THE VAK
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Classroom Anchoring

By Michael Grinder

The following is from the book, The Educational Conveyor Belt, *and is reprinted with permission of the author.*

When an anchor is established under the guise of a metaphor, the lodging of the mental state is both conscious and unconscious. The following are examples of this concept.

"Love One Another"

Having taught high school for eleven years, I was shocked during my first two years of teaching self-contained eighth grade by what turned out to be the "normal" amount of adolescent insensitivity to one another. While I knew that much of their behavior was outside their range of awareness, I pondered over how to make my classroom a more humane setting. I remembered from my own experience as a teenager that what I needed and wanted most was a safe atmosphere.

I knew the honeymoon would end sometime during the first two weeks of October, and then our permanent relationship for the year would begin to

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Further Adventures of FLEX COP

By Michael Gardner

Last winter's VAK, carried an article by Michael Gardner about using NLP techniques in his work as a police officer. Michael and his partner had defused potentially violent situations by doing unusual things to get outside the expected police role and distract people from whatever they might get violent about.

Since that article, Michael took a leave of absence to work with his wife, Debbie, in her self-defense seminars and to take on some other projects, one of which was a program to bring the benefits of his experience to other law enforcement people and departments. This is Michael Gardner's response to The VAK's request for a report on how he got the program accepted by his own department.

Originally my leave was going to be up March first, so February 17 I met with the Chief of Police to request an extension. I went to Police Headquarters, which most police never get to do. I wore what I call my IBM suit, a navy blue suit with a red tie and a cuff link shirt, more to distract my mind from going into that room and

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The VAK interviews David Gordon

David Gordon is known to many people throughout the world as one of the first NLP trainers, and he is known to many more as the author of Therapeutic Metaphors *and other books. The VAK caught up with David as he prepared to move from Los Angeles to "the warmest, sunniest spot in the Bay area," and recorded some of his personal history and opinions.*

It all started in a Crocker Bank teller line. I was a dissatisfied psychobiology student at U.C. Santa Cruz in 1972, and I was looking for something that worked in allowing me to understand what made people tick and something that was effective in assisting people to change.

My wife Debbie worked in a bank, and there she met Richard (Bandler), who was a depositor. Through her I met Richard, and he invited us to attend this bizarre Gestalt, family therapy group thing he was doing in the evenings. I joined a new group on the same night Leslie did.

I was really bowled over by Richard's abililty to know what was going on with people in a way I could appreciate and

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Dial T for Theraphy

By Eileen Watkins-Seymour

Now that British Telecom has gone private and are extending their services to include Dial a Cabbage Patch Story, Exercise Line, Halley Hot Line, East Enders Line, Dial-a-Pop-Record, etc., who knows whether there will ever be Dial a Therapist?! Frankly, I hope not, but I have had an interesting experience recently working with a client on the phone.

In NLP there is an emphasis on sensory acuity, paying attention to the client as you ask questions to gather information, access different internal states, instruct the client to "go inside" and engage in certain sequences of internal experiences. You can notice different changes in the way they look; the colour changes, muscle tonus changes, breathing, pupil dilation, etc. That is why in NLP you can do secret therapy, where you don't have to know the content of the problem because you are paying attention to the process and the cues which you get externally indicating the client's progress through the process.

Over the years of practicing as a psychotherapist using NLP I've becom- more and more aware of the amazing mass of information that is there to be gathered with your eyes as the client proceeds and how that allows you to pick up what might otherwise have slipped by, such as that shoulder twitch, the furrowed brow, a brief head movement, indicative of a communication from a part as yet unattended. So you can imagine how skeptical I was when a client suggested that I work with him over the phone.

At first blush the notion seemed irresponsible and pointless. However, I had seen that particular client in my office for a number of sessions more than a year before. He had clearly picked up enough of my criteria and knew enough about me to suggest that we do this as an experiment. Put that way, it was something I had to at least examine.

His presenting problem was a "painful and arthritic hand condition." The pain was recurring and intense to the point of waking him up at night so he had great difficulty in sleeping. In order to assure him that this was a useful and worthwhile undertaking, I questioned him to discover whether he

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The VAK Review of Books, *etc.*

COURSE

Rodger C. Bailey, LAB Complete Self Study Program, *BALI Screening Centers Inc. Dallas, 1986. $127.00.*

We have reviewed books, articles, video tapes, and now a self study program. In this case, self study is not like contemplating your navel. It is like a correspondence course with the instructor on audio cassettes guiding you down the path of the LAB Profile.

What, you may ask, does the LAB Profile do? It lets you ask a few questions and, from the answers, come up with a profile of ways a person is apt to behave in certain circumstances. For example, can this person work on her own, or does she need constant supervision? Will this person do the same job for 20 years, or will he want a change after one? Is this person likely to fit in with the people who work here? Will he fit in with the top producers or the others? What kinds of words is this person most likely to respond to in the way I want? What convinces her?

LAB is an anacronymization of Language And Behavior, and the LAB profile is based on the presupposition that the language people use reveals the ways they tend to behave. It also came, in a roundabout way, from meta programs and criteria.

The profile has been used in personnel screening, counseling, personal relationships, management, market research, and sales.

People have learned to use this profile in two-day workshops, but now one has the opportunity to learn essentially the same thing in the economy and privacy of one's own home. However, the prospective questioner needs to find somebody to practice on to be able to use the profile.

Can they do it? Sure. Do they need to know a lot of NLP? It might help, but it's not necessary. The basic information is presented on the tapes and in the accompanying manual.

One thing which should be emphasized is that the profiles are valid only for the context the person was questioned about. If you want job information, ask job questions, but if you want to know how a person would behave in school, counseling, or a personal relationship, ask the questions in those contexts.

BD

FICTION

Colin Wilson. The Personality Surgeon. *Mercury House, San Francisco, 1986. 322 pp. $17.95.*

Not many publishers send novels to The VAK for review. This makes a total of one. So when we get one we treat it seriously.

Colin Wilson, one of England's "Angry Young Men" (a misnomer, he claims) writes fiction and nonfiction, on such subjects as the occult, psychology, literature, and murder.

His 54th book is the story of an English physician who takes up psychotherapy when he discovers that helping people see themselves at their best, or even better, improves their attitudes and solves their problems.

Though interesting, the book is not a spellbinder. One of the techniques is promising, but when physiognomy rears its head, that's hard to face.

NLPers reading this book may have a problem, because they already know several other ways to get the same results without a $60,000 computer.

BD

BODY, BRAIN, IMMUNE SYSTEM

The Incredible Machine. *The National Geographic Society. Washington, 1986. $24.95.*

When we say a person has different parts, as in the sociable part or the part in charge of behavior X, we may be speaking metaphorically. Literally speaking, a person is made up of parts - cells, genes, chromosomes, bones, muscles, etc. Did you ever wish there were a guide book to the human body like a *National Geographic* article with concise information and spectacular photographs and maps?

Guess what. There is. This book explores the body in minute detail. Electron microscope photographs show cells and smaller parts enlarged up to 40,000 times.

At 4000 times normal size, a macrophange, large white blood cell, sucking up invading bacteria is an impressive sight. The white cell defense puts the Chicago Bears to shame.

The Incredible Machine has 443 *National Geographic*-type illustrations, 399 photographs and 44 paintings and diagrams, on 384 pages. The book is a product of a large staff of writers, photographers, medical illustrators, consultants, researchers, editors, etc.

