NLP Connection

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Letters to NLPland
Martha Wiglesworth
Alan Konell

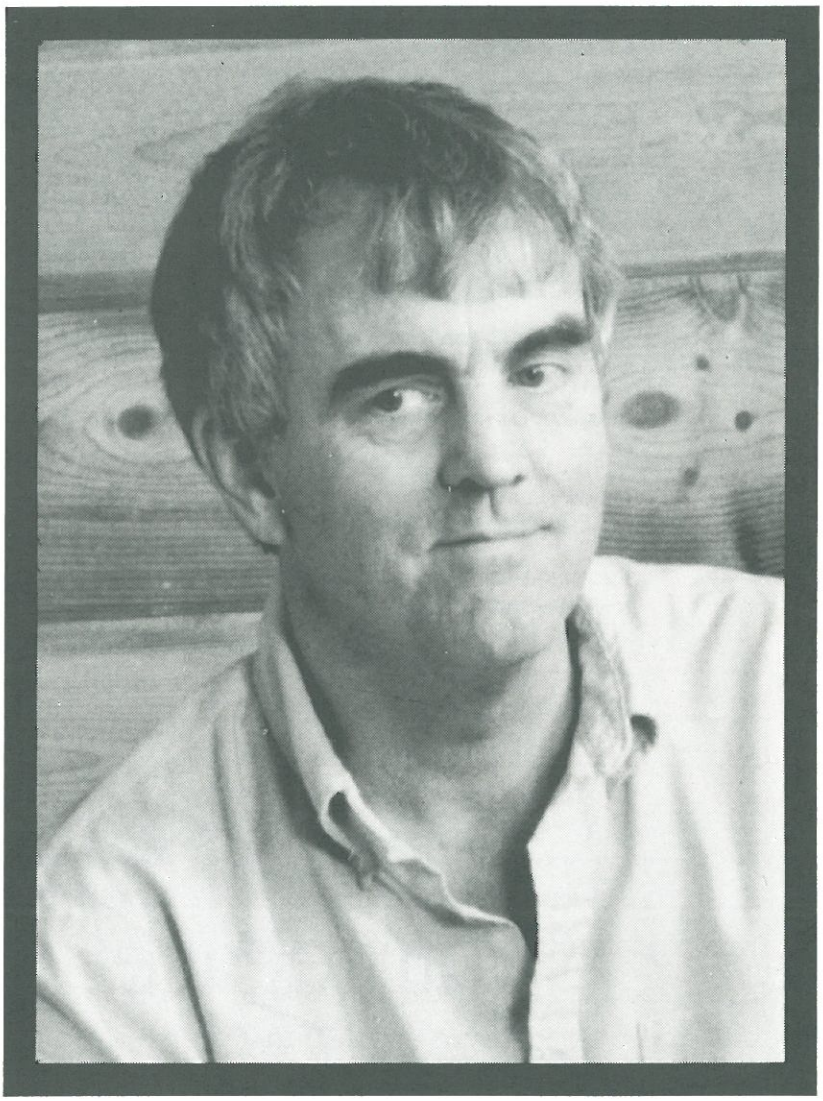
Virginia Satir: Progenitor of NLP
Steve Andreas

Is It Really Emma?
Norma and Tom Salter

A Wondertree Case History
Brent Cameron

Feldenkrais and Erickson Parallels
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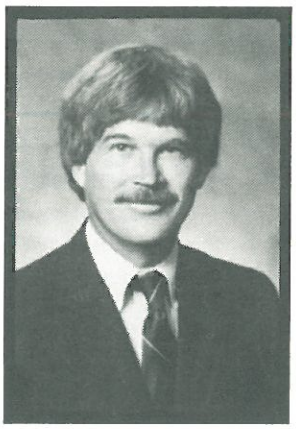
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Letter From Our President



I'm hoping that this summer has offered you an opportunity for rest and renewal and an opportunity to gear up your thinking about NANLP for the coming year. At the board meeting next month (October) there are some important issues to be discussed that deserve your input. Please drop me or the committee chair a note stating your ideas or opinions about particular issues.

First, our public education efforts. What kind of services do you think we should be offering to the larger community? What kind of methods do you think would be the best kind of methods of delivering to the public what NLP is all about? You might want to contact Steve Pyle regarding any suggestions that you have or just drop a line to me.

Another issue is the dues structure. Currently, members with more training pay higher dues. Do you think we should continue this or change it to a structure in which everyone pays the same amount? Wyatt Woodsmall is chairing a committee relating to the dues structure. Let him know what you think.

Local chapter formation has long been a goal of NANLP and is certainly a priority issue. What input do you have about the organization of the chapters, i.e., should any local dues be sent to a national office then redistributed? If so, what percentage? What should local dues be? Should they vary? Should all the dues stay at the local level? How should the NANLP national organization interface with local chapters? What services should NANLP provide to local chapters? You might want to contact Tom Salter or myself with any suggestions you have.

Just a reminder, Orlando was selected as the site for the 1992 international conference.

Best Regards,

Tim Hallbom

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"Words don't have any energy unless they spark or trigger an image. The word, in and of itself, has nothing, nothing. One of the things I keep in touch with is, 'What are the words that trigger images for people?' Then people follow the feeling of the image."— Virginia Satir

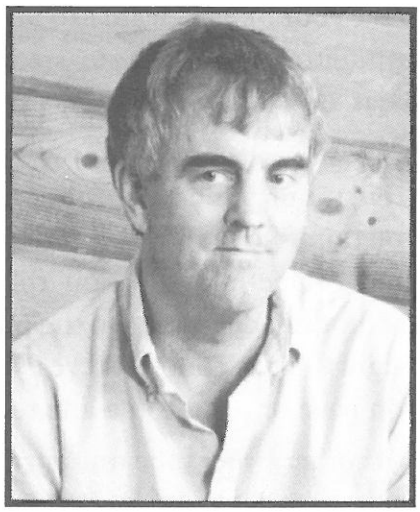
Virginia Satir: Progenitor of NLP

by Steve Andreas



Virginia Satir

Virginia Satir is almost universally acknowledged as one of the most powerful and effective therapists of this century. Throughout a career spanning some 45 years, Virginia developed very systematic ways of helping people grow and change. Her remarkable warmth and precision in working with people was developed by her fine ability to observe what worked—and what didn't—to move people closer to their desired outcomes.



Steve Andreas

However, very few people realize the extent to which Virginia Satir was a major source of NLP patterns and methods. I only became fully aware of this late in 1989 while editing a series of seven videotapes (2) from a weekend workshop held in 1986 at the peak of Virginia's power and skill, only two years before her death in September, 1988. The third videotape in this series, "Forgiving Parents," is a particularly moving individual session in which a 39-year-old woman, Linda, moves from great anger and resentment for her mother to feeling compassion and love for her. At the end of this session, Virginia says, "I have spoken to you about the fact that I have been working with families for over forty years, and I see a lot of things. Everything that I strive for, you just saw." A follow-up interview with Linda over three years later verifies the very positive impact that this single 73-minute session had on Linda's life and her relationship with her mother.

Late in the morning of the first day of the workshop, Virginia asked people to share their responses to what she had just demonstrated and taught about family dynamics and communication during the previous two hours. Linda came up and described how she had been strongly moved by Virginia's work. "I'm getting this tremendous sense of the profound connection that I could have with people." Linda went on to describe a conflict between feeling "incredibly powerful" in connecting with people and "feeling very very sad about the distance I feel from people so often."

Simply stated, Linda's desire was to be able to connect with people, but she was ambivalent about doing it. Virginia accepted this outcome, and devoted the entire session to achieving it. As Virginia began to explore Linda's ambivalence, she soon revealed a great resentment for her mother. Virginia then started a process leading to Linda's feeling compassion, love, and forgiveness for her mother instead of resentment. Since Linda can now feel compassion and forgiveness for the "arch-villain" of her childhood, connecting with other people will be easy.

This session is particularly interesting for at least two reasons. Virginia was primarily known as a family therapist, and in family sessions she alternately focused her attention on different family members. In contrast, this session focused only on Linda, so it is much easier to follow the patterns and sequence of her work.

Another aspect of this session that makes it particularly interesting is that Linda was not an easy client. Although very expressive and willing to share her feelings, she also had what Virginia described during the session as "a highly-developed ability to stand firm on things." Since Virginia had to work very hard to change certain understandings in Linda, we are treated to a particularly rich display of her versatility and persistence.

When learning from any expert it is usually much more important to observe what they actually do, than to listen to what they say about what they do. Our descriptions of our own behavior are often biased and myopic, and we all know how to do much more than we can explain to someone else. This was particularly true of Virginia, who was continually moving away from her traditional psychiatric training of the 1940's, and intuitively pioneering new ways of helping people learn how to deal with life's inevitable problems.

