

Memory Optimizer

Personal Learning Course

Vera F. Birkenbihl
with Paul R. Scheele

For coaching and additional support,
visit our online Discussion Forum at
www.LearningStrategies.com.
Your password for the *Memory Optimizer*
section is: *tricks*

The course manual is for your personal use only and is to be used with the audio sessions from the *Memory Optimizer Personal Learning Course*.

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Contents

Structure of Manual	4	Dealing with Anger	41
Sequence of Audio Sessions	5	Re-Construct the future or remember that rat	42
PREFACE: How to optimize your gains with this course	6	APPENDIX: Valuable Ideas	44
PART ONE: How to become a Magician of Memory	9	How to remember things that seem unimportant	44
The Nature of Memory	10	Why reading might be bad for you, and how NOT to watch TV	44
Three Types of Memory	12	How to Conquer Stress	46
Memory and Old Age	16	How PhotoReading can help improve your memory for everything you read	48
Memory Review	18	How the Birkenbihl Approach to memory optimization can enhance your photoreading activation	48
PART TWO: Tricks for a Better Memory	19	Creating powerful auxiliary threads and a look into traditional memory training	50
Memory for Names	19	Anchorman List: Remembering a speech or list of anything	53
A Game to Help Remember People's Names	20	Application to memorizing a math or chemistry formula	54
An Experiment on Names & Memory Threads	21	The Anchorman List	55
Anti-Losing-Things-Tricks	22	Inner Archives List	57
Expand-Your-General- Knowledge	23	Improve your spelling	58
Expand-Your-Vocabulary	24	Brain-stimulating hobbies may protect against Alzheimer's	59
Learning Tricks	26	BIBLIOGRAPHY	60
Training and Know-How	31	GLOSSARY	62
Your Autobiographical Life	35	INDEX	64
PART THREE: Bonus Tricks	37	TOOLS FOR LEARNING	67
Manage your inner & outer world while studying	37		
How to counteract the I-Must-Not- Forget-This Syndrome	38		
Analograffiti: Thinking Differently	39		

The STRUCTURE of this COURSE MANUAL

This manual contains four sections of material to aid you:

- 1) **Background-Knowledge:** This is the foundation upon which the course is built. Since some of the commonly held beliefs about memory have been shown to be WRONG based on current research, intelligent people want to know WHY certain mistaken views must be changed. Much of this foundation is covered on Sessions 1 to 5 and Session 8 (the interview). This change in paradigms about memory allows us to build and gain access to our “knowledge” or “memory web” much more easily, so it is well worth listening to these recordings as well as reading about it here.
- 2) **All the TRICKS from the recordings** are presented for review after you listen to Sessions 6 to 7.
- 3) **Additional TRICKS**, not on the recorded sessions, will help you with your memory and your ability to learn.
- 4) **Appendix:** Here you will find solutions for exercises, helpful examples, additional insights, the bibliography, and a glossary of terms.

The SEQUENCE of the AUDIO SESSIONS

Your course consists of 10 program audio tapes and a bonus Paraliminal Tape by Paul Scheele called *Memory Optimizer*. The tapes are listed below.

You may have also purchased the program on Compact Discs. Since we are able to fit more information on compact discs, there are fewer discs than tapes. The compact discs are divided into multiple tracks to make it easier to find your place when you take breaks.

Tape 1a (CD 1) Introduction

Tape 1b (CD 1) Goals for the program

Tape 2 (CD 2) Creating your Inner Archive

Tape 3 (CD 3) The Anchorman List and Intelligent Gap Management

Tape 4 (CD 4) How to use your Inner Archive

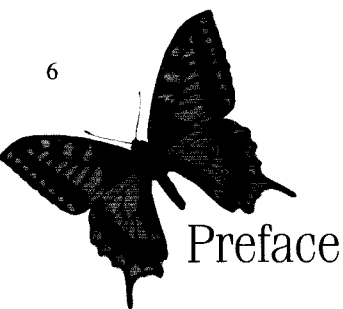
Tape 5 (CD 5) Emotions and Memory

Tapes 6, 7, & 8 (CD 6 & 7) Tricks

Tape 9 (CD 9) Anchorman Training

Tape 10 (CD 8) Interview Session with Vera F. Birkenbihl and Paul R. Scheele
& Conclusion of the *Memory Optimizer*

Bonus Tape (CD 9) *Memory Optimizer* Paraliminal learning session
(Instructions are printed inside of the special case for the audio tape.)



Preface

How to optimize your GAINS with this course

This is, of course, an **audio course** so the emphasis lies on LISTENING to the recorded sessions. The manual contains not only summaries or checkpoints to help you remember what you have heard, but in some cases will ADD to the recordings. So, to GET THE MOST you will want to listen AND read. There is no fixed order necessary so we offer you several possibilities:

- 1) **LISTEN FIRST:** Listen while traveling, walking, commuting. Later go through the manual when you can sit (at a table) with writing materials at hand and are willing to engage in an experiment or try out a training exercise. Then you can establish specific memory improvement goals you would like to achieve and how you will apply what you learn after completing the course (which may mean for the rest of your life!).
- 2) **BROWSE through the MANUAL FIRST:** There are people who have to SEE something first before they want to listen. If you read the TV-Guide and want to find out about a film, documentary, or talk show before you actually view the broadcast, then you are most likely reading these lines before having listened at all (or much) yet. This is totally all right. That's why you might also go the third route.
- 3) **Any way you feel like it:** People will take from their environment what they need most in the present moment. If you FEEL LIKE listening or reading at any given time, then do whatever seems natural right now.

So you see: This course may be used in any order.

This course can be compared to a psychological supermarket that specializes in MEMORY, so think of it as THE MEMORY STORE. You come in, take home whatever you want to work with, and start using these items to achieve whatever you need. This course contains 57 TRICKS, most of these you will hear on the recordings AND find in the manual (indicated here with a 🎧). But there are **additional TRICKS** you will find **only in the manual**. You may pick and choose some to start with right away; when they have become second nature come again and pick up more.

Should one repeat individual sessions or the whole course?

Many of my seminar participants ask this question, so let me suggest that you find out what works best for you. There are people who do not feel good about continuing if they have not taken in all the details they want to get from a recording, so they would rather repeat sessions before going on. This is as appropriate as the opposite. There are people who feel more comfortable when they "run through" the material as quickly as possible. They may unpack the course and listen to all sessions right away, and later, maybe after perusing the manual, they will go back and listen to some of the sessions several times. Some

people may start out by listening once to everything and then later repeat the whole course in several installments over a period of weeks or months and later start all over again.

Why repeat anything at all?

There are four reasons why you would definitely repeat material from the course that you consider important:

- 1) **Whenever you read/hear/perceive anything** in the outside world you can only take in microscopic amounts of what has been presented.
- 2) **Therefore any repetition will offer you another microscopic selection** so you can “discover new material” in the same OUTSIDE WORLD – in this case from a recorded session.
- 3) **Whatever you perceive will always be FILTERED by your motives.** A hungry person will smell the slightest food odor “around three corners,” an artist sees almost exclusively “objects” he might want to paint or sculpt, while an architect sees houses. The same is true for each of us. On some days, certain themes fascinate us, and on other days these same subjects hold little interest. That is why on different days you will select differently.
- 4) **Whatever you will perceive TODAY will be FILTERED by what had gone on BEFORE.** Let’s say that yesterday someone mentioned a relative with **Alzheimer’s** disease and today in this course you find out what you can start doing right now to dramatically improve your chances to prevent the effects of Alzheimer’s. Then you will definitely HEAR or READ the information presented. You may not act upon what you learn because distractions during the day may make you lose track. But **when you hear/read another statement** about Alzheimer’s you might remember and get going on doing something about it. Whatever went on BEFORE will greatly influence what you can take in now. Because of this, you will tend to “sort for” or “pick out” different aspects of the course on different days!

I know some people who have two or three favorite courses which they listen to once or twice per year, because of the rich material and because of the way we take in information (see box). They may repeat other courses once every few years, if at all.

Wanting to but not doing anything today?

Let me offer another piece of advice for **times where you would like to do something that you know is good for you** (like one of the exercises in this course), **but you cannot quite make yourself get started.** As Mary LoVERDE has pointed out in her book, *Don’t Scream at the Microwave!*:

If you promise yourself only a small part of the intended action, it is easy to get this little bit done.

Quite often the appetite comes with eating. In other words, you may feel like continuing once you have gotten yourself to get started. But that is icing on the cake. The cake is doing just a little rather than doing nothing. So if you would like to do thirty push-ups, promise yourself only three. Or if you can’t get started

The brain’s survival strategy

Our brain is a survival strategy of nature, not an instrument for perceiving interesting tidbits that do not help us survive. Using it in this fashion is icing on the cake, not the cake. Therefore, you will always overlook, overhear, etc. some aspect of THE outside WORLD which you do not take into your INNER WORLD at that particular time.

A later re-reading or listening will allow your brain to again screen out the known (e.g. what you really read/heard last time) and concentrate on aspects which are new to you today. This is because the brain is a novelty seeker par excellence! That is why each listening and reading will ALWAYS gain new aspects although you might swear that they had not been written/said originally. Incidentally: Many quarrels between people only happen because we do not know about these things (You never said that... - Of course I did! - No, you did not! - did, too! - did not...)

jogging, promise yourself just to go to the corner of the street and return. Or if you can't get yourself to do an ABC-List on a subject, (details on the recordings) then promise yourself to find two words per day for the ABCs (= 26 items), so in 13 days your ABC list will be completed – anyone can think of two words per day. Taking **micro actions** is a wonderful process that has helped thousands of my seminar participants and readers of my monthly coaching letter – so I want to tell you here at the beginning of your course:

If anything at any time seems to be too much, break it down into several micro actions and only do those. Better a little than nothing, because the training effects on the brain are cumulative (details in the recordings).



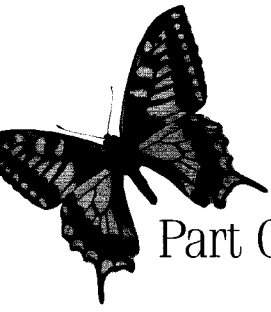
Vera F. BIRKENBIHL, Munich, Germany

Have a wonderful time developing the remarkable skills that Mrs. Birkenbihl will teach you. I searched the world of memory experts until I found her refreshing brain-friendly procedures. She has constructed a true supermarket of great memory-improving techniques. Enjoy discovering what is “in store” for you.

I can tell you there exists no other memory improvement approach that will give you so much immediate value and continue to pay you such high benefits for all the rest of your life. Who knew that both you and I would stumble into this veritable “fountain of youth” for a lifelong excellent memory? Use the exercises for yourself and share them with others. Stay in contact with us and share your success stories.



Paul R. SCHEELE, Wayzata, Minnesota, USA



Part One

How to become a Magician of Memory

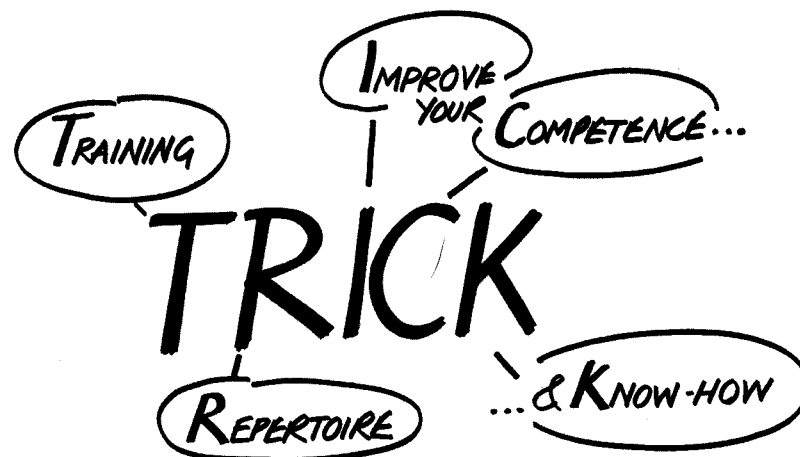
What do **magicians** do? Perform **TRICKS**. This means they know something that the average person does not, and that they know how to put this knowledge to work.

Superior knowledge and understanding forms a solid foundation, but does not guarantee one will act more effectively. Superior performance happens when one creates a superior **repertoire** of possible actions. This repertoire allows one to do things better in the future.

Knowledge is gained by understanding and **CONSTRUCTING**. This course will offer you **valuable information**, making the latest research of brain and memory easily understandable and usable. I give you more than 30 “tricks” that can **greatly improve** the memory tasks of your life. I have developed these tricks over decades to be used by you today.

The metaphor of the “trick” serves to remind you of the magician: **FIRST** you acquire special **KNOWLEDGE** and **KNOW-HOW**, and then you develop **competence** that makes it possible to **do** what most everyone else cannot.

When calling a technique a **TRICK**, I always mean a **behavior that you acquire by TRAINING**. It will enhance your personal **REPERTOIRE** and **IMPROVE** your **COMPETENCE** and **KNOW-HOW** in the area of your choice. In the case of **this course** the area of your choice will be your **MEMORY**.



57 TRICKS for eight areas of your life

*T - training to enhance your
R - repertoire and to
I - improve
C - competence
K - knowledge & know-how*

- 1) **Improve your general knowledge dramatically without reading** a single line, **without listening to a single lesson**, and **without “studying”** in the old sense of the word. It does **not take up one minute of your valuable time** because you will **only** use time from your **TIME PIGGY BANK!**
- 2) **Improve your vocabulary** without pain, without even “studying” or analyzing any words at all.

- 3) **Study and learn great amounts of new material.** Lifelong learning is the key to your professional success, and when you know and use my tricks learning will actually be fun. Learning can be as pleasurable as any game when you utilize the BIRKENBIHL Approach. Brain-friendly learning is fun!
- 4) **Improve any skill** in sports, business, or life in general.
- 5) **Solve the problem of losing keys once and for all.** In less than two months you may **never again** need to search for missing items. This trick contains several separate tricks for the home, the office, at other people's places, and on the go.
- 6) **Remember names and faces** – especially of people whom you **know** you will most likely meet **again**. Wouldn't it be great if you could show people how much they had impressed you? Remembering people sends a strong signal.
- 7) **Access your memory banks under great stress.** Whether you are in a **competitive** situation involving athletes, or co-workers, an important presentation to clients, or a surprise exam, you can **greatly enhance your mastery of moments which today cause you fear, anxiety, or even anger.** I will offer you **three easy tricks** against anger to relieve stress, keep your mind open, and help you function more fully.
- 8) **Combat the aging processes of the mind WHILE YOU STILL CAN.** This consists of two aspects:
 - * **How to Remember Events of Your Past.** Talk to people who have a serious memory problem and you can see how vital memory is for personality. Strong memory enhances personality, while diminished memory zaps personality. Two researchers who have reported in lay terms on these effects are Oliver SACKS who wrote several books full of strange tales and Daniel L. SCHACTER, author of my favorite *In Search of Memory*. **The better you know your personal history before old age, the more efficiently and the longer you will be able to fight aging effects.** With a little luck and regular training you won't ever have to worry about losing the memories of your life.
 - * **Anti-Alzheimer-Training.** First, know your personal autobiography. Second, exercise your mind! **Ten minutes** of *NEUROBICS* (as defined by Lawrence C. KATZ) **a day** could give you years of mental clarity later. I offer you **a variety of techniques.** **Pick and choose** those that best fit your personality, interests, and lifestyle.

In 1890 the great American psychologist at Harvard, Wm. JAMES, wrote (in: The Principles of Psychology): "Memory requires more than mere dating of a fact in the past. It must be dated in my past. In other words, I must think I directly experienced its occurrence... Personal recollections have a warmth and intimacy that identify them as a property of the self." Source: SCHACTER, Daniel L.: Searching for Memory - the Brain, the Mind and the Past, (emphasis mine.)

The Nature of Memory

Let us look at some basic facts about memory.

- * **Memory**, by definition, is always autobiographical.
- * **Nature never** intended for us to learn isolated facts

(classical school learning); therefore most people find it difficult unless they use a system to aid them in this “unnatural” task.

- * **Memory Systems:** All classical memory books, courses, and training have told us for thousands of years that we must **make** the dull bits of information of many facts “**colorful.**”

These systems teach us to use our imagination, which makes the dull bits of information **autobiographical** and, therefore, “rememberable.” Make what you need to remember VIVID, moving, funny, or remarkable and you’ve increased the chances of it being remembered.

- * **Memory Web:** Imagine everything you know to be a thread in a **gigantic 3-dimensional web** – this is a superb metaphor for understanding the complex nature of memory. Each thread is connected to many others which in turn are connected to more threads, and so on.

When you understand or remember something, you have threads existing somewhere in the web. Not understanding is equivalent to not having any existing threads, in which case AUXILIARY helper threads have to be created to tie the new information into the web. We’ll talk more about these AUXILIARY helper threads below.

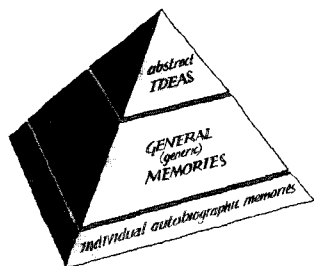
The more new information is used, the more firmly it entwines with other threads of the web, ready to be called upon by any associative idea, as are all threads in our memory web. When new information is seldom used, an AUXILIARY thread will act as a magnet to “pull” the new information along, because the creation of the AUXILIARY also creates a small autobiographical event to which the new information will be tied.

- * **Auxiliary Threads:** My technique for creating auxiliary helper threads to tie something new into the existing memory web requires your “personal” involvement. You will create a **personal episode, an autobiographical experience** that **functions** as an auxiliary thread until the new information has become part of the fabric of all you know, part of your memory web. (Do you realize you are creating new threads as you read this?)

- * **Do we understand something?** When you have **not** understood something, you did not have a related thread in your knowledge/memory web AND you were unable to create a personal experience that weaves auxiliary threads.

And, it works in reverse. That is, any time you understand something new, later on you will first remember your own autobiographical event (the auxiliary), which works like a magnet and attracts the information (fact, date, name, etc.). If you continue to RECONSTRUCT this bit of information you will later be able to access it directly any time.

Three Types of Memory



Actually there are some small voices in the scientific community assuming that the white glial cells may play an important part regarding intelligent thought process. But even if they only “glue together” the whole (glial = glue), the idea that **neural pathways** are THE key to memory will remain unchanged.

The FITTEST are not necessarily the best. The FITTEST are the ones that survive best in this particular environment at this particular time. This is also true for ideas (memes) and technologies. For instance, specialists are in agreement that the BETA video system was far superior to VHS, which is why professionals have used it until the digital technology became cheap enough. But at the time, VHS was FITTEST, because at that time more sex videos were VHS and since more men were into the video market in the beginning, so... (If the first most successful videos had been Sesame Street, bought by mothers, the development might have taken another route.)

Scientists distinguish three kinds of memory that we will look at in the form of a pyramid.

The **ground** on which the pyramid will be built consists of **billions** of individual events we experience perpetually. Only a few of these events will make it into the pyramid proper. All other minute moments of living will be lost as far as your memory is concerned because of their insignificance.

Let us further consider any potential memory like a grain of gold which has to be accompanied by several more grains of gold to develop into a **nugget** (or later into gold bullion). Let the word NUGGET stand for:

N = neuronal module. The individual grains stand for individual minute “events” as they are happening every moment (for example: reading this sentence, reading the next sentence, hearing noises in the room, reading the next sentence). When several of them **connect** to form a neural connection, we have the minimal requirement for the **creation of a neural path**, because neural paths connect neurons. This is the neurophysiological background of our nugget metaphor.

U = unconscious or conscious. Compare the gigantic area of the **inside** of the pyramid to the small “skin” on the **outside**. This reminds us of the **brain** itself. The so called intelligent part, the neocortex, is “only” the “skin” of this wonderful organ. It is extremely thin (six layers of GRAY cells) whereas more than 96 percent belong to the “inner” area (white glial cells) that make up the bulk of our brain. Here we see a similar relation as with the idea presented on the audio sessions of 11 miles unconscious or non-conscious information versus 15 inches conscious perception and thought.

G = grains. These connect to form **nuggets**. Any grains which did **not** get condensed into a nugget will remain part of the ground **beneath** the pyramid. More and more scientists are implying an evolutionary principle here. Some see this as a physiological evolution, that nerve cells and neural paths compete with each other. Others see it as an evolution of “nuggets” (I call them memory modules), which compete with each other. In either case the rule says: **Only the fittest shall survive.**

G = grains = growth. Individual grains will “stick” together to form nuggets. We can consider this *growth by accumulation*. Let’s call these accumulated grain-collections *nuggets*. *Nuggets* can later accumulate into *bullion*.

E = experience. Any experience or event **important enough to be remembered** has been made into a **nugget**. While some of these remain **nuggets of personal experience** others will be collected into **autobiographical bullion**. The amount of bullion you possess determines whether you have lived a “rich” life. This **gold** (as the audio sessions explain) is our **stronghold against Alzheimer’s** and other debilitating diseases that

If you want to reflect on the question of what "makes" something "important" to you, take the letters of the word "importance" and associate ideas which begin with the letters, like we are doing here with "nugget." If you want to see my version of this exercise, check the appendix, page 60.

strike the elderly. If your storehouse is full of bullion you can lose a few grains every day and not notice the effects for a long time. But if you have not taken the trouble to collect enough while you still could, then the effects can be devastating.

