

AlphaLearning

Accelerated Learning Systems

BRILLIANCE PASSION AND THE NATURE OF MASTERY

Created and Presented by

STEVEN SNYDER

www.stevensnyderseminars.com

www.breakthroughradio.com

www.bestquest.com

E-mail stevensnyder@charter.net

3818 Mountain Shadows Road, Calabasas, California USA 91301
Phone (818) 878-5776 Fax (818) 878-5790

DIALOGUE OF TWO MINDS

What, said HeartMind, I ask of you, do you want to have or do?

Let me think about that for a minute, said BrainMind.

No, no, no, Just tell me true, what do you want to have or do?

I want to have health, happiness, love, and success.

I want to do a lot of good and I want to make a big difference.

***So do I, said HeartMind, I want all those things a lot.
And together we can get them, if it's your help I've got.***

What do I need to do, asked BrainMind?

***I can provide the PASSION, said HeartMind, but the focus must come from you.
I can care a little, or I can care a lot, but only about what you pay attention to.
Focus on what we do want, not what we don't need or desire
And I will provide the ENERGY, I'll provide the FIRE!!!***

You mean, if I can stay focused on what we want, and not space out,
or worry a lot, then you will empower us to get it. If I focus and
act as the steering wheel, then you'll add **PASSION** and act as the gas pedal.

***Yes, together we will be our best, create success, love, health, and happiness.
We can do good and big differences create. The secret is we must collaborate!***

Traditional learning systems are decades behind the times. They were designed for an Industrial Age society, to service the needs of an assembly line based technology. We take all of the children of the same age and we put them in the same room, teach them how to do the same things, in the same way, at the same time. This makes them all as identical as possible. Training **conformity** has been more important than teaching individuality, in a system that was successfully designed to produce assembly line factory workers. However to meet the changing needs of the Information Age, we must shift from teaching conformity to educating **individual creativity**. Everyone can be assisted in becoming accelerated learners. Learning to focus concentration, reduce stress and tension, access greater creative intelligence, and enhance reading, and memory skills, makes anyone more effective and productive.

The development of AlphaLearning is the result of thirty five years of research into the connection between peak performance, accelerated learning, and the Alpha Brainwave State. Brainwaves are an electrical measurement of our life force energy. The lowest range of brainwave activity is called the Delta Brainwave State. It goes from comatose states up through ordinary sleep. The Theta state begins with dream sleep, and takes us up through the half awake state of deep trance. Alpha is the state that begins when we are barely awake and goes up through focused peak performance states. Beta is the state that begins with simple divided attention and goes all the way up through panic, anxiety, confusion, and terror.

In the Alpha State, the conscious mind (the mind of logic and reasoning), and the subconscious mind (the mind of creativity and imagination) work together in harmony. As we focus our concentration in the Alpha Brainwave State, certain neurological pathways in the brain become stimulated, allowing greater electro-chemical connections between our conscious and our subconscious minds. With the filter in the brain (the reticular activating system) open, we have access to far more of our creative intelligence. Everything becomes much easier to learn.

In today's complex world, we spend a lot of time in the Beta Brainwave State, where our attention is divided when we are thinking about several ideas at the same time. The busier our lives get, the more time we spend in Beta. Sometimes it is appropriate for us to be in the Beta State. There are many occasions in our daily lives: driving on the freeway, caring for children, or meeting an important deadline. Each demands divided or split attention.

There are however, many more occasions that benefit from the focused concentration and undivided intensity of the Alpha Brainwave State. It is the athlete's peak performance state and the inventor's creativity. It is the surgeon's fixation and the stamp collector's concentration. It is every child's state of fascination, wonder and awe. Alpha is the state for greatness at any endeavor because only in Alpha can you focus concentration, and thus accomplish whatever we most desire. Beta is a stressful state. The more time we spend feeling anxious, nervous, frightened, or confused, the harder it is on our minds and our bodies.

When we get very stressed, or endangered, we utilize the primitive portion of our brain for our survival. We gain access to strength and speed. This is best known as the fight or flight syndrome. At the same time however, we tend to lose access to the more evolved parts of our brain; and to our intelligence, creativity, and recall. In the Beta State, we can get fast and strong, but also stupid and forgetful.

We are much smarter in Alpha. As AlphaLearners we quickly master a very powerful technique to put ourselves into the Alpha State anytime we choose, in less than twenty seconds. In Alpha we amplify interest in any subject, and focus both our conscious and subconscious minds on enjoying the process of understanding and learning. We can read even the most technical of material several times faster than we ever could have before while significantly improving our comprehension, retention, and recall. In addition to enhanced logic and reasoning skills, we have access to our imagination, intuition, inspiration, and ingenuity, as well. AlphaLearners have learned how to learn. The ability to control our own brainwave activity is the key.

Brainwave activity is divided into four basic levels as measured on an electroencephalograph.

E.E.G.

<u>Level</u>	<u>Cycles Per Second</u>	<u>Description</u>
Beta	14 - 28	Divided Attention - Panic
Alpha	7 - 14	Daydreaming - Focused
Theta	4 - 7	Dreaming - Trance
Delta	+0 - 4	Comatose - Deep Sleep

Beta: This is the brainwave state that we associate with being awake. It can be categorized by divided attention. Conversation usually takes place in the lower beta range. Confusion, anxiety, and terror in the higher beta range.

Alpha: This is the state of focused concentration and hyper-suggestibility experienced in daydreaming, watching television and listening to music as well as in states of light hypnosis and meditation. It is also experienced by artists, athletes, musicians and others who achieve greatness.

Theta: This state includes the sleep dreams and that state in between awake and asleep when we are dreaming and know that we are dreaming at the same time. Deep hypnosis and trance meditation are part of the theta state.

Delta: This is the deep sleep state. In this state of healing and regeneration, the metabolic rate slows and our bodies repair themselves. Our conscious mind is turned off and there is no thinking or dreaming taking place. The physical body is totally at rest.

The Life Force

To have an understanding of the brain we must first have an understanding of the mind. To have an understanding of the mind we must start with the basics. The most basic of basics is energy. The energy within the mind/body/spirit is the life force energy. This is the energy that animates us. It is the energy that is life itself. When the life force leaves a human body, only a corpse remains.

The Life Force flows through human beings in three different ways:

1. Through our physical bodies as pain control and healing.

Without our needing the slightest idea of how it works, (even doctors don't completely understand how it works), our bodies know exactly how to heal themselves. The mandate is "fix and make better." If the skin gets cut, our body will not only fix the cut, but it will replace the skin with scar tissue which is stronger than skin; less likely to be re-cut. If we break a bone, the body repairs it stronger than it was before; less likely to be rebroken. If we get mumps, or measles, or chicken pox, our bodies will heal with an added resistance to the disease. We build up immunities and are stronger than we were before. Whether dealing with injury or disease, the life force as it flows through the focused brain seeks to heal and strengthen the body.

2. Through our minds as intelligence and creativity.

Other names might include, imagination, intuition, inspiration, revelation, and illumination. The highest form of intelligence is the "aha" experience. Those times when the light bulb goes off over your head produces a brilliant solution or an absolutely great idea. This is the product of a focused brain. The lowest form of intelligence, leading to a flabby brain, results from doing rote memorization and repetitive tasks.

3. Through our spirit as self confidence, interest and love.

Peace of mind, feelings of well being, plus an inner sense of safety and security, are also manifestations of the life force in a focused brain. Health, happiness, passion and success are the results of allowing the life force to flow unimpeded through the human spirit. Healing, intelligence, and love are all the same. Together they are the life force. This is why hateful people are often sick and stupid. If we block the life force by blocking love, we also block intelligence and healing. There is only one force. There is no opposing force. There is darkness, but it is not a force. There is freezing cold, but it is not a force. There also is evil, but it too is not a force. They are the absence of the force in forms called light, heat, and love. There is one force and it is the life force.

Suggestibility

The key to changing our lives, including the way that you read, is changing how we use our minds. We have thousands of thoughts every day. Most of these thoughts are below our level of consciousness. It is very important to identify and eliminate those thoughts that are no longer serving our best interests.

In the Alpha state we have the ability to shut out all the internal and external distractions in order to only tune into only those subconscious thoughts which will nourish and strengthen us. In this way we can pick and choose the thoughts by which we would like to continue to be influenced. We can also release those thoughts we no longer desire simply by deciding to release them and then just letting them go.

It is only the thoughts and feelings that we agree with that affect us. When we think about getting up from where we are sitting, that thought has to be agreed with to become active. If we had that thought and then decided “no, let it go”, we would not get up. By disagreeing with the thought, we take away its power. Only those thoughts that we agree with have power. Deciding to let it go, sends the suggestion, inert and impotent, out of the realm of your mind. Find out what we are thinking. Say yes to the thoughts that are positive and no to the ones that are not.

There are three primary modalities that we use to intake and process data. We use seeing (visual), hearing (auditory), and feeling (kinesthetic). The feeling or kinesthetic sense includes tactile and physical sensations, as well as emotions, intuitions, smell and taste. Each of us uses all three modalities, but to differing degrees and in different combinations. Most of us tend to use one or two of the modalities more than the others. Some people use only one modality almost all of the time.

Those that are primarily visual tend to speak quickly, breathe quickly, look upward for their information. They use phrases such as “I see what you mean”, or “I get the picture”.

Auditory people tend to love the sound of their own voice. They breathe evenly, look to the side (toward their ears) for their information, and use phrases like “Sounds good to me,” or “I hear you.”