Most therapists' descriptions of their therapy tend to be very global and unspecific. Virginia, for instance, would talk about "gaining trust" and "making contact," or about "building positive self-worth," and the importance of the "human connection" and an "I-thou relationship." Although she demonstrated these skills exquisitely, she was much less able to specify exactly how she

accomplished them, both verbally and nonverbally.

NLP training provides a unique perspective for seeing clearly how Virginia was able to have such a powerful impact on people. At the same time, Virginia's session with Linda also points out what is missing in much NLP work—the expressiveness, responsiveness, and congruence that transforms the cold patterns of NLP into a dynamic living interaction.

> *"Human contact is not about words. Human contact is about eye connection, about voice, about skin, about breathing. Words are something you can read in a book, you can see on a billboard, and they can be totally differentiated from human beings. Words help, when people are congruent."*
>
> *—Virginia Satir*

A verbatim transcript of Virginia's session with Linda, annotated with the accompanying nonverbal communication, makes it possible to study both the fine detail of the ongoing interplay between the verbal and nonverbal communication, and also the overall flow and sequence of the session as a whole. Returning to the videotape with the transcript as a guide provides an ever-deepening understanding of the process of change. Here is an example drawn from the forthcoming book (1). A woman from the group is facing Linda, role-playing her mother, a little over twelve minutes into the session.

Virginia Satir Annotated Transcript

Virginia: "What do you know about her (gesturing toward Linda's "mother") life growing up?" (Asking about her mother's childhood directs Linda's attention to additional information in an earlier time frame that will broaden and deepen Linda's understanding of her mother.)

12:23 Linda: "Very difficult."

12:24 Virginia: "What was difficult about it? (Linda's complaint is that her mother made life difficult for her. Now she says that her mother's childhood was also difficult. This similarity provides an opportunity for Linda to understand her mother, rather than fighting her. Virginia steps in between Linda and her "mother," facing Linda.) Now you talk to me." (*Virginia asks Linda to talk to her, because she wants the information about her mother's difficulties to stay separate from Linda's own difficulties for the time being. It will also be easier for Linda to talk to Virginia than to her "mother" about this. At this point, Virginia wants information. She will go for the direct encounter and emotional response later, after Virginia has information about her mother's difficulties.*)

12:28 Linda: "Umm, a father that was domineering, and perhaps abusive and ah—"

12:33 Virginia: "So she had been used to being slapped around."

12:36 Linda: "Right. Italian immigrants, so there was lots of, 'You need to behave a certain way so that people don't perceive you as being different or weird' and lots of ah—she wasn't allowed to be with boys or date men, so that was often very difficult. If he even saw her in the same block with a man, she was punished, and those kinds of things." (*Linda's hand gestures are eloquent as she speaks, but very hard to capture in a few words.*)

12:53 Virginia: "Did he beat her up?"

12:55 Linda: "Um, it's hard to say, but probably."

12:58 Virginia: "All right, OK."

12:59 Linda: "We don't have that kind of communication, so I don't know for sure."

13:01 Virginia: "All right. Now what are you feeling, what are you feeling [repetition] about what you are just saying, about the kind of experiences that this lady had before she ever thought of being your mother—before she even thought of being married?" (*Virginia has just gathered information about the mother's childhood, separate from her experiences as a mother to Linda. Since it's likely that Linda may have more positive feelings in response to this, Virginia asks about them.*)

13:13 Linda: (softly) "I have been feeling a lot of empathy for her." (*This can be thought of as context reframing, since Linda now has more positive feelings for the same person in a different context, earlier in time. Eliciting these feelings is a first step toward transferring these new feelings into Linda's present interactions with her mother.*)

13:16 Virginia: "OK. Now, I wonder if you can translate that even further into appreciation. (*[embedded question] Virginia knows that empathy is not enough, so she immediately goes on to utilize these feelings further. By using the word "translate," Virginia presupposes that empathy and appreciation have equivalent meanings, rather than distinctly different ones.*) Let me tell

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you what I have in mind. (*softly*) She's still trying." (*Now Virginia turns Linda's attention toward her mother's good intentions [meaning reframing] which is communicated by a soft voice tone. By deleting what mother is trying to do, she invites Linda to fill in her own positive motives—trying to express love, be a good mother, etc.*)

13:25 Linda: "Umhm."

13:26 Virginia: (*softly*) "But what does she say to you? She says in effect to you, 'You need to be fat, because if you're fat, you'll probably be healthy.' (*By directing Linda's attention toward her mother's good intention—wanting Linda to be healthy—she reframes the meaning of her mother saying "You're too skinny."*) That's one of the things that people thought in those days."

(*By directing Linda's attention to her mother's past environment, she establishes a new cause-effect: mother's concern with weight is a result of antiquated thinking.*)

13:39 "What was one of the other things you gave me?"

13:41 Linda: "I'm too loud."

13:43 Virginia: "Oh, 'You talk too loud.' All right. (*softly*) Now, I have a feeling that loudness of voice is associated in her mind with trouble." (*This reframes the meaning of mother's criticism "You're too loud" as being a fearful response to being beaten and abused in her childhood—It's not actually a response to Linda's behavior at all.*)

13:53 "Now I also know something else. It was easier for you to connect with your father than it was with her." (*The first sentence refers to and presupposes the second sentence.*)

13:57 Linda: "Umhm."

13:58 Virginia: "So she (*gesturing toward "mother"*) looks at you and she feels all the lost parts. That isn't your fault or her fault [no blame]. But this woman (*stepping aside and gesturing toward Linda's "mother"*) really never ever felt that she got anything out of life. (*Again Virginia directs Linda's attention to her mother's feelings, instead of her behavior.*) OK? All that does is help her to understand this—for you to understand this.

(*Linda began by focusing on the cause-effect: "Mother's critical behavior causes my bad feelings." By backing up in time to her mother's childhood, Virginia establishes a new cause-effect: "Mother's abusive childhood caused her bad feelings and critical behavior." This redefines her mother's critical behavior. It's just her mother's response to an unpleasant childhood; it's not really about Linda at all.*)

14:15 Virginia: "It doesn't mean anything about loving her. It doesn't mean that this is a pleasant thing. It doesn't mean that it is wonderful to hear somebody say you are too skinny."

(*Virginia is even more explicit that thinking about her mother's internal experiences and feelings provides a basis for understanding her behavior and appreciating her as a person, separate from liking what she does. By starting with a negation "It doesn't mean..." Virginia summarizes and paces Linda's understanding in a way that also provides opportunities for marking out positive*

embedded commands: "loving her," "This is a pleasant thing," and "It is wonderful to hear somebody say you are too skinny." Notice how different it would be if Virginia had said something like, "This means that you still hate her behavior, and it's very unpleasant for you, and it's horrible for you to hear somebody say you're too skinny." This would also pace Linda's experience; but without providing any positive alternatives, it would only amplify her unhappiness. The form that Virginia uses here, "It doesn't mean..." followed by what she would like Linda to experience, is a variation of the negative command. "Don't think of pink elephants," "Don't feel good now," typically results in the listener—even the reader—thinking of pink elephants and feeling good. Some people might object that Virginia wouldn't want Linda to think that being criticized was a pleasant thing; however this is exactly the meaning that Linda arrives at much later in the session. [49:3])

Many therapists have the warmth and compassion that Virginia demonstrated so abundantly, yet they are largely ineffective because they don't know what to say or do. Others, including many trained in NLP, have technical communication knowledge, but without the nonverbal personal human qualities that Satir emphasized so much, their work is much less effective than it could be. Satir is a particularly worthy teacher because she possessed both warmth and compassion and finely-honed perceptions and specific skills and techniques.

To make sure his students had a little humility in using what he taught (something many might say that he lacked himself), my old teacher Fritz Perls used to say, "Just because you've got a chisel, doesn't make you Michelangelo." On the other hand, how much could Michelangelo have accomplished without any chisels at all? Imagine Michelangelo trying to carve a marble block with only his fingernails to release the vision imprisoned within the stone. Great work needs both the tools of the trade and the vision and humanity to direct those tools. Virginia Satir demonstrated an extraordinary measure of both.

> *"And I suppose that before I leave this world, one thing that I would wish for all the world to know, is that human contact is made by the connection of skin, eyes, and voice tone. These are the things that taught us before we had words. How our parents touched us, how they looked at us, what their voices sounded like, were all recorded in us.*
>
> *—Virginia Satir*

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1. Andreas, Steve. Virginia Satir: The Patterns of Her Magic. Palo Alto, CA. Science and Behavior Books. Forthcoming, Fall 1990.