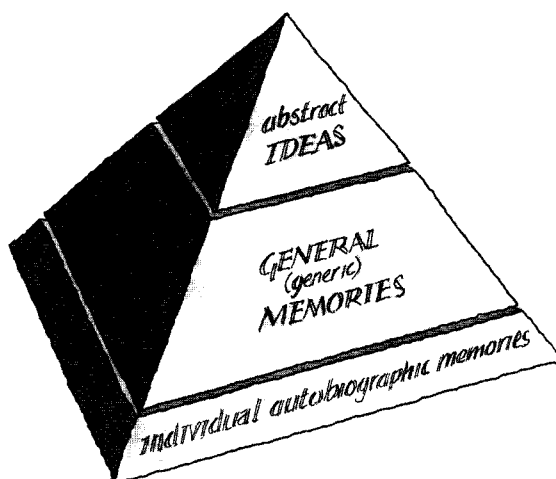
T = tales. Our personality is made up of **stories about our experiences in life**. Each tale is a tiny element in the make up of what we call our "I" or our "personality." The sheer **number** of tales will hold the memory difficulties of old age at bay LONGER, but the **quality** of these **stories** will **determine** the **quality** of our **lives**. Some people have thousands of nuggets (or piles of bullion) of situations where they reacted with anger towards the world while other people's contain many stories of positive life experiences (joy, fun, forgiving, loving, laughing). It is up to you what quality pyramid you will BE.

Now let's look at the pyramid proper.

Level ONE – the FOUNDATION. Inside the **base** of the memory hierarchy we find hundreds of thousands of memory nuggets. These are, of course, not visible from the outside, but some of these could be RECONSTRUCTED with a little work. **Most** of them will remain **part of your 11 mile zone** of nonconscious memory web, which is a zone of darkness that you might be able to find with the 15-inch flashlight beam of conscious awareness.

A very small fraction of these will move to the outer surface. These are **individual events**, experiences or episodes of your life you can **consciously** recall (RE-CONSTRUCT) **at will**. These "15 inches" of consciously registered stories and events will become the **outside** of the foot of the pyramid.

Level TWO. The middle of the pyramid is the largest part. Here we see a fascinating phenomenon:



This middle can also be called your COMFORT ZONE.

Example: When you first go to a party, all that you **remember** about parties afterwards is **that** party or those you have heard about. After you have been to a number of parties you have seen certain things time and again. Your brain then does something extremely clever. It **abstracts** the common denominators (from all these experiences) and **presents these to your conscious thinking as if they were a single memory: the party FEELING.**

*These middle nuggets of the pyramid are called **GENERIC MEMORY** by KOTRE, or **GENERAL EVENTS** by SCHACTER. Ulric NEISSER calls these frequently **REPEATED EPISODES** "REPISODES," a very interesting term which encapsulates the idea marvelously.*

*Individual episodes are like books that came in now, today, yesterday, etc. We can store and find them **CHRONOLOGICALLY** but only for a certain period of time. After a while, they will have to be filed. Then we need something to **find** the info, some **retrieval cue**. For instance: a comment someone makes which re-calls (re-activates) the memory, like an index card in a catalog of the library.*

This aids survival, because it informs you what to **expect** when you **recognize** a situation as party-like without burdening you with hundreds of thousands of individual impressions of past party moments. **As long as nothing out of the ordinary happens you are content with your notion of party.** However, when anything happens that throws you out of this routine of expectations, you are suddenly out of your comfort zone.

When you function on automatic pilot, you are in your comfort zone, and you operate based on what is in the middle of your memory pyramid. **That is why you cling to the known**, the familiar, the stuff in the middle of your pyramid. It contains the gist of everything you have experienced before!

Level THREE. In the top of the pyramid you find **IDEAS**, as described by PLATO, SCHACTER's **global memories**, or KOTRE's **thematic** memories. These are the biggies!

Think of each episode that makes it into the bottom of the pyramid as an **individual** something like a house, tree, or animal.

For the middle of the pyramid, imagine flying in a helicopter and you can see a **CITY OF HOUSES** or a **FOREST OF TREES** or a **GROUP OF ANIMALS**.

For the top of the pyramid, imagine seeing the entire planet from space. The land masses contain countless nuggets of different kinds to make up that **GLOBAL** collection, which your brain has abstracted into **ONE UNIFYING IDEA** of that theme.

This comes very close to what PLATO meant when he talked of the **idea** of something, like the **idea** of a perfect **circle** behind each individual circle we see or draw. (We will come back to this soon).

Now let us look at **three questions** you might have regarding your memory pyramid.

1) Does HIGHER in the pyramid automatically mean: better?

Higher is NOT BETTER. Higher is more efficient for "great thoughts," but without the lower and the massive middle no higher **IDEA** could have ever developed. While intellectuals tend to consider the abstract ideas of the highest level best, they often forget that the highest levels exist only because of what is in the lower levels.

So, if you want to consider the value of each level you must ask, "in what respect?"

If we are discussing physiological survival we know that the very ground from which the pyramid "grows" is due to work that went into creating the foundation. Only when we create neuronal modules (nuggets) by building knowledge and know-how for survival will this particular pyramid be able to develop further.

If you are thinking about "psychological survival," which depends on creating a stable "I" (personality), we understand the immense importance of each and every nugget which makes up this central core of our conscious being. Now thousands of individual experiences are consolidated into hundreds of billion of **general** (SCHACTER) or **generic** (KOTRE) **memories** in the middle of the pyramid. And these make up our feelings of **security** about who we are and about who we are in this world.

All of the hundreds of individual times we went shopping in stores have become compressed into a generic memory module for "store shopping." The highest level of

all shopping memory modules (in stores, at flea markets, via Internet etc.) become compressed in the overall IDEA of TRADE. This **thematic** memory (KOTRE), which we might also consider **global** (SCHACTER) in scope, contains the bare essence (the knowledge of whole lifetime periods) in one single idea! This allows us to consider the advantages or disadvantages of TRADE vs. BARTER without burdening ourselves with the thousands of individual experiences that have finally led to these concepts or ideas.

So, higher is more efficient for concepts and ideas but without the lower and the massive middle no higher IDEA could have ever developed. Is the top of the mountain **higher**? Yes! Is the top **better**? Well, without the mountain below there would be no top.

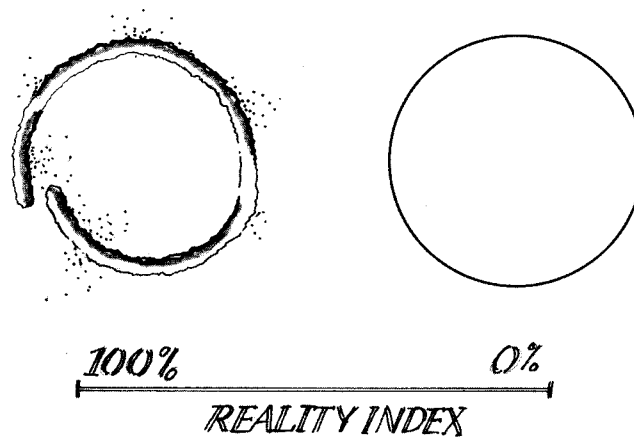
2) Does HIGHER also mean: later?

Yes. It takes a **number of years** to build the “mountain” (the foundation and middle part of the pyramid) because it is made up of so many individual nuggets. Only **after** a certain amount has **accumulated** can the first “higher” idea be abstracted **from** them. This is one of the great feats of the mind that it can abstract the common denominators of many individual episodes and **condense** them into a general idea.

3) Does HIGHER also mean: clearer?

Yes. The higher the degree of abstraction the “clearer” the idea will become, but this “purity of thought” must sacrifice reality. Compare a circle you draw in wet sand at the beach with PLATO’s ideal of a perfect circle. Imagine a continuum: at one end you have the rough but very real circle in wet sand. At the other end of the spectrum you find the idea of the perfect circle. The “real” circle in the sand has a **RealityIndex** of one hundred percent while the **RealityIndex** of the ideal circle is **zero**!

I call this the **uncertainty principle of the mind**: the more perfect an idea is the more uncertain its practical “do-ability.” And vice versa: The less ideal the idea the more “do-able” it is (as a general rule).



Some people suffer all their lives because they have “married” these two incompatible ideas (do-ability and perfection), which also goes to show that some of the connections the modules in our mind have made will **not** be best – but **all** of them make up what we call personality!

Please also realize that the process of “condensation” is the core of poetry. That is why most people find poetry “hard.” They try to read it like any text because no one has ever told them that poetry only contains IDEAS, so each word has the meaning of ten to twenty in normal language. Thus you have to take your time to read poetry in extreme slow motion in order to “get the messages” that have been “abstracted” into it! (If you do not know where to start, try the T.S. ELIOT poem most people start with: The Love Song of J. Alfred PRUFROCK.)

Before we look at the last question, I want to share an idea from *The Einstein Factor* in which they point out something of extreme importance.

Since 1986, University of Kentucky scientist David SNOWDON has been studying 678 nuns in a long-term study of Alzheimer's disease. He has conducted careful research with the nuns from the order called the School Sisters of Notre Dame from Mankato, Minnesota. He and his team have examined personal and medical histories, tested them for cognitive function and even dissected their brains after death.

Dr. Win WENGER and Richard POE wrote about SNOWDON's study in their great book *The Einstein Factor*. They said "When his study is complete, SNOWDON predicts that a large portion of the Mankato nuns will show an unusually rich growth of interconnections between neurons in their brains. Old age and diseases like Alzheimer's tend to block and shrivel these pathways, but if you have more than enough to spare, your brain can use the extra dendrites and axons to bypass damaged areas." (p. 60 to 61)

In his book, *Aging with Grace*, David SNOWDON and his colleagues describe a series of revealing links between lifestyle and Alzheimer's. Analyzing the nun's autobiographies for evidence of extra mental capacity revealed "idea density" or the number of discrete ideas per ten written words. They also found grammatical complexity as an indicator of how well memory was functioning. Nuns most resistant to the ravages of old age generally showed higher scores in each.

Extremely important were issues of good mental hygiene. "If your brain is already progressing toward Alzheimer's," says SNOWDON, "strokes or head trauma (which can produce similar kinds of brain damage) can put you over the edge." His advice: wear a helmet while biking, motorcycling or playing contact sports; buckle your seat belt; and drive a car with airbags. Meanwhile, keep strokes at bay by keeping your cardiovascular system in shape: avoid tobacco, get regular exercise and eat a balanced, healthy diet.

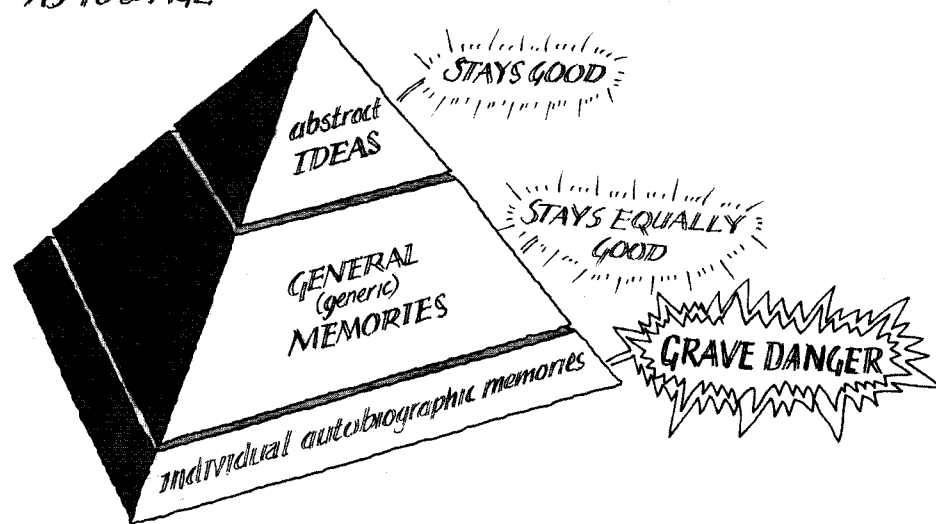
SNOWDON's team researching the nuns did a search for words suggesting positive emotions (such as happiness, love, hope, gratitude and contentment) as well as negative ones (sadness, fear, confusion and shame). They found that the sisters expressing negative emotions did not live as long as the sisters conveying more positive ones. As mental abilities decline, the study found initially that the expression of positive emotions also drops. Now SNOWDON and his team in the Nun Study will work to see if positive emotions work to keep nerve connections alive and if negative emotions dampen and eventually extinguish them.

Memory and Old Age

I hope you are sitting down now, because the newer scientific findings regarding old age explain a lot and give us a fair chance to really do something against the memory problems accompanying old age:

THE TOP of the pyramid contains the most abstract IDEAS and also the ability to draw logical conclusions. Here is the good news: this top generally does NOT suffer with age. Our abilities **to reason in old age** remain as good as (provided they were good to start with!) or even **better**. This might be why great works of poetry (abstract, dense symbolism) and philosophy are often written by old authors.

AS YOU AGE



The MIDDLE part of the pyramid offers similar great news: Our ability to deal with knowledge (contents of the memory web) is almost equally good in old age so we hardly notice the difference.

Thus **the huge bulk of memories seems not to suffer greatly from old age.** This **may not make sense** to you in the light of Alzheimer's and other debilitating mental problems, but read on. **Your personality consists of stories about you and about you in this world.** These are **individual episodic memories**, autobiographical slices of your life. The kind of stuff that makes up the foundation of your pyramid. There must be **many** incidents of barbecuing in the garden for you to develop the general memory (middle) and the idea behind it (top).

When individual memories fade the general ideas survive,
but your personality loses in the process.

You might have heard, read, or seen films of amnesic people who know HOW TO do all kinds of things. They also know a lot in the sense of knowledge about the world (like that the first man walked on the moon in 1969), but as long as they cannot reconstruct their personal autobiographical experiences (stories, personal episode nuggets) they do not know **who** they are.

This is why I offer you a strategic, anti-aging, and anti-Alzheimer's approach, which involves **the creation of your personal autobiography.** You may even want to ask your partner or friends to listen to the audio sessions on this subject with you to play autobiographical games together.

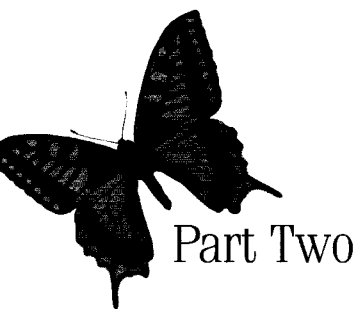
I believe there are more cases of dementia today, not only because people live longer, but **because in the past families sat around recounting (re-activating, RE-CONSTRUCTING) their major stories.** After all, they did not have the entertainment choices we have today such radio, television, and easy transportation. Family storytelling **created and strengthened autobiographical episodes of all family members and thus the bottom of their pyramids.** If you live alone it is possible to build your own clan through friends. It is not only more interesting than TV, it builds your pyramid base by giving you a good foundation for your later years.

Post a message in the Discussion Forum of our website to find others to build a virtual tribe. The password for the Memory Optimizer forum is: tricks.

Memory Review

- 1) **Memory is not** what happens to **be** inside your pyramid – memory is what **you put there!** In other words, if you want to develop a good memory, you must actively construct and re-construct memory.
- 2) **Each memory** module (nugget) must either have been **autobiographical** to start out with or it must have been **made autobiographical** by conscious mental activities. You remember what is somehow associated with your life – you may not always remember the connection, but it is there.
- 3) Each **autobiographical** nugget contains a **story** about the world or about you in this world.
- 4) These stories together make up your **general (generic) memories** (in the middle of the pyramid) about the world and about you (your role) in this world.
- 5) Stories about the world are called **knowledge** and **know-how**. Stories about yourself in this world are important in the sense that they let you fulfill the admonition at the Delphi temple inscribed 2500 years ago: “know **thysself.**”
- 6) Familiarity with **your own personal stories** (self-knowledge) are quite literally the **foundation** of yourself and, equally important, the basis for good communication with others.
- 7) **All your stories together** comprise your **personality**.
- 8) **The more stories** you have **the more you may lose in “old age”** without drastically affecting your personality. For this reason, the strategy of creating an **autobiography** is **one of the best anti-Alzheimer’s insurance you can find.**
- 9) **However there is a snag:** you must begin **today – while you still can!** Once you realize you would have needed more autobiographical episodes it is too late.
- 10) Number Nine is “bad” news for those who hate the idea that you **can take responsibility** for your later years, because it is so much easier to blame our genes. But it is, of course, great news for all people who are willing. You, of course, are willing, aren’t you?

*In the Talmud we find (loosely translated): **One day before your death: change your ways. When the students asked the rabbi how they could recognize the day before he smiled: Better be safe and change today, eh?***



Part Two

TRICKS for a better memory.

Let's review the tricks from the audio (🎧) sessions as well as additional ideas to keep your memory sharp and long-lasting and to remove a little more stress from your life.

Memory For Names

- 1 * **Make sure you understand the name**, so that the original CONSTRUCTION, which is a precondition for later RE-CONSTRUCTION, can become possible. This is your seed for your later harvest when you want to RE-CONSTRUCT the name. 🎧
- 2 * **Check whether you already have an existing thread in your memory web**, as we did on the recorded session with the names of Marigold LINTON and Dr. LISTER. **If you have a thread the new name will be easy**; if not, create an AUXILIARY mnemonic by the following instructions. 🎧

Ask yourself whether you really want this name-thread in the memory web? If yes, proceed.

Make certain you know the sound and spelling of the name. People may say a name too quickly to adequately construct it. Ask for it to be repeated and ideally get some background information on the person's name, like where the name comes from. Some people feel uneasy about asking but please realize two things:

- 1) It is active practice (Intelligent Gap Management) and
- 2) It sends a signal that they are important to you, which people love. After all, their name is the "hook" to their whole personality...

Notice if any immediate associations pop into your conscious mind from your knowledge web. A name with a high MEANING-INDEX means that the name sounds like or reminds you of something else you already know (e.g. Doorbar, Peachtree, Baker, etc.) A low Meaning-Index means it sounds completely foreign or that you have few immediate associations. You can build hundreds of good name auxiliaries using the game described after Trick 5.

Explore your knowledge web for any associations. Break the name into meaningful units of information that have connections to your web. The example in the recordings with SCHACTER, was that it sounds like "Shhh" plus "Actor." What do those mean to you? What are your associations of "Shh" in combination with an actor? Do you see the helper, desperately whispering the missing cue for the third time? Do you see the actor loudly saying "Shh" to another actor in the scene?

Anglo-Saxons, Asians, Africans, South Americans, and most Europeans use names in conversation much more than Germans who tend to say "Listen!" rather than "Listen, Mary." That is why they have most problems with this trick, so simply check your own behavior (ask a few friends and colleagues, they know!).

If you don't have a camera: To help remember names, Paul SCHEELE's wife Libby has a wonderful way of creating a mental movie of people she meets. After hearing their names she asks, "Tell me a story about how you were named so I can remember your name forever." At first, some people say that there is no story about their name. So Libby asks those people, "Who named you? Do you like your name? What would you have named yourself?" This ignites their enthusiasm and they share incredible stories that paint a wonderfully rich picture. All the while the person tells their story, a virtual reality tour of the person's life can be viewed in your mind that will link their name to the details and expressions of their face. As a listener you have a lot of room to focus on remembering.

Whatever comes to your mind comes from your memory web, and these associations form your temporary auxiliary threads between the name and your memory web. Doing this exploration will get you eighty percent of the learning of the name. Of course meaningful associations are best. If you can connect what you know about the person, their name, and the auxiliary threads, you will have constructed a solid foundation for your future reconstructions.

Practice reconstructing the name from the auxiliary threads you constructed. This gives you the other twenty percent of the learning. An added bonus is to determine when you will see the person or use their name again in the future and do a quick Virtual Reality session of yourself successfully reconstructing the name when needed.

Mnemonics have been taught in classical memory training for years, and it has a place to help us remember. **Creating a mnemonic** involves a **more complex process** of perception AND analysis to consciously create an AUXILIARY thread for your memory web.

- 3 * You must actually use the name of the person you want to remember, because you must activate threads in your memory web that you want to use **fast or often.** 🗣️

If you tend to use people's names in conversations with them, you will easily integrate new names; otherwise, you must begin using people's names today.

- 4 * If you happen to have a credit card sized **camera** that can take **digital pictures** you might want to take a photograph as a souvenir of your meeting. Most people are quite happy to say yes; in fact **they feel honored** that you find them important enough to ask. 🗣️

Be sure to create a filing system in which to put the pictures so you can **search** for them either by **name** or by a **keyword** (e.g. wedding of John, meeting at XYZ Company, seminar with Paul SCHEELE, etc.).

