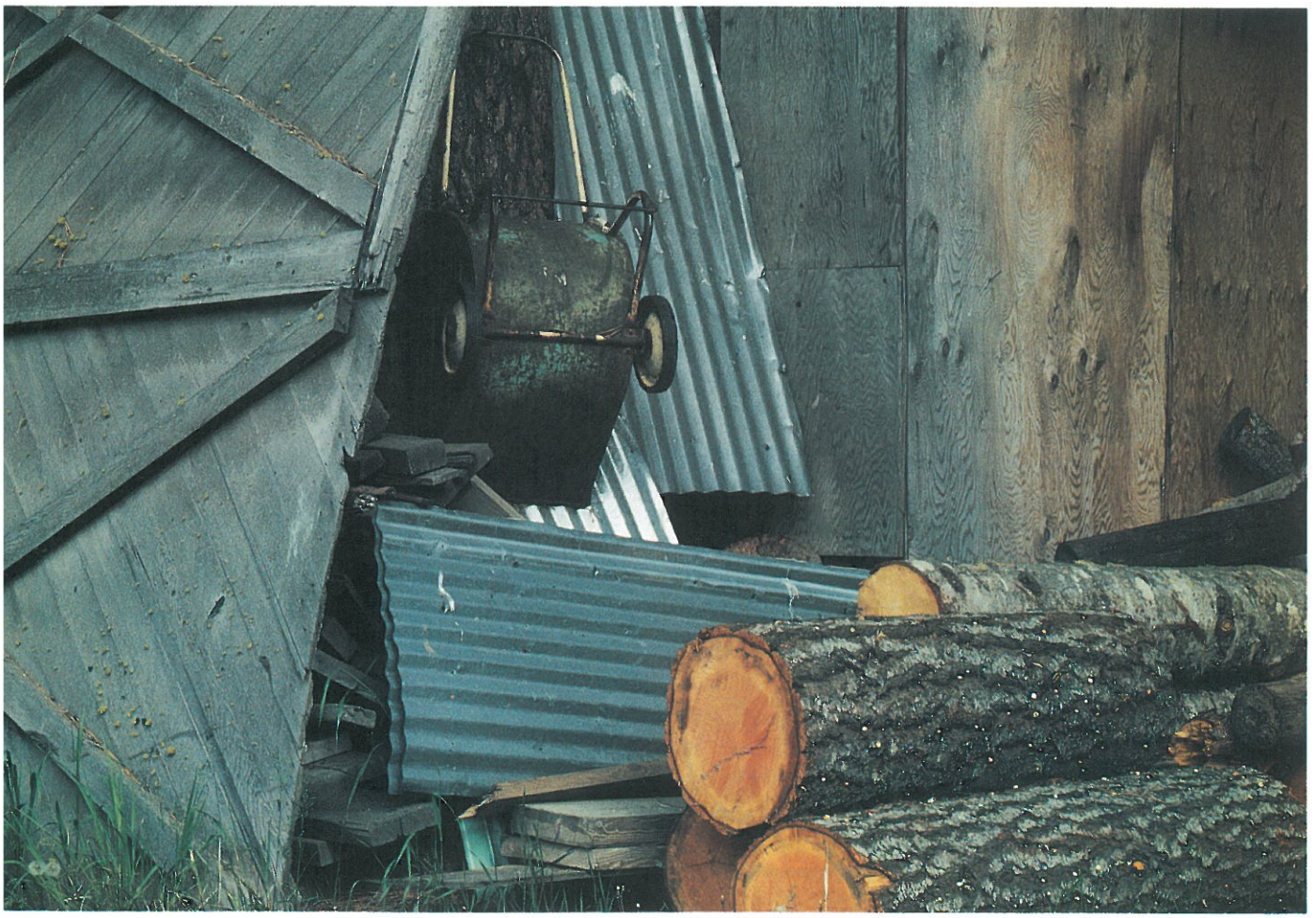
Anchor Point



November 1993

Build a Belief Change Machine

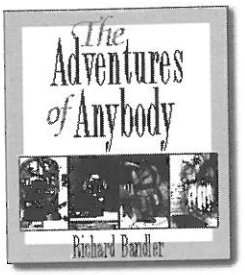
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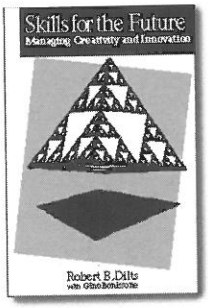
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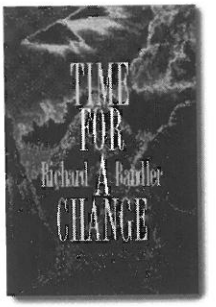
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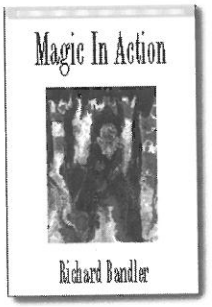
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From the Editor - "Change"

The season is changing again as winter begins its slow creep across the fall colors. Not long until the final leaf leaps from the last tree of fall. Soon the trees will be wrapped every morning in frozen mist and fireplaces will again become a refuge for warmth.

Recently a business took me into the Colorado Rocky Mountains. As the road rose up to touch the clouds, I became aware of how long it had been since I had passed this way. A long while. Much has changed. I used to drive narrow windy roads that cut so thinly through the rock that you could stare down the edge of the incision and see rusted wreaks that hadn't quite made it round the bend. Only those committed to travel and those keenly aware of the road dared the journey. Or the truly stupid. It was exhilarating, a little risky, and not for the timid. Now risk has been minimized into oblivion - its all paved over with expansive ribbons of asphalt, soothing the nervous of even the most paranoid flat-lander. All you need now is cruise control and enough juice in the engine to get over the elevation. Some call it "progress," I think it a misnomer.

A ghost of the past greeted me on the way back down. The *Hidden Valley Cafe* was boarded up and the drive to it blocked off by large concrete blocks. I once stuck out a bad snow storm there. It was cold with blizzard visibility when I stopped there. Scuffed black and white tiles turned wet and slick under my feet so I moved slowly and took closest table - the one that backed up to the jukebox. The walls were a faded yellow. As havens go, this one smelled old and tired. Two stranded truckers hunched over the counter, flopped on dull red stools cracked and worn from one too many road jockeys. I had a fat greasy donut and coffee so strong I had to check that my Grandma Olson wasn't brewing it up in the back. Grandma's coffee could blacken stainless steel. Spent the better part of 3 hours, and $20 there listening to Brook Benton sing *Rainy Night in Georgia* half a dozen times on the juke and watching the waitress watch the truckers cheat at cards. Then as now, not caring much for small talk - I nursed several cups of bitter brown and considered my love life (took about 2 minutes flat) and life in general. Eventually the storm broke.

It was simpler then - perhaps because values and boundaries were more focused. A narrow road was dangerous so you took your time and respected "the edge." Life is full of edges. The latest craze is to pave over the challenges we face - to equalize, homogenize, and pasteurize life. I want to tell you, life was never designed to be fair. It is so very flimsy and temporary and yet, its edges give it flavor and meaning.

"We're all in this alone." - Lily Tomlin

There will always be someone trying to change things, that's inevitable. Yet the only thing enduring is change itself and the effect it has on us. Winter is coming, ready the fireplace.

-Michael

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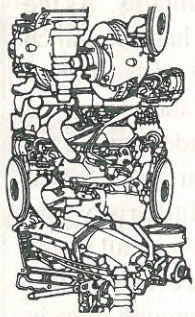
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This how-to article will give you instructions on how you can deposit limiting beliefs into a recycling machine and at the other end you can get a belief that will work better. Instructions included. This machine is small enough, you can take it anywhere.
By Frances K. Wiggins

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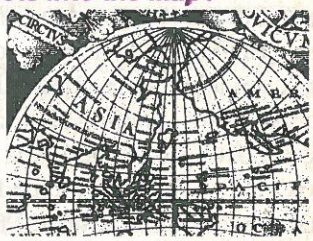


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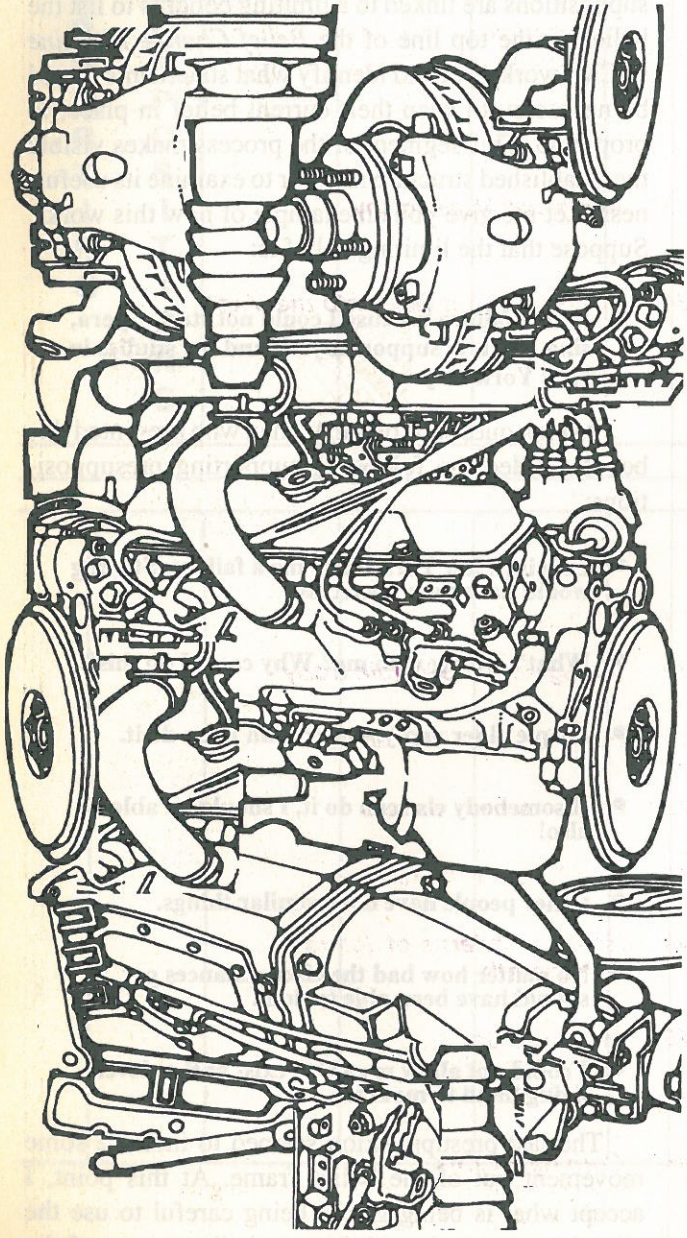
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Belief Change Machine



Have You Ever Wished for One?

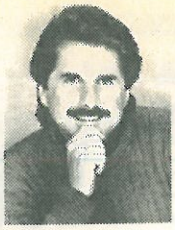
At the end of my appointments one day, when the theme running through most of the sessions had been limiting beliefs, I began to fantasize about what I could do to facilitate that process. How liberating for my clients, and how convenient for me, if they could deposit limiting beliefs into a recycling machine and obtain instead a belief that would serve them better. How would such a Belief Change Machine function?

Probably the first portion would consist of a recognition apparatus. As Dilts (1990) has commented, the beliefs that most affect us are typically ones of which we are least conscious. And he describes the function of beliefs as having to do with the activation of capabilities and behaviors. Examining the content that follows I *can't* because...or *If I do*...statements may uncover limiting beliefs. Attending to the responses of others when expressing beliefs may yield the speaker information as to whether the belief is an exclusive one. Often the limiting belief may not be in the original statement and may be teased out by using Meta Model challenges. Either/or statements are fertile ground in which limiting beliefs may sprout and flourish, as are comparison statements. Once a limiting belief is recognized, what would be the mechanism that would shine light on the supporting presuppositions?

In the last *Back to Basics* article, I discussed how awareness of presuppositions that support or hold beliefs in place would result in increased choices

By Frances K. Wiggins

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regarding the belief. O'Hanlon (1987) calls presuppositions the structure of verbalization that presumes something is the case. The connection between the presupposition and the limiting belief may take several forms of distortion. Bandler and Grinder (1975) describe one of the most common forms of distortion as how we select several parts of our experience and establish causal relations among them, linking them in our own model so that, when we detect the presence of one or more of these parts, we come to expect the other part. One easy way to discover which supporting presuppositions are linked to a limiting belief is to list the belief on the top line of the *Belief Change Machine* (BCM) worksheet and identify what statements would be necessary to keep their current belief in place, to prop it up. This segment of the process makes visible the established structure in order to examine its usefulness. Let me give you an example of how this works. Suppose that the limiting belief is:

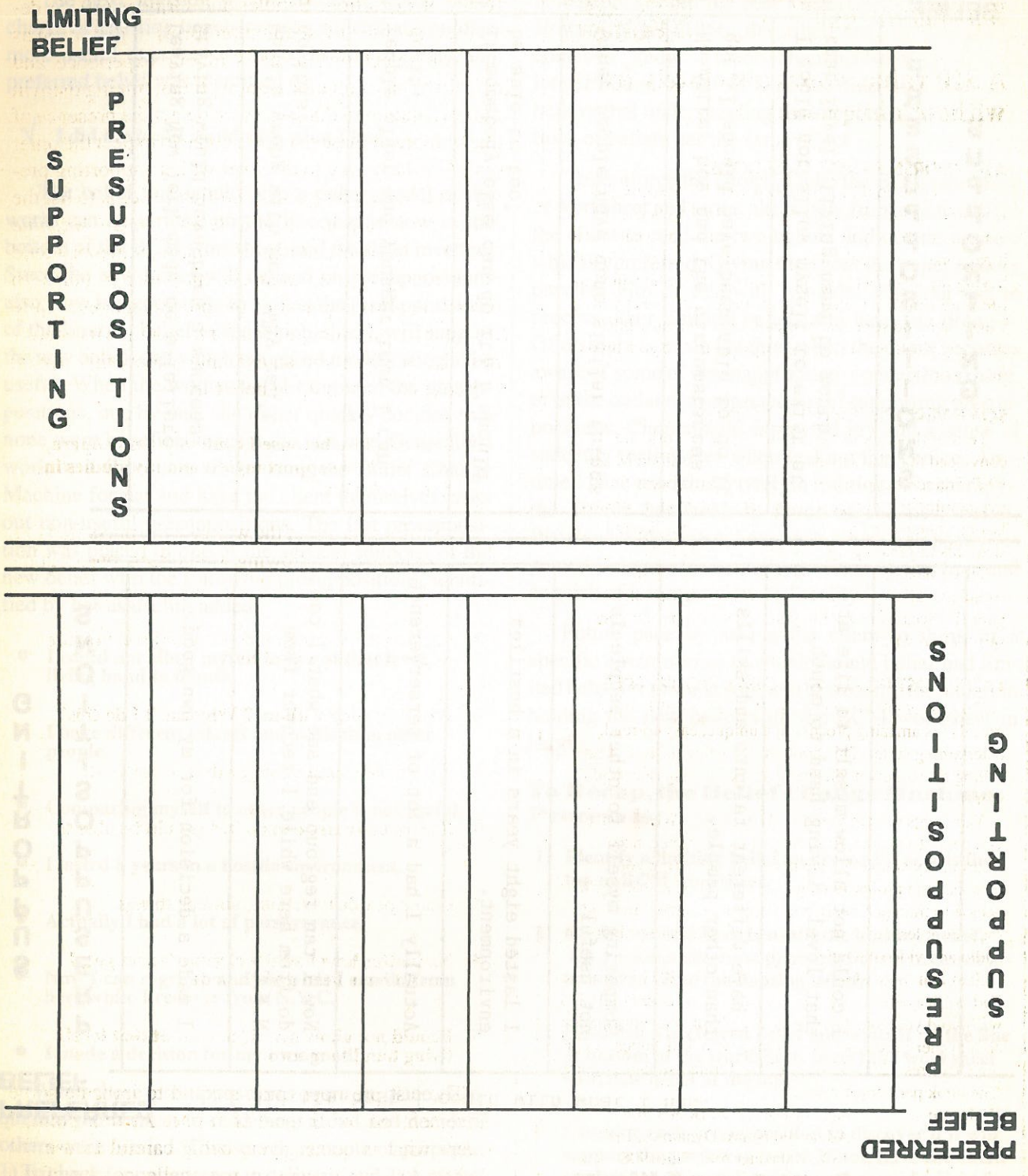
√ **I am a failure because I could not study opera, sing, work to support myself and my studies in New York City.**

Asking questions of the woman who presented this belief yielded the following supporting presuppositions:

- **Leaving New York made me a failure. Staying would have been a success.**
- **What's wrong with me? Why can't I do this?**
- **People older and younger than I can do it.**
- **If somebody else can do it, I should be able to also!**
- **Other people have done similar things.**
- **No matter how bad the circumstances got, I should have been able to do it.**
- **I could not allow myself to exist at that level, living hand to mouth.**

The last presupposition seemed to indicate some movement out of the belief frame. At this point, I accept what is being given, being careful to use the client's own words and do not challenge any of the statements. When the statements are in place, I check

Belief Change Machine *



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Belief Change Machine *

LIMITING BELIEF I am a failure because I could not study opera, sing, work to support myself and my studies in New York City.