2. Satir, Virginia. "Family Relations," a series of seven videotapes totalling eight hours. Boulder, CO: NLP Comprehensive, 2897 Valmont Rd. Boulder, CO 80301, (303) 442-1102. (Purchase $505.75 plus $8.50 shipping/handling for the set, or single tapes at $85.00 plus $2.50 shipping/handling. No rentals.) 1989.

Steve Andreas is co-director of NLP Comprehensive, Boulder Colorado and is co-editor of some of the most popular books on NLP: Frogs Into Princes, Reframing, *and* Using Your Brain for a Change. *He is co-author of* Change Your Mind and Keep the Change *and of* Heart of the Mind.

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Feldenkrais and Erickson Parallels, Part III:

Biologically-Based Learning Strategies

By Mark Reese, Ph.D.

The following transcript excerpt from a workshop taught by Moshe Feldenkrais contains patterns of communication similar to Milton Erickson's. Many of the strategies contained here have been previously described in Parts I and II of this paper, including pacing and leading, and various types of suggestions. In particular, this excerpt demonstrates the utilization of inherent neurologal patterns. In this lesson, the students were lying on their stomachs on the floor while performing movements related to the early childhood function of crawling. At one point in the lesson, Feldenkrais asked the students to begin bending the fingers of the right hand "as if you're going to make a fist." He continued:

Undo it, as if you stopped thinking of the fist... That is the easiest movement we can do. It's almost like moving the eyelid... Close and open, as slowly, as comfortably, and as little as is necessary for you to feel that you're actually flexing and stretching... You'll find that in order to do a thing confortably, elegantly, and aesthetically right... we must do it with a minimum of exertion, with the feeling of lightness... You will see that the lightness exists only when you flex it a little bit more and open it, but not completely... In order to make the hand completely flexed and completely open, you have to make a real effort, enough effort, but to flex it a little bit more and flex it a little bit less... gives you a sensation that is easy, light... Now, being easy, light, will you please continue that movement... easy, light... so that the feeling of easy, light, is connected actually... it will be... whether you want it or not... you can't do it otherwise... Your entire motor cortex, the entire nervous system is now pervaded with that feeling, light, and you should know the hand in our motor cortex occupies, next to the lips, the largest area... so very slowly, there will be a feeling of lightness permeating the entire musculature... the entire self... keep on doing it... and while you do that, while you feel it's really light... you'll find out the whole arm gets light, and slowly you will feel the neck and shoulder blade... getting soft and nice and actually prepared to act without preparing itself... In other words, it's getting ready for action, and you will see when we get that, how quickly, how nicely, we will all be moving, doing the same thing independently, whether you have arthritis, whether you had an operation or not, you will still move infinitely better than you started... Don't stop moving the right hand, flexing and... slowly, slowly... see a remarkable sort of thing... if you keep on doing that movement, it will actually teach you... slowly, keep on moving the fingers gently... and on top of that movement, lift your right shoulder and you will see that the gentleness of the movement, the skill of the movement permeates our entire being, and therefore you will see that other things we do improve without doing them. You don't have to exercise in order to improve... you only have to be your own self.

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This grasping movement represents a utilization of an infantile reflex; it is also what embryologist Erich Blechschmidt termed, an embryonic "growth action." Feldenkrais had read and appreciated Blechschmidt's observation that, in embryonic development, function both precedes and is formative of structure. Blechschmidt maintained that the grasping movement forms the hand and the action of sucking forms the mouth. Similarly, later in childhood, movement and weight-bearing help to shape the bones. Indeed, throughout life, learning structurally reorganizes neural circuits. Blechschmidt and Feldenkrais regard function, or movement, as fundamental to life. Thus, for Feldenkrais, the idea of movement meant more than something one does; it creates what one is. A change in function will relieve many difficulties, and sensory motor learning is the basis of functional change.

Enacting the grasping movement can foster significant changes in self image by inducing a deep somatopsychic regression, reminding the organism of a more unitary level of functioning. Whereas healthy functioning requires a high degree of integration of the neuro-muscular-skeletal system, most somatic difficulties exhibit a fragmented mode of functioning in which body segments, and often parts of the personality as well, operate in a dissociated manner from one another. The reawakening of primitive patterns "regresses" an individual to a time before functioning was impaired as a result of accident, disease, faulty learning, or degeneration. Furthermore, such reawakening can reinstate the more integrated quality of functioning characteristic of our early life, when the entire body/self cooperated in every action.

Part of the power of the hand-grasping movement is due to the inordinately large area accorded the hand in the sensorimotor homunculus of the cerebral cortex. This facilitates the spreading of the quality of the movement throughout the entire brain. Feldenkrais utilizes the "easy, light" feeling established in the hand to promote ease and lightness of movement in general, and to create a pervasive feeling of well-being. What one learns through the hand movement can be generalized and carried over into the whole of one's life.

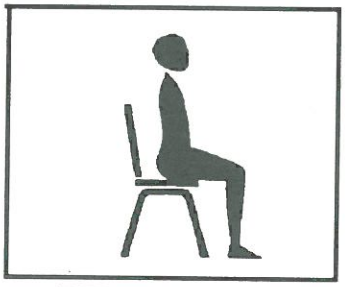
You will see that the gentleness of the movement, the skill of the movement permeates our entire being and therefore you will see that other things we do improve without doing them.

Mark Reese, Ph.D., worked with Dr. Feldenkrais for eight years, and since 1983 has been one of the foremost teachers of the Feldenkrais Method. Mark has published two papers comparing the work of Moshe Feldenkrais and Milton Erickson and has presented at numerous mental health and physical therapy conferences. He has led professional training programs and advanced trainings for Feldenkrais practitioners throughout the world, and will begin a teacher-training program in the Feldenkrais Method in Los Angeles in March, 1991.

In 1983, Mark Reese and David Zemach-Bersin formed Sensory Motor Learning Systems, an institute which develops Feldenkrais-based health and fitness and movement programs and audiotapes, including "Relaxercise" and "TMJ Health." They are co-authors of the popular book, Relaxercise (Harper and Row, 1990).

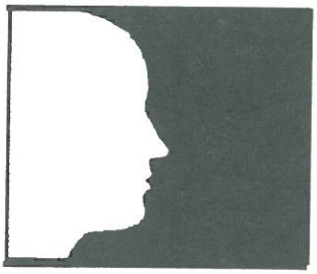
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Is It Really Emma?

by Norma and Tom Salter

In Woody Allen's short story, "The Kugelmass Episode, " Sidney Kugelmass, a professor of humanities at C.C.N.Y., is unhappily married for the second time and about to step into a magic Chinese cabinet operated by a seedy magician called The Great Persky. Kugelmass, who is desperately in need of exotic romance, can enter into the world of any book that is put into the cabinet with him. This is what happens.

Kugelmass reached for his wallet. "I'll believe it when I see it," he said.

Persky tucked the bills in his pants pocket and turned toward his bookcase. "So who do you want to meet? Sister Carrie? Hester Prynne? Ophelia? Maybe someone by Saul Bellow? Hey, what about Temple Drake? Although for a man your age she'd be a workout."

"French. I want to have an affair with a French lover."

"Nana?"

"I don't want to have to pay for it."

"What about Natasha in *War and Peace*?"

"I said French. I know! What about Emma Bovary? That sounds to me perfect."

"You got it, Kugelmass. Give me a holler when you've had enough." Persky tossed in a paperback copy of Flaubert's novel.

"You sure this is safe?" Kugelmass asked as Persky began shutting the cabinet doors.

"Safe. Is anything safe in this crazy world?" Persky rapped three times on the cabinet and then flung open the doors.

Kugelmass was gone. At the same moment, he appeared in the bedroom of Charles and Emma Bovary's house in Yonville. Before him was a beautiful woman, standing with her back to him as she folded some linen. I can't believe this, thought Kugelmass, staring at the doctor's ravishing wife. This is uncanny. I'm here. It's her.

Excerpt from
"The Kugelmass Episode"
by Woody Allen

Think of it! Black letters on a white page being transformed into images so powerful that the reader enters in and sees and hears and feels as if s/he were there. Woody Allen's genius is to do a fictional turnabout on the actual imaginative process. The expression, "I really got into that book," is a very literal report of what happens when the reading process is working at its best. We not only create images, we step right into them. As we enter the scene, we lose all conscious awareness of the printed text.