Those that tend to be more kinesthetic speak slowly and deliberately. They look down (into their bodies) for their information, and use phrases such as “I’m getting a feel for it,” or “I can’t quite get a handle on it.” All of us use all three of these representational systems at various times, but one tends to dominate. Understanding our primary representational system will help us to better understand and more effectively re-program the habits that are self-defeating.

There are four basic laws of suggestion. These are based on the language of the subconscious mind, which works very differently than does the conscious mind. The primary difference is that the conscious mind uses words, sounds and pictures as its basic language system whereas the subconscious mind uses emotion. The words, sounds and pictures that reach the subconscious mind do so as vehicles to carry emotion. It is emotion that sets the subconscious mind in motion. Words, sounds and pictures that carry little or no emotion, have little or no effect.

Laws of Suggestion

1. Only positive suggestions work.

The subconscious mind doesn't understand negative suggestions. It needs to be told **what to do**, rather than what not to do. The suggestion "Don't think of rainbows" has the same result as the suggestion "Think of rainbows."

(POSITIVE)

2. Only present active tense suggestions work.

The subconscious mind only understands "now." Suggestions that are given for "tomorrow" or some unspecified future date will not become active. They will stay on hold until it is "tomorrow" or "later." Of course the problem is that it is never "tomorrow", it is always "today." It is never "later," it is always "now." Suggestions for a specific future time can be given effectively if you imagine that it is that future time "now" as you give the suggestion.

(PRESENT)

3. Repetition increases the power of suggestion.

The ultimate power of suggestion is determined by X number of repetitions at Y emotional amplitude. With little emotion, many repetitions are necessary to create a habit, but with a lot of emotion, if you stick with it, very few repetitions can do the job.

(PERSISTENCE)

4. The power of suggestion is based on emotion.

Emotion is the primary language of the sub-conscious mind. The words and pictures are the steering wheel. They set the direction but emotion is the gas pedal. Emotion determines how much power each repetition of each suggestion will have.

(PASSION)

POSITIVE - PRESENT - PERSISTENCE - PASSION

Quick Alpha Induction

There are literally hundreds of techniques for lowering brainwave activity. It is best, however, to have one steady mainstay. That is, one very familiar technique that allows you instant access to the alpha state. Here is one such quick induction method.

1. Close your eyes.

Alpha can be reached with eyes open (watching television, daydreaming), but closing the eyes cuts out many of the potential distractions.

2. Take a slow deep breath.

Deep breathing is the most basic technique to begin a process of relaxing the body.

3. Create or remember a very peaceful place.

We can see it, or hear the sounds, or simply get the feeling that we are there. Any one, two, or three of these techniques will work just fine. Always return to the same place each time you wish to go to alpha.

4. Let the eyes roll upward and then back down.

Rolling the eyes upward for a moment triggers the body's automatic sleep response, relaxing the muscles, slowing heartbeat and respiration, and lowering the level of brainwave activity from the awake beta state to the focus of alpha.

5. Count from 0 - 5 to come back to wide awake.

There are many subtleties with controlling brainwave activity. Specifically within the alpha state, there is a wide continuum that ranges from the dreamlike trance state on the borders of the theta or dream state up to the intense and brilliant focused concentration state of a superior athlete in action. Deep Alpha is for relaxation or healing. Light Alpha is the state of creative problem solving, peak performance, and accelerated learning.

Breakthrough Strategies

There are two primary components to the Breakthrough Strategies.

1. There is a **New You** that you can **Breakthrough** to.

For each individual, at their core, underneath the doubt, fear, worry, and confusion, beneath the stress, bad habits and the people pleasing personas, there is a New You, an **Authentic Self**. This wonderful and powerful **New You** is the sum total of all of your unique gifts, talents, abilities, and multiple intelligences, the source of your human potential, and is the doorway to personal and professional mastery.

2. The State of **Focused Passion** is the way to get there.

There is a very powerful state of mind and heart called the Alpha Brainwave State. This state of **Focused Passion**, is the state that you can break through all of your blocks and resistances, doubts and fears, and access the amazing gifts, talents, abilities of the **Authentic Self**, to become the best you can be.

The nature of the Alpha Brainwave State, the state of Focused Passion is that it lets you access a “higher consciousness” as it allows you to use both of your minds at the same time. One mind, the Conscious or Brain Mind, is a mind of words, sounds and pictures. It is ruled by logic, reasoning and will power. The other mind, the Subconscious or Heart Mind, is a mind of emotion and sensation. It is ruled by imagination, insight and intuition. The Brain Mind uses analysis and deductive reasoning to solve problems. It uses a process of elimination, “take apart”, detail kind of thinking. The Heart Mind, is not deductive but rather inductive. It intuitively possesses information. This is the mind of imagination and emotion. It uses a process of compilation “put together” big picture kind of thinking.

There is a wonderful reason that explains why human beings have developed two different minds. It is because in the whole world there are really only two problems. One problem is, “I know what you want but I don’t know how to get it”, and the only other problem is, “I don’t know what I want”.

The conscious rational Brain Mind can often deduce the solution to the problem of “I know what I want, but I don’t know how to get it. However if “I don’t know what I want”, then deductive reasoning is useless. Want is not based on logic, it is based on emotion. Determining what I want calls for something like imagination, inspiration, insight, intuition, or illumination.

Representational Systems

There are three primary styles that we use to intake and process data. We use seeing (visual), hearing (auditory), and feeling (kinesthetic). The feeling or kinesthetic sense includes smell and taste, tactile and physical sensations, as well as emotions, and intuitions. Each of us uses all three of these systems but we use them to differing degrees. Most of us tend to use one or two of the three more than the others. Some people use only one most of the time.

Visual

Those that are primarily visual tend to speak quickly, breathe shallowly, look upward for their information, and use phrases such as “I see what you mean,” or “I get the picture.” Visual people are faster paced and often more active than others tend to be.

Auditory

Auditory people tend to love the sound of their own voice. They breathe evenly, look to the side (toward their ears) for their information, and use phrases like “Sounds good to me,” or “I hear you.” They are usually even paced, and even-tempered, and are often excellent listeners.

Kinesthetic

Those people that are more kinesthetic tend to speak slower and seem to look down (into their bodies) for their information. They use phrases such as “I’m getting a feel for it,” or “I can’t quite get a handle on it.” They move through life more deliberately and often have a better understanding of self than others do. It is sometimes difficult for kinesthetic people to express their feelings in a way others can understand.

Understanding your primary representational system will help you to better understand and more effectively re-program the habits that no longer serve you. Understanding the primary representational system of others can help lead you toward better communication skills. Listen to the words people use when they talk to you, to help you identify their system.

Key Words

Visual

see
imagine
visualize
focus
bright
clear
colorful
picture
scan
look
shiny
dull
shade
scope
perspective
glow
illuminate
foggy
peek
unclear
hazy
pale

Auditory

loud
quiet
listen
hear
tonal
ringing
harmony
sound
squeaking
whisper
shout
buzzing
rasp
rumble
singing
snap
percussion
chiming
crescendo
tapping
click
yelp

Kinesthetic

feel
touch
grasp
rub
shake
hot
cold
hurt
handle
press
stub
push
pull
slide
float
scratch
stretch
hit
movement
hammer
tepid
pound

BRINGING THE VISION TO LIFE

~ ~ ~ TOOLS FOR MASTERY ~ ~ ~

OUR MINDS HAVE TWO PARTS
WE NEED BOTH.....

LOGICAL
MIND
(conscious)

CREATIVE
MIND
(unconscious)

There are
FOUR
states
of

BETA MIND

For
Multitasking
Day to day

ALPHA

To focus on
one thing
Learn new habits

THETA

The
Dream
state

DELTA

The realm
of deep
sleep

OUR THOUGHTS ARE
12% CONSCIOUS
88% UNCONSCIOUS



Realign the conscious and unconscious through RELAXING in the ALPHA state

THE
BEGINNING:



STRETCH when getting goals

REMEMBER...
HAPPINESS comes from
moving toward getting what
you want AND
Counting your blessings for
what you have and what you

It is the realm of great ideas, the doorway to the unconscious.
It is the realm of performance, realizing goals, programming new habits. It is the key to creativity, greatness, success, peak performance.

ALPHA

YOU KNOW
WHAT
YOU WANT

!

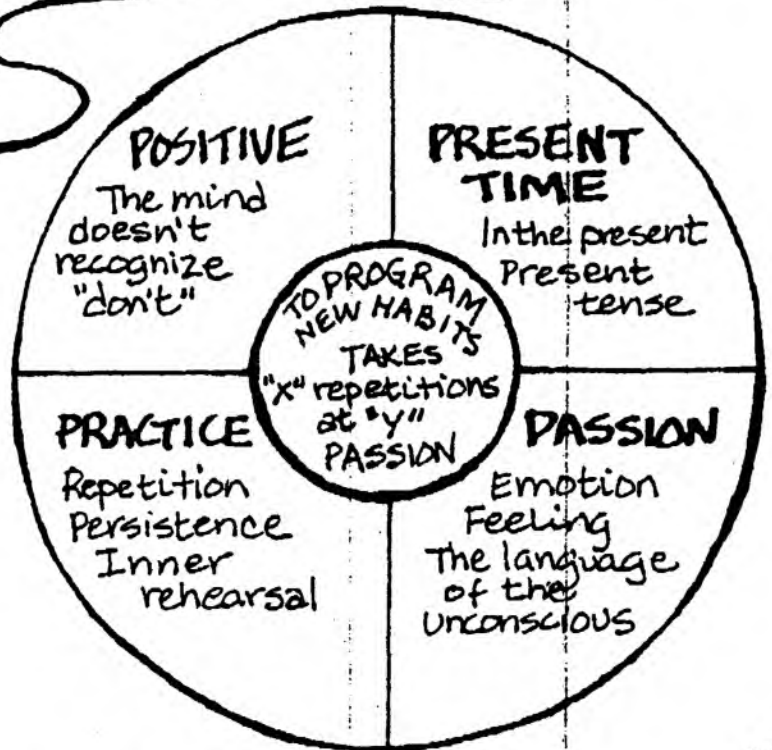
HOW DO
YOU
GET IT?

