

# THE VAK

## INTERNATIONAL NLP NEWSLETTER

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Page 1

### A Learning Modality Test

By Jeane K. Rickman

This is an excerpt from an article on learning modalities in which the author recounts some of her experiences teaching reading in different modalities. The article, "Modalities and a Simple Foolproof Test," was published in *The Confluent Education Journal*, Spring 1984, and is preprinted with permission of Bibliotherapy, Inc. and Aaron W. Hillman, editor. Due to space limitations, we are reprinting only the portion dealing with a "simple, almost foolproof test" for determining a person's learning modality.

My friend, mentor and colleague, Bob Koch, who was always reading, studying, learning and adapting material for learning, taught me this test. Bob received his information from a man in Florida by the name of Mills who had done his doctoral studies in learning modalities.

I strongly urge that before anyone  
Continued on pg. 10

### The VAK Interviews Robert Dilts

Robert Dilts is the author of *Roots of NLP, Applications of NLP, and (with several others) NLP, Vol. 1*. He is a modeler, a researcher, a trainer, a therapist, an artist, an inventor, and an executive of Behavioral Engineering, an NLP software company. He was involved with NLP before it had that name.

The first question was, "How did you get involved?"

Frighteningly close to ten years ago, before there was such a thing as NLP, I walked into a linguistics class at the University of California at Santa Cruz. There was John Grinder, who was quite a sight compared to other college professors.

They (Grinder and Richard Bandler) had just finished *The Structure of Magic*, and in the first class period, John taught the Meta Model, all in one two-hour chunk. It was on a Thursday he turned us loose with the Meta Model. The following Tuesday about half the class came in

Continued on pg. 5

### Trance in Bali

By Julian Russell

My friend Poutu and I pushed the sail-powered canoe down the beach and into the sea as dusk began to descend on the Balinese fishing village of Anturan. Already we could see other fishing boats silhouetted against the extravagant sunset and we could hear the distant sing-song voices of the fishermen calling to each other across the water. That night we laboriously put out more than 100 yards of fine fishing net and, despite our efforts, we caught only one fish. Poutu gave me the fish saying that he wanted me to enjoy and eat well that night. Fishing is Poutu's main source of income, and he earns little more than 50 pence a day, enough to cover his essential needs. He had nothing to sell that night and no fish for his family to eat. I don't know whether he thought that on a night without fish, the fact that we had caught *one good fish* was a sign from the gods blessing our new friendship, or whether he was simply feeling generous. What I do know is that this was one of many trivial incidents that lead me to appreciate the warmth and generosity of the Balinese people, somehow symbolising that I was establishing powerful and personal relationships with people very different from myself, and was entering significantly into Balinese society.

My visit to the village of Anturan was the last week of my month in Bali and by the time I left I felt I was leaving my village and members of my family, a feeling I find hard to understand now that I am back in my normal London state of consciousness.

Sixteen of us, organized by the Oregon Centre for NLP and led by John Grinder, had gone to Bali with the purpose of "modeling a significant portion of the Balinese language and culture." In essence, however, we

Continued on pg. 7

### Gumby and the Tiger

By Guy Stockwell

My mother, who is in her mid-seventies, underwent painful surgery to remove the large toenails on both feet.

Like many people in our culture, my mother deals with pain as stolidly as possible. She tries to ignore it! Her strategy seems to be to visualize a remembered painful scene, listen to voices about enduring pain, and then access that pain globally. As a result she becomes anxious when anticipating any painful situation.

It is as if she were rehearsing the pain before the fact. She is also allergic to most medication which would bring her relief from pain after the fact!

Following the surgery, Mom told me she had an appointment with both her foot doctor and her G.P. She had a lot of pain and was not able to keep any medication down. She said that, despite taking sedatives, she had not been able to sleep for two days!

I felt a strong need to comfort her, so I called my trainer and friend Peggi Bongiovanni and we discussed means by which my mother could lessen the pain. Peggi recommended the Erickson technique of having the patient be aware of a "Tiger" under the bed. I had read about it and, knowing my mother's vivid imagination, decided to try it.

When we arrived at the doctor's,  
Continued on pg. 3

# DIALOGUING <sup>and</sup> SHARING

Who & What Specifically

## SALTMARSH

Robert Saltmarsh teaches NLP techniques in Educational Psychology and Counseling courses at Eastern Illinois University in Charleston. He and his NLP teaching were featured in three articles by feature writer Theresa Churchill, "Making Sense of Thinking," "Seeing Eye to Eye," and "Don't be Thrown for a Loop," in the Decatur Herald & Review on Sunday, August 12, 1984. Following are two excerpts from those articles which are reprinted with permission of the Herald & Review and Theresa Churchill.

A professor in the EIU School of Education's Department of Educational Psychology and Guidance, he teaches NLP in his courses - principles and practices of counseling, counseling practicum, consultation and organizational development, facilitating interpersonal relationships and group counseling.

"The best way to use it in education is to show students how something works, tell them how it works and have them do something."

To apply the techniques in daily life, Saltmarsh recommends that you first honor the person with whom you're trying to communicate.

"It's a thing that is typically violated quite easily. I pay attention to all the information you offer me - with a sense of appreciation and value.

"What usually happens is when the other person starts talking, you start formulating what you're going to say."

After honoring the other person and observing him or her, you can start matching with words, voice and body position.

"The promise of NLP is once you learn these things, you have complete flexibility. You're not locked in to one way of communicating or one way of thinking."

...Behavior between spouses can become so automatic, in fact, that Saltmarsh calls it a "calibrated loop."

Saltmarsh and colleague Melanie Rawlins, an associate professor at EIU, wrote an article on the subject that appeared in the spring in the *Illinois Guidance and Personnel Association Quarterly*.

## EDWARDS

Sherry and Woody Edwards are negotiating with a well-known name in psychic psircles for an NLP/ESP Modeling workshop in the spring.