Through the power of synesthesia, we turn these words into images and created the world we enter. We can become one (or more) characters, easily changing from first position to second position. We see and hear and feel the world of the book through those characters. We are able to forget who we are, where we are, oblivious to our physical body which may have been sitting motionless, reading for hours. This state is not unlike a hypnotic trance, complete with hallucinations and supernatural powers. A "good book" will put us in an altered state and keep us there for a long time.

As complex as this process may seem, many children have reached this level of reading by the time they are in fourth grade. When the reading instruction is working well, the child will become skillful at constructing images from the text and s/he will have no difficulty describing these constructions to others. Our research with grammar school children has produced many confirmations of the exact process they experience. As you will see, many children are remarkably aware of their own mental activities during the act of reading.

Here are some verbatim quotes from children ages seven to ten (grades two to five).

"It's fun to me because I picture what they say, even if the book doesn't have pictures."

"I tried to picture what was going on. I tried to make a mental movie in my mind 'cause you know there was the motorcycle and things I had seen before. But the people in it, my mind just totally made them up."

"If there happens to be a picture in the front of the book, how an artist sees the picture, see I don't like that because it will mess up how I view things and I will be torn between which one I like better."

"If they say in the book that the character is cruel to people... like I read a book once about slavery and it was about this man who had a whole mess of slaves and he was being super mean to them. Like the book said he was good looking but I didn't really picture him that way. I thought he was mean and I pictured him that way, his looks were bad."

Children first construct images from stories by listening to stories. The tragedy of children's excessive exposure to television is not so much the con*tent* (poor as it may be) but the fact that images are being provided on the screen for the mind. The hours spent in front of the T.V. set for entertainment are hours we are not training the child's brain to create visual constructions from hearing language. Family story telling, radio and reading to children were the real preschool training programs in the past that prepared children for the reading process they would learn when they got to school.

When any human reads, synesthesias occur. The visual symbols (words) must create visual constructions (pictures) that carry the



meaning and feeling of the text. In addition, these images must be continually self-corrected by the reader to convey the text accurately. This process alone, however, is not enough to make a good reader. The child not only creates images from the words but must also give unique submodality coding to the images as an essential part of the comprehension, meaning-making process. Here's a sample, again verbatim, of what children report.

"Sometimes I can make movies out of boring books, but they're in black and white."

"In *The Secret Garden* I understood it better (than the other book), so I could have the feelings and imagine it, and like, the colors were brighter and I could feel them."

"In the future I think of *it* happening a little more brightly and everything in the background darker because I usually think of it (out) in space. Then in the past, I think of *it* with colors they would have (in past time) like grayish stones, the brown wood."

"There is a lot more variety of colors (in books about the future) like a lot more colors and colors you don't usually see on T.V. Not like the Crayola 8 pack set, but the Crayola 64 pack set."

Reading is primarily a visual experience. When we teach reading, we must be very attentive to the visual systems. Reading programs that have attempted to teach young students using a auditory approach have produced students who can "word call" readily. That is, they can "read" a text but have no comprehension of what has been read because the emphasis was on *the sounds* not on the production of the images. Extensive interviews with students with poor reading comprehension revealed that they had no clue that written words are supposed to create images. No wonder reading is "boring" and "stupid" for these children.

Experienced NLPers will not be surprised that reading comprehension requires the mental creation of full, detailed visual images along with the appropriate auditory and kinesthetic components. But the process is not widely understood by professors in schools of education, conventional psychologists, and most grammar school teachers. The reason for this is that the process rapidly passes into the unconscious realm as good young readers become increasingly competent at the task. Thus, most adults simply don't "remember" what happened inside them as they learned to read. This happens to most things that we learn thoroughly; the most glaring examples are walking, cycling, swimming, driving a car - but extend to many other of our personal competencies. At a certain point we no longer have to be consciously aware of each of the next steps in a process in order to perform them; they come "automatically," as we say.

As teachers and learning therapists learn (or re-member) how reading actually occurs in the brain within the NLP framework, many children in the future will learn how to read faster, easier and with greater joy in the act. The more interesting, fun, fascinating, intriguing, amazing and wonderful the book is for the child, the better and faster the learning. Children, by the time they enter school, have already established some pretty clear personal preferences about what they like and what they don't like. They are experts on themselves. Personal preferences, beliefs and values will determine which books the child will image readily. Activity, excitement, adventure, emotional intensity and identification with situations will be varying factors that will appeal to different children. The more they get of what they love, the faster they will learn to do this magic we call reading.

Emma turned in surprise. "Goodness, you startled me," she said. "Who are you?" She spoke in the same fine English translation as the paperback. It's simply devastating, he thought. Then realizing that it was he whom she had addressed, he said, "Excuse me. I'm Sidney Kugelmass. I'm from City College. A professor of humanities. C.C.N.Y.? Uptown. I-oh, boy!"

"The Kugelmass Episode" by Woody Allen in *The Best of Modern Humor*, Mordecai Richler, ed., Alfred A. Knopf, New York, 1983.

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by John Parmater

To many adults, the printed word makes as much sense as the title and paragraph printed above.

The United States has one of the highest adult illiteracy rates in the world.

National statistics indicate that twenty-three million adult Americans are functionally illiterate. One out of 8 adults cannot read these words. They are functionally illiterate. More than a million are high school graduates.

A quarter of the labor force lacks basic reading, writing, and math skills necessary to perform successfully in today's job market. Many spend a lifetime hiding their illiteracy from their co-workers, their friends and even their families by bluffing it.

1/3 of the mothers on ADC (Aid to dependent children) are illiterate. 85% of the Juveniles who appear in court are illiterate. At least 10% of high school graduates are classified as learning disabled.

I don't have these statistics for other parts of the world yet; if you know any of them, please send them to me.

In 1989, I began thinking of ways in which recently graduated practitioners of NLP could enhance their newly learned skills in a safe and useful environment. One of several ideas I considered was community service. I had thought about working with Vietnam veterans, the old, the young, the learning disabled, the sick, and others.

Later I was thinking about the need for NANLP to have a mission that could be acted upon in the short term. I was talking to my colleague, Susan Scherer, about this when she suggested the Literacy Project. If NLP practitioners would assist people in learning to read, we could serve all the groups I mentioned above and others as well.

In May of 1990, at the national NANLP conference, I proposed the idea that NANLP adopt the literacy project as its mission for the next three years. At the closing of the conference, the members voted to do so.

I believe NANLP is uniquely suited to adopt such a project for several reasons. NANLP is an international organization, so we can help in many parts of the world. Many of us are trainers and teachers, so we already know how to get ideas across, to notice if the other person understands, and to change our behavior accordingly until we get the result we want.

We know how to change beliefs. If a non-reader believes she is not able, not worthy, or not willing, we can help her change that belief.

NANLP LITERASET

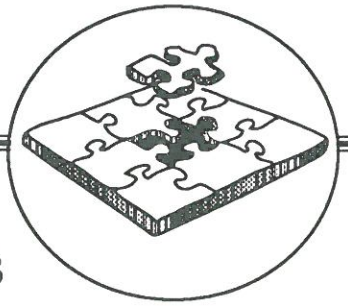
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Letters to the Editor

July 15, 1990
Letter to the Editor

There was a little mouse who lived somewhere in NLPland. I don't know whether he was a city mouse or a country mouse, but he had been to school. He looked around at all the other creatures who lived there, and saw many with fancy degrees and many who were very successful in everything they did. He felt like just a little mouse among all these other mice, or even rats, as some of them were. (For size and power, I mean.)

But this mouse had one trait which was persistence - determination or stubborness, some called it. He could stay with a task for a long, long time, and his mother told him he would do well in NLPland if he used that trait. Well, he could get hold of a rope, no matter how big it was, and gnaw away at it until he cut through it. That was because he never gave up, or worried if the big rats liked him, he just kept on gnawing.

Now one thing this little mouse noticed was the mistakes in grammer which some of the big mice made. The one he thought about a lot was how they used "criteria" for singular and plural. He thought since that was a big NLP word, it ought to be used correctly - criterion for one, criteria for more than one. So he gnawed away at that rope every chance he got to comment on it. He wondered how it was that these smarter and bigger mice didn't seem to pay attention to being correct with their grammer. But he just kept on gnawing!

Martha Wiglesworth

August 7,1990
Dear Editor:

After some consideration I would like to share my response to Wyatt Woodsmall's article "The Prisoner's Dilemma" in the May Issue of the Rapporter.

I would like to express my appreciation to Wyatt for his courage in writing and publishing his essay, "The Prisoner's Dilemma." The concerns he has raised are important ones and we in the NLP community have spent too little energy and time in public discussion of the moral and ethical issues inherent in the utilization of the paradigms and technologies we have created.

