotions.

Just as you are aware that you control your physical self, so too you control your mental and emotional well-being. Perhaps you would consider a demonstration of



With the accomplishment of these two multifaceted steps we will achieve what others only dream of:

A NATION OF NATIONS WITH INTEGRITY AND IDENTITY; PROUD TO BE AND WITH THE FREEDOM TO BE

this, just within you, so you can verify this control that is yours.

Slow your breathing down, just breath slower. As you slow your breathing down your heartbeat slows, as well as does your pulse. You can even relax more and slow your heartbeat down more.

As you are experiencing this, ponder how much control you have. This is just one of the ways that you, the individual, control the parts that contribute to who you are.

Ponder for a moment a pleasant experience you have experienced. Just something simple. Perhaps a cool drink, an ice cream, seeing a rainbow; just something pleasant. Recognize how you have it in your mind; a picture, a sound or just a feeling. Make the picture move away, or the sound almost silent, or distance yourself from the feeling. Notice how the pleasant feeling changed. Return the picture, sound and feeling back to the way it was. This is a simple way of controlling your mind. You have wonderful control over your mind.

As you relax even more, you can begin to exercise a special talent that you may discover now. Often in life there are hurts, emotional hurts, that need not persist. Within you there is a protection of hurt. It is as if one part gets hurt and another part steps in to protect the part that has been hurt.

Perhaps now is the time to thank the protector for being there then for you. This protector might be strength, or anger, or whatever. Give this part of you the recognition it has earned and the appreciation it deserves. This part has completed its purpose, and to better serve the purpose, now is the time to heal the part of your identity that has been hurt.

Ponder how you will nurture, tend to and help heal the part of you that was hurt. Ponder doing what you did earlier. Use other parts to create a change in specific parts. When slowing your breathing lowered your heartbeat or moving a picture changed the effect on you; begin to heal by using other parts.

Ask yourself what this hurt part needs? Perhaps understanding, love, humor, friendship, health, information, whatever this part needs that you have within yourself.

Have you ever loved, been understanding, given information, friendship? If you have ever given these gifts to others now is the time to give them to yourself.

"Ponder how you will nurture, tend to and help heal the part of you that was hurt."

Perhaps this part needs to know it survived whatever, just relax even more and also thank this part just for being. Ask this part to rejoin all of the other parts that in total is you. Just relax and invite the part that was hurt to heal. By so doing you may now ask the keeper of the anger to lend its energy to speed up the healing process.

I ask you to continue as I relate a short story to you.

Once a upon a time there was a child who had been hurt by others when they told him he was a nobody. The child got very angry, so angry he couldn't think straight. The others around him kept him angry and as long as he stayed angry he couldn't heal the hurt. He kept trying to get the others to say he was somebody but they turned their back on him and made him angrier.

The young child felt pain and anger. He even found that the more time he spent angry the less time he felt pain.

There was an old Sangoma traveling through the child's village and the Sangoma understood the child's problem. He simply explained to the child; his identity came from within and then became noticed outside of himself; and wasn't it time for the child to heal the hurt and then be all he could be. The child did as you are doing and emerged stronger, and proud of who you are now that you know how to heal yourself.

Thank you is the correct response from you to you. The future is yours...to enjoy and live. Be all that you can be from within.

Thank you.

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Matthew J. Tierney has been a counselor in private practice for over 13-years. He specializes in working with addictions and adult children of dysfunctional households. He is a trained hypnotherapist and an international NLP Trainer.

PhotoReading appears outrageous--a blasphemy of how we learned to read and comprehend.

As a practice, however, PhotoReading is simply a paradigm shift which removes the barriers our early education erected.

PhotoReading is a natural extension of what we've already learned. Some consider it the next step for mastery of information ...others consider it a quantum leap.

Paul R. Scheele, M.A.
PhotoReading Developer
Learning Strategies Corporation

PhotoReading makes possible a holographic experience of a particular discipline or even of the culture as a whole. PhotoReading is to reading as viewing the earth from space is to mapmaking.

Peter Kline
author of The Everyday Genius

PhotoReading has provided a vehicle for me to once again experience the joy that learning held for me as a child and that led me into the teaching profession 26 years ago. I learned PhotoReading at a time when my interest in teaching had begun to wane, and I was overwhelmed with literature and information coming at me. With the skills of PhotoReading, I have remembered how to be an enthusiastic, proactive learner. PhotoReading allows me to access flow--that mind-body state in which energy flows unrestricted toward a vision or outcome.

Jerry Wellik, Ph.D.
St. Cloud State University

I have been working with students in connection with the reduction of test and presentation anxiety. I learned that confidence did not necessarily mean competence. While reduction of anxiety contributed to improved performance, it still was not the complete answer. Many students have never learned to effectively utilize all their resources.

I entered PhotoReading a skeptic and emerged a "true believer." The importance and need for skills developed in PhotoReading motivated me to become an instructor. My expectations have been more than fulfilled. Students have told me how it has changed their lives--I wonder how any serious student can really get along without the PhotoReading system.

Robert Siudzinksi, Ph.D.
North Florida University

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Patricia Danielson
PhotoReading Co-Developer
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Eye Movement Therapy

The Eyes: Mirror to Solutions

By Steve Watson

Recently, I was shown an article in a nurse's journal that touted a new panacea

for the resolution of trauma. This journal called it EMDR (Eye Movement Desentization and Reprocessing) and seemed to say that it was the basis for a whole new system of psychotherapy. Since the article and a flyer advertising a workshop I subsequently received didn't really describe the process, I am not really sure what they are referring to but it seems to be very similar to something that my friend Tim Hallbom showed me.

Tim took all of 3 minutes to the take me through the whole process and I then showed it to several of my NLP classes at Weber State University to get a baseline of responses from a fair sample of subjects. The results were quite interesting and I now use the technique in my practice as well as teach it. What I don't quite understand is all the fuss being made about it in some other non-NLP quarters. They are claiming that no one but trained professional therapists should do this procedure and they are even taking the stance that only the above-mentioned individuals should be allowed to learn it. You be the judge. I am going to spill the beans, let the Genie out of the bottle, and let the chips fall where they may (to string a few clichés together).

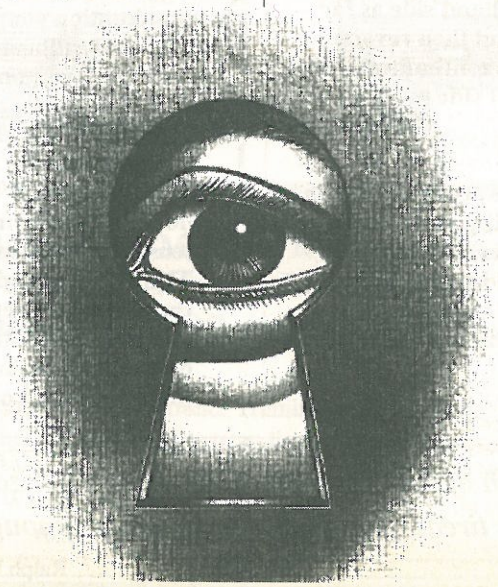
The Technique

The process seems to be effective for helping individuals disconnect from situations which afford them irritation, intensely negative feelings and even panic.

1 **Calibrate to the subject's usual response and physiology by asking them what it is like when they think about it.**

2) **Have them visualize the situation in front of them using one of your hands to anchor the image. (If the calibration indicates that there is an intense reaction of any sort, I would suggest that the operator have the subject use a dissociated image or use the fast phobia procedure instead.)**

3) **Have the subject create a meaning statement about the image and place that statement under the visualized situation. The statement can be auditory or seen visually as if words were on a screen. Anchor the meaning statement with your other hand.**



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4) **Instruct the subject to hold their head stationary and, moving only their eyes, follow the image hand as you begin to slowly move it from side to side. Keep the meaning hand stationary and begin to move your image hand out to the subject's lefthand side as far as you can and then reverse the direction continuing to the subjects right side as far as possible.**

5) **Increase the speed with which you are moving your image hand for several sweeps (all the while holding the meaning anchor hand stationary), and then stop on the extreme left.**

6) **Drop both hands and break state by making a comment about something else in the room, coughing, looking away, etc.**

7) **After breaking state, ask the subject how they now think of the situation you just worked with and calibrate to their state. You will probably see a state that is best described as confused or puzzled. Usually, you will hear the subject say something like, "It just doesn't seem as important/intense/upsetting as it used to." This is a good indication that the subject is pretty well disconnected from the emotions of the situation and you can proceed to anchor resources for a more complete change history or reimprinting procedure.**

From my trial runs with training participants, you have two possibilities (both of which are useful).

1) **You have created a confusion state and associated it with a situation or incident that previously had a high degree of unpleasant kinesthetics connected to it. As an operator you now have an opportunity to make changes with relative ease.**

2) **You have literally helped the subjects brain disconnect a representation of a past event from a nonuseful meaning and left the representation in the individuals past.****

From my clinical experience, I have observed that clients often lit-

"The health of the eye seems to demand a horizon. We are never tired, so long as we can see far enough."

Ralph Waldo Emerson

erally pull high stress events out of their past and relive them or experience them again as if they were right in front of them again. This procedure seems to put the situation or event back into their past time space where it needs to stay most of the time and does so with meaning deleted allowing new meaning to be formulated from a resourceful perspective.

Clint Eyes the Trash

Clint, a 44 year old student, used the procedure with an 18 year old son when he got a rather distasteful non verbal reaction to a request to do some yard work. He asked his son to do the eye movement procedure with him and the reaction quickly changed. He asked him later what meaning he put to the image of doing the yard and the young man explained that it had to do with him (Clint) always picking on him to do the hard jobs. After the procedure he simply realized that it was a job needing doing Clint has an injured back and he was the Logical one to get it done.

Mary Overlooks Anger

Mary was going through a very difficult divorce. Her soon to be ex-husband was doing just about everything he could to make it miserable. She was constantly in tears and filled with anger and hurt. Mary was having trouble sleeping and was having other problems like headaches. The procedure immediately dissociated her from all of these symptoms but further work was necessary to anchor-in new resources and insure a more resourceful response to her ex's various machinations.