## ANDREAS

Connirae and Steve Andreas (NLP of Colorado) report they are spending more of their time teaching a new Advanced Submodality Certification Training for NLP Practitioners. They developed this 12-day training from Richard Randler's most recent material. They are getting rave review on this new material as well as their chunking and sequencing of the seminar. They have programs scheduled in Austin, Chicago and Boston and plan others in various parts of the country.

Andreas are also completing a book by Richard Randler to be titled *Rainbows Without Blues: NLP for Personal Change*. This book will include brief exposure to some of the patterns being thoroughly taught in the Advanced Submodalities training.

## SUMMERS

Dr. Jan Summers, Executive Director of Excellence Unlimited, Stillwater, Oklahoma, says "we're busy completing 2 new books that will be ready soon." One that's ready now is *The Challenge of Excellence, Vol. 1: Learning the Ropes of Change* by Scout Lee, Brooke Medicine Eagle, and Jan Summers. They'll send particulars. Their new address and phone number are on page 6.

## LABORDE

Dr. Genie Laborde informs us that Grinder Laborde Associates of Palo Alto and New York has added two new one-day courses to the curriculum. One is called TeleSkills, and we hear it's orchestrated toward harmonious telephonic communication. The other is Communication Potency for Business Women. Genie is also assiduously assembling several Syntonic manuscripts.

## DE ZANGER

Andre de Zanger announces the 2nd International Symposium on Business Applications of NLP March 1-3 in Tampa. You can get information from de Zanger Associates, 1664 Third Avenue, New York, New York 10128, 212 289-8856.

## SUN

Michael Sun is pursuing, collecting, and publishing information on NLP research. Contact him at P.O. Box 1252, Corvallis, Oregon 97339, 503 757-0597.



# Retort

If you're a regular reader (see pg.4) you may recall that this is the department wherein readers respond to The VAK and vice versa.

There was some response to the article on PK Parties and a desire to contact the author. One reader strongly suggested we publish authors' addresses. Sometimes we don't because we don't have them, and sometimes we don't because the writers don't want them published. We are happy to forward mail when we can.

One reader was disappointed. In fact, she wrote,

"I am very disappointed in my first copy (Fall, 1984) of VAK.

"Most of the news I saw in it was only moderately interesting to hear, and none of it made me feel excited.

"I object even more strenuously to the language that was used to communicate this news. It was, almost without exception, dull, dull, dull. There were very few visual, auditory or kinesthetic references. Articles were full of abstractions that cried out for meta-questions to make their meaning available to the reader..."

"NLP emphasizes the art of communication. Where is this art in VAK? To borrow John Grinder's word, where is the "elegant" expression that NLP is supposed to teach?"

Always eager to please, The VAK went out and found a completely new stable of word wrights.

By the way, if you'd like to bedazzle our readers, remember that unsolicited manuscripts are always solicited. With this in mind, we now proceed to one of our favorite irregular features -

## THE METAPHOR OF THE MONTH

Submitted by Joe Ed Christensen of Austin

Changing well entrenched behavior patterns has been compared to evicting a swarm of bees from a ninety-room house. It's a long, laborious and painful process. Imagine yourself strenuously engaged in the one-at-a-time-in-the-coffee-can method of removing bees from the office building you in which you work. One at a time. Painfully.

Then along comes someone who finds the queen bee and leaves the building. All the bees follow her - every one of them.

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# Gumby and the Tiger

Continued from pg. 1

Mother was weak and somewhat disoriented. Her voice was high and thin. She tilted her head to the left and waved her right hand near her right ear as if she were brushing at something to make it go away. She verbalized, "I'm all right." Then she would grope for my arm in pain.

She had no appointment. She had apparently hallucinated the call to the doctor's office. The G.P. gave her a shot of R12, and we made an appointment with the podiatrist for the next day.

On the way home I told Mom there is necessary pain and pain that serves only to drain the energy of the patient. She was animated and expressed a wish to get rid of all the pain.

In good Erickson fashion I told her pain is not something you can dismiss with a "wave of your hand," but, although some pain is necessary, she should keep only the pain she needed to recover, and I might have an idea that would reduce the rest. Then I told her about the "Tiger."

Though I couldn't watch her closely, she seemed interested and said she "felt like a little kid." I assumed she had constructed a new image to feel.

I changed the subject for a while, but as we got closer to her home I described, in an excited and animated tone, the tigers in the Los Angeles Zoo. We talked about the power of the animal and how they seem to be a symbol of both strength and beauty. She was interested in the subject, her eyes were fixed, and her voice was down to normal.

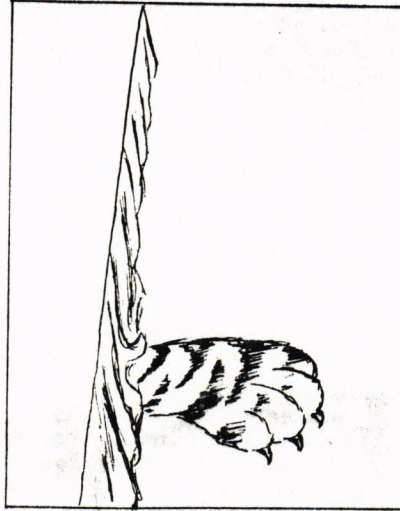
Back at her home she was hungry and started to prepare her dinner. She still had physical discomfort. Her voice was high and thin again, and she watched hunched over. She dreaded trying to sleep that night because of the pain.

Before I left I reminded her, in a parental tone, that if she had any pain, she should think about the "Tiger" in all the channels. She should imagine its smell, its strength, the sound it makes as it shifts its weight or breathes. She said it might scare her. I said if she wanted it to that would be fine. Her "Tiger" could be whatever she wanted it to be as long as she could sense it.