With respect to Wyatts concern with "The Myth of Power," I would suggest that abandoning the concept of power wholesale is throwing the baby out with the bath water. Certainly, a physical, mechanistic metaphor for power has little or "no applicability in the biological world." The solution, however, seems to lie not in the abandonment of the paradigm of "power" but instead in the development of a "power" paradigm that is consistent with the events and processes in the biological world, particularly human interaction.

As a context for a cybernetic paradigm, personal power can serve in the sense that an individual is not powerful without the empowerment of all those in connection and relationship with that power. True power is inclusive and defined by the empowerment of all, including human beings, animals, plants and the very Earth itself.

The concept of power has been misused when the human imperative is defined as physical and material achievement, e.g., money, fame, success, etc. Power in service to the true human imperative - love, relationship, service and celebration - is not an inappropriate metaphor.

There are at least two challenges for us as a community with respect to the use of personal power as a metaphor. First is creating and/or discovering sufficient models for personal power that are consistent with biological, cybernetic and inclusive paradigms. The second is determining when we are actually operating successfully in this domain.

There are many traditions that historically have succeeded in creating models for personal power that could prove to be rich areas for our exploration. Two places where I have found humbling guidance is in the study of Taoism ["The Tao does nothing, yet nothing is left undone." - Lao-tzu] and in Carlos Castaneda's writings of Don Juan ["Self importance is our greatest enemy." - Don Juan].

Wyatt's discussion entitled "The Myth of Positive Unconscious Intent" fails to make some important distinctions, and not having these distinctions might understandably lead to his conclusions. Wyatt fails to make a distinction between positive intent for the individual and positive intent for others and/or some greater organism. The spirit and intention of "every behavior has a positive intent" is to acknowledge and recognize the coherency of an individual understood as a cybernetic system. It is indeed often the case that what is currently held as positive by the individual may be at odds if not opposed to what is positive for others and the "the greater good." The challenge then becomes helping the individual to create a personal model of the world that will better serve. To abandon ones ability to presuppose positive intention on some level, no matter how obscure or isolated, will necessarily lead to an unfortunate loss of true compassion which is the basis for true human service.

I would agree with Wyatt in encouraging the consideration of moral and ethical issues. However, Wyatt has failed to fully consider the implications of his recommendation that we as a community endorse specific standards. The problems inherent in institutionalizing standards can be witnessed in many places in the private and public sector. The question also arises as to who has the wisdom to adopt standards for a community. The very nature of the NLP community would preclude setting standards that would be capable of fulfilling the needs and concern of all practitioners.

What Wyatt has failed to do is go "meta" to his own questions. What makes NLP unique is that it is not in competition with other technologies and disciplines. I am frankly disturbed at Wyatt's failure to recognize this distinction. For the nature of NLP is that it has no inherent ethics and for this very reason ethics becomes an important and essential consideration for all practitioners. What we need to do as a community is to encourage and perhaps even insist that all practitoners of NLP engage in an alive enquiry into personal ethics and standards, but never to institutionalize a set of standards, for that would truly make NLP "the prisoner of its own success."

Sincerely,

Alan Konell, M.S.W.

Mr. Konell is a Certified Trainer in Neuro-Linguistic Programming and Director of Carolina Clinical Consulting - Behavioral Development Center, 3205 Five Forks Road, Chapel Hill, NC 27516 - (919) 967-8444

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Submitted by Martyn Carruthers, NLP Institute of Atlantic Canada, Box AO, Site 18, RR10, Fredericcton, NB, CANADA, E3B 6H6 (The pun is mightier than the sword.)

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We are blessed to be living at a time when the thinking of the whole world is changing, or at least open to change. The world is not getting smaller, but it is getting closer. It is a time that in that closeness we can learn to appreciate difference and develop more descriptions both internally as well as externally to ourselves. We have the opportunity to be co-creators in the development of the new myths which will affect us personally as well as extend to the community and the world."

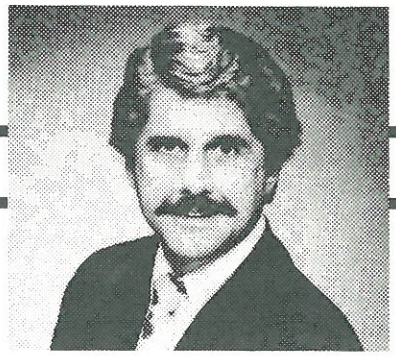
Judith DeLozier, M.A., is one of the four original co-developers of NLP, President of Grinder, Delozier Associates and Co-author of Patterns of the Hypnotic Techniques of Milton H. Erikson, Vol. II, NLP Vol. I, and Turtles All the Way Down. Her rich background in anthropology, religious studies and Eriksonian hypnotherapy serve her well as a master storyteller and teacher. Since 1975 she has led seminars throughout the world, sharing her sophisticated expertise with a down to earth warmth and sensitivity to relationship that touches people's hearts as well as their minds. Accomplished in classical ballet and Congolese dance, Judith is presently doing research in the field of dance anthropology. She is primarily interested in developing a multi-cultural aesthetic framework that connects NLP to the wisdom, spirituality and deep sense of community found in coherent traditional cultures.

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Literacy - Continued from Page 12

We know how to raise self-esteem. We can help a person re-identify herself as a reader - a person who deserves to be able to read.

We know how to motivate. We can help the person see, hear, and feel how it will be when she is reading fluently.

We know how to elicit resourceful states. Being a non-reader can be disheartening, discouraging, and frightening. Maintaining a resourceful state during the learning process can make the difference.

We can affect "learning disabilities." In my training in NLP, I was told that learning disabilities are often "teaching disabilities." In the "Wondertree" article in this issue of the NLP *Connection*, Donnie is seeing double. When his family changes its behavior, Donnie begins to see normally.

I believe the Literacy Project is worthy of NANLP and its members for the following reasons:

• It will allow us to contribute in a useful way across many segments of society throughout the world. We can work with the old, the young, the healthy, and the infirm.

• We can change lives in the way reading changes lives. And as we work with our reading clients, we can work with other issues which have a bearing on the person's ability to read or learn to read. All together, we can change lives in major ways.

• It gives us all the opportunity to enhance our skills. Those of you with years of NLP experience can enhance and refine your skills. Those of you with minimal NLP experience can develop your skills.

• You will have the opportunity to develop new techniques. Reading Norma and Tom Salter's article about how kids make pictures when they read (*Is It Really Emma?*) gave one of our editors new ideas about modeling.

• As you do this work (play), you will make new contacts. In my work with this project, I have already made contacts that will be fun and useful. These contacts can lead to new friends and new careers.

• You will spread the knowledge of NLP into areas in which it can really be useful. Tim Hallbom has talked in each of his columns about his emphasis on public education about NLP. If several hundred of us are utilizing NLP to reach people who couldn't read our brochures before we met them, we will be educating many members of the public about NLP.

• You may enhance the technology of teaching people to read. I believe if NANLP addresses this issue, we can substantially change the level of the technology of learning to read.

• You will have the opportunity to provide benefits to your reading clients in many ways. You will probably enhance their self-esteem. In many people, identity is tied to capability. You will improve family relationships. If one or members of the family cannot read, whether or not the other members know it, stress can result. Jobs and income of your students will improve. It seems obvious that reading ability will relate to employment opportunity. With better jobs can come better careers and improved quality of life. You may also help people become more independent in relationships. Lack of ability to read can make a person unduly dependent on others.

Besides teaching people to read, there are many other ways you can contribute to this project. Here are a few of the ways you can help:

• Provide in-service training (free or for pay) to train tutors in literacy programs. Many of these tutors could use enhancemnt in their relationship and communication skills. If you are already a trainer or want to develop your training skills, this is an opportunity for you.

• Stress Management. Some of you have been teaching stress management for years. The reading students and others in the Literacy Project need stress management desperately.

• Remove barriers to adult learning. Those of us who attend and/or present NLP seminars certainly believe in adult learning. Many people don't. You can help change these beliefs. Non-readers have tremendous barrier to learning. You can help remove these barriers.

• Speakers bureau (join or set up). You can help pass the word. Many organizations need speakers for the weekly or monthly meetings. You can speak or make arrangements for others to speak. Many of the literacy organizations need speakers to spread the word.

• Design Brochures. This is another way to provide assistance and to spread the word.

• Radio or TV. If you are already appearing on radio or TV, you

WHAT ARE YOU DOING?

PLEASE LET US KNOW WHAT YOU ARE DOING TO RAISE THE LEVEL OF LITERACY IN THE WORLD. WE WILL PASS THE WORD ALONG TO OTHER MEMBERS OF NANLP VIA THE *NLP CONNECTION.*

Send information on your effort s toward literacy to John Parmater, Chair, Literacy Project, 7630 Aquaford Place, Columbus, Ohio 43235 or call 614-7664NLP.