Joe Refocuses His Reaction

Joe got a sick feeling whenever he was approached by his supervisor. He often felt dumb after these contacts because the supervisor most often only wanted to communicate something of a routine nature about the job. When he was taken through the eye movement procedure by a student friend, he was able to see his boss in an entirely different way. This was future paced several different ways. Afterward, Joe was curious as to why he had such a reaction to this man and a transderivational search revealed that his boss closely resembled a feared teacher from elementary school.

The speed and simplicity of the eye movement desensitization procedure makes it another handy tool for NLPers. I would be interested if there are other variations of this process and what different kinds of results there may be.

* This is assuming that the subject codes time in the most common way with the past being sensed to the left and future to the right. Sometimes there are reversals and a few questions can usually get a calibration that will help the operator adjust his movement pattern.

** We are talking about timelines here and the representation of the event has been returned to the past, so to speak, without the meaning that makes it difficult. New meanings can now be decided upon either spontaneously or with specific direction.

Steve Watson, MSW, is a licensed clinical social worker with 29 years of experience in therapy. He is a Master Practitioner in NLP, an associate trainer with NLP of Utah. He conducts NLP workshops at Weber State College and Westminster College in Utah.

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NLP AND THE TRIUNE BRAIN: A CONTRASTIVE ANALYSIS

The purpose of this article is to generate new therapeutic methods for obtaining information stored in the unconscious mind by creating an original synthesis of Neuro-Linguistic Programming (NLP) and triune brain research. The triune brain was discovered in the 1950s by Dr. Paul MacLean, Chief of Brain Evolution for the National Institutes of Mental Health. According to MacLean, the human brain consists of three separate physiological systems, each of which functions autonomously from and simultaneously with the others. They are:

1) **Reptilian: The brain stem where automatic patterns, habits, and routines originate.**

2) **Limbic system: Mid-brain where emotions originate. All organs of the body are connected through the limbic system. Here are located the thalamus and hypothalamus.**

3) **Neocortex: The top or newest brain. Divided into left and right hemispheres.**

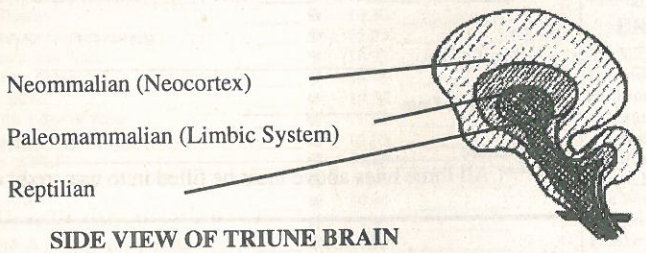
   Left neocortex -- Rational and linguistic intelligence.

   Right neocortex -- Visual and intuitive intelligence.

This study developed as the result of 4 years of ongoing research. The method used was a structured interview format using neurolinguistic question frames. Findings included development of an original triune brain/neurolinguistic interface and the application of a spatial diagram as a diagnostic tool in clinical settings.

Interfaces

Chart 1 - Elaine de Beauport's Multiple Intelligence System



SIDE VIEW OF TRIUNE BRAIN

Neocortex

Rational
To perceive the reason for, the cause and effect of sequential process, deduction, summary and conclusion.
Associational
To perceive randomly, to expand information through random connection, to perceive connections between and among, to juxtapose, to improvise
Visual/Imaginal
To perceive in images
Intuitional
To know from within, direct knowing without the use of reason.

Limbic System

Affectional
To be able to be affected by, to recognize and develop closeness with a person, place, thing, or idea.
Motivational
To be close to one's wanting or desire, to know what one is close to, and what moves one to action.
Mood-Pleasurable/Painful
To be able to create vibrational mood states and shift from and into vibrational states along a pleasure-pain range, from depression through anger to ecstasy.
Oral
To be aware of and able to guide vibrations connected with the oral area.
Nasal
To be aware of and able to guide vibrations connected with the nasal area.
Sexual
To be aware of, receive, originate, and give off vibrations of attraction.

Reptilian

Basic
To be able to move toward and away from, imitate, and inhibit other ideas, actions, processes, and people.
Routine
To be able to recognize, create, and sustain repetitive rhythm.
Ritual
To be able to recognize, create, and sustain repetitive rhythm enhanced by art, music, drama, thought, or action.

©1988 Elaine de Beauport

by Laurie Nadel, Ph.D.

Published works in the fields of neuropsychology, NLP, and the neurophysiology of the triune brain have not yet identified interconnections between the physiological structure of the three separate brain systems and the perceptual and cognitive patterns that form the base of applied neurolinguistics. While reports of the general press have focused on identifying cognitive and perceptual processes in the neocortex, little has been written about the underlying limbic and reptilian brain systems. Even *The New York Times*, which publishes a weekly article on brain research, appears not to focus on brain functions that are not neocortical in origin. One notable exception occurred on April 15, 1989 when Daniel Goleman reported in an article entitled, "Brain's Design Emerges as a Key to Emotions," that "anatomically the emotional system (in the brain) can act independently" from the left neocortex.

More recent articles in *The NY Times* have identified multiple intelligences and learning styles as defined by Howard Gardner although there has been no attempt to provide visual correlation using a diagram or physiological map to link nonlogical intelligences with the limbic and reptilian brain systems.

The triune brain is beginning to be recognized by the psychiatric community as a model for understanding psychosomatic illness. In the Spring 1991 issue of Psychosomatics (a Journal of the American Psychiatric Association), authors Graeme Taylor, R. Michael Bagby, Ph.D., and James Parker cited Dr. Paul MacLean's description of neural circuitry linking the left neocortex with the limbic system as a possible explanation for alexithymia, a personality construct characterized by poor verbal expression of emotions, leading to overeating, binging, alcohol addiction, and/or psychosomatic illness. This reference, however small, represents a minor breakthrough towards formal acceptance of triune brain functioning as a basis for psychological health or illness. The authors of the study went so far as to suggest therapeutic interventions that were not insight-based when working with an alexiythemic patient.

"...the neocortex is the most recent brain to evolve in human beings. It consists of two hemispheres connected by a mass of 250-million nerve fibers called the corpus callosum."

In the May 1991 issue of *Discover* Magazine, Geoffrey Montgomery reported on scientific experiments on visual and associational perception which provide scientific evidence that submodality perception (of brightness, color, location, etc.) of an image affects our kinesthetic response to it and impacts on how we prioritize visual data. In describing research conducted at Caltech by John Allman and Jon Kaas on the primate brain of the South American owl monkey, Montgomery revealed that our associational and visual cortex functions create networks of interlocking images or maps that affect our reactions to those subjects. Images that are less bright, less focused, and further away are associated with being of less importance than images that are bright, clear, and perceived as closer. The importance of submodality distinction with regard to kinesthetic preferences and responses is one of the basic constructs of NLP. Allman and Kaas have also noted that each primate's visual cortex is unique, a finding which correlates with the basic presupposition of NLP that every person's model of the world is different.

Results of Study

Triune Brain/ Neurolinguistic Interface

A number of significant interfaces have been identified between the physiological systems of the triune brain and NLP which are developed into two original diagrams (See Charts 1 and 2). These findings are significant because they generate new information about unconscious thinking, emotional, and behavior processes. Specifically, they identify unconscious patterns as belonging to certain parts of the brain. This increased specificity has several benefits:

1) It gives locality to processes which have previously been described in general terms as belonging to the unconscious mind.

2) It demystifies unconscious processes by anchoring them in the brain's physiology.

3) It provides practitioners of NLP with a physiological map that enhances their ability to understand and explain internal processes and internal states to clients and other members of the professional community.

4) It provides whole-brain creativity consultants with an annotated physiological map that enhances their ability to understand and explain in specific language the cognitive, emotional, and behavioral capabilities of the triune brain.

5) It generates a new model for eliciting information about unconscious personality patterns. This new model synthesizes the basic intelligence of the reptilian brain, (the moving towards and away from pattern), with neurolinguistic **meta-programs**.

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NeuroLinguistic/ Triune Brain Interfaces

Reptillian Brain

According to a model of multiple intelligences in the triune brain developed by educator Elaine de Beauport, Ed.D. (See Charts 1 and 2) the reptilian brain is the place of origin of unconscious behavior patterns, habits, and routines. The basic intelligence of the reptilian brain is moving towards and away from. (*Intelligence* is defined as a specific way of obtaining and processing information.) This intelligence is identified as the **directional metaprogram** in NLP. Other intelligences of the reptilian brain are the creation of routines and rituals.

- The reptilian brain is an unconscious, nonverbal system.
- Its representational system is kinesthetic (movement).
- Its index computation is external behavior (EB).

Limbic System

Located above the reptilian brain and behind the face, the limbic system is where emotions originate. The limbic system evolved to enable maternal mammals to feel connected to their offspring. Therefore, it is often called "the brain of connection."

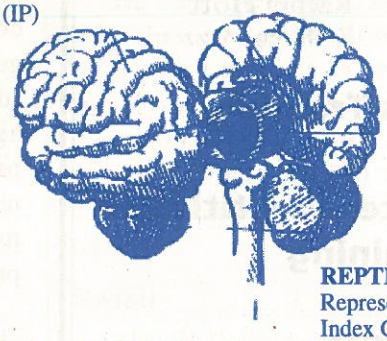
De Beauport identifies several intelligences in the limbic system: affectional, motivational, mood, oral, nasal, and sexual. (See Charts 1 and 2, ibid.)

The limbic system is both unconscious and conscious. It is the

TRIUNE BRAIN/NLP INTERFACES

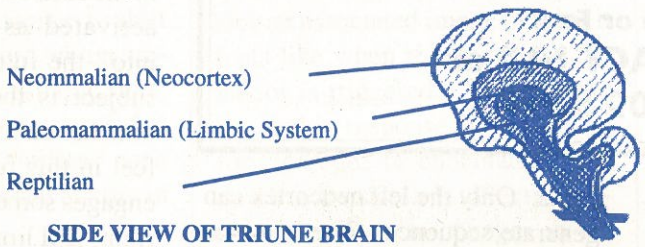
LEFT NEOCORTEX (LEFT BRAIN)
Representational System: Auditory
Index Computation: Internal Process (IP)
Conscious
Outcome Frame
Chunks Down/Strategy Eliciation
Cause/Effect
Internal Dialogue
"Hear what you heard"

RIGHT NEOCORTEX (RIGHT BRAIN)
Representational System: Visual
Index Computation: Internal Process (IP)
Unconscious
As If Frame
Futurepace
Chunks Up/Overview
Swish
Time Line
Criteria Ladder
Internal images
"See what you saw"



LIMBIC SYSTEM
Representational System: Kinesthetic (emotion), Oral/Gustatory
Index Computation: Internal State (IS)
Unconscious/Conscious
Desired State
Anchoring, Chaining Anchors
Motivation
"Feel what you felt"

REPTILIAN BRAIN
Representational System: Kinesthetic(motion)
Index Computation: External Behavior (EB)
Unconscious
Directional Metaprogram: Toward/Away
Present State
Underlying Positive Intention (Reframing)
Habits (Swish)
Behavior (Modeling)
"Step into the experience"
Beliefs



SIDE VIEW OF TRIUNE BRAIN

Chart 2

1991 Copyright Laurie Nadel

place where emotional memories are stored.