The last 113 pages explore the senses, the brain, and the mind. In the last chapter, the subject of health comes up again, and the author states, "But now it appears that every aspect of our health may be influenced by our mental state. The brain can have a direct effect on the immune system... Certain white blood cells which play a key role in our immune reactions appear to have specific receptors for brain neurotransmitters."

If you are curious about brain, immune system, or the human body and how it operates, if you want visual aids to help imaging, if you would like support for NLP techniques from a reputable source, I recommend this book.

BD

Retort

By Bruce Dillman



LEANING TOWER

The Memorial Campanile at The University of Kansas is a substantial stone tower housing a 53-bell carilon. In the 1950's a student surveyed it and determined that the campanile was leaning to the east. Before launching a project to tilt the tower to the west, authorities asked for a second opinion. Subsequent evaluation revealed that the campanile did indeed lean to the east... and to the west...and to the north...and to the south.

You can probably figure out how that is possible.

The campanile has openings high on each side so the bells can ring out in all directions, and on the ground level it has four open doors, one on each side.

One reader wrote, "I often feel uncomfortable with the apparent leanings of the VAK. It may be my imagination, but it seems to me to be heavily (fairly well-known NLPerson) oriented."

We have heard a similar complaint once or twice before, but referring to different NLPersons. Then there's the reader who said, "I think of you as a Lone Wolf."

It's easy to see how those folks could get those impressions. Lots of others are also possible, and we have our own. We also have certain outcomes in that line.

The VAK aspires to that logical level which includes everyone interested in NLP. Our subscribers are unique individuals with some common interests. After all, every denomination has interesting people doing interesting things. Some of them choose to let us know what they are doing, and some don't. Since there are no required courses at good old VAK U., the reports and term papers you find in our columns are optional.

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Further Adventures of FLEX COP

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perceiving that he's at the top of the ladder and I'm nearer the bottom. He was there with his eagles on his shoulders, and I wanted to go in as the executive type thinking, "We're even at this."

I was nervous and made a conscious effort to get rapport by mirroring the way he and the assistant chief were sitting. If their legs were crossed, mine were. In the past I think I would have been hooking them under the chair or something.

First I gave them a goal sheet. My top goal was to live and work in a community where policemen are happy people and enjoy their work. That goal was on the sheet with everything I was going to do to achieve that goal - ironing out more about NLP and finding out more about police training, supervisory methods, and the civil suit problems the department has.

Then I told the story of the hanging incident years ago when I was in a district where a prisoner hanged himself and I helped cut him down. We brought him back to life only to have him die again later. Four months after that I got a subpoena to a civilian review board investigating my actions in the hanging for improper procedure. During that four month time I was becoming a hateful person. (My wife could attest to that. She was at the meeting, and she assured them that these things happened.) I didn't want to be around anybody. I thought the world was divided into cops and bad guys. I explained how those emotional highs and lows are something a lot of policemen go through periodically. Unfortunately, the only way many of them deal with it is to resort to alcohol or whatever.

I told the chief I think a lot of people on the job really do care about their work and supervisors should look beneath surfac behavior. If they're not writing enough tickets, the supervisor shouldn't punish them but find out why.

Then to the assistant chief, who was sitting next to me, I said, "Colonel, put your hand up." He put it up and I pushed on it, the old push-gets-a-push. That really seemed to open things up for the whole conversation. I went on to say, "That's just natural behavior. If you're pushed, you tend to push back." I said, "Not only is it externally, where police are dealing with people on the street, that it's natural to want to push when being pushed, no matter which side you're on, but also internally with police supervision. I've seen supervisors who would tell a guy at roll call, 'If I catch you not wearing your hat, I'll write you up.' And later I would see those guys start to put their hat on, then they'd throw it back in the car, just unconsciously seeking a way to push back because of being pushed."

I still wasn't as relaxed as I could be, so I fired my anchor from the Donald Dossey seminar two years before. My anchor for a calm, relaxed and alert feeling is grabbing my left ring finger. I told them I was going to do it, and honestly, as soon as I did even the chief, sitting across from me, could see the difference. I had a glow that showed it worked. I said "I wish I had done that when I first walked into the room, because now I feel great."

The chief said something like, "Is that NLP the stuff I was reading about that people can fool lie detectors with?"

I said I hadn't read that, but my purpose was for positive use in police work. I used the example of when I was in the District 2 area, I had a hard time writing tickets. The lieutenant would chew me out every month for not writing enough tickets. I wondered, "Should I write tickets and have the people on the street chew me out, or should I have the lieutenant chew me out?" The lieutenant won, because he controlled my time off and assignments.

While this was going on, the assistant chief said, "Remember, you're talking to the chief," and I said, "I feel totally confident that I'll express myself in such a way that I get across what I intend to, which is that there are a lot of terrific people on this job. They just don't know it, because they're not positively reinforced periodically.

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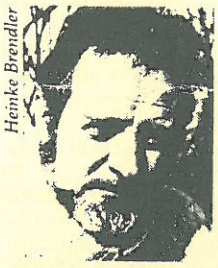
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A Matter of Clairaudience

By Michael Colgrass


Heinke Brendler

IS THERE A connection between extra-sensory perception and creativity? Generally we think of creative musical ability as a combination of skill, hard work and genetic gift. But could it be that music already exists, floating in the atmosphere, so to speak, and that composers are people who have learned how to pick it up by tuning their mental apparatus in certain ways? I ask this question because I had an extraordinary experience recently that defied rational explanation and that seemed to link musical creativity with ESP.

The incident occurred while my composing process was being studied by a group of 70 doctors, communicators and students of human behavior in a Neuro-Linguistic Programming workshop in California. NLP is the study of subjective behavior, and the purpose of this seminar was to discover patterns of musical creativity and how they work. First, I gave a workshop in the creative process to this group, and the next day they went to work on me, putting me through a bewildering array of exercises that forced me to recreate the physical and mental state of composing. For example, they asked me to imagine I was composing a new piece, and while doing so to relate its color, its physical shape, if it felt smooth or rough to the touch, to speed it up, slow it down, etc. They suggested I make the sound into a feather and balance it in my hand (similar to an exercise we had done the day before while dancing to music). "Now the feather is made of wood, now steel, now spin with it, throw it in the air, make it disappear." As you can imagine, I was reeling under this crazy blitz of the senses, which went on for several hours.

The incident in question occurred when someone asked me to close my eyes and tell her the size and color of my imaginary feather. When I said it was white and fit in the palm of my hand, she said, "And *now* what size and color is it?" Without thinking I said, "It's purple and about a foot long." I opened my eyes and there in front of me someone had placed this woman's hat (which I had never seen) and it had a large purple feather in it. Then she asked, "What do you see now?" A vivid picture popped into my mind and I described a long mirror in which I saw my own reflection, a beautiful inlaid pine floor newly varnished, a shiny grey curtain and a hat rack. And the woman said, "That's our new enclosed porch back in Miami!"

Before I go on, let me say that most of the ESP experiences I've heard or read about have always sounded to me like a combination of wishful thinking and hallucination. As many experts have told us, we tend to see what we want to see. But this porch, which I was now seeing for the first time, had no explainable reason to be in my mind, except that it belonged to the person talking to me. And the hat rack in my mental picture is where she said she always hung the hat with the purple feather!

Needless to say, I was overwhelmed by this clairvoyant experience, which was a first for me. How could I have a vision of a real place I'd never seen before? But then it occurred to me, *clairaudience* – hearing things I'd never heard before – is for me a natural act, one I've taken for granted all my life. That's everyday stuff for a composer. In fact, my state of mind when the porch vision appeared was similar to my mental state when composing, and was achieved in much the same way. When composing, I will blitz my mind with a musical idea – singing it, playing it on the piano, hearing it backwards, upside down, a hundred different ways. After several days, when the mental flak dies down, I begin to hear the idea playing itself back to me in new ways which I had never consciously conceived. My job then is to listen to that music and follow where it wants to go, like taking dictation. This is the exciting part of composing – what we call 'inspiration'.