Call For Proposals

National Conference
April 26-27-28, 1991
Toronto, Ontario, Canada

"Global Vision: Toward International Community"

Please fill out and complete the following form for either a 3-hour or 1 1/2-hour presentation, 1 1/2- hour special interest group or videotapes. No resumes or curriculum vitae will be accepted as a bio description. Description will be used in the brochure and program as submitted. Therefore, please edit your own material and limit your words to exactly the number requested. **All proposals must be typed.**

Note: Because NANLP is a volunteer-run, non-profit organization, the Board of Directors has decided that registration fees will not be waived for presenters and moderators.

PLEASE INCLUDE THE FOLLOWING:

1. 200-word description for your workshop presentation for the Program Committee to use in making their selection. For those wanting to moderate a special interest group or present a paper or videotape, see #3 below.
2. 20-word description of the presenter or moderator to be used in the brochure and program (no resumes, please).
3. 50-word description of your proposed workshop presentation, special interest group, paper, or videotape for the consideration of the program committee and for inclusion in the program.
4. 10-word description of above, #3, for inclusion in the brochure.

⇨ Deadline: October 15, 1990

Name_____

Street/City/State/Zip_____

Day Phone_____ Home Phone_____

Occupation_____

Title of presentation_____

Presentation Experience_____

I am _____ am not_____ a member of NANLP.

Check Appropriate Categories

Section(s):
___Trainers
___Health
___Education
___Business
___Mental Health
___Performance/ Personal Development

___workshop
___special interest group
___paper
___videotape
___3 hours ___1 1/2 hours
___advanced ___basic
___length of videotape
___VHS ___Beta

Send to: Teresa Robbins, 5440 Franklin Rd. #203-C, Boise, ID 83705 208/343-0097

can use this forum to spread the word about literacy. If you are not already doing radio or TV, you can check into the public access channels in your area and learn about producing your own show or appearing on someone else's show.

• Write public service announcements. The Literacy Projects can get free time on TV for public service announcements. You can help write these announcements.

• Raise funds. More money often helps. Reading materials and other supplies are needed. You can perform the fund-raising method of your choice. One person in Columbus, Ohio, gets over-stocked books from a book distributor, sells the books, and donates the money to the literacy project.

At this point, you are probably wondering, "How can I get involved?" The information below will get you started. If you get stuck, call Edie Poling (Her number is below.) or me at (614) 766-4NLP or Susan Scherer at (614) 442-1946.

To get a literacy contact in your area, call one of these:

Please turn to page 20

MOUNTAIN STATES REGIONAL NANLP CONFERENCE



PEAKS OF WISDOM

JUDITH DELOZIER — KEYNOTER
October 6 and 7, 1990 Park City, Utah
For Registration - Information Contact Linda Oester
971 East 300 South, Kaysville, Utah 84037
Telephone (801) 546-2570

JUDITH DELOZIER WORKSHOP October 5, 1990
New work and techniques using triple descriptions.

A Wondertree Case History:
An Individual Example of Self-discovery

by Brent Cameron

Editor's note: In the last issue of NLP Connection, we interviewed Brent Cameron about his work with Wondertree, a learning environment consistent with NLP presuppositions and methods. This fascinating case history brings to life an application of NLP in education. This is an example of utilizing NLP in a very relationship-oriented way to assist a person to become more effective in performing tasks. This story also illustrates the value of considering the entire system when planning an intervention. Brent Cameron's work illustrates the value of living, believing, and utilizing the NLP presuppositions such as positive intention, people have all the resources they need, choice is better than no choice, etc.

This article is taken from Brent's Master's thesis.

This is a history of one particular student who came into the Wondertree program. His story is typical of the processes that have taken place with most of the children, and yet special because of the extreme difficulty he was having when he came to Wondertree. Because of his parent's support, we have been able to jointly encourage this child in the expression of his inner worth.

I met Donnie first as a client when he was eight or nine years old. His mother and father attended one of my lectures at a home schooling conference and approached me after my talk. They told me that their child was having great difficulty at school, and that he was working with specialists and psychologists and yet things were getting worse. He spent most of his time head down, crying and hiding in the closet. He was unable to talk very well, and yet in recent psychological testing he was supposedly very bright. They were considering sending him out of town to a special school for children with dyslexia and other extreme learning disabilities. They said he had been diagnosed to have something called auditory memory deficiency. Although he was nine and getting individual help at school, he was almost unable to read, unable to do simple math, and couldn't spell simple words. I suggested that I could make some significant changes in a couple of hours. They felt that they had little to lose, the professionals were making matters worse, and they thought that this unconventional person with his backwards view of everything couldn't do much harm in a couple of hours.

Initial Meetings

A week later they came as a family to work with me on a Saturday morning. At first Donnie looked down most of the time, and if I asked him anything his face twitched and he stumbled through any verbal expression.

I noticed three things during that first meeting. Whenever anyone asked Donnie anything he would roll his eyes up and stare. He was also fascinated with shapes and images around the room. And thirdly his father often interrupted me and his wife. He was especially impatient when his son didn't answer him immediately.

Donnie's eye movements indicated that internal visualization was occurring. Although Donnie couldn't communicate outwardly very well, I imagined by the extent and duration of his internal concentration that he was making elaborate and intricate images. I enquired of his parents what his favorite thing to do was, and it turned out to be drawing. He could draw very well and would sit for hours drawing every detail of some picture from memory.

I did two things in that first interview. I told the parents about auditory, visual, and kinesthetic thinking modes, and showed them that the help Donnie was getting were all attempts to get him to work predominantly with his auditory mode. I suggested that a well-developed and balanced person could work well in all modes and that for some reason Donnie had developed his visual mode to a high degree in isolation of the other modes. I suggested that it would be more important to work with his visual skills. I said that in my opinion there was nothing "wrong" whatsoever with Donnie, that he just thought differently than those significant others around him.

I also explained to Donnie how hearing and communication worked by breaking down every step of the process and using only visual predicates and many illustrations and pictures from books. Although Donnie had hardly said a word it was obvious by his expressions that he understood and was intrigued when working with me. For a brief demonstration of his visual skills I coached him to use his visual talents in spelling the word "crocodile" both forwards and backwards. His parents noticed Donnie's significant shifts to a more resourceful state while working with me, and brought him back the following week for another interview.

The following week I got Donnie interested in making pattern blocks in the corner, and sat down in the next room with his parents. When they asked if I was going to work with Donnie, I replied, "No," that there was nothing wrong with him, nothing that needed fixing. I suggested that he needs an environment that is sensitive to how he works, and that the best thing I could do at this point was to work with those in his environment.

I suggested that their family was the psychological womb in which Donnie got his models for operating in the world. I added

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that I thought it was interesting that we have bodies that are bilaterally symmetrical, and that our two brain-halves are coordinated with the opposite body side. I suggested that each child optimally has two generative parents, one male and one female, to model, and that each cell contains information from both. I explained to them that I had noticed some interesting unconscious patterns in adults. They had differentially represented a modelled quality of their parents on each side of their body. I then suggested that using this map I could make some suggestions about how they could alter their family dynamics and have the results show up in Donnie.

I work with the premise that children's dysfunctions are symptoms and adjustments to the context of family and school. Similar to the approach taken in eastern medicine, I would work to adjust the context, rather than treat the symptom. The usual approach in this prescriptive society is to treat the symptom, and overlook the context. (Dossey, 1982)

I asked the mother some questions and stopped her in mid-process to have her become aware that she functions primarily visually. I asked the father some questions and helped him to discover that he functions primarily auditorially. I went into some of the research into left and right brain differential functioning, and suggested that the left hemisphere processes auditory function and the sense of time. I also stated that research seemed to indicate that in the right hemisphere there is predominantly visual functioning with little time sense. (Springer/Deutsch, 1981)

Donnie had been diagnosed as "seeing double" .... The new report from the doctor was that Donnie has perfect and normal vision.

I asked the father about his work. He is a successful business man who meets deadlines, and keeps his employees on track to serve customers' immediate needs efficiently and effectively. He always has a quick answer, always has a joke or a story to tell. I pointed out tactfully that he usually interrupts his wife in mid sentence. I told him that I noticed that after he asks his son a question that he waits about three to five seconds, fidgets, then answers for his son what he thinks might be an appropriate answer. I asked him what was going on for him when he communicates with his son. The answer was, "I get extremely nervous. Every time I talk with him he kind of disappears." I explained to him again about visual, auditory, and kinesthetic modes of thinking, and about corresponding body postures and eye movements that cue an individual into each internal process. I illustrated the eye movements so that he was able to read both myself and his wife, then I brought Donnie in for a moment.