- Its representational system is kinesthetic (emotional).
- Its index computation is internal state (IS).

NEOCORTEX—LEFT AND RIGHT

Located atop the limbic system, the neocortex is the most recent brain to evolve in human beings. It consists of two hemispheres connected by a mass of 250-million nerve fibers called the corpus callosum. The two hemispheres have distinct intelligences. (See Charts 1 and 2, ibid.)

Left Neocortex (Left Brain)

Known as the dominant hemisphere because it is the center of language, the left neocortex or left brain is the brain of rational intelligence. As the center of logic and sequence, the left neocortex chunks down information and generates cause/effect thinking patterns. Because of our society's preference for analytical thinking, most people think of the left neocortex as "the brain."

- The left neocortex is a conscious system.
- Its representational system is auditory.
- Its index computation is internal process (IP).

Right Neocortex (Right Brain)

The right neocortex or right brain has three intelligences according to de Beauport: visual (spatial), associational, and intuitive. It functions effortlessly and often spontaneously. It does not think in linear sequence, nor does

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it chunk down information into smaller bits. Consequently, it does not perceive time in a linear fashion. Its representational system is visual.

- It is an unconscious system.
- Its index computation is internal process (IP).

Multibrain Technology & NLP

The following are examples of how NLP functions in the triune brain.:

NLP Frames and Processes

Outcome Frame: This is essentially a process of the left neocortex which uses language to chunk down specific steps needed to achieve a desired result or outcome. Only the left neocortex can generate sequence. The outcome frame engages the limbic system's motivational/affectional intelligence because it elicits what the subject wants to achieve in sensory-based terms. Desire is a limbic state. Focused desire is the active component in motivational intelligence.

As If Frame: This frame engages the right neocortex, specifically its intuitive intelligence. In projecting the future as if it has occurred, the subject is also working with the right brain's visual intelligence. Auditory internal (left neocortex) and kinesthetic (limbic) processes are activated, as well.

Present State: Eliciting information about a subject's present state involves accessing information deep in the reptilian brain. In determining how the present state stops the subject from changing, the practitioner is delving into unconscious patterns that often generate behaviors of which the subject is unconscious. Unpackaging the components of the present state also engages the left neocortex to generate a sequential model of a specific unconscious process or processes.

Desired State: This activates the affectional/motivational intelligences of the limbic system.

Future Pace: This is a right neocortical projection of an image of situation that is likely to occur in the future. The reptilian brain is activated as the person "steps into" the future experience. The subject is then invited to notice how he wants to look, sound, and feel in this future situation. This engages some neocortical (left and right) and limbic brain activity.

Anchoring

Emotional memories are stored in the limbic system, the most chemically active of the three brain systems. This means that unlike neocortical thought which has a distinct beginning, middle, and end, emotions flow from one to the other. This process is activated when anchors are "chained" to trigger a series of emotional states.

Anchoring enables the subject to retrieve stored emotional memories at will so that they can be helpful in achieving a desired result. The induction for anchoring, however, activates all three brain systems:

"Stepping into the experience" activates the reptilian brain.

"Seeing what you saw" during the original emotional event activates the right neocortex.

"Hearing what you heard" during the original emotional event utilizes the auditory capabilities of the left neocortex.

"Feel what you felt" draws upon stored limbic experiences.

Changing emotional memory patterns, especially using the NLP technique called "Change History" draws upon emotional experiences stored in the limbic system. In retrieving these often painful experiences, the subject engages the right neocortex to shift them into a visual field which creates a dissociated kinesthetic state. New resources are then activated to allow the subject to "relive" each event from his emotional history in a more helpful way.

Modeling

With modeling, a subject can experience and integrate characteristics and behaviors of another person to which he does not believe he has direct access. In other words, the subject does not recall having experienced a particular pattern so he cannot draw upon it as a stored resource.

Modeling engages the following brain systems:

When observing the person chosen to be modeled, the subject is using the visual intelligence of his right neocortex.

He is listening to the submodalities of the subject's voice -- volume, tone, pitch, speed, etc.

He then "steps into" the chosen person's physiology and senses what it is like to be inside this person's body. This activates the reptilian brain's basic intelligence (moving towards) and its ability to replicate automatic behaviors.

Swish

A split-screen visual technique for changing unwanted behavior such as nail biting or eating patterns, the swish uses the limbic system to establish the desired state. The right neocortex generates an associated image of what it feels like when the unwanted behavior is triggered. This triggers the limbic response (i.e., a desire for cigarettes or chocolate). The swish is particularly effective because it results in changes in the reptilian brain where patterns, habits, and routines repeat themselves. It is faster than triune brain-based techniques that work with the reptilian brain directly by "seducing" the reptilian brain with a new behavior and training it to repeat that behavior.

Reframing

Reframing sets up a direct communications bridge to the unconscious mind and accesses unconscious abilities for generating alternative new behaviors and emotional patterns. The reframing process entails asking the unconscious mind if it is willing to communicate and asking it to establish a clear signal for yes and no. The signal may come from the left neocortex (auditory), right neocortex (visual), or limbic system (kinesthetic sensation in the body).

One of the presuppositions of reframing is that any behavior has an underlying positive intention. In other words, it fills a function. One of the presuppositions of NLP is that before any change can occur, the unconscious mind must yield up information about its underlying positive intention. This information gathering process reaches into the deepest part of the reptilian brain which creates automatic, unconscious patterns for safety and protection.

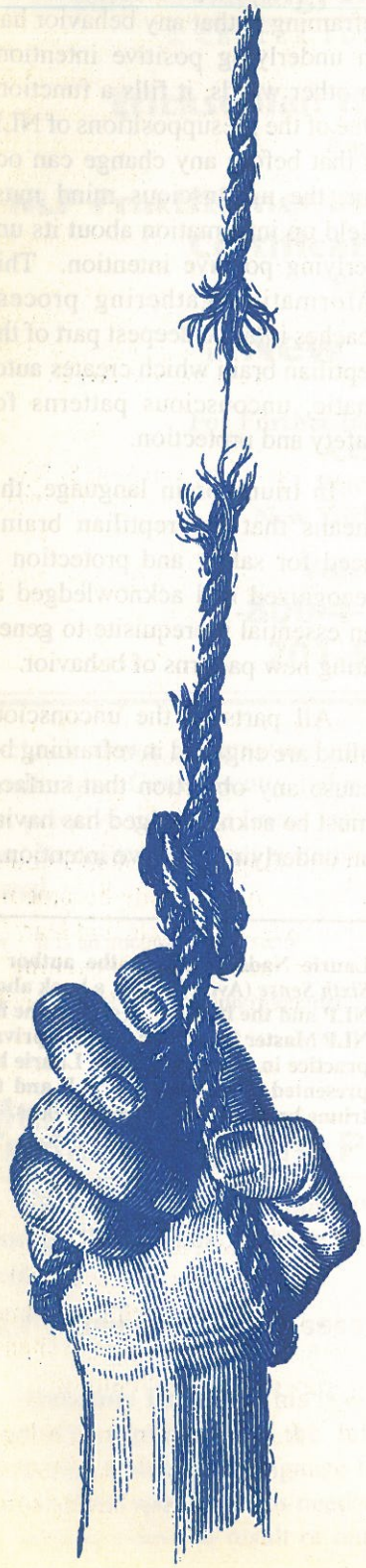
In triune brain language, this means that the reptilian brain's need for safety and protection is recognized and acknowledged as an essential prerequisite to generating new patterns of behavior.

All parts of the unconscious mind are engaged in reframing because any objection that surfaces must be acknowledged has having an underlying positive intention.

Laurie Nadel, Ph.D. is the author of *Sixth Sense* (Avon Books), a book about NLP and the intuitive process. She is a NLP Master Practitioner with a private practice in New York City. Laurie has presented workshops on NLP and the triune brain at IANLP conferences.

Terror and Compartmentalization: Anatomy of a Dissociative Episode

By David L. Calof



The icy cold pre-dawn was silent and still. In the dark sky, millions of stars glittered like frozen gems in the thin, crisp air. The small sliver of white moon hung hidden behind a huge, translucent streak of clouds. Guided by the tiny light beams from our helmet head lamps, we'd been making our way up to the summit of Mt. Rainier (14,410 ft.) in Washington State. We were in four-person teams tied together by safety ropes and had been climbing through the night using crampons and ice axes to scale the huge, rocky ridges and steep glaciers of what the natives call "Big White Mountain." We were climbing a rocky section which had about a 60-degree grade. The path was too steep and the morning still too dark to sit down and remove our crampons so the climbing was further complicated by the need to walk upward in steel-spiked boots on loose rock. The trek was exhausting.

The other three members of my team were spaced out nearly 100 feet above me on a steep rocky ridge. My colleagues above me paused and signaled me to rest. Holding the rope for balance, I leaned back against the side of the mountain to take the strain off my legs. Now that I could take a break from the steady assault on my body, I most acutely felt the heavy load I was carrying--and the piercing coldness. Both of these were easily lost in the step, breath, step, breath, step mantra.

When climbing a glaciated mountain in 10 degrees F at night, the stops are brief, usually 2 or 3 minutes, since a chill sets quickly in the body, tightens the muscles and makes one shiver uncontrollably. The stops are brief also because the sun's warmth melts a mountain's surface making it less stable and therefore, more dangerous. A team needs to reach the summit by dawn to plan to descend below the upper mountain before the heat of day. I was starting to get cold and was looking forward to the gentle tug on the rope I was expecting at any moment. This would be the signal that the team was getting ready to move again and for me to be alert.

