

Sept. August 1st = deadline
Dec. Nov. 1st = deadline

THE VAK

INTERNATIONAL NLP NEWSLETTER

Volume II Number 4

Fall 1984

Page 1

Moshe Feldenkrais

1904-1984

Moshe Feldenkrais was an Israeli engineer who taught peoples' bodies how to program their brains.

People around the world have literally felt Feldenkrais' influence through the hands of Moshe himself or those of one of the practitioners he trained in "Functional Integration" and "Awareness Through Movement."

Born in Russia, Feldenkrais emigrated to Palestine at the age of 14. He earned a degree in electrical and mechanical engineering and a doctorate in applied physics at the Sorbonne. He worked on atomic research in France, left when the Nazis invaded, and worked on anti-submarine weapons for

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Natural Wisdom and Polar Bears

By Jerome Rene Willett

The National Association of Neuro-Linguistic Programming (NA/NLP) is galloping along like a young polar bear on its spring trek back to its hunting grounds. Having started our own journey only a few months ago, we have grown steadily, in some ways startlingly, to over 500 members. In addition, the National Conference, held in Chicago in March, was a resounding success with 125+ NLPers attending. It was especially satisfying to be able to interact again with old friends, and discover new ones.

In the spring issue of VAK, Connirae and Steve Andreas addressed

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PK Parties

By Jack Houck

A PK Party is a group of 15 or more people who meet to bend metal using psychokinesis (PK) or mind over matter. The first PK party was held in January of 1981 with the objective of assembling a group of people to create a "peak emotional experience." I postulated that, at the time of the peak emotional event, the mind could make a connection with an object and affect that object.



The PK Parties have been extremely successful. More than 85% of the nearly 3200 people who attended have experienced the metal becoming warm and soft in their hands. They are also replicable. More than 200 parties run by 30 other individuals have produced the same level of success.

Many people ask, "What are you going to do with the things you are learning at PK Parties?" and "What is the purpose of bending silverware?"

PK Parties are the first reliable and replicable experiment in paranormal phenomena. Thus they provide a tremendous opportunity to conduct controlled experiments. I have been conducting an increasing number of these experiments and believe that significant learning is taking place. I feel I have learned much about people and how to help

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Worming Out Frank Herbert's Strategy

By Charlotte Tenney

Accepting John Grinder's challenge to engage in the "doing" of NLP and engineer new models I set out in search of some creative excellence to model.

With great help from my subconscious mind, I chose and contacted Frank Herbert, author of the Dune books. If you have read his books, you know Herbert has been writing about NLP for the last 20 years. He was most pleased to find out it exists.

After spending several days overwhelming my conscious and unconscious circuits with information, concentrating on maintaining rapport while asking probing questions which must have seemed senseless in many cases (what color is that thought?), and

meta-commenting into my tape recorder while he was writing, I retreated to process the raw ore of my prospecting.

I discover that I had internalized the information to such an extent that I was having trouble getting it back out. After congratulating my unconscious mind for its efficiency, I went to get some assistance. So, with great thanks to master practitioners Jill Taylor, Jon Miller, and Robert Ehrenberg, who insisted on specific, quality answers from me (even when I had to "guess") and allowed me to make conscious some of what I learned, here is the first distillation of Frank Herbert's short story process.

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DIALOGUING *and* SHARING

Who & What Specifically

FAIRHURST DEATH

Tom Fairhurst, Certified NLP Trainer in Wichita, Kansas, died swiftly of liver cancer in early June.

NLP IN MED COURSE

Rene Willett submits the following correspondence for your elucidation.

Dear Rene:

Just to let you know that I attended a presentation at the Society of Teachers of Family Medicine in Orlando by Perry Wolf, M.S.W., John Saultz, M.D., and Ed. Friedler, M.D., who teach at the Uniform Services Medical School. In their Introduction to Clinical Medicine course, in which they teach communication skills, they used N.L.P., and had a specific session on pacing and anchoring, where they taught visual, auditory, kinesthetic, gustatory clues from eye movements, etc., and videotaped the students' own eye movements and showed them their responses as an example. So N.L.P. is infiltrating the medical field as well.

NLP TRAINING SYSTEMS

NLP Training Systems, Inc., of Philadelphia presents a variety of seminars, General Introduction to NLP, Certification Programs, Hypnosis, and Business Training. The primary seminar leader is Cory de Torres, Ph.D. Cory has a doctorate in Clinical Psychology, and she was certified as a trainer in the early days of NLP. In addition to her NLP Training Systems seminary, she conducts a private practice and runs her own consulting firm.

Also on the staff are Brian Duffy, M.B.A., John R. Hurley, M.Ed., Larry Kaiden, M.A., Whiton Stewart Paine, and Ph.D., Douglas J. Sauber, M.Ed.

ENTERLINE

Esther Enterline, Ph.D., presented a hilarious workshop, "Changing Family Dynamics with Humor Through NLP" at the Fourth International Congress on Humor, Tel Aviv University, Tel Aviv, Israel, June 12, 1984.

She also presented two workshops at the 47th annual convention of the New York State Psychological Association in April. One was "Strategies of Creativity for Industrial Organizations" and the other was "Women Can Have It All: Empowering Communication through NLP."

de Zanger

Andre de Zanger reports the conference on Business Applications of NLP in New York has been re-scheduled to September 28-30.

SOUTHERN CALIFORNIA CENTER

The Southern California Center for NLP has begun operations in the Los Angeles and San Diego areas with a full slate of workshops and classes.

Closely associated with Grinder, DeLozier & Associates, SCC/NLP is headed by Phil and Norma Barretta, who will serve as primary presenters for many of the center's events. Program Director is Peggi Bongiovanni.

This past year the Barretts organized and were principal trainers for the first Continental European NLP Practitioner Training held in Rome, Italy. SCC/NLP plans a second training in Italy beginning in December.

SCC/NLP is also affiliated with The Institute for Business Excellence (I.B.E.), Mental Mechanics, and The Institute for Communication Alternatives and Networking (I.C.A.N.).

