

# RAPPORTER

Journal of Human Performance Technologies



ELEVEN ISSUE

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## OUR PURPOSE AND PHILOSOPHY IS:

● to provide the best and most valuable information available in the sciences of human change to our readers

by offering information from various fields of human behavior — including NLP, hypnosis, channeling, interspecies communication and healing therapies — in order to provide many different models and strategies for interacting with clients, students, friends and fellow humans, thus establishing greater rapport than now experienced.

● to be instrumental in the reinstitution of personal freedom

by offering tools whose use empowers anyone to become a master of their own destiny.

● to stimulate and expand minds

by presenting techniques that effect controversy, stretching, change and enlightenment.

● to be a bridge of rapport connecting the many different approaches to the pursuance of success, abundance, peace and joy

In the preface to the "Natural Cooking" column in our "Acorn" issue, we stated, "We honor and respect that different strokes apply to different folks." This is a cornerstone of our philosophy. We respect different approaches and are excited that there is more than one road to enlightenment. As we continue to investigate and present other-than-familiar beliefs and truths in order to increase our/your capability for communication and change, we will look at results as our criteria for success.

Perhaps, by moving from judgment of how others choose to express to acceptance of — perhaps even delight in — differences, we can move beyond our present situations, beliefs and concepts to reestablish rapport throughout the planet.

Peace, the *RAPPORTER*

Opinions, comments, letters, drawings and other materials are invited for consideration. Submissions must be signed and names will be withheld upon request. If return of materials or personal reply is desired, include a self-addressed stamped envelope.

Opinions expressed in the *RAPPORTER* are those of the writers and not necessarily those of the publisher.

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## RAPPERS WRITE . . .

### Rapping with the *RAPPORTER*



#### ANCHOR POINTS

The following are excerpts from a lengthy letter we received from Michael L. Phillips, publisher of *Anchor Point*.

*In Woodsmall's tirade, Anchor Point was referred to as the Andreas' "surrogate voice." To put it nicely, this is absolutely untrue. Anchor Point is not in anyway, shape, or form affiliated with NLP Comprehensive. Further, we are not associated with any specific NLP group or organization. NONE. Nor do we avow any position other than our own. We are independent, unaffiliated, and intend to stay that way.*

*Since (Wyatt) had the facts prior to publication of his article, one can only wonder why he chooses to put himself and the *RAPPORTER* in legal jeopardy by spreading what we can only consider malicious gossip. We highly recommend a retraction by the *RAPPORTER*.*

*We invite the *RAPPORTER* to stick to ideas that help people and not fall prey to egos with some ax to grind.*

*Future success to the *RAPPORTER* and its readers.*

Dear Michael,

We appreciate your desire to clarify your position and respond to Wyatt's comments.

Regarding your request that we retract the opinions expressed by Wyatt Woodsmall during our interview with him, please refer to page one of this (and every) issue, wherein we state that, "Opinions expressed in the *RAPPORTER* are those of the writers and not necessarily those of the publisher."

Perhaps we share the view that NLP is a gift to be used to help transform the world into a more loving, peaceful, healthy and abundant place for everyone and everything.

Peace.

For those of you wishing to correspond or subscribe to *Anchor Point*, a 12-page NLP newsletter, their address is P.O. Box 26790, Lakewood, CO 80226-0790. Single issues are available for \$5 each, \$7 foreign; subscriptions (12 issues annually) are \$49, U.S., Possessions and Canada; foreign add \$20 (all U.S. funds), Visa and MC accepted.

#### SPECIAL REQUEST

Dear *RAPPORTER*,

*In June of 1987 I attended a practitioner training in Colorado. Armed with these new tools I asked myself what am I going to do with these?*

*I'm now in the process of learning to "Sign" and I'm going to take these tools into the deaf community.*

*The deeper I probe into this endeavor the less there is. Is there anyone out there who has some experience working with the deaf with hypnosis and NLP? If there is, please sent me some information on who they are.*

*Thank you.*

Respectfully,

Jude O'Conner, Lycoming, NY

Dear Jude,

What a chunk! We will gladly forward to you anything we receive for you concerning this most exciting endeavor on your part. We wish you well and do please let us know if you yourself develop inroads into this uncharted area.

### ANDREAS-WOODSMALL DEBATE UPDATE

Both NLP Comprehensive and the *RAPPORTER* agree that to continue the "accuse/defend" exchange between the Andreas' and Wyatt Woodsmall would distract from our mutual purpose of promoting the wonderful technology of NLP.

Of greater importance than the debate itself are the results of our communications with Steve and Connirae Andreas—and you, the reader, reap the benefits! The Andreas' chose to take time out from their hectic schedule to produce their first article for us, "A Consumer's Guide to Good NLP Training," appearing in this issue. They have also agreed to be interviewed in the near future and will appear as the subject of our Featured Group section in an upcoming issue.

So as not to leave matters up in the air and questions unanswered, Steve and Connirae have prepared a detailed and specific response to Wyatt Woodsmall, which can easily be obtained by sending a stamped, self-addressed envelope to either NLP Comprehensive, 2897 Valmont Road, Boulder, CO 80301 or the *RAPPORTER*.

In our conversations with the Andreas', we've discovered that they are committed to making samples of their trainings available so you can make decisions based on information, not opinion. They have a free, one-hour audiotape containing short samples of their trainings drawn from their practitioner trainings, for first-hand evidence of the quality of their trainers and trainings.

They are also in the process of preparing a one-hour "Trainer Showcase" videotape which will be available at low cost (\$30) as another way of introducing people to the quality of their trainings. This video will contain short segments taken from their practitioner trainings. On this tape are demonstrations of the "circle of excellence," the conversational elicitation and utilization of a person's decision strategy, the use of metaphor, the "conditional close" for negotiation, the meeting format, the "Godiva Chocolate" pattern and Ericksonian Hypnosis.

#### BALANCE IS THE KEY

Dear *RAPPORTER*,

*I have just finished reading Woodsmall's, Graves' and Cruickshank's article on Behavioral Modeling and I am chagrined. I think that what is missing in our high tech society is a concomitant development of an appreciation of what is valuable and important. NOT how to make "humans" more productive within the existing structure. We need to become aware of the yin side of things: the heart, love, beauty, patience, receptivity—come on, guys, we've almost ruined everything with our high tech, lopsided, productivity oriented way of so-called life. NLP is a precious jewel of infinite value. But let's use it carefully, slowly, considerately. Let's learn to smell before we leap this time.*

*Thank you so much for providing this forum.*

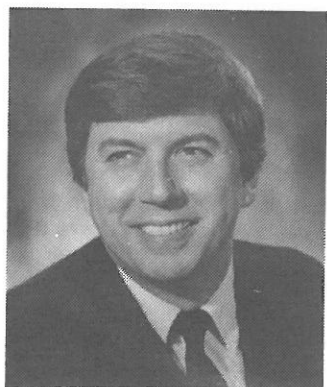
*In high hopes of peace,  
Susan Austin, Wessington Springs, S.D.*

Dear Susan,

Our right-brains are in total sync and we go to lengths to support this by printing controversial ideas concerning the values you cherish. One mustn't forget, however, that the left-brained scientific Woodsmall mentioned above also authors *Beyond Self Awareness*, with how-to's on feeding our other hemisphere. Yin-Yang balance also takes a quantum leap propelled by the powerful exercises prescribed by Jim Takacs beginning in this issue. And how about those dolphins! ■



## FEATURED GROUP



**A Rapp with  
JAMES A. TAKACS**

**JAMES A. TAKACS &  
ASSOCIATES**

*Rappoter:* Let's start with your background, Jim.

*Jim:* My formal education included a B.A. in oriental languages and a masters in history and a D.D. in theology with a side course in family counseling. I've been working in NLP for about five years. I'm a certified master practitioner and candidate trainer and I'm looking forward to at least receiving my provisional certification this year. I function as a full-time NLP consultant as well as a teacher. I use NLP in everything that I do, from teaching Japanese and Chinese languages to actually doing NLP classes. I specialize in the generic use of NLP—in other words, I like to do my seminars on things like "The Other Side of Love" and "Knowing, Liking and Appreciating Yourself." It's using the technology instead of just teaching it. There are a lot of people who are teaching the technology—I'm *using* it to teach people to do things with it. And now that I've got certification in Audiotronics as well, I'm going to wed that to the NLP. We spent two weeks being certified in this new technology, Audiotronics, as well as accelerated learning. My associate, Jim, specialized in the technical end of it and I specialized in the accelerated learning. With a licensing agreement from them we're going to be using their sounds for at least a year while we develop our own.

*Rappoter:* How does this new technology work?

*Jim:* When you listen to the Audiotronic tapes, your brain begins to re-educate to the sound patterns, it begins to respond to them. What I think Audiotronics does is filter out a lot of the provisional stuff that we've made so important. In other words, you get to have the same past you've always had, but now it's sorted differently so it's useful to you. The Audiotronics, as far as I'm concerned, sorts out a lot of the wasted emotional energy. I noticed that about myself in using the Audiotronic tapes. I'm left with more information and less impact, as far as the past record is concerned. And what it does is stimulate the creative part of me that I find useful and delightful! I can now sit down and write a chapter, from beginning to end, non-stop and not have to do anything more than go back and correct some spelling here and there. I don't have to rewrite anything. And I love being able to do that! I can sit at the word processor and just type away and write a whole chapter and like it and be satisfied with it and have it well integrated. There's no need for me to go back and tear out this paragraph and rewrite that. And it's because my mind is now stimulated and alive—and it's feeding back things.

The brain operates in three phases. First is the *Recognition*

factor—the brain must recognize something to encode it. Then it has to *Retain* it coded. Lastly, it has to *Recall* it coded. In the antiquated educational system that we are struggling with now, the recognition factor is there and the encoding is there; the retaining factor is there and the encoding factor is there; but in the recall cycle, it detours and goes someplace else. This is what causes somebody who does a lot of intellectual work, like studying for exams, to be enervated by the process because the cycle does not complete—it does not go: "Recognize, Retain, Recall, Recognize." It goes: "Recognize, Retain, and then Detour"; it never gets to Recall. This creates a drain. When the cycle is completed, you would, for example, be more energized as you studied, not enervated. Can you imagine putting in a full day at the office and then coming home and saying, "Let's go dance because I feel great!" Can you imagine just making that one change? It can only be done Audiotronically. Let's see you do it intellectually. Let's see you talk to your brain and tell it to magnetize the recall center. If you played this for kids in school, you'd have the happiest bunch of kids you ever saw, because they'd remember what they studied! And not be worn out by studying. Can you imagine going into a test saying, "I have so many answers, I just hope they give me enough paper and enough time to put them all down." Actors forgetting their lines—can you imagine going out there and remembering every line you ever learned? This is what energizes people—this is where the intellectual energy comes from. When I say that people are going to expand their ability to learn I'm saying, reconnect the cycle and go for it! That's got to be one of the most exciting possibilities imaginable. Instead of being worn out by studying, be charged! I think that's great.

*Rappoter:* Can you give us an example of using specific sounds to create a specific response?

*Jim:* Sure. The research I've done shows that all the primal tribes—all of them—use sound for healing—whether it's drums, rattles, waterfalls—and they use a lot of the same sounds. Now that's what makes it so mystifying to anthropologists. You know, you've got a little bunch of people over here in Borneo who've never seen the outside and they have recorded their healing ceremony. Then, the anthropologists go way over to Sumatra and there's another tribe who have never left the mountain—and their whole world has consisted of their three-acre plot—and their healing ceremonies sound very similar, with the same elements. Then the anthropologists go to Tibet and they find that the healing temples have the same sounds in them. There is a common thread that runs through them all. After all, it's the brain that is reporting on itself, isn't that right? The brain is telling you what's going on, if you're swift enough to listen.

So the Audiotronics tapes utilize these "healing sounds" and re-educate the brain so it will do the job. Chances are excellent that people with catastrophic diseases would have positive responses. I'm testing this now and will be able to let you know the results very shortly. There are people who realize the efficacy of this; they know that the brain responds to certain healing patterns in sound. There's a temple in Tibet about 700 years old that is acoustically perfect. People come from all over the world with various ailments—Alzheimers, diabetes, cancer—perhaps 80 at a time. They're put on pallets and the monks locate them on the floor of this temple in specific positions. Then all the monks do is play the bells. The sound of the bells goes through the perfect echo chamber of the temple's dome. These people lie there on the pallets for a week or two and they're surrounded by the sound of the bells all the time. The monks just keep playing the bells!

Now, I have a damaged eye and I used the healing tape to see what it would do with the eye and I know that something was

**RE-EDUCATE YOUR BRAIN**

**HEALING WITH SOUND**



happening while I was listening to it. There's no voice, there's no suggestion, it's all the healing sounds. I felt movement—a lot of movement. Several people have told us that they use the healing sound tape for things that ordinarily you don't think of using it for, like a cold. One woman's six-year-old daughter was coming down with a cold—exhibited all the classic cold symptoms—and the mother played the tape for her daughter and the cold disappeared. How much of a cold is real and how much is belief system? Obviously, a lot more than we had thought because she listened to the healing sounds tape and bypassed the cold altogether. Since it's your body that's healing the cold or whatever and your brain runs your body, all you have to do is tell the brain what to do.

*Rapporter:* How long a process is this?

*Jim:* It takes about 70 hours for the brain to completely readjust itself and resort itself so that it responds optimally to the patterns. The first 70 hours is the initial retraining period and it's after that that you begin to notice... we listened to it for two-and-a-half months and we experimented a lot to see what would happen. We combined sounds, listened to two tapes at one time, etc., just to see what would happen. I really noticed physiological responses while I was listening to the tapes. That you notice almost immediately.

In this work, individuality is most aptly demonstrated because none of these things produce the exact same results in everybody. You get to see how individuals are wired up differently. Some of the tapes have a very strong effect on certain people and have a mild effect on others. It also depends on what's happening at the time the tape is being listened to. One time a person may listen to the tape and feel that "nothing's happening," and another time listen to the same tape and go into almost a sleep and feel a lot of changes happening.

*Rapporter:* You mentioned you were wedding NLP and Audiotronics—how are you incorporating this technology into the NLP work you do?

*Jim:* The three-day Communications Workshop we do is tailor-made for it, so we utilize the Audiotronics technology during that. We've also begun a pilot project that is going to feed back to us data that we need in order for us to do what we want to do. It's an information and data gathering procedure for us and it's going to be a wild, wonderful adventure for the people that are part of it, because they're going to be speaking five languages, reading 15,000 words per minute, plus going through an incredible accelerated learning program, also becoming healthier, more fit and vital.

Participants in the pilot program will be using three different types of tapes: one that is listened to with headphones, another to be used while driving, studying and that type of thing and the third is the one that is played while you're sleeping.

*Rapporter:* What specific results do you expect to see from this pilot program?

*Jim:* The participants in the program will be speaking five languages at what's called the "Diplomat 1" level, conversational. The languages they'll be speaking are French, Spanish, Italian, German and we then give them the option of Russian, Greek or Hebrew as the fifth. There is one sound that we're going to have working through the language tapes. As you hear the word, the sound is going to be happening and it's going to get both the intuitive and the intellectual to work together to have that sound recognized, registered and then recalled. So it will be a matter of learning 500 words per day without any effort. Your emotional side is going to be supporting your intellectual side and they're both going to focus on what you're doing. That's why we're going to be teaching five languages.

