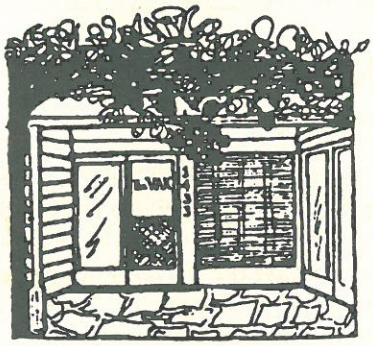
THE VAK



International NLP Newsletter

Volume VIII, Number 2 *Spring 1990*

ACCELERATED LEARNING

Paul Scheele

The Bulgarian scientist, psychiatrist, and researcher Dr. Georgi Lozanov has written many papers on the contention that we use barely ten percent of our brain capacity, and that we can learn to use the other ninety percent. He and his staff of researchers believe that human beings can learn to tap the reserves of the mind.

When his work came to light in the Western world, it appeared that Dr. Lozanov, in his thirty plus years of research, had uncovered some of the biological secrets that lead to expanded human potential. He had coordinated his findings into a system that let people use both body and mind at peak efficiency to develop supermemory and thus greatly speed the process of learning. (Supermemory is the English equivalent of the term "hypermnesia," which means "unusually exact or vivid memory," or semiphotographic memory.)

Lozanov calls his learning system

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NANLP Meets in Baltimore

Plans for the 7th Annual NANLP Conference are in high gear as conference organizers set a course "in pursuit of wisdom" for NLP in the nineties. (The VAK editor hopes this means we have all succeeded in our passion-filled search for excellence in the eighties.)

Author and NLP developer Robert Dilts will be the keynote speaker when the annual meeting gets underway Friday, April 27, at the Tremont Plaza Hotel in Baltimore.

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ADVANCED BEHAVIORAL MODELING℠

United States Diving Project

Wyatt Woodsmall

The United States diving team demonstrated its preeminence to the world in the 1984 and 1988 Olympic Games. In those games, Greg Louganis became only the second person in the history of Olympic competition to win back-to-back gold medals in both the 3-meter springboard and the 10-meter platform diving competitions. The lackluster performance of the United States in other Olympic sports further enhanced the excitement of the diving competition. Greg demonstrated incredible control and courage. At one point, after receiving stitches for a head injury suffered when he struck the board, Greg was back diving within an hour.

A LOOK AT THE COMPETITION

China and the Soviet Union are major U.S. competitors in diving, and the sport is quite different in those countries. Children are selected to begin training as young as six years of age. Both China and the Soviet Union have rigid selection criteria; children are chosen according to body type and body alignment. They are then developed through a progressive program of rigorous training. The emphasis is on endless repetition and on working hard, and there is total standardization of the training program. The young divers are taught to do their dives step-by-step, for hours, and the entire program is geared to sameness.

Their training completely subsi-

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NANLP Meets

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More than thirty presentations are planned, and there will be many opportunities to network, including a welcoming party Thursday evening, a Saturday reception in the exhibits area, and a Sunday luncheon.

Conference attendees can select from a wide range of NLP topics--among them, codependence, negotiation, resistance to change, advanced behavioral modeling, healing metaphors, and new NLP developments. Ongoing video screenings, a bookstore, an open forum, as well as regional and specialty meetings will round out the conference experience.

Some workshops and seminars are scheduled before and after the formal conference hours, including "Cross-Cultural Applications of NLP--Toward a Global Vision," a one-day intensive led by Robert Dilts on April 26.

For a brochure and for more information about exhibiting, presenting, or attending, give the National Association a call at 317-636-6059.

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AW

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Modeling Project

continued from page 1

dized by the government, Chinese and Soviet divers practice eight to twelve hours a day, and the only life they know is training. The benefits to the young divers are the opportunity for international travel and the prestige of being on a national team. Also, Soviet and Chinese children quickly realize that the swimming pool is one of the most pleasant places in a world that offers little in the way of recreation and comfort.

Both the Chinese and the Soviets have powerful training programs, and when it comes to working hard, no one can touch them. The Western world views training as an adjunct to life. For the Chinese and the Soviets, however, life *is* training. But their greatest strengths are also their major weaknesses. And the United States has a powerful weapon to help maintain its supremacy in diving for years to come. But more on that later.