I think the performer plays into this creative role as well. I usually have a specific performer or group in mind, whom I interview before I start composing. What I'm looking for is what makes that performer unique. Once I begin to compose, I think the musical personality of the performer influences me greatly, not only consciously but in other ways of which I'm unaware. If that's true, then the thought often expressed by John Cage, that the composer is playing a 'godgame' by exerting his will on the performers, shows a misunderstanding of the true creative process. In fact, I would say it's the other way around – that the composer, when working at his best, might well be an extension of the performer's will.

Perhaps the most interesting point about this experience is that it has given me a deeper appreciation for the sense of wonder that the concertgoer holds for the composer when he asks, "How do you write a piece of music?" Too often I think I have short-changed that question by talking about a composer's craft. We composers have become so rational about music in recent decades that we sometimes forget music is a form of magic. Of course, musical skill and knowledge are necessary in order to write music. To express himself accurately, a composer must learn to measure his emotions in finite musical mathematics (notation).

But how cold that sounds! The listener is more interested in the inspiration behind the music – where it comes from, how it got there, why it's there at all. I think people know that artistic creation goes beyond the normal use of the senses, and they want to hear from the artist what it's like to enter that unknown realm and create a work of art. I think it gives people faith to explore their own personal creativity.

Even Arnold Schoenberg, one of the most analytical musical minds of the century, said, "Whether one calls oneself a conservative or revolutionary, whether one composes in a conventional or progressive manner, whether one tries to imitate old styles or is destined to express new ideas – whether one is a good composer or not – one must be convinced of the infallibility of one's own fantasy ... which he has conceived 'as in a dream'." I think those words apply to anyone involved with human creativity – which is everyone.

This article appeared in the May/June issue of Music Magazine. *It is reprinted with permission of* Music Magazine.

Michael Colgras of Toronto is a Pulitzer Prize-winning composer. He also conducts workshops on performing, creativity, and NLP.

The candy man can

By Sammye Henry

An individual's internal representation of experience is complex and multi-leveled. When you take on major behavior change work, knowing what level or levels you are working with and how they are related is critical for a successful outcome and for the wellbeing of your clients.

In working with submodalities, representational systems, strategy sequences, and meta criteria, I have run into a level of representation which is rarely addressed in NLP circles, a level which bears strong resemblance to what traditional psychotherapies call "primal images," and what Carl Jung terms an archetypal image.

In the following case, working with submodality representations led to additional work with parent image gestalts which appeared to be the ground from which the undesirable behavior, a compulsion, emerged. In this case major work with the parental gestalts was essential for a successful outcome. I hope the abreviated descriptions of this case will illuminate the relationship between pattern levels, illuminate the relationship between levels of representation, encourage caution in attempting change work with serious compulsions, and provide some bridging between NLP concepts and those used in other models of therapy or personality.

Danny had licked his cocaine and marijuana habits, but he still had the candy bar compulsion which had been with him for 20 years. Although it may have contributed to his weight problem, he was more concerned with the embarassment he experienced when he committed the impropriety of conning people out of their candy bars when he couldn't get to a machine. He estimated he averaged one to three candy bars a day.

As I asked Danny what happened just before he felt the "urge" for a candy bar, he first touched his throat in a brief gesture that resembled clutching, then with the same hand he lightly touched his stomach and said, "I don't know." He repeated this pattern several times as we began and at other points during our work. After exploring his internal sensory representations, we eventually discovered that he "saw" a candy bar - a Snickers bar in its wrapper, to be exact - and just knew he had to have one.

We played with visual submodallities - distance, foreground, background, color, perspective, object placement, etc. - and finally determined that size was the critical feature. Enlarging the candy bar until it exploded past the boundaries of his internal construct for candy bar was successful. After several "pops," which were accompanied by whole body shudders, Danny reported that his internal image of the candy bar disappeared almost the instant he constructed it.

After doing the usual checks, I was nearly satisfied that the work was successful, but something made me hesitate. We chatted for a while about other concerns Danny had. As we did, I noticed the ritual throat-to-stomach gesture again and decided to check our work once more.

I asked Danny to return to the candy bar image and to stay with it after it popped to find out if anything else needed attention. As he explored his internal representation again:

"That's funny," he said.

I asked him what he discovered.

"See," he said.

"See what?"

"Just the letter C," he said with a chuckle. Then, before I could respond, "Humm. That's odd."

"What is it, Danny?"

"That's strange. I don't know. Something golden, smooth...no...amber...like syrup or molasses."

"Back up, Danny, and tell me where it is."

"A bowl, a wooden bowl."

"Good. Back up a little more. Tell me where the bowl is."

"Oh, in the kitchen."

"Which kitchen?"

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Classroom Anchoring

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emerge. On a Friday afternoon in September, after the students had left I surveyed my classroom, and picked a location farthest from my normal teaching spot. It was near a window, and it had a table holding some house plants.

For the next few weeks, I avoided going anywhere near that area. I was waiting for the day when the students' insensitivity was particularly strong. When that day came, I walked over, put a chair in front of the table, steadied the chair while looking up at the light fixture on the ceiling. Since this was unusual behavior, one half of the students were confused and, thus, attentive to what I was doing.

I proceeded to step up on the chair and stand under the light. A hush had come over the classroom as all eyes were riveted on this unusual sight. In a quiet voice, almost a hush, I began, "Historically, people would gather around the street light after dinner to listen to and talk with people. There are two types of people who often drew large gatherings: politicians and preachers. In order for everyone to see these speakers, someone in the crowd would run into a nearby house and find a box strong enough to stand on (as I stepped up on the table). The preacher would tell the people what they needed to do in life and how they should act towards each other. He would raise his voice, shake his finger at the people while his face would get red as he emphasized, 'People need to love each other, to be kind...'" Through the use of metaphor, consciously and unconsciously, I had pointed out the physiological difference between this raging, proselytizing preacher and my normal self.

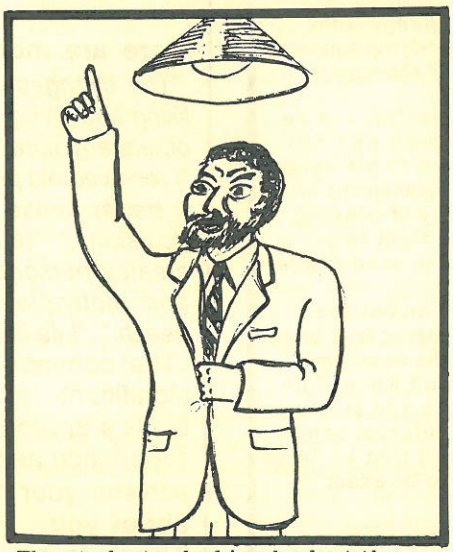
The class was in temporary shock, stunned by the unusual behavior. As I finished, I looked around the room with my body frozen as I silently counted, "One thousand one, one thousand two, one thousand three." Slowly stepping from the table to the chair, I took a deep breath. I gradually stepped from the chair to the floor with another deep breath. I then returned to the chalkboard area. In a lower-than-normal voice, I continued with the lesson. During the next several minutes, I maintained the lower voice as students followed the content and frequently gazed back at the table.