We're also utilizing the accelerated learning techniques—giving the participants all new learning skills using audio and video aids. We're going to give them the whole psychoimmunology trip as well so that their systems are going to be a lot stronger and a lot healthier.

They'll be able to read from 10,000 to 40,000 words a minute depending on their own choice. There's a man who read 150 words a minute and when he was told by the instructor that he could learn to read 40,000 words per minute using this technology, the man could hardly believe it since he was struggling with 150. He said, "If I learn all of that, my brain will jam—I'll get into overwhelm!" He went ahead with the program anyway and the first thing he did was junk his old tools—his old patterns—and he adopted a new one. The man today is reading 104,000 words per minute. He reads so fast that he has to have people turn pages for him—and he has 90 percent retention. And it's so beautifully organized that it's all there for him. Now, he reads a joke on page 40, he doesn't laugh until page 50 because that's how long it takes to process it and come back, but it comes back! And he knows it's there. One hundred four thousand words per minute. And he's been tested all over this country and Europe to be sure it's not a fluke. Talk about genius state! That's what we're reaching for.

Finally, we'll do the process whereby you complete the cycle to raise the level at which the brain absorbs so that they will learn six, seven or eight times faster or more. This is all going to be part of a very exciting one-year project and we're going to videotape the participants in the pilot project at the beginning, middle and end so they can actually see their own transformation. In the beginning, they're asking silly questions like, "How much time will I have to devote? Will I be able to do this and that?" The thing is, with the antiquated tools we have acquired, it takes a long time to learn. Get rid of the antiquated tools and give people sleek, modern, up-to-date natural tools that will accelerate their learning ability and they're going to have more time. So as we go on, they're going to have more time, not less. They can't see that right now; we can. We're going to give that to them.

We're reaching for something so astounding that people will wake up and say, "Firewalking and breaking boards is nothing. This I can use!" We don't want people to be happy, we want them to be thrilled! When they say, "more ecstasy," we're talking reality! More Ecstasy—ecstasy that you're alive and that your brain is finally working for you, instead of you working for it! Why does a human being have to suffer to give up cigarettes? Tell the brain, "OK, brain, we're satisfied. You got it? Thank you. Now. Next thing." I firmly believe that as we develop this ability what we now call therapy will become procedures to go through to clean up day-to-day experiences. You know, let's clean it up and move on to the next thing. Let's have a past that supports us, rather than one that we have to keep looking at to be sure we don't move too fast because we have all those chains behind us.

I've broken boards and I've walked on fire for 45 feet—it's terrific, I loved it—but again, how useful is it? As a demonstration, yeah, but can I use the demonstration? Many people have an adverse reaction when I talk about firewalking. They look at me like I've chipped my block when I tell them about breaking a board. But—I speak 12 languages and I'm aiming for 20. I'm using Audiotronics to demonstrate that anybody can learn 20 languages. Why not? If the brain is 97 percent idle, I'll get it to work. If three percent of me knows 12 languages, think what the other 97 percent can learn! I'm doing this and the people who have chosen to work with me and we're simply going to have an incredible demonstration of what you can do when you put your brain to work for you.

One of the things I've learned from experience is that people will accept only their closest, nearest high value. In other words, if I asked someone, "How would you like to make a thousand dollars this week?" they'd respond, "Oh, boy!" Because that seems to be within reach—the nearest highest value. But if I

## TRANSMISSION OF EXCELLENCE



say, "Let's do four million this week," that's way too much for someone to reach for—your brain can't process that big of a chunk. What we're really talking about is creating genius states in people, but I can't say that because people back away. Anybody who wants to be a genius is going to have to step out of this iconoclastic anachronism known as our educational system and start expanding into the possibilities that exist in this marvelous 97 percent that's sitting there waiting for someone to kick it in the tush. Genius state is what we're talking about and that's what our pilot project is about. We're actually going to create genius states in people that will probably blow them away, but that will probably be fun, too!

*Rapporter:* Are you using other things besides Audiotronics and NLP in this pilot project?

*Jim:* We're using all the attendant accelerated learning techniques that we've got. Accelerated learning does not improve the system that we know—it completely demolishes it and replaces it with something brand new. Fundamentally, what is crippling our society is what is known as the "User-Provider Model" and that means that the user will go as far as the provider allows. So you hear people saying things like, "Well, I'd have done better, but he was a lousy teacher." In other words, the user said the provider limited the user's ability. There are people that honestly believe that "I'm going to be a good teacher so all my students can learn. So I'll polish my skills to enable them to learn." This is a fantasy. This is a matter of choice, what it is you do with your own brain power. I tell the people I work with, "Look. I'm coming in here with my NLP toolbox and it's loaded with goodies, but nothing says that this is the beginning and end-all of everything. I'm just bringing you a collection of what I've learned. If you have something that I can learn from you, please, let's do this together! Let's establish a partnership and you are not to be limited by my limitations. What you are to do is to take what I give you and then explore it and twist it and shape it and stop holding me responsible for whether you do anything with it or not." I give someone an exercise to do and I ask what happened and they say, "Nothing." My response: "Are you kidding? In the time it took you to say, 'nothing,' you processed about eight million bits of information and you have the nerve to tell me nothing happened! What are you waiting for? Do you want to be spoon fed?" "Well, it didn't work." "What do you mean, it didn't work? *Something* happened." I have to prod and push them to realize that something did happen—but it wasn't what they thought I wanted! That's when I tell them, "Stop using the User-Provider Model now!" I do all my work in the context of discovery. I don't work in the success-failure model. If you have a context of succeed or fail, the only alternative to succeeding is failing and that's what comes up more often for people than anything else. So they go into a seminar or a class to do something and "it didn't work." It's the only alternative they can come up with, right? That's the nth-degree of the User-Provider model. It's like a compass with only two points on it—what happened to the other 358 points on the compass? They're gone! I teach in the context of discovery so you have all 360 points of the compass to play with and use it to discover what happens with you when you apply this and what makes a difference for you. So I never have people tell me it didn't work, once they understand that this is not the User-Provider model—that this is a context of discovery and you get to notice what happens to you when we do this.

"Well, I'm bored." What does bored mean? Take a look. Tell me what happens inside of you when you're bored. That's an exciting discovery! If you know how to be bored, you can teach somebody else and boredom, while it may not be explicitly useful, can be something that you can share with someone else.

"Why would I want to share boredom?" "Why not? Have you ever shared it before? How do you know it isn't exciting?" When I say something like that people look at me like I'm cracked, but that's what happens when you get out of that old, broken-down, useless User-Provider model.

How far can you go? As far as your imagination and your curiosity will take you. When you're listening to these sounds, instead of saying, "It didn't do anything," get into the sounds and say, "Wow! I'm going to explore this one. I'm going to chase it down and see what it does to me." Instead of waiting for a prescription, experiment, experiment, experiment! Maybe you can improve on it—and I don't doubt that people can! I never approach people as the definitive teacher. I say to them, "Let's learn this together. This is the fifteenth time I've taught this, but I'm here to learn it all over again just like you." So I'm learning while I'm working with them. We're natural allies instead of natural adversaries.

Take a look at what laughingly passes as tests. A test is usually a teacher's evaluation of what is important and a student has to adapt their value systems to the teacher's in order to get a decent grade. Who says the teacher has the definitive notion as to what's valuable? When I give a test, I say, "This is kind of what I sort of think works, but if you can come up with anything else, let me know and we'll see how well you run it." And you know what? They do! And they have their own hierarchy of values and if they can nail what's important to them by their own value system, then they've learned! They're not there to incorporate my value systems. I've heard that time and time again from NLPers: You must not ever install your values on somebody else. Yet I hear people doing this in teaching NLP: "This is what I think is important and you'd better agree with me or I won't certify you." If I do a certification, it's going to be totally different. I'll say, "Here's everything that we've gone through. Now you go out there and do something and bring it back to me and let's see how you did it. What did you find important? And if you can validate that through some skill, you're certified." The world does not operate by a formula. I don't know if people realize it or not. I make sure when somebody comes in my front door that I'm totally blank; I don't have any preconceived notions at all about what I'm going to do. When a person comes in, I'm looking at him or her, I want to know what they give me. I play Sherlock Holmes, not Sigmund Freud. And I may junk the whole thing and do something outrageous just to find out if that works for them. And it does a lot of the time. In many, many ways I'm a strange NLP'er. For example, I don't sound like one—I speak English, I don't fortuple people all over the place. This is a mystery to me—fortuples have five sections!

Everything we do with Audiotronics will be tailored to make sure that we are stimulating the part of the brain that is the creative heart of that marvelous mechanism that goes on between the ears and we won't saddle people with a preconceived notion about where they should be. That way, there's no success or failure, there's only what you discover about you. What you discover about how you operate is a major contribution to the world. If you contribute the way you operate and I contribute the way I operate, we have two marvelous creative systems both making a contribution. We can have them both—we don't have to say, "I'm superior because..." Baloney! I work my way, you work your way and let's have a party!

**James Takacs**

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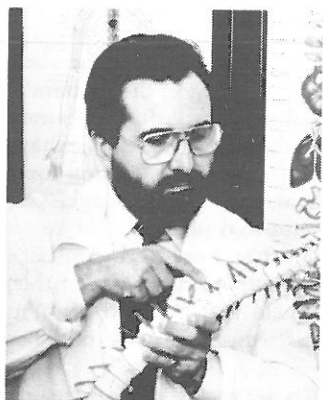
**James A. Takacs** is a Certified Master Practitioner and has trained with John Grinder, Robert Dilts, Tad James and Richard Bandler. Contact him at JATA, P.O. Box 394, Tarzana, CA 91356, 818-881-1450. ■

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## NLP IN HEALTH



**CHRISTOPHER  
ROGERS, D.C.**

**MEDICAL EDITOR**

### AIDS

The time of blissful ignorance has passed. Some of the ideas relative to the restraining of the AIDS epidemic may have been personally distasteful in the past, but the safety of everyone depends upon minimizing the number of cases and potential exposures to AIDS. This transcends personal morality.

Even a total abstainer can be run down by a drunk driver.

The impact of AIDS has transcended personal morality and worldwide there are more heterosexuals than homosexuals with AIDS. Due to personal and political denial and lack of knowledge the virus has spread without restraint for years.

In New York, one in every sixty-odd babies tests positive for exposure to the AIDS virus. In Vancouver, B.C. Canada the first AIDS death two years ago was a 14-year-old girl.

The transfusion and injection spread of AIDS (not just drug addicts, but innocent citizens of underdeveloped countries punctured with the deadly virus by use of a single needle during mass vaccinations provided through the generosity of the developed nations) combines with the very long symptom-free period of incubation in victims to create a vast undetected population of carriers in every financial, racial, social and geographic community.

Southern conservatives may point to San Francisco excesses, but Dallas, Texas is in the top three of numbers of diagnosed cases and the growing case load in "God Fearing" rural communities is as great a threat as it is in Los Angeles.

The person who got drunk in college and had one "indiscretion" years ago, before they were Born Again, may give the disease to their spouse just as readily as a bisexual who vacations in Haiti.

In city after city reporters have gone to bars and asked bartenders what effect the AIDS Crisis has had on the dating game. Again and again the answer has been the same: "They spend the first drink trying to ask each other embarrassing questions about their past. The second drink they relax and the third drink it's just like always."

The AIDS epidemic has become the major health care concern of our time, and undoubtedly health care practitioners of all kinds would like to be able to contribute to protecting society from or treating AIDS or the pre-AIDS (ARC) conditions.

In conversations with NLPers, they repeatedly refer to Dr. Carl Simonton's pioneering work formalizing the use of internal or hypnotic work in the treatment of debilitating illness and the possibility of applications in the treatment of AIDS.

While I agree with the vital need for positive reframing in the treatment of debilitating disease, Dr. Simonton has often reflected on the limitations of his own success and his statistical disappointment with his progress.

### PROTECTION & TREATMENT

Perhaps the greatest problem in treating serious organic disease using mental attitude, imagery, etc., is that by the time these conditions have become chronic enough to be addressed seriously by the patient they have often progressed to the point that it is not just a matter of stopping the disease process, but reconstituting vast damage already sustained by the body as the result of that on-going process while the person housed in the organism went through such personal processes as procrastination and denial.

Whether due to emotional, financial or other reasons, treatment of any kind is usually delayed. This probably explains why it is common in health food stores to see aisle after aisle of very ill looking shoppers. Sadly, conservation intervention or preventive measures are often the last thing patients seek.

Most people would rather take their chances on bypass surgery in the future than cut back their cholesterol intake now, despite the fact that every year heart disease kills more people in North America than AIDS, auto accidents or the Vietnam War.

"Maybe it will go away" is the battle cry of the average patient, whether he has a sprain/strain or the early signs of AIDS. Many patients will even avoid the confirmation of testing even when their symptoms are well advanced.

Draping every aspect of the treatment of an AIDS patient in NLP techniques to reinforce their greatest good would undoubtedly be beneficial and a virtual responsibility of any NLPer who is close to an AIDS patient. However, if maintaining a soothing and supportive environment in surgery for the receptive subconscious of the anesthetized patient is still controversial and unusual in the traditional medical community—despite extensive documentation of the benefits—it is only reasonable to think that direct NLP treatment intervention as a standard procedure is in the distant future.

Until such procedures qualify by common usage and legally as forms of standard and customary care, doctors and other licensed health professionals will be in personal legal jeopardy using them instead of customary approaches. Such limb-climbing is not only exceptional, but unwarranted at this time.

Knowing that this is true in our culture, and that the best doctor in the world can not unboil a hard boiled egg, and that those professionals most likely to be approached by or diagnose the AIDS patient are unlikely to have NLP training, it is logical that the most valuable NLP interventions at the present time would take place even before the patient is exposed.

The hysteria which breeds denial and postponement of testing and treatment could be directly countered by application of NLP communication technology in AIDS crisis hot lines and education programs—areas more readily changed and where participation is actively being sought.

Education is the ideal NLP laboratory and according to figures quoted in *Psychology Today* (Jan. 88), nearly half the annual 20 million sexually transmitted disease patients are under age 25. For every individual who has a "high risk" sexual activity reframed to "safe sex practices" lives may be saved. Not just a life but potentially hundreds of lives in the chain-letter effect of sexual contact, blood banks and drug use.

There is a cross section of America that has been exposed and while the Surgeon General states celibacy is one of the best defenses, a monogamous relationship comes close, as does what Geraldo Rivera calls "non bodily contact sex" (phone sex, adult films, etc.)

What does that mean for NLPers? Simple . . . lives may be saved every time someone chooses their monogamous mate for sex or decides to stay home and masturbate watching "Rated X For Sex Not For Violence" Videos instead of risking casual sexual contacts.

### COUNTER WITH NLP



For people who care about other people and want them to live better and longer lives, which I am proud to say identifies most of the NLPers I have met, the time for petty self-righteousness has passed. It is now time for pragmatism. What is, is.