TRAINING THE HOME TEAM

As I mentioned earlier, diving in the United States is quite different from diving in China and the Soviet Union. In this country, diving is often viewed as a country club sport. There are few adequate facilities where potential divers can learn. Increasingly, diving boards are being removed from country clubs and recreational pools because of escalating insurance rates, brought on by the failure of insurance companies to distinguish between diving accidents caused by kids diving from the side of the pool and the relatively rare board accidents. And there is no standardization of diving training in the United States. Children learn to dive on their own or with inadequate coaching. As a result, they develop poor habits which must later be unlearned.

Finally, there is little incentive to become an elite diver--one who can compete on national and international levels. In other sports, athletes have the lure of a professional career, but in diving there are no professional teams. Most athletes choose sports that offer more prestige and have greater potential for making money. To become an elite diver in the United States, you must earn a living and pay a coach for

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Accelerated Learning

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suggestopedia. It is a branch of a much larger subject called suggestology. Suggestology is a holistic model of human development that weaves together a bundle of techniques to help people reach and use the normally untapped reserves of mind and body.

Suggestology attempts to get the body and left-brain and right-brain abilities working together as an orchestrated whole to make people more capable of doing whatever they're trying to do. Even before it was applied to accelerate factual learning, suggestology was used to heal disease and control pain. It was also used in psychotherapy, and to help people open up their intuitive and extrasensory abilities.

At his institute in Sofia, Bulgaria, Lozanov and his co-workers have drawn from many specialties: mental yoga, music, sleep-learning, physiology, hypnosis, autogenics, parapsychology, and drama. Suggestology's deepest roots lay in the system of Raja Yoga (the "Royal Path" of yoga). "There is really nothing new about suggestology," Lozanov explained. "The application is the new thing."

Lozanov's suggestology is basically an application of altered states of consciousness for learning (he demonstrated that his system could speed learning five to fifty times), healing, and intuitive development. As it turned out, the same mechanisms of mind that lead to supermemory and thus to accelerated learning, also lead to ESP and voluntary control over normally involuntary body functions, as demonstrated by biofeedback research into visceral learning.

ABOUT SUPERMEMORY

Lozanov probed people with supernormal abilities and became convinced that humans possess vastly larger capabilities than those they now use.

As told by the authors of the book *Super-Learning* (Ostrander and Schroeder, 1979), Lozanov revealed he had uncovered some fascinating lore about the origins of supermemory:

"Yogis needed hypermnesia. Certain yogis did nothing but memorize all the sacred writings so that if some colossal disaster occurred, and all books and recorded knowledge were destroyed, so long as even one yogi lived, he would be able to restore all the lost knowledge from memory.

"I studied yogis at many different centers. At the Institute of Sri Yogendra in Bombay, I met Yogi Sha. After doing daily exercises for a year, he developed 'supermemory.' Yogi Sha, a lawyer, could instantly recall many eighteen-number

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Dynamic Learning Center's 1990 Schedule

Robert Dilts & Todd Epstein

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Pathways to Leadership:
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June 29 - July 5, 1990
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April 20-22

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with Finbarr Nolan, Anne K. Entus and Patricia O'Reilly
May 11-13

Prerequisites to Personal Genius: Turtles All the Way Down
with Judith DeLozier
June 8-10

Journey into Magic: Modeling 'Shamans' of Bali
with Anne K. Entus
August 5-29

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Accelerated Learning

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columns, effortlessly remember the name and day of the week for any date in a given century, and remember photographically the arrangement of scores of objects he'd barely glimpsed. There were dozens of people in India who'd developed hypermnesia through these ancient yoga techniques."

THE MECHANISM OF SUPERMEMORY

Lozanov's research convinced him that, in a sense, people already have supermemory. The problem is that we can't recall what we store away. He noted that the subconscious has startling powers of perception beyond the capabilities of the conscious mind. He concluded that the brain, freed from all distractions that hamper its functioning, resembles a sponge, able to absorb unlimited knowledge and information.

The brain research of Dr. Wilder Penfield of the Montreal Neurological Institute seems to support Lozanov's findings. Penfield performed brain surgery on patients who were under local anesthesia and conscious. He stimulated certain brain cells during the operation with a weak electric current. Patients recalled long-forgotten conversations, songs, jokes, childhood birthday parties--things that may have occurred only once in their entire lifetime.