- 5 * Include names with any **notes** you write involving events where you meet new people. 🗣️

Remembering a person's name not only impresses the person that you remembered her, but it makes RE-CONSTRUCTING other information regarding this person or the event where you met her easier and complete.

* A game to help remember people's names

The following technique, which is **not** on the recorded sessions, helps improve your **emotional intelligence** and your **social skills** as well as remembering names.

Find a small group of people willing to play a game to greatly enhance their ability to remember names. They can be family, friends, co-workers, or even people you meet in an Internet chat room.

How to play

Preparation: Make a list of names to be learned in today's game – about ten names per session. Use first and last names.

If you are studying in earnest you will encounter many names of scientists, researchers, authors etc. Furthermore in the natural sciences (e.g. medicine, biology, physics, etc.) you will encounter many "words" which are really names (e.g. Alzheimer's, Heisenberg's Uncertainty Principle.)

We love people who are interested in us. We find them intelligent, nice, lovable etc. Thus you make it easy for that person to like you, so what are you waiting for?

Variation 1: The GAME begins with every player receiving these ten names and getting about one minute per name to create an auxiliary. Afterwards the group will meet again.

Variation 2: Circulate the names to all players IN ADVANCE and everybody comes to the game session with the auxiliaries prepared.

Next: Sit together or join in a chat room and compare notes. For many people this exercise is enough. If you want to have a winner, you define the terms of winning the game. The winner could be the one who creates their auxiliaries the fastest or the one whose auxiliaries are helpful for the majority of the group.

What you will learn during play:

- **You may not always be able to find an auxiliary** for a name, but you will see time and time again that SOMEONE IN THE GROUP has found one. That is the reason why you want to play with others. People give up too easily when playing alone.
- **Sometimes you will not like someone else's auxiliary.** It may seem stupid, silly, or simply not helpful. Even so, others may find it brilliant! These differences originate with different memory webs and do not mirror the intelligence of the people involved. Remember the concept of **Intelligent Gap Management (IGM)** from the audio sessions and consider this game a helpful exercise for it.
- Think of playing a **minimum of ten games** and you will have produced and shared good auxiliaries for a hundred names. Many of my students continue with the game once a week for months (especially the e-mail groups). They continually report **enhanced ability to make auxiliaries in daily life**, which is the real payoff of this game.

Names seem more "difficult" to most people because we generally do not have enough name threads in our web to make them easy. By learning to create auxiliaries for names we reach two goals:

- 1) **We create name threads** so names will become more and more easy when we continue in daily life later.
- 2) We have practiced the most difficult task. **Other auxiliaries** for things we learn within a certain context **will generally be easier** because the more complex the thing is, the more threads are connected to it.

*** An Experiment on Names & Memory Threads**

Now I want to offer you an interesting experiment with names, which you may want to play with others in your group.

Preparation: Write down the first thirty names that come to your mind.

Wait until you have done that before reading the next few paragraphs.

We had you write down the first thirty names that come to your mind. Do you have the list? If not, stop now to do it before reading further.

Please check what categories the names fall in: Mainly "famous" names (known from movies, TV, opera, theater, or politics)? More private names (family members,

friends, neighbors). Or more authors, composers, musicians, etc.?

This little experiment tells you in which category most of your name threads in your memory web lie, because when we are asked for information “from the top of our head” we generally respond with the strongest threads in your web. Sometimes we may respond with something that has impressed us within the last twenty hours. This exercise can be a good indicator of what kind of name threads you can build on.

* Anti-Losing-Things-Tricks

When we “misplace” something we do not consciously put it someplace and then later “forget” where we had put it. In fact, what happens is totally different:

We find ourselves in a situation of conflicting interest. We might be holding the keys in one hand and the grocery bag in the other when we enter the house and hear the phone ringing. Immediately we **NEED FREE HANDS** to answer the phone, so we drop the bag and keys **in order to free our hands**.

The bag, being somewhat large, might get picked up a few minutes later **when our eyes happen to fall upon it** and our seeing it **elicits a programmed response** of putting away the groceries. Later we might not even remember the event, because **putting away groceries is part of your Generic Memory**, which puts you into automatic pilot mode. This episode of putting away food for the thousandth time might not register at all.

The keys you set down are much smaller and not as easily spotted as the bag. **So unless we have a fixed place for the keys** to which we can **return them to automatically** (on the same memory level of putting food away) **they will simply become “lost” in the process**. Like it or not, that’s the way the human brain works.

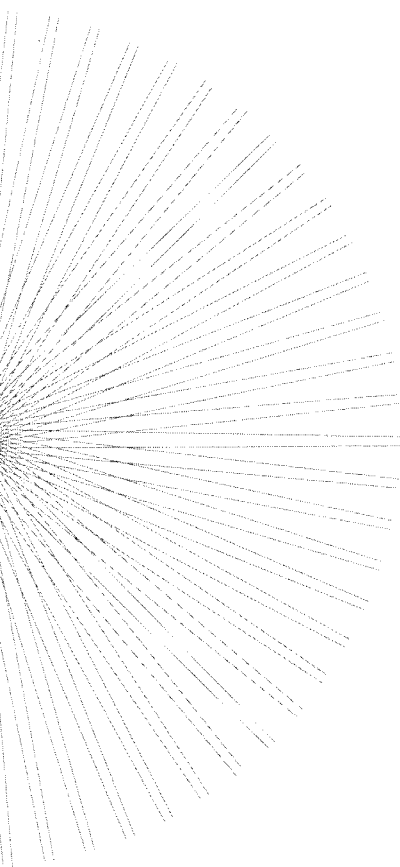
But there are a few tricks you can follow to make it easier to remember the more mundane events in your life.

- 6 * **Key Trick.** The most important lesson is this: **We must consciously plan where to always put our keys in order to find them later.** So if you have not yet defined your key place (analogous to the fridge for food), please define one. This works for your shoes, belt, screw driver, pen, grocery list, wallet, and other things you use on a regular basis.

On the audio sessions, we gave the example of Mike’s father-in-law **who can learn to consciously *decide* to push the glasses up his nose onto his forehead**, rather than doing it unconsciously and looking for his glasses all the time. We also gave the example of the neighbor who is constantly **looking for his bowling ball**. Use these to make you conscious of your own examples from your environment.

Realize the basic law behind all these trivial “losses” of items in your life are from the same effect: **if our mind is already on other things when we do something, we cannot consciously register what we ARE doing at that moment.** So the first key trick, or **anti-losing-things-trick** is to consciously register where you place things. But there is more.

- 7 * **Find a regular place to put the objects you tend to just drop** and to **always** place them there. At first you will have to think about it, but soon it



will be automatic and you will never have to worry about it again. 🎧

- 8 * **Place a movement-signaling device on which** you can record a few-second message on or **near the critical place**. Have it tell you with your own voice where to put the item. “Put your keys on the hook.” While such devices might be annoying, they will train you in a matter of days. 🎧
- 9 * We also need a strategy for times when we are not at home or in the office. In other words, you must always keep your keys in a specific pocket, attached to your belt, or in a bag or purse; otherwise, you will find yourself leaving your keys in stores, at friend’s homes, and any place else. Any item that you find yourself misplacing, such as your purse, briefcase, sunglasses, or hat, should have a strategy. Guess what? Once you start setting these strategies, you will automatically do it in all areas of your life. 🎧
- 10 * Fasten a short chain, say about four inches, onto the handle of each handbag and place a **spring hook** at its end onto which to clip your keys. Many briefcases now come with clips to make it easy to always find your keys. 🎧

* Expand-Your-General-Knowledge

We have discussed how the more threads you have in your memory web the more new information you can easily learn. This is especially true when you have many threads in a particular area, because your learning curve for facts is exponential; the more you know, the quicker you can learn more.

Since your sense of self (and your personality) depends on your knowledge as it relates to your autobiographical knowledge, you can see that even learning about strawberries or dinosaurs will strengthen your ability to learn and understand and have a stabilizing impact on your personality!

Now let’s review the tricks from the audio sessions.

- 11 * **Prepare knowledge video tapes**. They will fall into two categories: Category ONE includes documentaries that interest you, but you have not seen (let’s call these the Yes-Tapes.) Category TWO contain programs that would normally not interest you – let’s call these the No-Tapes.

The “no” symbolizes **No interest**. **No interest** generally implies **few or no threads in the memory web**. Where we have **NO THREADS** we become **more aware** of what this is all about.

So, here’s the trick regarding the Yes-Tapes: **If you allow yourself twenty minutes every day, for five days per week**, you would expand your education painlessly during a hundred minutes a week, or almost seven hours per month. With 52 weeks in a year, that would make more than 86 hours per year – more than two regular forty-hour work weeks! **You achieve two forty-hour work weeks of new knowledge, painlessly gained with only twenty minutes a day**, all from watching Yes-Tapes that you are interested in learning.

- 12 * **Use Piggy Bank Times for No-tapes**. Once you learn about the subjects on the No-Tape, your interest might increase. Until then, find Piggy Bank Times for watching them. Whenever I decide that tonight I am going to enjoy a television program I place a No-Tape in the player, ready to play at the push of a button during commercial breaks of the show I really want to watch. I

How to Watch TV: see the appendix. Don’t be a couch potato. Be active and purposeful. When the commercials come on, review what you have seen and make a knowledge web of what you learn.

Paul SCHEELE does the same with his TV that has "picture in a picture" capability. So while he watches and hears the recorded No-Tape, he can see that the TV show is on commercial break with the sound off.

also have a small timer handy that counts time backwards: three minutes left, two minutes left, one minute left, and so on. It is amazing how many No-Tapes I can watch during the commercials! 🎧

- 13 * Find about ten people who will do the same, so you can swap tapes. Identify some people you know who would love to expand their knowledge without ever reading a book. You will all do it while playing with **Expand-Your-General-Knowledge Tricks**. Contact them and start playing now. 🎧
- 14 * **Read lots of FICTION!** You already know you can expand your knowledge by reading nonfiction. You can also do it by reading fiction. Remember the friend on the audio session who suddenly remembered mining town memories from childhood because he had read the famous novel *So Green Was My Valley*. Fiction provides many useful threads. (Here's a tip within a tip: use Piggy Bank Time and read while on an exercise bike.) 🎧

The key is to find novels on subjects or periods in history which will be of help to you. They offer you totally new experiences vicariously. **It's the Virtual Reality of books!** Choose Yes-Novels, which enlarge existing threads and/or might deepen your knowledge of your own life.

- 15 * Listen to audio courses and books on tapes. While you can't read a book in the shower, you can certainly listen to a book. 🎧

So now you know **five tricks for expanding your knowledge** without doing the things normally associated with learning. There is NO cramming, NO studying (in the old sense), NO going to school. All you have to do is watch television, read novels (for entertainment), or listen to audio recordings.

The more you follow this plan the more you will influence your vocabulary, too. Much of your way of talking is influenced by your surroundings. You may not be able to choose your co-workers or your customers but you may very well choose the TV shows you watch, books you read, and the recordings you hear.

* Expand-Your-Vocabulary

Your ability to use words greatly influences your ability to think. If we had no word for TOLERANCE how could we strive to become more tolerant? As Ludwig WITTGENSTEIN said:

The limits of my language are the limits of my world.

The kind of world you want to live in is your choice. You decide. Vocabulary power is one very important aspect of this decision.

- 16 * **Expand-Your-Vocabulary Trick No. 1** will help anybody who actively wants to improve his vocabulary without studying in the old sense of the word. You do it when you take responsibility to assimilate that which **surrounds** you. 🎧
- 17 * **Find audio or video tapes which will offer you good models for assimilating the language** you want to learn. Ask around for recommendations. 🎧
- 18 * When you have found a book of the language that might inspire you, you want to be able to HEAR it. Because language we *hear* influences what we say

The "Million Dollar Vocabulary Personal Learning Course" is a brilliantly thorough and fun resource for building your vocabulary.

The great German poet and scientist Johann WOLFGANG VON GOETHE once said: Tell me what you surround yourself with and I will tell you who you are!

Alphabetically, John KOTRE, George LEONARD, Neil POSTMAN, Daniel L. SCHACTER, Paul SCHEELE and Win WENGER to name a few non-fiction authors. But then you might want to look into the fiction, especially what is considered literature and pick up some of our suggestions: Furthermore we invite listeners to exchange tips on tapes on our websites, that is www.LearningStrategies.com in the USA for readers and seminar participants of Paul SCHEELE and his partners. On my web page www.Birkenbihl-insider.de (in Germany) my readers and seminar participants can exchange such info for texts in other languages.

while language we *read* influences our writing. So if you want to improve your SPOKEN VOCABULARY you want to listen. In order to be able to listen to particularly good texts you may either want to **record yourself reading** or if you prefer, **find someone who can read well to do it for you**. Some people exchange readings because they are not happy listening to their own voices. In fact some people feel that their own voice makes them SLEEPY in which case a soft voice reading can be the “sleeping pill” with no ill side effects. So, if you want to listen to another voice you may offer to exchange readings. If, however, you do not enjoy reading at all, you might offer some of your **Yes- or No-Tapes** (details on tape) in exchange. 🎧

- 19 * **Play word games.** My favorite is what I call **Democratic Definitions**. You need a small group. The leader, which changes each round, decides on a word the others will most likely not know, say IATROGENIC. Now everyone writes out their “definition” except for the leader, who will copy the definition from the dictionary. Afterwards all definitions are collected and numbered. The leader reads them one by one and everybody votes. In the end, one definition will have the most votes, and its author will be the winner of this round and the leader of the next. The real definition often does not win. 🎧

What this game will teach you:

- First, writing definitions makes you very conscious of the language you use to explain something. How hard is it? The harder it is, the more likely you will avoid it. Instead, practice to get better.
 - While playing this game you will consciously register all the words being played, because you are creating a personal episode for the words. As a matter of fact, any study group can smuggle into this game the important terms having to do with the subject of your studies. That way the words will stick in your mind more easily.
 - You will activate your memory web. The more often you play with the threads in the web the better for you. (What great mental hygiene! Remember that from the audio sessions?)
 - Many like the game because of the exhilaration of mental activities. The most TV watching you do in your family, the less change you have to experience this exhilaration. One of my students called it “luxuriating in life” after she and her family rediscovered the joy of simple word games.
- 20 * **“Call out the wrong name game.”** This fun, fast game makes us more **conscious of the words we use**. It is also a **great game** for getting into the Here-and-Now because it is a **game of awareness**. The British author Keith JOHNSTONE seems to have developed it in the 1960s as an acting teacher. JOHNSTONE says, **“Look at things in your environment, point your finger (at least, mentally) and call out a wrong name.** 🎧

Example: You may look at a water glass and say “car,” or look at the course MANUAL and call out “cream cheese.” Why does it work? When you look at a water glass, you do not see a water glass. Instead you see something labeled “water glass,” which contains **all the experiences you have ever had with water glasses**. You are looking at your own generic memory regarding all water glasses you have ever used or seen.

Incidentally that is what women often complain about. They may wear a new dress or a new hairdo and men never notice. Because the men are also looking at their generic memory labeled "my wife" and not really seeing their wife, now.

*A fun variation of this game is a brain warm-up exercise for improvisational theater. Trainer Paul JACKSON in his book *Impro Learning* suggests that you point at objects around you but call out the name of the previous object you pointed to. The faster you go, the more you open your sensory systems to the world around you.*

Incidentally there is an American writer who seems to have found out the same thing. His name is Harry PALMER, and he published an exercise much like this, a decade after JOHNSTONE. However, I believe, when the time is ripe it is quite frequently the case that similar ideas are being developed by different people. The more you use tricks for improving your vocabulary the easier you will find any official learning you might want to do, like for school, etc.

Another point of importance is this: when this happens you are **not really in the Here-and-Now, because you don't really see what is here at all. You see your generic memory.**

JOHNSTONE points out that **a few minutes of this Labeling Game will elicit a feeling that the world has changed.** Colors will shine brilliantly and many people feel as if their size had changed. The action of **stepping out of pre-programmed thought schemata makes you feel vibrantly alive; it's exhilarating!**

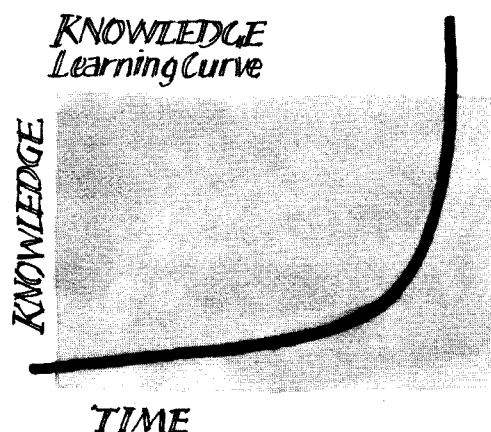
The simple act of looking at a glass and labeling it paperweight creates a bissociation between the label used and the item it does not fit. Bissociations are two different thoughts being associated, a term coined by Arthur KOESTLER. **Bissociations make us sit up and take notice because they are unusual.** That's why this labeling game is so **refreshing.**

At the same time it is a **great game for becoming conscious of everyday words,** because it can be applied to all kinds of words, like colors, materials, and temperatures.

* Learning Tricks

Next let us turn toward learning. Once you understand the basic ideas of this course you also know that learning is easy when you either tie new information to the existing threads in your memory web or when you create auxiliary threads, which you will then use to tie the new information into the web.

With the following tricks you can study with or without a class, or in spite of your instructor, if need be. Please note that we are talking about **ACQUIRING** knowledge versus know-how, which we can only acquire or improve by practice or **TRAINING.** The learning curve for **KNOWLEDGE** is an exponential curve: it starts very flat, rises a little, rises more, and suddenly takes off.



The learning curve for **TRAINING** looks totally different. We'll look at that learning later in this section.

21 * Learning Trick #1: Get orientated and design your own learning strategy. 🎧

This opposes classical education. In school you were considered unable to manage anything you did not know. This first step consists of **checking your memory web and deciding how new the new field of study will be for you.** You are beginning your learning process with **Intelligent Gap Management!**

Win WENGER has developed a great technique you might want to try, to help get into a totally new subject. First associate whatever comes to your mind (and surprise yourself because it generally is more than you thought). Write everything down and repeat this for a few days (while doing Learning Trick #1) and be astonished at the wealth of associations in your memory web. This process called "Freenoting," not only makes you realize that you are not starting at Zero but it also Primes your system for the new information to come. You are putting yourself in a similar state as when you have asked questions and are waiting for responses. Thus you have created some auxiliary threads already.
WENGER & SCHEELE:
Genius Code

The **First Learning-Trick** is a phase of **inventory**. You think about it for a few days. Sit down and make notes, watch TV and suddenly more ideas are going to simply happen to you. You read a book and find further associations to the big question you are exploring and want to answer. I am combining what **creativity trainers** call the **information gathering period plus gestation**. If you give yourself at least a week, and ideally one month, you will get a pretty good idea of what **RICHES** you will already find in your memory web. You will almost always find that there is something worthwhile already within you.

Actually this **trick** we are discussing can be used for getting into **any** subject. Therefore it is also a great method for preparing important meetings, negotiations and more.

Try using Dr. Win WENGER's Freenoting technique to accelerate your learning in this course. Here are his instructions: For this you will need either extensive notepaper and pen, and/or a tape recorder with blank tape. This is **not** a memory exercise or any sort of test, but an experiment for you. Rapid-fire, describe in detail **everything** that comes to mind **in the context** of what you have heard, read, or discussed thus far in your Memory Optimizer course. This is kind of a "brainstorm," following the same rule as in brainstorming, of "don't edit." If it occurs to you in the context, whether or not you think it's right; whether or not you think it's even relevant: if it comes to mind, express it, as quickly and immediately and as detailed a fashion as possible and go on. Don't pause to think: you are reaching **beyond** thought as you consciously know it into the nonconscious resources of your knowledge web. Write or speak so rapidly and so continuously that the FLOW exerts a "suction" pulling many other awarenesses onto line. (If working with a tape recorder, aim to sustain a flow of as many as 80 to 120 words a minute, or more.) Force-feed this FLOW without repetition, if possible, but don't pause either to decide whether you're repeating something you've just said, just go on flowing as rapidly and as detailed as possible – 15 or more minutes if with a tape recorder, 15 to 20 or more pages if with notepaper.... Don't pause for **anything** just keep flowing, rapidly as possible....

Please do this "Freenoting" **now**, with whatever notepaper or other resources you have to hand.

Chances are you have indeed noted some things you have gained from this course – and some cogent, relevant matters that have not yet been discussed but for your special context we should have! —And a bunch of other stuff. The first several pages you can probably discard **after** making certain that nothing brilliant or even intriguing was being said there. – And you may find in the rest of this surge of stuff that you have stated points we **should** have stated and did not. Points which go well into the true richness and usefulness of your sideband and "off-line" awarenesses...the nonconscious resources of your knowledge web.

Because, once you've started examining your perceptions and detailing what you find in them, you are just as capable of remarkable advances.