Commentary

It's important to consider this was done with eighth graders. It might be quite inappropriate with any age group below the sixth and above the ninth. The rule of thumb is, "It's not appropriate to hunt mice with an elephant gun." This lesson was appropriate to my class because I had learned through experience that their behavior was not a reflection of my teaching style. This point is essential for effective discipline.

When I discipline because I have a need to (i.e., I'm embarrassed by their behavior, disappointed, frustrated), then I am doing it out of my own needs rather than their needs. When I'm doing it out of my own needs, I'm inside myself and am less able to notice the shifts in their behavior. It is imperative that I am disassociated and removed from my feelings at the time of the discipline; otherwise, the elephant gun appears.

One of the purposes and advantages of having a location for group discipline is that it helps me separate the mental state of disciplining the students from other classroom activities. The double breathing as I move from the discipline location back to the instsructional area allows me to switch states.



The students, looking back at the table and then at me, were processing which person they wanted as their teacher. The frozen position while I silently counted anchored the image of the madman in their minds. Lowering my voice as I returned to instructing helped clarify the contrast between me as the instructor and me as the haranguer on the table. My hallucination was that the students looked back and forth and knew which person they wanted to have in their room as their instructor.

The anchor was so strong that three weeks later when they began regressing back to their typical adolescent behavior I got their attention and walked over to the table carrying the chair. Placing the chair in front of the table, I steadied it, looked at the ceiling light, froze my body and counted to myself. Immediately, the room hushed as they reaccessed the full previous experience.

Remembering to breathe, I left the chair and slowly returned to the instructional spot. Using a lower-than-normal voice, I continued to teach the lesson. The axiom is, "Once an anchor is effectively established, reaccessing a part of it recalls the full impact of the previous experience."

Note: In order to maintain the ecology of other classrooms, it's best to forewarn neighboring classrooms of the noise level. One of my teaching neighbors not only figured out what I was doing, but was able to utilize the experience. He used the NLP technique, quotes. For up to three weeks after my harangue, anytime he wanted his class to be kinder or quieter, he would go to the wall separating our classrooms and say, "Boy, you sure are lucky you don't have Mr. G. as a teacher." They would reaccess the experience and shift to more appropriate behavior.

"Shut Your Trap"

I once had an unusually loud history class. I established an anchor with this class which proved to be quite effective. Like the above example, the anchor was set up with a metaphor.

I had taken two pieces of 2-by-4 wood six inches long and hinged them together with duct tape. The trim over the classroom door had a lip wide enough to support the 2X4. On a day when the noise level was evident to all of us, I did the following:

I took a chair and placed it under the door frame.

Standing on the chair, I placed the hinged 2X4 on the lip, one piece on top of the other. Since I wasn't acting "normal," I had everyone's attention.

I walked to the back of the class, turned and faced the 2X4's, and launched into an explanation that historically, there was no glass or screens on the windows. Consequently, there was a constant problem with flies (I said as I looked at the noisiest students).

I took out a jar of honey, stuck in a knife and said, "In order to control these pests (again I looked at the ringleaders), something sweet such as honey was placed as bait in a trap." (I put some honey on the bottom 2X4.)

I again moved to the back of the class, turned and faced the door and said, "As people went about their normal activities (I held up a textbook to demonstrate classroom activities), eventually one of the pests would be caught and would create a most irritating buzzing sound as it tried to free itself. (I'd then mimic the pitch of the ringleader's voice while making a buzzing noise.) At some point, someone in the household would shout, 'I can't get my work done with that buzzing going on! Someone shut their trap!'"

Running to the front of the room, I jumped on a chair and smashed the top 2X4 onto the bottom. I froze my body with my back to the class and with eyes on the trap, I silently counted, "One thousand one, one thousand two,

continued on p. 8

caNLPac

By Janice Gray

QUESTION:
What is caNLPac?
Is it a new cereal?
Could there be a "New, Improved" caNLPac?
ANSWER:
caNLPac is a bunch of people sharing at least three things:

1. They live and work in Canada.
2. They presuppose NLP to presently be the determinative model.
3. They are all concerned with how to market (pace then lead) NLP in Canada.

So in a land perhaps best known for hockey (mayhem on ice) and Mounties (scarlet-coated cops), these people of caNLPac take seriously a reality that is survival-oriented, bilingual (Canadian Association of NLP l'association canadienne), and conservative.

Now does NLP fit that Canadienne frame? Are there others asking the same question?

Canadians are curious. They want to know: What is it like working in a British or an Australian reality? Is anyone else asking similar questions?

So they are meeting, planning, hoping. A convention next year? A nationally recognized standard of performance? Who knows?

What is sociologically unquestionable is this. There are more canadienne bilingual polar bears than any other kind! That gives them food for thought.

Janice Gray of Ottawa is director of NLP Centre.

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Classroom Anchoring

continued from p. 6

one thousand three."

This metaphor was effective for the next two months. In general, the younger the grade level, the longer anchors will last. The older the grade level, the more they have to be suspended at certain times and replaced.

One of the purposes of the metaphor is to create a parallel between parts of the student (i.e., pests) and students in the classroom. It is more powerful if the length of time the teacher looks or points at the student is long enough for the student to unconsciously understand the identification, but short enough to avoid their conscious recognition of it.

Michael Grinder of Battle Ground, Washington, was a teacher for many years. Now he is a consultant to school districts, training hospitals, and businesses.

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FLEX COP

continued from p. 3

The chief and the assistant chief started laughing when I told a few stories of my experiences with pattern interruption such as saying "Do you smell gas?" at family fights, and the others that were in The VAK.

They had some belly laughs, and they interrupted me saying, "Can you put this together for the recruits?" I told them I felt it was best for people who had some experience. A recruit wouldn't be as receptive to the idea, because they don't understand the procedures so well. They would be too much like robots. They could stop a car and say, "Thanks for stopping," but if it's not done with integrity it could come across as sarcasm and actually work against them.

Then I got into the civil liability cases all departments face. Police have a chart called "Escalation and De-escalation of Force." It has an arrow that goes both directions. At the top is Deadly Force, then Impact Weapons, Chemical Irritants, and at the bottom, Verbal Persuasion. I said with just four choices there are so many missing, and my goal is to put so many on that arrow that should the ultimate ever be needed, a person will be more justified because of going through hundreds, possibly thousands, of choices at an unconscious level to try to solve things.

About an hour into the meeting the assistant chief said, "Mike, we want it, you don't have to oversell it. Call the academy and tell them how many hours you want, put together a presentation for our combined staff meeting, and that's it. It's great! We honestly don't know how to deal with people who accept their responsibility like you're doing here. Most of the time a guy tries to come up with ten different reasons...they work harder trying not to work than if they would just go out and do their job. It would be a lot easier."

At this point I told them improvement is always possible, but we have to work with what is there. Looking at the silver birds on the chief's shoulders, I said, "You can't send ducks to eagle school,"

I asked if I could be put back in my old district. Since I had been gone for nine months, I wanted to get some research on the attitude of the department now and what specific needs and problems they have. They said, "Sounds great."

Even with myself, nothing really has changed but my attitude, my perception. Now work is research. I look forward to it. Some others say, "Well, only six more days and I'll be off." Next night they come in, "One down, five to go." Dossey told me years ago, you can see them coming in the building. They're live people and they walk in the building and the building has anchored them in a state of depression.

Isn't it amazing? It really does get down to being that simple. Sometimes it gets so complicated, and the whole thing, no matter what people want to call reality, is the way they perceive it.