The bonus is that, unlike most of the "isms," causes and charities we contribute to or time spent eliminating a client's phobias, etc., the life we save in stemming AIDS may be ours or a loved one's.

Pontificating about "dirty movies" being a no-no was fine, but the fact remains that "adult" films, books and magazines are a major industry because they fill a need for a large part of the population. While "Star Wars" and "Raiders of the Lost Ark" are video best sellers at \$29.95, adult videos sell in even greater numbers for \$79.95. And nobody ever caught AIDS from a video cassette. That may make "adult entertainment" the valiant frontline in the war on AIDS.

Ninety-nine percent of sex occurs above the ears and study after study proves that fantasy can rekindle the bonding of even the most bored and tempted married couple.

There is an obvious correlation between the common observation of Wyatt Whitsmall and others that the visual system is the easiest to work with in NLP, the fact that videotapes of lions cavorting and making love is part of Richard Bandler's treatment armamentarium for impotence and the popularity of VCR porn.

A basic premise of effective NLP is to use the systems that are already in place and build on them.

What are effective NLPers doing NOW to HELP PREVENT AIDS?

Well, what are YOU DOING? Contact me with your input. ADD to what follows. Even though few people in the country today have not had their life touched by the spectre of AIDS, actual participation in the care of an AIDS patient is not the average NLP'er's venue. Although they would have unique value in a hospice, not just for patient support, but to show volunteers and workers processes to bypass burnout.

Choices and decisions are what we can create for people with NLP techniques, so if we can give the lonely conventioneer the options of making a call home to his mate or satisfying his needs by watching a sensuous adult movie on the hotel's pay TV instead of playing Russian roulette in the hotel bar, we are breaking threads in the spreading web of AIDS.

Use your sensory acuity and if a man or woman mentions what they find attractive or casts a lingering glance at someone passing by anchor the attraction and transfer it to their mate.

You do not have to be in a clinical setting to ask someone about their favorite movie stars or entertainers and anchor the sexual interest for later stacking.

Stack their feelings of greatest personal success, fulfillment and satisfaction in a job well done on fidelity.

Covert or overt, the effects can be the same, but if they express interest in intensifying or rekindling the flames with their significant other, task them homework by establishing a simple kinesthetic anchor they can conveniently trigger both horizontally and vertically (a position of the lips or touching a finger to their palm in a special way, for instance) and have them stack it while alternately looking at their loved one and a TV show with their favorite sex symbol or an adult video.

Jack Benny was not a skinflint and porno stars are not sex machines. The same girl you might not have given a second glance when she was a minimum-wage cashier at a local restaurant is reframed on screen into a perfect fantasy through the use of all the wonders of make-up, wardrobe, direction and camera magic thousands of dollars can buy. These films may

not be "Gone With The Wind," and quality varies, but it is a rare individual who cannot create an erotic synesthesia pattern from their soundtracks and visuals.

As actor/monologist Spaulding Gray says: "the camera eroticizes the space it aims at" and for a couple of dollars at the video store your client can take home that high-tech magic and create a wonderful variation of "content free work." They can choose the films that meet their unique sensual needs without the awkwardness of sharing the details of their preferences with you and then generalize the effects to their monogamous relationship.

The same effects can be achieved without video by using standard "content free" procedures, but being in the room with you while replaying even unspoken sexual fantasies at length may be an uncomfortable stretch for some, and if your sensory acuity and other NLP skills are still in their infancy this work is too important to wait for their development.

If you are impatient and skilled you can drop your client's mate into their most erotic submodalities and zip them in. Naturally, you will make sure that this is ecologically appropriate for both halves of the couple and reconsider if their divorce is final next Thursday.

If they tend to extremes of seeking out new dangerous amorous variety a threshold pattern may be in order.

Who would have believed two years ago that this might be your most lifesaving application of your expensive studies of NLP... stacking erotic anchors in couples to be fired for mutual joy and safety?

From courtship to the workplace and health care, AIDS is changing our society and with NLP you can help make those changes easier and more positive for the people you encounter.

There are some historians who say the history of man is the record of the effects of weather and disease on him.

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*Ideas, questions, case histories and suggestions from all health care professionals are welcome: Chris Rogers, 10657 Riverside Drive, North Hollywood, CA 91602. Phone 818-980-4619 or 818-761-1226.*

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The *RAPPORTER* is featuring in its next issue articles concerning the immune system in general and AIDS in particular. If you have material or techniques concerning these subjects that you feel would be of value to others, we ask that you submit them for publication consideration. We would like to offer the broadest spectrum of possible approaches to strengthening the immune system. ■

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## NLP IN SPORTS

*Dr. Anthony J. Meduri has stepped forward to fulfill our long-standing desire for a regular column covering the subject of NLP applied to sports and athletics. We are very pleased to welcome him as one of our regular contributors.*

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### NLP, NEUROENKELPHALIZATION AND EXERCISE

The entire field of health, fitness and exercise has become deeply embroiled in an imbroglia of false claims, fad advertising and imprecision over the last decade-and-a-half. What could be a most elegant means of discernable personal change has become relegated to a position of body-posturing and trendy, albeit incongruent statements of asentient non-communication.

I have no doubt whatever that most people live, whether physically, intellectually or morally, in a very small portion of their possible being. They make use of a very small portion of their possible consciousness, much like a man who, out of his whole body organism, should get into the habit of using and moving only his little finger. We all have reservoirs of life to draw upon of which we do not dream.

—William James

Despite their rapid growth, the areas of exercise physiology and sports medicine have singularly lacked a creditable and comprehensive model or summary text of explicitness and clarity. Intrinsic in this statement is the notion of guidance and motivation, and the resultant corollary involving change . . . and elegant quick meaningfully congruent transformation. (That's a lot to put forth, please read on.)

What better way to convert a physical corollary into a vibrant, vital and very much alive instrument of change than to utilize the resident, potential benefits of exercise along with the conversion and transformation ability of NLP? A most complementary marriage of kinesthetics and both visual and auditory submodalities (a synesthesia pattern of most appropriate import). Forget the antiquated axiom, "No pain, no gain," and begin to realize that the real value of exercise and sports involvement has yet to be completely discovered. After all, exercise is a totally neurological involvement enlisting simultaneously several operant submodality correlates.

There are two very basic factors that exercise can effect in its myriad number of diverse and divergent forms and fascinations, namely: the way you feel, and the way you change your appearance, or how you look, both inexorably intertwined. Exercise broadly falls into two inclusive categories, each with ample subdivisions: *aerobic exercise*—that group of exercises which utilize oxygen on a continuous and on-going basis, such as running, swimming, walking and dancing and a variety of other recreational involvement, and *anaerobic exercise*—that group of athletic involvements and exercises which do not utilize or depend upon oxygen as primary fuel for their proper performance; within this group fall such exercises as weight-lifting, bodybuilding, Nautilus training, interval training, sprinting and others.

Exercise, either aerobic or anaerobic, can enable one to create a specific change in one direction or another, for instance, losing or gaining weight . . . and reportioning the body and creating

a new and different quality of feelings; a new sense or awareness of kinesthetic appreciation. Exercise can also delay the onset of an expected or anticipated change, thus causing something *not* to occur at a statistically designated time—namely, the incongruent posited belief that physical deterioration is a built-in human phenomenon after age 50. This latter postulate can inaugurate a whole new series of thought patterns in an individual's assessment of their future. What would you do if at age 60 or 70 you could still be as active and involved in any participation of your choosing as you were at age 25 or 35? What new choices would this ability (or belief system) conjure up? (Requisite variety potentiated and fully utilized.)

While it is evident and reliably predictable that exercise properly orchestrated, implemented and designed can and does precipitate the on-going stimulation and release of a plethora of several neurotransmitters, among these, neuro-endorphins, enkephalins, beta-enkephalins and dynorphins and other neurologic *trous-de-force*, which provide us with the never-ending variety of exhilaration, enthusiasm and creativity so compelling, enjoining and intrinsically necessary to life and enjoyment; it is also quite evident that utilizing NLP techniques to heighten this release creates the opportunity to engender incredible levels of co-synergy in the very discernible forms of a) *change* (physical leading to further neurologic change and neurologic change leading to further behaviorally correlated changes); and b) *transformation* in the *opportunizing* of available resources and resourcefulness.

What more appropriate locus for the employment of very specific instruments of change such as the "swish-pattern" or various "sleight-of-mouth" reframing techniques that will create neuroenkephalization—the release of these neurotransmitters so uplifting and profoundly and intrinsically rewarding, compelling, and self-stimulating? What a superbly facilitative opportunity to anchor in a powerful and useful resource state at the very height of exhilaration or achievement (or self-anchoring a kinesthetically desirable and resourceful state). Even more appropriate and redeemable when training under the supervision of a knowledgeable and skilled athletic trainer who has the perceptual acuity and requisite talent to utilize and share this implementation.

The right way to begin to think about the pattern which connects is to think of it as primarily (whatever that means) a dance of interacting parts and only secondarily pegged down by various sorts of physical limits."

—Gregory Bateson  
*Mind and Nature*

There are many more diverse and seemingly divergent applications of the myriad number of utilizable patterns so productive and future-oriented that NLP as a technology has to offer. . . . And, perhaps even more important NLP as an attitude for achievement and creativity. . . . My proposal then is: Why not a marriage between the elegance of NLP and the utility of neuroenkephalization omni-present in the consistently prudent and proper orchestration of exercise and athletic involvement?

With more to come . . . **Anthony J. Meduri**

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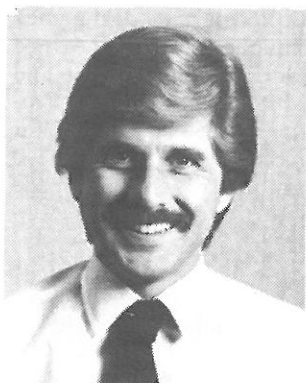
**Anthony J. Meduri, Ph.D., D.Sc.** is a Certified Athletic Trainer and Director of the Sports Training Institute, 239 East 49th Street, New York, NY 10017, 212-752-7111.

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## THE REAL HISTORY OF NLP



**TAD JAMES**

**Founder and Chairman of  
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What's all this stuff (a precise scientific term) about who invented what first? Recently in the *RAPPORTER*, we have been "graced" with a number of articles where various people claim to have invented various portions of NLP first. How silly!

Neuro Linguistic Programming is *not* the domain of any one person. If it is the domain of anyone, it is of Richard Bandler and John Grinder who studied and codified the techniques of those like Milton Erickson and others who came before them.

The fact is that there is really very little under the sun that is truly new. NLP is no different. Most of the techniques that comprise NLP are presented in earlier writings of Milton Erickson, M.D., who until his death in 1980 was the world's foremost hypnotherapist. In fact, as I was completing my Ph.D. program, I came across a book loaned to me by a dentist friend of mine that was truly enlightening—*The Practical Application of Medical and Dental Hypnosis* (Milton H. Erickson, M.D., Seymour Herschman, M.D., and Irving I. Sector, D.D.S., Julian Press, 1961), which is completely out of print at this time.

For the purpose of gaining some much-needed perspective, and just to clear the record, I would like to review and discuss several important ideas presented in this book. The book is essentially taken from transcripts of one of Milton's numerous teaching seminars given in the late 1950s and early 1960s. As I read this book, I can't help feeling that we may have heard these ideas somewhere else in a different form:

On the subject of induction of hypnosis, and the notion of feedback:

Hypnosis can be induced by sensory modalities other than words, namely, by nonverbal, extra-verbal, and intraverbal stimuli or communication processes. Anyone listening to a speaker is in a two-way communication with the speaker, evaluating the intonation of his voice, his gestures, his demeanor, and the listener's own response to all these. "Analyzers" in the brain are constantly predicting or assessing what we feel, see, or hear. They are, as in electronics, known as feed-back mechanisms. There is a continual process of communication going on at all times between individuals and the total environment. Words and gestures and other stimuli can be interpreted only in terms of past experiences. (Pages 15-16)

On the notions of rapport, and suggestion:

Actually hypnosis, which facilitates the learning process, becomes a very powerful control process in the presence of good rapport, for it enables suggestions to be accepted uncritically. (Page 16) Exactly

what is meant by rapport? It is that peculiar relationship existing between the subject and the operator, wherein . . . the subject tends to pay no attention to externals or the environmental situation, to respond only to the person doing the hypnotizing. (Page 66) This matter of rapport is a very important consideration because it is based upon trust and confidence in the persons who are involved. (Page 67)

On the nature of suggestion and presentational systems:

. . . suggestion is the basic factor in producing and utilizing hypnosis. Suggestions need not be of a verbal nature only. These can occur at any sensory level. These include, of course, the olfactory, the gustatory, the auditory, the tactile, the visual, and many others. (Page 20)

(Of course, I began to wonder to what "many others" refers!)

On the definition of suggestion:

. . . a psychologically effective suggestion must not only be presented; it must be accepted uncritically . . . in the sense that it is reacted to favorably, and leads to initiation of favorable behavior. To be effective, suggestion must be acted upon by the subject or patient, even if there are no logical grounds for his acceptance of the suggestion. Thus the definition of suggestion can be reached: Suggestion is an idea that one accepts uncritically and favorably resulting in the initiation of appropriate behavior. (Page 22)

On anchoring:

Now, for your convenience, so that you may have something to remind you of what it is that is necessary for you to re-enter the trance state quickly any time you want to . . . At the appropriate signal, you will respond appropriately. This is the sleep signal. (He touches the subject.) This is the waking signal. (He touches the subject, again.) To this (right shoulder) you respond quickly. When you feel it, you can respond quickly and go deeply to sleep." (Page 157)

On mismatches:

Erickson has mentioned that patient resistances can often be used to help the patient. He reverses the procedure by saying, "Well, you are trying to awaken and I don't think you *can* awaken; try to awaken, but you can't. (Page 373)

On using "Tsk, tsk, tsk" to blow out internal representations:

As a general rule, the presence of parents is contraindicated. One dentist had a boy of about seventeen in the chair. He asked the mother if she would like to watch the trance induction. The boy started to go into an excellent trance—there was no question about his being a good subject. All of a sudden, the mother said, "Tsk, tsk, tsk," and that was the end of the trance.

And finally on Time, Time Line, and Pseudo Orientation in Time:

Here one can employ a portable movie screen for patients to look at. Or the patient can be induced to hallucinate the screen. . . . The patient is given another frame of reference in which to think and to feel about himself. . . . One hypnotic phenomenon can be used to induce another. The movie screen can be employed as an uncovering technique. The patient looks at it, sees his past, or the past of somebody in whom he is interested. It is a form of projection. He can look at the screen, lose his own

**ERICKSON: WORLD'S FOREMOST**

**MANY OTHER SENSES?**



identity, and observe various traumatic experiences that occurred in his own life experience. He can describe those experiences and give full information that may be much more reliable than his conscious account of things.

Arnold M. reported that his dog had been run over when he was a little boy. It sounded like a perfectly reliable memory. But on the movie screen what did he see? He saw the dog lying dead and the deputy sheriff standing there with a smoking gun. The deputy sheriff had shot his dog. At the time, the patient wished that the dog had been run over; that would have been an accident instead of a deliberate and to him senseless execution. His wish colored his subsequent conscious memory; on the movie screen, however, he could really see the dog lying dead and the deputy shooting it.