The next day I picked her up to go to the podiatrist. Her first remark was that she had slept the previous night, and she gave credit to her "pal."

"I didn't even think I was asleep. I remember one toe was just killing me. Then I saw a piece of glass with a kind of a face in it. It looked

like that cartoon with the funny-shaped head. And a funny smile! Right there on the rug. And then this white paw came out, and I realized that my eye on that side was closed, so it could not be the sheet. I guessed it was my 'Tiger.' The piece of glass went away, and I fell asleep."



My first thought was that I loved that white tiger deeply. I was stunned that the suggestion had had such a powerful affect. Initially I gave credit to the doctor's shot, but I knew my mother and how she had handled pain in the past. Now her appearance was changed. Her body was different. She seemed energized and relaxed. She was not listening to her inner voices talking about her pain nor visualizing old pains. She enjoyed the fact that her "Tiger" had had such an affect on her and spoke of him gently and affectionately. I knew she had created an ally against all future pain in her life.

On the way to the podiatrist's office she began displaying lots of anxiety. I told her about Tim Gallwey's inner tennis and his way of teaching women to play the net. Mom used to play tennis, and she hated to play the net. In a breathy tone of wonderment I told the story of the woman who was hit at the net and, in tears, denied she was hurt until Tim forced her to isolate the pain. I told Mom that the woman started with pain in her whole head, then her face, then her mouth, then her lip, and finally only the bit of her lip the ball actually hit. At that point she resumed playing with renewed vigor and no pain.

I suggested she watch the doctor carefully so she could decide how much pain she would need and when. She agreed to do it.

As we made our way to the doctor's office, I wondered about the rest of my mother's dream. What was the piece of glass? What shape? For what purpose? I asked her to describe the glass part again. When she had it freshly in mind I asked her what another word for a piece of glass is. She was silent for a few moments. "A pane!"

Immediately she knew the significance of her answer. Her "Tiger" had not scared her but had scared the "pane" away. The cartoon character was still a puzzle.

Mom delighted in telling the podiatrist about her "Tiger." She was still anxious and not sure how she would manage the pain of having the clotted bandages removed. She teased him about his ability to inflict pain, and he in turn pulled her knit cap down over her eyes so she could not see. In the elevator I had told her she could watch to make sure she would feel only the pain needed. Now she had a watch cap over her eyes.

As the doctor set to work I told her conspiratorially to form an image of the toe being unwrapped. She startled me by suddenly remarking, "It's Gumby!" And it was!

The image of the glass had taken the shape of her left toe. The puzzle was now complete. Even the smile could be seen where the nail had been! Her "Tiger's" white paws had reached from under her bed only enough to scare away the "pane" of her funny toes.

She managed the rest of the procedure with a realistic amount of pain and remained clear headed throughout. She was animated and up.

When I returned her to her apartment she insisted I remove a pair of old slippers from under her bed. I asked why and was told, "I don't want 'him' to be angry with me."

My mother practices no religion and is not into mysticism. She feels the whole episode was an exercise in imagination that her son asked her to try. It let her sleep and feel better. And she has a wonderful resource she didn't have before - a white tiger under her bed which will chase any pain away with his beautiful white paws. I know it works, because I can see the smile on her face, like a kid with a beautiful secret.

Guy Stockwell is a professional actor and acting teacher in the Los Angeles area. He has studied the work of Erickson and recently began training in the ways of NLP.

# WHAT I LEARNED AT CAMP

By Rod Owens

"If you want to change state, change physiology," says John Grinder. "Physiology determines state, and state drives behavior."

Now I buy into that idea even more after my experiences at Scout Lee's Challenge of Excellence camp on Oklahoma. My physiology went through some profound changes. I went through more states than when I traveled from New Jersey to get there. And my behavior - according to reliable sources - has changed as well. Of course you might wonder about the validity of these claims, particularly if you don't know what an honest, insightful individual I really am. So I'll give you a few examples.

Not too long into my week at camp one of the staff noticed I tended to squint as I talked. "Do you know what you're doing when you do that?" she asked. "You're dissociating from what's going on - you're talking to yourself about it." This upset me since one of my desired outcomes was to become more vulnerable. "You might want to run your hand gently across your brow to smooth it out," she suggested. "Look at people with 'soft' eyes - eyes that are moist and blinking freely and that look at folks when you speak with them." As I began to do this I found my rapport with people deepening dramatically. It seemed that I spoke more sincerely, more from my heart, and people seemed to speak more from their hearts to me.

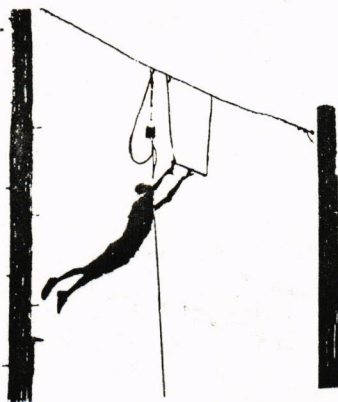
One day we had a task (involving nitroglycerin, a bottomless chasm, and killer chickens) which we had to accomplish as a group. Another of my outcomes was to become more of a leader, and I used this opportunity to stand in the center of the group and begin coordinating our plans. Soon everybody but me was shouting out ideas. (I was shouting, inside, the pros and cons of each suggestion.) Scout called me over and said, "Do you know what you were doing over there?" (This question can get to you after a while.) "You were stopping what you had to say in your throat! I could see your neck muscles tighten." Then she made some suggestions on voicing leadership out loud, releasing that tension in my neck.

Well, the next opportunity I had, taking my cue from my tightened neck (and stomach) muscles I voiced my ideas out loud. And I began to lead from that point on.

Perhaps the biggest challenge at camp was the Pamper Pole - a 35-foot pole with a ten-inch-square platform

on top. The task, after climbing to the platform, is to jump (while harnessed) for a trapeze bar eight feet away. It sounds easy, but it wasn't. That jump set up a whole new strategy for going for goals.