Schedule of NLP-Related Activities

NLP Certification Trainings

P=Practitioner/Programmer Level
M=Master Pract/Prog Level

Begins	What/Where	Days	Who
SEPTEMBER			
6-7	P-Houston	30	HOU
10	M-Ottawa		ONC
16	P-Ottawa		ONC
26-28	P-Raleigh	24	CPD
26-28	M-Amherst	27	NEI
OCTOBER			
3	M-New York	40	NYT
3-5	M-Silver Springs	28	PI
4	P-Boulder	27	CO
8-12	M-San Francisco	20	CAS
9	P-New York	26	NYT
10-12	P-London	25	UKT
10-12	M-Winston-Salem	34	SPC
11	P-Princeton		ENI
11	P-San Francisco		GDA
11-12	P-Winston-Salem	24	SPC
11-13	P-Hartford	23	NEI
17-19	P-Silver Springs	24	PI
17-20	M-London	20	UKT
18	P-Los Angeles		GDA
NOVEMBER			
1-3	M-Philadelphia	35	TSI
7-9	M-Chicago	33	MWI
8-9	P-Philadelphia	24	TSI
13-16	P-Chicago	23	MWI
DECEMBER			
5-8	M-Boulder		CO

Introduction To NLP

When	Where	Who
SEPTEMBER		
4-5	Des Moines	MWI
5-7	Ottawa	ONC
6	Boston	NEI
7	Amherst	NEI
12-14	Silver Springs	PI
13	Hartford	NEI
13-14	Indianapolis	MWI
14	New Haven	NEI
14	Providence	NEI
18-19	Kalamazoo	MWI
19-21	Toronto	ONC
20	Boston	NEI
21	Stamford	NEI
27-28	Philadelphia	TSI
27-28	Grand Rapids	MWI
OCTOBER		
2-3	Milwaukee	MWI
3-5	Toronto	ONC
10-12	Raleigh	CPD
11-12	San Francisco	GDA
18-19	Chicago	MWI
23-24	South Bend	MWI
NOVEMBER		
8-9	New York	EGE
15-16	New York	EGE
DECEMBER		
8-10	Raleigh	CPD

WHEN	WHAT	WHERE	WHO*
SEPTEMBER			
2-4	Sales Excellence	San Francisco	GLA
5-7	Challenge of Excellence Seminar	Rhinebeck, NY	EUI
5-7	Pers Devel Seminar Begins-19 Days	New York	IPP
6-7	Ericksonian Hypnosis	New York	EGE
6-7	Mountain States Regional NLP Conf	Denver	CO
6-7	NLP - The Key to Success	San Francisco	GDA
9	NLP in Sales	Raleigh	CPD
10	NLP in Negotiations	Raleigh	CPD
10-12	Communication Excellence	Toronto	GLA
11	NLP in Presentations	Raleigh	CPD
12-14	Beyond Belief	London	UKT
13	NLP Business Skills - Influencing	Worcester, MA	BAL
13	DeLozier - Framework for Mastery	Los Angeles	GDA
13-14	Advanced Hypnotherapy	New York	EGE
13-14	NLP and the Artist	New York	NYT
13-14	Advanced Submodalities Begins	Boulder	CO
13-14	NLP Update	Los Angeles	SCC
14	NLP Business Skills - Influencing	Newark	BAL
14-20	Challenge of Excellence Camp	Stillwater	EUI
14-20	Mythical Kingdom of the Mind	Friday Harbor	OTC
15	NLP Business Skills - Influencing	Philadelphia	BAL
15	Redecision/NLP Therapy Grp Begins	Winston-Salem	SPC
17-18	NLP and Sales	Winston-Salem	SPC
18	Overview of NLP Begins	Ottawa	ONC
18-19	Ericksonian Hypnosis Begins	Hartford	NEI
18-21	Advanced NLP Training	San Francisco	CAS
18-22	Dilts - Dynamic Learning	London	UKT
19-20	Advanced Submodalities Begins	San Francisco	CO
19-20	NLP for Help Prof Begins-10 Days	Portland, OR	MGI
19-21	Hypnotherapy - Basic Course	Denver	CO
19-22	Adv. Submodalities Cert Begins	San Francisco	CO
20	NLP Business Skills - Influencing	Chicago	BAL
20	DeLozier - Framework for Mastery	San Francisco	GDA
20-21	Advanced Hypnotherapy	New York	EGE
20-21	Choice Point	New York	ENI
20-24	Virginia Satir - Family Systems	New York	NYT
21	NLP Business Skills - Influencing	Denver	BAL
21-4	Adv Trng & Trainer Cert Trng	Washington	PI
23-25	Communication Excellence	New York	GLA
26-28	Challenge of Excellence Camp	Stillwater	EUI
26-29	Advanced Submodalities Begins	Washington	CO
27	Therapists Training Group	New York	NYT
27	NLP Business Skills - Closing	Dallas	BAL
27	NLP & Education	Winston-Salem	SPC
27-28	Advanced Hypnotherapy	New York	EGE
27-28	Weight Control Interventions	Denver	CO
27-28	NLP - The Key to Success	Los Angeles	GDA
27-29	Hypnosis Certification I	Los Angeles	SCC
27-29	Trainers Weekend I	Ottawa	ONC
28	Patterns of Influence	New York	NYT