Besides training opportunities, SCC/NLP also offers individual consultation and in-house programs structured for specific situational applications of the NLP technology. For the future the center is considering presenting "evolutionary clinics" where the NLP model can be used to push the outer edge of boundaries on excellence in personal performance.

G L H

Grinder Laborde Hill is continuing the I-E Locus of Control testing program reported in the Summer VAK. Three additional groups were tested before and after participating in NLP seminars, and significant shifts toward internal locus of control have been noted by Genie Z. Laborde, Ph.D. and Clifford Saunders, Ph.D. The complete report will be available when all tabulations are complete.

More than 1200 studies have shown correlations between internal locus of control and certain characteristics valued in the workplace. Compared with persons with external locus of control, internals are, among other things, less anxious, less hostile, less angry, less suspicious, less depressed, less prone to psychosis, and more trustful.



Retort

A wise sage (you might think that's repetitiously redundant, but I took a trip across the desert recently and saw a lot of sage that didn't have sense enough to get out of the hot sun) once said, "You can fool some of the people all the time - and usually that's enough." The VAK is not, and does not try to be, all things to all people - even all N L People. Which brings us to the subject of the mail. Below is a sampling (actually most) of the letters we received commenting on the previous issue.

CON

To Whom It May Concern:

I received the first copy of my VAK & was acutely disappointed with it. I sent in a subscription fee for two years & would like my fee returned minus the price of the Newsletter I received.

Thank you

PRO

"The A.T." by Frank Stass was worth the 38. I can see how A & F. P. can be used with greater effect and feel more confident in using it. I can truthfully say I would rather have an NLP Certificate than a degree from Harvard.

Dear person,

I recently subscribed to V.A.K. I am very happy with the first issue. ...I'm very glad to know that this publication exists because I have been interested in NLP for a long time. Thanks!

Dear person,

I recently subscribed to V.A.K. I am very happy with the first issue. ...I'm very glad to know that this publication exists because I have been interested in NLP for a long time. Thanks!

Dear VAK people!

Greetings from the semi-sunny Midwest; it's summertime, and the living is easy. I hope that you are experiencing similar internal K states. ...I just received the latest issue of The VAK and was quite pleased--keep up the good work! Here's to many more informative and witty issues!

The VAK International NLP Newsletter is published quarterly by Genie Z. Laborde. Subscription rates \$30 per year. Address all correspondence to The VAK, 1433 Webster Street, Palo Alto, California 94301.

Learning the Ropes of Change

By Dr. Scout Lee

The idea of utilizing challenge experiences to elicit and install patterns of excellence came to us in 1980. It seemed to be a return of something old and powerful, for surely our ancestors challenged themselves by climbing, swinging, and balancing as a means of basic survival.

Our experience with challenge rope courses seemed to maximize challenge in the most streamlined way. Of the many forms of challenge we use to elicit excellence, we find ropes courses to be the most elegant. This made it possible for us to bring high quality training to groups of players who would otherwise not have access.

Principles are gateways one must walk through in order to truly experience self worth and have the courage to gift that understanding freely. The following are the basic principles underlying our "Challenge of Excellence."

1. *The body is the messenger of the mind.* The most basic concept is that no movement can be executed as a pattern unless it has been coded or programmed in the nervous system. Likewise, the movement patterns which are encoded in the nervous system determine behavioral capabilities. Challenge ropes courses, more than any other activity, allow us to observe patterns coded in the nervous system. Patterns of balance, setting an outcome, initiating a task, executing a task, completing a task, executing a recovery strategy, coaching or criticizing oneself, overcoming an obstacle, walking a line, building a team, motivating a team, reaching the top, leaping into the unknown, developing a partnership, rising from a fall, straddling the line, extending oneself, trusting, and many more.

These patterns are immediately observable on the Challenge of Excellence Course. The patterns used to negotiate the ropes course are the patterns encoded in the nervous system and available for everyday life.

2. *Find What Works and Grow It.* It is more useful to discover what works for a person and grow it than to focus on what doesn't work. If a person or system has a "weakness" the only way they'll gain new choices is by utilizing whatever "strengths" they have. To focus on a "mistake" directs the person away from their original intention.

3. *We Get What We Pay Attention To.* What we see in our mind's eye, face or don't face with our bodies, and/or talk about silently or otherwise is precisely what we get.

It's a law of basic physics. We literally create our own experience. If we waste things, we bring "waste" or "garbage" into our lives. When we really get this principle, we are free to use our human experience to create abundance and joy. This is our single intention - to make abundance and joy available through excellent utilization of energy. When we understand that we create our own experience we can take responsibility for our creation.

Patterns of the Mind Mirrored by the Body

Remember, whatever pattern is modeled in the body is the exact pattern available to the mind. The patterns listed below are some most commonly seen on the Challenge Course. We use the High Elements to install new patterns. We utilize the Low Elements to elicit existing patterns and to see the following kinds of information.

1. *Clinging to support from behind.* A player who hangs on to a rope or tree behind them often depends on past experiences as a reference for acting in the present. In a work setting they will often be less flexible and more dependent. They will also be less creative than the person who visions what can be done in the future.

2. *Refusing assistance.* The player who automatically pulls away from the spotters is not accustomed to receiving support and will often take on too big a load. Assistance is often coded as failure, which denies cooperation and slows down the process of achieving an outcome. The player who refuses assistance will often "assist" others when it isn't necessary and thus deny others their own talents.

3. *Beginning a task without establishing an outcome.* Those who haven't learned to establish an outcome for themselves up front will immediately look down at their feet to find their balance, rather than allowing their feet to "feel" balance in relation to where they are. Sometimes a person will "look beyond" their outcome by holding their heads too high. Both of these movements disregard the outcome as important and program the body to fail.

4. *Hesitation and false starts.* The person who waits for a long time to begin the element or who starts and stops several times utilizes the same pattern in personal and professional life. It is important to get players to learn to perform without hesitations.

5. *Rigidity.* The players who are "rigid" and "jerky" on the elements are also this way in life. They are prone to be inflexible in decision-making and often snappy or angry if things don't go their way. Teaching a body to relax and move with grace and ease also teaches a mind to "lighten up" and enjoy more choices.