SUPPORTING PRESUPPOSITIONS	PREFERRED BELIEF SUPPORTING PRESUPPOSITIONS
Leaving New York made me a failure. Staying would have been a success.	I made a decision for my own good.
What's wrong with me? Why can't I do this?	Now I can regroup and see what I can do from here while I recover from N.Y.C.
People older and younger than I can do it.	Actually I had a lot of perserverence.
If somebody else can do it, I should be able to too!	I lasted eight years in a hostile+ environment.
Other people have done similar things.	Comparing myself to other people is not useful.
No matter how bad the circumstances got, I should have been able to do it.	I have different talents and skills than other people.
I could not allow myself to exist at that level, living hand to mouth.	I could not allow myself to life at that level, living hand to mouth.

I did the best I could with what I had.

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to see if any additional ones are needed to hold the belief firm. In this example, these presuppositions are ample to maintain the belief. What is next?

The next division of the machine would be in charge of assisting in generating a belief that would be more useful than the one held. In this example, the preferred belief was identified as:

√ **I did the best I could with what I had.**

The belief that would give a richer model of the world can be written on the line that is now at the bottom of the BCM worksheet, and the sheet inverted. Since the new belief will depend on presuppositions also, now is a good time to look at the presuppositions of the limiting belief to see which, if any, will support the new belief, and which may need modification to be useful. When the woman and I examined the presuppositions, one by one, she rather quickly decided that none were beneficial except the last one. Generally I work at a flip chart while using the Belief Change Machine format and have the client themselves cross out non-useful presuppositions. The last presupposition was placed in one of the vertical supports of the new belief with the following presuppositions, identified by her as useful, added:

- **I could not allow myself to live at that level, living hand to mouth.**
- **I have different talents and skills than other people.**
- **Comparing myself to other people is not useful.**
- **I lasted 8 years in a hostile environment.**
- **Actually I had a lot of perseverance.**
- **Now I can regroup and see what I can do from here while I recover from N.Y.C.**
- **I made a decision for my own good.**

When these presuppositions were in place, I requested the woman to read them aloud and decide if others were needed. This serves a couple of purposes: 1) To check for congruence in delivery, and 2) A review of the entire group of presuppositions that have been identified one by one.

She decided these were sufficient to support the new belief, "I did the best I could with what I had." Howard Nigel (1966) described how once a person comes to "know" a theory about his behavior, he is no longer bound by it, but becomes free to disobey it. I believe that understanding the supporting presuppositions of beliefs has the same effect.

To reinforce the choice, I take the BCM newsprint or worksheet and turn it alternately from end to end for the client to read the two beliefs and decide for sure which is preferred. Giving the client the paper to keep presents him or her with a model s/he can use to process other limiting beliefs and have fun doing it. Often there is much laughter when the client becomes aware of some of the inappropriate connections made, or of the outlandish expectations of supporting presuppositions. Clients have expressed joy and a sense of suddenly feeling free when making this choice. Anytime I have used this model (in training or in therapy), the choice has been in favor of the new belief. Watzlawick describes how once a new perspective is gained we cannot so easily go back to the trap and anguish of a former view of "reality."

Future pace by asking the client to think of a specific circumstance in which the old belief had limited behavior in some way, and to step into the situation holding the new belief with the BCM worksheet in hand.

To Recap, the Belief Change Machine Process is:

1) **Identify a limiting belief and record it across the top of BCM worksheet.**
2) **On the vertical lines beneath the limiting belief, list presuppositions/supporting beliefs necessary to hold in place the limiting belief.**
3) **Establish a preferred belief and write it on the line at bottom of the worksheet. Invert the worksheet with new belief at the top.**
4) **Examine each presupposition to discover if it will support the preferred belief. If not, have the client cross it out. If useful, retain, rephrase of adjust for support of a new belief and write a new statement on the vertical lines.**

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5) **Identify additional presuppositions needed to hold preferred belief in place and record it on the vertical lines beneath new belief.**

6) **Have client read their presuppositions supporting the new belief aloud. Determine if they are sufficient to maintain new belief.**

7) **Ask the client to look again at old and new beliefs, turning the worksheet top to bottom several times, before stating choice.**

8) **Future pace.**

I hope you will enjoy playing with this model and discover new ways to use it. I will mention a few circumstances that may occur. If a supporting presupposition is very strongly charged, you may choose to postpone working on the limiting belief until the presupposition has been moved to the belief line and defused, and then return to the original belief presented. Sometimes a client will present only valid (undistorted) presuppositions and may need some coaching to discern those apparent to you. Feel free to switch to other belief change techniques that may be more appropriate for the presenting belief than the Belief Change Machine. And, as always, checking the well-formed outcome criteria with particular attention to ecology before beginning any change work is essential.

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Frances K. Wiggins is a therapist, NLP trainer and PhotoReading instructor.

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Using Characterlogical Adjectives as a Learning Experience for Teachers

Light On Teachers

I was working with my colleague, Pat Green, as we were thinking about areas and skills, as well as experiences, that we wanted to include in an advanced course on the use of NLP techniques in the classroom. We were concentrating on the types of things we could do with teachers that would allow them to be able to help students to achieve/learn better. As we spoke, it became apparent to me (my map) that what we were attempting to do was to provide the participants of our course with things they could do **TO** students to assist them in the learning process. We were not involved in providing the teachers with knowledge of themselves, and how they effect the teaching/learning act. That is, we were concerned about changing students without thinking about the fact that there are two personages involved when teaching/learning takes place.



The first thing we needed to point out was the fact that learning does **NOT** require a teacher. It **DOES** require experience. That is, students have been, and are, involved in learning many things (some of those things to our chagrin) all the time; and there was not always a teacher or other person present. This is a biggie for teachers to overcome or accept. My map, at one time, was, "If I'm not teaching, what will I do in the classroom?" Guiding students to help them to learn was not a part of my repertoire. I was very involved in directive teaching interventions. My experience is that there are many teachers "out there" who still feel the same way. Also, many teachers who are currently inservice feel that they do what they do to or for students. "With" is not

By William Hoosty, Jr

part of their repertoire. Learning can take place if experiences are planned for and implemented. It becomes as Lao Tzu has said, "When a leader's (teacher's) work is done the people (students) say, 'We did it ourselves.'"

Additionally, ideas, processes, theories, or models that require the teacher to change are not readily accepted in many areas of education. Yet, as I was working with Pat, it kept coming back to me how do we help teachers to understand their role in the teaching/learning loop. If they want to get a student to change, they may need to first change themselves and keep changing until they get the response they want. This is pablum for NLPers but for those who are looking at presuppositions and other aspects of the NLP model for the first time, it appears to be heresy.

So, the knotty problem of showing the teachers that they play a role in this drama of changing behavior and assisting in teaching/learning remained. We really wanted the teachers to be able to be more flexible in a way that would allow them to see the part they played and have more choices available.

We both remembered an exercise we had experienced as part of our Master Practitioner training. This training was completed under the tutelage of Susan Branch. The exercise had, for both of us, been a useful and generative experience. We were to assume the role of a director (metaposition, dissociated) who would direct the actions and behavior of those on a screen/stage. This was followed by instructions to imagine a person with whom we were having difficulty. We noted the actions, manners, tones, etc. of this person. Once we had a good image generated in a spotlight that illuminated the actor on the stage or screen, we were asked to think of a descriptive adjective to describe that person. This was noted. Instructions were given and the spotlight then expanded and we began to notice there was another actor on the screen/stage. This second actor looked very much like ourselves. We were instructed to notice how the actor that looked like us had an effect on the actor that looked like the person with whom we were experiencing difficulty. Descriptive adjectives were elicited for the actor that looked like us. Relationships between the adjectives were noted. This, in itself can be powerful.

We were then instructed that we, being directors, were to help to improve the relationship between the actors on the screen/stage. However, we were only allowed to give direction to the actor that looked like us. That is, we could give direction so that the descriptive adjective would change in terms of what we saw that actor doing as we gave direction. If we wanted the other actor (the first character the one with which we had a problem) to change we would have to keep giving the actor that looked like us different directions until the first actor acted (reacted) the way we wanted. THIS was powerful.

Once we achieved the action/reaction we wanted, we could

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integrate that state back into ourselves by stepping into the actor on the screen/stage that looked like us and have the experience. This was future paced and we followed up by doing this with the person and noting the reactions. We also were instructed that we could do this from meta or third position as we interacted with the person with which we were experiencing difficulty if the activity/directions were not working the way we had seen/directed them during the exercise. This is generative.

We decided to use the exercise (a variation) with the teachers. Teachers could use it with a student with whom they were having relationship difficulties or trouble reaching with their teaching techniques.

We put the teachers through exercises similar to what I have previously described above. We modeled the exercise with one of the participants and had them separate into triads (A,B, & C) and work with each other. (A) would experience the exercise, (B) would be the guide, and (C) would be the observer in third position (meta). Participants were future paced as to where they could use this resource in the future.

Feedback indicated that the exercise gave teachers a unique opportunity to see themselves in a manner which they had not had available to them in the past. One teacher (who had experienced a "stuck state" with reference to herself in dealing with a student) was able to experience success in interacting with the student and "knew" she had other strategies to try, if that one hadn't worked.

As state and national policy reflects the needs and rights of students in the educational system; the providers of service (teachers) will be placed in situations where they will be called on to demonstrate behaviors they have not demonstrated in the past. NLP is a unique means of providing teachers with strategies for change and flexibility that will be required of them.

≡

William Hoosty is Project Manager for BOCES/SETRC which provides staff development training for 23 school districts. Bill's background is in the area of special education where he holds an M.Ed. and administration certification. Bill is a certified Master Practitioner and owns his own consulting firm WRH Consulting. He resides in Syracuse, NY.

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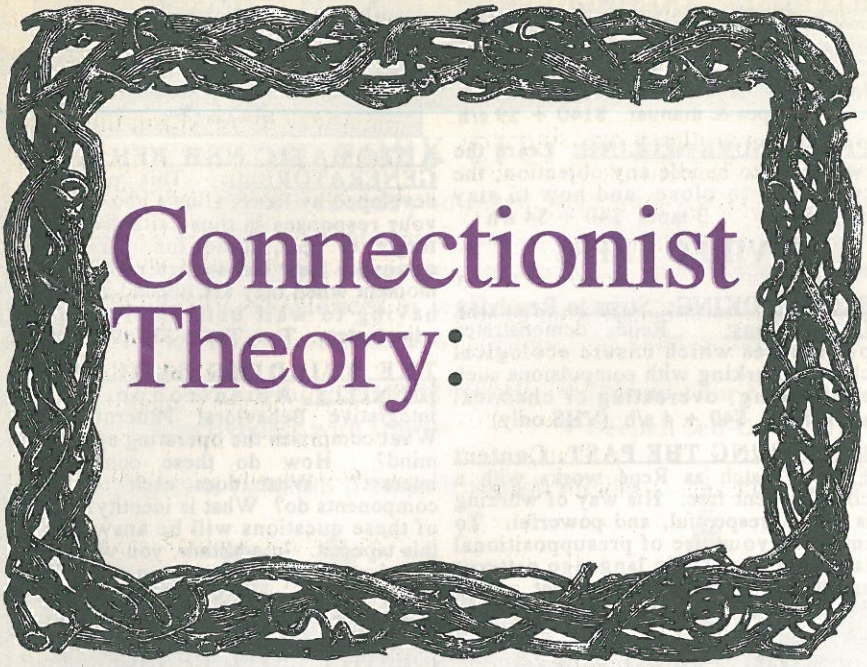
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Models

A Treasure Map of NLP Submodality Interventions

Are submodality interactions parallel to computers and the new neural sciences?

By Tere Vaden & Totte Vaden

We have learned that NLP is a model, not a theory, and it doesn't seek the ultimate truth about human behavior. "At the moment, NLP includes many powerful methods, that can very rapidly [...] bring about sharply focused and lasting change." (Toivonen, 1990). We would like to suggest that methods can be understood in theoretical terms and that theorizing can help enrich methods. While we very much appreciate the emphasis in NLP on what works (process verbs) over theories (stagnated nominalizations) and find that theory should be fed by "what works," we find it also illuminating to our understanding of "what works" when we find a map which helps us to conceptualize what we are doing.

We would like to draw some parallels between recently elaborated connectionist theory, from research on artificial neural networks, and NLP submodality interventions. Again, the theory is not why submodality interventions work; it is a map which may help us to understand the process.

Artificial Neural Networks

Connectionism is a branch of cognitive science. According to connectionism, neural processes can have a real cognitive content and we can talk about representations in neural terms. The network as a whole represents certain features of the environment, but single cells of the net as such do not represent anything in particular.

As a research program in cognitive science, connectionism amounts to an attempt to connect the scientific picture of mind to other sciences about the world. Traditionally, the physical world has been conceptualized in a way, that does not permit any mental properties. In the modern view, the processes of mind have not been regarded as a special case of a more general theory concerning physical systems. The mental has been a category of its own. The researchers of cognition have also responded to this problem in various ways. In general, the response has been, that we already know what the physical basic properties are, and that the problem is the mental (if there is a problem at all).