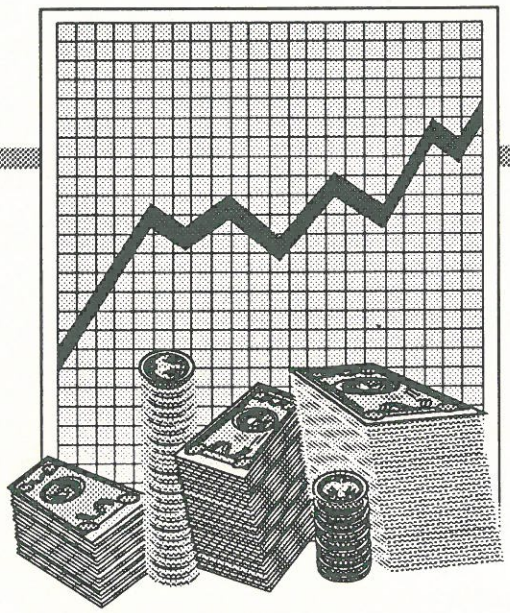
Dr. Penfield theorized that every experience--sight, sound, smell, and taste--registers as a particular pattern in the brain and that this pattern stays on long after the experience is consciously forgotten.

The goal of researchers studying the learning process is to find a way to recall what has been recorded in our minds. Somehow we must find the equivalent to Dr. Penfield's gentle electric current to trigger the memories we desire to recall. Lozanov seemed to be close to discovering it back in the 1960s. Current advancements appear to have brought us even closer. . . .

According to Dr. James J. Asher, psychologist and developer of total physical response (as reported in the May 1982 issue of *Dromenon*), most educators neglect the right hemisphere of the brain. Most textbook learning uses the left hemisphere, which is logical, analytical, and mathematical, rather than the right hemisphere, which is believed to "specialize" in images, music, and

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BUSINESS CORNER

Jim Mantock

A friend of mine was conducting a business seminar a few years ago. At the first break he was approached by a man asking for some advice. The man's job situation had him very depressed. Within a few minutes it was clear there was very little hope at his current position and my friend advised him to look for another job. The advice he received was to look for another job. He responded, "Yes, but the benefits are good. I know it's not a good position, but I hate the idea of looking for a new job. I keep hoping that, somehow, things will work themselves out. Thanks anyway for your time."

It seemed as if that would be the end of it, yet at every break this individual was back asking for ideas to solve his problem. At the last break, the man was told there might be something. First, he was to get a small piece of paper and write his salary on it. Then, he was to fold it and place it in his wallet.

"How can this possibly help?" he asked. The response was, "Every time you feel unhappy about your job, pull out your wallet, take out the slip of paper, open it, read it, and realize that's how much you sold your happiness for."

Making it through difficult times can sometimes seem impossible. At the heart of this is the fear of change. To improve a bad situation there must be change. We almost always have a choice of one of three types of change: changing others, changing our attitudes, or changing our environment.

The man at the seminar wanted the first type of change--to have others change to suit him. This obviously would be very attractive, since there would be very little change on his part. But, it's not a very good strategy. (We need only recall how difficult it can be for us to



change ourselves, even when we want the change.) In his case other people didn't respond to his requests for change, and he stayed miserable.

Just because this approach isn't likely to succeed doesn't mean it shouldn't be tried. After all, Ed McMahon does call somebody every year to tell them they won the Publishers Clearing House sweepstakes. What we want to do is let others know what we need and see what happens. The trick is to put a time limit on how long we'll wait. If there's no movement, do something different.

The second approach to change is to modify our attitudes. We begin by questioning our assumptions about the amount of control we have. Many people tell me after they leave a job, that they had much more control than they thought. They never tried to get enough distance from work to understand their real power. When we improve the match between our perception of work and reality, new possibilities often emerge. All too often we sell ourselves short and diminish our control.

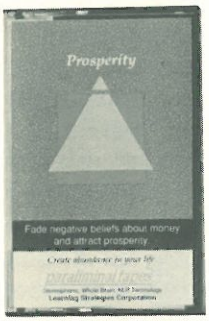
There will still be times when other won't change and when we know we really don't have much control. Then it's time for the third type of change--a change of environment. Either find a new company or transfer within the company. Make no mistake, bad jobs can be hazardous to our health, physically and mentally. (That's exactly what the unhappy man at the seminar was confronting.) When we start burning out, and we've tried regaining control without success--move on. If we like the way the company treats its employees generally, an internal transfer may be appropriate. If not, another company is in order.

The key to improving bad situations is accepting that change is necessary. Most of us would like others to change to suit us. But, we may very likely remain miserable for an entire lifetime, waiting for others to change for us. When we take control by changing our attitudes or environment, misery is replaced by the promise of the future. And with that we're on the road to fulfillment!