On another movie screen, the patient saw himself at a later age; on another, at still a later age—all the way from five years of age on up to thirty-two. He could compare similar traumatic events in his life. Setting up the screens was no problem at all. The patient could fix the visions on each screen so he could look at them and compare them. Then he was allowed to set up another screen where he could see himself as he hoped to appear next year. Thus he was led to recognize what he wanted in his future, what was meaningful for him in that future.

That technique has been called pseudo-orientation into the future. Just as one can orient a patient back to the past, so one can project him into the future in accordance with his own motivations and desires. (Pages 342-344)

So what's all this about who invented what? It was Richard Bandler and John Grinder who first recognized that Erickson had something to offer. Through the process of modeling, they codified his techniques and the techniques of others. Armed with an understanding of linguistics they then added to and expanded the techniques, and called it Neuro Linguistic Programming. Without their contribution, Erickson's work might still be the domain of M.D.'s and Clinical Psychologists. We owe Richard and John a great debt of gratitude for having made Erickson's work comprehensible and utilizable to we non-medical mortals.

If you've been reading the *RAPPORTER* recently, you have probably seen the articles where some of NLP's well-known (and not so well known) players have been taking each other to task about, among other things, who invented what, and about how "my teaching style is better than yours." You may have also seen how another trainer claims to have invented the use of these techniques in sales. How ridiculous!

Look, NLP as of today, is just a drop in the bucket of psychology. It's as if we are a collection of a few ants at far end of a football field, and the giants of psychology, hearing us fighting ask, "Did you hear something?"

I believe that it's time for this fighting to stop. If we are to expand NLP we must be united about the quality of the techniques and their ability to produce results, not bickering over teaching styles, and which came first. Now, boys! Stop your fighting!! We are bigger and better than that, and so is NLP!

\*\*\*

*Tad James, Ph.D., has a Master's Degree in Communication and is a Certified Hypnotherapist. He is also a Certified NLP Trainer and is currently teaching Practitioner and/or Master Practitioner Certification programs in Los Angeles, California, New York City, London and Honolulu.* ■

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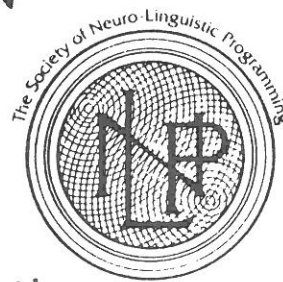
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## BOOK REVIEW



### GREGORY GIBSON

President  
NEURO CONCEPTS  
INSTITUTE

## TAPROOTS

*Taproots: Underlying Principles of Milton Erickson's Therapy and Hypnosis*, is authored by William Hudson O'Hanlon, who is definitely an Ericksonian hypnotherapist and considered by many to be one of Milton Erickson's better students.

*Taproots* starts out by laying a "Groundwork" for Ericksonian therapeutic approaches, which is essentially the title of *Taproot's* first chapter. From this chapter on, O'Hanlon begins to methodically layout the basics of his view of an Ericksonian psychotherapeutic approach. Chapter 7, entitled "Ambiguity," is an excellent example of how clearly O'Hanlon is able to present his concepts. O'Hanlon appears to have a "knack" for explaining complex concepts in a clear and concise fashion.

Section II of *Taproots* points out many of the "elements" of "typical" Ericksonian therapeutic work (if it ever was to be viewed as "typical") and Ericksonian hypnosis. Once again, O'Hanlon's knack for making the complex easily understood occurs. Through the use of quoting Bandler, Grinder, Lankton, Lustig and Hanen, O'Hanlon is able to synthesize different perspectives of Erickson's work into a clear and concise working model.

The last section of *Taproots* highlights where one may go to obtain further resources on Ericksonian therapeutic approaches, be it further readings, videotapes and/or audio tapes. I would recommend this book to anyone wanting to have a thorough and basic understanding of the dynamics of Ericksonian therapy. *Taproots* is published by W.W. Norton and Company, New York, New York.

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Greg Gibson is President of Neuro Concepts Institute, an Orange County California company that provides training and consultation both on a group and individual basis. Neuro Concepts Institute is currently conducting a Master Practitioner training in Southern California with Master Trainer, Tad James, M.S. Plans are in the works for a highly specialized "Timeline Certification Training" this Spring conducted by Tad James. Further information can be obtained by calling 714-458-7676 or by writing to: Neuro Concepts Institute, 25822 Evergreen Road, Laguna Hills, CA 92653.



## O'HANLON'S KNACK

## MIND CHOW

### THE CLASSICS

by Richard Bandler and John Grinder

*Frogs into Princes*

*The Structure of Magic I and II*

*Trance-Formations: Neuro-Linguistic Programming and the Structure of Hypnosis*

### NEW TITLES

*Solutions*, Leslie Cameron-Bandler\*

*Uncommon Therapy*, Jay Haley\*

*Change Your Mind and Keep the Change*,  
Steve and Connirae Andreas

*Turtles All the Way Down*,

Judith DeLozier and John Grinder

*Therapeutic Trances*, Stephen Gilligan\*

*The Emotional Hostage*, Leslie Cameron-Bandler Lebeau\*

*The Basis of Personality*, Tad James\*

*Your Mind Can Drive You Crazy*, James A. Takacs

*My Voice Will Go With You*, Milton H. Erickson, M.D.\*

*Practical Magic: A Translation of Basic Neuro-Linguistic Programming into Clinical Psychotherapy*, Stephen R. Lankton\*

*The Answer Within: A Clinical Framework of Ericksonian*

*Hypnotherapy*, Stephen R. Lankton and Carol H. Lankton\*

*The Psychobiology of Mind-Body Healing*, Ernest Rossi, Ph.D.\*

*Megateaching and Learning: Neuro-Linguistic Programming*

*Applied to Education*, Ed and Maryann Reese, C. Van Nagel and Robert Siudzinski.\*

*Taproots: Underlying Principles of Milton Erickson's Therapy and Hypnosis*,  
William Hudson O'Hanlon\*

\*Reviewed by Greg Gibson for the *RAPPORTER*.

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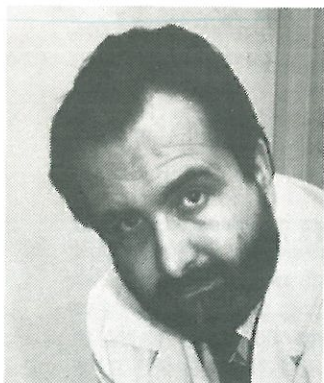
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## INSTANT REPLAY



**CHRISTOPHER  
ROGERS**

### A/V & Software Reviews

Grinder, DeLozier and Associates was one of the first groups to sell AV materials and now, due to an agreement between Dr. John Grinder and his sister Laura Grinder, her Grinder Resource Center, 110 Kenny Court, Santa Cruz, CA 95065, 408-476-6618, is the source for all their tapes to date.

"The Eyesight Enhancement Format" (\$60) is a thirty-minute stand-alone color video from the final day of a 1985 NLP and Ericksonian Hypnosis seminar in Watsonville, California.

It is a reflection of the rapid growth of NLP that this video is "a classic"—one of the first commercially distributed NLP video products—although it is only three years old.

To help you use the material, a written outline of the format scrolls up with the voice-over reading at the beginning and end of the tape and there is a list of applicable basic reference materials available from the Resource Center at the end of the tape with voice over, also.

The format goes thusly:

Congruity Check—reframe objections; Acuity Test; Regression to time prior to need for glasses (artificial aides); Disassociate (optional); Acuity Test; Congruity Test—reframing new objections; "De-regression"; Test your work.

However, within the video you will get more specific instruction in such techniques as the big sister-little sister dissociation, an approach for use with people who only had vision changes occurring later in life, and such ecological subtleties as the observation people who augment their vision with artificial aides blink more than people who do not and therefore clients may need to be taught to blink less.

On the tape Grinder refers to having discovered the procedure "by accident" and having used it with three or four dozen cases, which had resulted in his having acquired a box of eyeglasses from people who no longer needed specs six months after he worked with them.

One thing that is not on the tape is a live subject demonstration. This is Grinder's response to specific requests at the tail end of a training for an explanation of how techniques taught earlier can be chained into an effective procedure for a specific purpose.

The reference materials listed at the end of the tape include *Trance-formations*, but be assured the relevant section starting on page 166 does not contain all that is on the tape.

My personal preference in NLP videos is a preponderance of wide shots so that we can observe the gestures and nuances of a trainer's style right down to the intentional toe taps and weight shifts. This tape is largely close-ups of Grinder, with even his biggest hand gestures being out of the picture. The material advertised is there, clear and distinct. The sound is clear. Camera coverage is just a personal peeve.

\*\*\*

THREE-YEAR-OLD CLASSIC

Steve and Connirae Andreas at NLP Comprehensive, 2897 Valmont Road, Boulder, Colorado 80301, 303-442-1102, market the largest single source selection of NLP training tapes, with about twenty-five titles available.

One of their newest, which was previously mentioned in the *RAPPORTER* during The Andreas-Woodsmall Debates, is "A Strategy for Responding to Criticism" (40 minutes).

This is a live-subject demonstration from midway through a practitioner certification training (January 1987). Steve Andreas demonstrates installing the strategy with Carl, a participant in the training, then he and Carl answer questions from the group and a follow-up with Carl two weeks later has been tacked on the end.

Production qualities are predictably acceptable with Andreas products and I am always pleased when we see both teacher and subject from at least the knees up most of the time.

Note that a partial transcript of the session and follow-up is included in the like-named chapter of the Andreas book *Change Your Mind And Keep The Change*, which makes the combination an exceptionally powerful learning package for repeat viewing, like Leslie Cameron-Bandler's "Lasting Feelings" and "Making Futures Real" and Richard Bandler's "Magic In Action" (which we will be reviewing soon in the *RAPPORTER*).

In her introduction, Connirae Andreas explains that the format is a result of three years of modeling the internal responses of people who—when they feel criticized—"are able to maintain a resourceful state. They're able to respond appropriately in the situation and they can assess—Is there anything of value for me in the criticism or not? Is there anything I want to use to adjust my behavior in the future?" rather than the more common responses of being overwhelmed by bad feelings or blocking out the criticism so that there is no access to anything useful.

Like all good modeling the objective was to develop "A step-by-step strategy for responding to criticism that you can easily teach to people in a short period of time."

Steve notes to Carl initially that "we are going to do two things . . . installing the strategy itself and going through the different forks . . . the other thing I am going to do is demonstrate a sort of a sneaky way of installing a strategy and that is by doing it in a dissociated state." For many, this second outcome will also include an introduction to the rapid and exquisite "plexiglas dissociation" technique.

\*\*\*

The tapes we have reviewed in this issue illustrate well the unfortunate poverty of people who do or have installed in them a premature closure of their feelings of NLP competence and completion of training.

NLP training is a living, growing thing—an offshoot of efforts to model human excellence. NLP techniques are just the droppings of that attitude and people who have "already done NLP" are saying they have mastered excellence. How many examples do you know?

Such people deprive themselves and may inadvertently shackle people they encounter with a tiny black and white vision of what is NLP. For instance, the eye-enhancement model and the strategy for responding to criticism are not in most people's practitioner trainings, let alone intros and firewalks, but once exposed to them they are vital parts of a personal and/or professional tool chest.

\*\*\*

Christopher Rogers is an NLP Master Practitioner, having received his Practitioner Certification through GDA and advanced Training, including Trainers Training and Modeling, with Richard Bandler, Robert Dilts and others.

■

LARGEST SINGLE SOURCE



## A CONSUMER'S GUIDE TO GOOD NLP TRAINING

By Connirae and Steve Andreas

NLP includes many skills, abilities, and attitudes well worth learning. You, along with us and many others, may have been attracted to the field because of its potential for improving people's lives.

Unfortunately, there is a wide variation in the quality of NLP trainings available. There are some excellent NLP trainers and others who market themselves as trainers after taking a few weekend trainings. We get many calls from people who've attended a variety of trainings (and parted with large sums of money) and are unhappy afterwards. A few others are happy with their experience, but didn't leave the training with skills they can use.

We often point out to our trainer trainees that NLP is so powerful and useful that it's easy to do a bad job of teaching it and still get rave reviews. Most NLP training is not cheap and it's often difficult to know in advance (both for the beginner and for the seasoned workshop participant) whether the training you're getting is good quality.

How can you be sure you get the most for your NLP training dollars? Here are some of the things *we* check for when we think about attending a particular training. We hope these guidelines are useful to you in finding the best training for you.

### Sensory-Based-Evidence

Rely on *your own* experience of the trainer. Find a way to get a first-hand impression of the trainers *before* you commit to spending a lot of money. A live experience, such as a free preview, is best. A videotape is next best. If that's not available, an audiotape will give you at least an auditory experience of the trainer.

If you can't get any of these, you might start to wonder "Why not?" At the very least, talk to people who have attended the trainer's previous trainings. Ask for the names and phone numbers of *several* people who have completed the training you are considering. If you can find people who have also attended trainings by other organizations, they will have a better basis of comparison. If they liked the trainer, ask "What specifically did you like?" "What specifically can you do now as a result of the training that you couldn't do before?" Some trainers *act* like experts or make you feel good in the seminar, but do not teach you skills or abilities that you can take home with you.

### Trainers

When you consider a program, check *who* the trainers are and for how many days. Some trainings are advertised without any names or with the name of a well-known trainer, whom you know to be good from personal experience. But when you arrive, it turns out that the "big name" will only be there for one or two days and the other trainers have negligible or widely varying levels of skill. With most trainings, it's a good idea to check each trainer to find out if the person is capable or not.

### Demonstrations

Do you get live demonstrations of NLP methods or do you only get a long string of words, a "core-dump" of information that would be much cheaper to read in a book? Does the trainer only *tell* you what to do or does he demonstrate it for you? (We know of one Practitioner Training in which there wasn't a single trainer demonstration! Of course, no one wanted to sign up for the training the next year.) We are pleased when participants tell us, even after a short free preview, that they learned a lot that just wasn't in the books.

### Nonverbal Behavior

Is the trainer's nonverbal behavior consistent with the NLP principles he's teaching? Does he talk about the importance of flexibility, but respond rigidly? Does the trainer communicate that he wants you to learn or that he just wants to razzle-dazzle you? Does the trainer treat you as a peer who can learn the same skills the trainer has or does the trainer act like a superior "guru," whom you can admire but can't hope to emulate?

### Questions

Does the trainer answer the question that's asked? Let's say the trainer says, "People's most important values are the ones they tell you second," and you ask "How do you know that?" If the trainer says "because I've done it hundreds of times" that is not a legitimate answer to your question. It's not a question of how many *times* the trainer has done something, it's a question of what *evidence* the trainer is using. For example, is the trainer basing this conclusion on seeing people make more intense nonverbal shifts (or some other observable evidence) when mentioning the second set of values than the first? Or is the trainer basing this conclusion on a preconceived notion which he doesn't test?

### Feedback

How does the trainer respond to questions and challenges? Does the trainer nonverbally discourage or eliminate any questions or challenges or does he respond respectfully? A good trainer will usually respond to challenges by demonstrating more depth of understanding of NLP. A good trainer can easily admit a mistake and will welcome suggestions to improve the training.