WHEN	WHAT	WHERE	WHO*
OCTOBER			
2	Trainer Training Begins - 62 Days	New York	NYT
3-5	NLP en Francais	Ottawa	ONC
4	NLP Bus Skills - Info Gathering	Worcester	BAL
4-12	OTCC 9-Day	New York	OTC
5	NLP Bus Skills - Info Gathering	Newark	BAL
5-11	Challenge of Excellence Camp	Stillwater	EUI
6	NLP Bus Skills - Info Gathering	Philadelphia	BAL
6-10	Negotiation Excellence	San Francisco	GLA
8-10	Sales Excellence	New York	GLA
9	Making the Grade	Philadelphia	TSI
10	Business Applications of NLP	Chicago	BAL
11	Advanced Pract Trng Begins	San Francisco	GDA
11-12	NANLP Central Region Conf	Oakbrook, IL	MWI
11-12	Trance-Formations Begins-8 Days	Chicago	BU
16	NLP Sampler	Philadelphia	TSI
17-19	Health Modes '86	Philadelphia	TSI
17-19	Challenge of Excellence Camp	Stillwater	EUI
17-19	Business Cert Begins-21 Days	Silver Springs	PI
17-20	8-Day Business Trng Begins	Denver	CO
18	NLP Bus Skills - Info Gathering	Chicago	BAL
18	Advanced Pract Trng Begins	Los Angeles	GDA
18-19	NLP Sales Training	New York	NYT
18-19	Hypnosis Certification II	Los Angeles	SCC
19	NLP Bus Skills - Info Gathering	Denver	BAL
20	TeleSkills	Toronto	GLA
22-23	Intermediate Neuro-Linguistics	Palo Alto	GLA
24	Business Applications of NLP	Charlotte	BAL
24-26	Challenge of Excellence Camp	Stillwater	EUI
24-26	Metaphor Creation & Utilization	New York	NYT
24-26	Phobia & Anxiety Seminar	Silver Springs	PI
24-28	Grinder - Effective Presentation	San Francisco	GDA
25-26	NLP...Hands On	Philadelphia	TSI
25-26	NANLP Southeast Region Conf	Charlotte	SPC
25-2	OTCC 9-Day	New York	OTC
25-2	Advanced Training	California	GLA
30-31	Excellence in Business Comm.	Philadelphia	TSI
31	Using Your Brain for a Change	Montreal	TRN
31-2	Hypnotherapy - Advanced Course	Denver	CO
NOVEMBER			
1	NANLP Western Region Conf	San Francisco	FW
1-2	Choice Point	Atlanta	ENI
1-2	NLP Metaphor	Hartford	NEI
2	Business Applications of NLP	San Francisco	BAL
2-8	Challenge of Excellence Camp	Stillwater	EUI
6-7	Dilts - Strategies	Toronto	GBC
8	NLP Bus Skills - Platform Skills	Worcester	BAL
8-9	Hypnosis Certification III	Los Angeles	SCC
8-9	Dilts-Change Beliefs-Chnge Health	Toronto	GBC
9	NLP Bus Skills - Platform Skills	Newark	BAL
10	NLP Bus Skills - Platform Skills	Philadelphia	BAL
11-13	Communication Excellence	San Francisco	GLA
12-13	NLP for Managers & Bus. People	Winston-Salem	SPC
14	NLP in Sales	Raleigh	CPD
14	Business Applications of NLP	Philadelphia	BAL
14-16	Challenge of Excellence Camp	Stillwater	EUI
14-17	Dilts - Advanced 4-Day	Boulder	CO
15	NLP in Negotiations	Raleigh	CPD
15	Metaphors We Live	Philadelphia	TSI
15-16	NANLP Northeast Region Conf	Philadelphia	TSI
16	NLP in Presentations	Raleigh	CPD
16	Leadership Laboratory	New York	NYT
16	Strategies for Winning Interviews	Philadelphia	TSI
17-21	Negotiation Excellence	New York	GLA
21-23	Challenge of Excellence Camp	Stillwater	EUI
21-23	NLP and the Transpersonal	New York	NYT
21-23	Gordon - Structures of Emotion	Ottawa	ONC
22	NLP Bus Skills - Platform Skills	Chicago	BAL
22-23	NLP Relationship Workshop	Amherst	NEI
23	NLP Bus Skills - Platform Skills	Denver	BAL
26-28	Communication Excellence	Toronto	GAL
27-1	Beyond Belief, Stage 2	London	UKT
28-30	Acting Skills for Communicators	New York	NYT
DECEMBER			
1-4	Learning Filters for the 1st Time	Laurentians	TRN
6	NLP Bus Skills - Closing	Worcester	BAL
7	NLP Bus Skills - Closing	Newark	BAL
8	NLP Bus Skills - Closing	Philadelphia	BAL
12-14	Intro to Hypnosis in NLP II	New York	NYT
12-14	Hypnosis Certification + Metaphor	Los Angeles	SCC
12-15	NLP Trainer Training	Boulder	CO
13	Crossing the Threshold	Philadelphia	TSI
13	NLP Bus Skills - Closing	Chicago	BAL
14	NLP Bus Skills - Closing	Denver	BAL
20-21	Models for Management Excellence	New York	NYT

*For a translation of these abreviations, see "NLP Sources" on page 8B.

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NLP

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Richard Clarke, Ph.D., Director
The New England Institute for NLP is a school licensed by The Commonwealth of Massachusetts, Department of Education.

ERICKSONIAN HYPNOSIS

Dial T for Therapy

continued from p. 1

really believed it possible for this severe problem to be dealt with on the phone. When he said "Yes," I let him know that I would be prepared to work with him over the phone only as long as he evidenced for both of us that he was benefitting.

The intensity of the pain abated after the initial transaction between us. Looking back though, I have to hand it to him. It was that pain that allowed him to swing into action, resolving some very deep and painful issues as he moved from one part to another, from one conflict to another, a reframe there, a part negotiation there, and onto belief work and re-emprinting. Once he got his hand in, his staying power to get what he wanted was impressive.

It began as just an experiment; it resulted in the changing of core beliefs and limiting behavior patterns that developed more than thirty years earlier. Now I don't know how significant it was that we had previously seen one another, so that even as we sat on different ends of a phone many miles apart, we were each able to conjure up a rich internal representation of the other. In fact, I have learned from other phone conversations that I make amorphous images of whomever I am speaking with, even if I have never seen the person. How much these "visuals' added to my information as we worked is difficult to say. The client's voice tones, cadences, rhythms, volume were clearly patterned so that it was fairly easy for me to know which "Mr. X" I was speaking with at a given moment, and it was as if I could put a face to each voice pattern.

Subsequent to my phone therapy with this client, I have begun to work with another who is also unable to come to my office in the normal way. Obviously, this is not the method of choice, but one born out of necessity and what has been very gratifying to me is that I have been able to help my clients even when we are unable to share the same space, and can only share the same time.

This article was published in Rapport, *a publication of the Association for Neuro-Linguistic Programming in Great Britain and is reprinted with permission of the author.*

Eileen Watkins-Seymour of London is Managing Director of U.K. Training Centre for Neuro-Linguistic Programming.

Deadline for the Next Issue
October 24, 1986

Retort

continued from p. 2

One indication of our trans-denominationality is the variety of people and organizations writing articles, advertising, and listing workshops and other activities.

The other comment in the mail bag was, "I'm glad you're still there! Your humor makes the VAK eminently readable." That was nice, but puzzling, because I don't remember writing anyting humorous recently. I needed the space for all that serious stuff.

Hold it! Is it possible that some of us could be overly serious? NLP is too important to be taken seriously. It might behoove us to lighten up!

Well, I've seen the light. I'll put some humor in The VAK just as soon as I think of some. As always, you are invited to participate. If you have something which will delight or enlighten our readers in 16 countries, feel free to write it up and send it in. The deadline for the next issue is October 24, 1986.

But seriously, folks, the world is better off because of NLP, though the battle is not o'er. Just the other day a psychiatrist told a patient, "You are a paranoid schizophrenic." The patient said, "I'd like a second opinion," and the psychiatrist said, "OK, you're ugly, too!"

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May 15-16, 1987

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Oct. 18-19 — Chicago, Illinois
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The candy man can

continued from p. 5

"My kitchen, at my house."

I know before I ask the question, "Who else is in the kitchen?"

"Mom. She's making peanut brittle. It was one of my favorite things."

"You know," I said, "you can probably get what you need directly from your mother. You could try that right now and find out."

Danny followed my suggestion and relived one of his mother's warm, comforting hugs. I watched his muscles relax as a serene expression washed over his face. Then, without warning, he clutched his throat, his eyes bulged and rolled erratically, and he began to gasp and choke.

I reached forward, grabbed his hand, and commanded him to "Come with me right now." Then I directed him to stay with me and look back at the Danny who is still in the kitchen, and describe what he saw happening to that Danny.

He described a new scene. "He is lying on the floor and can't breathe. She's choking him."

"Who, Danny?"

"His mom. She's saying, 'I'm going to kill you...'"

"That little boy is terrified, he needs your help. You're big enough now to help him. You can stop the mother right now and take care of the boy. Then we can help the mother."

Following my suggestions, Danny comforts the little boy, explaining that everything is all right, that he is from the future and can protect the little boy whenever he is in need. He will remember to check on the little boy in the future.

The images of the mother are extremes. They are clear examples of the splitting of the maternal image into Good Mother and Bad Mother. The splitting of primal images is common enough in human experience to produce fairy tales such as "Cinderella," "Snow White," and "Sleeping Beauty." "Hansel and Gretel" presents the pattern in two places. The good mother dies and the wicked stepmother takes her place. The children take candy from the sweet old woman who then imprisons and tries to devour them. One way to resolve the problem might have been to get Danny to push the mean mother into the oven, but that would have left an idealized mother and nothing to counterbalance that excess.