?

.....

USE THE FOUR P's

THE LAWS OF SPEAKING TO THE
SUBCONSCIOUS MIND USING THE RIGHT
LANGUAGE.....



The mind doesn't
know the difference

between real and

imaginary. Create a

pathway for peak

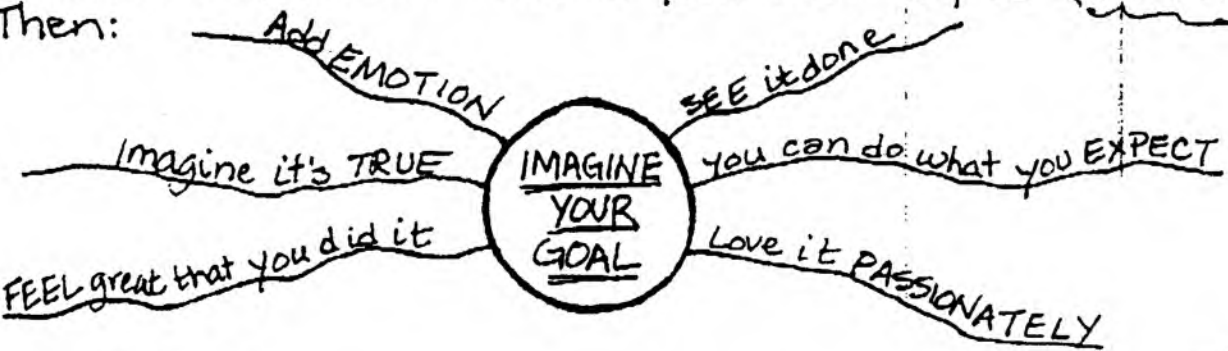
performance. Program

and integrate goals

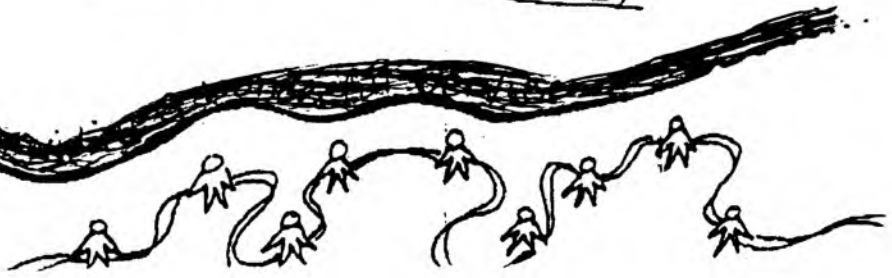
and new habits.

This can take as little as a minute.....

- Close your eyes
- Breathe deeply, slow down your mind Abhhh ...
- Find a calm, serene, peaceful place (see it, feel it or hear it)
- Focus here first. This is your doorway to **ALPHA**
- Then:



SURVIVAL
FOR
LESS



Cambridge Reading Study

According to a research at Cambridge University,

It doesn't matter in what order the letters in a word

are, the only important thing is that the first and

last letter be at the right place. The rest can be a

total mess and you can still read it without problem.

This is because the human mind does not read every

letter by itself, but the word as a whole. Amazing huh?

St. Louis COMPUTING

Schools Do Not Teach What Managers Need

by Steven A. Epner



Steve Epner is the president of BSW Consulting, Inc., a St. Louis-based full-service consulting firm. He is also the founder of the Independent Computer Consultants Association (ICCA), a national organization of computer consultants.

Schools are supposed to be places that teach and encourage creativity. However, my experience suggests that we do not meet that goal. There are many good things that we can get from schools. The problem is that there seem to be as many bad lessons. I am not just considering problems related to violence, drugs, or other social ills. Our school systems teach and reward students for the wrong things.

Instead of giving each student a foundation for the future, we often trap them in the past. I believe that there are three main lessons which schools teach that are destructive to our future.

First, we all were taught to "color within the lines." For some reason, it is believed that our children cannot be creative on their own. We want them to color what we see, not what they see or feel. In this way, we can try to develop a generation of clones that understand and reflect how we see the world.

It is not that I believe that there is no value in teaching "coloring" to improve the motor skills, but that must be tempered by allowing free expression. More importantly, we must encourage that free expression. Otherwise, where will the Einsteins and Freuds and Beethovens of tomorrow come from?

"How boring this world would be if we all used the same brush." That is a close approximation of an advertisement that Anheuser-Busch put in the Learning Disabilities Foundation publication a few years ago. How true.

Second, we were taught that "there was always one right answer." Think back to school.

How else could we have those "multiple guess" tests. For some things, such as (meaningless?) dates, there was only one answer.

Yet, we can all remember some problems that could have two or more answers. There were special cases that may have been put in as a trick question. Or, there may have been a second right answer. However, we were never given the chance to exercise our brain. If you could not pick the answer that someone else defined as correct, you were wrong.

Students have been taught that teachers and their books have the only answers. Are we afraid that others will not like us if they know we can be wrong? Why else do we do this to our future (our children)? Is it because someone else did it to us?

It is important that our children learn that there is always the possibility that there is more than one right answer. Some may be better than others, but all can be argued. We must become confident enough in our own abilities that we are willing to join a debate with an open mind, even if it may change some of our basic assumptions of life. Whether it is a new atomic particle, a different way to write a program (CASE tools) or the possibility of life on remote worlds, we must teach everyone that it is OK to challenge the assumed. There does not have to be only one right answer — as a matter of fact, there probably is not one.

Third, we were taught that it is bad to be wrong. Again, think back to school. What happened if you raised your hand and gave an answer different from what the teacher expected? You were ridiculed in front of the whole class. The message was clear — "If you don't know my answer, keep your mouth shut." It became obvious that it was bad to be wrong. The whole class was aware of who made the mistake. Worse, it inhibited others from trying unique answers.

The best students became those with photographic memories. "A" students were the best memorizers. Is it any wonder that many of those that seemed to be destined for great things never made it? They got tripped up trying to never be

wrong.

So, how has this affected our performance in business? Many otherwise capable managers never learned how to react to change. When people are heavily invested in the way something is being done, they may not be able to see any other way. They can only stay within the lines. We need our leaders (business and political) to have vision. To survive, we must be willing to grow and change.

Could this have been part of the problem at IBM? They were so sure that there was only one right answer for corporate computing that they refused to take charge of the micro computer revolution (At its start, IBM had the power and money to do just that. Instead, they left it to a bunch of radicals who could not have had the answer for corporate America.)

Joel Barker, in his book and tape on paradigms, quotes many more examples where smart people just miss the future. How many companies turned down Chester Carlson? He was forced to start his own company to realize the value of his invention on the Xerographic Process.

A good manager is not one who does not make mistakes. The only people who never make mistakes are those who never try anything. A good manager tries things. If it is wrong, he or she is willing to admit that fact and make adjustments and try something else.

The old saying is true — we do learn from our mistakes (sometimes, I just wish I would not learn so much). To advance, we have to try new things. It is the only way to discover the future. It is up to us to change the way things are done. No one else will do it.

There is no disrespect in challenging ideas. Each of us can teach that trying new ideas is OK. At the same time, we need to provide a nurturing environment where it can be done constructively.

But be careful. It is too easy to just blame the schools. Look in a mirror and ask yourself — "How often do I encourage my children, subordinates, or peers to color outside of the lines?"

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I'm a Saboteur.'

by Daniel H. Pink

Brainpower is more important than ever, but education seems more backward than ever. John Taylor Gatto, an award-winning teacher, now aims to overthrow the public-school establishment for which he worked for 30 years.

The new economy is awash in contradictions, but few are more troubling than this one: At the very moment that brainpower is more important than ever, education seems more backward than ever. We have a new economy but outdated schools.

Out of this disconnect has emerged a quiet grassroots rebellion aimed at reinventing both the form and the function of American education. Charter schools -- publicly funded startup schools that operate mostly free of regulation -- have boomed. In 1992, there was one charter school in the United States. Today, there are more than 2,000. The fastest-growing education movement is homeschooling. Today, roughly 1.5 million children learn at home. Just as Internet startups and free agents rattled big business, charter schools and homeschooling are shaking up "big schoolhouse."

Leading them is John Taylor Gatto, education's most original (and perhaps most controversial) thinker. Gatto earned his reformer's credentials the hard way. For 30 years, he taught English in some of New York City's toughest schools -- and became the East Coast's answer to Jaime Escalante, the East Los Angeles teacher immortalized in the film *Stand and Deliver*. Gatto was the kind of once-in-a-lifetime teacher who changed lives (hundreds of former students remain in touch with him), even as he outraged administrators. In 1991, he was New York State's Teacher of the Year. Then he quit.

"When I left school teaching, I was blind with rage. I didn't know whose throat to grab first," growls Gatto, whose round face, white hair, and bearish build make him look like the tough brother of TV's Captain Kangaroo. "After a while, I could see that responsibility for education had to be revested in ordinary people."