Each time I stood on that platform, I spent several minutes discussing with myself just how far away that bar was, how much I hated doing this, and how sure I was I'd miss. But finally I just looked at the bar and jumped!



That strategy - to visualize my goal and simply go for it was wired in well. When I got back to ITT the following week, I decided to go for some pretty far-out personal and company goals. At first I went through a period of telling myself things like, "Nah, I'll never be able to do this." But I couldn't continue with that line of talk! I kept seeing my goal in front of me, and I had to go for it. Which I did. And I got it!

Can changing physiology - in either small or big chunks - bring about new states, and can these new states drive new behaviors? I quote one of the NLP masters - I hesitate to say which one - "You bet your sweet ass it can."

Rod Owens is an accomplished paleontologist, living high in the Peruvian Outback where he spends most of his spare time counting eye-accessing cues in brain-reversed llamas. Rod's forthcoming books, 15 Years as a Modal Operator and States of High Resourcefulness: A Demographic Study are expected to be light years ahead of what anybody else is ever vaguely interested in reading.

or

Rod Owens is Manager of Sales Training at ITT Communication Services in Secaucus, New Jersey, where he has introduced NLP-based training and Management.

The choice is always yours.

## VAK Goes FIRST CLASS

We heard a radio commercial which started like this, "We hear there might be a postal strike. This brings up three important questions; (1) What can we do during such a strike, (2) How can we resolve such a strike, and (3) How will we know if there is such a strike?"

Now we would never cast aspersions on our friends and neighbors at the U.S. Postal Service. However, we are also tired of meeting long-time subscribers and hearing things like, "Are you still publishing?" "The last issue I got was in the spring," and "When do I get my first copy?"

The following is one reader's synopsis of Volume II.

- #1 - never received
- #2 - received very late
- #3 - never received
- #4 - received very late, (today), and shredded en route
- #5-6 - never received.

Well, this brings several things to mind. First, this person did not mention, as most others have, that she had moved. However, since her address is different from the one we sent The VAK to, we are astonished that she got any copies at all, because the Postal Service is not obligated to forward bulk mail. Sometimes they do.

Second, this is an inconvenience for us and for our loyal subscribers.

Third, even if all addresses were current and all the bulk mail got through (two unrealistic assumptions), this class of mail is much too slow.

Your friends at The VAK have pondered several solutions. They are:

- (1) Don't bother to mail any copies. This way nobody gets preferential service. The staff won't have to worry about mailing VAKs twice to the same person. Those who are interested will write or call and say they didn't get a VAK, and we'll send them one.
- (2) Send everybody two copies, hoping one will get through.
- (3) Require all subscribers to remain at the address of their original subscription.
- (4) Send The VAK by first class mail so that it will get to its destination quickly, and, when the subscriber moves, it will be forwarded.

Although selection #1 is the most logical, we have decided to go with #4, and this issue is coming to you via First Class Mail.

By the way, since The VAK is quarterly, that subscriber never will receive #5-6.

# The VAK Interviews Robert Dilts

Continued from pg. 1

dejected, forlorn. They had alienated their lovers, their teachers, their friends, cutting them to pieces with the Meta Model. Shortly after that they began to emphasize the pacing-and-leading rapport aspects.

During the time of that class that John and Richard started going down to interview and model Erickson. This was before *Magic II* and before *Patterns I*.

I was a junior in college. I had just switched from a physics major to politics. One of the things I did that I think caught John's eye, was to apply the Meta Model to the Socratic Dialogues which we were studying in another class.

At that time, John and Richard had pretty much only used it for primarily therapeutic applications, so to use it in a political sense was interesting. So John thought that was interesting.

One of my next projects was to take Gregory Bateson's "Metalogues" from *Steps to an Ecology of Mind*. John's hypothesis was that you'd find that Gregory fairly systematically challenged certain types of Meta Model violations.

The second class I had with him was a much smaller - about 20 people. He was talking about the influence of language on perception. We were supposed to find something we hadn't observed before, something in our experience we hadn't really paid attention much to, and give it a name. Then to pay attention to how our experience of that changed.

I was talking with him about what would be interesting classes of experience, and I looked to the side. He said, "Well, what about that?" And I said, "What?" He said, "Your eye just looked off." This was prior to the eye movements, so I picked that. I was trying to figure out what I had done while I was looking. It seemed to me that I had gone inside.

Then they were heavily into the Erickson stuff, the initial *Patterns I* stuff, and I called this hypnotic cueing. I observed everything from people clicking their tongue to blinking their eyes to snapping their fingers to looking up and looking down and when they did it. I watched people in the library studying, noticing when their eyes shifted up.

I think some of those observations triggered a further interest in the subject. We went on later in that year and the next to do a lot of the eye movement research. The specific patterns weren't put down till about six months later.

A lot of interesting things were

happening then. Certainly John and Richard as a team were really cooking. That was before they started doing things out on the road.

I didn't even attend any of their groups or seminars until seven or eight months after I first met John. He sort of kept me initially as kind of his experiment. So I didn't have much to do with Richard for the first nine months to a year.

They had some groups - it was something like \$25 a month to go to a group one night a week. But I was a poor starving student and didn't have any money, so I was sort of their personal secretary. I did a number of things. I can remember writing the first letter they sent out to people when they decided they wanted to go out on the road and do workshops. I believe they were hiring out for \$200 a day for the both of them.

I wrote up a lot of stuff. I think I was the first one to write anything down on what the eye movements meant. They did a lot of stuff with them, but my schtick was always the NLP stuff. (Incidentally, it didn't have that name then. The name Neuro-linguistic Programming came up about the spring of 1976.) In those days they were popular for their workshops and groups on hypnosis. Everyone wanted to learn about hypnosis, and they thought this eye movement stuff was really esoteric and wierd. But that was one of the things that intrigued me the most, so I used to do a lot of that kind of stuff and the representational systems.