I tried collapsing the two images of the mother in a visual squash, but they wouldn't merge. Each of the images needed to be diluted first. I asked Danny to construct a "being of unconditional love, then merge that image with each of the two mothers. After he did this, the two images integrated easily.

After he had merged the images, Danny looked a little dazed for a few minutes, then his head tilted and he smiled pleasantly.

"What is it?" I said.

"My mother. A plain mother. I like her," he replied.

In a final test Danny could not construct an image of a candy bar. The compulsion has not returned after more than a year.

The good-bad mother images were split apart, but sequenced or chained so that contact with the nurturing mother always triggered the experience of the devouring mother in an automatic, unconscious sequence. Danny's desire for comfort led to anxiety because of the way these archetypal images were sequenced. The Snickers bar with its caramel and peanut center provided substitute comfort without invoking the devouring mother.

We may have interrupted Danny's compulsion with a submodality "pop" alone. But, had we failed to work with the more primitive maternal image complex which underlay the candy bar, it is probable that an even less desirable behavior may have developed to compensate. I strongly recommend that anyone attempting to work with compulsions first spend time developing skill with strategies for quickly dissociating

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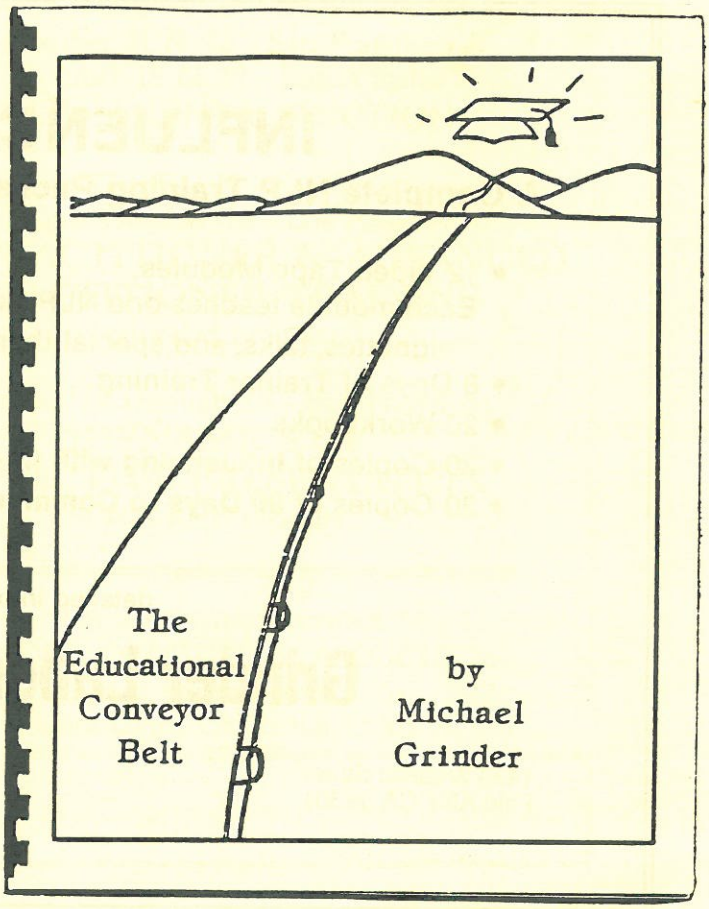
The Educational Conveyor Belt

This 70-page booklet is a distillation of the patterns of education and training. The second half is devoted to "Anchoring" in the classroom.

Michael Grinder is the brother of John, the co-founder of N.L.P. Michael was formerly Teacher of the Year on two different levels of education and runner-up for Washington State Teacher of the Year. Currently, he is an educational consultant for school districts, businesses and training hospitals, etc.

Send $7.00 plus $2.00 postage and handling to:

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The VAK interviews David Gordon

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understand, and with his ability to take people from where they were to someplace more useful. That was the Gestalt days. And I just stayed with Richard and John.

Somewhere down the road, after Debbie and I had left Santa Cruz, Richard and John put their talents together and came up with the Meta Model, which was the beginning of Neuro-Linguistic Programming.

We came back to visit, found out what they were doing, and decided we just had to come back to Santa Cruz. So we did, and I just immersed myself, as those of us who are still doing it did at the time, in working with Richard and John. A couple of times a week we would meet at Richard's house and do bizarre things. In those days we thought we could do anything, simply because Richard and John convinced us we could. As a result we did do many amazing, amazing things. And I lived and breathed NLP for some years.

I spent a week with Erickson one year and another a year later, which was, of course, a great privilege. He was, as everybody knows, an amazing individual, and I got to learn a great deal, in terms of my own work using metaphor and doing hypnosis and so on, just by listening to him and watching him. Other than that he was just flat-out entertaining. That was fun.

I don't remember how *Therapeutic Metaphors* came about. I vaguely remember writing it. When I pick it up now and look at it, it seems very foreign, and when I look at the words, sometimes there is a little bit of familiarity, but I really don't remember writing it. I don't remember writing *Phoenix*. In fact, I only barely remember writing the last two books that Leslie, Michael and I just wrote. That's great for me. Whenever I see it, it's a new thrill, and whenever I get a royalty check, it's free money. I think it's a terrific way to make a living.

I think it *(Therapeutic Metaphors)* is a very, very good book. I think in many senses it's a seminal book. I don't think there's anything like it anywhere that I have seen. I've seen a number of books that have dealt with metaphors. I have seen none that dealt with the structure of it the way that does. I also think there's a lot of good stuff in there about just therapy and how to approach therapy.

I have often thought of writing another because, since 1978, which is when I think I wrote it, there has been a lot of water under the bridge, and now what is in *Therapeutic Metaphors* would occupy a chapter in a book on metaphors I would write now. There's just so many other facets, things I've learned since then that go into making them work. I think it's a great place to start. It's just not the whole story.

During the last couple of years Leslie Cameron-Bandler, Michael Lebeau, and I have been developing our own models. It's my personal feeling that NLP has not fulfilled its promise, at least not what I had wanted from it. I think NLP as it is presented and taught is, for my taste, too therapeutically- and technique-oriented, still. I think those things are wonderful. I think the techniques that are available in NLP are priceless and worth learning. The distinctions that are made in NLP are also very worthwhile, and I think they should be part of school curriculum. However, I don't think they go far enough. It's too easy to become complacent, and to stop once you have the technique, and that's what I see, and have seen, happening.

Over the years people learn the techniques and learn a few distinctions and they're done with it. And I don't blame them. I think that's the way it's been presented.

There's a difference between what I want out of NLP and what other people want out of NLP. I have a very specific, David Gordon thing I wanted out of NLP - a model of the world, a view of the world that was based on modeling. And when I saw that's not what was happening with NLP, Leslie, Michael and I tried to change that, but there was too much inertia. So we

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The VAK interviews David Gordon

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kind of stepped aside and generated our own models, which we've been working on the last couple of years. Some of the tangible results of those models are in the two books we recently published. *The Emprint Method* is a very technical presentation of one of the models we developed, and *Know How* is a popular, easily accessible presentation of a number of content areas to which we applied our model.

I am doing a few workshops here and there. I'm trying, if possible, to do workshops dealing with the new material we've developed. It's sometimes difficult to do, only because it doesn't meet a lot of people's expectations. There's no reframing in it, there's no change history, and there's no anchoring.

What I'm interested in now is modeling skills and abilities. Not only externally manifested skills and abilities, but internally-based skills and abilities. Some of the specific areas I'm interested in and will be working on with Leslie and Michael have to do with education. We're going to be generating models for education that we hope will ultimately make it possible for people to learn any particular content area easily, and be able to appreciate any particular content area they are learning.