He began writing essays and articles that recommended a systematic overhaul of learning in America and soon attracted a nearly cultish following among homeschoolers, charter-school advocates, and other education reformers. To many members of that incipient movement, Gatto has become their philosopher king. But Gatto, 65, gives himself a different job title. "I'm a saboteur," he says. "I'm sabotaging the idea that you know best what my family needs."

Schools, he says, are irremediably broken. Built to supply a mass-production economy with a docile workforce, they ask too little of children, and thereby drain youngsters of curiosity and autonomy. Tougher discipline, more standardized tests, longer days, and most other conventional solutions are laughably short of the mark. "We need to kill the poison plant we created," Gatto has written. "School reform is not enough. The notion of schooling itself must be challenged." His alternative: to get rid of institutional mass-production schools, allow every imaginable experiment to blossom, make free public libraries universal, and expand hands-on apprenticeships.

Earlier this year, Gatto published a book, *The Underground History of American Education: A Schoolteacher's Intimate Investigation Into the Problem of Modern Schooling* (Oxford Village Press). Nearly a decade in the making, the enormous volume is a sprawling work of history, political philosophy, and citizen activism. Two major publishers liked the book enough to offer Gatto sizable advances -- on the condition that he trim the pages and mute the language. He refused. So he produced and distributed the book himself, selling 5,000 copies the first week.

How did you get started in teaching?

I never thought I would be a teacher. The prevailing Ivy League ethic when I left college in the late 1950s was that you would be a man in a gray flannel suit. And if you had blood flowing through your veins, you didn't want to be a banker or a businessman. You wanted to be an ad man. So I became a copywriter at an ad agency. At first, it was very exciting. But after a while, you say, "Is the rest of my life going to be writing 50 words a month, holding my drink the correct way, and knowing when people shift from martinis to Gibsons?"

My roommate in New York City at the time was a guy named Dick Boehm. He was a waiter at the Waldorf-Astoria, but he also had a teaching license. He'd taught for one day and said, "You have to be crazy to do this for a living." And he threw his teaching license in a drawer. His license didn't have a picture on it, so I took a few days off from the ad agency, used Dick's license, and went around the city substitute teaching.

I was bored, I guess. And I was tweaking the city's nose by teaching school as Dick Boehm. But I ran into some genuinely horrifying experiences in which kids were obviously being denied basic intellectual tools. And the reason, at least the surface reason, that they were being denied those tools was the belief that there were some things that these kids couldn't do. People would tell me, "It would embarrass the kids to try to do more." It's real easy, when you're a young man, to buy that crap.

When did you stop buying it?

There were two experiences that changed my life. One took place in a school in Harlem on 120th Street. I tended to favor subbing in Harlem because they were so desperate just to get bodies in there that I was pretty sure that they wouldn't check the records. I was assigned to teach a Spanish course. I knew a couple-hundred words of Spanish, so I figured that I could fake it pretty well. I got in there and asked the kids if they knew how to tell time. I assumed that they did, and I thought we could review it. But they said no, they didn't know how to tell time. I said, "I can teach you how to tell time in this one class period, and you'll know it forever." So I did that. You get five classes a day as a sub, and by the third class, I got summoned to the principal's office. Some assistant principal began to scream at me. Her face turned a deep purple red. "How dare you do this! You have destroyed the entire curriculum for the month of June. I have no idea how I will explain to the teacher when she comes back," she said. "But I'll tell you this: You will never be hired at this school again!" At first, I thought I was locked up with a lunatic. Then, the more I reflected on this odd situation, the more I realized that this was the attitude in all subject areas. They expected so little of these kids that it was easy to communicate the whole curriculum for the month of June in 15 minutes.

The second life-changing experience came at a school on 103rd or 104th Street and Columbus Avenue. I was assigned as a sub in a third-grade remedial reading class -- an easy assignment. You could write stuff on the board, pass out worksheets, and then sit there and read the Daily News. A little girl named Milagros Maldonado came up to the desk and said, "I don't need to do this. I already know how to read." All I wanted to do was finish the day, but I said to her, "Well, you know, these things are done by people older than you who are looking out for your own best interest, and they think you're better off here." And she said, "No, I can read anything."

There was a reader on the teacher's desk, and she grabbed the reader and said, "Ask me to read anything." I cracked it open to a story called "The Devil and Daniel Webster," which is an extremely difficult piece of American Victorian prose. And she read it without batting an eyelash. I said to her, "You know, sometimes, Milagros, mistakes are made. I'll speak to the principal." I walked into the principal's office and the woman began shrieking at me, saying, "I'm not in the habit of taking instruction from a substitute teacher." I said, "I'm not telling you what to do. It's just that this little girl can read." And she said something to me that, at my dying moment, I'll still remember. She said, "Mr. Gatto, you have no idea how clever these low-achieving children are. They will memorize a story so that it looks as if they know how to read it." Talk about an Alice in Wonderland world! If that little girl had memorized "The Devil and Daniel Webster," then we want her in national politics! The principal said, "I will come in and show you." After school, she came in and put Milagros through her paces. The little girl did well. Then she told Milagros, "We will transfer you." And when Milagros left, the principal said to me, "You will never be hired at this school again."

That made you want to teach?

Yes. The attitude toward these children in liberal New York City wasn't remotely like the attitude toward children in western Pennsylvania, where I grew up. There the assumption was that if somebody couldn't do the work, it was because they were lazy or defiant. In these schools, the assumption was that some kids were permanently disabled, and everyone had to settle into their assigned place.

So I told the people at the ad agency that I was going to leave to teach full time. I thought I'd be right back. I said to myself, I'm going to do this for a year or two and I'm going to demonstrate, to my own satisfaction, that these rules of classification are nonsense. Thirty years later, I still hadn't found out how far it was possible to push human beings to become big, self-directing, independent, and able to write their own script. The trouble is, especially with poor kids, they have such an indoctrinated belief that they can't do it, and that belief is reflected in antagonism and anger that they carry with them throughout life. But the truth is that genius is an exceedingly common human quality, probably natural to most of us.

How do you unlock that inborn genius?

When the mind is tested against something unfamiliar, it grows in front of your eyes. Adopted children have a horrible track record in adult life, and yet they often measure on IQ tests about 20 points higher than their equals in their biological family. For years, the medical community tried to figure out what could account for this. Just to transfer from your natural parent increases your intelligence? Well, sure. You're in this desperate situation; you don't even have enough language to find your way out. You're looking around a lot more than you would if it was all Mother Goose.

Does this mean getting kids out of the classroom?

Yes, often it does. I had a standing contract with the kids. I said, If there's something that you want to know how to do, you can pick my brain privately, and I will help you see the best way to do it, even if I don't approve. At one school on Manhattan's Upper West Side, seven girls came to me indignant that a local planning board had voted down Yoko Ono's request to have a John Lennon memorial in Central Park. I told the girls that if they wanted to take on the commission to overturn the decision, that could be their project. I warned them that the odds were 10,000 to 1 against them. But they were intent. They researched the commissioners, targeted the ones whose votes they could get, and drummed up press. You know what? They did it. The memorial is called "Strawberry Fields" and it's in Central Park.

At every school where I taught, I told kids that as long as they would do 90% of the work, and as long as the idea was there, and as long as they'd sit still for my lectures about the nuances of the

idea, then I was willing to be their assistant. The major access road to self-development is raw experience, but schools often deny that to students. Memorizing notes off the board is not real work. Overthrowing a political dynasty that doesn't want a horrible monument to the horrible Lennon in Central Park is real work.

Why don't schools adopt that ethic? What's standing in the way?

It's a managerial mania, a managerial pathology that shows no signs of having reached a conclusion. For reasons that are both fair and foul -- but mostly for fair reasons -- we have come under the domain of a scientific-management system whose ambitions are endless. They want to manage every second of our lives, every expenditure that we make. And the schools are the training ground to create a population that's easy to manage.

In a society that's going to be scientifically managed, what are the things that interfere with the smooth administration of that form of management? Well, for one thing, it's the managers' subordinates saying, "I don't think we should do it that way." A managed life extends your childhood from birth to death. You're never really responsible for your decisions, and you can never really take credit for your successes either.

Let's shift to the world of business and work for a moment. Grades and gold stars in school prepare people for pay raises and promotions on the job, don't they?

They're BS. I'm against those things. But don't make me look like one of those romantic people who are against them because I don't want to see kids compete with one another. Grades don't measure anything other than your relevant obedience to a manager.

So what are some lessons for someone who is running a business?

Look at Silicon Valley. Everybody there is working much harder than you could legally require them to work. Why? Because they are working for themselves. It's exciting; the work itself is exciting. To teach people that we work to get money to buy stuff is insane. We work because work is thrilling. What would turn this country on its head is a commitment by schools to make room for independent livelihoods of all sorts. I mean that, by and large, you set the terms of your own employment, you decide the relative value of the goals that you're after, you stick your neck out, and you take all of the reward or your neck gets chopped off. That would be a dazzling society. It would be like some of my classes were -- just dazzling.

Is that why homeschooling is booming?

Homeschooling returns the most important responsibility right back to where it belongs: the parent. Do all parents do it better than anyone else? Some do, some don't. But are there any experts whom you can point to who do it better than any homeschooler picked at random? No.