6. *Condemning oneself.* When people fall off balance and immediately snarl, shake their heads "no," curse, etc. they indicate that "mistakes" are unacceptable. If "mistakes" are unacceptable, "risk" is unacceptable. People who beat themselves for falling off balance will waste enormous amounts of time griping, will rarely successfully complete tasks, and will deter others from achieving success by condemning them in the same way. We ask these types to "positively coach" themselves with sensory-based comments, or sing, or tell a joke while they negotiate the elements. To do so recodes the nervous system to utilize mistakes to readjust and move on.

7. *Falling over the finish line.* This is the player who moves slowly toward an outcome until they're almost finished. Then they lunge, hurry up, and fall! They complete the task out-of-control. This is a literal pattern of how they perform in life and thus, they often feel disappointed and less than confident at the end of a task. It's difficult for them to remember being successful.

8. *Allowing external input to alter intention.* People who alter direction or balance based on outside comments are often unaware of their own goals and will experience constant frustration in their attempts to adjust their direction to suit others. In so doing, they, of course, lose their balance. Remaining focused on their own outcome while receiving input from others allows the input to be as valuable as its relationship to the task being performed. If it doesn't fit, the player will sluff it off while proceeding in the task.

These are only a few of the patterns seen on the Low Elements.

This material is excerpted from The Challenge of Excellence, Vol. 1: Learning the Ropes of Change, an illustrated book of Full-Body Calibration and Tracking, by Dr. Scout Lee, Brooke Medicine Eagle, and Dr. Jan Summers, published by Excellence Unlimited, Rt. 3, Box 265, Stillwater, Oklahoma 74074.

Teaching Basic Negotiation Skills: A Simple Sequence

By Michael Eric Bennett

I would like to offer two exercises which form a sequence for teaching elementary negotiation skills. I tested these exercises during a recent "Fundamentals of Negotiation" workshop and found them to be useful and easy to learn. I encourage you to test this sequence and to experiment with refinements and variations.

My approach to negotiation is based on principles found in Laborde (1983), and I have also profited from a discussion of negotiation at the first annual meeting of NA/NLP. Particularly helpful were comments by Charlotte Bretto and Andre de Zanger.

The introductory sequence is

1. Matching objections
2. Discovering the intent behind objections
3. Satisfying the intent.

Steps 1 and 3 are essentially matching, while step 2 involves a shift in logical level.

Here then, in brief, are the exercises which, for teaching purposes, we reframed as "games."

Negotiation Game I: Matching Objections

Participants work in pairs, preferably with someone they do not know well. This provides them with a broader range of experience as a "working base." One person (A) makes a request of or a proposal to the other person (B). Almost any type of request can be used, but participants are encouraged to use a variety of examples which could occur in natural interaction. It is B's task to object in some way to A's proposal. After B objects, A uses the content to match the objection. A and B should go through this sequence at least five times before switching roles. The outcome of this exercise is for participants to learn to easily and respectfully demonstrate an understanding of the other person's objections, specifically by matching content. If appropriate, participants can utilize rapport skills such as matching voice tone, tempo, predicates, and so on. Participants should be prepared to discuss their experiences in both roles.

Negotiation Game II: Finding and Satisfying the Intent

This game is a continuation of the first. Participants should switch partners, again trying to work with someone they do not know well. After pairing up, they go through Game I. After A matches B's objection, however, A continues by asking questions to discover the intent behind the objection. Warn participants that B will often partially or fully incorporate the

intent into the objection itself.

If this is not the case, A should ask as many questions as are necessary to discover the intent behind B's objections, remembering to stay in rapport and be sensitive to feedback. When the intent is discovered, A should reframe the original proposal in a way that satisfies B's intent. B then either accepts or rejects the new proposal. After going through this sequence at least five times, A and B switch roles.

Here, then, is the bare bones of the negotiation sequence I am using. Let me now flesh out this presentation with some observations which may be helpful to those who wish to add these exercises to their stock-in-trade.

First, the sequence is chunked quite small. I believe this contributes to its learnability. Second, there is an overlap between Games I and II which reinforces the chunk on matching objections. I like participants to "overlearn" such behavior, since this one maneuver often has profoundly beneficial effects on the negotiation process, whatever the subsequent moves. Also, I encourage the use of compious feedback during the exercises, since participants can then take the opportunity to refine their skills even as they learn them.

Another interesting thing about this sequence is that it can loop, it is recursive. I observed that sometimes in Game II B would reject A's new proposal, and many A's would spontaneously recycle through the sequence of matching the objection, finding the intent, and proposing a new suggestion.

Furthermore, in listening to the discussions among groups which discovered this principle and those which didn't, I renewed my conviction that the combination of the Discovery Frame (where participants are not forewarned about the effect certain behaviors are likely to elicit) and the Cooperation Frame (where useful information discovered by some group members is shared with all) is an intensely powerful teaching/learning model.

In explaining Game II, I mentioned that participants might wish to do some role-playing, using the exercise as a "test run" for a real-life negotiation they were considering. I cautioned them that if they chose to role-play, they should take a few moments to describe to their partner the general situation, including the

perceived character of the real-life individual involved in the negotiation.

Later several participants reported that this role-playing adaptation was helpful in assisting them to achieve their outside negotiating outcome. In a sense, the role-playing option functions as a future pace for the skills being learned.

One pair of participants encountered a potential source of confusion about matching objections: A had asked B if she wanted to go out for a rum-and-coke, whereupon B declined. In "matching" her objection, A stated that it was indeed a little early for a drink. B responded that time had nothing to do with her objection. She didn't like rum-and-okes. This illustrates mismatching at the level of content, which could affect the success of a negotiation if not recognized and corrected.

Finally, I impressed upon the participants several times during the workshop that negotiating honestly and in good faith is ultimately more productive than manipulation and deceptive ploys. The latter will only result in Laborde's "Four R's:" Revenge, Recrimination, Remorse, and Resentment. In addition, people who use underhanded methods and who do not attempt to address the other party's intents are also likely to end up with a few more R's: Resistance, Rejection, Refusal, and Retaliation. You might like to explore Axelrod (1984) for another approach to negotiating for win-win outcomes. While this book is not written in an NLP metaphor, I nonetheless appreciated the information and recommendations to be found there.