I asked Donnie questions designed to elicit visual, auditory, and kinesthetic responses, and he responded in one way. His eyes rolled to the top of his head, his head tipped back a slight amount, and he remained like that for up to several minutes. I assured him that although he didn't tell me an answer, that the pictures he was making for each question were answers enough. Donnie was initially amazed then grateful when I worked in acknowledgement of his inner imaging process. Donnie went back to his design, and I turned to his parents. The father made several attempts to make pictures in his head and couldn't.

I suggested that his expertise in time and auditory modalities was his son's greatest liability. I invited him to relax after he asked his son a question, to take out a cigarette and wait for his son to come back "out here" with an answer. I invited him to listen to his family, to give his son time to process, and to watch his son's eye movements while he waited. I suggested that if he could do this, it would be the most significant factor in developing his son's abilities.

The father's intentions were of course honorable, and in his attempts to be a caring individual he had inadvertently interrupted the inner development of the child. Donnie was closely bonded to his mother and yet cut off from his father, he was highly developed in his right brain visual abilities, and had great difficulty describing his pictures in words. His voice was hesitating, cut-off, and stumbling.

Donnie joins Wondertree

The father gave Donnie the space to visualize, and during the next two weeks they noticed significant changes in their son. Soon they asked if he could enroll in Wondertree. Donnie came for a week to check us out, and he loved it. I used the opportunity to explain to the kids about eye movements and what we are doing on the inside. I got the kids to play a game with each other, guessing what was going on inside. I explained, with Donnie present, that he makes wonderful and elaborate pictures inside and consequently will often take a great deal of time to find an answer. I invited all the kids to help Donnie practice putting words to his pictures.

During sharing for the first couple of weeks Donnie would always pass with a nod of his head, yet he listened to every word everyone said. He greatly appreciated the context of opportunity rather than the one of expectation that he was used to. He began bringing a hand puppet named Hopper the rabbit, who Donnie began speaking through. He would stumble through three word sentences which he would repeat about three times. Within about a month his face twitching stopped, and he didn't drop his chin onto his chest as often.

After several months Donnie's mother took him to an optometric specialist that they had seen a month before coming to Wondertree. Donnie had been diagnosed as "seeing double," seeing two disjoint images in his brain, and had been sent to a specialist to provide corrective lenses for this problem. He had been in Wondertree for two months with obvious signs of reduced stress. The new report from the doctor was that Donnie has perfect and normal vision. His parents saw a more relaxed child who instead of hiding under a tree in the backyard avoiding school, was now enthusiastic about learning. He began talking constantly about what was happening, and soon his father jokingly came to me and asked me to install an "off" switch.

Donnie Discovers How He Works Inside

One day I had made up some math questions on a sheet of paper. Some of the children who had seen older brothers and sisters doing math also wanted to do some. I put one in front of

CALL FOR NOMINATIONS

Official Request For Nominations For Board of Director Positions With The National Association Of Neuro-Linguistic Programming

Nominations are requested for the following positions:

PRESIDENT ELECT
VICE PRESIDENT OF PROGRAMS
TREASURER
NORTHEASTERN REPRESENTATIVE
SOUTHEASTERN REPRESENTATIVE
CENTRAL REPRESENTATIVE
WESTERN REPRESENTATIVE
EASTERN CANADA REPRESENTATIVE

The nominating committee will consider all names submitted and select two to appear on the ballot for each office. Please help your organization by submitting nominations. Your nominations are valued and appreciated. Feel free to send information supporting your nominations.

Deadline: October 1, 1990

Send nominations to Kay Grask 1310 Norwich court, South Bend, IN 46614

LITERACY AWARDS

LITERACY AWARDS TO BE MADE AT NATIONAL CONFERENCE. WITH YOUR PERMISSION YOUR EFFORTS IN THE LITERACY PROJECT WILL BE RECOGNIZED AT THE NATIONAL CONFERENCE IN TORONTO AND ANNOUNCED IN THE *NLP CONNECTION.*

Send information on your effort s toward literacy to John Parmater, Chair, Literacy Project, 7630 Aquaford Place, Columbus, Ohio 43235 or call 614-766-4NLP

Literacy Network, Inc. 612-893-7661

National Contact Center 1-800-228-8813Laubach Literacy Action, Syracuse, NY, 315-422-9121.

Literacy Volunteers of America, Syracuse, NY, 315-445-8000

Ready to Read, Columbus, OH, 614-261-8678

Lutheran Church Women, Volunteer Reading Aids Program, Chicago, IL 312-380-2736

Southern Baptist Convention, Atlanta GA 404-873-4041

National Assault on Illiteracy Program, New York, NY, 212-867-0898

American Bar Assn, Washington, DC, 202-331-2287

American Library Association, Chicago, IL 800-545-2433

Business Council for Effective Literacy, New York, NY, 212-512-2415

Contact Literacy Center, Lincoln, NE, 402-464-0602 or 800-228-8813

U.S. Dept of Education, Division of Adult Education, 400 Maryland Avenue SW, Washington, DC 20202, 202-245-5860, Karl Haigler, Acting Director

Most states have a state-wide directory of literacy programs. They are available at public libraries.

There is an excellent videotape about literacy. It is called *Bluffing It!* To find out how to get a copy of this videotape, call:

PLUS
Project Literacy US
A joint project of ABC and PBS
1-800-228-8813

To find out how to start a literacy program, call or write ANPA
American Newspaper Publishers Association Foundation
Literacy Project, Box 17407
Dulles Airport
Washington, DC 20041
(703) 648-1000

To discuss ideas you have, call the
Central Ohio Coordinating Agency:
Edie Poling
90 W. Broad Street, Rm 121
Columbus, Ohio 43215
614-645-7862 or
614-228-8813

Reading is Power!

LITERASEE

each child, and when Donnie looked down to see what he was getting he looked up and burst into tears. His dream was shattered! For two months he hadn't been forced into any corners. This sheet triggered his horror. The moment I noticed the tears pouring down his face I raced over to where he was sitting, grabbed the math paper and angrily tore it into shreds. He sat shocked and amazed. I said that this was a place where his happiness and comfort came first, and that if a math paper upset him then forget the math. Donnie was confused. The next day he came to me and asked for the math paper, saying he would like to try it. I was very reluctant, insisting that he didn't have to, that I wanted him to enjoy himself and that if he worked on any math to do it only in enjoyment and only if it seemed easy. He sat down with the paper and struggled through it, and when I sat with him he obviously had no internal visual representations to make sense of the process.

Over the next several years Donnie became more and more comfortable with people, and his learning deficiency disappeared.

Donnie loved pottery, and made wonderful objects, he would often sit drawing for hours. He and Hopper sat in the tree in the backyard a great deal that year. If at some point I would notice he was missing, I would go out and there he would be in the tree. I would climb up and sit beside him, often not saying anything. I made myself available in case he had anything to say, then I would climb down and go back inside. It was a wonderful tree with a great view.

Donnie often didn't understand what people said, and so I worked with him to develop skills to wire up words to his internal pictures. I helped him become more aware of his picturing process and got him to practice putting words to his pictures and pictures to other people's words. One day I noticed that he couldn't spell his last name of six letters. Since he was ten years old I imagined that this might be embarrassing for him. I asked him if it would serve him to know how to spell his last name, and he said yes. He added that he could never remember the letters, that they always got mixed up. I had just watched him draw with amazing accuracy the bow of an oceangoing freighter that he had seen on the weekend driving over the Lion's Gate Bridge. He drew about ten pictures of the hull, all from the changing perspectives as he had observed while driving over the bridge. We discovered that letters aren't very interesting, and that he never sees them in his pictures. He had every detail on the hull of the boat, but had avoided or "blanked out" the name on the bow of the boat.

Knowing that his father and he occasionally did soap carving together I asked Donnie to see himself going into the workshop at home. I asked him to look around for a chunk of soapstone about (showing him with my hands) this big. I told him to get out some tools and to carve the letter "M" out of this block of stone. I waited about five minutes until he indicated to me that he had finished. I suggested that he put the letter on the shelf over the workbench. He said he would after he cleaned away a space. We then carved the letter "E" out of another block of stone and put it on the shelf beside the "M". When we got all six letters up on the shelf I asked him to stand and look up at his "work." I asked him to look at the textures of the stone, at the contours and shapes of the letters. I asked him to notice the roundness of each edge. I asked him to tell me the letters as he saw them on the shelf. I specifically avoided the negative anchor of the word "spell". He asked me to wait a minute, and when he had obviously finished whatever he was doing I asked him what was happening. He said that he had to find a rag and dust them off, and then he had polished them a bit. He then read off the six letters. I asked him to look at the last letter and tell me its name, then at the one before that, etc. I suggested that he keep those stones on his shelf in the workshop, and that anytime he needed to spell his name that he could go to the door of the workshop, open it, go in, dust them off, and look up at the letters. He could then copy the letters onto the paper where he needed his name to appear.