One of the first times Leslie and I met we had a really fun time watching each other's eye movements. There was rapport, and we were interested in things on that level. It seemed the people in those groups weren't interested in the deeper aspects of hypnosis. They were just interested in learning a couple of techniques rather than the processes behind it.

In the early days there were a lot of strange and wonderful things going on when they lived on Alba Road across from Gregory Bateson. I'm sure to some it would seem like a circus. In their nightly groups it would be an everyday kind of experience to see somebody fully age regress to two years old, crawling around and acting two. Suppose you wanted to test that they were two years old, even though they might have been 25.

It was very exciting. We were sort of the space cadets. We studied everything from ESP. The world was wide open back then.

Where do you go from here?

There are a number of interesting and important directions to go from here. I guess my particular focus these days is on belief systems.

I believe they are a really important lever point. As we've always done in NLP, we push to find the edges. Once you know how to deal with something like phobias, you go on to other, more challenging things. I remember Richard saying one day, "Who's got ten minutes to cure a phobia? I'm a busy man. We have to come up with a faster way to do it."

I think beliefs are the key to a lot of the things, of making things quicker, and of also getting to the root of things, of chronic things like depression, for remediation, and also for where you go next. The pre-Renaissance people who couldn't visualize in three dimensions thought the earth was flat, so they never even took off to find new worlds they could have found. Just because their beliefs would not, they didn't even consider it.

I think that's another thing - finding out what other kinds of beliefs are worthwhile having. Where might we look to find out where beliefs have bound our potentials.

I suppose one of the things I've been most involved in of late is the effects of beliefs on health, both directly and indirectly. I guess the place where it seems there's the most need is in the areas of immune system types of problems, specifically cancer.

Robert Dilts conducted his first seminar on *Belief Systems and Health* in December, 1984, in Palo Alto. The seminar explored strategies of health and of disease, the metaphors and messages of illness, and changing belief systems. The seminar, which was attended by people of the NLP persuasion and also by members of the medical community, featured the program which resulted in the disappearance of Robert's mother's cancer. He also demonstrated the GSR computer biofeedback device. More seminars of this type are in the planning stages. For information contact Bill Hanley at Behavioral Engineering, 230 Mt. Hermon Road, Suite 207, Scotts Valley, California 95066, 408 438-5649.

In our next issue The VAK Interview will continue with Robert Dilts discussing his imminent books, including

- *Advanced NLP,*
- *Sleight of Mouth,*
- *Strategy Recipe Book.*
- *Belief Systems.*