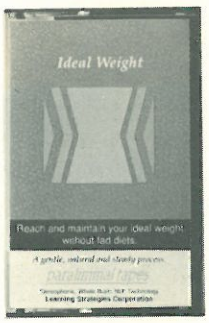


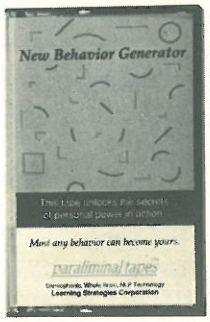
Jim Mantock is a partner of The Harbinger Group, *a customer and sales training firm located in Dallas, Texas. Formerly, he was a department manager at Texas Instruments, Inc. He is also coauthor of* CONNECTING: $ales Rapport Thru NLP. *If you have a business application to share or a problem you'd like addressed, give Jim a call at (214) 881-1176 or write to P.O. Box 493, Coppell, Texas, 75019.*











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Modeling Project

continued from page 3

training. At the end of your diving career, you must find another job and get on with life. Given these circumstances, it is amazing that the United States has remained competitive at all.

While the Chinese and Soviet programs rely on sameness and repetition, the U.S. program has relied on difference and adjustment. Because most divers have developed poor diving habits as children, U.S. elite coaches have, of necessity, become "fix-it coaches." They teach their divers how to adjust in order to achieve correct form.

U.S. diving is difference-oriented. Elite U.S. divers are taught how to adjust continuously to perfect a dive, whereas Chinese and Soviet divers are taught to do the dive the same way every time. The problem with the Chinese and Soviet systems is that divers are not taught how to adjust for environmental variables. When the wind blows, Chinese and Soviet divers freak, while Americans, taught to adjust, take it in stride.

Chinese and Soviet divers spend endless hours watching tapes of Greg Louganis and trying to match his physiology as closely as possible. They try to copy Greg's form, but they fail to realize that form is not what made Greg the greatest diver in history. Greg was able to adjust to every point in a dive to make it perfect. It is his ability to detect and correct for minute differences that make him the world champion he is.

LIMITS OF INSIDE MODELING

There is a real lesson to be learned here. In the NLP community, modeling is often associated with simply copying physiology. This is sometimes called "inside modeling." The lesson is that inside modeling--copying physiology--only works for a few simple skills. It works best for modeling gross motor movements but fails with fine motor movements, which require feedback and adjustment. Much of the NLP community has gone the way of the Soviets and the Chinese, who try to copy physiology and think that this will lead to skill mastery. Between 1984 and 1988, divers around the world continually tried to copy Greg's physiology and form. They could occasionally do one dive that "looked like" Greg, but they could never do a dive "like" Greg, because they ignored the internal process that was the key to his unparalleled success. Greg is the world's greatest diver not because he can do the same dive the same way every time, but precisely because he never does the same dive the same way. It is Greg's ability to notice nearly imperceptible differences and make incredibly refined distinctions and adjustments that make him what he is. No amount of modeling Greg's physiology will ever produce the results that Greg can.

After the 1988 Olympics, Greg and most of the U.S. team retired from active competition. The Chinese team, the closest competitor in the 1988 Olympics, will be virtually intact and four years stronger for the 1992 Olympics. The American team will be largely new to Olympic competition. As a result, many international diving experts predict a downturn in the U.S. competitive performance. These

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Science of Advanced Behavioral Modeling
Preliminary Notes on Modeling

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PATHWAYS TO LEADERSHIP:

Creating a World to Which People Want to Belong

Robert Dilts and Todd Epstein

Conference & Workshop

June 29 - July 5, 1990

The accelerating globalization of the world and its people has made the necessity for an updated and improved model of human interactions and relationships more necessary than ever. The dramatic changes happening in Eastern Europe are a reflection of an emerging new model of the world that is effecting our whole planet. Not only do these changes require a new concept of what people, groups and culture are, but they also call for a new set of skills for communicating and interacting with systems of people.

The purpose of this conference is to help bring NLP into the area of leadership and leadership into NLP. Rather than continue to simply create a closed system of Practitioners, Master Practitioners and Trainers, Robert and Todd feel that every person involved in the field of NLP should have it as part of their mission to be a leader. Leaders are people committed to creating a world to which others want to belong. In this definition, everybody in a group, team or system can be leader.

A primary goal of the seminar is to integrate systemic thinking with NLP models and methods.