Again, let me state that participants found this two-exercise sequence to be easy to learn, useful, and fun. Certainly, much more can be done with it than I have described here, and I would like to receive your comments on and extensions of this work. To that end, I say to you, "Please take these games, and go out and PLAY!"

References

- Axelrod, Robert M. 1984. *The Evolution of Cooperation*. New York: Basic Books.
- Laborde, Genie Z. 1983 *Influencing with Integrity: Management Skills for Communication and Negotiation*. Palo Alto: Syntony, Inc. Publishing.
- Michael Eric Bennett is affiliated with the Department of Linguistics and Languages at Michigan State University in East Lansing.

PK PARTIES

Continued from pg. 1

them experience the unusual. The PK Parties have been useful as a method of finding people with exceptional abilities. However, the parties clearly demonstrate that everyone can do these unusual things.

Even after 93 PK Parties I am still learning how to run them better and learning about the phenomena by observing what happens.

BENDING INSTRUCTIONS

The following instructions have been given at all of Jack Houck's 93 Metal-Bending Parties.

1. Get a point of concentration in your head.
2. Make it very intense and focused.
3. Grab it and bring it down through your neck, down through your shoulder, down through your arm, through your hand, and put it into the silverware at the point you intend to bend it.
4. Command it to bend!
5. Release the command and let it happen.

Most importantly, I enjoy seeing others experience bending metal and finding for themselves that even they can do something which they had previously thought was either trickery or something only "special" people could do. For many this is a real revelation. They learn that with the right mental attitude and technique, they can do anything! They also learn that everyone is a "special person."

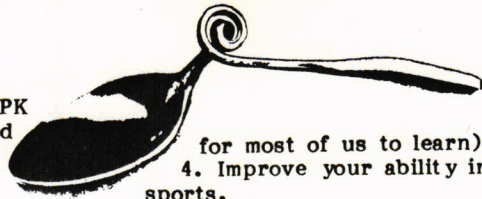
I have found that people who experience bending metal for themselves realize that our current physics does not explain everything, and it gets their attention so that at least some of them begin to think about how they can apply what they have learned to their lives.

The purpose of bending silverware at a PK Party is for learning. Most people perfect the technique in a single party. Once they get it down, they can apply the technique to anything they want to do. The important ingredients are:

- (1) Make a mental connection with the object you want to affect or the goal you want to achieve,
- (2) command it to do what you want, and
- (3) release that thought and go about your business knowing it will happen. It sounds too simple, but it works.

If being able to do anything is too general for you, the following list may help with more specifics:

1. Heal others.
2. Set and achieve goals.
3. Reduce stress by learning to release (this is the hardest step



for most of us to learn).

4. Improve your ability in sports.
 5. Bend or disable any threatening weapon.
 6. Improve your learning skills.
 7. Have the ability to lift a car off someone if necessary.
 8. Do your own car body work.
- The list is limitless. Think about the many ways you can apply this ability to your life.

There is no sense in a group of people getting together just to bend up silverware. However, many people who have the experience begin to discover they can control their environment, their health, and their future. Often, many weeks after someone has participated in a party, he finds an occasion to use PK and has reported elation about how "it really works."

PK parties have turned out to be a tremendous teaching tool. The identical process can be used for healing oneself and others. The parties have also been useful in getting the attention of intelligent people. They recognize that our current scientific paradigm does not have an explanation of how PK works.

I continue to orchestrate PK Parties because

- (1) I see new things all the time,
- (2) the understanding of the phenomena continues to improve, and
- (3) many people are helped in many different ways.

As the number of people attending PK Parties continues to increase so will the recognition that everyone in the world is interconnected and, if we could all work together, it would be a more peaceful planet.

Jack Houck is an engineer in Huntington Beach, California, a consultant to the Federal Government, and a faculty member at John F. Kennedy University, Orinda, California.

Conceptual PK Model

By Jack Houck

On the basis of earlier experience, I predicted that psychokinesis (mind interacting with matter) could be better controlled by creating the proper environment (creating a peak, emotionally intense situation), having individuals connect their minds with the object to be affected, and then commanding it to do their will.

In January of 1981, I began experimenting with this idea by

conducting the PK Parties. Since then more than 2800 people of all ages and types have learned to bend metal using PK, a process called "warm forming," because this term is consistent with the slight temperature increases noted, and it dissociates warm forming from the occult. Approximately half these people retain the skill even outside the PK Party atmosphere.

One of the reasons the PK Party format works so well is that people get nearly immediate feedback.

Metallurgical analysis of the warm-formed metal provides additional insight into the physical process occurring in the material. We have found that the two most important characteristics of metal which is easily warm formed are the number of dislocations (broken crystal structures along the metal grain boundaries) and low thermal conductivity. The other key factor is that individuals must be consciously willing to warm form the metal. They must make a mental connection to the object and deliberately will it to bend. After a brief interval, the material becomes soft from internal heating along the grain boundaries, and a little force will accomplish the bend.

Many brittle and otherwise physically unbendable objects have been bent at these parties. Some objects with large internal stresses and a large number of dislocations have been bent while being held in one hand and not touched by the other hand.

With the conceptual model of a brain transmitting and receiving information stored all around us, a question naturally arises as to where this information is stored. We don't know. However, it is interesting to note that our human senses only perceive, for example, a very small portion of the electromagnetic spectrum. This is not to suggest that the information storage system is necessarily in the known electromagnetic spectrum. To my knowledge, no instruments other than the brain have been able to measure or directly contact this information storage system.

For psychokinesis a mental connection must be made, and you must tell the material what you want it to do. In some unspecified manner, the "system" translates this goal or thought into the physical mechanism necessary to accomplish that goal. The intensity of the specific command is important. In my opinion, the majority of the energy used in accomplishing a PK task comes from within or around the object being affected.