For 7 hours, all I had been able to see was the 2-foot circle of light cast on my feet by my head lamp. While the prospect of climbing the high mountain in the dark of night at first seemed impossibly terrifying, I realize now that the merciful circle of light at my feet had contained all my doubt, confusion, and terror. Dawn was breaking. As my eyes adjusted to the dim, I realized I could see *outside* the lighted cir-

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cle. In the gray, I saw my boots sticking slightly over the narrow ledge on which I'd been climbing. About a half a mile below was a vast, barren glacier spreading out in all directions. The glacier went on seemingly forever, pockmarked and littered with huge cracks and crevasses some of which were so deep they faded from white at the top to blue and disappeared into blackness hundreds of feet below the glacier's surface. Because I was in the unfortunate position of facing out from the mountain, I couldn't see anything except the massive glacier below and vast nothingness before me.

As if to punctuate the moment, a small clump of dirt chose to fall off my boot and go soaring off the ledge into the nothingness. I became, as we say in mountain climbing, "gripped." I was frozen with terror, unable to move or even speak. The fear rushed over me like a superglue transfusion--sweeping up my body from my toes to my eyes. I was staring down into the bowels of a huge crevasse that could become my permanent residence. I couldn't move my eyes. I tried and couldn't. In my utter terror, I knew that if I even tried to move my eyes or blink, I'd become dizzy, lose my balance and fall. It occurred to me that I'd fall for several seconds before smashing onto the glacier or being swallowed up by a crevasse. The image of my rope-fated partners falling over me in the sky horrified me.

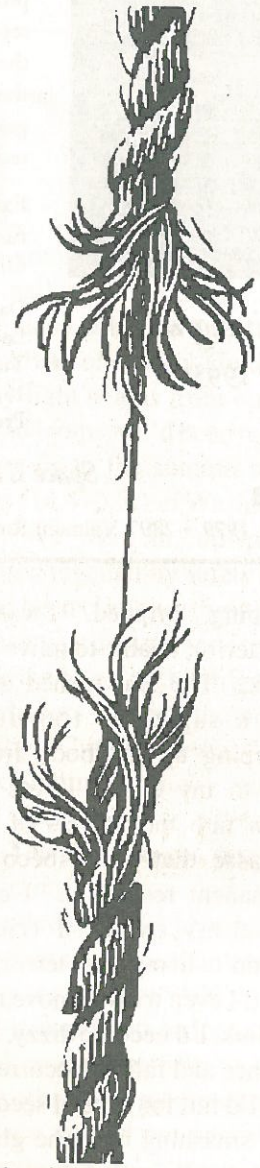
I heard a tiny voice inside me scream, "Mommy!" This is the utter cry of helplessness and hopelessness in the face of overwhelming odds. This is the voice of a scared, vulnerable child-like part of me. I strained to keep from screaming even though I couldn't speak. As my body became more numb from the cold and fear, I felt utter madness encroaching my consciousness. My surroundings had become surreal and the crevasse riveted my eyes in place. I knew that in a moment a tug would come on the rope and the team would start to climb again. After a few seconds, the rope become tauter and eventually, unable to respond, I would fall over and pull the team down with me. I knew I wouldn't even be able to shout the proper warning, "Falling!"

Another part of me, a logical, more mature part, urged me to tell my partners I was having trouble.

However, I remember distinctly a little boy-like shame that kept me from confessing my virtual insanity. There was an utter un-okayness that stifled normal assertion which was confounded by a sense of guilt for my belief that they were greatly at their peril for being tied to me. In retrospect, I recognize that this was an aspect of self who believes failure is shameful and even punishable. *What if they didn't believe me? Or joked at me? Or got angry?*

I remember then even my most adult self realized I was in a predicament which I truly had no clue as to how to solve in any linear, logical way. The demands of the situation dictated that my mind had to function as a multi-mind. This was clearly the best configuration. Without it I would have felt lost and alone and utterly helpless to resist my fate. The instant committee in my mind could better manage the simultaneous realities of my actual external predicament and my inner (terrified and paralyzed) state before mounting a fresh problem-solving attempt. There was a moment of resignation, the recognition I'd utterly run out of solutions and then complete surrender. A small hole opened up in time. A kind of overdrive seemed to kick in in which I felt instantly enveloped, shell-like and reassured that something outside of my immediate control was keeping my balance while my body was so delicately poised.

In that hole in time, I heard a calmer version of myself say, "Listen, you had to have been at least this scared just a few minutes ago when you were climbing in the dark, only you just didn't know it, right?" [*Right.*] "Well then, all you have to do is put all the fear back where you were keeping it before, right?" Before I could answer, I had downshifted out of hyper terror and paralysis. The terror and grip instantly dissolved into thin air. I knew I was fine again. I realized I was in the rarefied company of others quite as mad as I who were being awed by the magnificent, morning sky. I felt my face warm, my muscles relax and deep breathing return with tears of joy. Something had been put away. I checked for it as one would pat a pocket for keys when leaving the house. I wasn't sure what I was checking for as I had only a vague recollection of the terror of just moments ago. It was too hard to think anyway and the splendor of the sun's morning rays stole my attention. I felt the rope gently tug and moments later was back in a trance watching my crampons and ice ax carry me up to the summit. I forgot I had been afraid at all until I was safe in my car late that night. When it struck me, for a luscious moment, I could again feel the utter terror loosed again that had lived in that circular container of light.



The memory is dreamlike. Sitting in my warm den typing this makes that jagged, harrowing time seem unreal. The circumstances were so out of my normal range of experience they are still surreal. Except for my heart which still races a bit to begin to remember how transfixed in dread and terror I had been, I wouldn't know I'd actually been through it. There are no witnesses. The only close friend who climbed with me has passed away. All there is now is the telling of the story.

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David L. Calof is editor of Treating Abuse Today.

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Power games and adversary relations in the 90's are the fast track to business failure

Do Organizations Learn?

"More often, the individual develops, then returns to a setting which extinguishes new behavior and reinforces going back to the status quo."

by Lucy D. Freedman

NLPers are advocates of learning in a big way. Interested in learning strategies, generative change, and human evolution in general, this community is in tune with the leading edge of organizational change. Learning has begun to be recognized as a core competency for any enterprise to succeed. Its implications are larger though: unless we as a society can learn more rapidly and generatively, we will be too slow in changing our ways to survive on this planet.

One of the biggest "must-reads" for organizational development people and for management in the last few years is a book called *The Fifth Discipline: the Art and Practice of the Learning Organization* by Peter M. Senge (founder of Innovation Associates, a consulting firm in Massachusetts, and director of the Systems Thinking and Organizational Learning Program at MIT's Sloan School of Management).

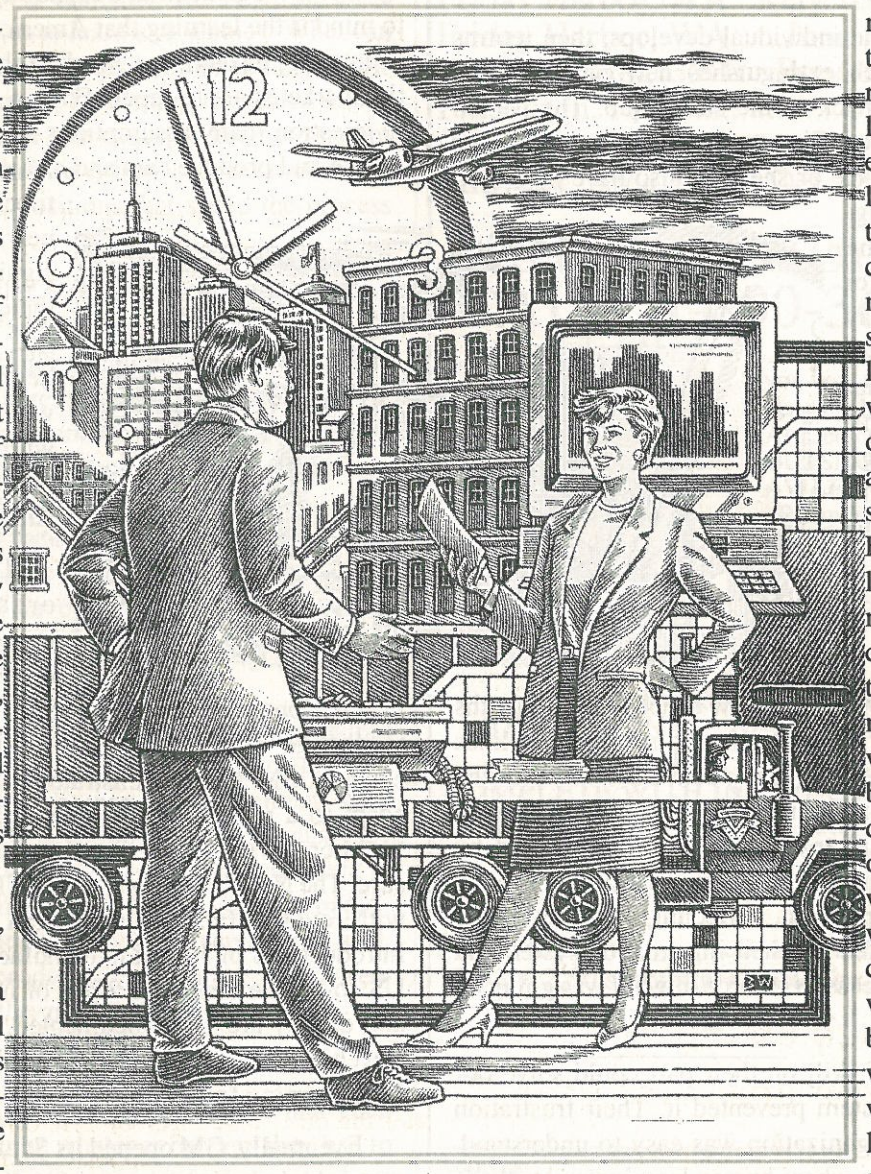
Senge says that, "What fundamentally will distinguish learning organizations from traditional authoritarian 'controlling organizations' will be the mastery of certain basic disciplines."