### Exercises

Is there ample time for carefully designed exercises so that participants can actually try out and learn the patterns and skills that are presented?

### Quality Control

Does the trainer provide ways to verify that participants actually learn the skills she is teaching? Capable assistants, closely-supervised exercises, individual tasking, etc., can all serve this function.

### Promises

Does the trainer deliver what is promised? Does she promise an introduction to NLP and then just do client sessions or teach an advanced esoteric piece, etc.? We once saw a trainer promise throughout a one-day training that soon he was going to teach how to change beliefs . . . but he never quite got to it.

### Self-Accolades

Does your trainer spend lots of time (which you are paying for) telling you about how wonderful she is, and that he has done lots of miraculous things? If the trainer is good, he doesn't need to tell you how wonderful he is, he can *demonstrate* it. If he gives you examples of his previous successes, does he tell you *how* he got the results, so that you can get the same results, or does he just say "I cured X, Y, and Z" in order to impress you?"

Does the trainer take credit for anything positive that happens in the vicinity—after the fact? (And *not* take credit for anything negative that happens?) It's easy to take credit for anything good that happens and act as if it was your "covert work" that got the change. If the trainer really did something intentionally, she should be able to predict it ahead of time (in writing in a sealed envelope, for instance), and the trainer will be able to *chunk down* what she did and make it understandable to you. We recommend being *very skeptical* of people who *say* they did something, but won't tell you what they did or how they did it.

### Recommendations

Be cautious about brochure quotes, even from famous NLP

HOW TO CHECK IT OUT

ASK QUESTIONS/EXPECT ANSWERS



people. Since being in this field, we've been amazed to learn that some sponsors and trainers make up quotes from other people and/or use quotes without permission. One person made up a glowing "quote" by Connirae and published it without her permission; Connirae had never even seen this person train! Some people also sometimes use recommendations that are years out-of-date. In every field, occasionally some of the "big names" give quotes based on a monetary relationship rather than on having actually seen the trainer train.

#### Staying Power

Does the trainer have a "track record"? Some well-known NLP trainers rarely get repeat business and this should tell you something. They may even be flashy and charismatic, but after one or two tries, most sponsors don't want them back. One NLP trainer we know of has "used up" several sponsors in the Denver area. A trainer who provides good NLP training and uses NLP win/win negotiation tools, will usually develop a good, lasting relationship with the same sponsor. Ask of the sponsor, "How many times have you sponsored this program?" If never before, or only once, ask, "Can you give me a list of sponsors who have worked with this trainer over time?"

#### Certification

The meaning of certification varies as widely as a center's certification standards. Some people have been certified without the certifier ever observing the trainee in action! Trust your own *experience* of the trainer.

#### Excuses

Does the trainer use "scams" to cover his lack of ability or a poorly organized training? Does he blame you when things don't go well? A common cover-up is to say, "Your unconscious is getting it." If you're not sure you're learning anything, and the trainer says, "It's OK, you're learning unconsciously," sometimes you're being taken for a ride. How can you know? Ask the trainer, "What specifically will be different in my behavior that will be *evidence* that my unconscious is getting it?"

If your unconscious is really getting something, you will have specific new skills, abilities or responses in the future.

#### Humor

The best single aid to learning is humor—the kind that is infectious laughing *with* others or at the human condition, but *not* at anyone's expense. If you find a trainer who has this, along with the other qualities we've listed, you've found someone with whom you're likely to be pleased.

You may have additional criteria for a training that meets your needs and desires. There's so much to be gained from NLP, we think you'll find it worthwhile to sift carefully through the available trainers to find the ones who satisfy *you*.

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**Connirae and Steve Andreas** are co-founders of NLP Comprehensive, authors of the new book on advanced submodalities, *Change Your Mind and Keep the Change* and *The Practitioner's Training Trainer's Manual*, as well as producers of four of the classics in the field. Steve and Connirae provide trainings, books and videotapes internationally. Contact them at NLP Comprehensive, 2897 Valmont Road, Boulder, CO 80301, 303-442-1102. ■

COMING IN THE FALL . . .

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Then one day, he was invited to take a journey to the coast.

When he arrived, the sun was setting over the water. The sound of the breakers, and the splashing foam was magnificently beautiful. He ran down to where it lapped against the shore, dipped his hands into it and brought some of the salty water to his lips. Taking off his shoes, he walked into the ocean, and felt the water gently pull the sand out from under his feet. As the water swirled around his legs and the rich colored sunlight danced off the water into his eyes, he thought to himself, "So this is the ocean!"

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# RAPPORTER INDEX

## ISSUES 1 - 10

### A Table of the First Year's Contents

We've prepared this index so you may easily and quickly locate that article you wanted to refer to, but couldn't recall in which issue you saw it.

The index, as well as all issues of the *RAPPORTER*, have been designed so you can three-hole punch the entire publication for insertion into a three-ring binder, making it an even handier and more organized resource.

#### 1 — ACORN Late Winter 1987

*Featured Group:* Robbins Research Institute, Anthony Robbins

*Special Features:* "PhotoReading," Richard Presicci  
"A Study in Meta-Programs" Part 1, Donald Rath, Jr.

Interview with Darryl Anka, Channel for Bashar, Part 1

#### 2 — FOOTPRINTS Early Spring 1987

*Featured Group:* Mind Expansion Institute, Richard Greene

*Special Features:* "A Study in Meta-Programs," Part 2,  
Donald Rath, Jr.

Interview with Bashar, as Channeled by Darryl Anka, Part 2  
"Sleight of Mind Technique: Leveraging Criteria," Rick Cleveland  
"Strategy Elicitation," Robert Dilts and Michael Sun  
"NLP in the Courtroom," Michael Sun

#### 3 — PASSAGES Spring 1987

*Featured Group:* NLP Products and Promotions, Richard Bandler

*Special Features:* "A Study in Meta-Programs," Part 3,  
Donald Rath, Jr.

"Time Line Therapy," Tad James

"The Mediumistic Process," Margo Chandley, Ph.D.

#### 4 — CHRYSALIS Early Summer 1987

*Featured Group:* Profitability Consulting, Inc., Tad James

*Featured Group:* Neuro Concepts Institute, Gregory Gibson

*Special Features:* "Music, Magic and Crystals,"

Anne Williams, Musician

"Reincarnation," an interview with Elizabeth Long, Psychic

#### 5 — EMERGENCE Summer 1987

*Featured Group:* Gestalt Institute of New Orleans,

Anne Teachworth

*Special Features:* "Dissolving Barriers," Part 1, Scott Nelson (Scott's experiences as an NLP practitioner in a mental health facility)

"The Undiscovered Magic of NLP," Richard Greene

"What is the New Age, Really?," Raymond Mardyks

#### 6 — DAWN Early Fall 1987

*Featured Group:* Marvin Oka, Hawaii

*Special Features:* "Case Studies," Part 2, Scott Nelson

"Time Line Therapy," Tad James (update)

"The Outcome Frame: Key to Managing for Excellence,"  
Rita Cashman

"Past the Mask: Uncovering Spirituality Within Ourselves,"  
Betty Scott

#### 7 — ESSENCE Late Fall 1987

*Featured Group:* National Training Institute of NLP,

Wyatt Woodsmall

*Special Features:* "Making the Most of Your Meetings,"

Michael Sun

"Crystal Man, Crystal Body Balancing," J. (Yon) Friedman

#### 8 — PEACE Early Winter 1987

*Featured Group:* Southern California Center for Neuro Linguistic  
Programming, Philip and Norma Barretta

*Special Features:* "Table Talk," Part 1, A Conversation between  
Robert Dilts and Richard Bandler

"You Are the Link to the Future," Part 1, James Takacs

"Sites and Sounds" (A Post-Convergence Travelogue),  
Anne Williams

"Second Annual Global Mind Link"

#### 9 — CROSSROADS Winter 1988

*Featured Group:* Southern Institute of NLP, Ed and Maryann Reese

*Special Features:* "Medical Metaphors," Philip and Norma Barretta  
"Table Talk," Part 2

"You Are the Link to the Future," Part 2, James Takacs

"Audiotronics," James Takacs

"Your Place in the New Age," by Soli as channeled by  
Neville Rowe

#### 10 — DOLPHIN Late Winter 1988

*Featured Group:* Eastern NLP Institute, Joseph Yeager and  
Linda Sommer

*Special Features:* "A Dolphin Experience,"

Ronald D. Cruickshank, Ph.D.

"The Cachuba Connection," Neville Rowe

"Creating Compelling Futures with Hospitalized Adolescents,"  
Robert Musikantow, Ph.D.

"Instant Replay," the debut of Audio/Videotape and Software  
Reviews, Christopher Rogers

"You Are the Link to the Future," Part 3, James Takacs

"Table Talk," with Richard Bandler, Ed and Maryann Reese

*Regular Features:* include:

RAPPERS WRITE (networking and dialoguing)

NLP IN BUSINESS, with contributions by Tad James, Charlotte  
Bretto, Donald Moine (first appeared in issue #2)

BEHAVIORAL MODELING (debuted in issue #9), by Wyatt

Woodsmall, Richard Graves and Ronald Cruickshank

SPIRITUAL PSYCHOLOGY, by Richard Greene (first appeared  
in issue #3)

NLP IN HEALTH, by Christopher Rogers, D.C., covering such  
topics as "NLP in the Emergency Room" and "NLP and  
Chiropractic Care" (first appeared in issue #4)

PLAYERS IN THE FIELD (how "non-therapists" are using NLP)  
BEYOND SELF-AWARENESS, by Wyatt Woodsmall (first  
appeared in issue #8)

BOOK REVIEWS

SUGGESTED READING

WORLDWIDE EVENTS CALENDAR

## MISS AN ISSUE?

### DID YOU MOVE?

### TEMPORARILY AWAY?

Please be sure to notify us if you change your address. The post office will tell us your new address (charging 30c for each notification) but they do not forward second class mail. Since postage rates have increased, we can no longer send, free of charge, second copies of the *RAPPORTER* to our subscribers who have moved without alerting us. We don't want you to miss any issues, so send us your new address as soon as you can (our subscriber mailing list is updated monthly). Thanks!

ACORNS GROW

DOLPHINS KNOW



## EDITORIAL

As we begin our second year of publication, we wish to thank all of you for your warm and continuing response to the *RAPPORTER*. From our inception, your support and encouragement have been "the difference that made the difference" to us.

We've grown from a 16-page newsletter (the aptly named Acorn issue) into a magazine with subscribers in 21 countries, including our newest additions, Hong Kong, Greece and Uruguay! With growth has come maturity, with many lessons learned and the opportunity of networking with exciting people all over the world.

As we begin our second year, we will continue to present the newest, freshest and finest information in order to share with all of you the best of what works in the area of human transformational technology.

Peace, Tom & Pam

## Back Issue Availability

- 1-ACORN
- 2-FOOTPRINTS Sold Out\*
- 3-PASSAGES Sold Out\*
- 4-CHRYSLIS Sold Out\*
- 5-EMERGENCE
- 6-DAWN Sold Out\*
- 7-ESSENCE
- 8-PEACE
- 9-CROSSROADS
- 10-DOLPHIN

*Back issues are in limited supply. They are available while supplies last for \$3.00 each, U.S., check or money order (\$5.00 each, foreign, U.S. funds, money order only), postage included.*

*\*Due to many requests, we are now offering photocopies of our Sold Out issues, bound in magazine format just like the original printings. Sent first class mail in envelope for \$5 each, U.S., check or money order (\$7 each, foreign, U.S. funds, money order only), postage included.*

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## POSITION SHIFTS By Paul von Stroheim

One useful expansion for the 1986 grads of the GDA Practitioner Seminar Series (Sydney, Australia) that was introduced into the 1987 training is in the area of First, Second and Third Positions. You may have learned a similar representation of these positions while in training groups and called them "A," "B," and "C" or "Operator," "Subject" and "Meta." These three positions take on new facets when you, yourself, are able to associate or dissociate with/from each one of these viewpoints.

FIRST POSITION ("A" or "Operator") is total association in all your rep systems inside your own body, Self.

SECOND POSITION ("B" or "Subject") is in the loop created between "A" and "B," myself and You. It includes the ability for mySELF to get inside You and observe what is going on in the interaction from YOUR standpoint. This position is dissociated from mySELF and is associated in your standpoint or, "A" being "B" who is observing "A." This position is about an *actual position shift*. If you notice yourself "guessing" about what's going on with you as "B," you need to make some internal adjustment in order to get the actual shift.

THIRD POSITION ("C" or "Meta") is dissociated from ones-SELF ("A"), dissociated from YOU ("B") and associated with the Observer ("C"). This position includes the ability for the Operator ("A") to also become the Observer ("C") in any interaction between her/himself and a subject ("A" and "B").

These Position Shifts need practice. If I do decide to practice First, Second and Third Position Shifts outside of trained coaching, I will take a few moments before the practice to establish a "Self" anchor, because if I start to shift our "realities" around, like Humpty Dumpty, I may need an anchor to put us back together again! So get into a fully congruent associated state and anchor that state. This would generally (specifically) be a useful anchor for me to have anyway!

\*\*\*

Paul von Stroheim is the President of the Australian Society of Neuro-Linguistic-Programming and the editor of the *ASNLP Newsletter* in which this article first appeared. Our thanks to Paul for sharing this information!

## 5th FESTIVAL OF PACIFIC ARTS, 1988

*(Courtesy of the ASNLP Newsletter.)*

Dr. Neville Yeoman, psychiatrist, M.D., bachelor of law and NLP Master Practitioner sent us all (including our friends in the USA) an invitation to take part in the 5th Festival of Pacific Arts, 1988 which will be held in Townsville, Queensland, Australia August 14-27.

The Australian government is providing \$4.8 million for the planning and management of this Festival, which is designed to five more than 2000 or our indigenous brothers and sisters from 25 Pacific nations, including 300 Aborigines and Islanders, the opportunity to present and foster their traditional crafts, theater and music. It is planned that a global cross-cultural NLP-related training will occur in Cairns QLD July 23-August 13 (Leslie Cameron-Bandler, Robert Dilts and others have been invited and might show up.)

Dr. Yeoman reports that Australia's Aborigines are NLP naturals—their abilities coming from a culture with "Dreamland" as its source. They have used mental telepathy as part of their survival for thousands of years and who has better-defined visual acuities than the "Black trackers?" You want to know more? You do want to assist? You will offer your resources? Great! Give Neville Yeoman a call at 02-389-7458. (If calling from the USA, 02 is Sydney.)

## AUSSIE NEWS



## BEHAVIORAL MODELING

This column will be about modeling. Richard Bandler has said that NLP is an attitude and a methodology that leaves behind a trail of techniques. The methodology is called modeling. It is the process by which NLP was created in the first place. The trail of techniques is what is marketed commercially today as NLP. Modeling is the process by which excellence or expertise is captured and transferred. It is based on the principle that possible in the world and possible for anyone is only a question of how.

There has been a lot of talk in the NLP community in the last several years about modeling, but there have not been very many models generated. Frequently, modeling has been applied to human capabilities with limited results. In NLP classes where modeling has been taught, the subjects modeled have usually been too broad to produce substantive results or students have modeled fellow classmates. When you model mediocrity what you get is mediocrity.