Also

- *The GSR NLP Computer peripheral*
- *NLP and Artificial Intelligence.*

## SCHEDULE OF NLP-RELATED SEMINARS

Date	Course	Location	Contact	Date	Course	Location	Contact
<b>January</b>				<b>March</b>			
4-6	1st Session/18 Day Credential	Edinboro, PA	EUI	1	TeleSkills	New York	GLA
6-13	Challenge of Excellence Camp	Winter Park, CO	EUI	1-4	NLP Certification V	Chicago	MWI
7-10	NLP Certification IV	Vancouver	GDA	1-8	NLP & Ericksonian Hypn.	Watsonville	GDA
9-11	Communication Excellence	Los Angeles	GLA	2	Comm. Potency for Women	Chicago	GLA
10-14	15 Day Trng. II	Santa Cruz	DLC	2-3	NLP and Substance Abuse	New York	NYTI
11-14	NLP Certification III	Chicago	MWI	3-10	Challenge Of Excel. Rafting	Texas	EUI
11-13	NLP Sales Training	New York	NYTI	7-12	Advanced Submodalities Trg II	Austin, TX	NLP/C
11-13	Metaphor	Los Angeles	SCC/NLP	8	Comm. Potency for Women	Los Angeles	GLA
12	Comm. Potency for Women	Tuscon	GLA	8-10	NLP Certification III	Los Angeles	GDA
12-13	Intro to NLP	Boulder, CO	NLP/C	8-11	NLP Intro Level I	Raleigh, NC	SEC/NLP
13-16	NLP Practitioners Cert.	Minneapolis	MU	12-14	Communication Excellence	New York	GLA
14	Comm. Potency for Women	Phoenix	GLA	15-16	NLP Certification VII	Vancouver	GDA
15-17	Communication Excellence	Phoenix	GLA	15-17	NLP Trng. McAbee/Nesbit	Philadelphia	PTI/NLP
16-20	Bridging the Gap	Bahamas	SEC/NLP	15-17	NLP Intro	Ashville, NC	SEC/NLP
17	M.P. Trainer Cert. Trg.	New York	NYIT	15-17	18 Day Credential III	Meadville, PA	EUI
18-20	NLP Training/Grinder	Philadelphia	PTI/NLP	15-17	18 Day Credential V	Stillwater, OK	EUI
18-20	NLP Certification V	Vancouver	GDA	16-17	Introduct. to NLP/Cert. I	San Francisco	GDA
18-20	NLP Prac./Master Prac.III	Raleigh, NC	SEC/NLP	16-19	Programmer I	Dallas	NLP/CAS
18-20	Practitioner Cert. Training	New York	NYTI	18-23	Final Master Pract.in Exc.	Toronto	EUI
18-20	3rd Session/18 Day Credential	Stillwater, OK	EUI	21-24	Programmer II	Seattle	NLP/CAS
19	Influencing W/Integrity	Reno	GLA	21-24	Programmer I	San Francisco	NLP/CAS
20-23	Programmer IV	San Francisco	NLP/CAS	22-24	Hypnosis in NLP II	New York	NYTI
19-20	1st Session/18 Day Credential	Boulder, CO	NLP/C	28	M.P.& Trainer Cert. Trng.	New York	NYTI
24-27	Programmer I	Los Angeles	NLP/CAS	29-31	NLP Certification II	San Francisco	GDA
25-27	Fabric of Reality	New York	NYTI	29-31	Practitioner Cert. Trng.	New York	NYTI
26-27	Intro & Certification	Los Angeles	GDA	29-31	Pract. Cert. Chunk V	Ashville, NC	SEC/NLP
26-27	Start of 24 Day NLP Prac. Trng	Orange, CA	SCC/NLP	29-1	NLP Certif. VI	Chicago	MWI
30-1	Sales Excellence	San Francisco	GLA	29-6	Advanced Training	Palo Alto, CA	GLA
<b>February</b>				<b>April</b>			
2-3	New Day Celebration	Toronto	EUI	2	Influencing W/Integrity	San Francisco	GLA
2-9	Advanced Training	Palo Alto, CA	GLA	5-7	18 Day Credential IV	Toronto	EUI
5	TeleSkills	San Francisco	GLA	8-11	Strategies for Bus Excell	Raleigh, NC	SEC/NLP
8-10	18 Day Credential II	New Jersey	EUI	8-13	Negotiation Excellence	Alta, UT	GLA
8-10	18 Day Credential II	Meadville, PA	EUI	11-14	Programmer II	Dallas	NLP/CAS
8-10	18 Day Credential IV	Stillwater, OK	EUI	11-14	Programmer II	San Francisco	NLP/CAS
8-10	Hypnosis in NLP I	New York	NYTI	12-14	NLP Certification IV	Los Angeles	GDA
8-11	NLP Certification IV	Chicago	MWI	12-14	Intro to NLP	New York	NYTI
11-16	Final Master Pract in Exc	Irvine, CA	EUI	12-14	18 Day Credential IV	Meadville, PA	EUI
13-15	Sales Excellence	New York	GLA	12-14	Final 18 Day Cred.in Exc.	Stillwater, OK	EUI
13-15	Communication Excellence	San Francisco	GLA	12-15	Advanced Submodalities Trg I	Boston	NLP/C
14-18	15 Day Trng. III	Santa Cruz	DLC	12-16	Hypnosis I	San Francisco	NLP/CAS
14-17	Programmer I	Seattle	NLP/CAS	18-21	Programmer III	Los Angeles	NLP/CAS
15	M.P.&Trainer Cert.Trng.	New York	NYTI	19	Comm. Potency for Women	San Francisco	GLA
15-17	NLP Trng. McAbee/Nesbit	Philadelphia	PTI/NLP	19-21	NLP Trng. McAbee/Nesbit	Philadelphia	PTI/NLP
15-17	18 Day Credential III	Toronto	EUI	19-21	NLP Certification III	San Francisco	GDA
15-17	NLP Certification II	Los Angeles	GDA	19-21	M.P. & Trainer Cert. Trng.	New York	NYTI
15-18	NLP Certification VI	Vancouver	GDA	19-21	NLP Prac./Mast.Prac meet.	Raleigh	SEC/NLP
16-17	Creativity Colgrass	San Francisco	GDA	19-21	18 Day Credential IV	New Jersey	EUI
16-18	Practitioner Cert. Training	New York	NYTI	19-20	Advanced Submodalities Trg	Chicago	NLP/C
17-24	Challenge of Excel. Rafting	Mexico	EUI	19-22	NLP Advanced Submodal.	Chicago	MWI
20-22	Sales Excellence	Phoenix	GLA	21-27	Challenge of Excel. Amtrak	NY-Oakland	EUI
21-24	Programmer II	Los Angeles	NLP/CAS	23-25	Sales Excellence	New York	GLA
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# Trance in Bali

Continued from pg. 1

were there to learn about "trance-states" or "states of consciousness." Firstly, we learnt to use self-hypnosis to achieve states of consciousness appropriate for accelerated learning. Secondly, we wanted to enter the Balinese state of consciousness, "Balinese Culture." Having done this in Bali, we would then be able to use the same skills in any other culture. Thirdly, we were intrigued with the fact that Balinese people are encouraged to enter altered states of consciousness - altered from their normal waking Balinese state.

What do I mean by the terms "state of consciousness" and "trance state?" We change states of consciousness throughout the day, and of course each state is altered from the previous state. We have "active everyday waking states" at work and in the street (I hope!) and deeper trances when watching television, talking to intimate friends, making love or taking part in any focused activity. Although the unconscious mind is in fact communicating and gathering information all the time, it is more easily accessible in some states than in others. The phrase "trance-state" means very much the

same thing, but also refers particularly to the beliefs, values and other hypnosis (programming) that are present in a particular state of consciousness. For example, I have many English everyday waking state trances: these include my "English stiff upper lip" trance which is usually associated with vigorous hand-shaking, and my "meaningful sharing" trance when I vigorously hug people I've never met before! Each culture has its own beliefs, values, programming and other behaviour, expressed externally through social behaviour and language. These labels are very inexact because we never enter precisely the same trance-state twice, and our state of consciousness is always changing, like waves lapping on an ocean.

Let me outline the accelerated learning states we used to enter Balinese life when we first arrived in Bali at Ketut Madra's compound in the village of Peleatan. John Grinder asked us to split into small groups, using self-hypnosis and help from our friends to achieve deep trance states with the following components: a) to see colours, details and movement in the world around us more clearly than we had ever seen them before; b) to hear the

human environmental sounds more clearly than ever before; c) to listen to the sound of people talking without having to understand the content of the conversation, drawing, perhaps, on memories from the pre-verbal state of our childhood; d) to have our internal dialogue with the sound and intonation of the Indonesian language or to find states beyond internal dialogue. ("a" and "b" help a long way toward this); e) to make important agreements with our unconscious mind to keep us safe near busy roads, other threatening situations, and un-hygienic food when we were in trance-states. To summarise, we wanted a safe deep trance state with heightened sensory awareness of the world around us.