- 22 * **Learning Trick #2: Create (more) Auxiliaries** for the new stuff. This is **extremely important** if you do not possess quite a few threads already

(because then you won't need many AUXILIARIES). Trick #2 means: If Trick #1 showed you that you have extremely few or even no threads for the new topic **you must PLAN which kind of AUXILIARIES to use.** 🎧

On the audio sessions we talked about how to choose AUXILIARIES for the first, say, fifty facts, in each of these three categories (from animals to the Klingon Empire). This trick #2 can be viewed as **you design the starting point of your journey plus placing enough landmarks into the uncharted territory you are about to enter** so that, in fact, it is not uncharted any more. That is **empowerment!** And **fun!**

- 23 * **Learning-Trick #3 contains what everybody has been talking about for hundreds of years:** How to LINK new facts with what you already know. It is what we might call **learning proper**. But I want you to follow two rules while doing it. These will come up again when we talk about TRAINING in a moment, so they will do double time. 🎧

Rule #1: Always work in small modules! Never bite more than you can chew. So in the beginning you might try to understand and CONSTRUCT **only five facts** per session while later you can easily digest **15** and even later **55 at a single sitting**.

Rule #2: Work very slowly! You get fast with practice later, but **start really slow**. Think of **slow motion** as your **model in time**.

Trick #3 is the **core** of what people mean when they study. Only most people try to do only this “trick,” because they do not know that it must be sandwiched in between tricks 1 & 2 AND tricks 3 & 4 if learning is going to become a piece of cake and full of fun. If the AUXILIARIES offer funny associations and fascination when we begin to get a first inkling what this new topic will be all about, then all the rest of your learning becomes more fun.

You will find it very interesting to learn to observe yourself thinking with this brain-friendly approach.

- 24 * **Learning-Trick #4:** Ask questions about the study material. 🎧

The process of asking is more important than receiving answers. **Asking questions PRIMES YOUR MIND for answers, even if you find the answers much later.** Some questions will never be answered, but they improve the quality of life nevertheless (Is there a God? What does it mean to live a “good” life? Should I forgive a person who has hurt me?). You can easily see how the process of asking makes us aware! The same is true of questions you will formulate about the material you are presently learning.

Additionally, **asking questions about study material will show you whether you are beginning to understand your subject.** Many teachers (bosses, parents) have never really mastered their subject, so although they can “present” the textbook, they cannot answer or, even worse, formulate good questions about the material.

This trick is therefore an **acid test**. You do **not** understand the subject enough when you are unable to formulate intelligent or fascinating questions about the subject.

I recommend that you sit down and **devise good questions**, which you will

Please note that for years some educators have come to the same conclusions, among them Paul Scheele whose technique of PhotoReading is based on several steps to be taken in order to record and activate the new knowledge.

The Nobel prize winning Physicist Richard FEYNMAN talked about the fact that people tend to think they have learned a lot if they know the names of things. But these names do not tell us anything about the nature of the thing. He remembers his father who would ask questions in order to find out about the deeper nature of things.

later try to answer. Be aware that here you might begin a fascinating **detective job** about your new topic. You might want to **check books** in the library, explore on the Internet, or **ask people** in order to find out. It is fascinating, fun, and invigorating! And asking questions is THE real CORE OF brain-friendly LEARNING.

25 * **Learning-Trick #5: Virtual Reality.** An American scientist named LEVINE once said that humanity has developed **three great thinking tools**, which have each caused quantum jumps in our development. 🧠

- 1) **De-duction.** The first one was DE-DUCTION of the classic Greek philosophers sitting at the beach, staring out at the ocean and concluding that there must be something like an atom because logical reasoning has proven it to us. That's DE-DUCTION.
- 2) **In-duction.** Secondly, LEVINE said, we developed IN-DUCTION about 300 years ago. Induction can be considered as the backbone of what we call scientific study: See something, infer a hypothesis, set up an experiment, and test the ideas.
- 3) **See-duction.** Then, around 1970, LEVINE says, we started getting into the third thinking tool that he calls SEE-DUCTION... See-duction as in seeing with your real eyes or as in **Virtual Reality**. It is the **SIMULATION effect**.

A first description of this process can be found in Howard RHEINGOLD's book, *Virtual Reality*. There is a scene where he is in a lab during the 1980s and they have him don the huge helmet and the heavy data gloves. He sees **balls**, colored balls, bigger ones and smaller ones. He says, "So what?" They tell him, "**Try to connect them**, Howard. See which ones will stick together and which ones won't." **He suddenly realizes that some of these will, in fact, stick together** while others resist any attempt to connect them. Utterly fascinated, he plays around for ten minutes and then they end the session and he says, "OK, it is a nice game but only a **game**." Then they tell him that **he has been building molecules**. That was at the start of molecular design before nano technologies really started. **Simulations like these are the backbone of today's and tomorrow's production processes of nano-products.**

You see the reason why this learning trick must work: **V.R. is a thinking tool for making the next quantum jump into thinking, learning and problem-solving.** Mankind is on the verge of a wondrous development and we are right in the middle of it.

Of course, in our imagination we have done **something like V.R. for thousands of years.** In fact, Martin SELIGMAN postulates that the ability for so called negative or pessimistic thinking is **the ability to foresee a danger and to react in time so that this danger will not materialize.** That, too, is virtual reality. Computer driven V.R. software can help us simulate things from atoms to solar systems and from surgery to salesmanship. This will have an enormous impact on the whole business and culture of learning.

26 * **How to Use Virtual Reality. Mentally go into the situation of your personal future with the knowledge you have just acquired.** 🧠

Howard RHEINGOLD: Picture a student in this V.R. game. Let him play the game for a couple of hours without knowing what it is all about, like I did. He will begin to formulate the first few rules subconsciously, thinking them rules of the game only. Then tell him, these are atoms and that he is to see which ones will form molecules and which ones won't. Afterward we tell him that the blue ones are hydrogen and that the black ones are oxygen etc. And even later he will open his first textbook on Chemistry!

Many schools do not yet realize that classical schooling by lecture has become obsolete and that a new type of learning has begun replacing the old (this, too, is an evolutionary process!). More learner-centered educational methods engage students in new information through multisensory presentations and deep involvement through collaborative activities and projects. Teacher's roles are changing to make them the "guide on the side" instead of the "sage on the stage."

The Virtual Reality of your mind uses your imagination to simulate a possible future. This powerful way of communicating to your brain gives detailed instructions to your neural physiology because it stimulates the same neural pathways you will use when performing in the actual event.

To make the most of any V.R. session, there are two ways of going about it.

- 1) You want to DO IT by sitting back, relaxing and dreaming on.
- 2) You DO IT while walking, riding the bike, travelling, in the kitchen (cutting veggies) etc.

Both ways are equally successful, and one person may use either way but some people prefer to use only one of the two approaches. If you tend to use the first strategy, experience has shown that the following procedure works very well:

Sit back in a relaxed way with your eyes lightly closed to help you focus your attention inward. Think of your desired end result first so that you clearly specify the final outcome. Make sure that this is what you really want to have happen. Then, imagine the steps (thoughts, behaviors, feelings) that will lead you from your present situation to that desired end result. Once you have a good feeling for the steps, mentally imagine performing those steps and achieving the results you want. Imagine experiencing the feelings, performing the behaviors and thinking the thoughts that lead to your success and finish by enjoying the benefits of having achieved your results. Running this VR several times is a good idea and a good mental hygiene practice.

Suppose you are studying to be a **nurse** and you have just completed a knowledge module on **broken bones**. You might visualize yourself at the bed of a patient, looking down at the plaster cast (or a modern equivalent) on his leg. Letting your eyes roam the room you suddenly realize that during the doctor's visit a few minutes ago, his crutches had been carelessly moved to the side wall. You realize (because of your V.R. exercise) the patient will have to call you for going to the toilet, which he might not like to do. By putting his crutches back to his bedside you are giving him the power to move around without help. This will do two things for you.

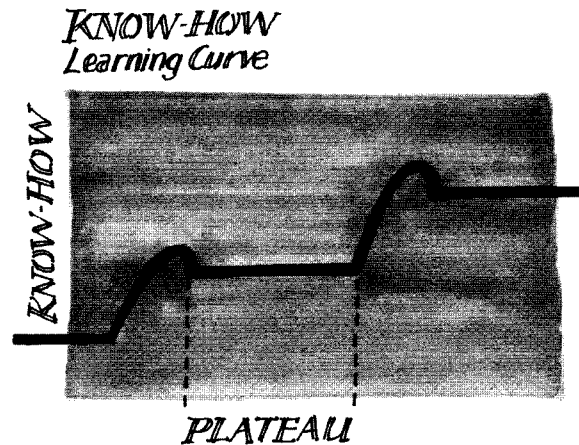
First, it will make you realize that you are **studying with a practical purpose in mind**, and second, it will **familiarize you with the future practicalities**.

We already know that people using this approach will be proficient practitioners in significantly less time. Students who go this route know **what to do** later. Their V.R. sessions will also **give birth to further questions** which will come up **because of these exercises**. These new questions would not have come up without these V.R. sessions. Some questions might cause us to go back to ask more questions before continuing with new material.

The **learning curve for knowledge acquisition is exponential**. That means we will make steady and constant progress, whereas the learning curve for TRAINING looks totally different. One of the best books on the subject is *Mastery – The Keys to Success and Long Term Fulfillment*, by George LEONARD. As he explains, the learning curve for activities (be it flying a plane, aikido or playing the piano) looks totally different:

George LEONARD'S book, incidentally, is one of my favorites, because next to its great content and its inspiring character the author also speaks a wonderful language, so you might want to use it in the sense of improving your vocabulary.

Note By The Publisher: Vera F. BIRKENBIHL has written the preface to the German edition of LEONARD'S book and published a two-tape set, one tape offering highlights from the text, the second offering the exercises so that one does not need a second person reading the instructions. If you know German you might want to check her "Empfehlungen" (www.birkenbihl-insider.de, password: Marhaba).



You **PLATEAU** while you seem to make no progress at all. Suddenly there will be a jump in progress, followed by a small decline and another plateau, which is considerably above the previous. Looking at the physiological processes in the brain, we can state that building new neural pathways takes time, which is symbolized by the plateau.

As long as no one has told us that these plateaus are necessary we confuse the learning curve for acquiring knowledge with that of training to acquire know-how. Thus we are not prepared for these plateaus. They make us feel inadequate, and we tend to drop out. That is a pity, because the plateau is proof that neural paths are being built. To put it in the words of George LEONARD:

We must learn to LOVE the plateaus.

* Training and Know-How

TRAINING for acquiring know-how or skills **as opposed to studying** means **adding three items** to what we have just discussed.

Fact #1: The learning curve will not be exponential, but totally different. George LEONARD: **We must learn to love plateaus!** So always remember, if you are training steadily but you can't quite see any results, keep going until your curve makes quite a jump. If you are in doubt, do LESS but do SOMETHING (ten minutes a day will accumulate, too). **So learn to love these plateaus** and to continue your memory training!

Millions (or even billions!) of students all over the world would love to know about the plateaus and the **time** it must take **when we widen neural pathways into highways**. This does take some real time, and that's why this learning curve does not curve at all, but stays horizontal most of the time except for the "jumps."

Fact #2: **Mental training** involves training the routines of the brain by **envisioning** yourself doing whatever you aim to perform.

If you want to learn to DO something (e.g. to play the piano), you have to realize that DOING IT means double duty for your brain. Part of the brain is busy **learning** to do it by building the neural highway while another part of the brain actually has to coordinate your muscles and tendons for you to perform the task.

Let's think of conservation of energy and of learning time. Let's say the **widening of**

When Lawrence C. KATZ suggests you do things like that in order to train the brain, because novelty is the stuff long vitality is made of. That is one thing, but if you want to learn to play the organ and if you practice every day, you want to save time and energy! Therefore spending 130 points is not such a great idea. Not when you are going to play the same piece some 150 times or whatever until the learning path has been widened into a highway, after which you will pay only 50 points.

a path into a highway will cost you fifty points and the physiological coordination costs another fifty points, right? If you do both **simultaneously**, you will have to invest **not 100 but 130 points** every time you actually **do the thing until much later**, when the learning acquisition process has finished and the neural highway is there. For example, once you have become a **walking automaton for getting the coffee** it'll only cost fifty points. **Walking backwards** however will cost you more: **130 points**. Although we do want to do that kind of thing in the sense of doing NEUROBICS (KATZ) there is a world of **difference to normal training tasks**.

We can shorten this process. If we realize the following third fact about training as opposed to studying. Please distinguish between **real time versus studying or learning or training time**. Let me remind you of the fascinating **study** by Alan BADDELY in the 1970s in **London** when thousands of postal workers had to learn a special keyboard in order to prepare a new technology for sorting packages mechanically. They started with several pilot groups in order to test which training would be best. Group One trained at this keyboard for only one hour a day, Group Two for two hours, Group Three for three hours and Group Four for four hours. Which group learned the fastest? Well, if you already listened to the recordings you know: it was **not** Group Four **although** they had done the **most learning**.

Please distinguish two kinds of time: *real time* and *learning time*. The fact is, Group One **learned the most efficient way**. They used the **least number of training hours**, namely **forty**. Whereas, Group Four **needed more than eighty** training hours. But they were done **quicker in real time**. Because if Group One did **one hour per day** this would add up to five training hours per week and they would thus need **eight weeks** for the **forty training hours**. Group Four doing four hours a day, would have done **twenty hours per week** and be done with a little over **eighty hours** in roughly **one month**.

Fact #3: If you are in a **great hurry** you can **force** a learning success by working yourself ragged, but you want to learn from this. It is **better to utilize short modular training** times than to sweat for long sessions! Thus: LESS is MORE!

Plus: The phases between the actual training are needed for the process of widening of neural paths into highways to continue. So, **if you are in a hurry** it is better to do two or three small training units a day with a break of at least an hour in-between, rather than one long session.

27 * **Work in very small modules and switch back and forth between Real Action – Mental Rehearsal – Real Action – Mental Rehearsal, and so on.** 🎧

You might take a piece of sheet music and select a few bars as a small module which you then play on the piano extremely **slowly**.

Next you will repeat this action, as **slowly** again, but this time you will do it **mentally**. In fact this is similar to V.R. as a mental **simulation**. You **imagine** which finger you will put on which key, for how long, with how much pressure etc. Performing the whole thing.

Afterwards you will repeat the cycle of REAL, mental, REAL, mental, etc. Please do the arithmetic (which sounds odd but represents what really happens in our brains):

Every time you play in reality you have the expenditure of 130 points. Every time you do the mental routine you only

spend fifty points. That way you save about eighty energy points every time you do it mentally only.

You will save a lot of **learning time** when you can take your time.

That's the **paradox**:

The more time you can give yourself the more you can save. So learning is something we should associate with leisure, with relaxation, not with hectic speed and urgency.

ImageStreaming: How to Improve Your Contact with The 11 Miles of Your Nonconscious Knowledge Web by Dr. Win Wenger

For additional explanation on this important phenomenon regarding training skills and learning time, listen to the recording titled "Interview Session with Vera F. BIRKENBIHL and Paul R. SCHEELE." Discover more about how to put brain-friendly procedures to work for you to learn anything more efficiently.

The richest, most sensitive procedure for developing contact with the further, subtler, more comprehensive regions of the brain that we've found thus far, is the basic receptive visual thinking procedure we've named "Image Streaming."

ImageStreaming is an easy technique of describing aloud to an external listener any stream of internal sensory perception as you perceive it. If you do so, studies have found that you will become rapidly more creative, more perceptive, and more intelligent. Yes, more intelligent.

An hour or so of practice of Image Streaming, distributed over three to five sessions of a few minutes each, will bring you aware enough of this ongoing process to see for yourself that at any instant, and on occasion of any question or problem, your subtler faculties **are** presenting your mind's eye with a unique image or set of **images relevant to** that question or problem. In other words, connecting you directly to your nonconscious knowledge web.

At **any** given moment, there **are** images in your mind's eye. Half of you reading this can **already** see them. Just close your eyes and report out loud whatever it is you happen to see there – a tree branch, a sliced orange, a child's tricycle, whatever **happens** to be there now, **not** whatever you decide to see there.

Simply close your eyes, and see what's there now in the way of imagery, waiting for you to notice it. Please try that now!

Ten to twenty minutes at a time, practice several hours of Image Streaming and you will have mastered the basic skills needed to make other forms of visual thinking work for you. And you will also have experienced some of the other benefits of Image Streaming as well, including improved intellectual performance and creativity.

Use Your On-Going Image Stream:

All I have to do is to describe how Image Streaming is done, and virtually half of you who read this **will** be able, that easily, to perform it. For more information and skill training, the Genius Code Personal Learning Course will take you the rest of the way.

For some of you reading this, visual imagery is so commonplace that it seems extraordinary that there be anyone who doesn't readily, consciously, continuously experience it. As many of you reading this find it fully as extraordinary that anyone actually would "get pictures" and **see things!** Yet not only the **ability** to inwardly see, but to develop that inward seeing *a la* Einstein and beyond to become your very most immediately valuable information processing tool, is now within ready reach of every

single individual who now is reading this.

If it is not already, this can almost immediately be your ability – to **receive** unexpected, surprise visual and other sensory mental images, carrying information to your conscious mind from the higher, subtler, more comprehensive reaches of your brain and mind. Not just images you decide consciously to see, such as an oak tree, or a river, or “success,” or a big check coming in the mail.

How to Image-Stream:

What you need is an external focus to describe your images **TO**. A tape recorder with blank tape, or a simple Dictaphone like every office used to have, provides you a potential listener for that all-essential focus. Call in a friend, or phone to call up a friend and keep him or her on the line, and you have, even better, a live listener to serve as that external focus.

Whatever you got, the key is to examine and describe it aloud, in as rich detail as possible even if you feel at first as if you are “forcing” it and “making up” some of it to fill your description to your external focus listener. More, though, and more, **will** come as you describe – be alert to this happening, and describe the new impressions when they come. Your images **will** become rich and vivid and even their meanings – as Image Stream contents are usually symbolic or metaphoric – will start to become apparent.

THAT is Image Streaming. Each full-flow Image Streaming session should run from 10 to 30 minutes. Examine whatever images happen to be playing in your mind’s eye at the time, **while** describing them in rich detail to a live or potential listener (person or tape recorder). Even minimum, trivial-seeming impressions or whatever: describe them in such richly textured detail as to force anyone listening to experience and see what you are describing.

Even if your imagery is already clear and vivid, you will be astonished at how much **more** so it quickly becomes when you describe it in this way, while continuing to examine it. This improvement is even stronger if –

- 1) You describe in as sensory-textured detail as possible. The major part of your brain that we want to bring on line, works with sensory images even in profoundly intellectual matters. Explanation takes you away from that sensory immediacy. Instead of saying, “I’m at the beach” or “This is Virginia Beach,” detail instead the warmth of sand under your toes, the sound of surf, the smell of salt, the wheeling of the gulls above you in the almost-white sky, black and white of the gulls on that paler white far above you....
- 2) Describe as **rapidly** as you can, to get more and more detail in. Describe faster than you can stop to judge whether or not something is worth mentioning, just go ahead and flow it through (and see what comes with it). This is a kind of “brainstorm” only with description instead of ideas or answers, and has a similar rule to brainstorming’s “if it occurs to you, express it!” Really rapid-flow describing exerts almost a Venturi force or suction **pulling** other perceptions into focus.
- 3) All this is done most easily with eyes shut, so that your inner visual circuits aren’t distracted away from these initially subtler signals, and so they can operate at full sensitivity. In other words, please keep eyes closed during such processing, in order to see more freely.

Your Autobiographical Life

Throughout this course we've talked about the reasons for building up a good AUTOBIOGRAPHY as our insurance against debility in old age. Of course there is no guarantee. According to research from the 1990s, about five percent of cases were genetically fated. There will be a few people who contract some form of dementia in spite of the following strategies, but most people will be able to prolong the good years considerably by the following anti-aging strategies and tricks. If you have not listened to the audio yet and if you want to go into your later years with sharp mental faculties, you should. Your insurance must START NOW WHILE YOU STILL CAN. When you notice the ill effects, it is too late.

SEVEN RULES of Personal Memory-Management in Aging

- 1) When any old age dementia strikes, including Alzheimer's: The more you have, the more you can lose. Personal Memory-Management will create what I call Memory Gold Bullion, to retain enough of your personality to be one, even in old age!
- 2) The more Autobiographical Gold Bullion you have the longer your system can lose some parts and still retain the core You.
- 3) The brain is trainable so it will profit from training.
- 4) Very Small Training Units will yield great results, because the effects are CUMULATIVE.
- 5) Anything you learn, is part of your memory web which en-RICH-es your PERSONALITY, and therefore, plays a large part of that personality of yours.
- 6) Memory - the core of personality - is extremely FLUID!
- 7) Memories change; not only in content but in QUALITY.

The following key phrases from the recordings only help as reminders, they do not substitute for listening.