In contrast to most of the rest of the NLP community, about five years ago a small group in the Army began to apply modeling to concrete tasks in a serious way. This original group consisted of Wyatt Woodsmall, Richard Graves, Robert Klaus, Paul Tyler and John Alexander. Over the years, this group worked with John Grinder, Tony Robbins and Richard Bandler. This group dissolved several years ago. Woodsmall, Graves and Klaus have continued to do modeling in and out of the government.

This column, which will be written by Wyatt Woodsmall, Ph.D., Richard Graves and Ronald Cruickshank, Ph.D., will present the lessons they have learned over the last five years and are continuing to learn doing modeling in the government and private sectors. Woodsmall and Cruickshank are currently involved in a major modeling project with Polaroid and Graves is currently involved in a major modeling project with the Army. These two projects are the culmination of five years of hard work and are the first two six-figure contracts in the modeling arena.

Woodsmall and Cruickshank, who are partners in Optimax, Inc., call what they do Advanced Behavioral Modeling<sup>SM</sup> and Graves, who is employed by a major corporation in the Washington, D.C. area, calls what he does Behavioral Systems Modeling<sup>SM</sup>.

A major byproduct of modeling (as discussed in the previous column) is training. In order to transfer expertise in an effective and efficient manner it is necessary to utilize the most effective training techniques available. When the authors set out to do modeling it quickly became evident that one of the first things that they needed to model was training itself. What follows is a synthesis of some of the results of this modeling effort. The authors call this model Advanced Learning Technology or ALT. Both are service marks of Optimax, Inc.

## ACCELERATED LEARNING

*Continued*

### Stress and Relaxation

The greatest enemies of learning are stress and fear. They take away much needed energy and distract attention away from the task at hand. A relaxed and stress-free environment and training approach is critical to create ideal conditions for receptivity. Every effort must be made to eliminate all anxiety and fear from the classroom. Testing is a particularly powerful source of anxiety and it is necessary to reframe the testing situation to remove the anxiety.

### Memory

For information to be remembered, it must be transferred from short-term to long-term memory through immediate rehearsal. For optimum retention, an appropriate schedule of reinforcement is necessary. One suggested schedule for reinforcement, which has been shown to lead to an 88% recall rate after a year, is immediate rehearsal followed by reviews at intervals of a few minutes, an hour, after a night's sleep, a week, a month and six months.

### Encoding

Information is best encoded by forming strong, powerful and vivid associations. The most easily remembered associations are bizarre and involve interaction. Information is best encoded in all of the primary representational systems simultaneously, i.e., visual, auditory, and kinesthetic. Visual memory is essentially perfect and the ability to create strong, vivid and interactive visual images is a key to the development of a powerful memory. Rhythm, rhyme and the creation of mnemonic devices are the key to auditory recall. Movement and sensation are the key to kinesthetic memory. The ideal is to create all of these elements simultaneously.

### Practice

It is not necessarily the case that practice makes perfect. There is a correlation between the time spent learning and the amount learned, but this is only the case if learning is actually occurring. Mindless repetition not only does not contribute to learning but wastes valuable time and develops bad habits. The development of proper study skills is a far more important factor in learning than the amount of time spent learning.

### Distributed Practice

Distributed practice is preferable to continuous practice. The mind fatigues rapidly and needs frequent short breaks to recharge itself and to allow time for assimilation to occur. Also short breaks utilize the primacy, recency and Zeigarnik effects. The primary effect is that one tends to remember the first things one learns in a lesson. The recency effect is that one tends to remember the last thing they heard and hence the end of the lesson. The corollary is that one tends to remember the middle of the lesson less than the beginning or the end. To overcome this, the teacher/trainer should incorporate something outstanding in the middle of the lesson. This tendency to remember the outstanding element in a lesson is called the Von Restorff effect. The Zeigarnik effect is that one tends to remember an interrupted task better than a completed task. Breaks at appropriate points help to build response potential. Thus it has been found that one learns better when the lesson is distributed over time than when it is continuous.

### Premature Closure

One of the greatest enemies of learning is a closed mind. Premature closure occurs when the mind thinks that it understands something and shuts down or tunes out. In this state, the mind is not open to new information or to further refinements of its models. It is important to make every effort to keep the mind open and to prevent it from jumping to premature conclusions. This can be done by the skillful use of surprise, by interruptions and by stacking open nested loops.

### Organization

The mind tries to understand by imposing organization on new material. This is what "making sense" is all about. The mind tries to understand by relating what it is learning to what it already knows. The richer the field of associations the mind has to draw on, the more connections it will be able to make and the more it will remember. When the mind is presented with totally new material it will first try to organize that material in terms of what it already knows. The teacher/trainer needs to understand this and to make learning more efficient, they need to provide the required structure. The teacher needs to assist the student in constructing a mental map of the domain of enquiry. This includes an overview of the objects in the domain and of their principle interrelationships. All relevant categories and distinctions need to be made clear and all terms need to be defined in terms of things that the students already understand. Clear and distinct labels are important and are essential to a

ELIMINATE ANXIETY & FEAR

KEEP THE MIND OPEN



clear understanding. In short, meaning is vital to memory and understanding and the richer the meaning maps or networks of associations that the student is able to construct, the easier and quicker the learning task will be.

#### **Analysis and Synthesis**

The teacher/trainer first needs to provide an overview or big picture and to relate everything that they teach to that overview. Once the "big chunks" are in place the teacher can begin to chunk down. When asked questions, most teachers and trainers have a tendency to chunk down to give more details. This is often inappropriate, because the situation calls for them to chunk up instead. The question "why?" can have two answers. One is to chunk down to explain in more details the mechanisms by which something occurs. The other is to chunk up to explain what part the item under discussion plays in the larger whole of which it is a part. A teacher/trainer needs to be aware that a student needs to be able to chunk both up and down. These are different skills. Chunking down is the basis of analysis and chunking up is necessary to do synthesis. A good teacher/trainer needs to be able to do both and needs to be able to recognize which response is appropriate to answer a student's question.

#### **Concrete and Abstract**

It is important not to confuse the concrete and abstract with the overview and details. The concrete has to do with specific tangible objects. These objects are examples, however, of more general categories. The abstract is intangible, but is an abstraction from something that is tangible. In teaching, it is helpful to start with the concrete and then to generalize to the abstract. First, provide a context and specific examples, then, discuss the abstract principles which the examples are examples of. General principles, in the end, are easier to remember than a list of examples, but examples are helpful initially to understand the general principles. It is better to learn by examples than by rote, but the examples should be fit, when appropriate, into general laws or rules or generalizations and these further connected into theories.

#### **Music**

Certain types of music when played at the appropriate volume have been found to aid learning and other types of music have been found to be detrimental to learning. Baroque music appears to assist learning in four ways. It promotes a state of relaxed alpha awareness and leads to dual hemispheric synchronization. Further, it creates an auditory and rhythmic anchor for the material being learned and through the creation of mood provides an emotional link to the material. Baroque music has a steady rhythm of about 60 beats per minute which corresponds with the average individual's resting heart rate. Rock music has the opposite effect of Baroque music. It produces an agitated, aroused state and hemispheric desynchronization which results in a decreased ability to focus and in inefficient learning.

#### **Peripheral Stimuli**

Estimates as to the proportion of a communication that is non verbal run as high as 90%. This is the same percentage as the estimate of the proportion of a communication that takes place at the unconscious level. The greater the number of subconscious stimuli, the faster and more effective the learning. The mind learns rapidly and learns best in a rich, complex and multi-sensory environment. This suggests that overload at the unconscious level is desirable. The teacher/trainer should saturate the training space with visual material that is always in the students' peripheral awareness. This should not be confused with conscious overload which leads to feelings of inadequacy and confusion. These are never appropriate states for a student

to remain in. Conscious overload is an indication that the material is chunked inappropriately and should be corrected accordingly.

#### **Suggestion**

Suggestions can increase performance by unblocking the negative and installing the positive. Self-imposed limiting beliefs are the greatest impediment to rapid and efficient learning. Most of these beliefs are installed at an early age by well-meaning but tragically misguided parents and educators. Children are told that they are stupid or that they are slow learners. These disabling beliefs must be removed in order for the student to achieve their full potential. These beliefs operate at an unconscious level and cannot be removed by logic and reasoning. Instead, they must be removed by indirect suggestions, positive embedded commands and other covert forms of hypnosis. Sometimes these beliefs are so deeply ingrained that they must be removed by collapsing anchors or

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**HEMISPHERIC SYNCHRONIZATION**

by a change personal history. It is often helpful to also provide a personally compelling reference experience in which the student finds that they can learn to do something easily and rapidly that they previously considered extremely difficult, if not impossible. It takes artistry and creativity on the part of the educator to produce such experiences. In addition to removing disabling beliefs, the teacher/trainer must be constantly installing and reinforcing a set of positive supporting beliefs. Beliefs that are particularly important in creating self-esteem and a positive self-image are that one is intelligent and that one can learn easily and rapidly and have fun doing so. Learning should be viewed as exciting and valuable. The importance of learning should be related to the students' existing values and goals in life.

### **Involvement**

Involvement is critical to learning. Parrot-like repetition without involvement and conscious attention, as previously indicated, does not work and is a waste of valuable learning time. A relaxed involvement produced through the skillful integration of exciting, entertaining, interesting and fun activities is essential for rapid learning to occur. Using imperatives and embedded commands is an excellent way to involve the learner in committed activity. Also, it is necessary to connect the learning to the students' values and to provide appropriate rewards and sanctions. Motivation is a key component of learning. Every teacher/trainer wants to teach excited, alert, self-motivated students. Such students do not exist, they must be created. The educator must be aware of the students' values and relate all learning to those values. No one learns well without a "why?" This is a question each teacher/trainer needs to address. People move toward things they want to have or achieve and away from things they want to avoid. It is up to the educator to find appropriate carrots for each student and, where necessary, to be able to administer proper sanctions.

### **Active-Passive Balance**

Learning occurs best when there is a rhythm of active participation and passive absorption. The teacher/trainer must create the appropriate mixture of both. Ideally, there is a period of active involvement followed by a period of passive absorption. After a good night's sleep an active period of adaptation and activation is in order.

### **Sleep**

Sleep aids learning in several ways. First, it helps to restore vital energy. Second, and more importantly, it serves to integrate material that the mind has been exposed to during the day. A final review just before sleep is very helpful to learning. It should be noted that whereas some assimilation occurs during sleep, there is no evidence that so-called sleep learning has any value. It, in fact, may be counter-productive by interfering with the body's ability to rest.

### **Learning Styles**

It is important in teaching to teach to all four learning styles. It is best to start with a short overview of "what" followed by a discussion of "why" to provide relevancy and motivation. This is followed by a detailed presentation of "what" and a period of finding out "how" by actually doing. The final stage involves asking "what if" or "what can I make of this." This cycle may be repeated again at a deeper level or one may go on to other material. Teaching to all four styles gives each student a chance to learn in their dominant mode and to develop their skills further in the other three modes.

### **Representational Systems**

It is important to teach in all four major modalities. Thus the teacher/trainer should ensure that everything looks right,

sounds right, feels right and makes sense. The teacher should use a mixture of visual, auditory, kinesthetic and auditory digital predicates and should plan the lesson to include visual aids and movement in addition to talking. The teacher should also assist each student in discovering the constellation of submodalities that constitutes their feeling of "understanding." The teacher should also assist the student in learning how to transfer information into that format.

### **Physiology**

Proper physiology is something that educators give lip service to but do not know how to achieve. The most important element of physiology is breathing. Students should be led through appropriate breathing exercises to increase relaxation and alertness. Students should be taught correct posture and how to use accessing cues to encode and retrieve information. Also, periods of activity should be provided to tone the body and utilize excess energy. The mind and the body form a cybernetic system. It is impossible to train the mind properly unless the body is cared for properly.

### **Positive Language**

Students respond most favorably to positive language and a positive attitude on the part of the teacher/trainer. As previously mentioned, negative language embeds limited beliefs in students. Positive language helps create both positive beliefs and a positive attitude in students. Teacher/trainers who use a personal style that is positive, congruent and integrated with the purpose of the learning situation, result in continuous positive reinforcement of learning.

### **Positive Teaching Techniques**

Positive teaching/training techniques must accompany the positive language. A successful educator embodies and serves as a vehicle for what he communicates. Since such a high proportion of communication is non-verbal, it is critical that the teacher/trainer be positive and have a positive personality. Just speaking positively will not provide the congruency necessary to impact the students.

### **Attention**

There is no substitute for relaxed, focused awareness. A typical human being has seven plus-or-minus two chunks of attention to direct to the learning process. This number decreases with fatigue and stress. It can be increased slightly with certain special training. If a person's conscious attention is overloaded in the learning space, they will fall behind and become confused. If, on the other hand, a large part of their attention is not occupied they will become bored and restless.

### **Chunking**

If the limits of attention are exceeded, the result is overload and training time is lengthened accordingly. A key to training effectiveness and the prevention of overload and boredom is chunking. Chunking is the decomposition of a learning task into learnable components or chunks. Rather than trying to learn a complex activity all at once it is far more efficient to master each component one at a time.

### **Sequencing**

The other key to training design is correct sequencing. Once components are learned they need to be sequenced together in the correct order, i.e., in the order that an expert performs the activity.

### **Strategies**

Human beings are not random in their behavior. They follow set patterns called strategies. Experts perform better, because they have better strategies. The key to performance acquisition is to have the trainee perform the mental and physical activity in the same manner and sequence as the expert. Strategies of

GOOD STUDENTS ARE CREATED

MIND/BODY = CYBERNETIC SYSTEM



experts need to be elicited and then installed in the student through the use of chunking, sequencing and rehearsal.

#### **Beliefs and Values**

A major difference separating experts from mediocre performers lies in certain enabling beliefs and values held by the experts. Those beliefs and values that provide the experts' motivation or the "why" behind expert performance need to be elicited. Disabling beliefs of students also need to be elicited. Change techniques should be utilized during training to remove limiting or disabling beliefs and to install enabling beliefs, resulting in students who share the experts' motivation and who are able to transcend their normal self-limiting beliefs.

#### **Feedback**

Feedback is one of the most critical elements in learning. It is what tells a person how their performance compares with expert performance so that they can make the necessary corrections to bring their performance in line with model or

correct performance. Without feedback regarding performance, one has no objective standard by which to measure improvement or progress. Feedback should be provided in more than one representational system.

There are two kinds of feedback. Delayed feedback is the kind one usually gets in our contemporary educational system. This comes in the form of test results, critiques and grades. This kind of feedback provides the conscious mind with a barometer as to how it is doing. The other kind of feedback is immediate feedback. This kind of feedback can be used to immediately change performance to bring it in line with model performance. More importantly, this feedback can be used by both the conscious and unconscious minds. One mark of mastery in any area is the development of unconscious competence. The only kind of feedback that the unconscious mind can utilize constructively is unconscious feedback. Biofeedback research in the last 20 years has demonstrated that a human being, if provided with an appropriate source of immediate feedback, can learn to control every aspect of the so-called autonomic nervous system. With appropriate feedback, a person can control skin temperature, blood pressure, pulse rate and glandular secretions. The fastest way to produce unconscious competence is through the use of immediate feedback. This may be teacher-intensive and require the creation of special feedback devices, but it is the key to rapid and effective skill acquisition.