Topic areas to be explored include:

• Changing Identity and Belief Systems of a Group • Organizational Self Awareness

• Dealing With 'Culture Shock' • Creating Functional Systems

Pathways to Leadership Conference Agenda

A three-day workshop by Robert Dilts and Todd Epstein covering the integration of NLP with fundamental Micro, Macro and Meta leadership skills:

Meta Leadership Skill
Global Thinking
Creating a Vision
Defining Your Mission

Micro Leadership Skills
Communicating & Manifesting Your Vision
The Role of Technology
'Meta Management' - Creating Functional Systems

Macro Leadership Skills
Path Building - Strategic Planning
The Role of Culture and Beliefs
Systemic Thinking

Symposium - A select group of international business leaders will participate in a half day discussion and evaluation of the role of NLP in organizations and social systems; including time for questions and answers.

Conference Presentations - Two days of presentations on new directions in organizational applications of NLP by special guest speakers doing generative and innovative applications of NLP in organizations and social systems around the world.

Networking - An opportunity for people to apply their learnings from the seminar to found an international network of leaders committed to expanding and enriching the role of NLP in social systems.

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SCHEDULE OF NLP-RELATED ACTIVITIES

MARCH

3-4+ 10-11	Phase II: Attention Training and Balance	San Francisco	GDA
5	Intro to NLP begins	Montreal	MET
6-8	Sales Excellence	Palo Alto CA	GLA
10-11	Addictive Behavior	New York	NYT
16-17	Language Patterns/Submodalities Refresher	Boulder	CO
17-18	Breakthrough in Learning WS	Denver	LP
18-20+ 22-24	Andreas Advanced Intensive	Boulder	CO
21-25	Unified Field Theory/Trainer Trg	SantaCruz CA	DLC
23-25	Relationships	San Francisco	FP
24-26	Time Line Therapy/Tad James	Montreal	PG
24-25+ 4/7-8	Phase 11: Attention Training and Balance	Los Angeles	GDA
30-4/1	Beliefs, Values, and Criteria	Montreal	MET
31-4/1	Secret of Creating Your Future/ Tad James	Toronto	PG
31-4/1	The Dynamics of Choice	New York	NYT

APRIL

20-22	Pathways to Leadership I/ Robert Dilts	Montreal	MET
20-22	Trance, Dance & Dreams	New York	NYT
21-22	Secret of Creating Your Future/ Tad James	New York	PG
23-26	Negotiation Excellence	Alta UT	GLA
26	Toward a Global Vision of NLP/ Robert Dilts	Baltimore	NANLP
27-28	Adv Negotiation Excellence	Alta UT	GLA
27-29	1990 Annual Conference	Baltimore	NANLP

MAY

11-13	Modeling the Healing Touch/ Finbarr Nolan	Montreal	MET
11-14	The Genius of Richard Bandler	Denver	CO
12-13	Secret of Creating Your Future/ Tad James	San Francisco	PG
14-25	OTCC Spring Fun-Shop	San Juan Is.	OTC
15-17	Communication Excellence	Palo Alto CA	GLA

NLP Sources

CO* NLP Comprehensive
2897 Valmont Road
Boulder, Colorado 80301
303-442-1102

CPD* Center for Professional Development
1840 41st Avenue, #102-155
Capitola, California 95010
408-426-8344

CQP Centre Quebecois de Programmation Neuro Linguistique
180 Victoria, Longueuil (Quebec)
Canada J4H 2V5
514-679-3571

DLC* Dynamic Learning Center for NLP
Box 1112
Ben Lomond, California 95005
408-336-3457

FP Future Pace, Inc.
P. O. Box 1173
San Rafael, California 94915
415-485-1200

FW Freedom Workshop
Box 5881
Berkeley, California 94705
415-428-1184

GDA* Grinder DeLozier & Assoc.
200 7th Avenue, Suite 100
Santa Cruz, California 95062
408-475-8540

GLA G. Laborde Associates
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Palo Alto, California 94301
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MET* Metaformation, Inc.
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514-486-1282