These disciplines are Personal Mastery, Mental Models (surfacing presuppositions underlying worldview and behavior), Building Shared Vision, Team Learning (cooperative exploratory inquiry and awareness of group process), and Systems Thinking (which ties the other four together). He offers many insights that support NLP's presuppositions and attitudes, most obviously, "There is no blame," a key aspect of NLP's "Feedback, not failure," learning model. Unfortunately, individuals, organizations, and society are far from operating on such principles. Just look at the

continued adversary relations among ethnic groups, countries, and even fairly evolved corporations.

A Time for Learning

While learning is one of NLP's strongest values, and the ability to adapt to new realities is certainly a key to business survival, the movement for the learning organization faces more challenges than might at first be evident. There is considerable debate in the field of human and organizational development about this new concept of the learning organization. While the ability to learn is now considered by many to be the competitive edge for organizations, the distinction between individual learning and organizational learning is blurry.



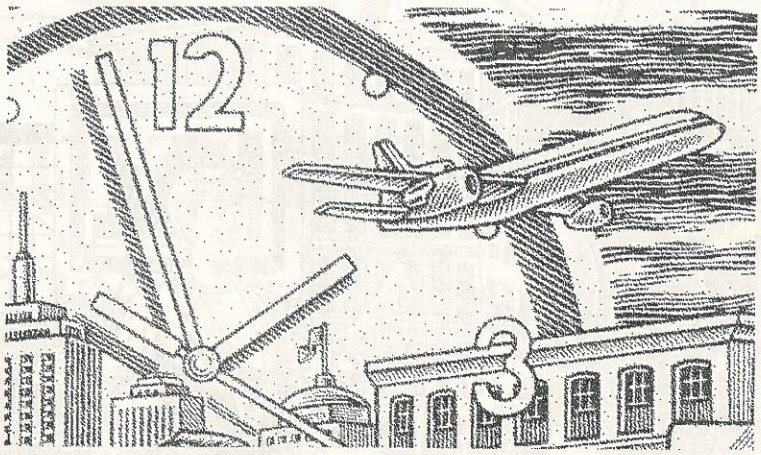
For example, in a recent company publication, a large chemical manufacturer says it has made a commitment to become a learning organization. What this means to them is that employees will have access to more education and training. We certainly advocate any increase in corporate support for employee development, but question whether sending a lot more people to training will build a learning organization. We would question the impact this will have on the culture and presuppositions of their company as a whole.

When we say someone learns, the operational aspect of it is that he or she performs some new behavior. Even when the learning is intellectual or emotional, the evidence of it is the person's representation in behavior: from answering test questions to reporting a new emotional state. (Of course, an NLP-trained observer would calibrate to more evidence than just a verbal report.) If the learning is generative, the learner applies it to more than one context. If it is at a major paradigm-shifting level, the learner's entire world view and orientation shifts and produces observable changes. For example, if I learn that the meaning of my communication is the response I get, many moves I would have made before would be different. Instead of explaining what is wrong with my boss or coworkers, I would try out new behavior and see what happened. I would enter a new learning curve expanding my acuity and behavioral flexibility.

A useful definition of learning is that it is an increase in capability. The example just cited is certainly an increase in capability. Some of the learning that organizations support does not seem to succeed in increasing capability of their employees or themselves.

Just because a company invests resources in training people doesn't necessarily mean those people will end up doing something new or different. If the individual is encouraged to learn, he or she may have more options, be able to solve problems better, have increased influence with others. This may produce change in how the organization does business.

More often, the individual develops, then returns to a setting which extinguishes new behavior and reinforces going back to the status quo. The person may have fewer conflicts, a better personal life, or more knowledge. He or she may also have increased cynicism and resignation about the value of learning or changing, and may discourage others from venturing out of the old patterns. Breaking through this resignation will be more difficult the next time.



The Real World

When we moved into a new office several months ago, we had some difficulty in getting the phone lines we needed installed. In many conversations with the service reps, we experienced a stark example of what happens when skill training is not accompanied by organizational change: the representatives were very pleasant and empathetic, reflecting good customer service training, and yet their information system did not allow them access to records of what was going on with our service.

No amount of skill on their part could solve our problem: their system prevented it. Their frustration with their own organization was easy to understand. Here is an example where human learning and technological development would need to be part of a bigger change process, and could not work as piecemeal solutions. While the people were plenty smart, the organization remained dumb. There was no real increase in capability to serve the customer.

This underlines Senge's Fifth Discipline: without systems thinking, attempts to force change through individual learning may be sadly ineffective.

Incentives for Change

What are some examples of learning that has increased an organization's capability? One that comes to mind is the learning that American car makers have been going through as a result of their loss of substantial market share to Japan. Ford in particular was able to question many assumptions about the best way to design and produce cars and as a result has shortened time-to-market of their new designs as well as significantly increasing the quality of the product. Many givens have been thrown out the window and replaced with a variety of continuous learning strategies.

Like individuals, organizations often need a jolt before they begin to question their assumptions and practices. The same jolt that got Ford to change also hit General Motors. Interestingly enough, GM has demonstrated much less ability to adapt to a new design and manufacturing paradigm than Ford. Within GM, there has been innovation to be sure. The New United Motors (NUMMI) joint venture with Toyota in Fremont, California, was one of the first introductions of Japanese manufacturing methods on US soil. The results in terms of improved efficiency and quality are well-documented. I have frequently driven by there and wondered what kept the rest of GM from learning from those methods.

Eventually, GM opened its Saturn plant in Tennessee, which is very innovative in everything from engineering to marketing. Recently, we had a chance to talk with some GM "insiders" who speculate that the barrier to learning from NUMMI was the "NIH" - not invented here - syndrome. When they moved ahead with Saturn, it was seen as their own innovation, rather than imported ideas. The resistance to adopting successes from Japan is not unlike those individuals

who fear admitting that they don't already have the answers themselves. The delay in GM's movement certainly has not helped their reputation or their market share.

Changing the Sum of the Parts

What made such a dramatic difference in these organizations' abilities to learn as a whole? What can we learn from this that would help focus change efforts in large human systems? If learning is evident in one part of a system, or in one example but not another within a particular industry, how can we model and transplant the presuppositions that speed the process of change?

On a much smaller scale, I was recently a participant in a workshop where I made some observations about the learning of individuals vs. the learning of the group as a whole. There was no technology involved, but in contrast to the phone example, the group grew in its capability as a result of individual changes in behavior. One of the agreements in the group was that people would be in their seats, ready to start, at the appointed times. This is different from the culture in the NLP trainings I have experienced, and different from the expectations and habits of many of the participants.

At first, the group was ragtag at best in getting into their seats on time. As the workshop progressed, they got better and better at keeping the agreement. As a result, the group could accomplish more because they were ready to work sooner and less time was spent in shepherding latecomers to their seats. Another byproduct was that the emotional security increased as well, leading to greater productivity from the work. New behavior reflecting the group culture was evident.

A Group Effort

This looks like individual learning in that each person had to overcome whatever barriers they had to being there on time. Yet the strategy for bringing about the learning included three levels of group support: the workshop leader set the expectation and maintained it, so there was leadership and a vision of a desired state.

Rather than leaning on the individual to be on time, the person's assigned partner was held responsible for supporting the individual being on time, so the internal structure was supportive of the desired change. When

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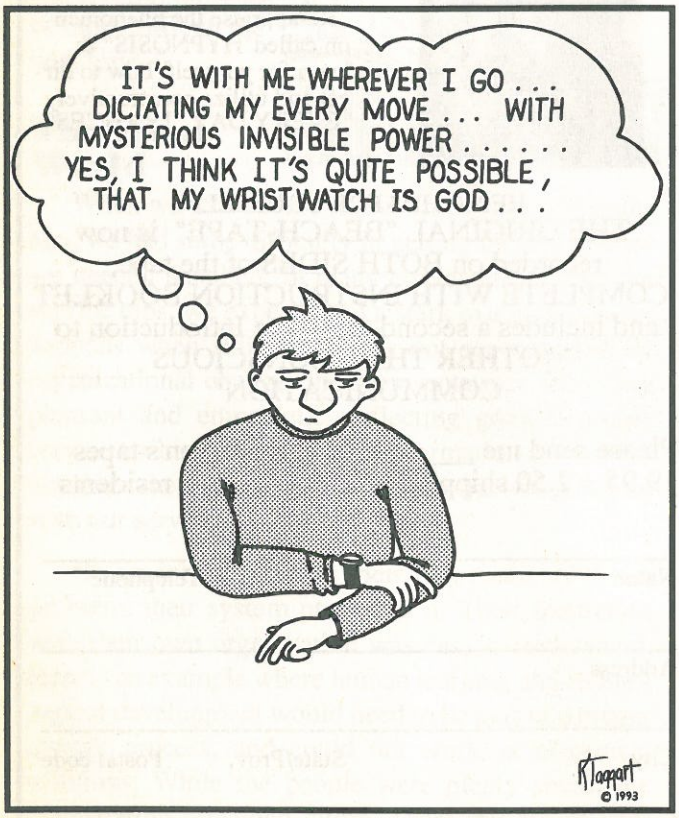
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someone was late, the assistant workshop leader spoke with that person's partner. This approach took away the authoritarianism and isolation of enforcement, substituting encouragement and support.

Individuals learned by changing their behavior and probably carried this over into other aspects of their lives. The main point here is that the group itself functioned differently, had greater capability, and hence, seemed to have learned. The group could not get there without supporting the individual, and all the individuals benefited from the increased capability of the group.

When individuals learn, they may or may not incorporate the learning across contexts. Some learning is just new data that will be fed through the same processing system. From an NLP point of view, this is not as valued as generative learning. We might even say it does not qualify as genuinely increasing the person's capability.



Learning how to learn continues to open new doors and expand the possibilities, almost endlessly. Perhaps the same metaphor applies to organizations: doing something new is not the same as actually changing in fundamental or pervasive ways that produce increased capabilities for the organization.

It seems that NLP applied to organizations could productively contribute to what is going on here. With the background of understanding the structure of learning strategies for the individual, a concern for the ecology of the individual in larger human systems, and an ability to model patterns that work, NLPers who are working on organizational change and learning can research the overlap between individual learning and organizational learning as well as identifying the differences.

It is the highest human priority at this point that we learn to live and work together in ways that do not destroy the systems within which we exist. Our environmental and economic crises are symptoms that our individual learning has not added up to sufficiently increased capability for stewardship of the human and natural resources with which we are blessed.