Connectionism has been used when trying to understand the place of mental properties in the

physical world. In this way, connectionism is not just a branch of engineering science (or research in artificial intelligence where the purpose is to build as good a network as possible), but it has been an attempt to solve traditional problems in the philosophy of mind. This doesn't necessarily mean that we have to eliminate the mental properties as follies of common sense. A positive alternative has been to see cognition as a phenomenon emerging from the connectionist, subconceptual level.

In connectionism, there is a difference between two paradigms, the traditional symbolic paradigm and the subsymbolic paradigm. Syntactically the subsymbols are not manipulated by symbol manipulation, but by numeral computation. Here "numeral computation" means the determination of the changing activation values of the cells and connection weights between the cells in a network. A single operation in the symbolic paradigm corresponds to many subtle operations in the subsymbolic level.

The subsymbolic models are connectionist networks whereas symbolic models are programs implemented in a computer or perhaps, psychological theories, that rely only on symbolic transformations.

It is noteworthy that connectionist models can be interpreted both neurally (as models of how the brain works) and conceptually, (as models of how the mind works). One reason for constructing connectionist nets is that it is thought that the subsymbolic connectionist paradigm adequately describes the intuitive processing, i.e. the unconscious and skill-based part of human cognition .

Because the processing in a subsymbolic network is a cybernetic system, and particularly because it is distributed, change in one feature of the environment to be represented causes change not only in the weights and activation values that respond to that feature but also in other weights and activation values (connections). This means that representation in a network is (in general) holistic, everything is represented everywhere (this is an idealization, of course). This also results in the fact, that the main feature of cognition in the subsymbolic level is learning; the network is constantly changing.

One of the most discussed features of connectionism is that networks can essentially program themselves: they can themselves find a way to transform the information presented (input) to a desired response (output). When the network learns, its state changes holistically, and one can't always foresee what things will be different after the change. From these changing subsymbolic connections emerges something that is recognizable in the symbolic level -- emotions and cognition.

The Subsymbolic Level and the Editing of Submodalities

Now, consider the parallels to the editing of submodalities in NLP. The editing of submodalities can alter the emotional character of

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the content represented without discussing the content itself. The connections in a connectionist network change according to "numeral computation," which means that the subsymbolic level account can be given in the language of mathematics and physics. Let's form an image of an experience (x). The image has a symbolic content, that represents the experience (x), which itself belongs to the outer or inner reality. It also has a meaning or significance that will be experienced as an emotion etc. Now we can edit some submodalities without altering the other ones. The image can be brought closer, pushed further away, made lighter, darker, etc.

All these changes can be understood as quantitative changes in the conditions that bring about the qualitative content of the image. They can be numerical computational changes in the subsymbolic level. What varies is the quantity of a quality. The symbolically represented conceptual content (x) is recognizable even though the subsymbolic connections are transformed to a new setting. The change in the submodalities (suggested, for example, by the practitioner) do not concern the content of the image. However, the meaning or significance that the image has had will be changed. The symbolic, conceptual content that can be recognized as the same as before is constructed otherwise (is implemented in a different set of connections).

When the editing succeeds, the network computes some features again. At the same time, it also renews some of the other connections that constructed the image in question, regardless of the origin of those connections. That "origin" has possibly been manifesting itself as an undesired experience. One symbol consists of many subsymbols. If the computation or transformation (i.e. the editing) does not succeed, the image disappears and the whole enterprise fails. But it can also happen that the image produced by the altered connections is experienced as emotionally more desirable. This depends on the nature of the editing in many ways. However, one may have produced a change in the cognitive constitution and significance of the present state without actually and directly manipulating the symbols involved (or more precisely: without manipulating the conceptual content of the symbols).

Often discussed in connectionism itself is the nature of the representational abilities, with regard to both the non-conceptual and conceptual content, of the subconceptual level. Psychologically speaking, one of the key ideas is that all human representation, even the conceptual one, evolves from some non-, pre- and sub-conceptual forms of representation. In fact, words like near, far, there, behind etc., that are frequently used in NLP, have a very tight connection to subsymbolic and subconceptual representations. The content of these indexical and demonstrative words is at least partially nonconceptual (see Evans, 1982) and thus lends itself very naturally to subsymbolic and subconceptual modeling (Cussins 1990).

The difference between the symbolic and subsymbolic levels can be seen as a differentiation between macro- and micro-levels. One of the leading figures in connectionism, Paul Smolensky, has proposed that the subsymbolic level is analogous to the quantum level in physics (Smolensky, 1988). Correspondingly, the symbolic models are accounts of the macrolevel, but they are always approximate and idealizing, analogous to the classical mechanics in physics. The subsymbolic models describe the microstructure of our cognition, while the symbolic models provide an approximate account of the macrostructure. NLP and connectionism use the knowledge of the microstructure to change and understand cognition.

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We would like to thank Veli-Matti Toivonen, and Tim Murphey for valuable suggestions and working with us on this article.

Tere Vaden is a philospher who is studying psychological phenomena from the viewpoint of connectionism. Totte Vaden is a psychologist. Both are from Finland.

Hunters and Gathers vs. Desk Warriors

As a human species, we used to spend our days stalking din-din and gathering berries. Occasionally, a larger mammal ate us and, well, welcome to the food chain. In the 21st Century, we tend to spend our days surviving by sitting in front of video display terminals and gabbing on the phone. Not much for physical exertion. About 3:00 p.m., many of us hit a slump and experience tired muscles and a drowsy disposition.

A book called *Survival Kit for Those Who Sit*, by Ruth Lindsey and Douglas Gorrie gives some excellent ideas on how to survive in the new office jungle. By adjusting your office to suit your needs you can avoid many of the aches and pains caused by our daily survival. Some suggestions by Lindsey and Gorrei:

- √ **By cradling the telephone with the neck you create muscle contractions that cause chronic pain in the neck and shoulder. Either hold the phone with your hand or get yet another new techno-gadget, a speaker phone.**
- √ **Place reading material near eye level and tilt it in front of you to avoid straining the neck.**
- √ **Place copy as close to your display screen as possible to avoid eye and neck strain.**
- √ **Using a large barreled felt-tip pen is preferable to using a narrow ball-point pen. Gripping a narrow pen creates hand tension.**

Buenas dias, Don't Breath the Air

Think the air in your city is bad? A new study reports that breathing the air in Mexico City for 1 day is equivalent to smoking about 40 cigarettes a day. Can the earth cough?



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According to the Journal of the National Cancer Institute, American men who eat red meat as a main dish five or more times a week are 2.6 times more likely to suffer advanced prostate cancer than men who only eat red meat once a week or less.

The Great Green Wall of China

Across China's northern tier, where the famous Great Wall is located, the government has planted a "shelterbelt." Grass, shrubs and trees surround the Wall for over 1,500 miles. Officials are betting that the $600 million shelterbelt will prevent environmental degradation. Studies report that up to 80% of the plants have survived. What was originally a wall to block warriors from invading has now become a wall to block the damaging results of modern civilization. The Great Wall did little to prevent nomadic warriors from crossing but will hopefully be successful in sheltering our environment.

Easy Money

I recently read that the C's of financial control are Cash, Checks, and Credit Cards. Now there's a new technique for spending more than you have. VISA U.S.A. is promoting a "debit card." (Does VISA stand for Vanishing Income Spent Anywhere?) The new card allows money for what you buy to be automatically subtracted from your bank account. A monthly statement helps you track where all that green disappeared to, since you never saw it in the first place. VISA states that the new card carries no interest rates. For more information send a self-addressed, stamped envelope to Debit Consumer Brochure, Visa U.S.A., Box 8999, San Francisco, CA 94128.

≡ By Genevieve Wooden

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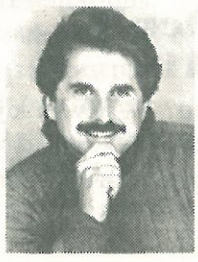
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TAD JAMES, M.S., Ph.D. is a Certified Master Trainer of NLP as well as a faculty member for the American Institute of Hypnotherapy. He is the co-author of **Time Line Therapy And The Basis of Personality** and is the author **The Secret of Creating Your Future**. In 1991, Tad co-founded the Time Line Therapy™ Association. Tad is also recognized as a student, researcher and respected teacher of the healing and shamanistic science of Hawaiian Huna. In a just few short years, Tad has become a highly demanded seminar leader & therapist.

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CLIP 'n' SAVE

The Princess and the Hobo Crumbs: A Strange and Awesome Fairy Tale

by Rochelle Brener with special thanks to Janet Groom

Once upon a sort of modern time, there was a beautiful princess. She did not realize that she was a princess -- and she certainly did not think she was beautiful. But she was very definitely both.

When she was very little, the king and queen, who were her parents (though she never thought of them as a king and queen) tried to make sure she had everything she needed and a fair share of what she wanted. There was a castle over her head and good food to eat and nice clothes to wear. She had friends to play with and toys to share and books to read. But she did not have TOO much, for her parents didn't want her to become spoiled or stuck-up. So she didn't even have a magic mirror, like so many storybook princesses do - just a regular one over her dresser like everyone else. Her castle looked like a regular house in a regular neighborhood, and her neighbors were just regular people, who also did not know that royalty resided right next door. Still, when she looked into her mirror, she was pretty happy with what she saw there a pretty kid with nice features and eyes that sparkled at the prospect of every full new day.



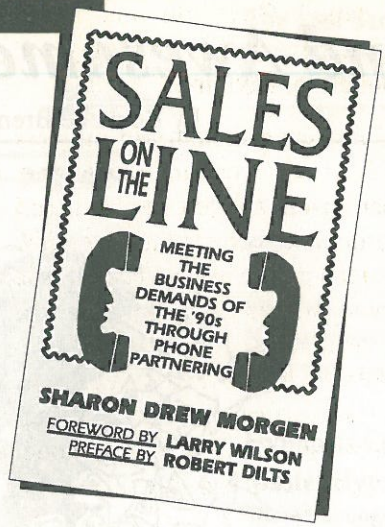
Now, this princess was very curious about many things. Sometimes she asked questions; other times she just watched. You see, she was not just pretty, but she was also smart, smart enough to know exactly when to do what.

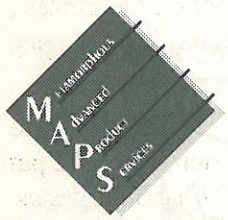
As she began to grow up, the princess learned many, many things. She learned how to read and write. She learned how to add and subtract. She learned that the world was not flat, and that it could seem very small at times. She also learned that there were fairies and elves and angels that protected her from harm, "light beings" who guarded the safety and innocence of every believing person in the universe. They did this simply out of love and for no other reason.

She also learned that there were things like trolls and monsters and witches who liked nothing better than to hide under her bed at night so that they could reach out and grab at her ankles

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when she climbed sleepily out of bed for a drink of water. They also liked to make strange noises in her closet when only she was there. The princess soon learned that when she had a particular type of uneasy feeling about something, there was USUALLY a troll or witch or monster ready to jump out and make a grab for her. This was truly scary, and the princess preferred not to discuss it.

So you can imagine how happy the princess was to know that the elves and angels and fairies were there, even though she had never really seen one of them, at least, not up close. Still, when the light in the garden (by the east most castle wall) was just right -- like after a sunshower or in the dewy, misty part of morning just as the sun began edging up the Sky -- she thought she could catch a glimpse of them, or hear them laughing like the musical notes of a special kind of bird. It was wonderful just to be able to think of them being there!

As the princess grew more and more toward young adulthood, her studies became more and more serious. She had learned many things, some useful and some not so useful. And she understood also that she still had many more things yet to learn. Sometimes, she wasn't quite sure she understood all she had learned, but whenever that happened she would shrug her shoulders and store away the learning for some future use. But there was one thing the princess still understood, even though she didn't speak of it. She still knew that the monsters and trolls and witches were hiding where they always were, ready to grab her when she was least expecting it. So the princess learned that she should ALWAYS expect it. That way it didn't happen quite so much; and when it did happen, it wasn't too big a surprise.

Sadly though, the princess wasn't too certain anymore about the elves and the fairies and the angels. After all, she had never really encountered one, not right up close. And her life was so incredibly busy, what with learning and growing and all, that she just didn't seem to be able to get to the garden as often as she did when she was littler. When she remembered to think about her loving protectors, she thought of them fondly and with a bit of shame that she didn't look or listen for them. The princess remembered reading how some fairies might even die if you stopped believing. Their lights would grow dimmer and dimmer and eventually go out. She certainly didn't want THAT to happen! She wondered how long that process might take. And though she didn't think of them too often, she had to admit that deep in her heart of hearts, she really wanted more than anything to believe that those lovely creatures truly did exist.

One day, the princess (having reached a mature young adulthood) went off on her own to a place not too far away. Her parents had told her that she had learned all she could at home, and it was time for her to be out on her own. She had gotten all that schooling at home had to offer; and now it was time to experience new places filled with new learnings. It was

time, too, to practice how she might live a life of her own. So the princess went to this new place because she was a very good young princess and didn't want to disappoint her parents. Somehow, the trolls managed to come with her and set up camp under her new, not-so-comfortable bed.

The poor princess was not very happy in this new place. She grew lonelier and lonelier every day. The trolls and witches and monsters tried to grab her ankles all the time. She tried to be extra careful, but it was hard and it was tiring. Each day she looked into the mirror to brush her hair; and each day she would think "Well, I have good features. That'll have to do. I'm just plain me. But I wonder if that's good enough." She wasn't too sure what she needed to be good enough for; she only knew she needed to be "good enough."

She had forgotten all about the fairies and elves and angels, who had always considered her to be perfect just the way she was, until one day when she had to write an "I Remember" story for one of her teachers.

"I wonder how they are," she said to the blank white paper in front of her. She went outside to look in the garden; but this place HAD no garden. The princess tried hard not to cry. Yeah, right," she thought as she sniffled and tried to put on a stubborn, stony face. "THEY got to stay at home and the trolls got to come with me. It must be because I don't deserve to have their protection. I wasn't good enough. Now they don't have to bother with me. I'll just bet they're happy about that! Or what if... what if...what if I've forgotten about them for so long they actually died. Great. So now I'm a murderer; now I'm not good enough for anything!"

But even though the princess had put on a cool and stony look, deep inside she felt very lost and alone and very vulnerable! She decided that to protect herself, she would wear that look all the time; so she made a cool-and-stony-look mask to wear over her real face. And she wore that mask for a long, long time. It didn't feel very good. It was heavy, and she had to assume a kind of cool posture to carry it. Eventually she found some funny pastes and some magic potions to help her keep it on. Using them made her feel funny at first; then she got used to them. She got used to the feel of the mask on her face. She even got used to feeling not very okay whenever she looked into the mirror to put on her stony look.