A simple analogy is a television communication system. The TV

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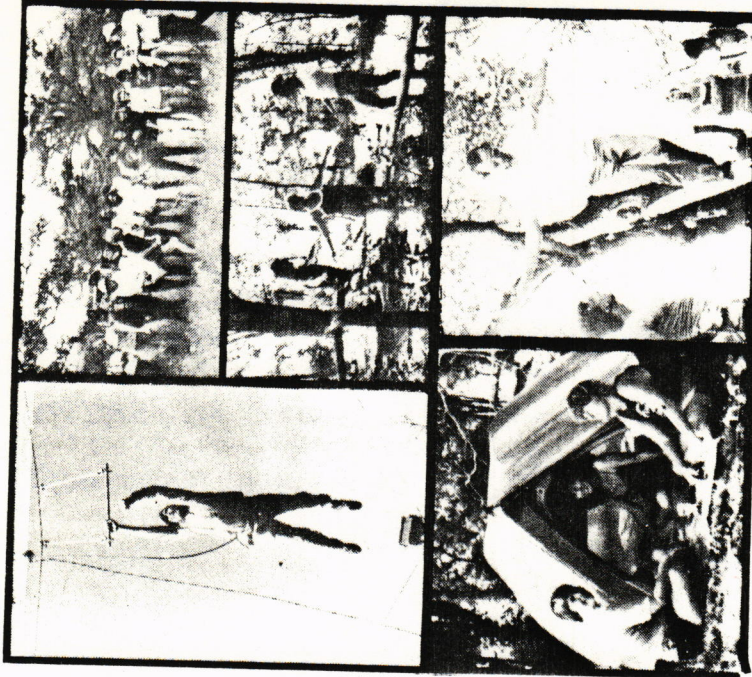
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Scout Lee

1984 SEVEN DAY CAMPS

Aug. 5-12	Oklahoma
Aug. 19-26	Oklahoma
Sept 1-9	Oklahoma
Sept 2-9	Oklahoma
Sept 16-23	Oklahoma
Oct 7-14	Oklahoma
Oct 21-28	Oklahoma
Nov. 4-11	Oklahoma
Nov. 18-25	Oklahoma

Investment — \$795.00

Polar Bears

Continued from pg. 1

themselves to several concerns about NA/NLP. As they indicated in their letter, they have joined the National Association. They have had a significant impact on its formation. Steve ran for President-Elect, and the vote reflected the high respect in which he is held by NLPers. They have written an extensive response to the Association's request for suggestions on standards for the levels of membership; responded to the preliminary set of professional standards put out by the Standards Committee; and sent a letter about the Association to NLP Practitioners, particularly those they have trained and certified.

The membership of the National Conference has listened to them, and others, recommending we "approach with caution and move forward slowly in this area" (standards), and we are doing just that. NA/NLP is intent on establishing specific membership criteria and giving a clear message that we will not police activities outside the Association. Their concern about grandfathering has been addressed by the Professional Standards Committee proposal recently sent to all members. Even as we establish our own standards for membership, we wish to declare that we are not in the business of credentialing. That is the prerogative of NLP training programs. We are non-profit, and we will remain so.

Steve and Connirae have also expressed a concern about the relationship of the Association to the Founders and Developers of NLP. The National Association has been established independently of the Founders and Developers of NLP. Our intent from the beginning (and a focus of our current efforts) has been to include input in the organizing and development of the Association from Richard, John, Leslie, as well as Robert, David, and Judith. As reflected in the preamble to the by-laws, we hold them in high esteem and honor. However, as NLPers, we have grown up. The expressed desire of the founding and charter members is to have an organization in which the Association can function independently of those we once relied upon so thoroughly. As the metaphor which ends *Frogs into Princes* illustrates so well, polar bears get stereotyped when they are caged up for too long without challenging opportunities.

We told the founders and developers of NLP about the objectives of the organization as soon as it was established. We sent

them a copy of the preamble and by-laws immediately. They were invited to provide us with their ideas on establishing professional standards for the organization. Our continued hope is that they will give us further feedback on their ideas and concerns about NA/NLP. On our part we would like to assure them and the membership that we will give special and careful consideration to all their input. Considering our history, how could we not?

Leslie has joined and is a Fellow of NA/NLP. David Gordon wrote concerning the organization and expressed his hopes for its development in the future. Robert has been supportive and cooperative from the beginning, encouraging the development of the Association. Richard has responded, in his inimitable manner, in an extended telephone conversation with me. I communicated my respect for him and my personal caring. He stated expressly that he is not opposed to the Association provided it does not "misuse him and his name in any way." His desire will be respected. Judith has expressed to me her good wishes for the Association.

NA/NLP is a network. It is also a network of professionals who wish to "model the models" upon which NLP was developed: Milton Erickson, Virginia Satir, Fritz Perls, Gregory Bateson. It is also our organization, and as such we wish to model effective organization. In order to achieve the outcome we have set for ourselves, we shall model generativity and flexibility. We intend to grow and change in such a way that we will become known as an organization of competent, caring, and professional human beings.

Polar bears know the value of having had maternal and paternal guidance. As cubs they learned all the tricks of the trade: to cover their black noses with their white paw when they pause in stalking their prey among the ice floes; to delight in their individual power, swimming over a hundred miles from shore; to frolic playfully, bristling their fur as they roll in the snow on the coldest days. Their independence is legendary. Their need for affiliation is well documented. Their ability to use all their resources, even in the most difficult times, stands in constant proof of their natural wisdom.

Rene Wilett, Ph.D., of Syracuse, New York, is president of the National Association of Neuro-Linguistic Programming.

Lending an Ear to an Image

By Joe Ed Christensen

"It is clearly an image problem," the experts said.

"I don't know," said a voice from somewhere. "That doesn't sound right to me."

"Clearly, clearly," echoed the technicians.

"The image is clear; it's the problem that's fuzzy," insisted someone from the crowd.

When a robot breaks down at a shopping mall, there's going to be a crowd. Tech-ZUZ was the robot's name, and it was programmed to take commands from shoppers and carry out entertaining maneuvers to attract people. As it executed everything from announcing current stock reports to jumping rope, spectators speculated about how it worked, who was inside, or who handled its remote controls from what remote outlook.