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206-687-3238

SCHEDULE OF NLP-RELATED ACTIVITIES

JUNE

4-7/5	Summer Intern Program	Boulder	CO
4-7/13	Experiential Dynamics/David Gordon, Metha Singleton	SanFrancisco	FP
8-10	Prerequisites to Personal Genius/ Judith DeLozier	Montreal	MET
8-7/4	Practitioner Training	WinterParkCO	CO
12-14	Intermediate Syntonics	Palo Alto CA	GLA
12-7/1	Master Practitioner Training	WinterParkCO	CO
15-24	Advanced Training	PajaroDunesCA	GLA
21-7/1	NLP Business Certification Trg	WashingtonDC	NTI
25-7/1	Peak Performance Teaching	Rocky Mts.	LP
28-29	Time Line & Healing/Tad James	Toronto	PG
29-7/5	Pathways to Leadership/ Robert Dilts & Todd Epstein	SantaCruz CA	DLC
30-7/1	Ericksonian Hypnosis/Tad James	Toronto	PG

JULY

7-22	Modeling Cert Trg	WashingtonDC	NTI
16-8/16	Imperative Self Certification	San Francisco	FP

AUGUST

5-29	Modeling "Shamans" of Bali/ Anne K. Entus	Indonesia	MET
11-26	5th Annual Trainers Training	WashingtonDC	NTI
20-31	OTCC Fall Fun-Shop	San Juan Is.	OTC

SEPTEMBER

11-13	Sales Excellence	Palo Alto CA	GLA
15-16	Secret of Creating Your Future/ Tad James	Dallas	PG
22-23	Secret of Creating Your Future/ Tad James	Chicago	PG

Schedule Deadline for the Next Issue

MAY 1, 1990

NLP Sources

MIN Massachusetts Institute of NLP
53 Westchester Road
Newton, Massachusetts 02158
617-244-7433

MP Metamorphous Press
P.O. Box 10616
Portland, Oregon 97210
503-228-4972

NAN National Association of NLP
310 N. Alabama Street, Suite A100
Indianapolis, Indiana 46204
317-636-6059

NEI* New England Institute for NLP
RFD 3, Pratt Corner Road
Amherst, Mass. 01002-9805
413-259-1248

NIC* NLP Institute of Chicago
P.O. Box 25184
Chicago, Illinois 60660
312-271-9578

NLC* NLP Centres of Canada
338 First Avenue
Ottawa, Ontario, Canada K1S 2G9
613-232-7782
Toronto: 416-283-3461

NPP NLP Products & Promotions/ Richard Bandler
13223 Black Mountain Rd. #1-429
San Diego, California 92129
619-538-6216

NTI* National Training Institute for NLP
801 South 20th Street
Arlington, Virginia 22202
703-979-3835

NYT* New York Training Institute for NLP
155 Prince Street
New York, New York 10012
212-473-2852

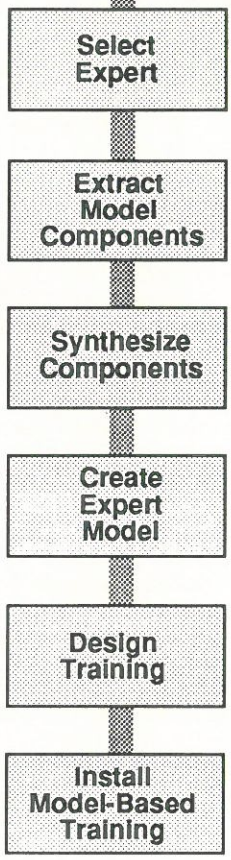
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SCC* Southern California Center for NLP
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Modeling is the process which generated the trail of techniques that are marketed commercially as NLP. Modeling captures, encodes, and transfers the skills and abilities of expert performers.

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Modeling Project

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experts will be proven wrong in 1992 because of an exciting program undertaken by United States Diving, the governing body of diving in this country.

DIVING TEAM TAPS ABM

The secret weapon of the U.S. diving team, which I mentioned earlier, is a powerful technology for replicating excellence, called Advanced Behavioral Modeling℠ (ABM). ABM is a powerful synthesis of techniques drawn from cognitive behavioral modeling, artificial intelligence, human typological analysis, motivation theory, values research, accelerated learning, kinesiology, and neurolinguistics. ABM was developed over a six-year period by this author and Richard Graves, a certified NLP trainer and master modeler who has more than 40 years experience in organizational effectiveness and training. ABM has been rigorously tested and validated with outstanding results in both the private and federal sectors. Neurolinguistic programming is one of the roots of ABM, but ABM totally transcends, in terms of complexity and results, any of the so-called modeling done in the NLP community.