Perhaps by focusing on what we can learn about learning organizations and how to leverage the potential of human societal capability, we can do what many NLPers dream of: creating a society that actually lives the presuppositions we learn and practice ourselves. The dialogue is one that deserves our attention, and we encourage its continuation in these pages, in our training institutes, and all the conferences where we meet to exchange ideas and practices.

The organizational NLP community has a worthwhile cause here: every experiment in organizational learning adds to the collective capability to change a competitive, individualistic, destructive world to a collaborative, harmonious, healthy one. As you work in this way, please share your work and your learning so we may increase the benefit to all.

≡

Lucy D. Freedman is President of Syntax Communication Modeling Corporation. She trains managers, technical professionals, sales people, and trainers in communication, coaching, and consulting skills. Syntax offers a Trainer Institute twice a year.

The Dying Process Of A Conscious Woman - Virginia Satir

Virginia's Amazing Spirit

By Laura Dodson

Virginia said she wanted "the world to see my death as a success." At first I hardly knew what she meant. With time, the meaning of these words is fuller. I feel she taught me how to die, and that she wanted to pass her learning's about this, too, on to others, just as she passed her other learnings about life to the world. It is too rare in our culture for one to be invited intimately into another's dying process. Her life and death have had deep, transforming meaning. Each person who shared her dying process in an intimate way has their own story of her. This is the one I experienced.

In May of 1988, when she was working in the USSR, Virginia had more energy than anyone in our crew of six. Virginia remained fully focused on the work in each of the four cities where we lectured and did workshops, while the rest of us took more time to rest. She spoke and worked with families with great clarity and the people seemed to hear her message deeply. She made further steps to relate what she knew so well in family healing to world healing. It was well received. Often, she seemed more inspired to do and say her message in a simple, clear, direct way than I had ever heard her in the 25 years I had known her.



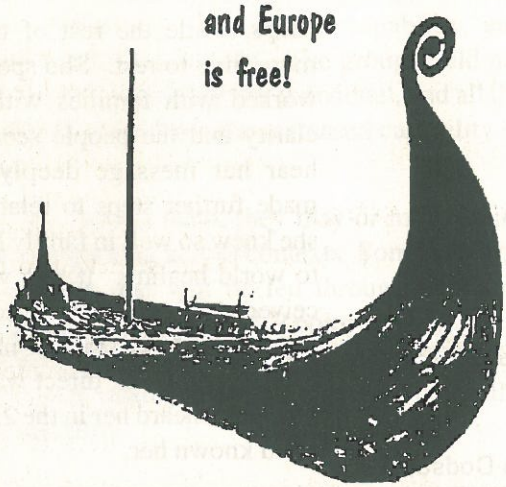
She had no idea of her illness. Only days before we left, did she have a single pain. This was in the pancreatic area and a massage eased the pain. We assumed she had some of the parasites I suspected I had. Upon returning when she learned it was confirmed I had parasites, she, too got some Flagil, and for a time continued to assume her increased pain was related to parasites.

In her usual style, Virginia was home only 2 days before she was off to work again, this time to lead the annual Avanta Conference (an organization that she founded and led, composed of people who do her work over the world). As she honored the older members, she announced here that she intended to live to be 102!

A week later, after doing a short TV program in Denver in route, she returned to Crested

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Butte for her summer training program that she had been conducting for eight years. It was there that her skin began to turn yellow with jaundice, she became very weak, and was taken to the hospital. At Grand Junction, Colorado, she learned that she had a blockage in the pancreas and a cancerous tumor was suspected. She decided to return to her home in Palo Alto and go to the Stanford Medical Center.

I met her in Denver at the airport where she had changed planes. She sat exhausted in a wheelchair that had been rolled to the gate. We had planned to meet in the Red Carpet Lounge, but she paged me to come to the gate instead. "I could have never gotten there. Laura, this is the greatest challenge of my life. I don't want to **lose my life**!" She bent over in pain after the energy it took for her emphatic statement and mumbled, "And I wonder when I have such pain, why am I fighting for my life?" I had the strong feeling that she would die. After a few minutes I asked, "What would you like from me?" Her response was, "Come when it is right." We both knew that meant we would each listen deeply and when the psyche gave the word to me or to her, we would know, and I would come.

> *"Virginia took charge of her dying just as she took charge of her living."*

During the next 7 weeks, I worked on the program she had planned to do in August, and was going to call *What Heals the Family, Heals the World*. When it was obvious Virginia could not be the keynote speaker, I called kindred spirits who could be the keynote speaker. Those calls signaled some of the people who needed to hear of Virginia's illness. I reached Stan Grof, Bernie Seigel, Mary Catherine Bateson, Gerry Jampolsky, and Jean Houston. None could come to lecture but all telephoned Virginia with loving messages most important to her. Jean Houston did not know Virginia well, but it seemed clear to me that she should call Virginia also. "Are you sure, Laura?" "Yes, I am sure. You helped Margaret

Mead when she was diagnosed with the same illness and Virginia needs you." Jean called and Virginia asked her to call daily. She did. Virginia felt calm and enriched after these conversations.

It was Rianne Eisler who responded to our need for a keynote speaker, and how appropriate. During our time in the USSR, Virginia and I had been looking through history at the many examples of leaders who had hoped to create "better" governments, but whose attempts ended in as painful a situation as had been present before. We had tried to put an historical-psychological perspective on this painful reality. We spoke in the USSR of the need for greater consciousness and incorporation of the emerging feminine consciousness as keys to world healing. Rianne in her book, *The Chalice and the Blade* had historically documented the lost feminine. What a fine link to have her accept coming in Virginia's place.

> *"She was considering rituals and ceremonies for her death. One morning she woke alert and instructed us to have flowers and music and sit together in her living room after she died."*

Another speaker was Craig Barnes who was an editor of *Breakthrough* when it was being written jointly with persons from the two countries and published in English and Russian. He shared human stories of the process of the developing connection with Soviet and U.S. colleagues as they struggled to tell the truth in this book. M'Lou Burnett who had coordinated and shared our trip to the USSR came; she and I led the experiential part of the workshop.

Despite her illness, Virginia was actively interested in the development of this workshop. It was important to her. She kept having people call during the workshop until she reached me to see how it went. She was delighted and said, "Remember, little seeds like this grow." Her voice grew weaker. She told, over the phone, her dismay that she could not now even care for her smallest physical needs.

At Stanford, Virginia had been told that the cancer had spread to her liver as well, and that she could have radiation. This would possibly give her six months to live, while without it she would have two to three months. She chose not to have the radiation. She decided to work with natural healing methods, such as cleansing diets, natural vitamins, and minerals.

During those weeks, she struggled with what she needed to learn from her illness, with her wish to write, and the probable inability of her body to allow that, and with her other many losses.

In late August, I awoke one morning with a poem to Virginia. It contrasted this time in her life with the time when she was 5-years old and almost died with an erupted appendix. Her Christian Scientist parents were reluctant to take her to a doctor but in the last moment her father grabbed her from her mother's arms and took her. This wound and this fight for life, refined the richness and depth of the healing ability that would be her life's works. As in the finest historical traditions of healing, it made her a "wounded-healer." Now, she comes to death's door again. This time the task is surrender ... not fight. This task is equally significant in her journey ... again a wound that brings powerful transformation has come into her life.

I struggled for several days about whether to share this intense dream-like message with Virginia. When she was fighting for her life, how could I be so presumptuous? When I felt I must call her, quite unexpectedly she was awake and alone, and wanted to receive my call. I told her about the poem and asked if she wanted me to share it. "Yes," she replied, "If it is brief, for my energy is too low to concentrate long." I read it to her. "Thank you. Thank you, Laura." were her words and we hung up.

Two days later, I learned Virginia had stopped taking the cleansing medicines, she had stopped vomiting, which she had been doing for several days. She was resting quietly. I knew it was time for me to go.

When she saw me at her bedroom door, she said, "Come in. I want to feel your energy." She signaled a chair by her side with her eyes, and I sat down. We

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were silent, eyes closed, for 10 to 15 minutes. During that time, two or three other people who were in the room left.

Virginia took her hand out from under the covers and I took that as a signal to hold her hand. I did, and we were silent another 10 minutes or so. Her eyes closed again. The setting sun and the lovely evening hues coming into the soft room from the glass wall seemed to hold us.

"What would you say, Laura, if I said I want to make my transition now?"

Quiet again. So profound words, so profound a moment. We sat quietly again for a couple of minutes. I found myself responding, "Virginia, if that is what you feel is right for you, I will help you."

She opened her eyes and the glowing smile I had seen so often on her face was there. Her eyes sparkled. "I am 72, I have lived a good life." We looked into each other's eyes for a time.

After a time, Virginia asked, "Laura, would you give me a massage? Turn up the music loudly." I was delighted to share this ritual with her at this time. It was one we had experienced many times, and it seemed so perfect now. I don't know what classical music was playing, but the room filled with soft, strong energy. Whenever our eyes would meet her glowing smile would be there. Once she whispered, "It's so right, it's so right..."

"I know, Virginia, it is so right."

Ecstasy was in the air...it radiated around and in us. We were celebrating her decision to die!! Weird though it may sound, it was a truly ecstatic experience.

After about an hour, I leaned over to Virginia and asked, "How do you feel now about your decision?"

Softly and assuredly came back, "It is the only thing that gives me peace."

We were quiet as the last of evening died into the dark of night. In the background was the mumble and bustle of the other people who were in the house as they were tending to phone calls, visiting, preparing food. I asked, "What shall I say when I leave the room and meet the others here?"

"Nothing," she replied, "Say nothing. Not yet."

She needed time with her decision. Time to feel if it was really right. She needed full freedom to be with it... I left the room and said nothing.

For the first shift of the night, I was on call to Virginia. She would ring her bell often for help. The first two or three times the requests were for the mechanics of life, but the feeling was more. The fourth time, I asked, "Virginia, would you like me to sleep in here?"

"Oh yes, that would be good." Her restlessness died down for awhile and she slept. Someone awakened me about 3:00 A.M. to relieve my duty. Another loving friend came in and sat beside her.