Then it slipped one day into a blue funk. It just slumped all of a sudden, began dragging its feet, vocalized in a low groan, and people began talking to it as if it were a depressed friend. And opinions came from everywhere.

"That's all right. You just need a rest."

"What you ought to do is just take it easy for a while."

"You should take some kelp, asparagus juice, and aloe vera."

"Clearly, it's an image problem," the experts said. "Behavior like this is a clear indication that

Tech-ZUZ has a poor self-image. We must operate to upgrade the image systems. High quality images will generate high quality performance."

"Clearly."

And so they operated.

To their surprise, however, all images were sharp and positive. Image building was unnecessary, except that the experts were reevaluating their own estimation of themselves.

"It seems that what we have here is an image system that is clear and functional. The problem is that it is programmed to follow the lead of commands coming through its sound system. Tech-ZUZ actually forms adequate images. It's just that it ignores them in favor of someone else's programs."

During all that no one noticed that someone from the crowd had started conversing with the robot. When it groaned, he groaned. When it sighed, he sighed. And soon the robot was echoing the bystander's every input - and even giving stock reports and jumping rope.

Joe Ed Christensen, MSW, is a counselor in Austin, Texas.

SCHEDULE OF NLP-RELATED SEMINARS

Date	Course	Location	Contact	Date	Course	Location	Contact
September				27-28	MFCC Hypnosis Cert. Train.	Los Angeles, CA	SCC/NLP
1-9	Horseback Challenge of Excell.	Stillwater, OK	EU	27-28	Advanced NLP Intro	Minneapolis, MN	MU
2-9	Challenge of Excellence camp	Stillwater, OK	EU	27-2	Advanced Training	Palo Alto	GLH
6-9	Personal Revolution Weekend	Minneapolis	MU	November			
7-9	NLP: Communication Change	San Diego, CA	SCC/NLP	2-5	NLP Certification I	Chicago, IL	MWI
8	Exploring NLP	Los Angeles	SCC	3-4	Celebration of Natural Excell.	Toronto, Canada	EU
8-9	NLP & Education	Sacramento, CA	DLC	3-4	Women Can Have It All	New York, NY	EE
8-9	Intro to NLP	Milwaukee	MWI	3	Exploring NLP	Los Angeles, CA	SCC/NLP
8-9	Intro to NLP	Des Moines	MWI	4	NLP - Acting Competently	Los Angeles, CA	SCC/NLP
8-9	Intro to NLP	South Bend	MWI	4-11	Challenge of Excellence Camp	Stillwater, OK	EU
8-9	Intro to NLP & Family Therapy	New York	EE	4-9	Negotiation Excellence	Grand Cayman	GLH
12-14	Sales Excellence	New York	GLH	8-13	Advanced Submodalities Cert.	Boulder, CO	NLP/C
14-16	18 Day Credentialling	Toronto	EU	9-11	MP & Trainer Cert. Trng.	New York, NY	NYTI
14-16	18 Day Credentialling	Germany	EU	10-11	Advanced NLP Intro	Minneapolis, MN	MU
15-16	Non-Dir. Ericksonian Hyp	New York	EE	14-16	Communication Excellence	New York, NY	GLH
15-16	Introduction to NLP	Los Angeles	SCC	15-20	New Choices Intro Workshop	Boulder, CO	NLP/C
16-23	Challenge of Excellence Camp	Stillwater, OK	EU	16-19	NLP Master Certification VI	Chicago, IL	MWI
18-25	Firewalk/NLP Integration	Denver, CO	SCC/NLP	16-19	NLP Practitioner Certification	Minneapolis, MN	MU
20-24	20-Day NLP Training, II	Sacramento, CA	DLC	16-18	Practitioner Cert. Training	New York, NY	NYTI
21-23	Introduction to NLP	New York City	NYTI	17	Challenge of Excellence	Austin, TX	EU
22-26	Associate Programmer Cert.	Tiburon, CA	NLPCAS	17-18	Marriage & Family Therapy	New York, NY	EE
22-23	NLP Applied to Education	New York, NY	EE	18-25	Challenge of Excellence Camp	Stillwater, OK	EU
22-23	Intro to NLP	Dearborn, Mich	MWI	23-25	18 Day Credentialling	Stillwater, OK	EU
22-23	Intro to NLP	Chicago	MWI	28-30	Sales Excellence	San Francisco	GLH
22-23	MFCC Hypnosis Cert. Training	Los Angeles	SCC	30	Communication Skills (One Day)	New York, NY	GLH
24-28	Negotiation Excellence	San Francisco	GLH	December			
28-1	"POW WOW"	Stillwater, OK	EU	1-2	Ericksonian Hypnosis	New York, NY	EE
29-30	Update NLP with John Grinder	Los Angeles, CA	SCC/NLP	1-2	MFCC Hypnosis Cert. Trng.	Los Angeles, CA	SCC/NLP
October				7-10	NLP Certification II	Chicago, IL	MWI
4-8	Pragmagraphics, etc.	Vancouver, BC	DLC	7-9	Communication in Business	New York, NY	NYTI
4-9	Advanced Submodalities Train.	Boulder, CO	NLP/C	8-16	European NLP Practitioner Trng	Rome/Milan	SCC/NLP
6-15	Advanced Modeling Workshop	Monterey, CA	GDA	8-9	Intro to NLP & Family Therapy	New York, NY	EE
7-9	M.P. & Trainer Cert. Training	New York City	NYTI	8-9	Introduction to NLP	Los Angeles, CA	SCC/NLP
7-14	Challenge of Excellence Camp	Stillwater, OK	EU	13	MP & Trainer Cert. Training	New York, NY	NYTI
10-15	Gilligan & Carter Hypnosis	South Haven, MI	MWI	14-17	NLP Practitioner Certification	Minneapolis, MN	MU
12-15	Practitioner Cert. Training	New York City	NYTI	14-16	Practitioner Cert. Training	New York, NY	NYTI
13	Exploring NLP	Los Angeles, CA	SCC/NLP	14-16	2nd Session/18 Day Credential.	Stillwater, OK	EU
15-17	Sales Excellence	Los Angeles	GLH	January			
18-22	20-Day NLP Training, III	Sacramento, CA	DLC	4-6	1st Session/18 Day Credential.	Edinboro, PA	EU
19-22	NLP Master Cert. V	Chicago, IL	MWI	6-13	Challenge of Excellence Camp	Winter Park, CO	EU
19-21	NLP: Communication & Behavior.	San Diego, CA	SCC/NLP	11-14	NLP Certification III	Chicago, IL	MWI
19-21	18 Day Credentialling	Toronto	EU	11-13	NLP Sales Training	New York, NY	NYTI
20-21	Intro to NLP	Minneapolis, MN	MU	11-13	Metaphor	Los Angeles, CA	SCC/NLP
20-21	NLP Practitioners Cert.	Minneapolis, MN	MU	12-13	Intro to NLP	Boulder, CO	NLP/C
20-21	NLP and Education	New York City	NYTI	13-16	NLP Practitioners Cert.	Minneapolis, MN	MU
20-28	Firewalk/NLP Integration	Denver, CO	SCC/NLP	17	MP & Trainer Cert. Trng.	New York, NY	NYTI
21-28	Challenge of Excellence Camp	Stillwater, OK	EU	18-20	Practitioner Cert. Training	New York, NY	NYTI
23-25	Communication Excellence	San Francisco	GLH	18-20	3rd Session/18 Day Credential.	Stillwater, OK	EU
23	NLP Sales Training	Amsterdam, NA	NYTI	19-20	1st Session/18 Day Credential.	Boulder, CO	NLP/C
25-28	Firewalk/NLP Integration	Tempe, AZ	SCC/NLP	25-27	Fabric of Reality	New York, NY	NYTI
26-28	Hypnosis in NLP	Amsterdam, NA	NYTI	26-27	Start of 24 Day NLP Prac. Trng	Orange, CA	SCC/NLP