At the end of the week I happened to be riding in the family car with Donnie and his parents. I asked him if he would mind spelling his name for me. When he agreed he rolled his eyes up, waited a few seconds, and then read off the letters in his name. I asked him if he would mind doing that backwards. He gave an enthusiastic "sure," and read them backwards. I thanked him, and as we drove along I noticed that there were tears in both his parents' eyes.

Over the Next Several Years

Over the next several years Donnie became more and more comfortable with people, and his learning deficiency disappeared. He was given the space to build his self esteem with projects he could easily do and do well. His reading improved greatly until by the sixth year he was reading at a level equivalent to or beyond his grade level. Donnie began to read books everywhere, his parents even noticed him reading a book in the movie theater. Donnie always chose the books that interested him, and soon became able and very willing to work with the books that I brought to share with the students.

I have come to understand over the years that the visual modality is a very powerful and efficient mode of thinking, especially valuable in this culture. It was a question of building bridges between Donnie's already highly developed visual skills and his other under-developed skills. The technique is to generalize and extend the strong abilities into the weak ones, to find the unique strategy that works best for each child.

For several years Donnie had great difficulty with even the simplest math equations. It was almost as if he was looking too deeply, taking each idea too literally so that he could not grasp the principle or simple process involved. When I worked with him I stressed the simplicity and obviousness of each new idea. The other children would often help Donnie to understand an idea. Because he was so helpful to them with his skills, they were always willing to support him. In the sixth year of the Wondertree program Donnie was working on his own in the Grade 6 math book and understanding virtually all of the ideas without much difficulty. He became involved with a group of three other students who were working with the Grade 6 math book, and they completed it together in under four months. They worked on the chapters together, shared their understandings, checked their answers with each other for consensus, and loved the whole

project. After the group finished the Grade 6 book they started the Grade 7 book. They worked in every spare minute on math for almost a month, and then they moved onto a new project in biographies with computers that interested them more. For several months Donnie and his group did no math whatsoever, and then in the last weeks of term they began working enthusiastically together again. One day Donnie announced that he had become a "math maniac" again.

Video Excellence

As Donnie developed his drawing and modelling ability extensively over the years I helped channel his skills into video production. I showed all the children how to do basic animation. Donnie loved the precision, and was thrilled to use the camera to capture some of what he was able to imagine in his mind's eye. The first year he did a two minute animation using small pieces of modelling clay to make expressive faces on two "rock" actors. The two rocks acted out an exchange between he and his older brother that had taken place several years earlier. He made a model house and shot the animation frame by frame, moving the rocks accurately between frames. I entered the videos for the children in the provincial student film festival that year and Donnie won an Honorable Mention. The next year he did an animation with his puppet Hopper. The rabbit wakes up in the morning and goes out to build a snowman. After putting in the carrot for the nose, Hopper pauses for a moment, then takes it out and eats it. He won first prize in that year's video film festival.

Mentorship Program at Arthur Erikson Architects

I have been watching Donnie's model-building skills closely over the years, appreciating the unique genius that creates them. One of my original ideas in running Wondertree four days a week was to keep the last day open for children to work with mentors. Donnie is the oldest student and the first one to fully develop an interest and expertise. When Donnie was 13, I talked with him and his family about the idea of the mentorship program, and about several places I had in mind for Donnie to check out. I visited each group myself and got the sense that they would be supportive of this kind of project, and checked out their interest in what we were doing at Wondertree. Donnie visited each place and chose to work with a world-famous architectural group.

I took Donnie and his family down to the firm. Donnie showed a box full of the houses he built for his video production sets, including an airplane and some of his clay work. Donnie was given a desk to work at and a full opportunity to be there and do anything he wanted. Donnie's skills in drawing, visualization, and modelling were soon amazing the team of architects working there. His friendly and gentle nature soon won the respect of everyone. Within six months he was working on the design for the top three floors of a penthouse for a thirty-three story building. Donnie took his Macintosh computer into the office on several occasions to show them projects he has taken home and developed on the computer. I have heard that on numerous occasions the entire office of fifteen are gathered around Donnie's desk fascinated and amazed at his work.

I have heard that on numerous occasions the entire office of fifteen are gathered around Donnie's desk fascinated and amazed at his work.

I phoned him one day, during the summer holidays, and his mother informed me that he was in his room comparing the specs in manuals for three auto CAD (computer-aided design) programs. I am very much looking forward to being associated with Donnie over these next few years and to being involved in some of his future projects.

For more information contact Wondertree Education Society, c/o Brent Cameron, Box 35243 Station E, Vancouver, B.C., Canada, V6M4G4. Telephone 604/876-5006

ANNUAL NANLP MEMBERSHIP FORM

Please check the appropriate boxes:

- ☐ Corrections or changes
- ☐ Renewal
- ☐ Renewal at new level
- ☐ New Membership
- ☐ Copy of certification enclosed if appropriate

Levels of Membership:

- ☐ Associate-$25-Non-certified
- ☐ Member-$40-Certified Practitioner/Programmer
- ☐ Master Practitioner/Programmer-$55
- ☐ Fellow-$75-Certified Trainer

Please enclose a copy of your certification. Make check payable to NANLP and send to NANLP, 310 N. Alabama St, Suite 310

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Occupations-List 3 in Order of Preference __/__/__

12	Arts	07	Education
02	Law	08	Clergy
14	Hypnosis	11	Military

06 Business/Consulting
09 Athletic/Sports
10 Transpersonal/Religion
04 Medical/MD's, Nursing, Labs
01 Therapy/Counseling

Interest Sections Bulletin Board

For more information about the interest sections, call any of the following people:

Business - Dot Feldman 219-232-1405
Education - Don Blackerby 405-942-4371
Clinical - Karen Edwards 617-927-9000
Modeling - Wyatt Woodsmall 703-979-3835
Medical - Janet Konefal 305-532-2553
Training - Ardie James 808-521-0057

For general information about interest sections, call Robert Siudzinski at 904-646-2930

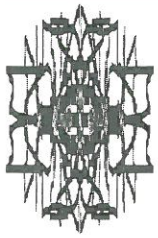
NANLP's Research Section Seeks Presenters

NANLP's newly-formed Research Interest Section is soliciting proposals from individuals and organizations who would like to present any NLP research during the Research Symposium at the 1991 Annual Conference in Toronto. Arrangements are being made to offer a similar opportunity at the 1990 Northeast Regional Conference.

The executive committee of the Research Section will select four presenters for each conference. Presenters will be asked to limit themselves to thirty minutes, allowing 20 minutes for their report and 10 minutes for any follow-up questions. Written reports and documentation will also be made available to symposium attendees.

Anyone interested in presenting a report at either conference should submit a typed, 200-word abstract or summary of their research to: Lyle Chubb, Research Chair, Creative Growth Unlimited, 510 W. Union Street, Newark, NY 14513. The deadline is 1 October 1990 for the Northeast conference and 1 March 1991 for the annual conference. If you have any questions, you can contact Lyle at 315-331-0411.

Research Database Grows



New references are continually added to the research database. For information, contact Lyle Chubb at Creative Growth Unlimited, 510 West Union Street, Newark, New York, 14513. (315) 331-0411.

Leadership Roster

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Marilyn Ferguson
George Leonard
Anne´ Linden
Virginia Satir (In Memoriam)
J. Rene Wilett, Ph.D
Kathryn Williams

SOUTHEAST REGIONAL NANLP CONFERENCE

***

The Mulberry

***

Savannah, Georgia

***

January 18, 19, 20, 1991

For Information:
Frances R. Wiggins
P.O. Box 40
Welaka, FL 32093
904-467-9241

NORTHEAST REGIONAL NANLP CONFERENCE

"Learning and Literacy"

November 16-18, 1990

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Anne´ Linden Keynoter

***

Sheraton Hartford

203-729-5151

The proposal deadline was September 1, but lively late proposals will be given all consideration.

Registration is $85 before November 1 and $100 after November 1.

Tom Salter, Ph.D.
Eastern CT State University
Knight House
Willimantic, CT 06226
203-456-5504

NLP Connection
310 North Alabama Street
Suite A-100
Indianapolis, IN 46204

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