- 28 * **The Life Chart:** Create a timeline of your life, charted with the major events that occurred during your life. If you wish, you can add the major world, national, or local events that happened at the same time periods. 🎧
- 29 * **A collection of personal recollections...** in the form of **your autobiographical notes**, which we will write (or dictate) and re-read from time to time. (cf. the clever experiments of the French artist Sophie CALLE and of the American cognitive psychologist Marigold LINTON.) 🎧
- 30 * **Tell and re-tell important stories** about your life, like people used to do in the evenings and like we still do at some family gatherings. 🎧
- 31 * You might want to **find a group with the aim of telling life stories or reading from your autobiographical notes on a regular basis.** 🎧

- 32 * You can play memory games to reactivate certain episodes of your life. Like taking your ABC Lists, picking a letter and looking up the words, trying to come up with a personal memory that has been triggered by the combination. 🎧
- 33 * Read biographies and autobiographies covering your own life span or certain periods of your life, and, if possible, from the same geographical region you lived in at the time. 🎧
- 34 * Because there is a tendency during old age to keep repeating the same routines, we need to **try new things**. That's what the American neurologist at the Duke University Medical Center, Lawrence C. KATZ calls NEUROBICS: making sure that your brain gets NEW input, which will activate totally different neurons as often as possible. It starts with eating and drinking, even smelling new things so that your brain must start new neural paths on a regular basis. You can take certain routine actions and slightly change them to force your brain into something like an aerobics exercise which he calls *Neurobics*. 🎧



Part Three

Bonus Tricks

What does the following formula tell you? **Learning = the environment inclusive.**

Nifty information, once you understand it. We do not learn facts in isolation from the context in which they are learned. **We not only learn isolated facts, but we learn THE WORLD** surrounding the facts. Both the OUTER WORLD that which surrounds us and our INNER WORLD are part of the 11 miles of information in our memory web. They are **always registered together**, although much of it is registered **subliminally**. Alan BADDELY has shown this by reporting on two clever studies:

In the first study, people were invited to learn **underwater**. They dove to a spot sixty feet underwater where they were presented with facts. Later tests showed that recall OUT OF WATER was very poor as compared to recall UNDERWATER. In other words, people were best able to RE-CONSTRUCT if the surroundings were identical, or at least contained some identical elements.

In the second study, students were offered beverages containing alcohol and were asked to learn facts. The study clearly showed that if one is tipsy when learning, one can best RE-CONSTRUCT knowledge in the same state. Conversely, subjects who learned in a sober state could not RE-CONSTRUCT very well when tipsy or intoxicated.

This study also explains why many **people do not remember their drunken behavior** when not drunk.

If you want to be able to RE-CONSTRUCT material to be learned later and at a different place (e.g. in an **exam** or in a **job interview** or an important meeting for which you are preparing etc.) you might want to use the TRICK that follows.

35 * Manage your inner & outer world while studying

Suppose you were doing your homework as preparation for a test or a negotiation situation. Normally you will sit at a **different** table on a **different** chair. You will wear **different** clothes, use **different** pens, and **different** writing paper. The OUTER WORLD would differ markedly from that of the test. You will be like the diver OUT OF WATER!

The same maybe true for your INNER WORLD. But the more identical aspects you can create, the more of your learning episode will translate into the future time when you need the facts. Thus I suggest the following double strategy:

Regarding your OUTER WORLD

- 36 * **Wear the identical clothes** (at least on the upper body). Buy enough identical clothing for doing your homework **and** wearing on days of exams, important meetings, etc.
- 37 * **Wear the same bracelets, wristwatch, and rings on the hand you are**

NOT writing with, so that your eyes have a common place to rest.

Regarding your INNER WORLD

When you repeat certain aspects in the outer/inner world you will repeat certain feelings or thoughts associated with those aspects. That is the effect we are currently discussing. This is called **anchoring**, a term made popular by the NLP (Neuro-Linguistic Programming) movement.

Anchoring is assigning a stimulus to help elicit a response. Like the famous dogs in Pavlov's experiments, when the bell rang, the dogs salivated. At first, Dr. Pavlov brought food and when the dogs began to salivate, he rang a bell. Eventually, all he had to do was ring a bell, without food present, to trigger the spontaneous internal response. The dog's brain had associated the bell with food, linking the external stimulus to produce the internal response.

When you take personal control over the stimuli in your outer world, you can create more of the internal responses you desire. Similarly, when you have a profound internal response and you want to reproduce it in the future, create a stimuli – an anchor – that you can assign to it, to “ring the bell” as it were.

When I have a great insight while reading and when I think about how this connects to the things I already know (when I am waiting for associations to come up) I use a certain position of the fingers of my left hand to aid the free flow of ideas. This technique has been known for thousands of years. Look at the finger position of the Buddha statues in India and Asian countries and think of the Balinese Temple Dance: Every smallest gesture means something, but it also puts the dancer into a certain state.

- 38 * Study or prepare in the same POSTURE as you will be taking the test or using the information. If your test involves an oral presentation where you will be standing, prepare while standing.
- 39 * Some people stick out their tongues or make other faces when they concentrate. Later, if others make fun of them and they do not dare to stick out their tongues anymore, they have difficulty “getting in touch” with material they learn in this way. Of course you may not wish to stick out your tongue but you can create a similar effect by pressing your tongue against the teeth (within the closed mouth), something no one will notice when you are writing away. Or you may use chewing gum (next point).
- 40 * If you chew gum while studying, chew gum while performing. This holds true for other tests such as breath mints. You might like to know that chewing gum involves moving certain muscles and that in turn will transport more oxygen into the brain. This effect is so pronounced that some scientists in Germany, where chewing gum is forbidden in most schools, have said that not only should it be allowed, but required.

4 * How to counteract the I-Must-Not-Forget-This Syndrome

Many people try to remind themselves to remember things by using a negative statement. They say something like, “I better not forget this, or it will be a real problem!” Unfortunately, your brain hears a command to forget, not remember.

Research into the language processing of the brain offers us two important conclusions:

Bloodflow to the brain increased; Memory improved while dizziness, insomnia, numbness, and vertigo headaches decreased. Dr. SANCIER reviews two studies where Qigong exercise has been shown to increase bloodflow to the brain. For subjects “with cerebral arteriosclerosis who practice Qigong for one to six months, improvements were noted in symptoms such as memory, dizziness, insomnia, tinnitus, numbness of limbs, and vertigo headache. During these studies, a decrease in plasma cholesterol was also noted.

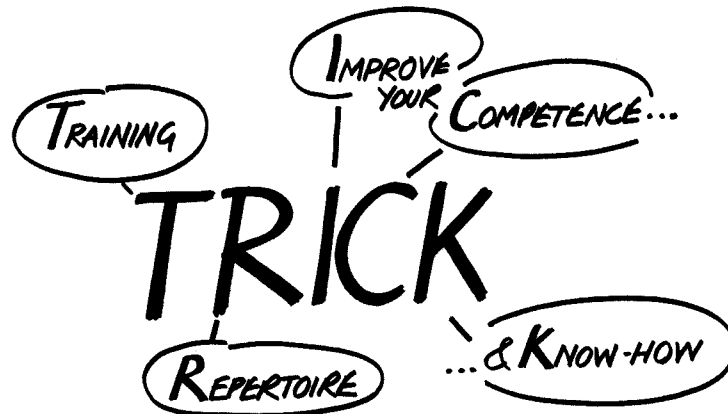
- 1) Whenever you want to communicate a negation in a brain-friendly way, emphasize and make it very clear that there is a negation. You do this by raising your voice, pointing, using red colors, and so on.
- 2) Whenever you wish to use a command or suggestion, either to the world or to yourself, learn to express it positively.

Therefore use a positive form: I shall remember this. I shall CONSTRUCT well now and this will enable me to RE-CONSTRUCT well later (seed and harvest).

For a fun experiment to show you why these conclusions are obvious, look at the website on “Why Negatives Don’t Work.”

42 * Analograffiti: Thinking Differently

On the audio sessions we mentioned my thinking technique that could not be discussed because it had to be seen. It’s really very simple: With ANALOG – we are referring to the non-linear, non-rational thinking – the so called “creative” type of thinking which does not use “logic” but “analogies” instead. And the second part of the term, GRAFFITI suggests EITHER LETTERS and/or DRAWINGS. For example, look at my **Analograffiti** of tricks:



Many people will tell you that certain techniques like Gabriele L. RICO's Clustering or Tony BUZAN's MindMapping will make you more creative. I used to believe that, but although this is true for some people it is not generally true. I have found out with thousands of exercises collected and analyzed: People who will have ideas when writing "normally" (e.g. making a list of their associations) will have as many ideas Clustering or MindMapping the subject. These techniques enhance further thinking later but they do not really "make more creative" because if you do not have enough threads in your memory web there will be no free flow of associations!

The whole process will offer us two advantages:

- 1) **It makes us more creative** (see margin) and
- 2) **It improves our memory!**

I tried to find out whether **anything** helps people with a thinking task when they only have **few** threads in the knowledge web. While exploring this question I had the great honor of seeing and hearing one of the American grand masters of psychology, Rollo MAY at the International Conference for Humanistic Psychology in Saragozza, Spain. He explained that creativity is born out of a LACK or ABSENCE or **limitation**.

Later, when I started to develop the WORD-part of what I now call **Analograffiti** I suddenly realized **why it made people more creative**. Due to the fact that you are **limited** to the letters of the keyword (or, in the case of an ABC-List to certain letters) you experience something similar like when someone is asking you a crossword riddle question.

If he says: “Name a singer, **any** singer!” You might draw a total blank, but if he says:

“A singer with S?” Frank SINATRA might pop into your head! In the case of “any singer” you might think of anything, you are (too) free to roam around in your memory web and thus might come up empty-handed. But the **precise limited form of the question** will **produce** the QUESTIONING-Effect. **Your mind will find it much easier to come up with answers** because our brain is “wired” for this kind of thinking. **This brain-friendly technique of Analograffiti utilizes the way our brain works best and that is why it actually heightens creativity** (for about ninety percent of my participants)!

The reason you are reading about my creative-thinking-technique in **this memory course** is the **second** advantage, which came about as a marginal “side effect”:

We found that people who think about a problem or question in the manner of making a CaWa (see **below**) generally retain much more of their own thoughts so that this kind of thinking dramatically improves memory, too!

But instead of long explanations, simply try it:

CaWa (Creative ANALOGRAFFITI – Word associations) and **CaGa** (Creative ANALOGRAFFITI – graphic associations).

CaWa

(Creative Analograffiti – Word associations)

Step One: Pick a key word which is important for your question/problem (e.g. PROBLEM).

Step Two: Write it in the middle of the page in big letters.

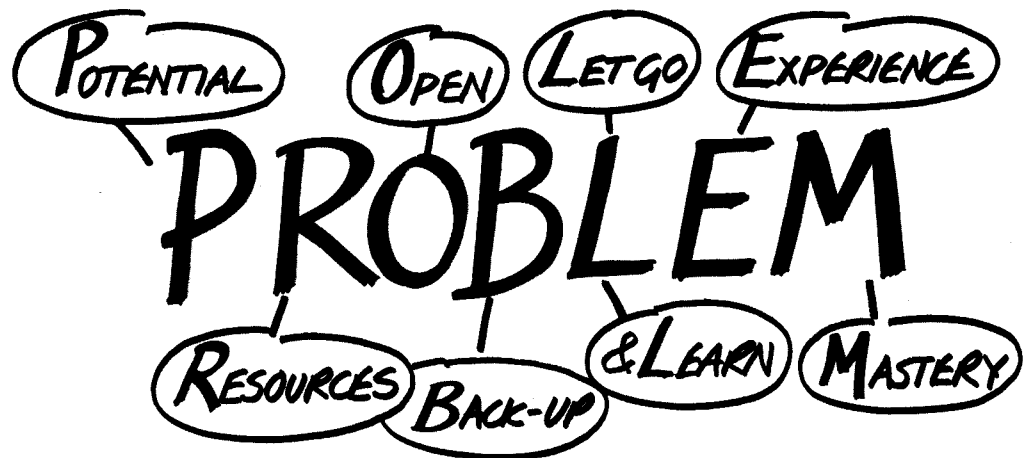
PROBLEM

Step Three: Look at the letters and let your memory web RELEASE ASSOCIATIONS to you. Relax. Wait for the associations to come to you. You need not start with the first letter and move toward the last one. Wait and listen (or “look”) and see what comes up first. It might be the third letter, then the last one, now the second letter, etc. At the end of Step Three you have found on average, one association per letter.

The first CaWa can be looked at as an inventory. Find out what you are thinking. If you do this with a group you will find out what they are thinking. For example, what do the salespeople think about their customers?

Later, thoughts may go deeper. If you continue word games like these, fascinating things may happen. But the minimum benefit is this: make a CaWa and you remember. Because, the CaWa is one of many possibilities to CONSTRUCT your present thoughts, therefore you have done a clearer CONSTRUCTION than by just simply thinking about it vaguely. That means you, are you surprised?

Sometimes you may draw a blank with one letter and sometimes several associations might simply pop up. Simply experiment. This is only a first introduction to the technique, to get you started.



* Dealing with Anger

On the audio sessions we learned not to run around repeatedly telling others about something that made us mad.

Do you remember why we deal with anger in a memory course? Because anger is extremely harmful to your ability to RE-CONSTRUCT and therefore seriously impedes your memory. Better anger management means your brain works better for you.

Here I want to offer you two TRICKS to deal with anger, both of which have helped thousands of my participants who regularly tell me how nifty these TRICKS can be:

43 * Trick One: Look at Your Watch...

The anger reaction is generally automatic. If we can manage to get out of this **robot-like automatic reaction** we might be able to break out of the rut, in which we get angry. This can often be managed by looking at your watch. Suppose you register the time and you tell yourself: "It is 2:34 pm I shall get angry at this person at nine pm; right now I have more important things to do." It is incredible how well it works, saving you all kinds of energy. When you spend your mental energies getting mad, you produce fight/flight hormones, weaken your immune system, and adversely effect your thinking and memory.

What really happens might metaphorically be described like this: You are switching from an UNTHINKING reaction of your automated "reptile brain" into the THINKING MODE of your intelligent facilities. The watch trick works many times because the "dumb" (unthinking) reaction has been INTERRUPTED.

Occasionally this trick will not work. On one level, you KNOW that the automatic reaction of anger could be stopped, but on another level you want to get mad because the anger is so strong. The next trick might work better.

44 * Trick Two: 15 seconds

Elizabeth KUEBLER-ROSS, a famous Swiss-American doctor, pioneered research on near-death experiences. Although she lived the greater part of her life in the vicinity of the dying, she retained a wonderfully humorous attitude toward life. I once heard a speech she gave in Austria in which she reported on her workshops for accompanying the dying. She told of an angry reaction toward a workshop participant, and then she

Review of main thought from tape: It is easy to create a break of 15 seconds in the middle of a presentation by asking a rhetorical question or showing an illustration people want to take in before you go on. You can create such small breaks in an exam by taking a short pause between questions or, if there are many short questions after each block of ten or so. It is not difficult to create such moments. Top performers know how to utilize these mini-breaks while most people simply squander them.

Hale DWOSKIN, coauthor of the "Euphoria Personal Learning Course" uses a simple technique of releasing negative emotions called The Sedona Method. It entails feeling the feeling you want to have more choice about (in this case anger) and asking yourself three questions, reflecting honestly after each one. The three questions, in order are, "Could I let it go? Would I let it go? When?"

Paul SCHEELE presents a four-step model of Release, Notice, Respond, and Witness in his "Natural Brilliance Personal Learning Course" that maybe useful for you.

Please find out what works best for you: some people prefer to "talk to themselves," using the first person "I" (as in the example given. Other people prefer the use of the second person or "other standpoint" and would rather think: YOU have 15 seconds to get a hold of YOURself... or Do YOU want to continue being mad...? etc. Decide for yourself.

interrupted herself with a comment that became one of the great illuminations in my life. "You know, if you REMAIN MAD for more than 15 seconds it is ALWAYS your own unfinished business." She was referring to the fact that anger has to do with judgment and that judgments are made from within our own system looking out on another and finding fault.

Remember the insights of the Intelligent Gap Management. If the other person does not have fitting threads in their memory web, they will not see things the way we do. This holds true for facts as well as for what we treasure or despise, our priorities in life, and our goals. So if we judge someone and find him lacking we are discovering a GAP in comparison to our knowledge web and we automatically assume ours is better.

Elizabeth KUEBLER-ROSS had found a common denominator for those who had been "beyond" and "come back." All of them spoke of the importance of unconditional love. You may think about these things any way you like, but **there might be a lesson there:** if we could at least learn **to accept others as they are and to respect their hopes, fears, motives, goals, and values** we would be much less judgmental. Because anger is extremely harmful to your ability to RE-CONSTRUCT, better anger management is part of brain management and should become part of your brain-friendly procedures for improving all creativity, learning, and memory.

So, if you want to profit from the advice of this wise lady, there are two conclusions for daily life: FIRST, try to be more accepting of different knowledge webs (including their value systems), and SECOND, when you realize that you are too mad, look at your watch for 15 seconds to stop the anger. As you look at your watch tell yourself something like:

"I have 15 seconds to get a hold of myself. It is my values which make me judge, my negative judgment which makes me condemn, and my condemnations which excites my anger."

Then ask yourself:

"Do I want to continue being mad, wasting precious resources, producing hormones that might weaken my immune system and seriously impair my mental competence? Or do I want to let it go now and use my brain and body effectively to achieve my goals?"

45 * Re-Construct the future or remember that rat

Now this does not seem to make sense at first. On one hand we keep harping on the fact that **remembering is an act of RE-CONSTRUCTION** and **that we cannot RE-CONSTRUCT what we had not constructed** in the first place. Plus the quality of CONSTRUCTION defines the quality of RE-CONSTRUCTION. On the other hand we are not implying that we might RE-CONSTRUCT (and therefore remember) the future. Is this confusing? Well this trick is another example of VIRTUAL REALITY.

Let us add that this kind of mental V.R. be called a simulation of the future.

Step One: You realize in the PRESENT that you must remember something in the FUTURE and it happens to be a very clearly defined FUTURE (such as an important meeting, an exam, etc.).

Step Two: Mental VIRTUAL REALITY: You imagine that concrete scene today in vivid detail. After this construction you can drop the subject. It will resurface when needed. Hard to believe? Let me give you two examples.

Example 1: the RAT

A management trainer who has become a close friend over the years called me one day from London. At that time the long-distance call from the hotel where his seminar was held was quite expensive. So we talked briefly and to the point. At the end of the call he mentioned, "When I see you next, will you remind me of a rat? I want to tell you something."

Now that is exactly the kind of situation where one either writes a note which most likely gets lost before the meeting, turns up two weeks later, or gets forgotten immediately. This is also the kind of situation that makes us doubt our memory (all of it) without distinguishing between totally different kind of memory. This is the kind of daily situation all of us find ourselves in several times a month (or even week), right?

Well, that was the time frame where I was in the process of developing the technique so I used his wish as a TRAINING SITUATION. I had to picture him coming into my office the next time and putting the rat on him in such a way that the image suggested his wanting to get rid of it.

In my mind, I created a virtual reality in which I pictured Paul SMITH coming up the stairs, the RAT on his head with its tail swinging into his face, and him trying to get rid of this disturbing tail in his face!

You can guess: No matter when, as long as the next meeting will take place in my office. I cannot possibly be in this situation in the future without RE-CONSTRUCTION of what I had carefully CONSTRUCTED today.

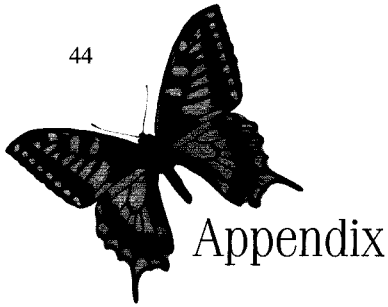
If you assume that you might have more than one possible situation (e.g. my seeing him first at his office) you should CONSTRUCT two (or more) alternative scenes in your V.R. In my case this was not necessary. I am somewhat of a hermit-in-the-cave and most people come to see me. So, I only needed one scene.

Example 2: a wedding celebration.

One of my customers gave me another lovely example. Someone had given him my book that contained the Rat Story. He happened to be PhotoReading it. He had been worrying about his wedding celebration because, it was to be a "spiritual" wedding where the bride and groom would each prepare a short speech in which to tell the beloved in front of almost 100 witnesses about why they loved each other. He was nervous, because of the public speech aspect, and he realized that he could not very well use any notes when he was holding the hands of his darling and looking deep into her beloved eyes.

While PhotoReading my book, his eye caught the rat story and his brain immediately stopped on it. He realized that this memory TRICK was his way to success. He not only used it, he sent me a copy of the video they made! It went beautifully. He had played the scene of his speech in virtual reality mode about five times, reading in **slow motion** from a propped up sheet of paper. Later, during the wedding ceremony he could have read from that sheet if necessary, he told me, and added: "But it wasn't necessary, of course."

Due to the fact that my office was in the second story of a building at that time I saw people when they arrived like this: First their heads from behind, then they turned around the corner and I saw their face (this was normally the moment where the first greeting was exchanged) while the shoulders and the rest of the body appeared as the person continued to climb the stairs.