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EU Excellence Unlimited Inc. Route 2, Box 174 Stillwater, Oklahoma 74074 800 654-4153	NLPCAS NLP Center for Advanced Studies 98 Main Street, Suite 328 Tiburon, California 94920 516 435-1111	SCC/NLP Southern California Center for NLP 929 Barhugh Place San Pedro, California 90731 213 833-4234	

Feldenkrais

Continued from pg. 1
the British.

He excelled in judo and soccer, and it was a soccer-injured knee which led him to study the mechanics of body and brain and to devise the method which bears his name.

A simplistic definition of Feldenkrais (the method) is programming the brain through movements of the body. Because of its overlapping with NLP, Feldenkrais has been featured at several NLP workshops.

Moshe Feldenkrais was held in great respect and affection (and skepticism) wherever he was known, and one of his admirers called him one of Israel's national treasures.

The three players from Oklahoma descended on the sad and quiet Feldenkrais home with flowers, songs, hugs and kisses, which brightened the countenance of the invalid Moshe and got them an invitation to return. They did on Feb. 14 with the following theatrical production.

Our "play" began with all of us chanting Moshe's name over and over from behind his curtained bed. Scout, dressed as "The Magical Child," leapt from behind his curtain waving a ribbon wand and singing, "I am the Magical Child, come to bring you the gift of Life." Then she reviewed his life - his childhood in Russia, his emigration to Israel, his judo background, his degree and work in physics, his work with ships ("It was submarines!" he corrected), his injuries and subsequent development of a powerful way of working with people.

Scout then introduced "The Angel Gabriel" (Ginger Mitchell), who produced a Book of Good Deeds and read of all the unprecedented work he had done with individuals and groups over his long career - the learning and healing which took place under his guidance. Then she came to the "enjoyment" and "play" pages, which were practically empty. "You have not played enough, Moshe. You, who know that true health is

(to quote him) 'living your unavowed dreams,' have not lived your dream: to be a fine character actor on stage. I hate to inform you, Moshe, but you cannot come into Heaven until you have lived your dreams, played more, had more fun."

As she finished, the devil (Medicine Eagle) jumped from behind the curtain. "This is the devil," Scout announced, and Moshe said, "My Teacher!" I reviewed a singed Book of Mean Deeds, which was also practically empty, and told him, "You cannot come to hell, either. You must live, Moshe, really live!"

"The Magical Child" then presented Moshe with recently handmade documents representing some of his great desires, The Nobel Prize for Physics, The Nobel Peace Prize, and an Academy Award for best character actor.

We finished with a rousing song and a tape of singing dolphins and ocean waves. There was a lot of laughter, hugging, kissing and teasing. Everyone present had witnessed an incredible change in Moshe and had learned something about giving a very special someone, the return gift of a lesson in life.

Brooke Medicine Eagle is an NLP Practitioner and Feldenkrais Teacher with Excellence Unlimited in Stillwater, Oklahoma.

Moshe's Valentine

by Brooke Medicine Eagle

Editor's note: The late Moshe Feldenkrais touched the lives of many people. Three of these people, Scout Lee, Brooke Medicine Eagle, and Ginger Mitchell, conspired to travel to Israel in February of this year to give Moshe what turned out to be his last Valentine.



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By Linda Harper

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Worming Out Herbert's Strategy

Continued from pg. 1

Frank Herbert, much like composer Michael Colgras, begins his creating as he is making the commitment to take on a project. Upon being asked if he would write a one page story as a demonstration, Herbert displayed a strategy I was to see repeated many times, not only in his writing, but in his living style as well. Herbert made a visual scan of all the possible projects he had pending to find if there were any that could be satisfied by a one-page text. He would not accept the task of creating my story unless it could serve several purposes.

The "economy of movement" principle is a recurrent theme as he chooses what to include in his stories. He has a hierarchy of criteria attached to each choice point and logical level which he uses to guide him in selecting, out of all the possible elements in the world, what he will write. Each item must satisfy more than two requirements at one choice point or another. When he cannot find a multiple match on one level, he will jump a level and search, then frame back up. The search is visual construct, phonological and auditory-digital switching, and kinesthetic checks.