The light in the princess's eyes was getting dimmer and dimmer. She really did NOT feel okay at all! She wondered if the elves and fairies and angels were dead. Maybe ***that's*** why her own eyes were growing glassier and dimmer. Soon she learned how not to look into her own eyes whenever she went to the mirror. This was a very practical thing to learn! Before too long, she could put on her cool look with no mirror at all. It still didn't feel good -- in fact, it felt heavier and worse than ever and it took more pastes and potions to get it on. But the princess had forgotten that there was any other way to look. And although she thought something needed to be done to make it easier to walk around in the world, she just didn't know what that something might be.

One day she traveled home to visit with her parents, and to see her old playmates. Everyone was shocked at how much the princess had changed. Gone was the playfulness. Gone were the sparkling eyes. People spoke to each other about how different the princess was, but no one wanted to speak to the princess about it. Once she even wore her rattiest blue jeans and her most disreputable sweatshirt, walked around the castle barefoot, and kept on her coolest, stoniest mask all day long. No one said a word.

"They don't care," she thought. "They don't care if I put on my mask with strange pastes. They don't care if I keep my face on by drinking strange, strong potions." She ran to the mirror in what had been her little-girl-room, the same mirror that once reflected the face of the happy child, then the face of the serious young woman. She looked for sparkling eyes. They were gone.

"I'm ugly," she cried, covering her face with her hands. "No wonder no one cares." She put on her coolest, stoniest face of all.

Shortly after that, her visit home was over. The princess packed her suitcase and went to bid her parents good-bye. But before she left, she remembered that she had not yet stopped to look in the garden. When she came to the east most wall of the castle, the princess gasped. The garden was a mess! Things were dying everywhere; and where things weren't brown

and withered, they were overgrown with weeds. The princess shook her head and tried not to cry, although a tear or two did slide down her mask. She didn't feel very good about it, not good at all.

"No fairies or elves could ever live here," she sighed. "I guess I killed them after all. I must really be as terrible and as ugly as I feel."

When the princess got back to her learning place, she made a decision. "If I can't be beautiful, I'll be useful. Then people will THINK I'm beautiful." So she learned how to help people in trouble. She learned how to ask important questions and how to be an intense listener. She learned how to suggest things that would he helpful in other people's lives. She learned how to give comfort.

She learned some other things, too, like how to pretend her own life was just fine. She learned how to laugh a tense, tight laugh and how to do her hair so she would look sophisticated. She even learned that she really WAS quite pretty, even though she didn't feel it, deep down inside. By now, she no longer had to use pastes or potions to put on her cool and stony mask, for it had molded her features for so long that it really became her face. Inside, she had a sinking knowledge that she really wasn't okay, for the trolls and witches and monsters still growled under her bed at night.

After a time, the princess met a man who really wasn't worthy of her, although she thought at the time he might be. She still felt not-okey, so she said yes when he asked her to marry him. "He doesn't know I'm bad," she thought. "He doesn't know I'm ugly."

And for a while she felt pretty good with her husband. She learned to laugh in all the right places at jokes she heard too many times. She learned to cook and to clean and to decorate. She learned what her husband needed so that she could act perfect for him. So everything appeared to be "just right" on the outside. On the inside, though, she still felt that too many things seemed to be "just wrong," for even though she pretended to be carefree, she knew that she was not happy. She wasn't sure why, but this was a VERY strong knowing indeed!



One day the princess went to visit her parents at the castle, which by now was beginning to show signs of age and disrepair. She wanted to tell them that she and her husband had decided to make their respective ways in the world on their own. This seemed to come as no surprise to her parents, who realized that the princess had not been happy in a long, long time. They had not known what the princess needed in order to be happy; and by now they were too old to do much except to wish her luck.

Once while she was still at her parents' castle, a delivery man came with a bouquet of flowers for the princess. For a moment, her features softened. But then she quickly regained her cool and stony, sophisticated look. That fleeting soft look was not lost on her father, however, and he grabbed the princess by the elbow.

"Come with me," he said. "There's someone I want you to meet." He ushered her to the east most wall of the castle and into the garden. Neglected for years, the last of the flowers had turned almost colorless. Wherever she stepped, something that used to be alive crackled and broke. "Like me," she thought, watching her footing so as not to get tangled up in the dry and twisted vines that covered the ground.

Since the princess was watching her footing, she was definitely not watching where her father was leading her. She wasn't too happy being in the garden, though. It made her think of all the wonderful little creatures she had killed! The king stopped so suddenly that the princess stumbled, falling almost completely to the ground. The king offered his hand to help her up, but she shook her head and regained her footing on her own. The princess looked up, ready with a snappy comment. But her breath caught in her throat when she saw one spot in the garden that was blossoming with lilac and iris, daffodil and hyacinth. It was the lushest circle of life the

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princess had ever seen! And right in the middle of the circle was a large tree stump, upon which sat the most troll-looking man she had ever seen. He was sitting there cross-legged **eating a sandwich of all things!**

The princess began to back away, but her father's hand grasped her elbow and held her firmly where she was. "Be polite," he muttered out of the side of his mouth, none too gently.

"Oh well," thought the princess. "Who am I to think anyone else is unlovely!"

"I won't bite you," said the man with a chuckle. "And don't you worry. I promise I'm not a troll." The princess stared at him, startled. Could he read her thoughts?

"And I'm not the Ghost of Christmas Past," he continued, "nor a function of indigestion, nor some sort of showbiz prince charming in a troll getup. I'm just me. You'd probably call me a bum. I prefer to think of myself as a low-budget universal traveler."

"Well, at least he has a sense of humor," thought the princess.

"Yes, I do," the strange traveler answered, with a meaningful look at the princess's father. The king excused himself despite his daughter's protests and wilting look, and went back into the castle to take care of something important.

The princess stared at the stranger for a moment, then shrugged. She sat firmly down on a log that had fallen nearby, and slapped her hands on her knees.

"So " she said primly. "Here we are. What am I supposed to do now?"

"Nothing," said the odd character. "Except..."

"Here it comes," thought the princess, "*the obligatory desperation play. The kiss-me-and-no-matter-what-I-am-I'll-turn-into-Mister-Wonderful-and we'll-fall-in-love-and-live-happily-ever-after-routine.* A bit late in my life for that! Besides, fairy tales are for kids. Who needs 'em anymore?"

". . .except just sit with me for a few minutes and breathe" said the man.

The princess had been so engrossed in her own thoughts that she wasn't certain she had heard correctly. "Huh?" she responded,

shaking her head as if to clear it. Then, remembering her well-learned manners, she corrected herself. "Sorry. I spaced out there for a moment. Um--would you please repeat what you just said?"

"What I just said," said the bum, "was that we don't need to do anything except sit here for a few minutes and BREATHE. This is the only patch of sunlight in the garden. We can just enjoy it's warmth and light."

"Damn," thought the princess, for she had learned some colorful new words in her years away from the castle, "this character is some sort of a nut-case. Why do I always get the nut-cases?" She thought she was beginning to get the same feeling she got just before she really got scared.

"No, I am certainly NOT a nut-case," the hobo responded to her thought. "Just breathe. Try it."

"I breathe all the time," snapped the princess. "It's a habit I got into at a very early age."

The man grinned and suddenly his features seemed to change. His eyes twinkled even more than they had before. His face lost some of its troll-like appearance and took on a childlike innocent quality.

"Why, now he looks almost like an elf," thought the princess. "If I believed in elves, which I don't. And even if I did, they certainly wouldn't have grown this big and they certainly couldn't have survived in THIS place!"

The man didn't say anything, which was a great relief to the princess, who was becoming just; a bit more nervous than she was before. Instead, he offered her half of his last sandwich. "Here," he said. "I'm sure you must be hungry. Its really good. I made it myself. Good bread, too." He held it out to her.

The princess WAS very hungry, so she took the sandwich gingerly, being very careful not to allow her hand to come into contact with this odd creature. She turned the sandwich this way and that. She held the sandwich up to the sunlight. She opened it to examine its contents, which were sparkly, multi-colored and completely unfamiliar.

"It's not poisoned," he responded to her unspoken thought.

"Well, maybe you've put a hex on it or something," said the princess. She smiled to show that she was just joking; but deep inside, she had her suspicions.

"So, I guess you just have to trust in some things, some of the time," said the hobo. "Why not now? Trust yourself to take one bite. I'd hate to see you starve to death just because you aren't sure of something. You really do look VERY hungry. And it really IS a very good sandwich." He grinned again, that same elfin grin. "Remember, I ate the first half. and I'm still here!"

"Yeah," the princess's sarcastic thought slipped out before she had a chance to stop it. She clapped a hand over her forehead and thought "Sorry."

"It's okay," responded the man. The princess really WAS close to starving, it seemed as if it had been forever since she had

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eaten anything substantial. And this sandwich DID look awfully good, even if the hobo did make it himself. And he really HAD eaten the first half, though he might still be here through some sort of magic. She sniffed the sandwich. It even smelled good.

"There's no meat in it, is there?" she asked. "I don't do meat."

"No. No meat."

She shook her finger, for some of the filling had dripped out and she wasn't about to take any chances yet. "No napkin either."

The princess was clearly not making things any easier even as hungry as she was.

"Sorry. No napkin. Thoughtless of me," replied the man, looking around. He pulled a piece of plastic wrap out of his hobo sack. "Here. You can use this. Pretend it's a napkin. You CAN pretend, can't you?"

"I'm an expert," commented the princess dryly, taking the plastic wrap. It wasn't really something that she could use to dab daintily at the corners of her mouth, but she was REALLY, REALLY hungry by now. So she draped the plastic wrap over her knees and raised the sandwich to her mouth, daring at last to risk just one small bite. She tasted. She chewed. She swallowed. She looked to see if she was still in the garden with this odd creature with the funny grin. or if she had been transported to some other time or place. Nope. Nothing was different; she was still here. So was the hobo. She held her hand in front of her face to see if she was still human. She was. She suddenly found herself thinking that it was sort of nice of this stranger to offer her the last half of his last sandwich. And he had done it happily, too, not grudgingly. She dared to take another, larger bite. It WAS good. She took a deep breath and sighed. THAT felt good too.

The princess raised the sandwich to her lips again and took a big bite. Then another; and another. Pretty soon she had eaten the whole thing, stopping only to sip some spring water that the hobo had thought to bring from wherever he had last been. That was good, too. Sweet and natural and real. In just minutes, the sandwich was gone and the crumbs lay in the plastic wrap that covered her lap. She wrapped up the crumbs in the plastic and looked for a place to throw it. There was no trash can; and being a very environmentally aware princess, she did not want to just throw it on the ground. She put it in her pocket. Then she took another deep breath and sighed once again.

She felt full, for the first time in a long time. Not just filled with food, for the sandwich, substantial as it was, was not all that big. Nevertheless she did feel full. She felt something else, too, but she really wasn't sure she could find words for it. So she simply let herself feel whatever it was she felt. And THAT felt good, too. Her cool features softened. And that felt especially good.

The hobo looked at her. "Feels okay, doesn't it? See? You're still

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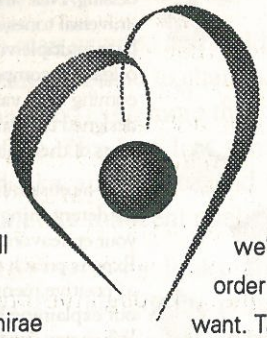
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here, still alive, still you. Sometimes taking time to share a picnic just plain feels nice. I like it, anyway." He grinned. She took another deep breath, liking the bit of sunshine that had found its way, most likely by accident, she thought, onto this patch of garden.

"You're very beautiful, you know," he said.

"Uh-oh," thought the princess, feeling her stomach knot and her eyes begin to get that hot, scary feeling. "NOW here it comes. Guess I was right all along -- no such thing as a free lunch."

The man didn't say a word about what the princess had been thinking. Instead he said, "you ought to take a long hard look into a mirror one day. You might be surprised by what you see." The princess was growing scared and was about to excuse herself when the hobo stood up.

As she tried to harden her face back into its stony look, he told her "I really have to get going." He began to pack his sack. "Lots to see; lots to do. It was really nice to have lunch with you." And before the princess could say a word, he was gone. She thought she ought to thank him, having been raised to be polite and proper at all times.

The garden was deserted now, and the last of the sun still shone where she and the hobo had sat. It was the one spot where flowers had somehow, magically, managed to survive neglect and forcefulness. The princess stretched and yawned, realizing that she had grown sleepy. She took in a deep, deep breath, looked around and found no one watching. Then she did something that surprised even her: she laid down among the flowers as she had done many times when she was little, closed her eyes, and fell soundly asleep.

When she awoke, the moon was full and high and beautiful in the sky. She sat up sleepily and simply looked at it for a while. It felt really good to do just that. She realized that she was just a teensy bit hungry again, and looked around for something to nibble on. Suddenly she remembered the ball of plastic wrap around the crumbs in her pocket.

"Well," she muttered, "it ain't much, baby, but it's what I got." She pulled out the package of crumbs, giggling to herself and thinking how appalled her parents might be at her fracturing of the English language. Then she care-

fully opened the plastic wrap and looked. There were more crumbs there than she had remembered.

Just as she was about to eat some of the crumbs, the princess heard some noises. "Trolls!" she thought, trying to make herself very small and quiet. "Or witches. Or monsters. Oh, my!" She was sure the world could hear her heart thumping. "No, not any of those," she sighed, letting her breath go in and out of her body. "They'd have gotten me by now if it were any of those things."

Then, "Animals! A lion, or tiger, or-- or--" the princess took a deep breath. "No," she reasoned. "No. Not in this neck of the woods. It must be a small animal, or maybe several small animals, but not a lion or tiger or anything like that." The princess stood very quietly for a moment and listened carefully. She clutched the crumbs (plastic wrap and all) in her fist.

She listened to the wind playing in the trees, to the dry grass rustling, to her own breathing. Finally, she thought she heard some very tiny, very weak voices. "Hungry!" they seemed to be calling. "Huuuuuuuuunnnnnnnggrrrrrry yyyyyy!"

"Nah," the princess shook her head. "Fairies and elves aren't any more real than angels or love or anything else you can't see or touch." But just in case they MIGHT be real, which the princess truly hoped in her heart of hearts, she took the hobo crumbs and scattered them all over the garden.

"I've already eaten," she reasoned with herself. "Who knows how long its been since anything in this garden has had any nourishment? Besides, I've been hungry before. A few hours between now and breakfast won't kill me."

The crumbs caught the breeze and hung for a moment in the air. As the princess watched the sparkling bits float to the ground, she thought of fairy dust and of the Peter Pan story of her childhood. Then she remembered the strange hobo and the wonderful sandwich. She smiled; and her cool and stony mask, which had been loosening bit by bit all through this odd day and night, fell to the ground and shattered. She didn't know it, for it made a very silent noise; but she knew that something had changed. She felt it.

Still, what if it really WAS small animals like chipmunks or mice, or even rats. Maybe she should make a run back to the castle. She looked around once more and then shrugged her shoulders. She remembered the beautiful childhood naps she used to take when the garden was lush and full. She really wanted to stay, if only to bid farewell to this place. She felt a sudden slight chill in the air and wondered whether it was a breeze or a foreboding. She wished she had thought to bring a sweater, but then she remembered that when she had left the castle it had been daylight, and warm.