#### **Design for Success**

It is important in learning to build on a ladder of previous successes. It is important to chunk training tasks at a level that it is impossible to fail. This creates a success cycle and helps prevent students from practicing errors. Each time one succeeds, the next task is made progressively more difficult but still at a level where success will occur.

#### **Correction Modes**

Each time a student fails they must direct valuable attention to correcting performance. A student only has a limited amount of conscious attention. It is best to be able to direct all seven plus-or-minus two chunks at improving performance rather than having to direct some of those chunks at correcting what one did wrong. This is one reason why the success cycle is so important.

#### **Practice**

There is an old adage that "practice makes perfect." Unfortunately, this is not necessarily the case. The adage should be changed to read "practicing or rehearsing correct performance makes perfect." Practicing error or incorrect performance not only does not make one perfect, but has the unfortunate consequence of reinforcing negative habits which will have to be overcome before correct performance can occur. Unless one has a source of feedback as to correct performance, they would be better off not to practice at all! The best guidance is "unless one is sure that they are not practicing error they should not practice." Also, when one becomes tired or fatigued and the error rate increases, one should stop practice until they have recharged.

#### **Simulators**

Simulators can be valuable tools in learning. Unfortunately, simulators are frequently misused and the wrong type of simulators developed. Two keys to training, as mentioned previously, are chunking and sequencing. Training should be broken down into appropriate chunks with partial simulators used to master each step. The steps need to be sequenced following the ideal strategy. What is needed is thus a series of partial simulators used in the appropriate order. Total simulators, which seem to be the order of the day, are usually poor training devices. They usually produce overload as the student

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**CREATE SUCCESS CYCLE**

tries to master everything at once. Total simulators should only be used, if at all, as final integration devices. Also, as mentioned, the simulators need to provide a source of immediate feedback and this feedback should be provided in all representational systems simultaneously. In other words, simulators should literally have bells and whistles as well as lights and vibrators.

#### Visual Rehearsal

The human nervous system has difficulty telling the difference between a vivid internal constructed image and the image of the memory of an actual experience. In fact, the constructed image may be stored as a memory, which makes differentiation even more difficult. In mastering a skill, one will learn much more rapidly if one visualizes oneself performing the skill correctly before one actually does it. It is best to first play a movie in which one watches oneself performing correctly and then to step into the picture and see and feel what one would see and feel if actually performing correctly. These feelings should then be anchored to some object in the natural environment where the skill is required.

#### Internal Dialogue

One of the greatest impediments to model performance is an internal dialogue that either interrupts concentration continuously or, even worse, makes negative suggestions regarding difficulty and failure. There are only four things that one can do with an internal dialogue. The first is to stop it, but this is impossible for most people without years of mystic training. A second option is to jam it with some nonsense sound. This is what is done when one repeats a mantra in meditation. The third option is to go meta and simply observe or witness the internal dialogue. This also takes years of mystic training. This leaves the fourth option, which is to substitute a positive internal dialogue. Such a dialogue should include positive suggestions and a list of the sequence of steps in correct performance. This has the added advantage of immediately reorienting one to the correct sequence in the event of attention lapses.

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**Wyatt Woodsmall, Ph.D.**, certified NLP Master Trainer and Master Modeler, and a partner in Optimax, Inc., has pioneered in applications of modeling in the governmental and private sectors. Richard Bandler, co-creator of NLP, has described him as "one of the few people in NLP today who are actually doing modeling and extending the limits of its application." Doctor Woodsmall is currently involved in a major modeling project with Polaroid, working on a book on modeling called *The Science of Advanced Behavioral Modeling* and will be conducting the Third Annual Trainers Certification training in Orange County, California June 11 to 26, 1988. He can be reached care of Optimax at 801 South 20th Street, Arlington, VA 22202 or at 703-979-3835.

**Dick Graves** is a certified NLP Trainer. He pioneered in applications of modeling in government and in the commercial sector. He is the creator of Behavioral Systems Modeling (BSM).<sup>SM</sup> He is currently the program manager for a major modeling project for the government community. Dick is the first person employed full time by a major corporation to market and conduct modeling projects and related trainings. Dick has conducted numerous model-based training programs that focus on negotiations, interrogation, basic and advanced communication skills for government and commercial clients. He can be reached at 5705 Crownleigh Ct., Burke, VA 22015 or at 703-250-4836.

## POSITIVE INTERNAL DIALOGUE

**Ronald Cruickshank, Ph.D.** is a leading NLP business consultant, trainer and modeler. He is a partner in Optimax Inc. and is currently involved in a major modeling project with Polaroid. Ron is currently interviewing 100 top chief executive officers and presidents around the country for a book on their business and personal strategies and beliefs. Ron himself is a former C.E.O. of Record Bar, which under his dynamic leadership grew to be the second largest record and tape distributor in the country. Having successfully met this challenge, Ron moved on several years ago to business consulting, training and modeling and conducts quarterly NLP business trainings in Durham, North Carolina, Las Vegas, Nevada and Detroit, Michigan. You can reach him care of Optimax at First Union National Bank, Suite 501, 301 West Main Street, Durham, NC 27701 or at 919-688-5712. ■



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## POTPOURRI

Since publishing James Takacs' three-part article, "You Are the Link to the Future," we had many letters from our subscribers requesting more from this multi-faceted, very talented author. As a result, we are delighted to welcome Jim to our family of regular contributors. As the columnar heading suggests, he will be writing on a variety of easy-to-use self-enrichment subjects in his dynamic, yet earthy style. This column is an excerpt from his soon to be published book, *The Other Side of Love* © 1988 by James A. Takacs.

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### THE MAGIC OF APPRECIATION

Many times over the last thirty years, I've been asked a question which has led me to do some rather serious thinking. Over and over again, I discarded all the simple answers which came to mind; I discarded all the high-toned philosophical ones as well. Each time when I thought I had put the question to rest, up would pop another questioner, foraging for an answer.

Then I learned NLP. And the answer I was looking for emerged all by itself.

The question ?? "Jim, I know I have a lot of work to do! changes to make in order to take control of my life. I know that. What I need to find out is, WHERE DO I BEGIN ?? "

For a while I copped out with an ungenerous, "Anywhere you want to." Needless to say, this left the client *underwhelmed* and unsatisfied. Then I switched to, "Choose your most overriding issue." Talk about instant *overwhelm*!

Then came PARTS, PRESUPPOSITIONS and METAPHORS and the following emerged:

#### A METAPHOR

The word I is the greatest nominalization in the English language because it presupposes that each individual is a single entity totally involved, consciously and otherwise, in every activity in the lifetime. Denominalizing I, you will discover that you and I are an astonishing blend of the most varied parts imaginable—much like a gigantic symphony orchestra—only this orchestra is lacking a skillful, talented conductor. Every so often, one of the "musicians" takes over for a spell, quickly abandoning the podium when the urge to escape presents itself—leaving a cacaphony of assorted sounds in place of harmony and melody. So it is when we experience frustration, irritation, confusion, moods, temper, upset and all those things which we claim makes us human. (We presuppose this in the word "normal." To expect otherwise is to be considered "dehumanizing." Strange.) Make no mistake about it, all these parts of "I," like professional musicians, are expert in what they do—they just ain't working together.

This bunch over here is "tuning up." That group is playing Dixieland. That whole section over there is playing Stravinsky while this string quartet over here is playing "Turkey in the Straw." On top of all this, there are whole sections either sound asleep or just waiting for someone to tell them what to do. And there are more musicians being hired every single day !!

So what do you do with all these musician/parts ??? How do you get them all together, fully aligned on producing simple outcomes ?? Well, obviously not the way we've been trained to do while growing up, because how we treat ourselves/our parts, is precisely the problem that keeps cropping up.

Each part is single-minded by its very nature and regardless of what it has been trained to do, it does just that with a tenacity

scarcely known anywhere else in human intrapersonal relationships. Never mind whether you like/desire the results of that behavior—that part will continue to "serve" methodically with almost mathematical accuracy. When you are displeased with what the part has produced, you come crashing down on self/part with a ferocity you reserve only for your self internal dialogue. And the part reacts to this abuse BY REDOUBLING ITS EFFORTS TO PLEASE YOU. It will do it again, only this time more, longer, bigger, deeper, with more enthusiasm because that's what it's been told to do to please you. You crash down again, only harder, further alienating the part. Since all behavior has a positive underlying intent, the offending part now tightens its belt, hitches up its shoelaces a notch, digs in and goes at it again. And around, and around we go, and where we stop—heaven help us!

Soon, very soon, the offending part is alienated so thoroughly that it winds up actually shut out of the personality itself. ("John's all right except that he drinks," as if the part that drinks isn't really part of John.) It is literally "dis-integrated" beyond the pale and that's when the fun really begins. The locked-out part marshalls enormous energy resources (by draining other parts) and fights tenaciously to return to the fold. You resist it even harder—and the cycle begins again. (Anyone know someone else who's "die-ting"? Enough said!)

So you wind up with "good" parts, "bad" parts, "renegade" parts, "outlaw" parts plus a few "neutral" parts—all of which are struggling to survive and serve. And it is with this motley crew that you must begin.

To establish a sense of internal harmony; to lessen the sense of anxiety and unease; to generate a sense of calm strength and purpose; to accomplish more with less stress and strain; and, to diminish the almost mindless self-hatred which limits as it impoverishes, I recommend (as I do with my clients and students) that you do the following:

1. Acknowledge to yourself in every way you can imagine, create and think of, that ALL your parts, good, bad, or indifferent—are *your* parts and that they love you, care about you and want nothing more than to serve and please you—regardless of what results they produce.

Unless you do this, you are likely to continue with the internal war that has cost you so much already.

2. Acknowledge to yourself that ALL your parts, in wanting to serve you will work ceaselessly—with true devotion and dedication—to bring about whatever positive intent they were instructed to have in your behalf. Their *only* drawback is that they are incredibly impoverished. They need enrichment, not scorn and derision.

3. Acknowledge to yourself that once enriched by you, your parts will ease off greatly in their drive to gain your attention and approval (yes, parts, like children, want your approval).

4. You must end the exile of the parts which you have alienated "out there" beyond the pale. You must welcome them home and acknowledge them too, for having worked so valiantly to serve you.

At this point, I can practically hear your thoughts—sounds something like this: "That's all well and good, Jim and it's really a very picturesque play on words *but* just exactly how do you accomplish all this ?? Who has that long ?? ?" (I'm really not mind-reading here. It's just that I've heard this so many times while I set the stage for the transformational moment.)

I teach a little ritual I created which, when performed at selected moments during the day, produces the Magic to transform your relationship with yourself. Here it is:

## OURSELVES/OUR PARTS

## LOVING SERVITUDE



(With your hand over your heartspace) you say—  
 I know you love me,  
 I know you care about me,  
 I know you think you're doing something positive for my well-being.  
 I appreciate that.  
 Thank you!

You address this to your parts, internally. You do this the first thing upon awakening in the morning and you say this the very last thing before you go to sleep for the night. You maintain the basic form but you can tailor it for specific moments. For example: At night you might alter the ritual thus:

Parts! I know you all love me,  
 I know you all care about me,  
 I know you think that you all are doing things positive for my well-being all day today,  
 I appreciate everything you've done.  
 Thank you all and good night.

You especially need to do the ritual when you've repeated some sort of behavior that you intend to transform or change (like smoking a cigarette, or overeating—again). Using the ritual instead of the customary self-abuse and verbal pummeling lightens the internal friction and produces a mental/physical atmosphere more conducive to the change you want to make. One client told me that after doing the ritual for one week, she suddenly had the strongest and firmest feeling that she would soon end her career as a smoker. (She stopped smoking six days later, without suffering, and without difficulty.) Her parts "rallied round the flag" and easily responded to the new instructions/alternatives presented to them.

When doing the little ritual with behavior you want to change, you should add one more line to it:

I know you love me,  
 I know you care about me,  
 I know you think you're doing something positive for my well-being.  
 I appreciate that.  
 Thank you!  
 NOW—Can we do this some other way ??

Do not be surprised when you hear a cheery YES!! come back to you from within. Once you begin doing this ritual on a regular basis, your parts will respond to you—first cautiously and then pleasantly and finally with joy and enthusiasm as they realize that their rewards in your life are not just limited to scorn, abuse and resentment. Literally, your parts will throw a party when you acknowledge them. And the changes will come fast and furiously (just kidding). No other single thing I teach in NLP has such a wide-spread, processional effect as this little ritual and nothing I know of (yet) produces such a variety of changes in an individual.

Each of us knows what we want, where we want to go, and what we expect from ourselves even if we never verbalize these things to others. We internalize them—and that's when our parts get their instructions. As this ritual takes hold, and as we express more and greater appreciation for the basic nature of our parts, these delightful entities literally adopt new behaviors that match their preset intentions. Thus, changes occur almost casually—and largely out of our consciousness.

For so many years, we've been taught to mouth positive pleasantries to ourselves in the hope that this internalized love talk would have a positive effect upon our own self-image. Yet, some of the most anxious people I've met are "Positive Thinkers." That's because they are afraid *not* to think positive. But fear is fear no matter whether it is a fear to, or a fear not to. And you can't force a nurturing relationship with yourself.

But this little ritual is very different. It acknowledges the obvious—that your parts are your devoted, dedicated friends who love *you* very much—so much that they will risk your displeasure to serve you. (How many friends do you have about whom you can say the same thing ??)

The ritual also acknowledges that your parts mean you no harm—they are just poorly programmed, or their programming is woefully out-of-date or anchored to some extraordinary circumstance that no longer exists. But care about you they do.

The ritual acknowledges the positive aspect of all your behaviors reminding you that you do have a silver lining—even if you hide it well.

And, the ritual expands on your capacity to HAVE. To HAVE anything is to exert an influence over it so that you can do with it what you will. (By this definition we don't have minds, our minds have us; we don't have problems, our problems have us; we don't have feelings, our feelings have us—etc., etc.) The more you appreciate, the greater your capacity to have. Appreciation expands Having. As you repeatedly express your appreciation of your parts, your parts will expand your ability to have—and at the unconscious level, you'll begin to attract people, things, situations and opportunities that will enrich you greatly.

And, of course, a thank you is always appreciated.

So—put one hand over your heartspace, and with the other hand reach out and put your arm around all your parts as you say the little ritual to yourself—and revel and rejoice as you welcome home all your once-alienated parts. As you continue to use the little ritual, a gradual integration will take place with the natural outcome being a deep, inner sense of peace and strength that previously you may have only dreamed about.



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\*\*\*

**James A. Takacs** founder of Psychonetix, is a leading educator/lecturer/author, and has been an expert in human resource development for over 25 years after overcoming seemingly impossible odds in his personal life. He is a trained linguistic and language specialist with an extensive background in behavioral sciences and self-hypnosis and degrees from Yale University, UCLA, Ohio Christian University and Sophia University in Tokyo, as well as intensive research and study into mind conditioning and counter-brainwashing techniques gained in service with the United States Air Force. You can contact him at P.O. Box 394, Tarzana, CA 91356, 818-881-1450. ■

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## METAPHOR GALORE

Receiving the following submission from one of our subscribers prompted the creation of this new section. Do you have a favorite metaphor you'd like to share? Send it to us at P.O. Box 202, Sunland, CA 91040.