What we have is a long succession of expert failures everywhere. Now we have homeschoolers, charter schools, and "unschoolers" -- who mostly let their kids direct their own learning -- doing it however they want. It's the classic contradiction of the principle that interventions are the way to improve a kid's life. Home schools have proven that two hours a day is enough for intense academic work, because the kid's involvement as a principal player is seen as the most important determinant of his future. In a home school, the kid does 95% of the work. But in a school system, since it's an indoctrination system, a teacher has to do 95% of the work.

But the reality is that most Americans lack the time or the gumption to homeschool their children. What's the broader remedy for conventional American schools?

There is no simple formula, but fortunately a crude formula will work to get started. If you cut the guaranteed river of revenue that flows into the monopoly, the problem will solve itself -- quicker in some places than in others. But over time, it will happen. We should break up institutional schools, decertify teaching, and let anyone who has a mind to teach bid for customers. Trust the customers to know if they're being cheated, and then give them a way to try something different.

We would have a much better teaching staff if we waived the requirement of having a college degree and opened the jobs to anyone. We'd have a much better teaching staff if we simply didn't allow anyone under the age of 40 to teach. I would also say that we could draw workers from the retired population of the country much more than we do today.

And you have to trust children more. What if we started from exactly the opposite premise of the Viking conquerors who've now become the *Fortune 500*? Suppose we began with the idea that almost everyone has superhuman powers to see into a grain of sand and say, "Why, I can scratch little lines on this piece of silicon." I mean, is that an unlikely idea? Is that counterintuitive? "And the pieces of sand can talk to each other across the world, and we can drive Bell Telephone out of business." You'd lock someone up who said that! But that's the thinking that changes the world. We need to start from the cold-blooded premise that almost everyone is a genius -- not that almost everyone is worthless.

READING

Considering a skill as vital for “useful functioning” as reading obviously is, one would imagine that society would place a great deal of emphasis and importance on its mastery. Sadly, this is not the case. In this society we are taught to read at a relatively early stage in our development, around the age of five or six. We are instructed in the basic technique and then virtually left alone to achieve any further development. Few of us are ever taught how to improve our basic reading skills. Reading is a very personalized behavior, usually done alone. It is difficult to compare one person’s reading technique with those of others. Each style is unique.

In order to understand the basic technique of how we learn to read, we must go back to our earliest experiences with language. We are first introduced to language in the womb, responding to the emotion in our mother’s voice. Infants are exposed to language through their parents who are trying to get them to mimic some very basic sounds, “Mama” for example. Babies are naturally excellent mimics and depending on the sounds that they make, they are positively or negatively reinforced. At birth, the human infant has the potential to utter any noise or syllable found in any language. Positive reinforcement is given only when the appropriate sounds are made. Non-English sounds are not reinforced in our country.

When the child makes the appropriate noise (sounds found in English), they receive positive messages, smiles, feelings of joy, excitement, all of which the child senses. When the noise is inappropriate (non-English sounds), they receive negative reinforcement, corrections, scowls, and even such harsh words as “Don’t talk baby talk!!”

As children progress, so do their vocabularies. The first words that they learn are usually nouns. Next come the verbs, action words that describe what they are doing or what is being done. It is later that the child’s vocabulary begins to include conceptual ideas. It is difficult at first for a child to understand “freedom,” “love,” or “quality.”. These words represent concepts or personalized interpretations of one’s own experience. The definitions are often quite vague. Children learn about these words through thought and experience, hopefully with the loving guidance of others.

A few short years later, when children are still in the primary development stages of spoken vocabulary, they are introduced to the written word. Since the child’s connections to language at this point are entirely auditory, they are taught the foundation for reading, the written alphabet, through an auditory experience, the ABCs song.

It is only after mastering these twenty six funny looking squiggles and the noise that each one makes, that we can move on to the next step combining letters and forming simple words. The child is shown the word “dog” and told to “sound it out.” D, O, G, three separate noises are put together to make the sound “dog.”

After time, upon hearing the sound DOG, the child makes the connection that the word is the same one that describes the furry, four-legged creature that lives at home. A little child could look at the word “dog” for a long time without recognition. It is only when they hear the sound that the word becomes recognizable.

The combination of letters or symbols does not evoke recognition in and of itself. The mind doesn't connect the symbol and the concept of the animal until it sounds out the noise that the letters make. Children learn to read through sounds because they don't yet recognize the visual symbol as the word. This is the way that most people learn to read .

Throughout our school system, very little attention is paid to one of the most important of all the learning skills, the art of reading. After primary education, most students spend the next ten to twenty years in school, without learning one new idea about how to read better and faster with greater comprehension retaining and recalling more of what they read..

A summary of the traditional technique is as follows:

- 1. See the word.**
- 2. Sound it out (say it to yourself).**
- 3. Recognize that you know the sound.**
- 4. Connect the sound to the meaning.**

The most essential organ(s) for reading (in sighted people) are the eyes. Reading is tied very closely to the habit and behavior patterns of the eyes. The eyes create the trigger mechanism by perceiving the information in habitual ways and setting off a chain reaction of sub-habits that hopefully result in the comprehension of the material. Unfortunately, comprehension isn't always the result. Many people have developed a sub-habit of reading that lets their eyes continue to move across the page, while their concentration is disengaged daydreaming or “spacing out.” Some have developed the sub-habit of very shallow breathing, which leads to yawning which is equated with boredom and falling asleep.

The most basic sub-habit of reading is the way that the eyes perceive the written material. For beginning readers this means fixating their eyes on one letter at a time (D –O –G). As we become more experienced it becomes one syllable at a time as in (A – mer – i – ca).

Good readers see whole words, even large words (psychologist), all at once. For the vast majority, this is as far as they ever progress. From letters to syllables to single words. By the time most readers are ten or twelve years old, they have taken the art of reading as far as they ever will.

Exceptional readers are the ones who go beyond, and see several words, even several paragraphs in one fixation. The ability to move beyond the old “one word at a time” technique is the key to mastering the art of accelerated reading. The movement pattern of the eyes, a very powerful habit unchanged in most since adolescence, is the single most basic sub-habit of reading.

It is therefore very closely related to all the other sub-habits. By changing that one most basic reading sub-habit, we create a “blank slate” effect. The other sub-habits such as comfort, posture, breathing, concentration, retention, level of interest and attention span are no longer automatic as when they were connected to and triggered by the “one word at a time” eye movement technique.

By learning to read in a “new way” (more than one word at a time) we can discard any and all of the old sub-habits that no longer serve us and integrate anything that works well into the new reading habit. We create in effect a blank slate. We can recreate our reading in any way that we choose. First we have to decide how we want our reading to be before we can change. It is the perfect opportunity to really take a look at, and make some decisions about, the way we read.

Another major effect of breaking and reforming the reading habit is the experience of gaining tremendous self-confidence. Knowing that we can take a habit as intensely ingrained as reading, (something that you’ve done virtually the same way almost every single day of our lives) and, through the use of Alpha programming, change it permanently and completely, is a very powerful awareness.

After creating a change of this magnitude, it becomes so much easier to deal with altering behaviors such as nervous habits, fears, phobias, procrastination, as well as the lack of confidence, initiative, or motivation.

The most important concept is that reading is a habit. If one reads poorly, it’s not because they can’t read well, it’s simply that they have developed the habit of reading poorly. Change the behavior, break the habit, and past performance no longer determines the present or the future. Start fresh with a new habit and you can fulfill your reading potential.

The first new step in accelerated reading is to break the habit of focusing on each word individually, by learning a new habit of focusing on several words at the same time. A recommended first step is the “tri-focus” technique. This means to focus three times per line, or at a third of a line at a time. Focus on the left third, followed by the center third, and finally the right third. Three per line.

Here is an example of how the eyes can learn to see the next sentence.

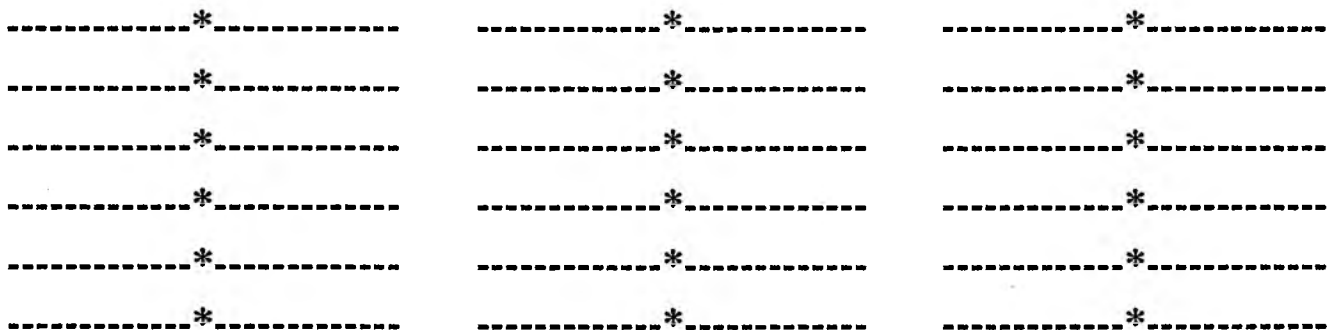
When I looked into the sky / I saw a bright shooting star / that no one else saw.

While this “tri-focus” technique works well with most books, some magazines and newspapers have shorter columns, so that a “bi-focus” (left half / right half) is more applicable; either way, you will learn how to see about the same amount with each focus. Depending on the relative size of the page and the print, sometimes two words (obstreperously unaccommodating) can be a whole third of a line in and of themselves. Readers can easily develop the ability to see that much and more in each and every focus. The best readers already do.