Suddenly overcome once more by sleepiness, the princess laid back down where she had been sleeping before. "Sometimes you've just got to trust in something," she murmured, recalling that it was something like what the hobo had said to her. She took a deep breath, closed her eyes and trusted that she would be safe from trolls and witches and monsters and lions and tigers and whatever else might bite. She fell asleep before she could even make a list of them all in her head.

The princess did not hear the soft rustle of leaves in the trees as they began to come to life all around her. She did not hear the soft sighing of grass as it began to turn green once more; nor did she hear the hum of energy as flowers slowly began to regain their brilliantly colored buds and blooms. The entire garden rocked with the sweet chatter and musical laughter of tiny elves and fairies who gathered strength from the hobo crumbs that the princess had unselfishly and hopefully scattered. The princess slept through it all.

When the princess began to stir again, the sun was just peaking over the edge of the earth. The mist had not yet begun to clear. The princess took a deep, deep breath. The air felt good in her body -- cool and sweet and clean. She pulled her blanket over herself to snuggle in for just a few minutes more. Suddenly, her eyes flew open. "Wait a minute," she said aloud. A bird chirped in response. It sounded like a musical giggle. Somewhere farther off in the garden, a raven called.

"Wait just one doggone minute, " she repeated. "I DIDN'T BRING A BLANKET!!!" She sat bolt upright.

"Damn, this is really weird," she muttered, looking at what had covered her. She wasn't quite sure if she had just awakened from a dream, or if she was still in the

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middle of one and was merely dreaming that she was awake. She rubbed her eyes and then opened them again. Nothing changed. She closed her eyes tight and pinched herself. "Ouch!" Then she opened her eyes and looked around. Nothing changed.

"So, okay, she shrugged. "It looks like I'm awake and this is for real, whatever real is."

The princess was holding onto the thing that had covered her. It FELT soft and safe, so she decided she probably would not be struck blind if she looked at it. Trust only goes just so far, after all. The thing that had kept her warn was as white as innocence and spun with delicate tints of all the shiny colors she had seen in the hobo crumbs she'd scattered for the elves and fairies. It was long enough to wrap around her. It felt pretty.

A little note was pinned to one corner. It said, "For You, Princess!"

The princess stood up and looked around her. She saw green leaves budding on trees, grass just turning spring green, and sweet flowers all around her breaking into bud and blossom. She turned around and around, too amazed even to utter one "damn!" Then she began to smile -- not just her soft featured smile of the night before. Oh, no! This one began in her eyes and grew slowly and beautifully until it lit her entire face. Then the princess did something she had not done in a long, long time. She laughed! At first it was a quiet chuckle, then a little bit more, and then it grew into a real laugh, one that started in her heart and filled the air with a sound so musical angels could dance to it.

The princess KNEW where the shawl had come from not that she could ever explain it, except to a few who had the knowing of such things. She ran to the castle and looked in her mirror. Her cheeks were rosy, her eyes bright and sparkling.

"I look alive!" she thought, happily. "I look real!" She turned away from the mirror, feeling wonderful. Then she turned abruptly and looked back. "I look beautiful," she thought; and for the first time she truly felt like a princess.

Now, of course, this isn't the end of the story, this being a modern times fairy tale and all. The princess moved into a castle of her own and had mortgage payments

and upkeep and repair bills and all. She had a job to do and bosses to answer to. Quick fix stories just don't tell it all, you know? So it wasn't all easy. The princess had many days when she felt drained, or even as if she had been running for too long on "empty." Sometimes she still felt -- well, not ugly but then, not really beautiful either. And other times she felt all too ready to recreate her stony and cool mask and to slap it on her face and hide behind it forever. Those days she had to fight for the remembrance of fairies and elves and angels. When those days happened, she wrapped her shawl around her, sat down quietly with a cup of chamomile tea, and took several deep breaths to let her own beauty and magic back into her life.

She smiles a lot more, now.

The End

≡

Rochelle Brener is an NLP and Reiki Practitioner, a Board-Certified Hypnotherapist, and Poetry Therapist. She is a published poet, photographer, and photojournalist. . She has combined NLP and applied therapeutic writing to develop the world's first "Writing Playshop for Relatives of the Mentally Ill." She maintains a private practice in New York and is working on a novel.

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Firm teaches new reading technique

Can we learn to read a page at a glance?

By Kim Ode / Staff Writer

In the past few years, Eden Prairie marketing ... other courses, usiness-related. ! PhotoReading All other pro- e been put on ew program's ompany also e in Boston in ... is other-than-conscious. In essence, you are taking a mental photograph of the page."

Bissonette said, however, that after PhotoReading a book, the information is not in the conscious ...



in th rela fort per dist "T Phot mon writ ple ...

...w to Slay the Paper Dragon ... 25,000 Words per Minute

The dragon is perched on your desk each morning. Its talons rake your Rolodex. Its tail writhes through the pile of documents to be read today — or as soon as you finish what you were supposed to read yesterday, which was left over from last week.

battle with the plague of the information age? ... that intimidating and ...toReading. This process of "mentally photographing" printed materi- ... words per minute. PhotoReading is an entirely different process than ... Used in tandem with normal reading, however, PhotoReading can be

PhotoReading

AH woman puts innovative proc to work in business, personal

By LARRY JONES
Staff Writer

An Arden Hills mother, businesswomen and teacher Lynette Ayres of 1785 Venus Avenue — is putting an innovative new process to work in both her professional and personal life.

... times and

A TEACHER of eighth and 12th-grade E Park Academy in Maplewood and co-owner Loehman's Plaza across from Rosedale Sho to take the 12-hour course as a tool in her t "I had taught speed reading to my stude them greater flexibility with their reading. ...hat she won't be teaching her students Ph ... variety of ways of reading. ... in which Ph



Whole Mind, Whole Page

Reading technique uses both sides of brain

...chael Goldberg ...ou scanned this page for a few seconds, ...rally focusing on the words or pictures, ...n the whole paper as if you were look- ...t a painting in the Museum of Fine Arts, ...t you would be using part of the new ...d-reading technique called PhotoReading ...egun last fall by the Minneapolis based ...rning Strategies Corporation. Photo- ...ading claims to go beyond the rapid pace ...t by Evelyn Wood type courses. Accord- ...g to PhotoReading of New England's ...tricia Danielson, the process enables the ...verage person to absorb material at 25,000 ...words per minute (about 1,000 times faster ...han normal reading).

When you look at the painting on the mu ...seum wall, or when you see a photograph, ...your subconscious mind perceives every nu- ...ance, while you may be consciously aware



...began in grade school with the "See Spot R ...texts, and Whole Mind Reading, which ...phasizes speed and efficiency and seeks t ...tought. The prospective stur ... enroll in the ...

THE CUTTING EDGE Quick study

Evelyn Wood wouldn't do it just this way, but Phot... method of using the brain to read in a way that the ... promoters says lets in 25,000 words a minute. It be... meditative centering, like the state of receptivity ce... into. Then there's a "preview" of the book at hand. ... the key structural components. Then comes the arra... which the reader just turns the pages of the book w... sarcastic speed, using all peripheral vision and no fo...

How'm I Doin'?

W

HAT'S THE MATTER Daddy, Mommy?" asked six-ye... Mary Jane, observing the full bri... her father was bringing home ... after night. "Is Daddy a slow lea...

Thinking at 25,000 worc

Paul Chamberlain was thumbing through an issue of *Minnesota Lawyer* when he came across an ad that read: "Absorb information at 25,000 words a minute."

Not one to scoff at what might sound like outlandish advancements in education, particularly when volumes of unread legalese often appear suddenly on his desk, Chamber- ... mental ... a creat ... cess 2(... compre ... to tap ... of the ... Schee ... in the s...

PHOTOREADING: Process prove...

A Picture's Worth 25,000 Words

He likens the results to the vague ... of a dream. "You often ... ve

"We say, 'Stop focus' what's in front of you important thing in re... ...ental process — ...

Imagine blasting through Leo Tolstoy's *War and Peace* in about 10 minutes and walking away with an aesthetic feeling for what you read. Sound ludicrous?

hemispheres in a process he calls "whole mind reading."

But what's the purpose, one may ask, of photo reading a book if only limited conscious knowledge can be gained?

tackling technique bo... 96.5 percent success ...

Bruce Overmeir of ... Center for Research i... Learning Perception ... Cognition at the Univ...

Company claims to teach photographic reading

By Lorrie Cegla
For The Daily

Imagine not cracking a text... book ...

Children are taught to read using only the left side of the brain, which processes informa... ...s, linear and ... this method, the conscious ...y hold only ...f information ... as a phone ... after seven ...heir eyeballs ...m, he said. ... the end of a ...w what they ... document ...lained. "A ...pen, they're ... the lights ...me." ... has indi... ...ntial ...

familiar with, Wellik said he spent 20 minutes with a book by the originator of that



Paul Scheele

Miller said, but rathe... that the subconscious job.

When the informat... be retrieved, activ... niques transfer the ... from the subconscio... the conscious mind.

Super reading invo... through large blocks ... searching for pertine...

Right brain isn't left out in PhotoReading

By Martha Vickery

Which of your brains learns the bes...

Paul Scheele, owner of Learning Stra... Corp., is staking his business ... hypothesis that the right brain is the ... learner by far. He's setting out to pro... theory with a new course, PhotoRe... designed to start the average per... 25,000 words a minute right-brain reading.

...Scheele illustrated NLP by describing the ...

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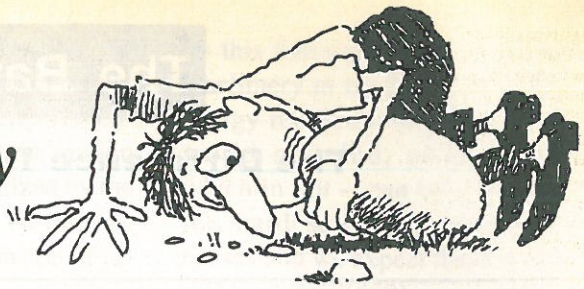
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News & Noteworthy



On the Radio Waves

NLP trainers and authors, Robert Dilts and Robert McDonald, took *Tools of the Spirit* to the Lee Rindner Show (KNUS - 710AM). Rindner, an NLP Practitioner has a weekly radio talk show on Sunday nights. Dilts and McDonald were on the show for two hours talking about NLP and spirituality. In addition, the two NLPers explored the areas of love, God, mercy and grace - some of the areas which they will be presenting in their *Tools of the Spirit* seminar sponsored by *Anchor Point* in Denver, CO in June of 1994.

"The talk show was a good thing; we enjoyed ourselves tremendously. It was spiritually centering to talk about NLP and spirituality to people through the radio. It was really rewarding because Robert Dilts and I got a chance to further clarify how NLP can be used as a tool of the spirit and what that could potentially mean for the field of NLP," said McDonald.

New Institute Opens

Master Practitioner Jane Cundy has opened a new NLP Institute in Albuquerque, New Mexico called, NLP - Create Your Life. "Life is one big school and the better we are at communicating with heart and true respect the more we will be able to positively effect the quality of life and the planetary changes that are in store for us," said Cundy. For more information write NLP - Create Your Life, 1605 Carlisle NE, Suite A3, Albuquerque, NM 87110. Telephone (505) 255-0699.

On Track with NLP

Gary Faris, an NLP Trainer, recently appeared in the September issue of *Runner's World Magazine*. Faris, an avid runner was cruising the Colorado State University running track when a *Runner's World* photographer appeared and captured his stride for posterity.

Gateway Underway

Joe Munshaw of the *Gateway NLP Institute* (Edwardsville, IL) is proud to report the birth of their first Practitioner class. This has been a long-held dream and we are pleased to see it come to culmination. Much success Joe, may your Snowfrogs always be available and house trained!

NLP Conference Success

Approximately 500 NLP enthusiasts gathered recently for the 1993 NLP Comprehensive National Conference held in Denver. The conference theme was: *NLP: A Path with Heart* and it offered 40+ workshops in the areas of business, health, education, and personal evolution. Author William Hudson O'Hanlon gave an amusing and insightful conference keynote address. There also were the "now traditional" post conference seminars.

"Overrall, the people were really happy at the conference. I think it went smoothly and participants had a good time," said Adam Reynolds, NLPCO Training Coordinator.

≡ By Kris Johnson

What Actually Gets Mapped Onto the Map?

By Michael Hall

Before Bandler and Grinder specified that humans "think" and create mental -

representations in the "mind" in terms of the sensory modalities (visual, auditory, kinesthetic, etc.) and their subqualities (the submodalities), writers simply talked about "thoughts," "knowledge," ideas," etc. This is the case in Gregory Bateson's classic work, "Steps To an Ecology of Mind."

Yet as a semanticist, and continuing the work of Alfred Korzybski, he constantly specified the difference between the maps (models, paradigms) that we make in navigating the territory of the reality outside our skins. For instance:

"Let us go back to the map and the territory and ask: 'What is it in the territory that gets onto the map?' We know the territory does not get onto the map. That is the central point about which we here are all agreed. [He was speaking to the 19th. Annual Korzybski Memorial Lecture, Jan. 9, 1970]. Now, if the territory were uniform, nothing would get onto the map except its boundaries, which are the points at which it ceases to be uniform against some larger matrix" (pg 451).

"What gets onto the map, in fact, is *difference*, be it a difference in altitude, a difference in vegetation, a difference in population structure, difference in surface, or whatever. Differences are the things that get onto a map.

"But what is a difference? A difference is a very peculiar and obscure concept. (Here Bateson recognized that the word 'difference' itself is a 'concept,' that is, it is not sensory specific. He therefore begins to denominalize this nominalized concept he just created.) It is certainly not a thing or an event.

"This piece of paper is different from the wood of this lectern. There are many differences between them --of color, texture, shape, etc. But if we start to ask about the localization of those differences, we get into trouble. Obviously the difference between the paper and the wood is not in the paper; it is obviously not in the wood; it is obviously not in the space between them, and it is obviously not in the time between them. (Difference which occurs across time is what we call 'change')" (452).

From this, Bateson concluded several things that became foundation in NLP. First, "a difference is an abstract matter." Second, it is a piece of "information." Third, dif-

ference or "news of a difference" is what is "mapped" out in a person's "mind." So that, fourth, it is difference (news of a difference) that truly becomes "the difference that makes a difference." Confused? Then here is the process that lead Bateson to these conclusions and that, hopefully, will make sense of all this.

The Two Dimensions of "Reality"

As noted in the October 1993 *Anchor Point* article, Bateson distinguished the two worlds of "substance" and "form" (xxv). The world of substance is the external objective world of hard science. In that world, there are forces, impacts, and transfer of energy. In that world, physicists and scientists think in terms of budgets of mass and energy.

Then there is the world of form -- of mental processes, ideas, communication, organization, differentiation, pattern, etc. In this internal subjective world (i.e. human subjectivity), there are no "forces or impacts." Responses are not merely energized externally, but are generated by the organism's own metabolism. Each of these dimensions function by a different set of principles and dynamics.

Bateson explains, "In the hard sciences, effects are, in general, caused by rather concrete conditions or events--impacts, forces, and so forth. But when you enter the world of communication, organization, etc., you leave behind the whole world in which effects are brought about by forces and impacts and energy exchange."