United States Diving awarded Advanced Behavioral Modeling, Inc., (ABMI) a contract to model top U.S. divers and to design a training program to transfer these skills to a select group of those divers considered most likely to win medals in the 1992 Olympics. Part of the contract reads: "On behalf of United States Diving, I would like to express our enthusiasm for this project. We anticipate that this project will provide the stimulation our Olympic effort needs to remain competitive in the international diving arena."

From January 31 to February 8 of this year, four modelers from ABMI modeled three elite U.S. divers at Mission Bay, Florida. The four modelers--Wyatt Woodsmall, Richard Graves, Frank Gruber, M.D.,

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Accelerated Learning

continued from page 5

spatial concepts. Simply stated, the left is involved with words; the right with images, feelings. It is Dr. Asher's contention that right-brain learning is so much more effective that ordinary language students can learn as well as "gifted" students now do by traditional methods. Dr. Asher states:

"We acquire our first language by interacting physically. If we stimulate that infant experience at a speeded-up pace we get three beautiful features: accelerated comprehension, stress-free learning and very long-term retention. Not only language but any skill or discipline is easier to learn with an approach that favors right-brain learning. . . . Long-term retention is the bright, bright feature of the right-brain strategy."

THE POTENTIAL

How far can the mind expand once it starts to open up? In a single session, classes of volunteers were taught fifteen lessons from a French textbook covering 500 new words. Immediately afterward, they were given a test, and three days later, another test. Lozanov claimed the test results showed all the words had been retained.

The world's largest language school, Berlitz, considers that 200 vocabulary words after several days of intensive "immersion" learning is successful. Unfortunately, forgetting has been almost as rapid with the high-pressure methods it employs. With the Bulgarian approach, 500 words a day is just a beginning. . . .

BLOCKS TO ACCELERATED LEARNING

If the resources of the human mind are so vast and every person's potential so great, why don't more people naturally demonstrate super-memory and extra special abilities of learning? Peter Kline, in *The Everyday Genius* (Great Ocean Publishers, 1989), describes three common blocks to a person's ability to accept and use the techniques of accelerative learning:

The Critical/Logical Block

Critical reasoning often leads to skepticism. Statements like, "People are just taken in if they think there's anything to the idea of reserves of the mind," or, "It might work for other people, but it would never work for me," are common responses.

Everyone has limitations set on his or her ability to learn suggested by society and by experience. Yet, outstanding authorities today recognize there is a vast untapped learning potential of the brain that is waiting to be opened up.

The Intuitive/Emotional Block

From previous experience--particularly, repeated failures--a person may have emotionally accepted a low evaluation of his or her ability to learn, and consequently lacks confidence. Through the years, comments by parents, siblings, teachers, friends, and various authorities can bind a person to the idea that he isn't bright enough to do well, or that his ability lies in only one area. Negative suggestions may be accepted at face value by an uncritical child who then proves it true.

The Ethical/Moral Block

Many people are conditioned to feel that learning has to be hard work, drudgery, and a bore. "You don't get something for nothing," is the rationale. Many also believe that only through suffering, deprivation, and hard knocks can a person build character. They are convinced that learning without a lot of strenuous effort breeds a pattern of laziness. These beliefs also block superlearning.

If a lot of body energy is wasted on tension, strain, and boredom, there is less energy left for actual learning. So, the appearance of effortlessness in superlearning comes from all elements being productive, economical, and efficient. A person actually learns more with relaxed superlearning that with the same amount of effort used in the old way.

OPENING THE WAY TO YOUR OWN EVOLUTION

New methods of suggestive and accelerative learning, such as Photo-Reading, seem to promise so much. In ascribing such astonishing mental powers to us all, it's hard not to wonder why we don't all know four languages and play the violin. One reason might be that we've simply never tried. The three blocks could certainly be enough to prevent almost any person from ever trying superlearning techniques.

According to Don Schuster, at the University of Iowa, the most successful way to overcome all three mental blocks is by starting right off at the first session with as many as 100 new words so that immediate results can be seen. "The de-suggestive barriers are simply flooded as the student finds out in the first session that he is learning much more than he ever has before in this life," Schuster reported.

continued on page 17

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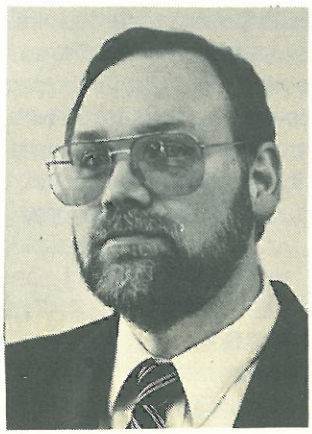
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Accelerated Learning

continued from page 15

If anyone has been discouraged by traditional teaching methods, now might be the time to make up for some of those experiences. Exercising the mind can feel as good as exercising the body and will do a lot to build up a person's competence, confidence, and self-esteem.