Valuable Ideas

46 * How to remember things that seem unimportant

We tend to remember the important things. But, how can you make something important that at first is not? Find ways to say “Yes!” to the following questions:

- I = INTEREST (Does it “tickle” your interest?)
- M = MOTIVES (Does it “activate” one of your motives?)
- P = PERSONAL (Does it “tie in” to any autobiographical episodes in your life?)
- O = OPPORTUNITY (Do you hear an opportunity “knocking?”)
- R = REMEMBERING (Does it “surface” in your thoughts later?)
- T = TRAINING (Can you MAKE IT autobiographical and thus “interesting” enough?)
- A = ATTENTION (Does it “grab” your attention visually, acoustically, by smell?)
- N = NEW (Does it “tickle” your Newness Index? We are genetically programmed to register new things)
- C = COLORFUL (Does it “sneak” into your attention because it is colorful or even “off color?”)
- E = EXPECTATION (Does it “go against” your expectation? – These things are always registered!)

47 * Why reading might be bad for you, and how NOT to watch TV

If you were a soldier you might, at times, even be told where to move your eyes. Try an experiment right now and move your eyes: LEFT... RIGHT... STRAIGHT AHEAD... LEFT... Now ask yourself: Did it feel “natural” (or good) to STARE at a certain point to your LEFT or RIGHT or STRAIGHT AHEAD?

Human eyes are for looking and watching – not STARING. It does NOT feel good to STARE at a certain point for any length of time because our eyes were made for LOOKING with **moving** eyeballs but the important aspect here is not our ability for “big” eye-movements (when you wish to enlarge your field of vision without moving your head). **It is the minute eye-movements** you do not even register (that’s why your eye doctor will paralyze your eyeball with a tonic). It is these movements that **let us see things which do not move**, which a frog (with his fixed eyes cannot see).

When we STARE, however, we momentarily “freeze” our eyeballs (seeing the world from a frog-eye perspective). This, however, does not happen often. We may STARE straight ahead when we are “lost” in thought but most of the time we do not STARE – we look.

The little experiment showed you that we do NOT “utilize” our eyes properly when we willingly STARE at a certain spot, because **normally our eyes “decide” where to look**, not our conscious thinking. **Our eyes are the two furthestmost watching posts of our brain**, and it is their nature to “tell” the brain of our environment (like the inner ear “tells” the brain of our physiological position IN this environment). These are mechanisms we normally never notice **unless they get disrupted** (that is why **all** astronauts suffer from space sickness and that is why “vacations in space” are utopian until we can create at least a mild artificial gravity, because sick people do not consider their trip a holiday!)

However, when the **unpleasant** signs are **weaker** we might not register them and therefore **not understand the symptoms (over a longer time period)**. That is what happens when we read for hours at a time and when we watch TV: Our eyes must be able to...

- **Roam freely** (watch yourself when you are taking a walk)
- **Constantly adjust** from nearby things in our environment (the dog coming toward us) to the far horizon a moment later and back to very close. This, however, is not possible when you are reading for long periods and totally impossible when watching TV. You should adjust your behavior in both situations.

Here’s what you can do:

- **READING: Learn to take small breaks by looking FAR from the STARE**, which “happens” when reading, especially small and “thin” print. Normally looking “far” means scanning the horizon, but if there is none to be seen let your gaze move through a window, or at least to the furthest point within your field of vision (like the farthest corner of the room). The smaller the environment you are in, the more frequently you should step outside to let your glance roam again, because if our eyes cannot do what they were designed to do for long, there will be signs of discomfort and, soon, worse.
- **WATCHING TV:** Here the inability to use your eyes normally is dramatic and grave.

The same rules as for reading: Regularly look **AWAY FROM THE SET!** Move your eyeballs (while you continue to listen to the film, talk show, etc.) and let your glance roam the room repeatedly. But this is only the physical aspect.

Neurophysiologically something even worse is happening when you are watching TV on a **small screen** (all screens are small until it covers a whole wall!), **because the moving picture tricks the brain into “assuming” the eyeballs had already done their work** (the minuscule movements we talked about) **because that fits the data of the moving pictures “coming in.”**

This, however, is not the case and the result is **STARING**. Now **STARING** accompanies a **very special (rare!) state of mind**, which seldom happens by itself. It **may be induced** artificially by **STARING** at a moving object, such as a pendulum and the resulting state of mind is called **TRANCE**. You are, however, not at your therapists office, **you are sitting on your couch**,

entering a trance much like that special state of mind in which you are VERY SUGGESTIBLE and not really able to think clearly! But you are STARING at your TV with thousands of highly suggestible advertising spots.

The strategy of NOT LOOKING WHEN WATCHING TV will help against this couch potato state of mind. If you learn to make TV the “better radio,” by giving it short periods of intensive STARING with frequent pauses, in which you let your eyes “take a walk” while you listen to the TV, you will get the best of both worlds. You can enjoy the stuff in this “magic box” by not really watching, because you have learned to LISTEN and look (some of the time). Incidentally, the above mentioned symptoms of too much TV staring indicates (aside from headaches and feeling unwell): insomnia and inability to concentrate, so do not be surprised when you suddenly start feeling better.

48 * How to Conquer Stress

This course offers you **three easy tricks against anger**. In addition, it shows you how professionals deal with stress. Remember LOEHR's four stages?

Stress: LOEHR's four stages

The matador **creates his own courage**, with his head held high. Remember the CARNEGIE experiment from the audio session: **By walking like a matador** you should be **unable** to feel fear. That is the **positive strategy** LOEHR suggests we take from military training: soldiers do **not** learn how to march in order to march in battle! (They run, crouch, jump, climb, but they definitely do not march in a battle situation.) Thus **marching is not for fighting**: it is for **making soldiers**. It is for **in-between** again! That is the reason why LOEHR tells us to **create rituals**, because **rituals have the same purpose** as the marching has for the soldier!

LOEHR's four stages:

- 1) FIRST, we need a **positive physical response**, what LOEHR calls the **matador** walk, which is something I call **marching by yourself**. Top performers will walk like a matador – actually, like an actor would in the process of **activating only the small portion of their conglomerate self**, which we call the PERSONA. We begin with the positive physical response. For a real musician this might be the way she stands up for her solo. Or the way a speaker moves from one point to another or changes his stance at a speaker's rostrum. Or it might be the way **your nephew might change his sitting position** (a sitting matador!) **in the exam**. Anything that **helps you provide that positive physical response**, which will start your positive mental state, will do as the first stage.
- 2) SECONDLY, we need to develop our RELAXATION RESPONSE. When LOEHR speaks of this second stage he really means RECOVERING, RECUPERATING. You could almost say HEALING. This is a very **positive activity** not just the **absence** of an activity such as hitting the ball or running around. In a meeting, for example, it would **not** be the absence of saying something. **We must breathe deeply**, because fear and anger are always accompanied by shallow breathing, forgetting to breathe altogether, or breathing in short bursts. Lack of air, of course, always accompanies inability to remember or to think.

Concentrating on **breathing deeply** will **counter** not only breathing problems, but that which is associated with them, such as the **blockage of**

LOEHR's book titles:

1. *Stress for Success*
2. *Breathe In, Breathe Out: Inhale Energy and Exhale Stress by Guiding and Controlling your Breathing*
3. *Toughness, Training for Life: a Revolutionary Program for Maximizing Health, Happiness, and Productivity*
4. *The New Toughness Training for Sports: Mental, Emotional, and Physical Conditioning from One of the World's Premier Sports Psychologists*

Although the brain only accounts for a small part of your overall weight it consumes about one fourth of all oxygen in your system. If you do not get enough air, the brain (with all its mental processes) will suffer first!

*RITUAL: You might do this by small actions like **bouncing the ball** (on a tennis court) or preparing the overhead for your next drawing (during a presentation). Mike's nephew might use his **pencil sharpener** before moving on to the next question, or a singer might do a small breathing exercise before starting the next part of her song.*

*Top performers in any field: **There is a famous ZEN Story:***

When the ZEN Master was asked how enlightenment could be reached he asked the student, "Have you eaten your rice yet?" When the student nodded, he told him: "Go and wash your bowl!" Any activity done with one hundred percent of your attention will produce FLOW and can even become the portal to other (higher) states of mind.

*Incidentally, this drawing is a good example of CaGa: the **drawing** (de-PICT-ing) of an idea (cf. page 38, cf **Analograffiti**)*

thoughts that comes with negative feelings. Instead, we will **strengthen** the positive feelings we started getting in stage one.

3) The PREPARATION and 4) LAST RESPONSE (the RITUAL)

Preparation makes you **realize that you are changing from recovery into a new active state.**

LAST RESPONSES are little ritualistic activities which get us ready for the next activity (for instance, the important statement we are about to make in an important meeting).

When everything is going smoothly, when energies, motions, and thoughts are freely flowing we are experiencing what Abraham MASLOW called a **peak experience** and what we understand as moments of FLOW! **Top performers** (in any field) experience FLOW more often than normal people.

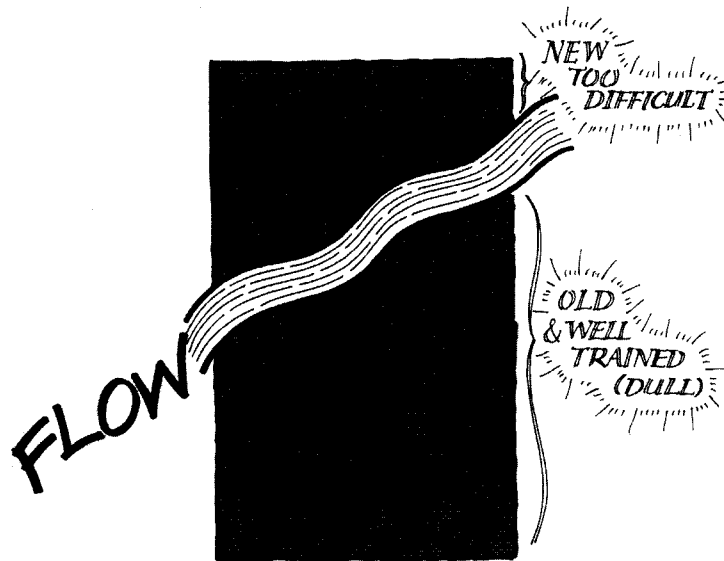
CSIKSZENTMIHALYI's FLOW can be drawn like this: Let the following RECTANGLE symbolize an action, any action!

The lower part represents low competence; you are already beyond that; it bores you. You may do these things automatically while being busy with other things (cf. the walking automaton getting the coffee, p. 31).

The upper part represents the level of competence you have not yet reached (it might even "scare" you a bit).

In between both there is a small "band," which is at the utmost forefront of your present competence and almost at the edge of what you cannot do yet.

This is where you experience flow!



In moments of FLOW the neuronal and the juicy processes are **at optimum**. That's what LOEHR calls the **chemistry of confidence**. If we compare two mental and emotional states that are kind of opposites, like FEAR and FLOW, we can easily put it all into a nutshell.

FEAR leads to increased heart rate; FLOW lowers it.

Compare: HARD vs. the SOFT way of looking, the latter being associated with being relaxed. Incidentally that is the kind of gaze needed for PhotoReading. Some people have problems when they first learn to PhotoRead, because they are not used to approaching a book with this kind of soft gaze. They think if they effort hard to PhotoRead and force it to work for them, then it should work. Their tension narrows their visual field and shuts down their brain's natural abilities. Their lack of results leads them to the wrong conclusion that PhotoReading does not work. PhotoReading is a protocol for engaging the whole brain through relaxation, letting go of pressure and struggle, and using abilities that are other-than-conscious.

Five Steps of the PhotoReading Whole Mind System:

- Prepare
- Preview
- PhotoRead
- Activate
- Rapid Read

FEAR causes shortness of breath, while with FLOW our breathing also flows and we breathe deeply.

FEAR reduces blood flow to hands and feet while FLOW improves the circulation of blood.

FEAR narrows your field of vision while FLOW widens it.

49 * How PhotoReading can help improve your memory for everything you read

PhotoReading is a five step method for processing written materials with your whole mind. It is more effective than regular reading or speed reading for getting your reading done in the time you have available at the comprehension level you need. You establish a clear purpose, enter an ideal brain state, preview materials to prime your brain, and PhotoRead at a page per second to rapidly expose your brain to the entire text. After letting your brain make the necessary neural connections and associations, you activate the material using any of several techniques including super reading, dipping, and skittering. When you activate, you focus in on the specific sections of text that meet your needs, and fulfill your purpose.

The PhotoReading whole mind system lets you quickly make a mental summary of the information, carrying with you the most important 4 to 11 percent of the written text that carries salient meaning. Because that small percentage is connected in a purposeful way to the rest of the most important information, you can more easily retrieve all you need.

50 * How The Birkenbihl Approach to memory optimization can enhance your PhotoReading activation

Through the years there have been novice PhotoReaders who feel frustrated in their "inability to activate" material they PhotoRead. Their approach has been to PhotoRead a book and then sit back and think of the book. They look through their 15 inches of conscious awareness and, not to our surprise, of course, find nothing about the book. Or, they try Mind Mapping by sitting in front of a blank sheet of paper waiting for total recall to occur. They project their unrealistic expectation of having a "perfect" memory of all they read (which has never actually happened with regular reading) onto PhotoReading after having flipped through the book at a page per second. When perfect recall does not happen, they give up in frustration claiming, "PhotoReading doesn't work!" Somehow, the concept of activation – that is, getting ACTIVE with the material in the book – got lost in the process.

Now, let's add Intelligent Gap Management. According to the Birkenbihl brain-friendly approach, what do you do when you try to remember something and you cannot? Follow the Gap Management procedure – you get ACTIVELY INVOLVED in closing the gap! You must never assume that your knowledge web and the knowledge web of the author are the same. We often make that mistake because in school we are lead to believe that the teacher's knowledge web and ours are SUPPOSED to be the same. So, after reading something there is often the unrealistic assumption that your knowledge web and the author's knowledge web should be the same. THEY ARE NOT! That's why you are reading the book – to build new threads into your web!

Here is how it works. PhotoReading exposes your neural network to the information from the text. This initiates the brain's process of making the associative connections

between your knowledge web and the ideas of the author. Now your job is to build upon those connections. This is where activation goes to work for you. With Intelligent Gap Management, it keeps on working.

Intelligent Gap Management means that you become active, exactly as we suggest that you do with your book during the Activation stage. Ask yourself first, “Do I really WANT this information in my memory web?” If so, what specifically is your purpose? What do you want to know?

After formulating a number of questions, you go into the text, much as you would if you were to enter a conversation with the author. Explore the text while asking your questions. Notice where you are guided in the text to find the answers. YES GUIDED! Because you have PhotoRead the text, the relevant information is hooked into your nonconscious 11 miles. You then use this opportunity of activation to shine your conscious mind’s 15 inch flashlight beam and NOTICE where you are attracted to explore further. You will be guided, through subtle nonconscious mechanisms, to explore where the answers reside. Stay alert to any signals; feelings, images, internal dialogue – almost anything at the periphery of your conscious awareness – that pulls your flashlight beam to the information you need.

The first signals include a sense of “recognition.” Most memory experts consider recognition a low-level memory compared to recall. However, recognition or Re-Cognizing (thinking again) is the conscious establishment of a bridge to the nonconscious memory web of information ALREADY CONTAINED WITHIN YOU. In other words, it is your doorway in. Recognition precedes and guides your way to further recall. Acknowledge the sense of recognition and peruse it by asking more questions. Use super reading and dip or skittering to explore those sections of text that contain relevant information.

As you find what you are looking for, make notes about any information you want to recall later. Use the Birkenbihl method of Analograffiti for critical ideas. Create a Knowledge ABC-List on the main ideas from the text. Also make color mindmaps. These active techniques translate the information through many more of your neural circuits, aiding in your CONSTRUCTION, and concludes with a more permanent visual and spatial recording of the key points. Studying your notes enhances your CONSTRUCTION of the information you want to RE-CONSTRUCT later.

In the short time it takes to finish activating the text, you will have CONSTRUCTED an excellent mental summary of the key ideas from the book. Those ideas are actually auxiliary threads connected to the other 89 to 96 percent of the text that you did not consciously read. Reconstructing this mental summary through conversation, writing, or reviewing your creative notes will strengthen these threads, building neural highways to the information within your knowledge web.

A wonderful example of Intelligent Gap Management and activation was described by a PhotoReading course graduate named Christina, who was contacted by a television station. She was asked to demonstrate PhotoReading and then submit to comprehension testing by a psychologist in front of the TV camera. At first she did not know if she could be successful under the “pressure to perform” that she imagined. She decided that she never would know unless she explored it to find out for herself. Excellent gap management!

She was given the choice to PhotoRead any one of five selected books. She told them that she would preview and PhotoRead one day, then activate it for 45 minutes the next day. Then she would be ready to be interviewed. That’s an excellent example of

another BIRKENBIHL strategy: good mental hygiene – taking charge of her own emotional state to perform effectively under duress.

While activating, her main question was not what the book was about, but rather, what she would need to know to successfully answer the questions of the interviewer. Time and again during her activation she felt herself guided to explore sections of the book that she was not personally interested in, but sensed would be good for her to know.

When it was time for the interview, Christina sat in the studio in front of the TV camera. The interviewer stood to the side behind the camera and fired question after question at her. She answered all them exactly. After the experience and after watching the public broadcast of the TV program, Christina commented less on the experience and more on the power of her activation. “I never would have believed it possible” she said. “I had only taken the course two weeks earlier and I felt like a novice. But I trusted that my mind could do it. That was the only way to discover I had it in me all the while! Anyone can do this if they simply to use the system. I am convinced of that.”

Significant advancements to PhotoReading activation have also emerged from collaborations with Dr. Win WENGER, an author who Vera F. BIRKENBIHL greatly admires and references in her work. To find out more about this, look for the *Genius Code Personal Learning Course* on our website: www.LearningStrategies.com

51 * Creating powerful auxiliary threads and a look into traditional memory training

Mnemonics (pronounced: ne-MON-iks) are helpful devices, mental tricks, intended to aid the memory. The advertising “jingle” is one familiar mnemonic device that helps in remembering information that is otherwise difficult to recall. Familiar examples from childhood include simple rhymes to remember the musical scales (Do, Re, Mi, Fa, So, La, Ti, Do and Every Good Boy Does Fine), rules of grammar (I before E except after C) and to remember how many days each month contains (Thirty Days has September, April, May and November).

Most traditional memory training courses rely solely on practicing mnemonic techniques as *the* means to a better memory. Unfortunately, in such courses the techniques often remain unused or quickly fall into disuse, leaving the student no better off than when they began. The eager learner soon realizes that the illusion of a “perfect memory” was only a mirage in a desert of brain-incompatible traditional teaching methods.

Vera F. BIRKENBIHL found that people must learn to use the brain before they learn mnemonic techniques. When people understand the nature of memory and discover how the brain works, then they can use brain-friendly procedures for constructing and reconstructing information, engage Intelligent GAP Management, and practice good mental hygiene to optimize memory.

Throughout the recorded sessions and in the course manual section “On the Nature of Memory,” you were presented with the foundation for the Birkenbihl Approach of brain-friendly inputs. In the *Memory Optimizer Personal Learning Course*, many of the 57 TRICKs are helpful devices that can aid you in remembering information that has seemed unimportant, irrelevant, or incomprehensible you. For example, to help you remember where you put the car keys, how to remember names, or how to memorize a list of items. We present them all in the last two recorded conversations between Vera and Mike because the foundation is well-built by that time.

Now, let's connect these ideas with mnemonics. Explore the concepts that follow and you will gain important additional insights that can help you with anything you want to remember.

Picture a horizontal line and have it represent a MEANING-INDEX scale from zero to a hundred. If you hear or read something that makes immediate sense to you, the MEANING-INDEX is high. If however, someone tries to explain something to you that you cannot really UNDERSTAND, the message has a low MEANING-INDEX. Now consider that MEANING refers to the number of hooks in the threads of your memory web that can hold incoming data. The more meaning the more hooks, and the easier incoming data will be hooked into the web. When we say we recognize something, we are literally Re-Cognizing (= Thinking Again) or Re-Constructing something we had perceived (constructed) before. In other words, we already have threads in our memory web that are similar to the information coming in that are either identical or at least similar to the information coming in. And it is these threads that attract the incoming information in an almost magnetic fashion so that information kind of HOOKS ITSELF into the web without our having to do anything. The more MEANING a message has for us, the more connections it has to existing threads in our memory web and therefore the higher its MEANING-INDEX will be.

The opposite is also true. The lower the MEANING-INDEX the more difficult it will be to attach the incoming information to the web. But please remember, as we have explained in this course, there is no such thing as EASY or DIFFICULT information per se. The label "easy" means that many threads (or a particularly strong thread) already exist, so that the information has many hooks to more easily attach itself to in the web. And the label "difficult" describes data that is low on the MEANING-INDEX. These do not yet have many hooks available and therefore we must CONSTRUCT these hooks. Thus the metaphoric HOOKS are needed to help us TIE it to the edge of our memory web TEMPORARILY, which is what we have meant when talking about AUXILIARY threads. This is where mnemonic devices come into play – the BIRKENBIHL mnemotechnical tricks.