He illustrated. Imagine a billiard ball striking another one. When that happens, there is an energy transfer "such that the motion of a second ball is energized by the impact of the first." We are all familiar with that dimension of reality.

But there is another dimension and it is quite different. "You enter a world in which 'effects'-- and I am not sure one should still use the same word --are brought about by *differences*. That is, they are brought about by the sort of 'thing' that gets onto the map from the territory. This is difference" (452).

"Difference travels from the wood and appear into my retina. It then gets picked up and worked on by this fancy piece of computing machinery in my head. The whole energy relation is different. In the world of mind, nothing--that which in *not* -- can be a cause. In the hard sciences, we ask for causes and we expect them to exist and be 'real'"(452)

The Strange Inner World

Bateson's conclusion? "We must change our whole way of thinking about mental and communicational process. The ordinary analogies of energy theory which people borrow from the hard sciences to provide a conceptual frame upon which they try to build theories about psychology and behavior... is non-sense. It is in error.



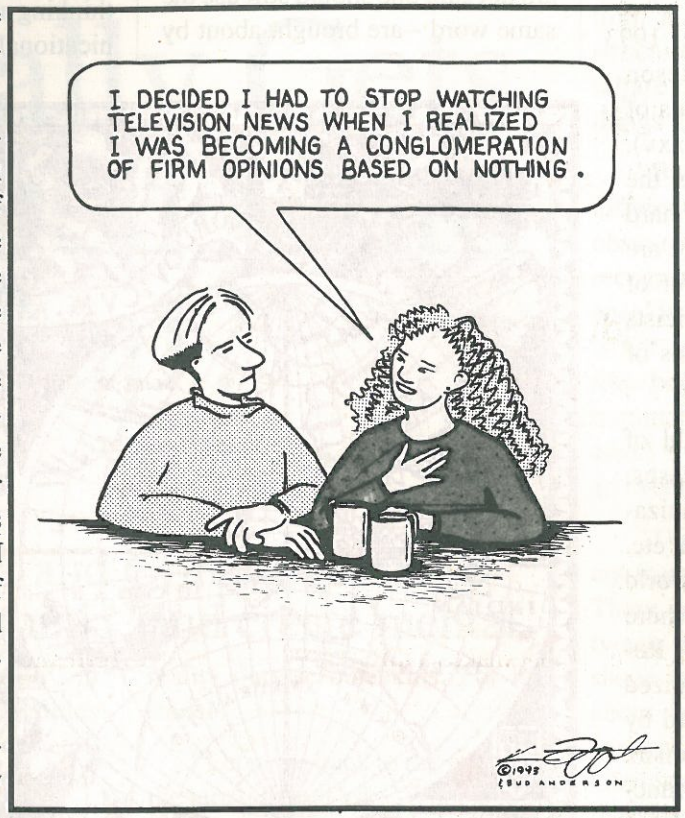
"The word 'idea,' in its most elementary sense, is synonymous with 'difference.' ... What we mean by information --the elementary unit of information -- **is a difference which makes a difference,** and it is able to make a difference because the neural pathways along which it travels and is continually transformed are themselves provided with energy. The pathways are ready to be triggered. We may even say that the question is already implicit in them.

"There is an important contrast between most of the pathways of information inside the body and most of the pathways outside it. The differences between the paper and the wood are first transformed into differences in the propagation of light or sound, and travel in this form to my sensory end organs. The first part of their journey is energized in the ordinary hard-science way, from 'behind.'

"But when the differences enter my body by triggering an end organ, this type of travel is replaced by travel which is energized by every step by the metabolic energy latent in the protoplasm which *receives* the difference, recreates or transforms it, and passes it on.

Bateson illustrates the distinction. "If I kick a dog, his immediately sequential behavior is energized by his metabolism, not by my kick. Similarly, when one neuron fires another, or an impulse from a microphone activates a circuit, the sequent event has its own energy sources" (403).

"When I strike the head of a nail with a hammer, an impulse is transmitted to its point. But it is a semantic error, a misleading metaphor, to say that what travels in an axon is an 'impulse.' It could correctly be called 'news of a difference.' ... The coding and transmission of differences outside the body is very different from the coding and transmission inside."



Where does this all lead? Bateson writes, "The territory never gets in at all. Always the process of representation will filter it out so that the mental world is only maps of maps of maps, ad infinitum" (454-5). All we have to navigate through life are our maps, our models of the world. And that brings us to NLP as a paradigm for thinking about these maps that we construct.

Later when Bateson read *The Structure of Magic* (and wrote the introduction), he commented that it never occurred to him to classify modes of communicating according to the sensory systems. Therefore, Bateson's word **ideas**; as in, "I have said that what gets from territory to map is transforms of differences and that differences are elementary ideas," refers to what we in NLP call "the representational system" along with their submodality qualities of distinction.

And Now for the Master Practitioner Test

Bateson also recognized that all ideas were not the same. "There are differences between differences. Every effective difference denotes a demarcation, a line of classification, and all classification is hierarchic. In other words, differences are themselves to be differentiated and classified" (457).

It was at this point, that he put forth a test. And for him, in 1970, this test was unanswerable. But today with the more fully developed NLP model, any master practitioner ought to be able to answer it. See if you can "think NLP."

"Let me invite you to a psychological experience, if only to demonstrate the frailty of the hu-

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man computer. First note that differences in texture are **different** (a) from differences in color. Now note that differences in size are **different** (b) from differences in shape. Similarly ratios are different (c) from subtractive differences.

"Now let me invite you, as disciples of Korzybski, to define the differences between 'different (a),' 'different (b),' and 'different (c)' in the above paragraph. ..The computer in the human head boggles at the task. ... But not all classes of difference are as awkward to handle" (458). Take a moment; see if you can figure this out.

So What is the Difference that Makes a Difference?

If what gets from territory to map is "transforms of differences and that differences are elementary ideas," and if in 1993 NLP language, these differences in "ideas" are described as sensory representations (V.A.K.O. and A(d)), then what is the difference that makes a difference?

When we ask about how the differences in size are different from differences in shape, are we not brought to the domain of submodalities? And has not Richard Bandler repeatedly referred to submodalities as "the currency of the mind?" Steve Andreas has referred to them as the atomic building blocks of human subjectivity. Here then is the answer to Bateson's mind boggling test that he offered to overwhelming and unmanageable human consciousness is.

Finally, Bateson wrote, "The class of differences which are created by the process of transformation whereby the differences immanent in the territory becomes differences immanent in the map. In the corner of every serious map you will find these rules of transformation spelled out -- usually in words" (458).

Accordingly, today in practitioner practice, as good mappers we spend time jotting down those transforms in contrastive analysis lists between various experiences (i.e., confusion/understanding). And in this way to take a significant step to an ecology of mind --which, by the way, will be the subject of the next article.

Michael Hall is a psychotherapist in private practice and a certified NLP Trainer who conducts Practitioner and Master Practitioner training. He writes a journal entitled *Metamorphosis*.

MODELING NLP

with CHARLES FAULKNER

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• Day 2: Re-coding Reframing
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• Day 4: Re-coding Meta-Programs
What are Meta-Program wellformedness conditions?
• Hint: It is not in any NLP book.
What makes something a Meta-Program or not reveals an underlying structure that describes the types of attention and their distribution.

Designed & Taught by Charles Faulkner

NLP Trainer, author, expert modeler and consultant. Projects include: Accelerated Learning 1984, Operating Metaphors 1985, Physician Decision Strategies, 1986, Futures Traders 1987, System Structure 1989. Interviewed in *The New Market Wizards*. Architect and co-author of *NLP: The New Technology of Achievement* [Achievers' Mindsets, 1990] and *Success Mastery with NLP* [Flow States, 1991]. Author of the audio seminars *Metaphors of Identity* and *The Mythic Wheel of Life*.

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SKIING WITH THE WHOLE BODY
by Jack Heggie
North Atlantic Books, Berkeley, CA 94701, 1993 $12.95

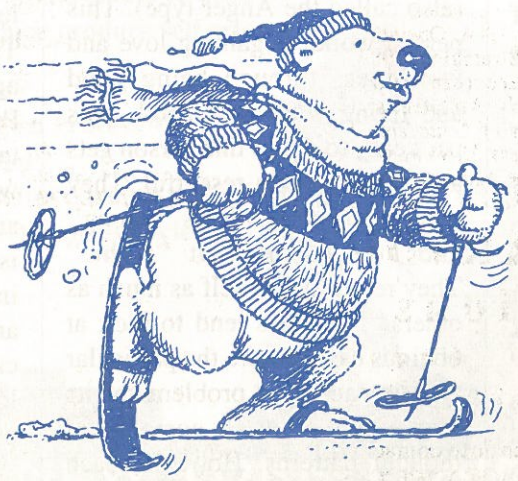
This is a skiing book whose time has come. Having, myself, taken lessons over 20 years ago, this book was the proverbial "breath of fresh air." Old skiing lessons were based on making the body move in a certain way, assuming we had total control over all our muscles.

Now here comes a whole new view. It's a way to learn to ski using the new mind/body concepts. Mr. Heggie comes from personal experience both in what didn't work and what now does. His "old" way of skiing sure rang a bell with me.

He draws from the Feldenkrais Method and also he has studied Karl Pribrams "Language of the Brain." Coming from an engineer's mind set, he blends the tangible and intangible very well. That skiing is an inside job is the gist of this book. But just telling you to "think" doesn't work. It would be like telling you to think your heart to beat faster. A few other authors have touched on this "inner" skiing, tennis, etc., but none have explained the mechanics as well as Heggie. He blends ancient metaphysics and modern neurophysiology. Then he uses a new phrase or two (Moving Mind and "mensing") to help you into a new way to see how your Mind/Body works. It's a lot like judo or karate, except your opponent is yourself.

He starts with very small, totally surprising "breakthroughs" in his own skiing. He then follows these back to the origin like the trained scientist that he is. Also, like most scientists, he has the urge to teach what he has discovered, and we learn best that which we teach. It was so practical of Heggie to try out his newfound principles on a variety of skiers with blocks. We learned with his students and we feel exhilarated as they learn to "dance with the Mountain."

Heggie's scientific approach makes me want to examine this theory further. As he explains the difference between animal and human brains, he creates a few questions and leaves you saying, "Maybe I should study this some day." The neocortex is the new brain that animals don't have. It gives us more voluntary function than animals, but in the process "control" has become so much fun that we don't leave anything to the "old brain" any more. Well, it's time. I wondered what else in my life I could apply these principles to. Such good control I now have, on not having control ...



I guess I'll just practice on my skiing. I can see me now, book in hand, flying down the mountains. But read the book completely first, before leaving the house. Practice the exercises on the living room carpet. Every movement is an act of balancing. The whole body moves in order to be in balance. Sharpen your awareness of what the body is doing, which will tell you where the mind is.

Know that when you are sliding across the snow on skis, that your body/mind thinks you are falling and proceeds to respond to the "fall." You need to train the Moving Mind to think glide, not fall. Your only thought is the decision to make a move, the Moving Mind decides which muscles need to do what! Many things come into play: pressure, pictures, distances, and angles are all considered by the Moving Mind. and the body instantly responds. Thinking (reasoning) just gets in the way. Sense the pressure on the bottom of your feet, picture yourself at the base of the run, then let that inner knowing fill in the details. Well, it's *almost* that simple. You better just get the book and practice or give it to your favorite skier whom you'd like to get back from the hills in one piece. See you on the slopes!

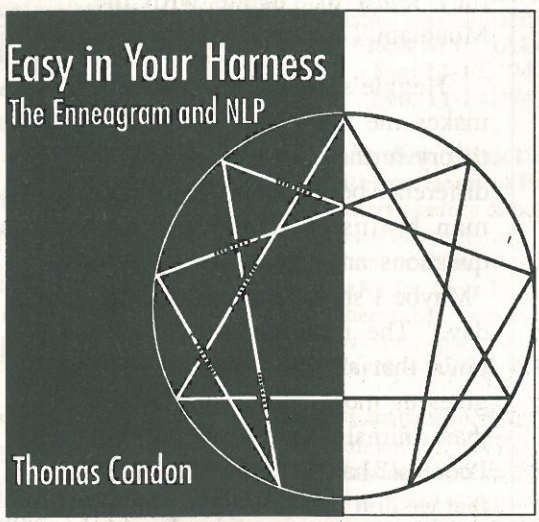
EASY IN YOUR HARNESS, the Enneagram and NLP
by Thomas Condon
The ChangeWorks, $84.95

A workshop has been taped live. It's a pleasant break from reading a book. There are 12 tapes in a nicely designed tape holder. It's presented lightly enough to listen to in the car at least for the first time. After hearing them all the way through, you may want to concentrate and hear them again.

Two important things: you will need to have at least some background in Enneagrams, preferably a book by Helen Palmer entitled "The Enneagram: Understanding Yourself and Others in Your Life" (Harper & Row 1988), or other sources. However, the other sources will be old Sufi material that was taught verbally since they know not when. Gurdjieff took the oral teaching and used it to teach his many students, probably claiming it as his own or his adaptation thereof.

The other important feature of these tapes is their base in NLP. As NLP practitioners, you will recognize the author's NLP background. He does a good job of filtering the ancient teaching through your training. It would be "Greek" to someone who had neither NLP or Enneagram training. However, it sure would pique a person's interest. The identifiable "types" would send the uninformed out in search for more information, and to generate your curiosity I will run through a few traits of the 9 personalities. I bet you will recognize a few of your friends, enemies, or relatives! But you'll probably analyze yourself first.

Knowing that there is much more to this study than presented here, let me tempt your imagination.



Number one is "Perfectionist" (also called the Anger type). This person works at gaining love and worthiness through being good and fixing what isn't good. This isn't easy to do, so this person gets angry and can be resentful. They tend to focus on what's "wrong" and how to make it "right." They're critical of self as much as others. The tapes tend to look at obvious cases where the particular type is causing a problem for its owner and how to correct the thought patterns. However, each Enneagram has its healthy side also. Number one's is, when comfortable with their Perfectionist type, they are responsible people who put forth a lot of effort to do things correctly. They have high standards and show self reliance.

Number two is the "Giver" (also called the Pride type). These people work at becoming indispensable to others. This way, people will always owe them. This assures the number twos that others will meet their needs of being accepted and approved of, loved and taken care of.

Now, this isn't all bad when you consider how much support the receiver is receiving. There's a "Taker" for every "Giver." "Takers" have to get more than they're giving.

Number three is the "Performer" (also called the Deceit type). These people see life as a theater and themselves as center stage. They perform to be loved. Image is important to them. They must look successful to get approval. They are busy and active. Prestige and status are very important. They can become obsessed with wanting so much attention and admiration. The positive side is that these people can be very industrious, show good leadership, are enthusiastic, and rather practical, if only you can make them feel loved for themselves not just their performances.

Number four is the tragic "Romantic" (also called the Envy

type). The unattainable and unavailable seem more important and more ideal to this person than the here and now. The missing person or opportunity is longed for. However, this melancholy one has the good traits of being sensitive and creative. He is empathetic to other people's feelings and is romantic and passionate and idealistic about everything.