\*\*\*

### DREAM MAGIC

*Metaphor for General Relaxation & Well Being*

You are sitting here and you can feel the chair beneath you. You can feel the air on your skin, and you can begin to become aware of many different sounds. You can hear . . . and you can hear . . . . Some people can even hear the sound of their own breathing. And some people tell me that they can even hear the sound of their own heart beating. Some people can feel it. You can hear my voice and you can wonder. And I'm wondering if you know exactly where a **dream**, comes from and, **how to**, program them. Since you are breathing and you want to, **make some consciously desired changes now**, you might want to breathe more slowly and let your, **unconscious search for solutions**, while I talk.

You may not know it, but I once had a client with a problem similar to yours. And he could easily, **find solutions to problems**. I asked him how he could, **make desired changes effortlessly**. And he told me he would, **have a vividly colored dream**, and in the dream he would, **get bright ideas and hear things that make it feel as though everything has already changed for the better**. I told him that that (looked, sounded, felt) like a great way to, **solve your problems in an interesting and different fashion**. You might wonder how he is able to, **imagine vividly and clearly that which is desired**. But I really can't answer that.

Many dreams are just fragments of the previous day's activities. Or they may be bits and pieces of the TV shows one has seen during the past few days. They can really be comical at times as one dream blends into another and they seem to make no sense at all. So many people are puzzled by the dreams they have. They don't understand them. But you really don't have to, **understand your dreams**, because whether or not you, **gain understanding**, you usually, **have a wonderful learning experience**. Now, I don't know "why" the ceiling light goes on when I flip the switch. But I do, **know how to make things change from dark to bright**. So "why" is really quite unimportant. It is only important to, **learn how to make things in the present and future look brighter**. And it is easy to, **learn how to do so as you dream**.

Some times people have recurring dreams. A dream that happens at different intervals. And sometimes the dream comes at specific times. Some times we dream during the day . . . everyone can, **have day dreams**. Many people believe that departed loved ones can communicate with us as we dream. I don't know if that's true, but I do know that once you've loved someone, a part of them becomes a part of you. And even years after they have departed our, **unconscious can sort out some memory of them and allow us to learn from their wisdom and take comfort from having known them**. We can remember the good times and the good things. And those memories can help us to, **become aware of the positive aspects of every day life in the present**. Like the color of the sky. Or the feel of fresh green grass beneath our feet. Or the smell of the fresh clean air. Or the sound of a breeze. Or maybe just the wonderful simple pleasure of having a friend to talk to.

One thing for sure. You can see yourself the way you want to be in your dreams. And you can learn to make desired changes without even knowing you've learned. You just, find yourself looking and sounding and feeling the way you really want to be. And that is the true magic of a dream.

\*\*\*

## BEACH WITH FEELINGS

*Metaphor for General Relaxation & Well Being*

You like the beach, so do I. It's nice to get away from it all. I'm going to say a lot of things, but it won't be about the beach, because that's not what . . . you want to hear.

Now, as I talk, and I can do so comfortably, I wish that you will listen to me comfortably, as I talk about a northern beach that has feelings. Funny to think about a beach that has feelings, isn't it, Name? It makes one curious, so you can, wonder, what you will, really learn now.

Think about a beach as if it were a man/woman. The beach, enjoys the warm comfort, of the sun in summer. The sun can, feel so good, Name. As it radiates across the sand, the beach can, feel so much more relaxed. The cool water laps its shore, so soothing and pleasing, yet invigorating, as to give, new life and meaning and happiness that will endure.

The beach goes trod the beach and it, Name, feels invigorated, by their feet and the interesting footprints they leave. Shapely bodies, lie relaxing comfortably, on its sand making it, feel so good Now. The beach, feels so comfortable, to be close to those nice bodies. It, enjoys the music, from the transistor radios and likes the, happy sounds, of children playing with a frisby. And the, comfortable soothing feeling Now, of a child, a playful child building a fantastic sand castle.

But then the summer's over, and the frigid cold winter it will endure. The icy cold water now laps its shore, biting and chilling and not, feeling pleasant now, at all. It longs for the spring and summer, with the swimmers and picnickers it enjoys.

Ah! The first signs of spring, now the beaches, troubles are behind. The warmth of the spring sun brings, increasing relaxation daily, along with people and happiness now. Dogs race to fetch sticks and bring, pleasure and happiness to all, who watch and, enjoy, Name. And the beach, feels much better.

And then it's summer again and winter, problems are all behind now. No more cold days, no more icy winds, no more troubles or fighting the cold days and nights. All the problems of the past have been overcome! And things are looking better each day. Now the beach, feels comfortable with such a pleasant sensation. Because the beach, is so happy and feels nice.

And oh, the summer sunsets, so colorful and beautiful. So restful. They make the beach, feel placid and serene. As the sky turns pink, amber, orange, gold, yellow, violet. And the beach is engulfed in a velvety blue haze. The sky above becomes a brilliant starry night and, all is well now.

Alan B. Densky

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Alan B. Densky is the director of The Center for Applied Hypnosis in Fort Myers, Florida, a certified neuro linguistic programmer and the author of many books including *Metaphorically Speaking*, from which this article was excerpted. ■

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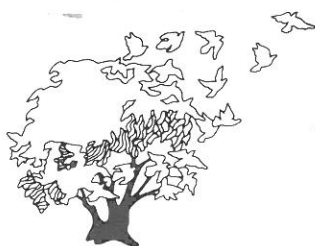
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## BEYOND SELF AWARENESS<sup>SM</sup>



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### TIMELINE AND REINCARNATION

Last month we were discussing the timeline. We used it to get rid of the things in the past that are getting in our way. Now let us go out into the future. Whenever you go back and change things in the past on the timeline you should always bring them forward along the timeline, reintegrating as you go. Bring all those changes from the past forward and then take them into the future. Is there somewhere you really want to go in the future? Then go into the future to that point and turn around and look back and see how you got there. Once you see how you got there, then you can come back along the timeline and figure out what kind of resources you will need to get you there. Then go back along the timeline again to the beginning of it and pick up all those resources. Bring them forward along the timeline and stockpile them in the now so that you can take them into the future.

There are some other interesting things Tad James and I have done with the timeline. We have made an interesting discovery on the timeline: We have found that certain people's problems, so they say, don't seem to originate anywhere along their current timeline, but instead originated on a previous timeline. This implies a series of other timelines. So for a difficult problem ask yourself: "Did it originate on this timeline, did it happen during birth or did it originate before birth?" If it occurred before birth, then go back along your previous timeline. Did it happen there? If not, go back along the previous timeline before that one and the one before that until you find the event. Then witness and understand it. One of my students in Honolulu, Guy Tucker, did a great piece of therapy on a lady who had been experiencing periods of difficult breathing for years. She had been to psychiatrists and psychologists and no one could help her. Guy noticed that when she described her condition she put her hands around her throat. He took her back on her timeline to a previous incarnation. She froze for a moment and then started breathing normally. Guy asked: "Well, what happened?" She said that what happened is that she had a noose around her neck and it was choking her. She said it was because they were hanging her. Guy said that that was a good reason to have a noose around your neck. He asked her if she had any control over being hanged and she said she did not. Guy then said: "Well, why don't you take that noose off your neck, because you don't need it in this lifetime." She did—and in the process got rid of a condition that she had had for her entire life. Another person one of my students worked with had a pain of forty years duration, in his chest. It bothered him periodically and he hadn't been able to do a thing about it. He had been to psychologists, psychiatrists and doctors, but still the pain persisted. He was taken back on his timeline to a past life when he was a soldier in the Roman Legions and had been pierced by

the shaft of a lance right through his chest. He went back and relived that experience and saw what happened. After that, the pain went away. Results are results!

Another thing Tad and I do with timelines that is interesting is the ancestral timeline pattern. It seems that some people's problems are inherited by them from their ancestors. In this case, go back to the beginning of your timeline to where it intersects with your parents' timeline. Then go down your parents' timeline and your grandparents' timeline until you find the origin of the problem. Trace back along the timelines of your ancestors and their ancestors until you find out how many generations you have to go back in order to find where the problem originated. Once you find out where the problem happened, then take care of it and presto!—no problem.

Incarnation is a rather interesting thing. It is a global reframe. You may ask what is a global reframe? If you buy into reincarnation it gives you a totally different way of looking at the world. It means that suddenly all the difficulties that are occurring in your life are not necessarily your mess—they may be the result of somebody else's mess. You have to go back and clean up their mess and then your mess gets cleaned up in the process. Also, belief in reincarnation allows you a certain amount of detachment from your current life, because you realize that there will probably be other messes in the future. The end result is that you shouldn't take this mess too seriously. Also, reincarnation allows us to realize that some of those people that we are having trouble with in this life were sent here to help us. In case you haven't noticed, there are certain people out in the world that show up and who keep showing up to teach you lessons. They come especially when you least want to learn them. These people just might have been somebody that was a good friend of yours in a previous incarnation who volunteered to come back here to help you straighten up your mess. Now when you start looking at it that way, you realize that a lot of people that you treat with a certain amount of enmity actually are some of your best friends, because they are allowing you to get in touch with some stuff that you wouldn't be able to deal with in any other way. So see if you can do global reframes and get people to buy into them. Any global reframe that people buy into will lead to dramatic changes.

One of the fundamental problems in the world is what I call "heavy seriousness." I have a society, an organization, that I would invite you all to join. It is an interesting organization. The membership requirements are not particularly stringent and we don't collect any dues. The organization is called "The National Society for the Elimination of Seriousness Now." Our motto is "More Ecstasy." Richard Bandler is the inspiration and honorary chairperson of this society and I am its creator and founder. But that means very little since we don't have titles in this Society, since that would be taking ourselves far too seriously which is, of course, the ultimate crime. One of the things we do require, if you are going to be a member, is that you assume a certain amount of responsibility. Part of that responsibility is to help others that are into "heavy seriousness" to recognize the fallacy in their ways. Also, one should strive to maintain a certain attitude of detachment and objectivity and a sense of awe and radical amazement. This is called the "wide-eyed factor." Look at life as if you are looking at it for the first and the last time and learn to laugh and enjoy it. After all, what is man here for but to experience more ecstasy?

\*\*\*

Beyond Self Awareness is a protected mark owned by The National Training Institute for NLP.

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**Wyatt Woodsmall, Ph.D.** will be conducting the Third Annual Trainers Training in Los Angeles in June, as well as a special workshop, *Beyond Self Awareness*, throughout the country. He is currently working on two books, *The Science of Advanced Behavioral Modeling* and *Beyond Self Awareness*. He can be reached care of The National Training Institute for NLP, 801 S. 20th St., Arlington, VA, 22022 or at 703-979-3835. ■



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### May 4-8, Los Angeles Area

Persuasion in Business Communication, utilization of hypnotic patterns in business and professional contexts, *Charlotte Bretto*; contact SCC/NLP, 213-833-4234

### May 7-8, Clearwater, Florida

NLP Speed Reading and Memory, *Cint Van Nagel, Ph.D.*; Southern Institute of NLP, 813-596-4891

### May 7 & 8, Soho, New York

MP Graduate Update, *Anne Linden*; contact NYTI, 212-473-2842

### May 13-15, Tempe, Arizona

Advanced Strategic Interventions Workshop, *Don Aspromonte*; contact NLP Arizona, 602-433-2280

### May 14 & 15, Minneapolis

NLP with Integrity; contact NLP America, 212-772-3188 or 612-347-0532

### May 18-22, New York City

Prerequisites to Personal Genius, *Judith De Lozier & John Grinder*; contact GDA, 408-475-8540

### May 19-23, Key Largo, Florida

The Dolphin Experience, *Wyatt Woodsmall and Ronald Cruickshank*; contact Optimax, 919-688-5712

### May 20-22, Soho, New York

Personal Change Weekend, *Anne Linden*; contact NYTI, 212-473-2852

### May 20-22, Soho, New York

Women of Power, *Karen V. Bading*; contact NYTI, 212-473-2852

### May 21 & 22, New York City

New Patterns in NLP, *Richard Bandler and Tad James*; contact Optimax, 212-481-6616

### May 28-30, To Be Arranged

Hypnosis Retreat (in the country), *Steven Goldstone*; contact NYTI, 212-473-2852

### May 31, Worldwide

World Healing Meditation

### June 10-12, Soho, New York

Creating Successful Careers, *Mark Shaw*; contact NYTI, 212-473-2852

### June 11 & 12, Oakbrook

Change Your Beliefs/Change Your Health, *Robert Dilts*; contact Midwest Training Institute, 219-232-9636

### June 12-13, Clearwater, Florida

Personal Power Change Weekend; contact Southern Institute of NLP, 813-596-4891

### June 12-25, Santa Ana, California

Third Annual Trainer's Training, *Richard Bandler, Wyatt Woodsmall, Tad James* and others; contact Optimax, 919-688-5712

### June 22-26, Monterey, California

Advanced Training & Modeling Seminar, *John Grinder*; contact GDA, 408-475-8540

### June 24-26, South Haven, Michigan

Personal Growth Through Hypnosis, *Jill Freedman & Gene Combs*; contact Midwest Institute of NLP, 219-323-9236

### June 30, Worldwide

World Healing Meditation

## ONGOING EVENTS

### Second Sunday of the Month, San Diego

NLP Network of San Diego, 6-9 p.m.; contact Andy Hangarter, 619-560-1610

### Every Monday, Hermosa Beach/South Bay, California

NLP Study Group, 7:30 p.m.; contact Dan Schaefer, 213-376-0073

### Monday nights, Soho, New York

Men's Group, 7:30-9:30 pm, *Perla Knie*; contact NYTI, 212-473-2852

### Alternate Tuesdays, Soho, New York

Personal Change Group, 10 am-1 pm, *Anne Linden*; contact NYTI, 212-473-2852

### Every Wednesday, San Pedro, California

Wednesday Night Study Group; contact Southern California Center for NLP, 213-833-4234

### Every Wednesday, Soho, New York

Personal Change Group, 7:30-9:30 pm, *Karen V. Bading*; contact NYTI, 212-473-2852

### Every Other Wednesday, San Pedro, California

Afternoon University Classes; contact Southern California Center for NLP, 213-883-4234

### Every Thursday, New York City

NLP Training and Career Counseling, *Barbara Johnson or Royce Fraser*; contact N.L.P. America, 212-772-3188

### Two Weekends a Month, Dallas

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Imperative Self Day, *Leslie Cameron-Bandler*; contact FuturePace, 415-485-1200

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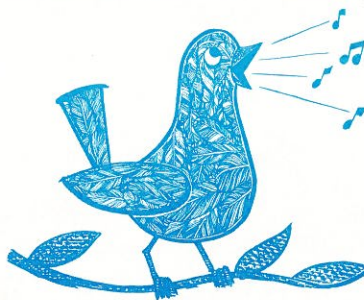
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