Having got this trance-like state, what did we do with it? There are two levels in a culture; the level of language and the level of nonverbal behaviour and ritual. Many of us chose, as the first step, to enter the culture primarily on the nonverbal level. We did Balinese dance and began to take on the physiology of the Balinese people. We formed a gambelin orchestra, similar to an orchestra of xylophones, and learnt to pay

Continued on pg. 9

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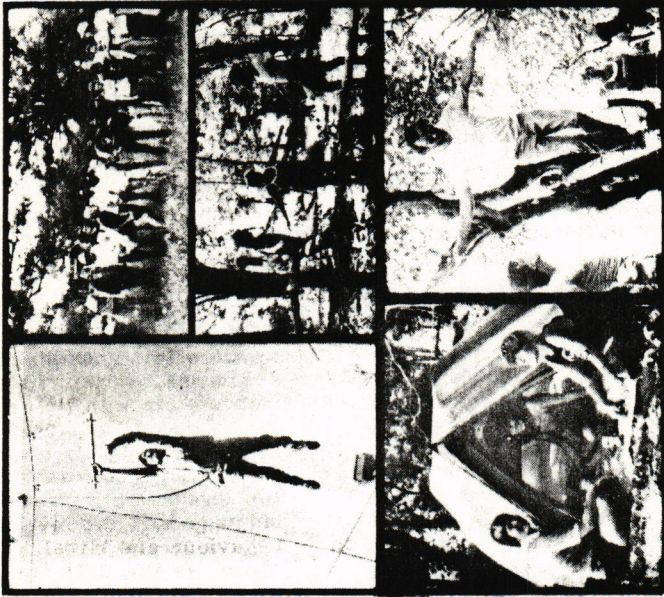
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# Trance in Bali

Continued from pg. 7

attention to those sounds the Balinese listen for. We learnt we could progress no faster than the slowest learner in the orchestra, a metaphor for the support, cooperation and tolerance which is expressed in all aspects of Balinese society. We spent much time making Balinese friends, matching as closely as possible their body postures, breathing patterns, facial expressions and their voice tone, tempo, timbre and volume, as well as other behaviours. We found that if we matched the body language and made "word salads" with the same voice quality of the person we were talking to, repeating back to them the last half of the last sentence they had said, we were in deep communication with our friend. In fact, a transformation in communication had taken place.

The first time this happened to me, I was with John Adams talking to an old man, Ida Bagus Samudra, who operated a food stall by the side of the road. I started a conversation with him using a few Balinese phrases, the continued with the procedure outlined above. Our conversation lasted 45 minutes. By the end I had very warm and friendly feelings about him, and by the expression on his face and his touching hands, I assume he felt the same.

After we had left, John told me he had had to stop himself laughing, because he knew I didn't speak Indonesian and I hadn't known what the hell I was talking about! I became confused when John said this. Of course I had understood the conversation with Ida Bagus Samudra. Then it slowly dawned on me that as the conversation had been in Indonesian and I didn't know more than a few phrases, our communicating and my understanding must have taken place on a level higher, deeper, or just plain different from the level of language.

This was a profound experience for me. As I have been back in England for less than a week as I write this and am still attempting to re-enter my London trance-state, I am unwilling to analyse what took place. What I can say is that when I re-enter my Balinese trance-state, I walk, sit and move like a Balinese, I have a similar voice, lilting and gentle, and I feel the warmth, love, closeness, respect and acceptance for people that is standard throughout Balinese society.

The Balinese have a respect for life and for people founded on their unique combination of Balinese Shamanism and Hinduism. Since the island of Bali, from the seashore to

the peak of Mount Agung, is placed between the underworld (the sea) and the heaven (the sky), they choose to live their lives with integrity and honesty. They have no separation between work, friendship, play and religion. To do business, you must be their friend, and they will drive a hard, but fair bargain with you, because making money is a demonstration of their spiritual integrity.

Whatever their work, nearly everyone is also an artist - dancing, singing, painting, wood carving, basket weaving, or playing gambelin. There is very little physical contact between unmarried people of the



opposite sex. Instead, there is much non-sexual contact with your own sex, and the people who have become your friends are always touching you or holding your hand as you walk along the street. Outside the two main cities, people live in simple bamboo or stone thatched houses with water for washing available everywhere in nearby streams, surrounded by rice fields, abundant vegetables and fruit trees. They wrap themselves in colourful woven sarongs and delight in Western jeans and T-shirts. What else could you want?

The third class of trance-states I wanted to talk about are the altered states of consciousness seen often in Balinese society. At the formal level, trance is used in a variety of religious and temple ceremonies. For example, pre-puberty girls are taught to dance precisely in time with each other while their eyes are closed. The focused state of attention necessary to achieve this feat is a trance that can be used in numerous situations in adult life. One day I noticed a line of women wearing beautiful sarongs walking along the road to the temple with baskets full of offerings balanced on their heads.

Behaving more like someone crossing Piccadilly Circus, rather than the only road through Peleatan, I darted across the road passing between two of the women. As I passed, I noticed that one of the women's eyes had not moved, and I observed no other behavioural sign to suggest she had noticed me. "Negative hallucination" or the ability to delete certain classes of experience is a "deep trance phenomenon."

I noticed these states on other occasions - painters and craftsmen working intensely; dancers performing, and in particular the fire dance when a man, dressed as a horse and supposed to be possessed by a horse spirit, kicks through burning embers; ceremonies to the spirits, for example, when Ketut Madra, our host, blessed the arrival of our group at his house.