The key to any “speed reading” program is to get the eyes to see more than one word at a time. In most programs the “fatal flaw” is that when we pay attention to the new way to move our eyes, we take our attention away from comprehending. Divided attention (the Beta State) is ineffective for reading. It becomes difficult to focus on what we are reading, and even if we can, it takes all the fun out of the process. The joy of reading is the ability to become lost (Alpha) in the material.

In creating the tri-focus, we utilize the Alpha state to reprogram the movement of the eyes. Doing this allows the new eye movement (tri-focus) to happen automatically, leaving the mind free to pay total attention to comprehending the material. The first step is to go into Alpha (eyes closed, deep breath, peaceful place, eyes rolled up and back) and relax. In this Alpha state we begin the process of recreating our reading by imagining a “magic book.” The “magic book” is the key to changing the habit of the eyes focusing on one word at a time. Begin by creating the cover of the book in your mind. Make this cover as magical as possible. It could be solid gold, jewel encrusted, ancient hand tooled leather, or something that E.T. brought on his last visit. It could smell like roses, make beautiful music when you touch it, and it could even float in the air. This is a “magical book” and the laws of three dimensional reality need not apply. As we open up this “magic book,” the first thing that we notice is that this book has no words in it. Each page has instead of words, this exercise for the tri-focus.

TRI-FOCUS EXERCISE



As we imagine page after page filled not with words but instead with the tri-focus exercise, we can begin to see that this book isn't about “what” to read, it's about “how” to read. To practice this tri-focus exercise, simply focus on the left third (the center of your focus on the star), then the center third, then the right third, then the left third of the next line, center, right, and keep going down the page. The most important aspect as eyes are moved left, center, right, is to continue to imagine how magnificent this book is, and how wonderful it is to read much faster, with far greater comprehension. This exercise takes 20 - 30 seconds to do and is repeated 20 -100+ times per day for a few days or until tri-focus is a habit.

The imaginary book must be read with the tri-focus exercise at every opportunity. After X number of repetitions, anything becomes a habit. The number of repetitions necessary becomes much fewer when combined with the hypersuggestibility of Alpha, and with very high emotional amplitude. Time means nothing; times (repetitions) means everything. However long (or short) it takes to do that number of repetitions, is how long before the habit is locked in. Once the habit (automatic behavior) is established, it is no longer necessary to practice with the imaginary book tri-focus exercise because the habit reinforces itself. Habit makes it easy to do something and hard to do anything else.

Create the tri-focus in Alpha and allow it to spill over into regular reading. Intentionally tri-focus only in your "Magic Book". Whenever reading, allow the eyes to do whatever they do all by themselves. It is very important to remember to intentionally tri-focus in your "Magic Book only. It is very difficult to pay attention to eye movements and effectively comprehend material at the same time, as it is dividing attention and therefore the Beta State. As you continue to practice the tri-focus in your imaginary book, you will find that you begin to automatically tri-focus in real books as well. Allow that to happen, and concentrate all of your attention exclusively on comprehending and enjoying what you are reading.

Once the tri-focus begins to happen automatically, it is then time to program into the subconscious mind the other sub-habits associated with this new reading technique. Focused concentration, comfortable posture, holding the book up at eye level, and deep rhythmic breathing are a few of the basics. Include enhanced attention span, smooth and efficient page turning, and a pleasant facial expression. A powerful positive belief that "I will understand and recall everything I need from everything I read" is a must. Program all this by going into Alpha and imagining reading with these sub-habits already in place. Feel your intense connection to the book and get a sense of how quickly the pages are turned. By investing a very little bit of time each day now (lots of 20 - 40 second Alpha sessions) save months, perhaps even years eventually. By increasing reading speed just three fold, one who reads a couple of hours a days saves over 40 hours a month. This adds up to several years saved over the course of a lifetime.

Reading is the best way to improve vocabulary. People don't learn many new words in conversation as they don't need to use as many different words while speaking. Volume, intonation, inflection, emotion, facial expressions, and hand gestures are available to make their point. Writers have only the ink on the page, so that, for the writer, the search for just the right word is a lot more important.

Reading is the often the best way to learn anything from people who are dead or far away. It is always available to do, and because there is always something good to read, we can spend the rest of our lives knowing we will never be bored again. Reading for pleasure and reading for study are two different skills; however the actual reading of the material is done in much the same way. Whenever we are reading something that we need to know, for example for a test, or for a presentation, there are steps to take before we read, to best prepare ourselves, as well as steps to take after we read to be assured of effectively retaining the information.

Learning and Memory

Live and learn, or you don't live long."

Robert Heinlein

A key to taking in information is paying attention. We know several things already about paying attention. We know that the Alpha State is the state of focused attention, so before you read anything, technical material or difficult material, close your eyes and go to your peaceful place first. Focus your attention on a peaceful place so now you have a focused attention state to shift over to the material you're about to read. Now, instead of hoping the material will bring you into a focused concentration state, you focus your concentration first on your peaceful place and then shift over to the material you are learning.

Another thing about paying attention is that it is much easier to pay attention to something when you have some kind of idea what you're going to pay attention to before you pay attention to it. Its much easier to move into the process of learning, when the mind/spirit/heart is warmed up. So step one, you scan the material. This is not reading, its not even skimming. You take a look at what you're about to read, just looking at a few words on each page, the words that pop out at you, just thinking about what subject this is, before you read it.

The reason for this is that one of the most basic of all human experiences is the fear of the unknown. When you take a book that you haven't read before and you look at what you're about to read your eye is a camera it actually takes a picture. We all have a photographic memory, though some of us develop the film better than others, we all take pictures. Go back to actually read the material and it seems no longer unknown. There is an instant recollection, an immediate affinity for what feels familiar. Always look over the material before you read it.

Perhaps the single most dangerous thing our school system does, is force children to take classes they're not interested in. When you attempt to learn something you're not interested in you usually don't learn it very well and therefore you feel less intelligent. We don't need to force children to take classes they're not interested in. We already have existing today, the technology to entice them to. Just hire creative people like those who come up with ideas like Teenage Mutant Ninja Turtles to make commercials for English classes. Kids will be saying, "please, please, let me take English.

One time, to create passionate interest in a physics class I feared would be boring, I imagined I was walking out of my class carrying my physics book in my hand and walking across campus and across the street from campus to my bank. I walked into the bank carrying my physics book in one hand and my check book in the other hand and as I got in line in the bank, I noticed that standing in front of me in line, the next person in line, was the woman of my dreams. There she was, Venus in blue jeans, Aphrodite in a halter top. Everything, everything, everything I'd ever dreamed of in a woman was standing right in front of me. Even from the back I knew, she was the one for me.

I'm imagining that I'm staring at her, and she turned around and she looked at me, and her eyes met my eyes and my eyes met her eyes and cupid's arrows were shot into both of us and there were flowers and hearts and angels and rainbows and it was love, it was love at first sight, it was the most incredible love, it was the most wonderful love. We stared at each other, wondering where we had been all of each other's lives and then all of a sudden I noticed she started looking down. I thought that was rather odd until I noticed that she was looking at my physics book, what a strange thing to do, and so for the first time I looked down and I noticed, what a small world, she was carrying a copy of that same physics book. Amazing coincidence.

She looked at my physics book I looked at her physics book, our eyes met once again and she said to me, "Oh you're taking physics, I'm having oh so much trouble with that." I said "Well fair maiden allow me to be of assistance." So we went over to this coffee shop across the street from the campus and she said "Do you really understand physics?" and I said, "Well of course I do"

At that moment, I opened my eyes for real, I picked up my physics book for real, and opened it up and I read the first paragraph, for real. I closed the physics book, closed my eyes, imagined my peaceful place and then, the restaurant, and there she was again and she said "What did it say?" and I told her what it said and she said "Oh you're so smart" and she started holding my hand as we started studying together. We studied together for our first physics exam and we both got As and came back together and congratulated each other and we started studying together all semester long.

About half way through the semester I had a really brilliant idea and I decided to make her a better physics student than I was. Now all of a sudden she's picking up on this stuff faster than I am and she's saying, "What's the matter don't you get it?" I'd say, "Well give me a minute" my male ego's being challenged. This exercise with my Physics Girl changed my academic life dramatically. To this day I truly LOVE physics. It has forever become one of my favorite subjects to study.

If you're already interested in what you're about to read then get in touch with that interest and amplify it. If you're not interested in what you're about to learn then create interest in it. When you read, you read for the duration of your attention span. It's fine that we have a limited attention span because it doesn't really matter how long it is. Five minutes is as good as twenty minutes, because regardless of the duration of your attention span you have an incredibly rapid recovery rate.

You can pay attention to something for five minutes, then take ten seconds off (in your peaceful place) and you're ready to go again for five more minutes. Pay attention for five more minutes, take ten seconds off and you're ready for five more. It doesn't matter how long your attention span is. Because you have an incredibly rapid recovery rate.

When you study, distractions and interruptions can be **GOOD**. If I'm studying and all of a sudden I hear this truck go by "vroooooommm", that's good, because my attention had begun to fade enough so that the truck captured it. I didn't hear the previous trucks go by. I only heard that truck because I wasn't giving my full attention to what I was reading any more. When you get interrupted, or distracted, that gives you an opportunity to go to Alpha and get a brand new attention span.

If you are reading and you have this internal distraction, this thought that says, "You need to do your laundry!" What you need to do then (to keep the distraction from reoccurring) is to make a decision. You need to decide when you are going to do laundry (for example, Thursday 4 PM) or decide when to decide when to do your laundry (for example, I'll do it after I finish reading this chapter).