The next morning Virginia looked tired and tense. She asked that I tell others now of her decision. I left her for an hour and shared with the four women who were there. When I returned to Virginia she was in more motion than before but silent. Then she lifted her head and looked straight into my eyes with an intense look of panic on her face. "Laura, I am so afraid!" Overwhelmed with her intense feeling, I didn't know what to say and finally blurted out, "What shall we do about your fear, Virginia?" She didn't know, of course. If she had known, she wouldn't have asked the question! I felt lost, overwhelmed yet focused and searching...this was the first very difficult task in my commitment to help her with her decision. I went into a room away from others in the house, determined to sit there until I had something to say to her.

Time passed - maybe an hour or so - before I found myself running back into her room without the words of my response yet formed, but I knew they were there. "About your fear, Virginia, this is what we do. We know you are going to die."

"Yes," she said. "Next Sunday." (This was Sunday.)

"We set that aside over here," I motioned to the right of me as far as my arm could go. "That is a given," and paused to see her agreement. "Now, we focus on each moment between now and then, we focus deeply, and we do in each moment exactly what needs to be done in the most perfect way that we can." So simple, but what relief this brought to us.

Virginia slept several hours and those of us in the household began from a meditative stance to try to anticipate what needed to be done and how it might be done just right.

Virginia took charge of her dying just as she took charge of her living. Later that day, when I asked "What needs to be done now?" She replied, "Call my brother and his wife, and my daughters."

"And what about your sister," I asked, knowing Virginia had not seen her for some years. Surprised at herself, she exclaimed, "Oh, I forgot about her." Her hearing was fading, and as she would have done for me, I put my face to hers and said in a loud voice, "Now, that you remember, what shall we do?" "Call her too," she sighed. So the journey was begun of doing each thing in its proper way and in its proper time.

Her brother arrived with his wife and grandson. In his great love for Virginia, her brother exclaimed, "Ginny, what are you doing? You can't give up on life. You have always been a fighter."

She opened her eyes, looked him right in the eye, and exclaimed, "Russell, you just don't understand! I am not giving up on life. I am following my peace."

After trying to persuade her to go for chemotherapy, etc., and meeting only her closed eyes, his grandson of 19 put his arm around his shoulder and said, "Granddad, if Aunt Ginny wants to die, let's just let her," and they left the room.

I commented, "Your brother is having a hard time with your decision."

"Of course he is. So am I."

"I am going home, wish me well on my journey.."

During periodic talks the next few days Virginia actively worked out more details of her dying, calling in people she needed to talk with to find the right details for her. "I want to be fully conscious as long as I can. I want to be with this process. Keep the pain meds as low as possible." Another time ..."everyone has to die sometime - no one gets out of this world alive." She had calls from Moscow, Israel, South America, Sweden, all of Europe, all over this country. Mail piled high. She screened carefully and felt concerned that we carefully convey that hers was not a message of rejection but of limits of time that must be preserved for her inner process. Times like this are timeless; days seemed like weeks.

On September 5th, 5 days before she died, Virginia dictated the following message:

To all my friends, colleagues and family:

I send you love.

Please support me in my passage to a new life.

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I have no other way to thank you than this.

You have all played a significant part in my development of loving.

As a result, my life has been rich and full, so I leave feeling very grateful.

Virginia

Now, Virginia talked less, slept more. Her sentences were often partial ones. She was considering rituals and ceremonies for her death. One morning she woke alert and instructed us to have flowers and music and sit together in her living room after she died. Then she slept heavily again.

In another brief moment of her awake state to this world, she asked that all the people in the house be called into her room and 10 or so people came in. She instructed each to go around the house and choose a piece of art or sculpture as their own, and to return to her and tell her why they had chosen that one. The ritual seemed so satisfying to her.

Virginia requested that music - often meditative music - be played into the earphone set she wore. She liked *The Course in Miracles* read to her. She slept more and deeper.

She began to use the phrase, "I am going home, wish me well on my journey." Visions came to her ... one was of crossing a river and seeing others who had died on the other side reaching for her. The house became like a sanctuary. We looked in each moment for guidance for the next. There was more silence. We moved in quiet rhythms together. A nurse was always there. A special friend was especially present to Virginia for each of three shifts of the day.

On Thursday morning, Virginia asked that we contact about 12 close friends whom she felt could help to "wish me home" to come to her on Friday. They all did. Before they began to arrive, Virginia had slipped into a deep coma from which she never awoke. She died on Saturday at 5:10 P.M., September 10.

In the 24 hours before her death, her home was like a holy mosque, church, synagogue, all in one - a place of deep mediation. The California sun shone brightly. Her family and friends came together to talk quietly in the lovely yard, to sit in meditation and to share together. We were all wishing her home. On Saturday

To all my friends, colleagues and family:
I send you love.
Please support me in my passage to a new life.
I have no other way to thank you than this.
You have all played a significant part in my development of loving.
As a result, my life has been rich and full, so I leave feeling very grateful.

-Virginia

morning before entering her room we could see the pumps of the oxygen she was taking was still in operation. Sighs came, sighs of despair, as that meant Virginia has not yet made it out of her body. We were indeed wishing her home. Later that day the family decided to stop the oxygen.

When she did breathe a last gentle breath, with no struggle, we gathered around her bed holding hands. The ecstatic feeling was there again though tainted with deep loss. She made it out of her body!

Almost without thought, ritualistic behavior fell in line. Jonathan, one of her doctors, who is Jewish, conducted the last ceremony in his tradition of breaking the glass as a symbol of transition. We spoke quietly to her. Some sang.

As it was right, we left the room and tended to the business of calling people, making arrangements with the crematory she had chosen, getting information to the newspapers. When the crematory came, we quietly walked behind as they carried her still, peaceful, beautiful body. We scattered rose petals over her cover and on the ground. It was the glow of evening time again.

In her dying days, Virginia was fortunate to have minimal pain, or at least pain that could be controlled, and an illness that did not cloud her mind. She provided a strong model of a dying process for us, and one that she wanted to share with the world.

She taught me that death is like birth. A barrier had been there in my mind . . . a barrier to the knowledge that there is no end. It faded and has remained faded. With this absence there is a deeper sense of freedom. Life and death seem a circle and passage either way seems natural and full. "Thank you, Virginia."

As a part of her obituary, Jean Houston wrote of Virginia:

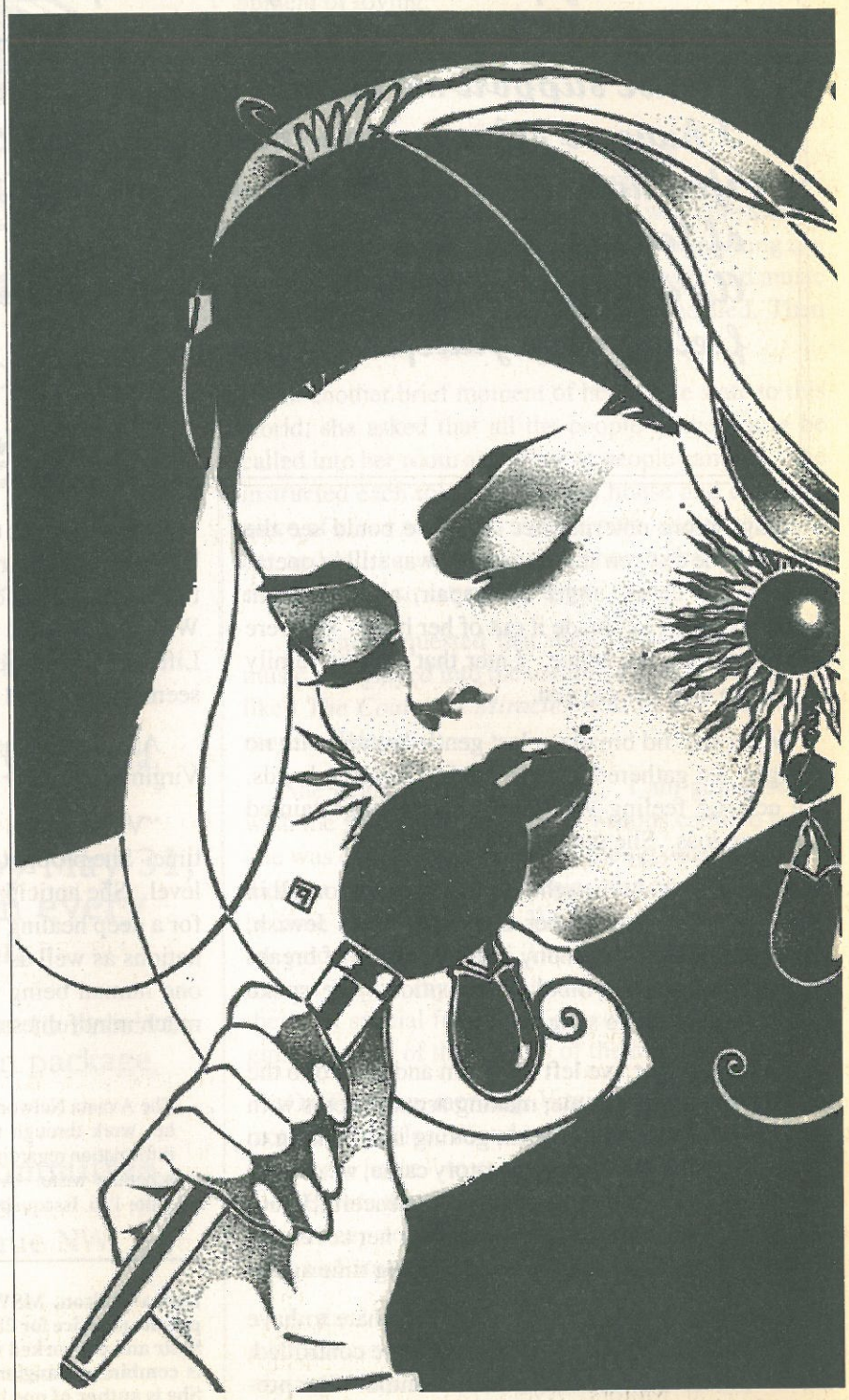
"Virginia was one of the greatest geniuses of our time. She brought the field of family therapy to a new level. She anticipated a need for and created patterns for a deep healing in the 21st Century for cultures and nations as well as individuals and families. Rarely in one human being is so much heart matched with so much mindfulness."