Mnemonic devices should be used in a limited and very specific way. They can serve as a means for constructing hooks or tying information to the web as auxiliary threads, but should be used only in those circumstances when new information seems difficult to you. For instance, some people find remembering numbers to be difficult, while others immediately say, "Numbers are easy – what about NAMES of people?" People have different memory webs. Someone who is very interested in people and names may have 1200 name threads, not only making Smith and Anderson EASY, but also many other more complex names. He may find it fun to remember strange names of towns in far away places, while another person may have a preference for numbers. The person who prefers numbers will carry many in his memory web, and would rather memorize telephone numbers than look them up in a little black book.

So, on one hand you will have to decide which kind of data seems difficult to you because you do not yet have enough threads in your memory web. On the other hand we want to offer you a head start on working with the kind of data that our course participants most often ask about. Please use our examples only as examples on HOW THAT CONSCIOUS PROCESS OF CONSTRUCTION MAY BE ACCOMPLISHED, as a starting point. If you feel like trying out variations, go ahead. We cannot tell you how a particular type of data should be hooked into your memory web because no two memory webs will ever be identical. Any ideas offered here can only be viewed as case histories to establish your own ways of making dull data memorable. Your job is

to instill MEANING into information that is otherwise dull, irrelevant, and confusing so that you increase its MEANING-INDEX or at least add some hooks into your memory web through the use of mnemotechnical tricks.

ANCHORMAN LIST: Numbers are strings of digits

Please note: any list of your choice will do and since you will use it to anchor items in your memory web we shall refer to it as THE ANCHOR LIST even if it is not the anchorman list of this course.

If you invest a little time to get thoroughly familiar with these items you will have a powerful tool. BIRKENBIHL uses it as the base list of what she calls our INNER ARCHIVE. That is why a training session has been included with this course. The time you invest can be piggy bank time because you can go over the list while driving, walking, showering, or falling asleep. When you know the list well, you can use it for a great many marvelous constructions.

Suppose you are given a new Personal Identification Number (PIN) and you belong to the group of people for whom numbers are not friends. You might think the PIN would be difficult to remember because you might not carry a lot of memory hooks for numbers. You will probably need to construct an auxiliary thread for your PIN.

Think of the digits 1 to 9 as the first nine items of the anchorman list. Your PIN number is merely a series of those digits. Since the digit zero is OUTSIDE of the alphabet you can name it anything you like. If you have not yet thought about the zero, choose one item to represent it (like a life-preserver flotation ring or any round or oval object of your choice). Now let us apply your anchor list for tying your number into your memory web.

Let's say you need to remember 456725. You want to use MEANING as your main aid because it works best. So make up a meaningful little story with the items from the anchor list.

Step 1: TRANSLATE the digits into the items. This will get you:

4 = DROMEDARY

5 = ELEPHANT

6 = FLUTE

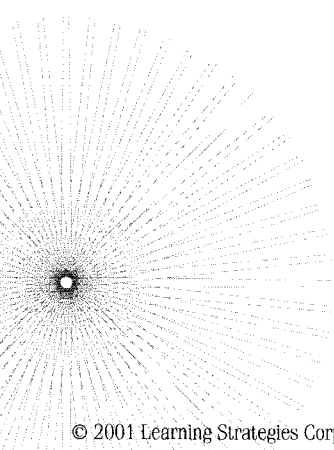
7 = GARDEN EDEN

2 = BUGS BUNNY and another

5 = ELEPHANT

Now some authors presenting mnemonics will tell you that you MUST visualize but this is not quite true. Although your brain always uses visual imagery for processing, the imaging process may happen on a nonconscious level (as part of your 11 miles). Some people find it hard to bring visual imagery into the 15 inches of their conscious focus. Never mind! Either picture the unfolding MEANINGFUL story or think of it AS A STORY unfolding – it makes no difference – both ways have proven their worth equally well. So you can go into the next phase:

Step 2: Make up the story using the items. Here again you have a choice: the less MEANING you find occurring naturally, the easier you can make it meaningful by



adding ABSURDITIES. They will be memorable because absurd or outrageous stories are memorable.

Example: A DROMEDARY is trying to catch up with the ELEPHANT (how about DUMBO?) who had taken the silver FLUTE from the GARDEN EDEN where BUGS BUNNY is talking to a second ELEPHANT.

Please realize that our example is an illustration and may not “grab” you at all, because you must make up your own auxiliary thread. It is common that any mnemonically constructed AUXILIARY thread will always seem “stupid” or “dull” to others, because no author can dream up a story that will fit your memory web so well that you sigh and smile and say, “Yeah, that’s it!” The same will happen with any story that you dream up for others, because your stories are drawn from your own knowledge web and will FIT best only for you.

To demonstrate this point, BIRKENBIHL does an experiment in her live seminars on brain management. First, everyone MAKES their own auxiliaries. Then in small groups of six to ten people compare to find out two things: a) the other auxiliaries may be totally different from theirs, and b) people tend to find their own auxiliaries better. Some people who could not immediately “make” auxiliaries gain confidence by seeing how almost everybody could, so by the second round everybody can play. Perhaps you would like to try practice sessions with friends?

Step 3: Rehearse the story until you have it. Use piggy bank times to run through the story containing your sequence of items, and reconstruct the numbers back from the items. It is a fun and beneficial mental hygiene practice. How long will it take before you have the PIN in a permanent thread in your memory web? As long as it takes. We cannot say because every person is different. Be patient with yourself and you will find it happens quicker.

We do know that the tenth time you use this technique is going to be easier than the first time, and the fiftieth is going to be child’s play. The experience is similar to doing crossword puzzles. The first one seems so difficult that many people try halfheartedly and give up claiming, “I can’t do it!” Those who persevere soon reach a level of competence where it is FUN! Anytime that you overcome the first steep part of the learning curve can become truly delightful, including the art of CONSTRUCTING good auxiliaries!

This old mnemonic trick will fit any number that presents a short string of digits. Some people use systems of a hundred items so that they can use 99 two-digit combinations. Some professional memory tricksters use a list of a thousand items, and learn to recite thousands of digits of the number “pi.” But in normal daily life your ZERO-item plus the first nine anchor items of an alphabetical list will do nicely. And it is useful for more than just numbers.

52 * ANCHORMAN LIST: Remembering a Speech or list of anything

Suppose you want to memorize the key thoughts in a speech you need to present.

Step 1: Assign a number of keywords to each of the key thoughts. **For each major topic you want to speak about, think of one word that will remind you of the entire topic. If there are several sub points you need to keep in order, make each of them separate items.**

Step 2: Assign the logical order you want them in. *This will give you a digit for each number in sequence.*

Step 3: *Combine each of the key words of your presentation with its corresponding anchor list word.* This allows you to tie up to 26 key thoughts into one long chain of thought so you can tie a whole seminar-day onto the list.

The creative act of combining is a playful, imaginative, CONSTRUCTION that links the key word with your anchor list word. If you make it colorful, with action, humor, and emotion, then the brain perceives a more vivid linking of the words. For example, let's say your key word is "Manufacturing," it is number 11 on your list, and your anchor list word is Kilo. Your goal for this step is to create a combination of these. How would you do it? One person might imagine a kilo of manufactured goods spewing from factories into giant piles.

Another person might know (have a thread) that MANU-facture is derived from MANUS (the hand) and would imagine a giant hand, dropping tiny smooth little kilo weights into a factory. Remember, YOU must come up with YOUR OWN combination based on your knowledge web. That is the only way to make RE-CONSTRUCTION possible.

Step 4: *Go over these connections a few times to rehearse the Construction.* Review your connections while walking, shaving, etc. Practice the CONSTRUCTION a bit so that the RE-CONSTRUCTIONS become easier and easier (this is planting time, remember?). Finally,

Step 5: *RE-CONSTRUCT* whenever needed.

Now this is only the barest beginning of a system that becomes extremely powerful when you start integrating it into your daily life. The same technique applies to items to learn for an exam, points to make during a meeting, ideas you may have brainstormed while walking through the woods, a shopping list, instructions, and so on.

A teacher told us that he has hooked the information of a whole school year into one ABC-List. He started with the Anchorman List and assigned the major topics of the school year to each anchorman list item. There were 15 topics so he used 1 to 15; Anchorman though Olympics. Next he created a Knowledge ABC-List for each of these 15 items, assigning about twenty sub-topics to each list. He found that A through T was enough for almost any subject. That gave him a matrix of 15 by 20, or 300, items that he could easily juggle in his head. He said:

"I rehearse – pardon me, I re-construct the whole list about once or twice a week by running through the various Knowledge ABCs during the wait at a red light or while standing in the elevator, and so on. I choose a different anchorman item every time so that I have one to two complete re-constructions per week. I feel very good about it because this re-construction is like mental jogging. It is a training unit in the sense of mental hygiene and it keeps alive the material that I need for my work, so I gain twice."

53 * Application to memorizing a math or chemistry formula

When learning something new, always start with the five Learning TRICKS. See the manual pages 25 to 26 for details.

- 1) **Get Oriented.** Take your index of meaning. If it is totally new or partially new you will determine how much is already contained in your Knowledge

Web. If it is high on the index, all you have to do is practice using it. By practicing in slow motion

2) **Create Auxiliaries.** Plan ahead the kind of auxiliaries you want to use for the new information. Do you want to use an analogous ABC-List like animals or the Klingon Empire? You decide.

3) **Link New Facts With What You Already Know.**

Always work in small modules. Practice doing the assigned problem-solving exercises one step at a time.

Work very slowly. Practicing in slow motion to apply the formulas as they are intended to be used. In Math and Chemistry the actual calculations are not the point; focus on which step comes after which step and why. You are reconstructing the formula while performing the steps of the problems you are solving.

4) **Ask Questions About The Study Material.**

5) **Use Virtual Reality.** Imagine yourself using this material in an exam or in a real situation later.

If you do not care about knowing the information, just passing the test and forgetting about it the day after tomorrow, then you would simply use the same memory trick described earlier for remembering a PIN number. Turn the formula into a sequence of numbers or letters that can be imagined as items from your Anchorman List.

In formulas that contain numbers and letters, you can distinguish the images of your items from the Anchorman List by making them different colors. For example, items representing digits might be blue, while letters can be red items. It is important to recognize that by merely dreaming up how you would construct such formulas, you have performed eighty percent of the learning task.

We will post additional MNEMOTECHNICAL TRICKS by Vera F. BIRKENBIHL on the Discussion Forum of our website as people request help. Mnemotechnical refers to any mental device that helps us consciously utilize certain brain-friendly procedures. Due to modern research into brain and memory, some of the old mnemonic tricks from classical memory training now make more sense to use than others. We will keep posting the best of the past with our best of the present.

54 * The ANCHORMAN LIST

Here is the BIRKENBIHL Anchorman list from the audio sessions. Remember, you don't have to agree with any of these. You can determine your own words and associations for the numbers and letters of the alphabet. If you choose to use your own, a page of numbers and letters follows this list for you to write in your preferred words and associations.

- 1) is A as in ANCHORMAN because there is one anchorman in front of the camera during the news broadcast.
- 2) is B as in BUGS BUNNY because he has two big ears.
- 3) is C as in CAMPING because the international sign for camping is a triangle.
- 4) is D as in DROMEDARY because it crosses the desert on *four* legs.

- 5) is E as in ELEPHANT because it has four legs and a trunk making *five*.
- 6) is F as in Flute because of the *six* holes up front.
- 7) is G as in Garden (of Eden) because on the *seventh* day he rested in the garden.
- 8) is H as in Hat because the figure 8 with a horizontal line through the top loop looks like Mr. Peanut with his tophat.
- 9) is I as in an Indian because an Indian brave has 9 feathers in his headdress.
- 10) is J as in Japanese because the Japanese business people think in terms of decades or *ten* year increments.
- 11) is K as in Kilo because kilo is a measurement and with *eleven* decimal places you can calculate the distance from the earth to the center of the galaxy to the last few inches.
- 12) is L as in Ladder because a fireman can use a 12 rung ladder to save a child on the second story of a house.
- 13) is M as in Military because a dozen soldiers and their leader makes the thirteen in the film "The Dirty Dozen."
- 14) is N as in NO-THEATER because the Japanese No-Theater was developed in the 14th Century.
- 15) is O as in The Olympic Games because 15 hundredths of a second cannot be seen in a photo finish but can mean the difference between a gold or silver medal in the games.
- 16) is P as in the Pair of sixteen year olds named Paul and Mary who can be married in Germany.
- 17) is Q as in QUEST the name of the space station, because it has *seventeen* levels within it.
- 18) is R as in Rolling home or Recreational Vehicle because you need to be *eighteen* years of age to rent one.
- 19) is S as in STUDENT because nineteen is the average age of a person starting college.
- 20) is T as in TENNIS because the score is Two-Love or *Two-Zero (twenty)*.
- 21) is U as in Unpunctuality because missing an appointment at 9:00 PM or *21:00 hours* is *unpunctual*.
- 22) is V as in VASE because the creative craft of pottery used to form a vase can be creatively mimicked by flipping the left digit horizontally making the 2 and 2 look like a vase.
- 23) is W as in Weighing scale because on opposite trays of the scale are the numbers two and three.
- 24) is X as in XYLOPHONE (or X-MAS) because on December 24th, a toy xylophone with 24 notes is received as a gift.

- 25) is Y as in YACHT because your 25 yard (75 foot) yacht sits in the harbor ready to sail away.
- 26) is Z as in ZEPPELIN because the new freight moving zeppelin with number 26 painted on it can lower itself 26 yards.

55 * Inner Archives Knowledge ABC List

Inner Archives Knowledge ABC List	Inner Archives Knowledge ABC List	Inner Archives Knowledge ABC List
For: _____	For: _____	For: _____
1 = A = _____	1 = A = _____	1 = A = _____
2 = B = _____	2 = B = _____	2 = B = _____
3 = C = _____	3 = C = _____	3 = C = _____
4 = D = _____	4 = D = _____	4 = D = _____
5 = E = _____	5 = E = _____	5 = E = _____
6 = F = _____	6 = F = _____	6 = F = _____
7 = G = _____	7 = G = _____	7 = G = _____
8 = H = _____	8 = H = _____	8 = H = _____
9 = I = _____	9 = I = _____	9 = I = _____
10 = J = _____	10 = J = _____	10 = J = _____
11 = K = _____	11 = K = _____	11 = K = _____
12 = L = _____	12 = L = _____	12 = L = _____
13 = M = _____	13 = M = _____	13 = M = _____
14 = N = _____	14 = N = _____	14 = N = _____
15 = O = _____	15 = O = _____	15 = O = _____
16 = P = _____	16 = P = _____	16 = P = _____
17 = Q = _____	17 = Q = _____	17 = Q = _____
18 = R = _____	18 = R = _____	18 = R = _____
19 = S = _____	19 = S = _____	19 = S = _____
20 = T = _____	20 = T = _____	20 = T = _____
21 = U = _____	21 = U = _____	21 = U = _____
22 = V = _____	22 = V = _____	22 = V = _____
23 = W = _____	23 = W = _____	23 = W = _____
24 = X = _____	24 = X = _____	24 = X = _____
25 = Y = _____	25 = Y = _____	25 = Y = _____
26 = Z = _____	26 = Z = _____	26 = Z = _____

56 * Improve your spelling

A good speller will picture words in the mind and check their feelings to know that the picture is correct. A poor speller will attempt to sound out words and then construct a picture of what the word would look like. Because a large percentage of words in the English language cannot be spelled phonetically, the strategy of sounding a word out before picturing it is dreadfully inadequate. In the Spanish language, phonetic strategy works better because most words are spelled as they sound. Overall, a visual and kinesthetic strategy is best.

According to the findings of Neuro Linguistic Programming (NLP) experts, good spellers tend to look up and to their left. They focus their attention there, keeping their eyes in the area that helps to encourage visual images in the brain. They also have an internal feeling to check when they have spelled the word correctly. When a word is misspelled, they can literally feel it. If a clear mental image of the word is difficult, they will often write the word on paper and know whether it is correct by seeing the word and getting a feeling.

To build a better visual memory for words, NLP authors C. VAN NAGEL, et al. in their book *Megateaching and Learning* point out that in addition to having correct internal strategies, good spellers reflect positive experiences and positive images when asked about their abilities. In contrast, poor spellers tend to make many negative comments and statements about their spelling abilities and experiences, both from the perspective of themselves and from others. These comments and images are recorded in their mind and actually program them to fail at spelling.

Because we tend to repeat our programming, performances of failure will change to performances of success when we support ourselves with new performance strategies and mental programming.

Play with the following spelling strategy to develop your memory for word spelling.

- 1) Make good spelling a priority. If you like, create a list of your most commonly misspelled words and get the accurate spelling. You can also use this strategy with any new word you encounter.
- 2) Write the words on flash cards and hold them up high and to your left in front of you. This helps your brain develop visual thinking.
- 3) Record the words in your memory by taking a picture of the words, closing your eyes, and making sure the words are stored in your mind's eye. When a word has multiple syllables, break the word into chunks of three to five letters. For example, write the word "Albuquerque" as three chunks: ALBU QUER QUE. Then practice constructing the image of one chunk at a time until you can reconstruct the three mental images forward and backwards. A test could be "What is the third letter of the second chunk?" If you find yourself sounding out the words or moving your lips to try and figure out what the next letter is, then you are using an auditory strategy. For you to build a good memory of words, you must rely on the stable visual picture rather than the phonetic sound and an image built from that.

When Paul Scheele's children came home from elementary school with a new word to spell, he encouraged them to close their eyes and picture the words in their minds. He would ask them to spell the words backwards. If they could, he knew they were seeing the words as a picture. Once he asked

his son John to spell the word Thanksgiving by starting with the letter s and saying one letter to the right then one letter to the left of it until he got to the end. He said slowly, checking his inner picture “s-g-k-i-n-v-a-i-h-n-t-g” in perfect sequence. Paul said, “Now spell it forwards” and he had it locked into his mind, instantly.

- 4) When you have the correct picture in your mind’s eye, get a strong internal feeling that it is correct. Notice where in your body you feel that feeling.
- 5) Ask someone to test you periodically. Put on your own spelling bee of the 100 most important words you want to remember. When you encounter a word that you cannot seem to keep straight, build an auxiliary thread to help you remember the correct sequence of letters. For example, “I before E” = believe, “except after C” = receive.

57 * Brain-stimulating hobbies may protect against Alzheimer’s

Tuesday, March 6, 2001

Associated Press (reprinted with permission)

Washington, D.C. –

Adults with hobbies that exercise their brains such as reading, jigsaw puzzles or chess – are 2 1/2 times less likely to have Alzheimer’s disease, while leisure limited to TV watching could increase the risk, a study says.

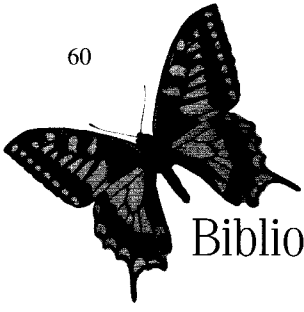
A survey of people in their 70s showed that those who regularly participated in hobbies that were intellectually challenging during their younger adult years tended to be protected from Alzheimer’s. It supports other studies showing that brain power unused is brain power lost.

The study is also more bad news for the couch potato, said Dr. Robert Friedland, lead author of the study appearing today in the Proceedings of the National Academy of Sciences.

“Television watching is not protective and may even be a risk factor for Alzheimer’s disease,” said Friedland, a neurology associate professor at Case Western Reserve University School of Medicine and medical staff member at University Hospitals of Cleveland.

In the study, Friedland and his co-authors analyzed the leisure activities in young adulthood – ages 20 to 39 – and middle adulthood – ages 40 to 60 – of 193 Alzheimer’s patients and of 358 people who didn’t have symptoms. Intellectual activities seemed particularly protective, he said.

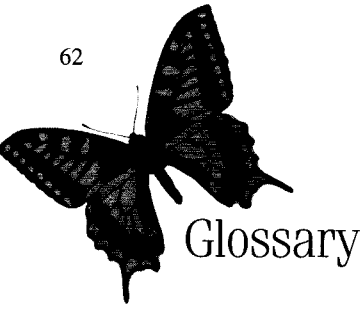
Intellectual stimulation in early and middle adulthood doesn’t absolutely protect against the brain-destroying disorder, Friedland said, but the activities could delay the disease. It is believed, he said, that healthier brain cells are better able to control or slow the Alzheimer’s process.



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Glossary

ABC-List—An alphabetical list of words or ideas in any category or subject area, or on information relating to a specific topic of study (i.e., computer science, architecture, or astrophysics). Same as the Knowledge ABC-List. A number of ABC-Lists can be combined to form an Inner Archive® (see below). Example lists in the course—including types of animals and occupations—are suggested as a start. ABC-Lists can be used to:

- a) check your memory web on any subject you want to think about (including PROBLEMS you want to solve),
- b) build your Inner Archive®
- c) store key words on a topic for future reference so that later, with the help of your list, you will be able to quickly re-activate your knowledge.