It is important to effectively process the information. One of the most interesting things about the process of memory is that when information comes in there is short term memory and long term memory. Short term memory is very temporary, lasts for just a few moments.

Long term memory is anything that lasts more than those few moments and what happens with long term memory it goes into permanent memory storage. There is no middle term memory. If it makes it into long term its there forever. Your memory is perfect, the ability to recall information from the memory bank is what breaks down. Where information goes in the memory bank, has nothing to do with the information itself at all.

If you imagine your memory bank being like a file cabinet drawer with the easy to remember stuff in the front and the hard to remember stuff in the back, where information goes in that memory bank has nothing to do with the information. What it has to do with entirely is something I call the emotional rider. The emotion you feel about the information is what determines where in the memory bank it goes.

You remember what you love, you remember what you hate and you remember what scares you, you remember what excites you, what you don't remember is what you didn't care about, what bored you, what you were apathetic about. The more emotion, the easier to remember, the less emotion, the harder to remember.

The key to processing information is doing it with emotion. This works with real emotion or pretend emotion because the subconscious mind doesn't know the difference between imagination and reality. As I finish reading, I stop for a moment and I say to myself, with great passion **"GOT IT"**. I put that emotion of intense confidence onto the information I just learned and then it files into my memory bank along with everything else I feel that confident about. It goes right next to, how to tell time, how to tie my shoes, what my brother's name is. Process information, put an emotion on it, before it goes into your memory bank.

The real key to learning technical material is effectively reviewing what you've learned. When you're reading technical material go through it once and let yourself miss stuff, its okay because you know you're going to go back. Get the gist, the basic idea, the first time through. Let yourself miss stuff, don't reread, continue to read onward, feeling it's okay to come back and get it next time through. You go back and you go very, fast over the material that when you read it the first time you realized you already knew that. You go very fast over the material that when you read it the first time you realized you definitely got that. You go very fast over the material that when you read it the first time you realized that you don't care about that, and you stop and you carefully study what you still need to learn. "Great students only study what they don't know, they don't study what they know."

Read it once through for the purpose of getting most of it and then go back really quickly and only stop and pick out the pieces you missed the first time. If you like to underline or overline or take notes on what you are studying, this is where you do it. Do not underline the first time you read something. The purpose of underlining is to prioritize, to determine what's more important than what. How are you going to do that effectively, when you don't know what you've got to work with yet.

Finally you practice remembering. This is an example of Mental Rehearsal in the Alpha State to create Peak Performance. If you were a student and you had a history test on Friday, you would start your practicing a week before.

You would close your eyes, take a deep breath, and go to your Peaceful Place. Next you would imagine yourself laying in your own bed waking up in the morning. Imagine your first thought is, "Today is Friday", today's my history test, and I'm ready." So you imagine getting up, feeling very confident, and going to school.

As soon as you get to school you imagine that you sit down at your desk and the teacher passes out the exam, and as soon as you get the exam you imagine that an invisible part of you steps outside of yourself and is watching yourself from over there taking that exam.

Imagine that you are a little too far away to see what questions are on that exam, and a little too far away to see what answers you are writing, but you can see as you watch yourself, is your pen zooming along answering question after question, and you can see that smile on your face, and that gleam in your eye. You know just what you look like when you are doing great, and that's what you look like. Answering every question, nodding, smiling, having a great time.

Imagine finishing with lots of time left, put down the pen, pick up the answer sheet, checking your answers, nodding smiling, saying, yes, yes, yes, yes. You hand in the exam, the bell rings and you walk out of the room. As soon as you get out of the room you imagine that it's the next class day, you turn around walk back into your class, the teacher passes the corrected exam back with a big red A on the top and you say **ALL RIGHT!!**

Imagine this about fifteen times a day for a week before the exam. When you walk into that exam on Friday for real your subconscious mind is going to think/feel "Oh this exam again - I've taken this exam a hundred times, I always get an A on this exam. The last hundred times I took this exam I got an A. I've got a habit of getting an A on this exam."

What happens is, that all the answers that are in your mind will come out. Now of course this only works if you study, but if the information is in there it knows how to come out. This virtually eliminates the tip of the tongue syndrome.

For pleasure reading, just read, but for study reading these six steps are what you need to do.

Study Skills

- 1. Scan:** Look over the material before you read it. Warm up the mind on the subject matter before you begin to study.
- 2. Psyche up:** Get yourself interested in the material that you are about to study. Imagine why it actually is important to you or else make up a reason that motivates you to pay attention.
- 3. Read:** Read with total focused concentration in alpha using the tri-focus technique for the duration of your attention span.
- 4. Process with confidence:** In eyes closed Alpha, imagine that you are fully confident that you know the information and will be able to recall it anytime, especially under pressure.
- 5. Review:** Go back over what you just read, very quickly over what you realized that you already knew. Go very quickly over what you totally understood. Go very quickly over what you don't need to know, and stop and study only what is left. Review what you know, study only what you didn't get the first time through.
- 6. Rehearse:** Imagine that you are watching yourself taking the test. Watch the smile on your face and the gleam in your eyes as you successfully answer question after question. Observe yourself checking your answers and realizing that you got them all right. Imagine handing in the test with great confidence. Next, imagine that you have come back to class on a later date and received the corrected test. Imagine the A or 100% and finish by congratulating yourself on a great performance.

ALPHA BREAKTHROUGH EXERCISES

What do I think about who I am?

How do I feel about who I am?

What do others think of me?

In what ways am I satisfied with my life?

In what ways am I dissatisfied with my life?

What negative beliefs do I have that limit my potential?

How would I change who I am?

Does my life have direction and purpose?

What is self acceptance and do I have it?

What are my strengths?

What are my weaknesses?

What are my best habits?

What are my worst habits?

What have I mastered?

How am I special?

What can I do to facilitate rapid growth in my life?

Do I feel whole within or what is missing?

How well do I treat myself?

How am I at fulfilling my own needs and not expecting others to do it for me?

How good am I at keeping commitment to myself?

What things or people in my life do I need to give up because they no longer serve me?

What past failures do I need to release to feel free?

How can I get in touch with all the love that is inside me?

How would it feel to take full responsibility for my life?

What would it be like to totally and unconditionally accept myself?

How would it feel to know who I am and where I am going?

Am I attracting into my life what I need to grow?

What are some of the major changes and transitions I have been through?

What resistances do I experience to making changes?

What are the most important changes I need to make?

In what areas of life do I find myself repeating mistakes?

How do I feel about failure?

How do I feel about success?

In what area of life do I take the most risks?

Do I have detailed goals?

Do I have a plan for achieving my goals?

How do I do at getting started on major projects?

How am I on finishing major projects?

Who do I know who can help me achieve my goals?

How would I rate myself as a problem solver?

How do I feel about myself as a learner?

How good is my ability to remember things?

How do I feel about my mind?

How do I feel about my place in the universe?

How well do I handle stress.

In stressful situations do I perform better or worse?

What are my energy levels like?

How well do I sleep?

How am I at dealing with physical pain?

How am I at dealing with emotional pain?

When are my energy level up?

When are my energy levels down?

What do I do that supports my optimum health?

What do I do that detracts from my optimum health?

What is the greatest change I could make to become healthier?

How long would I like to live?

Imagine you know all about your authentic self. What do you know?

Visualize how your life is better when you know the true you.

Imagine the most positive things about yourself that you possibly can.

Imagine that you are feeling really confident about your future.

Imagine some of your past failures coming to your attention and then being released.

Listen to the people who love you give you wonderful compliments.

Imagine meeting new friends that will assist you in your journey.

Get in touch with some of your unique gifts, talents, and abilities.

Experience knowing what is so special about you.

Imagine using some of your unique talents to enhance your life.

Visualize that you have changed yourself in some positive ways.

Imagine releasing some bad habits.

Imagine developing a truly wonderful habit.

Imagine releasing all of your doubt.

Imagine releasing all of your fear.

Imagine releasing all of your confusion.

Imagine how it feels to be safe.

Picture yourself filling up with love.

Imagine that you are a great decision maker.

Imagine yourself as a great problem solver.

Imagine that you are becoming an even greater friend.

Imagine yourself as a great learner.

Imagine yourself as a great communicator.

Imagine that you are experiencing optimum health.

Tell yourself that you are taking full responsibility for the life you are creating.

Imagine how it feels to love yourself unconditionally.

Visualize what you look like when you know who you are and where you are going.

Imagine you are attracting into your life what you most need. What do you see?

Tell yourself that you were designed for accomplishment, and engineered for success.

Imagine how it feels to know that you were endowed with the seeds of greatness.

Imagine meeting life's challenges with an attitude of peace instead of conflict.

Visualize your many selves unifying into one whole person.

Imagine releasing all the blocks and resistances to your feeling fulfilled.

Remember or imagine a time when you felt truly loved.

Imagine an inner guide giving you some sage advise.

Imagine a future filled with joy and happiness.

Imagine how it feels to know that you control your own destiny.

QUOTES TO GROW BY

"People become really quite remarkable when they start thinking that they can do things. When they believe in themselves they have the first secret of success."

Norman Vincent Peale

Speaker and Author

"I have learned this at least by my experiment: that if one advances confidently in the direction of his dreams, and endeavors to live the life he has imagined, he will meet with a success unexpected in common hours."

Henry David Thoreau

Writer and Poet

"Man often becomes what he believes himself to be. If I keep on saying to myself that I cannot do a certain thing, it is possible that I may end by really becoming incapable of doing it. On the contrary, if I have the belief that I can do it, I shall surely acquire the capacity to do it even if I may not have it at the beginning."