Now let's make that bunch of fluff specific. Mr. Herbert agreed to write the story, because it would also serve as the children's tale he wanted to write. It also might serve as a base for an illustrated story book he had been asked to consider. His choice of the type of story to write was guided by the other needs that had to be met. The category of children's story required, according to the criteria in his visually stored representation of structures, a moral which can be easily discerned and some new word or piece of information that is explained in the context.

So, the underlying form of the story is already set up, and now material must satisfy that set of needs. The choice of children's story also creates Mr. Herbert's final, kinesthetic, check system for deciding if what he has written is "good." He imagines his audience listening to the story. He has selected the persona of a five-year-old boy for this audience. He dissociates his internal voice and puts it into what he calls "storyteller" voice. He has a target kinesthetic response he wants to elicit in his audience. He makes a body shift to enter into the state of five-year-old-listening and gets a response, compares it to the target for a match. All of this is in the first ten to fifteen seconds after my making the suggestion of the story. It only took me the rest of the day to slow it down and piece it out.

He now begins a search for a title and an idea for the story. Again his internal list of criteria comes into play. The title and the opening of the story must create some kind of incongruity which will elicit the desire to resolve the puzzle by asking a question which can be answered by listening to the story. We had been discussing an excerpt from John Fowles' book which appears at the beginning of *Frogs: the Magus*. The phonological ambiguities of that and the needs of the story combine, and he comes up with "The Maggots."

As his internal story teller intones the title, he checks his five-year-old's reactions and is pleased with the result. The ambiguity suggests magic and the maggot suggest a moral. It sets up a strong reaction to the ugliness of the object. The title meets the test of multiple purposes. It will offer the moral of ugliness which can be beautiful and useful, its ambiguity offers the method of the transformation as magic, and it engenders questions and a desire to hear the story.

Frank Herbert says that all good writing is done for the ears. Thus we can know that he hears himself reading aloud to an audience. What he also knows is that he wants to elicit certain states in those who read/hear his work. He creates images and dialogue and plays with the sounds of the language to get the feelings he's after.

He chooses his words and ideas for the stories based on what I would call a congruency check. All parts of the story must add to the final outcome, the target feeling, the criteria of underlying structure inherent in the story.

In "The Maggots" he needs a conflict for his characters to resolve. A maggot can be eaten as a conflict. A bear can represent a threat. Magic can intercede in some way. To justify the bear as a choice, Herbert jumped ahead and made associations for the idea of the bear to test if it could fit in. The bear suggests Russia. No connection yet. Russia suggests Anastasia, which means resurrection. Now there can be a match to the moral of the story. Anastasia can be a name which creates magic and symbolizes the transformation the maggot can go through. It ties the bear into the story on subconscious levels of association. Anastasia can also be the new piece of information the story will teach. The bear and Anastasia pass the test of multiple use. Now Herbert has two characters he can become in order to generate dialogue, and he has the story's outcome defined so the dialogue can be guided toward its realization.

There is much more going on that I can't include here, and there are many questions I still haven't answered. I know that, to use his system to write my own story, I will need to develop a set of criteria and a hierarchy of elements needed. But most of all I will want to develop the habit of requiring that each piece serve many purposes while fitting into the overall outcome. And I will sort for congruence. That's not a bad way to live.

Charlotte Tenney is a practitioner and trainer with Mental Mechanics in San Diego.

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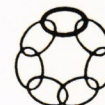
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PK Model

Continued from pg. 5

station wants to send a picture and sound. The information is collected and superimposed on electromagnetic radiation sent from the station's antenna. The viewer's antenna picks up a very weak signal, which is delivered by wire to the TV set, which displays the information as a picture. The real power or energy used by the TV set is provided by the local power company in the form of electricity.

The actual energy required by a person to connect his or her mind to the object and command it to bend is very small. The real energy for PK is provided locally. In the case of metal, the dislocations provide the heating along the grain boundaries, which allows the grains to slip. Sometimes this heat is so intense the metal melts and sometimes even turns to gas. This is why there are sometimes fractures of the metal accompanied by a loud noise. Sometimes a PK event is accompanied by a rapid temperature drop of 10° to 20° F in the air around the specimen. The energy is apparently being taken out of the local air. The amazing thing is that the PK operator does not have to specify where the energy is to come from. The system provides that detail.

The Back VAK Issue

Several letters over the months have inquired about the availability of back issues of The VAK. Well, here's good news for Back VAK collectors. The Back VAKs are available, more or less.

To be specific, VAK Headquarters has a moderate supply of Volume II. Those are the 1984 issues, and photocopies of Volume I, numbers 1 through 5-6, are available.

You may purchase any or all of these at regular rates, i.e., \$30 for one year or \$38 for two years.

Some new subscribers have requested that their subscriptions begin with the 1984 back issues. Those requests have been fulfilled!

Another option is to forget the back issues and start your subscription with the next issue - or renew. Those rates are \$30 for one year and \$38 for two years, HOWEVER, if you want your VAK mailed outside the USA, please add an additional \$4 per year for the postage differential.

Articles and News

If you have activities or information that you would like to know about if you didn't already, please send them in. NLPers like to know who's doing what, and this is your opportunity to let them know.

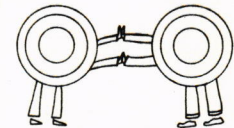
BOOK/ARTICLE Review

By Paul Schwartz

"Neurolinguistic Programming: A Resource Guide and Review of the Research" by Donald William McCormick in *The 1984 Annual: Developing Human Resources*. J. W. Pfeiffer and L. D. Goodstein (eds.), University Associates, San Diego, 1984.

This article lists every book, article, book review, audio tape, video tape, dissertation and journal article on NLP available at the time the article was published in December of 1983. It is an amazing list. It also shows that research on NLP is increasing rapidly.

The article also contains an essay summarizing the findings from all of the research. It really is a must read article for anyone doing empirical research on NLP. Donald William McCormick has really done the NLP community a service by compiling and providing a critique of all this information.



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