What use have all these experiences been to me now that I have returned to London? First, I have broadened the scope of my life experience. Also, I can now assess and create trance-states appropriate for learning anything from speed reading to martial arts. I can assess those states in any situation in which I want to learn profoundly. I can go out and model my local (English) ethnic culture or, indeed, any other social organisation or corporate culture. In fact, I have been asked to model six top performing salesmen in a multi-national electronics company so we can provide better training for the other salesmen and so we can hire new salesmen with appropriate skills.

I have learnt in practise, not theory, about the relationship between spirituality, work and friendship; the honesty and integrity with which the Balinese deal with people. I have improved my musical ear and appreciation for the sounds around me. One of the results of spending so much time in trance is a new and growing relationship and dialogue with my unconscious mind, and the beneficial effects on my personal growth and in any personal change work I do. There are also many other learnings which have not yet filtered back from my Balinese trance-state, but will in the months to come.

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Julian Russell of London has trained in NLP, Eriksonian hypnosis and Transpersonal psychology. He does counseling, consulting and workshops on trance-states for accelerated learning.

# A Learning Modality Test

Continued from pg. 1

gives this test, s/he have a friend or colleague administer it to her/him. Each of us needs to have a clear perspective of our own learning modalities, and we need to have some identity of what our students are experiencing while we are testing them.

I ask my students to do the following: take a sheet of paper and turn it lengthwise and make four columns headed "See it," "Hear it," "It moved," and "Other." The paper will look like this:

MODALITIES TEST			
NAME _____			
See It	Hear It	It Moved	Other

Then I give them the following instructions: "You will close your eyes and I will say a word. Do not think about the word; just go with your first impression. You may see a clear picture of the word (this clear picture may be a spelling of the word); if so write the word in the "See it" column. If you instantly hear a sound the word makes put it into the "Hear it" column. If you feel the object moving, put it into the "It moved" column. For example, if I should say the word *axe*, and you feel the movement your arms make when you handle an axe or if you feel the movement inside your body, then you write the word in the "It moved" column. Some of you will "see" the object move. Then you will put the word into the "It moved" column and you may also decide to put it into the "See it" column. (Those of you questioning the latter instruction on the basis of whether or not this is "pure" kinesthetic, don't question, just follow directions. It works, and your students will validate it later. If you smell the word or taste the word, it should be written in the "Other" column. For example, if you smell the wood odor from the wood chips that the axe made, then you would put *axe* in the "Other" column. (Sometimes students feel the object in their hands or on their skin; this is haptic or sense of touch. My experience has been to transfer these words later from the "Other" column into the "It moved" column.) Even though it is very important to go with the first impression, many students get strong impressions of two or three sensations simultaneously. In that case I have the students put the word into two or three columns and I very carefully check with them later during the processing, and very likely they will validate what they were experiencing.

After we practice a little eye closing and do a little relaxation, I give them a sample word. I speak

just loudly enough for everyone to hear. I say, "Close your eyes; the word is *hammer*." Then I say no more, but I will quietly answer questions after every student has opened his/her eyes. But after the sample word, I do ask for students to describe what happened to them individually after they heard the word *hammer* so that all the students feel that what happened to them is "right." In schools, we are pretty hung up on "right."

When it seems that everyone is set, I give the following list of words give or take a few:

- |            |             |               |
|------------|-------------|---------------|
| bird       | rocket      | swimming      |
| tiger      | fire engine | saw           |
| radio      | video game  | bell          |
| music      | skunk       | carpenter     |
| TV         | cannon      | horse         |
| teacher    | van         | football game |
| rock group | gum         | cash register |
| mouse      | cook        | typewriter    |
| piano      |             |               |

That's all the words it takes. This number will provide the definite pattern of visual-auditory-kinesthetic or maybe just visual-kinesthetic or visual-auditory or perhaps just auditory or just visual or just kinesthetic.

You may provide your own words according to what is current in your area. For instance, the effect of *van* is fading fast, and I probably will change it into another "car" word next year. Some years ago *gum* had no effect, but two years ago *grape* and *strawberry gum* became a big thing and so it really evokes "Smell" and "Taste" under the "Other" column. (By the way, when you give two words together, both must be given in the

same tone of voice with no pause in between.)

This test will only take fifteen to twenty minutes. I use the rest of the class period for processing, which is very important. I ask them, "How did your test turn out? Do you believe this is true for you? Will you tell me how you know?" I then make sure the student has indicated his/her primary and secondary modality on the test paper with any other appropriate notes. What will perhaps be the most surprising is that most of the students already knew what were their best learning modalities, and most of them suspected this by the upper elementary grades. All they needed was for someone to "legitimize" this information.

Even though my experience with this test has been with junior high and senior high students and adults, I believe elementary teachers can easily give this test.

One of my own observations is that after puberty the classic dyslexic sometimes enjoys a reprieve, and almost suddenly he (usually a he) becomes a visual learner. This change happened to my friend's son. In tenth grade he suddenly could read, and he discovered this after he had been assigned to read, of all things, *The Scarlet Letter*. When he told his mother about being able to read the book fairly easily, he described what he had been trying to do all those years. He had been trying to read the white spaces between the black lines!

*Jeanne K. Rickman is a teacher in Los Alamos, New Mexico.*

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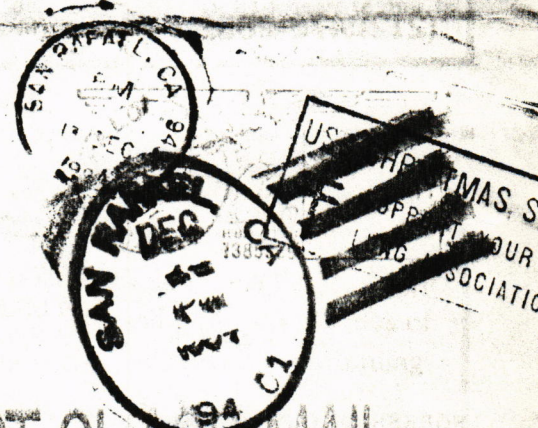
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