Number five is the "Observer" (also called Greedy or Stingy), a loner who protects his privacy and wants to be autonomous. He feels drained by the needs and demands of others. He disassociates even from his own feelings, viewing them from a safe distance. On the other hand, this person can be depended upon to keep secrets and to stay calm in a crisis. They are also scholarly and dependable.

Number six is the "Devil's Advocate" (also called the Fear type). Fear, doubt, even cowardice shows up in this person. This tends to make him procrastinate. The perceived constant threats make him side with the underdog. This does make him devoted to causes and be protective to people he has come to have faith in. He is sensitive, loyal, and fair.

Number seven is the "Epicure" (also called the Gluttony type). Here we have the eternal youth. He want to keep all his options open. He loves to start things but lacks the sticktoitiveness to complete them. Commitment is not a priority. Yet, these people are fun to be around because they're playful, imaginative, energetic, and helpful. It's only a problem when you want them to be responsible!

Number eight is the "Boss" (also the Lust/Excess type). If you have this person around you a lot, you will be protected and he will take charge of everything around. Will this combative need for control drive you up the wall? Look at this good side. He's powerful, intense, exciting and also just friendly and straightforward. Just don't "bullshit" him or try to take over.

Number nine is the "Mediator" (also called Sloth type); is overly agreeable and diffuses himself to merge with others. He seems spaced out sometimes through food or substances. He puts others wishes and plans before his own (which, of course, some people love). He's adaptive

A New and Powerful Model for Understanding and Working with Boundaries

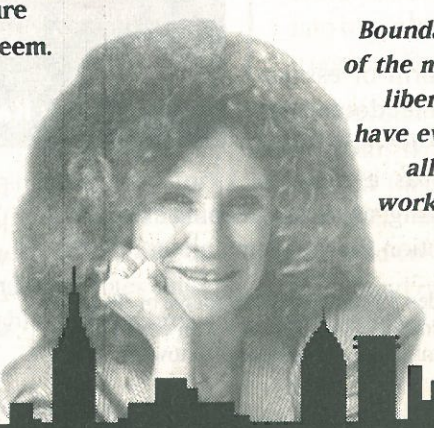
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and supportive and attentive to others.

Can you find yourself here? Or, do you recognize some friends and relatives? However, there's much more to Enneagram than this.

The technical side of this study goes into "Wings," which is jargon for bringing in traits on each side of the designated type. They also talk about the opposites on a diagram that is an important study aid for Enneagrams. You will need a more detailed diagram than the one on the cover of the tape case.

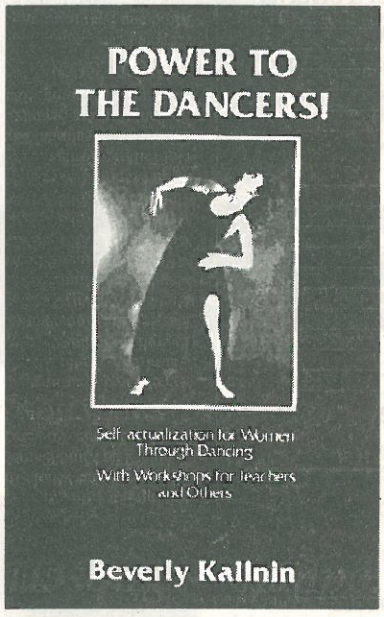
Before buying a ton of books, or signing up for a course in Enneagrams, buy these tapes. You'll learn some great tools for your practice and you'll find out your interest level in Enneagram.

Then study in depth the ways to recognize the types. You'll learn to help your patients compensate by understanding their traits as definable. When defining distinct traits recognizable in self and others, it helps move the patient from "no one understands me" to "I'm a 'three' and my mate is a 'six.'" Enneagrams are a great starting tool for communication with your patients.

≡ Review by Ferne Anderson

POWER TO THE DANCERS!
Self-actualization for Women Through Dancing
by Beverly Kalinin
Metamorphous Press, Inc. $14.95

Beverly writes with a rich description that let's your mind dance through the pages of her story. There is an intriguing flow of thoughts which inspires you to feel the movement as you read.



This book is for women. It is about breaking through stereotypical barriers and discovering a core self, a core strength. Beverly believes that through unrestricted and expressive dance movement self-esteem is enhanced, fear is reduced, and the creative self is nurtured.

Part I is in the form of essays, poems, historical anecdotes and dreams which tell of Beverly's life journey using dance as a tool for releasing and discovering, as well as keeping a healthy, supple body. The caption for the theme picture reads:

> "...woman, dips to golden power, her center, source of silken strength where confidence like coral gathers with creativity, her pearl; and lifting, enriched, she extends then towards the flow..."

This is a taste of the rich use of language and free-flowing style of writing which creates the illusion that you are with Beverly in her thoughts as they evolve and emerge from her heart.

Part II describes the actual form and sequencing for creative dance workshops, which is valuable for teachers as well as the individual. Musical accompaniments are suggested that bring out the emotion and encourage the stretch, both mentally and physically, for the day's lesson.

From a Neuro-Linguistic Programming viewpoint, this book is a metaphor for many of the verbal communication tools and techniques. Here they are translated into movement and physical expression of emotion. Today, there is a growing emphasis in the field of NLP on discovering our core identity and exploring the spirituality that evolves from this search. The processes set forth in this book leads to personal insights and power and are another valuable way to enhance our journey. *Power to the Dancers* is informative and encouraging, inspiring and detailed in process.

≡

Reviewed by Marilyn Veditz. Marilyn is an NLP Trainer and the Co-owner/teacher of *Ballet Studio by the Sea* (Est. 1978.) in Malibu, CA.

Chiron the Centaur Presents: The Paragon of Sales
PEGASUS SYSTEMS INC. $79.95

This set of six tapes offers very good lessons in selling techniques...if

1) You are either new to sales,

2) You've hit a dry time and you need to figure out where you're going wrong, or

3) Your area of sales is mostly the factory rep type of sales.

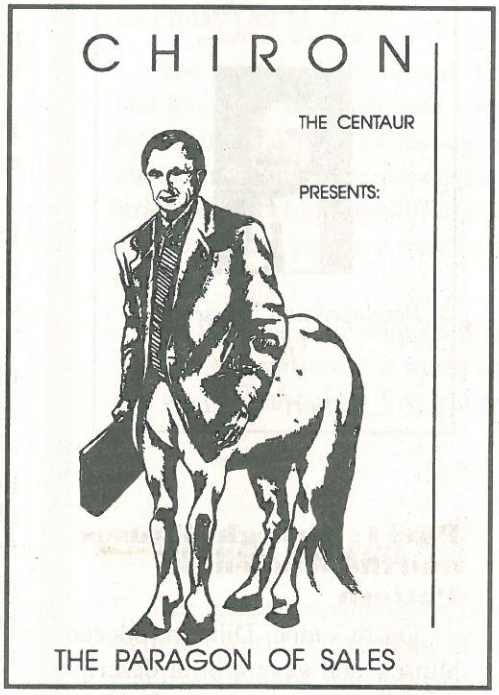
It would be more difficult, but not impossible, to use these techniques for selling gadgets in a store, or a service to an everyday associate. Those situations are more appropriate to other sales materials such as the book *Green Light Selling*.

If you are new to sales, or you are curious about a possible career in sales, then study these tapes over and over, and take notes. Practice on friends, or on kids. Watch other people selling and try to identify where the salesman is at: Pre-spect, Sus-pect, or Pros-pect.

When you look at people in sales, you see a wide spectrum from poor, just barely making it, to million dollar success stories. What's the difference? How can a single career category called Sales have such a range of participants?

These tapes will explain "What it takes" very well. The gist of it is, *like people and develop exceptional communication skills*. Listening to Chiron (the Centaur - a half horse, half-man mythological being) and the God, Zeus talking is a bit hoaky, but it does relieve the monotony of "just another tape set." It does fall in line nicely with the producer's namesake, "Pegasus?"

Without specifically crediting NLP credit for it, the author describes eye movements and what they mean. To someone new to NLP this takes a lot of concentration and practice. Unless you've already "observing the eyes for meaning" it would be a good idea to have paper and pencil handy to draw pictures and take notes until you are comfortable with the process.



There are four behavior styles that definitely need paper and pen for the listener to sort out. Diagrams would be a helpful addition to the tape set. (Some of us are more visual than auditory.) However, the first time you listen to the tapes, go ahead and do it in the car to get an overview and a hint of what you'd like to sit down and really study. It's impossible to learn all of this material in only one run-through.

You should first identify your own traits using all the information in the tapes before you look for all the noted traits in your customers. See how you use body language before mirroring someone else's. If you have studied T.A., you will recognize a technique or two. You will learn what emotions trigger what kind of buying, and how to find the leader in a group.

Even if you don't want a career in selling, there are some good lessons in these tapes. You can learn you own thinking style. Perhaps you can even gain enough knowledge to become good at Sales Resistance! Have you ever felt manipulated into buying something that later triggered Buyers Remorse?

Beyond its business applications, this tape set will give you some well thought out communication skills to use with family, friends, and co-workers which will create a bond of trust and respect. That alone is a cornerstone of success!

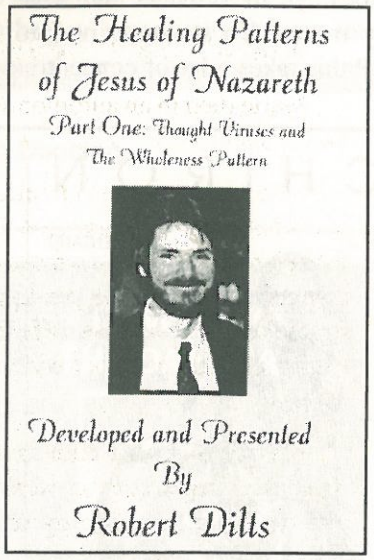
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Reviews by Ferne Anderson, M.A.

The Healing Patterns of Jesus of Nazareth - by Robert Dilts
Produced by Western States Training
VHS Tape set (2 tapes) Color $110.00 / Black & White $120.00

This video set has a lot of appeal for many reasons. Given the title you would expect that the lecture would revolve entirely around Jesus *the personality*. Not so. The majority of the time in the videos is spent giving you information that you can use to help heal yourself and/or others. For some time, Robert Dilts has explored parables and what Jesus "did" as a model for healing. Then Dilts took his findings and translated them into NLP processes and patterns which can be used by people with a mission to heal. He stresses that the mission to heal is essential - the state of purity and intent creates the rapport that actuates and activates the healing process.

Religion is not a topic in this video. This is an interpretation about the processes used by Jesus. The video will appeal to anyone who is interested in healing using NLP techniques. Robert Dilts is at his best in this 2-part video. The information is presented succinctly and sequentially with just enough detail to make it clear and gives you a front row seat at the live seminar held earlier this year. You can tell that the camera work was done by professionals...there aren't any green and blurry people present. On the downside, the viewer is unable to see what was on the overhead projector, and occasionally the voice volume goes too low to hear everything. Overall production standards for the set are high. Now a closer look at the content of the two tapes.



Part 1: Thought Viruses and the Wholeness Pattern

On this tape, Dilts introduced himself and gave a brief description of his background and why he was fascinated with beliefs and the healing system. He stressed that we can get beyond our limited beliefs. Dilts states that what made Jesus different from other healers of his day is how he interacted with people. The relationship was as important as what Jesus said and did.

The idea of a thought virus is explained in depth and compared to parables of Jesus's time (Like the story of the Prodigal son). Dilts then leads the audience through the Wholeness Process. During this technique you identify the positive intention (or purpose) of what you would like to heal in yourself. You can participate while the VCR is running. Your VCR's rewind button can be used liberally for future reference to this process or if you become confused somewhere along the way.

Part 2: Touch Anchor and Sliding Anchors

On this tape Robert McDonald joins Robert Dilts. Together they demonstrate how healing process can be conducted using anchoring. The process is thoroughly explained before the demonstration is given. Questions and answers after the demonstration clarify the process. In brief, the Touch Anchor Process takes two beliefs from past experiences and integrates them. This is not a difficult process - the directions are clear and easy to reproduce.

The next process demonstrated on this tape is Sliding Anchors. Two sliding anchors are established and motion is added. Again two anchors are established and the client regulates the speed of the anchoring. The states accessed in the process are gently meshed together. This is a beautiful example of dealing with human beings as "systems with many parts and needs." Although the process is demonstrated with 3 people, modi-

fications for two are given. One of the demonstration subjects remarked that it was an "incredible experience."

So, before ordering you might ask yourself, what is the difference between the black and white and the color versions? Usually the color version is more expensive. In this case, the black and white is. In the color version, the red curtain in the background has a tendency to flicker and be slightly distracting. The black and white version allows you to keep your focus on Robert Dilts easier. You are not as inclined to be distracted by the background and the odd colors or unusual hair colors in the audience. Sometimes however, he appears as a silhouette on screen. It's all a matter of personal preference. The content is the same in either set.

This is an important tape to add to any collection. If you are interested in the healing process and it is a part of your life mission -- then this is a must have. The price of the 2-tape set is very reasonable for the quality of the presentation and information available. Besides, you can always rewind if you missed something. The music by Brent Fotheringham was a nice addition to make this finished product. You're missing out on some great material if you don't take the opportunity to obtain a copy of these tapes.

≡ Reviewed by Diane Phillips

In Memorium

Recently, the NLP community got a bit smaller and we are sadder for it. Two individuals who could make your day better just by talking to them are gone. While they are no longer here to touch our lives they will remain with us in brightly polished memories.

Marie Starr Zeller

Marie died in an automobile accident near Sun Valley, Idaho on Friday Oct 14, 1993.

The most frequent remark I have heard in talking to those that knew her is "Each time I was around Marie I went away feeling better." What a tribute to an elegant lady whose gracious manner embodied the presuppositions of NLP. She demonstrated respect for those different from her, as well as the ability to give another person a wider world view and additional alternatives.

All this was done with sparkle, wit , humor, and gentleness. Truly you improved the world in a very personal way, Marie, and we will miss your physical presence.

Donald Powell

Our resident curmudgeon Donald Powell is no longer with us in this world. He took his life earlier this fall. Donald was a unique individual who enjoyed thinking and sharing his views on life. We will remember his deep soothing voice as we discussed concepts and turned over ideas. He was as comfortable exploring lofty abstractions as telling a dirty joke.

Donald was quick, with a wicked sense of humor and boundless intelligence. He confronted banalities of life head on, but above all he was human. We will greatly miss his contributions to *Anchor Point* and his personal humor and charm that made him so special to us.

Activities

ACCELERATED LEARNING INSTITUTE OF NEW ENGLAND

79 Westchester Rd. - Newton, MA 02158 Phone:(617) 969-2468 or (800) 841-3232

Nov. 11	Integrative Open Water Scuba Diving Begins ($295)
Nov. 13	Personality Profiling ($260)
Nov. 16	PhotoReading Begins ($750)

ADVANCED NEURO DYNAMICS, INC.