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Laura Dodson, MSW, Ph.D., Jungian Analyst, has been in private practice for 28 years in Colorado. She trained Virginia Satir and co-worked with her over 26 years. Laura's specialty is combining Jungian depth psychology and systems theory. She is author of one book and numerous articles.

The Hypnotic Open Text of Pop Songs

By Tim Murphey, Ph.D



According to the Milton Model, *artfully vague* language is non-specific enough for listeners to construct their own personal interpretations. Similar, *popular* songs allow for individual interpretation with it's vague language which can fit just about any environment in which they are heard. In Humberto Eco's (1979) terms, songs are *open texts*. Or as Holmes (1991) puts it, "Words do not have meanings; people have meanings for words (p. 71)."

Add to this that many songs get multiple exposure in a short time and we see how certain songs can be anchored to a listener's own particular time zones. This anchoring is more lasting, of course, when done in highly emotional states, like that of adolescence. Most of us realize that when we can easily reaccess states when hearing an old favorite. It does seem that, because of our blossoming

sexual-emotional systems, adolescence is *prime time* for such encoding. And indeed, record companies (now CD companies?) do target this group more than any other.

Before we go any further, just try a little experiment. Think back to an early song that you really liked. Hear the song in your head, now. Then answer these questions:

√ **who are you with,**

√ **where are you,**

√ **what is the time,**

√ **and how does it feel?**

Chances are, the answers to these questions were not in the lyrics. Chances are also that merely hallucinating this song again is capable of trans-porting you back to that particular time.

But now let me talk to your conscious mind for a moment with some rational logic. The figures reported on below come from a discourse analysis study of 50 English pop songs from the European hit parade in September 1987 (Murphey 1989, 1990a) which was a part of my doctoral research on song and music in language learning.

When and Where

Of the pop songs analyzed, 94% have no time referent and 80% have no place mentioned. Even when times and places are mentioned, or implied, they are not precise dates and places (e.g. night, summertime, and car, disco). Songs apparently happen whenever and wherever they are heard and can take on the associated characteristics of the place and time of the listener, or not.

You

The personages in songs are also vague categories: 86% of the songs contain unspecified *you* referents. Although our logic tells us that it is not possible that we are being addressed directly, unconsciously we may receive the messages as directed toward us. This type of unspecified addressing may also be compared to the

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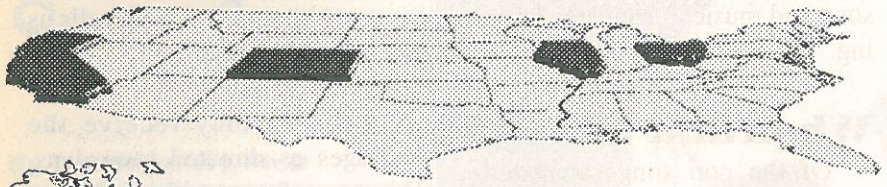
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phenomenon of someone shouting "hey you" on the street and everybody turning to look, thinking perhaps they are being addressed. The chances are small for each of us that we are the one among the many being addressed. We know that, nevertheless we turn. The difference on the street is that we soon realize when we turn to see the direction of the speaker that we are not being called, while with the song there is usually no evidence that we are not being addressed. Thus, whatever the ways we might choose to use songs unconsciously or consciously, or not, they are never challenged.

I/Me

Niney-four percent of the songs have unspecified *I* referents. Songs apparent say that some listeners want to say anyway, literally putting the words in their mouths as they sing along. The fact that the *I* in the song has no name makes it easier for the listener to appropriate the words. Although many know Bruce Springsteen sings *Born in the USA*, when they hear it and sing along, they also are exclaiming that they were *born in the USA*. *Non USAians* may simply be celebrating the American Dream as they sing along. Note however that the song's lyrics when looked at more closely actually are not celebrating being born in the USA. However, I would contend that most listeners are really unaware of this as they receive it as an energizing rock song and interpret it for their own uses. My bet is that the right brain musical energy wins out over the left brain's linguistic message in this case.

Me and You

A word count revealed that *I* is the most frequent word, and *you* is second. The total referents to first person (my, mine, etc.) and to second person amount to 15% of the total words. This count does not take into account the use of imperatives and questions, a total of 511 out of the 2061 sentences, or 25% of the corpus. This all gives the illusion of a conversation. But usually there is only one singer, isn't there.

Rate of Speech and Pauses

The rate of speech in song is about half that of the normal rate of speech. But it's not so much that speech is slowed down as it is that there are many pauses, pauses which give listeners time to make

transderivational searches and to continue their meanings and their parts to the dialog.

While a total of 78% are sung by one person (monologues), their lyrics are mostly dialogal to the extent that they address a non-specific *you*, and they do leave time for *you* to respond. This may be compared to the speed and pacing of hypnotic inductions which also allow enough time for the client to find the necessary information, to contribute their part of the conversation. "... that's right ... so that the vague references can find specificity and then be confirmed by the therapist.

Gender: Singer, Lyrical Speaker, Addressee

No gender reference is given in 62% of the songs and thus could be sung by either sex without changing the words, while another 26% of the remaining songs could be sung by the other-sexed singer by simply changing the sex of pronouns (unless homosexual love is intended).

Thus, the non-gender character of most lyrics, the possibility of them being sung by either sex for either sex, are another vague feature of these pop songs. The listeners fill in the genders from their psychological stock of preferences. Of course the androgynous characteristics of many voices and the *image* of many singers plays upon this ambiguous possibility.

Conclusion

The use of the Milton Model language gives listeners maximum freedom to respond to whatever portions of the communication they choose, and they can never be wrong as they perform their own transderivational searches for meaning. There is also no risk of misinterpreting a song. The singer and record company have very little control over how you decide to interpret and use the song. The linguistic characteristics and other contextual features allow them to be used metaphorically for our actual or desired lives. However, at the risk of overgeneralizing, this is true of all language, which is merely a secondary symbolic representation of individual meanings. Songs, and other language with Milton Model characteristics, just seem to be more open.

Several trainers have found it useful to use songs in their trainings for various reasons (change of states, anchors, VAK representations, etc.) They are also potentially of great use in language learning, partially because of their Milton Model characteristics but also because of the way the brain apparently processes them (Murphey 1990b, 1992). We might also venture to use them to illustrate the Milton model. I believe that showing participants that NLP concepts are literally everywhere in our daily lives, in songs, movies, advertisements, and the things we and others say, brings the concepts home and allows them to be integrated and appreciated more quickly and fully. Just let the music hug you.

The impact of music and the meaning of music cannot be understood by looking at the music, but rather the people who listen and make it. (Davies in the BBC Film Music Music Music circa 19980)

Pop Song examples of Milton Model categories.

1) **Mind Reading (I know that you know) uses generalized language patterns that suggest that you know what someone else is thinking. In this case of song, it is whoever is listening.**

"You always wanted a lover." (What did I do to deserve this - Pet Shop Boys),

Mind reading somebody's mind reading of ourselves:

"You know how I feel" (I just can't stop loving you - Michael Jackson).

2) **Lost Performatives are value judgements where the performer is left out and we ask** *according to whom?*

No need to run and hide

It's a wonderful wonderful life

No need to laugh and cry

It's a wonderful wonderful life (Wonderful Life - Black)

3) **A cause-effect implies that one thing causes another.**

Since you've been away, I've been hanging round

I've been wonderin' why I'm feelin' down

You went away, it should make me feel better

(What did I do to deserve this? - Pet Shop Boys)

4) **Complex equivalent - no explicit found**

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5) Presuppositions - everywhere

6) Universal quantifiers are generalizations and/or have no referencial index.

Everything I've ever done

Everything I ever do

Every place I've ever been

Everywhere I'm going to

(It's a sin - Pet Shop Boys)

7) Modal operators imply possibility or necessity and shape thinking.

We can change all the world tomorrow

We can sing songs of yesterday

We can say farewell to sorrow

(I just can't stop lovin' you - Michael Jackson)

8) Nominalization: of course the biggest nominalization is *love* which was the tenth most common word and the only non/verb in the ten most occurring words. But songs are rife with others: my blues, loneliness, my senses, our love, heaven, this feeling.

9) Unspecified verbs- love, etc.

10) Tag question - none found

11) Lack of referential index - In addition to the wide use of unspecified *You* and *I* forms, others exist as well.

Someone taught me how to do it right

What a groover, yeah

(Dance Little Lady - Tina Charles)

(see also Some People - Cliff Richard)

12) Comparative deletions - none found

13) Pacing Current Experience: The speaker mentions certain undeniable facts, provoking a *yes set*, and then can lead with a suggestion that will get the same response.

Clock strikes upon the hour (vagueness, any hour)

And the sun begins to fade (the end of anyone's work day)

Still enough time to figure out how to chase my blues away (outcome)

(Whitney Houston - I Wanna Dance With Somebody)

I hear the ticking of the clock

I'm lying here, the room's pitch dark

I wonder where you are tonight

No answer n the telephone

And the night goes by so very slow

Oh I hope that it won't end though alone

(Alone - Heart)

14) Double binds

I can't live ... with or without you (With or Without You - U2)

15. Conversational postulates - Innocent questions

(don't) you wanna dance

16) Extended Quotes - Not explicitly found

17) Selectional restriction violation - Not explicitly found

18) Ambiguities - NLP practioners may use verbal and non-verbal markers (change of volume and tone of voice, pauses, gestures, facial expressions, emphasis etc) to separate the directive part of sentences (embedded commands etc) The non-verbal may be available to performers on stage and in video clips. In songs alone, their is a vast array of changes in voice quality, instrumentation, word grouping, and musical instruments which can serve the same purpose.

I'd like to thank Tad James, Veli Matti Toivonen, and Barbara Waggoner for comments on a previous draft of this article and Hilkka Laukka-Sinisalo whose presentation first inspired it.

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Tim Murphey, Ph.D. NLP Trainer, is an associate professor at Nanzan University and is the author of *Teaching One to One* **(Longman, 1991) and** *Music and Song* **(Oxford University Press, 1992). The research cited appears in much more detail in his Ph.D. dissertation** *Song and Music in Language Learning: An Analysis of Pop Song Lyrics and the Use of Song and Music in Teaching English to Speakers of Other Languages* **(Bern, Switzerland, & New York : Peter Lang Verlag 1990).**

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