Mahatma Gandhi

Indian Political Leader

"The difference between the impossible and the possible lies in a person's determination."

Tommy Lasorda

"Hall of Fame" Baseball Manager

"The only thing that stands between a man and what he wants from life is often merely the will to try it and the faith to believe that it is possible."

Richard DeVos

Co-founder of Amway Corp.

"A great attitude does much more than turn on the lights in our worlds; it seems to magically connect us to all sorts of serendipitous opportunities that were somehow absent before we changed."

Earl Nightingale Philosopher and Syndicated Radio Personality

"One of the secrets of success is to refuse to let temporary setbacks defeat us."

Mary Kay

Founder of Mary Kay Cosmetics

"We can let circumstances rule us, or we can take charge and rule our lives from within."

Earl Nightingale

Philosopher and Syndicated Radio Personality

"You are what you repeatedly do. Excellence is not an event - it is a habit."

Aristotle

Greek Philosopher and Scientist

"The victory of success is half won when one gains the habit of setting goals and achieving them. Even the most tedious chore will become endurable as you parade through each day convinced that every task, no matter how menial or boring, brings you closer to achieving your dreams."

Og Mandino

Author

Opportunity does not just come along - it is there all the time - we just have to see it.

Earl Nightingale

Philosopher and Syndicated Radio Personality

"Formulate and stamp indelibly on your mind a mental picture of yourself as succeeding. Hold this picture tenaciously and never permit it to fade. Your mind will seek to develop this picture!"

Dr. Norman Vincent Peale

Author of "The Power of Positive Thinking"

"If you really want something, work hard, take advantage of opportunities, and never give up, you will find a way."

Jane Goodall

Scientist and Researcher

"If you don't like something, change it. If you can't change it, change your attitude."

Maya Angelou

Author and Poet

"If you accept a limiting belief, then it will become a truth for you."

Louise Hay

Author and Speaker

"There is no passion to be found playing small - in settling for a life that is less than the one you are capable of living."

Nelson Mandela

Former Prime Minister of South Africa

"Even a mistake may turn out to be the one thing necessary to a worthwhile achievement."

Henry Ford

American Industrialist

"The human mind, once stretched, never goes back to it's original dimensions."

Oliver Wendell Holmes

Supreme Court Justice

"It's always fun to do the impossible"

Walt Disney

Entertainment Innovator

"Keep away from small people who try to belittle your ambitions. Small people always do that, but the really great make you feel that you, too, can become great."

Mark Twain

Writer and Humorist

"Every memorable act in the history of the world is a triumph of enthusiasm. Nothing great was ever achieved without it because it gives any challenge or any occupation, no matter how frightening or difficult, a new meaning. Without enthusiasm you are doomed to a life of mediocrity but with it you can accomplish miracles."

Og Mandino

Author and Speaker

"Those who love deeply never grow old; they may die of old age, but they die young."

Benjamin Franklin

Scientist, Publisher and Diplomat

"Most of the important things in the world have been accomplished by people who have kept on trying when there seemed to be no help at all."

Dale Carnegie

Author and Trainer

"With ordinary talent and extraordinary perseverance, all things are attainable."

Sir Thomas Buxton

Baronet

"As long as you keep a person down, some part of you has to be down there to hold him down, so it means you cannot soar as you otherwise might."

Marian Anderson

Opera Singer

"What we see depends mainly on what we look for."

Sir John Lubbock

British Statesman and Naturalist

"Look at a day when you are supremely satisfied at the end. It's not a day when you lounge around doing nothing; it's when you've had everything to do, and you've done it."

Margaret Thatcher *Former British Prime Minister*

"I know for sure that what we dwell on is who we become...Become the change you want to see - those are words I live by."

Oprah Winfrey *Media Personality*

"I never could have done what I have done without the habits of punctuality, order, and diligence, without the determination to concentrate myself on one subject at a time."

Charles Dickens *Writer*

"The best way to predict the future is to create it."

Peter Drucker *Writer, Teacher and Consultant*

"The young do not know enough to be prudent, and therefore they attempt the impossible - and achieve it, generation after generation."

Pearl S. Buck *Author, Nobel and Pulitzer Prize Winner*

"The person interested in success has to learn to view failure as a healthy, inevitable part of the process of getting to the top."

Dr. Joyce Brothers *Psychologist and Television Personality*

"Pain is temporary, it may last a minute, or an hour, or a day, or a year, but eventually it will subside and something else will take its place. If I quit, however, it lasts forever."

Lance Armstrong *Athlete*

"Whatever you vividly imagine, ardently desire, sincerely believe, and enthusiastically act upon...must inevitably come to pass!"

Paul J. Meyer *Writer*

"The tragedy of life doesn't lie in not reaching your goal. The tragedy lies in having no goal to reach."

Benjamin Mays *Educator and Minister*

"Outstanding leaders go out of their way to boost the self-esteem of their personnel. If people believe in themselves, it's amazing what they can accomplish."

Sam Walton *Founder of Wal-Mart*

"The answer to any problem pre-exists. We need to ask the right questions to reveal the answer."

Jonas Salk *Scientist*

"The human mind, once stretched, never goes back to its original dimensions."

Oliver Wendell Holmes *Supreme Court Justice*

"When you ask a dumb question you get a smart answer."

Aristotle *Philosopher*

"The best idea is fifteen minutes ahead of its time."

Woody Allen *Comic*

"All behavior consists of opposites. Learn to see backwards, inside out, and upside down."

Lao Tsu

Philosopher/Teacher

"Make sure the penalty for failure isn't greater than the one for doing nothing."

Chic Thompson

Author

"It's always fun to do the impossible"

Walt Disney

Entertainment Innovator

The best way to get a good idea is to get lots of ideas."

Linus Pauling

Scientist

"Nothing is more dangerous than an idea when it's the only one you have."

Emile Chartier

Author

"Ideas are something that if you don't execute them they die."

Roger Von Oec

Author

U N W I S E

"Heavier than air flying machines are impossible."

Lord Kelvin,

President, Royal Society

"The phonograph is not of any commercial value."

Thomas Edison

Inventor

"There is no reason for any individual to have a computer in their home."

Ken Olsen

President Digital Equipment

"Everything that can be invented has been invented."

Charles Duell

Director U.S. Patent Office 1899

"The USA will not be able to honor the 1970 manned lunar landing date set by Mr. Kennedy."

New Scientist Magazine, 1964

"I think there is a world market for about five computers."

Thomas J. Watson

Chairman of IBM

"Babe Ruth made a big mistake when he gave up pitching."

Tris Speaker

Athlete

"Who the hell wants to hear actors talk?"

Harry M. Warner

Warner Brothers Pictures 1927

"Groups with guitars are on their way out."

Delta Records executive (turning down the Beatles)

STEVEN SNYDER

STEVEN SNYDER was a most unusual kid and grew up to be a most unusual man who has literally changed the lives of tens of thousands of people. For starters:

By the time Steven Snyder was three, he was reading a book a day. In first grade his teacher asked the class if anyone already knew how to read. He was the only one who raised his hand. "How many books have you read, Steven?" she quizzed. "About 1,400," Steven answered quite innocently. Did she believe him? Only after he named about a dozen titles of which he knew the plots. Did the woman faint? Her knees probably went a bit weak. What would she do with him while she taught her class to read? Guess what. She literally put him in the corner to.... Read. He got set apart, and apart is how the kids kept him, which fact was the initial catalyst that would determine his life's direction.

This happened in Los Angeles where he was born and lived with his mother and father and his grandmother and uncle. "Four parents instead of two," he smiles. When he was almost three, the four-parent trap moved to the San Fernando Valley. At that same time his only sibling, a brother, was born. This added up to major changes: a new house, a new school, and a new rival for time and attention.

What was his refuge? Books.

When Steve was eight, he learned about self-hypnosis and was introduced to the concept of altered states of consciousness. He was instantly fascinated and it quickly became his hobby. He began to read everything that he could find on any inter-related topic.

Then one night, when he was 12 years old, he woke up from a dream that suggested he take his two hobbies, reading and self-hypnosis, and do them at the same time. Over the following three years he created and developed a unique teaching program, HypnoReading, which transformed his life. No longer the odd man out, he began teaching his friends and has been teaching it professionally since.

But also, when Steve was 12, his Father left. He left suddenly, never saying good bye, and Steve never heard from him again ... another amazing impact of the darkest kind. "Dealing with my fears of abandonment I spent many years both in and out of therapy searching my soul for the lessons that this experience offered," he admits. "And, as painful as it has been, it has at least been as valuable as an agent for growth and change."

A successful student (good grades with little work) in high school he didn't really get turned on scholastically until college. His undergraduate work was in psychology and several years of graduate work that lead to certification as a Hypnotherapist. Throughout, these years, he supported himself teaching HypnoReading and other self-hypnosis techniques to assist people with such things as changing eating habits and quitting smoking.

In 1978, Steven co-founded Live and Learn, a non-profit (501C3) Educational Foundation in Sherman Oaks, California. Staffed by 15 to 20 employees, the Foundation's focus was to teach enhanced living and accelerated learning skills through counseling, workshops, and seminars to people (especially school teachers) interested in maximizing their potential. Successful fund raising allowed them to provide scholarships. "Live and Learn's corporate mission," Steve explains, "was to help facilitate the gentle overthrow of our Industrial Age public school system and to assist society's transition into a system of 21st Century Information Age Education."