1833 Kalakaua Ave. - #908 - Honolulu, HI 96815

Phone: (800) 800-MIND or (808) 941-2021 or Fax:(808) 951-0417

Nov. 6-22	Master NLP Practitioner Certification & Master Time Line Therapy Certification(Kona - $2250)
Jan. 15-17	Ancient Hawaiian Huna (Vancouver, BC - $265)
Jan. 20	Secret of Creating Your Future Intro Evening (Seattle, WA - FREE)
Jan. 22-23	Secret of Creating Your Future Seminar (Seattle, WA - $195)
Jan. 24	An Introduction to Hawaiian Huna (Seattle, WA - $70)

AUSTRALIAN INSTITUTE OF NLP

PO Box 1 - University of Queensland - St. Lucia,

Queensland 40067 AUSTRALIA Phone: 61-70-58-1988 or Fax: 61-70-58-1992

Jan. 4-23	NLP Practitioner Program (Brisbane, $1610 US)
Jan. 12-23	NLP Advanced Skills Program (Brisbane - $966 US)

FACTICITY TRAININGS

PO Box 22814 - Seattle, WA 98122 Phone: (206) 462-4369 or FAX: (206) 547-0328

Nov. 22-23	Introductory Evenings - Limiting Beliefs/Health & Self Image (Vancouver, BC $30 Canadian)
Dec. 4	Limiting Beliefs and Health (Seattle, WA - $60.00)
Jan. 5	Establishing Rapport (Vancouver, BC - $30 Canadian)
Jan. 6	NLP as a Support to Spirituality (Vancouver, BC - $30 Canadian)
Jan. 8	Expanding Self Image with NLP and Hypnosis ($60)
Jan. 29	Hypnosis as a Healing Tool for Heal Care Professionals ($60)

GEORGIAN BAY NLP CENTRE

PO Box 1210 - Meaford, ON N0H 1Y0 CANADA Phone:(519) 538-1194 Fax: (519) 538-1063

Jan. 20	Master Practitioner Training Begins (Toronto, $2,200)
Jan. 31	PhotoReading Begins (Toronto - $800)

IDHEA Seminars

3900 W Brown Deer RD. A164 -Milwaukee, WI 53209 (414)562-1099

Nov. 19	Friday Night Intro to NLP
Dec. 4-11	Trainers Training ($1,700)

LEAD CONSULTANTS, INC.

PO Box 664 - Reynoldsburg, OH 43068 Phone: (614) 864-0156

Dec. 6-9	NLP 4/ Adv. Skills and Structures
Jan. 3-6	NLP 1/Basic Skills, Meta Model
Jan. 31	Belief Systems and Neurological Filters Begins(Baltimore, MD)

Activities

LEARNING STRATEGIES CORPORATION

900 East Wayzata Blvd. - Wayzata, MN 55391-1836 Phone: (612) 475-2250 or FAX: (612) 475-2373

Nov. 6	PhotoReading Begins (Chicago, IL)
Nov. 6	PhotoReading Begins (Detroit, MI)
Nov. 6	PhotoReading Begins (Little Rock, AR)
Nov. 13	PhotoReading Begins (Minneapolis, MN)
Jan. 94	PhotoReading Instructor Training (Minneapolis, MN)

NEW YORK TRAINING INSTITUTE FOR NLP

145 Avenue of the Americas - New York, NY 10013 Phone:(212) 473-2852

Nov. 17	Open House
Nov. 20	PhotoReading Begins
Nov. 27	Salespower
Jan. 21	Boundaries and Self Esteem Begins

NLP - CREATE YOUR LIFE

1605 Carlisle NE, Suite A-3 - Albuquerque, NM 87110 (505) 255-0699

Nov. 13-14	NLP Fundamental Techniques ($90)

NLP INNOVATIONS ATLANTA

PO Box 157 - Riverdale, GA 30274 (404) 977-6329 or (800) 500-7657

Nov. 5-7	NLP: The New Technology of Achievement ($595)
Jan. 1994	Practitioner Training Begins
Jan. 21	Perceptual Cybernetic Begins

NLP INSTITUTE OF CHICAGO, INC.

PO Box 25184 - Chicago, IL 60625 Phone: (312) 271-9578

Nov. 9	Free Introductory Evening
Nov. 13-14	2-Day Introduction to NLP($75/$95)
Dec. 6	Free Video Evening
Dec. 8	Free Introductory Evening
Dec. 11-12	2-Day Introduction to NLP($75/$95)
Jan. 5	Free Introductory Evening
Jan. 10	Free Video Evening
Jan. 18	Free Introductory Evening
Jan. 21	NLP Certification Training Begins

NLP INSTITUTE OF DENMARK

Sankelmarksvej 23-25, 8600 Silkeborg, Denmark Phone: (45) 86 80 19 11 or FAX (45) 86 80 50 11

Nov. 13-19	Men Women and Intimacy with Robert McDonald(3900 Dkr)

NLP INSTITUTE OF OREGON / LINDAGAIL AND ASSOCIATES

3250 Payne Rd. - Medford, OR 97504 Phone: (503)535-5932

Nov. 5-7	Practitioner Training Begins (Ashland, OR -$2400)
Nov. 19-21	Practitioner Training Begins (Portland, OR - $2400)

NLP/NEW YORK: A Center for Learning and Transformation

4 Washington Square Village, Suite 4L - New York, NY 10012 Phone: (212) 533-6265 or FAX: (212) 475-0237

Nov. 11-14	Ericksonian Hypnosis: 4-day Certification Program
Jan. 22-23	Ericksonian Hypnosis : Entry Level Workshop

NLP SANTA FE

PO Box 9910 - Santa FE, NM 87504 'Phone: (505) 986-3922 FAX: (505) 983-1503

Nov. 1-5 Meaning and Metaphor with Nelson Zink ($595)
Nov. 12 NLP Practitioner Certification Training Begins ($2,200)

PACE PERSONAL DEVELOPMENT

86 South Hill Park - London NW3 2SN ENGLAND Phone: 01-794-0960 or FAX: 01-794-7366

Nov. 23 Free Introductory Evening
Nov. 29 Personal Coaching Day (Free)
Dec. 9 Studying the Structure of Excellence (L15)
Jan. 6 Free Introductory Evening
Jan. 13 Making Dreams Reality - Evening Seminar (L 15)
Jan. 14 Spring Foundation Skills Begins (L750 +VAT)
Jan. 18 Free Intro Evening - What is NLP?
Jan. 22 Spring Foundation Intensive ((L750 + VAT)

RIVIJON TRAINING INSTITUTE

3689 Hiway A1A South, Box 390 - St. Augustine, FL 32084 Phone: (904) 471-7161 or FAX: (904) 471-4201

Jan. 8 PhotoReading Begins (St. Augustine Beach)

THE LEARNERS'S EDGE, INC.

12800 Hillcrest RD, Ste. 110 - Dallas, TX 75230 Phone: (214) 471-1688 or (800) 234-4853

Nov. 20-21 NLP Introduction (Atlanta, GA)
Monday Evenings NLP Study Group all levels 6:30 - 9:30 ($25.00)

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FIVE MINUTE PHOBIA CURE!

Now available on video!

Anxiety and phobias are very common: almost everyone has some secret phobia. I found that they are not a result of a lack of courage. In fact the victim of a severe anxiety disorder shows great courage simply to get out of bed in the morning. Very few professionals understand this problem. Even though the tendency to have these problems is inherited, it is now possible to eliminate many of the common phobic (specific fear) aspects of these problems.

The video tape **"Five Minute Phobia Cure: How to do it"** takes you step-by-step through the simple, fast and powerful treatments.

My name is Dr. Roger Callahan, and I discovered these treatments 13 years ago. I am a former victim of anxiety and phobias and I have appeared on Donahue (sole guest), Good Morning America, Sallie, Oprah, Regis and Kathy and have demonstrated my rapid treatment on most of the major talk shows where I had a success rate of 90%, treating skeptical strangers. The power packed treatment is now available to you on video tape.

The treatment offers a fast CURE for most simple phobias. Many panic and anxiety victims have been relieved (not cured) of specific phobias.

WHY DO WE HAVE PHOBIAS?

Each of us inherits a tendency to develop phobias or anxiety. Though inherited, it is possible now to quickly eliminate these phobias.

We are all born, for example, with a fear of heights. Many adults who suffer from a fear of heights (acrophobia) have made the most interesting observation that when they are in an airplane they seem to be free of this fear.

The purpose of fears is to give us warning and protection against dangers. Since our ancestors did not have experiences with airplanes, only heights like trees or mountains, they needed no protection against something which didn't yet exist.

FLYING FEARS, are not usually caused by a fear of heights but more commonly is a kind of claustrophobia, a fear of being trapped. Panic victims are afraid to fly or drive on freeways because they are afraid that they will panic and not be able to get help.

"Five Minutes?" IT SEEMS TOO EASY!

It doesn't work on everyone but it does work on **almost** everyone. Whenever the basic and real cause of a problem is discovered the solution **IS** often easy and quick.

NOT RELAXATION, BREATHING, HYPNOSIS, OR SUBLIMINAL

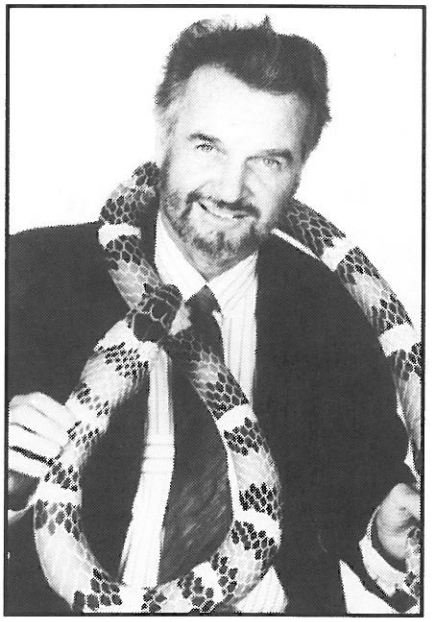
Almost everyone has tried these old fashioned methods and they can be somewhat helpful for some **mild** phobias. If you have a severe phobia you will want to try this totally new **causal** approach to these problems.

The problems are not likely **caused** by your past experiences but rather by your heredity.

CHEMICAL THEORY

There is a lot of evidence that when you have these problems your chemistry is affected. Attempting to change the chemistry by drugs is a common approach. We believe we have found the reason the chemistry is affected and thus when the proper treatment is done, it removes the chemical problem. However, do not stop taking medicine without consulting a doctor!

Definitions: PHOBIA: A persistent fear of some object or situation. You know you shouldn't be afraid but you can't help it. ANXIETY: A pervasive feeling of fear or dread for no obvious reason. PANIC: The most severe emotion you can experience. You may think you are dying. Reassurance doesn't help.



SELF-TALK

There is a lot of talk about self-talk. The interesting question is "Which comes first, the problem or the self-talk?" For thirty years I believed that self talk was the cause of the problem. Self-talk stems from certain beliefs and ideas. If one held, irrational beliefs, I thought, then those beliefs led to the kind of self-talk which created problems. **WRONG!** I found it is the other way around. If you didn't have the problems, then you wouldn't be engaging in the kind of self-talk which merely **REFLECTS** the fact that you have the problem. You can check out this interesting idea when you get the video. If your own phobia isn't dramatically helped with the video treatment try it on someone else and watch their "self-talk" change instantly as a result of the fast treatment.

The important question is "Will this video help you?" We don't know until you try it. There is a good chance it will but you must find out for yourself. We want you to try it **RISK FREE**. Order it now and try it. You should notice the results immediately. The results usually last. To make sure they last keep the video for a year. Return it for refund if you are not satisfied for up to a year after the date of purchase.

BONUS

Call now, order the video and receive for no extra charge an audio tape which explains and demonstrates these discoveries.

EXTRA BONUS Order now and receive a free telephone consultation (estimated value $75)

GUARANTEE

If you are not satisfied, return the video for up to a year and keep the free audio tape and the free consultation at no obligation.

Dr. Gary Emery co-author "Anxiety Disorders and Phobias" "Dr. Callahan's technique is one of the most revolutionary and helpful therapy procedures I have ever come across."

Dr. Nathaniel Branden ("father of the self-esteem movement") says "It is obvious that Dr. Callahan has made a discovery of extraordinary importance."

Professor Martin Schwartz, New York University Medical School "It is beyond amazing!"

"Five minutes with Dr. Callahan and my life long fear of heights was gone!"
Karl Hess, former editor, Newsweek

"Am flying in comfort for the first time . . . still trying to figure it out."
Sandy Shaw, co-author "Life Extension"

"The Five Minute Phobia Cure has been responsible for restoring normality to those who have been restricted and crippled by phobias."
Dr. Harvey Ross author "Fighting Depression"

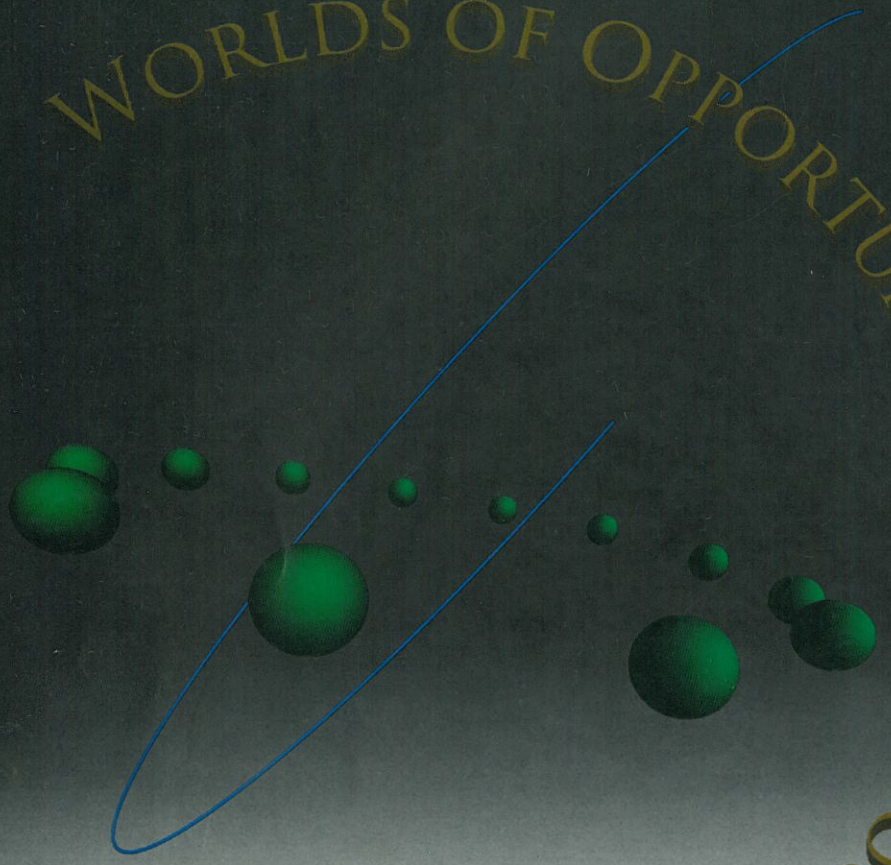
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"No doubt about it, this is the treatment of the future." Dr. Chris Hegarty, future specialist.

"I quit my job playing bass with the Righteous Brothers because I couldn't fly. One treatment and now I love to fly." William Perry, Musician

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