If you're trying to learn something and it feels more like work than play, consider how you're trying to learn it. Maybe what you need is a strategy that engages the right side of the brain. And if the first attempt doesn't work, rather than feeling stupid, ask yourself, "Do I really want what I'm trying to learn?" If you really need to learn something, you will.

Everyone learned to walk, to speak, to read. Nothing that a person will learn as an adult will be any more difficult. Stop trying to force yourself down a path when you have no compelling reason to go where it's taking you. If you go where inclination leads you--whether it be learning Greek, improving your ability to remember names, or processing information at rates exceeding a page per second-- and if you can get your body and mind working as a team, the results, as the experts have demonstrated, will astonish you.

Paul Scheele has a master's degree in adult learning and is the developer of PhotoReading, an accelerated reading program based on the technologies of NLP, superlearning, and preconscious processing. He is an NLP master practitioner and the cofounder of Learning Strategies Corporation, a private school licensed by the state of Minnesota. For more information, call 800-735-TAPE or 612-925-5565.

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Modeling Project

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and Marilyne Woodsmall--worked in close cooperation with four-time Olympic coach Ron O'Brien. Coach O'Brien and the elite divers were extremely excited about the information elicited. As a result of the ABMI process, several divers began to make immediate improvements in their already superior performance. While the results of the elicitation are proprietary, it can be said that elite divers have some incredible strategies for time distortion, for making mid-dive corrections, for motivating themselves, and for dealing with the stress of competition. One diver was able to discover and correct a flaw that had caused him to blow a crucial dive in international competition, thus losing a gold medal.

The ABMI team will do one more elicitation and will then design an installation program. During the first week of June, the ABMI team will spend a day training the top six coaches in the United States, and then three days working with the coaches and a select group of divers chosen by United States Diving as most likely to win medals in the 1992 Olympics. Follow-up projects with diving and other Olympic teams are already under discussion. Keep on eye on the sport pages for progress--and results.

Wyatt Woodsmall, Ph. D, is co-developer of Advanced Behavioral Modeling℠. He is a certified NLP master trainer and master modeler and is a leading consultant on performance enhancement. You can reach Wyatt at ABM, Inc., in Arlington, Virginia, 703-979-3835.

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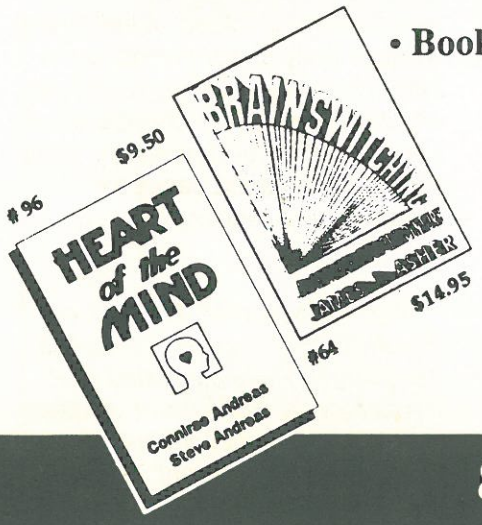
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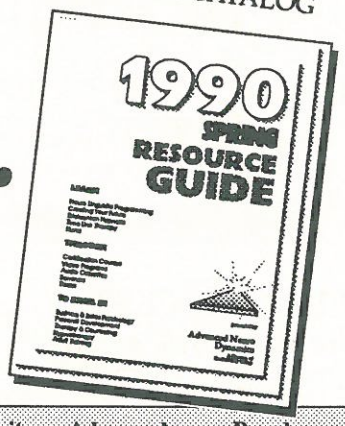
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Mar 24	- Mar 26	Montreal	Time Line Therapy	$75	-	* $400
Mar 31	- Apr 1	Toronto	Secret of Creating Your Future	* $25	* $175	* $225
Apr 21	- Apr 22	New York, NY	Secret of Creating Your Future	$25	$145	$175
Apr 28	- Apr 29	Baltimore, MD	NANLP Conference Call (317) 636-6059			
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Nov 10	- Nov 17	Kona, Hawaii	Huna Intensive	-	-	TBA

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