We have some new models having to do with what we call "virtual questions" and "virtual scenes" and currently we're writing a book in which we will present them in a fictional instead of a didactic format.

That's the most fun I've had lately. Instead of having to explain and justify everything, I can just create characters and have them say whatever I want them to. They don't have to justify a thing. They just do it. It's like real life.

The new books are doing very well. I'm very pleased with *Know How*. We get wonderful responses on it. People write and tell us they read *Know How* and one of the remarkable things to me is even if they don't buckle down and do just what we tell them to do in the particular chapter, they still find that, as a result of reading it, they changed because of the distinctions we draw their attention to. Just doing that makes a difference in their life that is worthwhile and positive. On top of that, people who do use the formats find they are able to succeed in contexts they have never succeeded in before, and that's very gratifying for us. I think it's wonderful, and I want to do it again and again and again.

I can't have everybody as a client, but if I can make it possible for people to achieve the outcomes they want simply by reading a book, I feel very well repaid for the time and effort that went into writing that book.

Know How is a very good book, both for clinicians and for "the man on the street." *The Emprint Method*, I think is a great book, it's a seminal book, and it's also a daunting book. It's very technical. There's no question that it's a flog to get through it, and if you're interested in having any facility with what's presented in that book, there's a lot of work involved.

There are very few people who understand what the implications are if that model, or at least people thinking in those particular terms, were to become widespread. It's based on the premise that if it's possible for one person, it's possible for anybody. It's easy to say that, but if you start believing that, and living that, and you start thinking what the world would be like if everybody were operating out of that model, I think

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The candy man can

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clients and changing history. I also recommend a hefty dose of fairy tales and ancient myths for both therapist and client.

Sammye Henry of Lincoln is revising the regulations and qualifications for Substance Abuse Counselors for the State of Nebraska.

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Who and What

DeBOER

Audrey DeBoer is now general manager of Midwest Institute of Neuro-Linguistic Programming of South Bend, Indiana.

STASS

Frank Stass is founder, trainer and consultant with the Institute for Personal and Professional Development in New York. He is also Director of Training and Clinical Services for the Potomac Institute of Silver Spring, Maryland.

GRINDER, MICHAEL

Michael Grinder of Battle Ground, Washington, offers a two-week, college-accredited certification training for educators. He reports the program drew capacity crowds in Portland, Eugene, and Spokane.

U.K. TRAINING CENTRE

Eileen Watkins-Seymour writes that the U.K. Training Centre for Neuro-Linguistic Programming "is going on year 5 delivering qualilty training that has been steadily growing." Eileen, who was born in Washington, but "grown to maturity in New York," has lived in London since 1976.

One of the centre's alumni has initiated the Association for NLP in Great Britain.

Eileen, Graham Dawes, and Gene Early are directors and trainers for the U.K. centre. Gene is also Director of the European Institute for NLP in Copenhagen, Denmark.

ACTING

Don McCormick of Los Angeles sent us exerpts from an article on acting schools in the July 20 *Los Angeles Times*. It featured Guy Stockwell, who commented on the "method" of Konstantin Stanislavsky (1865-1938).

"'In effect, what Stanislavsky was doing was modeling excellent behavior. And once he had a clear enough model, shaking all the nonsense out of it, he taught other people the same model - and lo and behold, they became excellent actors.'"

Stockwell's 25 years of teaching led him to NLP and Peggi Bongiovanni, who was doing "NLP for Actors" workshops.

Stockwell said, "'NLP is derived from Stanislavsky, but much more effective and efficient that what (Lee) Strasberg was doing. All of Strasberg's stuff was based on psychoanalytic models, which means you have to know why, you have to understand - and then wait for emotion, motivation. Working this way, you don't nead any of that.'

"He cited the example of a female student, auditioning for a horror-film role, but too inhibited to scream.

"'If you'd asked any teacher how long it would take to alter the inhibition they'd tell you, conservatively, three, four months. Lots of sensory work. But I had her doing it in three minutes. Essentially I told her, "There's no reason for you to *feel* anything. You're quite capable of faking it."

"'And when she realized she didn't have to feel - only behave - she was fine. Screamed bloody murder. Acting should not be painful, but *play*.'"

CONFERENCES

All regions of the National Association of NLP have scheduled conferences in October and November. Non-members are welcome.

The Central Region conference will be October 11 and 12 at the Drake Hotel in Oakbrook, Illinois. The theme is Influence, Change, and Excellence. For information contact Audrey DeBoer at 219 232-1405.

The South Eastern Region conference will be October 25 and 26 at Central Piedmont Community College in Charlotte, North Carolina. The theme is Doing Things Differently: Expanding Horizons for NLP. For information contact Claudia Bloom at 704 525-9536 or Dan Pesut at 803 758-7425.

The Western Region conference will be November 1 at the Shattuck Hotel in Berkeley, California. For information contact Nancy Freedom at 415 428-1184.

The North Eastern Region conference will be November 15 and 16 at Dunfey City Line Hotel in Philadelphia. The theme is NLP: Head, Heart, and Hands. For information contact Cory de Torres at 215 972-8700.

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The VAK interviews David Gordon

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you would start to understand that things would be very, very different.

My bone to pick with NLP is that it got into a rut and stopped looking for better things. When it got to the point where the technology and the training were so sophisticated that we could keep teaching people in a way that was consistent and competent, I started losing interest, because that's not what I signed on for. I have no quarrel. I think it's terrific. It's just not what I want to be doing.

I think the NLP growth curve has been on a plateau for some time. Whether or not there will be another growth spurt, I don't know. It's kind of in the hands of people who read your newsletter.

I'm amazed how often NLP is referenced, even if briefly, in textbooks and other books; but it is my impression that NLP has joined the ranks of pop psychology, and I think it was and is more than that. I think the reason it never got beyond that, and maybe won't, is that it has never been successfully, thoroughly applied to contexts outside of therapy. I know there are people who are using it in other contexts. I run into them all the time. But the fact is they are by far the minority.

NLP got stamped with the psychotherapeutic insignia, and it hasn't been able to break out. It needs to demonstrate its worth in other totally unrelated contexts of human endeavor in order to become elevated in people's minds to anything other than a pop psychology.

There is a large population that has not been paced, and most of the books that have been written and most of the workshops that are done on NLP do not pace the vast majority of people and their needs.

For 12 years I have been telling people the map is not the territory, and they turn around and try to convince others it's true. People start believing this stuff is real. There are so many people who started using the metaphor of parts, doing parts work, and there are thousands of people out there who believe they have parts, and they go around convincing others that they have parts. There's even a part of them that believes the map is not the territory.

A lot of people just don't understand that a lot of NLP stuff is made up.

With NLP there are certain presuppositions, certain distinctions that are made, certain techniques, and a model that ties them together. But there are many other distinctions that could be made, many other presuppositions that could be operated off of, there are other models that could be generated, and there are endless techniques that will come out of those different models, presuppositions and distinctions.

My only message would be don't get complacent with what you know, because we've only scratched the surface.

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—Leslie Cameron-Bandler

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In order to build upon the skills you have gained in the Advanced Submodality Training, NLP of Colorado is offering this opportunity for Certification as a Master Practitioner of NLP. Connirae and Steve Andreas will teach this training, much of which will be co-presented. We expect a fairly small group, so you will have a unique opportunity for high-quality individual attention. Please call (303) 442-1102 for full information on criteria for certification.

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