Alzheimer's Disease—A degenerative disease of the central nervous system characterized especially by premature senile mental deterioration. Also called Alzheimer's. Studies indicate that the onset of Alzheimer's disease can be delayed by years when intellectual activity develops surplus brain tissue that compensates for tissue damaged by the disease.

Autobiographical Gold Bullion®—The accumulated riches of your life memories that make up your personality. When life experiences are reviewed periodically by way of story telling and reflection, the nuggets of personal life experiences are consolidated into autobiographical gold bullion that can be used against possible future memory loss attributed to the aging processes.

Auxiliary Threads®—The Birkenbihl technique for tying new information into the existing memory web through the creation of helper threads. Creating auxiliary threads requires personal involvement with the new information and generating a small autobiographical event to which the new information will be tied.

Construction—Literally, learning new information. The process of noticing, associating, and connecting new information to existing threads in the knowledge web. Also metaphorically referred to as planting for the later harvest.

Inner Archive®—A number of Knowledge ABC-lists in a matrix. A concept originally developed by Vera F. BIRKENBIHL as an aid to memory, to help build rich associative thinking and activate the contents of the memory web. Can be used to dramatically improve ability to find solutions to problems, and to improve creativity.

Knowledge ABC—See ABC-List.

Knowledge Web—See Memory Web.

Matrix Effect—A creative use of the Inner Archive®, when two or more Knowledge ABC Lists are cross-referenced, giving conscious access to a broad array of threads in the memory web each of which contains multiple associations. Provides a rich tapestry for creative connections of ideas.

Memory—The reconstruction of information that was constructed into the Memory Web through active experience or autobiographical association to existing threads.

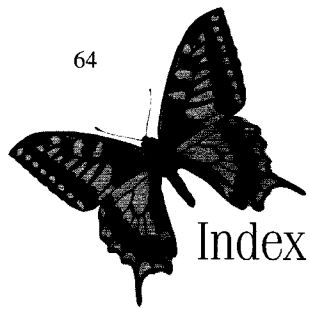
Memory Web—A 3-dimensional net or web which metaphorically represents the complex neural-physiological functioning that gives us memory. The metaphor includes all the neural structures, cognitive, and neural-chemical processes produced throughout the brain-mind-body. Imagine everything you know to be a “thread” in a gigantic 3-D net (web) where each “thread” is connected to many others that in turn are connected to more threads. Understanding something means that you have existing threads in the web. Not understanding means that you do not have any threads, in which case AUXILIARY threads help us to tie new information into the web. If the new information has (so far) been seldom used the AUXILIARY acts as a magnet and “pulls” the new information into consciousness every time. With practice, if the new information is used often, it will become firmly intertwined with other threads of the web, ready to be called upon by any associative idea in the same way that all threads in the memory web are cued up into consciousness. All memory and understanding represents threads existing somewhere in the web. The term is used interchangeably with the term Knowledge Web.

Mental Hygiene—The conscious development of a positive neuro-physiological condition through the maintenance of positive emotions, intellectual challenge via life-long learning, and autobiographical gold-bullion.

Plateau—The place on the learning curve for activities or skills where progress seems absent. Author George LEONARD describes the plateau as a time after a sudden jump in progress that is followed by a small decline and seemingly no progress at all. It is a time when learning consolidates and the brain builds new neural pathways. They could be de-motivating as long as one does not know that a plateau proves that learning is, in fact, taking place. That is why Mr. LEONARD says: “We must learn to love the plateaus.”

Re-Constructing— Literally, remembering. The process by which the brain takes neural impulses from across the neural network and provides the conscious mind with a re-experience of an original construction. Also metaphorically referred to as harvesting an original planting.

Virtual Reality—In this course this term refers to a full-sensory mental simulation or rehearsal of a past or potential future event.



Index

A

- ABC List 8, 36, 49, 54, 55, 57
- Aging
 - Anti 17
- Alzheimer's Disease 16, 17, 59
 - Anti 17
- Analograffiti 39
- Anchoring 38
- AnchorMan List 52-54
- Anger
 - Management 41
- Anti-Losing-Things 22
- Attention 44
- Autobiographical 10, 18
 - Bullion 12
 - Episodes 17
 - Gold Bullion 35
 - Life 35
 - Notes 35
 - Personal 17
- Auxiliary
 - Creating More 27, 28, 55
 - for Names 21
 - Threads 11, 20, 50, 53

B

- Baddely, Alan 32
- Brain
 - Survival Strategy 7
- Bullion 14
- Buzan, Tony 39

C

- Calle, Sophie 35
- Clustering 39
- Colorful 44
- Comfort Zone 13
- Competence 9
- Conscious
 - 15 inch flashlight beam 13
 - 15 inches perception 12
- Constructing 9, 39, 42, 49, 53, 54
- Csikszentmihaly 47

D

- De-duction 29
- Demenita
 - Old Age 35
- Democratic Definitions 25
- Dwoskin, Hale 42
 - see also Sedona Assoc.*

E

- Einstein Factor 16
- Expand-Your-General-Knowledge 23
- Expectation 44

F

- Fear 47, 48
- Feynman, Richard 28
- Fittest 12
- Flow 47, 48
- Freenoting 27
 - see also Wenger, Win*

G

- Games
 - Call out the wrong name 25
 - Democratic Definitions 25
 - Name Memory 20
- Genius Code 33, 50
- Gestation 27
- Goals
 - for memory improvement 6
- Grains 12

H

- Hobbies, Brain Stimulating 59

I

- I-Must-Not-Forget-This-Syndrom 38
- Image Streaming 33
- In-duction 29
- Information Gathering Period 27
- Inner World 37
- Intelligent Gap Management 19, 21, 42, 48-50
- Interest 44
- Inventory 27

- J**
 James, Wm. 10
 Johnstone, Keith 25
- K**
 Katz, Lawrence C. 31, 32, 36
 Kotre 14
 Know How 9
 Learning Curve 31
 Knowledge 9
 ABC list 49, 54, 55
 Learning Curve 26
 No Tapes 23, 25
 Piggy Bank Time 23
 Video Tapes 23
 Yes Tapes 23, 25
 Kuebler-Ross, Elizabeth 41
- L**
 Last Response 47
 Learning Curve
 Know-How 31
 Knowledge 26
 Learning
 Real time 32
 Tricks 26
 Leonard, George 30
 Levine 29
 Life Chart, The 35
 Link 28, 55
 Linton, Marigold 35
 Listening
 Repeated 6
 To Course 6
 Loehr
 Four Stages 46
 LoVerde, Mary 7
- M**
 Magician 9
 Meaning Index 19
 High/Low 51
 Memorizing
 Math or Chemistry 54
 Memory
 3 Kinds 12
 Conscious 12
 Cumulative Improvement 35
 Episodic 17
 Games 20
 Generic 14, 18, 22
 Global 14-15
 Gold Bullion 35
 Module 18
 Names 19-21
 Nature of 10
 Numbers, for 52
 Old Age 16-17
 Systems 11
 Thematic 14-15
 Training, Traditional 50
 Unconscious 12
 Web 11, 20, 25
 No Threads 23
 Mental Hygiene 25, 50, 54
 Mind Mapping 39
 Mnemonics 20, 50
 Devices 51
 Tricks 52, 55
 Motives 44
 Filtering 7
- N**
 Name
 Experiment 21
 Threads 21
 Nagel, C. Van 58
 Neocortex 12
 Neural
 Connection 12
 Path 12
 Neuronal Module 12, 14
 Neurobics 32, 36
 NLP 38, 58
 Nugget 12
- O**
 Objects
 Finding 22
 Outer World 37
- P**
 Perception
 Outside world 7
 Personal
 Seven Rules 35
 Recollections 35
 Personality 14, 35
 PhotoReading 48
 Activation 48
 Physiological Survival 14

Plateau 31
 Plato 14
 Positive Physical Response 46
 Posture 38
 Preparation 47
 Psychological Survival 14
 Pyramid 12, 13, 18

Q

Questions
 Asking 28, 55
 Questioning Effect 40

R

Re-activating 17
 Reading 45
 RealityIndex 15
 Recognition vs Recall 49
 Reconstruction 11, 13, 17, 37, 39, 41,
 42, 49, 54
 Names 20
 Recovering 46
 Recuperating 46
 Relaxation Response 46
 Repeat 7
 Repertoire 9
 Repetition 7
 Rheingold, Howard 29
 Rico, Gabriele 39

S

Sacks, Oliver 10
 Schacter, Daniel 10, 14
 Sedona Associates 42
 see also Dwoskin, Hale
 See-Duction 29
 Snowdon, David
 Nun Study 16
 Speech, Remembering a 53
 Spelling
 Improvement 58
 Strategy 58
 Staring 45
 Stories 13, 17, 18, 35, 52
 Outrageous 53
 Stress 46
 Studying 37
 Subliminally 37

T

Tales 13
 Training 44
 Know-How, and 31
 Mental 31
 Trance 45
 Tricks 9
 Anger 46
 Bonus 37
 Key 22
 TV 24, 25, 45
 how not to watch 44

U

Unconscious
 11 miles information 12-13,
 33, 37
 Understanding 11
 Underwater 37

V

Virtual Reality 24, 29, 30, 32, 42,
 55
 Vocabulary
 Expand Your 24
 Million Dollar 24
 von Goethe, Johann Wolfgang 24

W

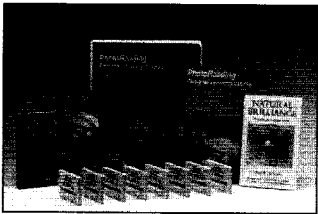
Wenger, Win 27, 33, 50
 see also freenoting



Tools for
learning

PhotoReading: Use your whole mind to read with speed, comprehension, and enjoyment

PhotoReading's unique way to process and understand large volumes of information quickly and efficiently—without speed reading—wins praise from people wanting to get on top of information.



While PhotoReading is not the same as regular reading, your regular reading speed can easily double, triple, or quadruple—with an increase in comprehension.

Use PhotoReading for large volumes of information and use your new regular reading for everything else—letters, brochures, newspaper articles, “how to” pieces, magazine clips, even your children’s homework. See your overall performance excel and your confidence soar with your new skills.

You can find out more about PhotoReading in *The PhotoReading Whole Mind System* book by Paul R. Scheele and on our website at www.LearningStrategies.com.

You can learn PhotoReading in seminars offered worldwide or you can purchase the *PhotoReading Personal Learning Course* with nine tapes, three books, and course manual.

Million Dollar Vocabulary: Sharpen your verbal edge for success

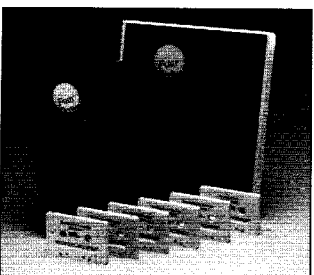
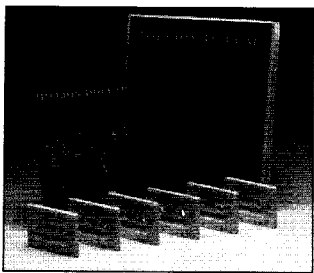
From the very first listening session your vocabulary will grow. Professor J. Michael Bennett and Paul Scheele's *Million Dollar Vocabulary* contains breakthrough processes to make it easier to learn over 600 words and their meanings—and use them in every day life. The course consists of 12 lessons on six audio tapes and a 64-page playbook that includes a review of the audio lessons as well as quizzes and crossword puzzles, tips for expanding your vocabulary, and an extensive glossary.

The highlights of the course are two Paraliminal learning sessions that will imprint the words and their meanings directly to your brain. Verbally-strong people are credited with superior intelligence, higher education, and gifted capabilities, even if it is not true. Building your vocabulary is perhaps the easiest way to raise your position in the world.

Four Powers For Greatness: Listening, Reading, Speaking, Writing

Discover the four “power” skills that can stop you cold, or lead you to greatness: listening, reading, speaking, writing.

When you complete the six audio tapes of Professor J. Michael Bennett's *Four Powers For Greatness Personal Learning Course* you will be able to quickly and efficiently absorb thoughts, ideas, and feelings by becoming a more effective listener and reader. Plus, you will enjoy the ability to express yourself with powerful speaking and writing skills.



Paraliminal Tapes

If you find your best intentions to practice Qigong falling by the wayside, or, if you would like to enhance your Qigong practice, consider listening to Paraliminal Tapes.

Paul R. Scheele created the Paraliminal learning technology to help people experience their potential. By activating both hemispheres of your brain with a precise blend of music and words you can readily make necessary changes or enhancements that support your goal.

- *New Behavior Generator.* Use Side A to move past behaviors that keep you from attaining a goal. Use Side B to model another person's behavior.
- *Self-Esteem Supercharger.* Build confidence in your ability to improve your memory, among other things. Immediately feel good about yourself.
- *Anxiety-Free.* Gain freedom from fear and anxieties. Project strength.
- *Get Around To It.* Eliminate procrastination. Be compelled to do what you need to do, including using the tricks of the *Memory Optimizer*.
- *Automatic Pilot.* Eliminate negative self-talk and vaporize self-sabotage.
- *Belief.* Strengthen belief in your ability to accomplish anything, including optimizing your memory.
- *New History Generator.* Use this tape whenever you feel limited by past incidences, emotions, or memories.
- *Dream Play.* Program and remember your dreams.
- *Prosperity.* Bring abundance into any area of your life.
- *Memory Supercharger.* A perfect complement to your *Memory Optimizer*. This tape is included with the *PhotoReading Personal Learning Course*.
- *Personal Genius.* Get into the flow state for learning. Like the *Memory Supercharger*, this tape complements your *Memory Optimizer*.



Other Paraliminal Tapes include *New Option Generator*, *Ideal Weight*, *Relationships*, *Sales Leap*, *Smoke-Free*, *Deep Relaxation*, *Holiday Cheer*, *Instantaneous Personal Magnetism*, *Perfect Health*, *10-Minute Supercharger*, and *Youthfulness*.

More information on the Paraliminal Tapes, including an article called *Foundation and Research*, can be found on our web site, www.LearningStrategies.com.

Double Your Reading Speed in 10 Minutes

Grab a book, turn on the tape, and watch your reading speed increase immediately. Even your concentration improves with this single audio tape by Paul Scheele.

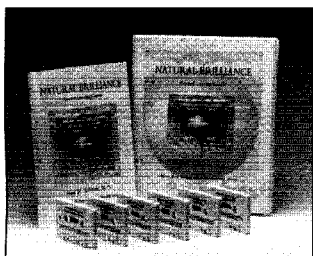
Natural Brilliance: Move from feeling stuck to achieving success

Paul Scheele wrote a fascinating book and created a uniquely powerful self-study course to help you overcome blocks. As a result,

- Life becomes smoother and more fulfilling
- Proverbial mountains shrink to molehills



- Relationships become more meaningful and pleasurable
- Stress drains from your life
- Goals soar to achievement.

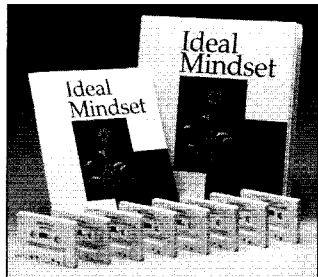


While listening to the first tape of the *Natural Brilliance Personal Learning Course* you will see how Natural Brilliance can work for you. You will begin working on an area of life in which you feel stuck. On Side A of the next four tapes, you will explore the four steps of Natural Brilliance. On Side B of those tapes, Paul guides you through a Paraliminal learning session to make the steps of Natural Brilliance automatic. The sixth tape titled the *Natural Brilliance Generator Paraliminal Tape* helps you spontaneously move through limitations as they arise in the future.

In Part One of the book, *Natural Brilliance*, Paul helps you understand how being stuck undermines brilliance. Part Two explains and demonstrates the four-step Natural Brilliance model. Part Three discusses different ways to use Natural Brilliance such as with PhotoReading and Direct Learning. You will read how Natural Brilliance can alter your life, inspirational stories of people who have discovered their genius potential, and specific ways you can benefit immediately.

The *Natural Brilliance* book is included with the *PhotoReading Personal Learning Course*.

Ideal Mindset - Decisive Action - Consistent Achievement



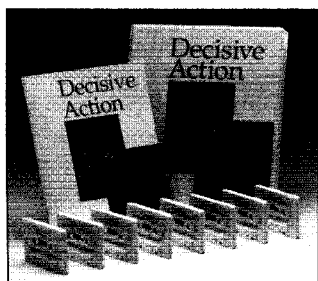
Paul Scheele created three personal learning courses that cover the three components of lasting success. The most prosperous people of the world 1) have an ideal mindset, 2) take decisive action, and 3) consistently achieve. Each course includes a course manual and eight audio tapes, some of which are Paraliminal.

Ideal Mindset: How to let go of the past and prepare yourself for profound growth

Paul Scheele's *Ideal Mindset Personal Learning Course* helps you build a strong mental foundation so that you think, act, and feel in ways that support your success. Goal achievement becomes easier, almost automatic, when you are fortified with an ideal mindset.

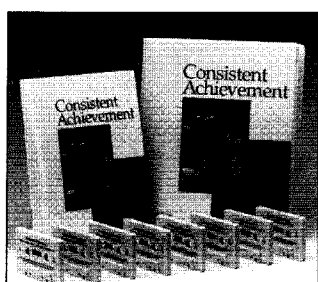
Decisive Action: How to break free and leap forward to success

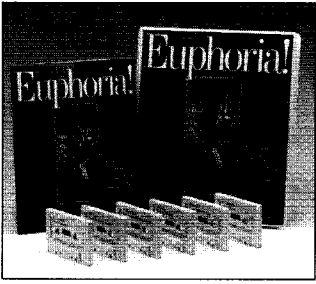
Paul Scheele's *Decisive Action Personal Learning Course* helps you focus, blast through fears, and take the action necessary to accomplish your goals and dreams. *Decisive Action* gives you the freedom to achieve and the power to make decisions, influence others, make more money, enjoy stronger relationships, stand up for your ideas and rights, and make a difference to yourself and others.



Consistent Achievement: How to strengthen your follow-through and triumph again and again

Paul Scheele's *Consistent Achievement Personal Learning Course* helps keep your success circuits switched on. You will not be known as a One Hit Wonder, because you will have success strategies wired into your brain to achieve one success after another.





Euphoria: The Gift of a Healthy, Balanced, and Energetic Life

Seven experts come together to help you experience a natural, euphoric high. Learn to enter, at will, a sense of inner calm. Experience joyful flowing with the events around you. Feel blissful happiness, love, rapture, and peace of mind.

Paul Scheele presents a Paraliminal session, Hale Dwoskin teaches the Sedona Method for euphoria, D. Trinidad Hunt helps you find your purpose, Chunyi Lin presents a Spring Forest Qigong meditation, Bill Harris gives you a Holosync experience, and Rex Steven and Carolyn Sikes take you on a ride with the Attitude Activator – all giving you the gift of a healthful, balanced, and energetic life .

Personal Celebration Series: BEING, DOING, HAVING, GETTING

Paul Scheele created relaxing and empowering audio tape programs to help you gain purpose and satisfaction in life. You will meet dozens of friendly people who give you pleasant, life-affirming messages.

The Personal Celebration Series of four audio tapes builds safe havens for you when you are stressed and frustrated from our disjointed society. They provide comfort, peacefulness, and a sense of purpose. They allow you to move through life without being adversely affected by the constant flow of negative messages bombarding everyone. As a result you are happier, more prosperous, and fulfilled.

EasyLearn Language Programs: Spanish, French, German

Learn a world language in the same effortless, manner you learned your native language with the fun and easy-to-use EasyLearn Spanish, French, and German audio tape programs.

You'll learn in an accelerative style with closed-eye relaxation and creative visualization for easier and more enjoyable learning.

An 800-word introductory language provides you the confidence for travel and simple exchanges. It is much easier to use and master than the typical 2500-5000 word language training programs, which often sit on a person's bookshelf unused.

The six tapes of an EasyLearn program complements all other language trainings whether classroom or self-study. It provides a great refresher for people who have previously learned or studied the language.



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	<i>Anxiety-Free</i>	\$24.95	
	<i>Automatic Pilot</i>	\$24.95	
	<i>Belief</i>	\$24.95	
	<i>Dream Play</i>		\$24.95
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	<i>Ideal Weight</i>	\$24.95	
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Books			
	<i>PhotoReading Book 3rd Edition</i>	\$16.95	
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	<i>PhotoReading Prsnl Lrng Course</i>	\$245.00	
	<i>Spring Forest Qigong Prsnl Lrng Course</i>	\$245.00	
	<i>Spring Forest Qigong 2 Prsnl Lrng Crse</i>	\$245.00	
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	<i>Euphoria! Personal Lrng Course</i>	\$129.00	
	<i>Ideal Mindset Prsnl Lrng Course</i>	\$179.95	
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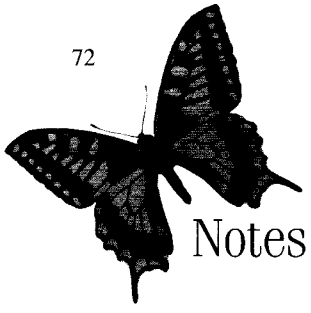
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