NLP Connection

Volume V, No. 3 The Journal of the National Association of Neuro-Linguistic Programming $3.00

NANLP Adopts Literacy Project
Susan Scherer and John Parmater

Yes Virginia, There Is An NLP
Doug J. Sauber

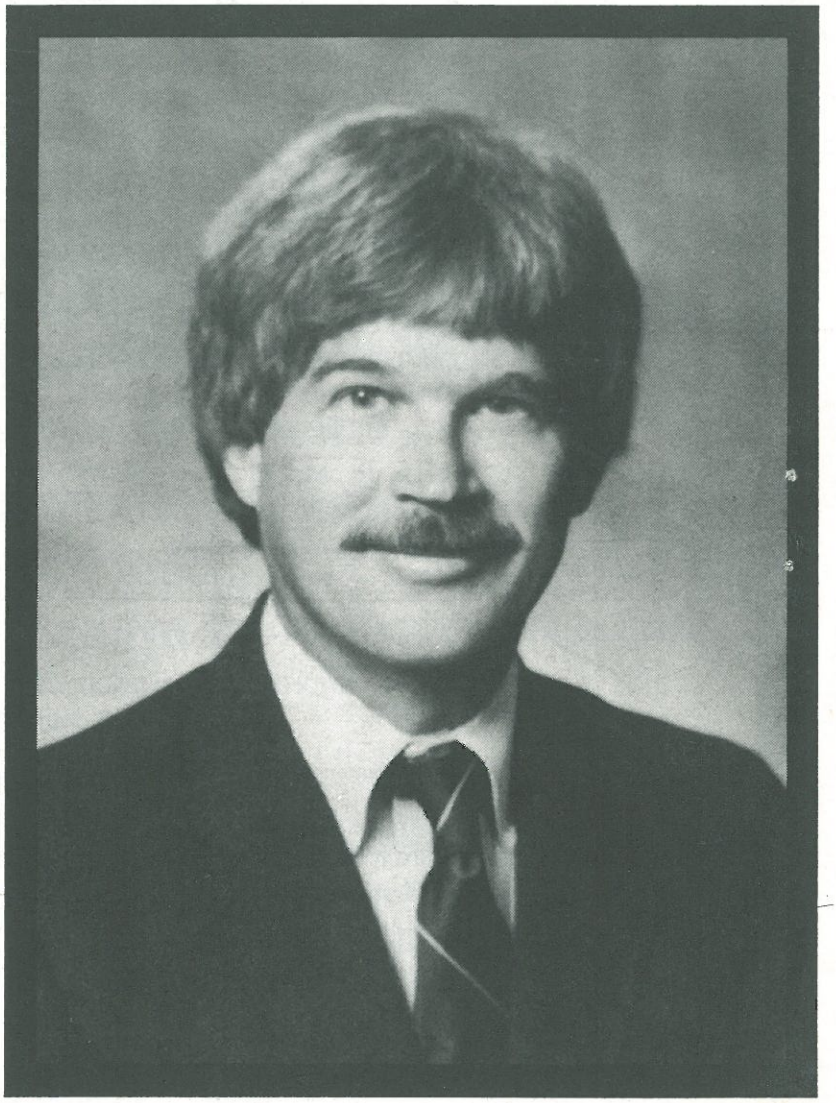
Walk Our Talk
Steve Pile

Murphy's Presuppositions
John Parmater

An Interview with Tim Hallbom
John Parmater

Wondertree Learning Center
Brent Cameron Interviewed by Tamara Andreas

The Feldenkrais and Erickson Connection
Mark Reese



President Tim Hallbom Sets Direction For 1990-91

LITERASEE

July-September, 1990

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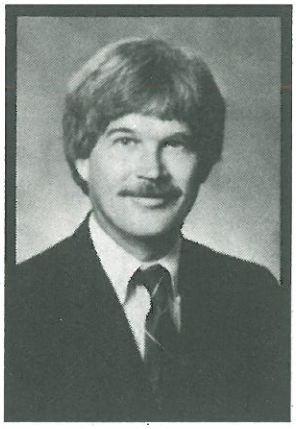
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Interview With President Hallbom

John Parmater interviewed our new president, Tim Hallbom, to learn about his plans for NANLP in the coming year.



NLPCON: Why did you run for President?

Tim: My primary reason for running was to further the grass roots part of the organization and to get people more active at the local level, whether that is at the state or city level. NANLP has been moving in this direction since last year.

The second reason is public education. As people in the field of NLP pull together as an organization, we are given an opportunity to educate the larger world about NLP and what it can do. Imagine if everybody in the country knew about NLP and the power of the technology. That would make the world a better place. People would make personal change and communicate more effectively. What a difference that might make in terms of the value of an NLP practitioner certificate!

The third reason I wanted to run was to use whatever influence I can to get NANLP running as an organization based on NLP, rather than older, archaic models.

NLPCON: How do you see public education making a difference?

Tim: One is the literacy project that you and Susan Scherer came up with because that's going to impact people. Number one, it's going to make a difference in the world. It's going to make the world a different place. Number two, it's our sharing our expertise in a way that is going to turn people on to NLP.

And number three, the literacy project is the kind of thing that gives NLP credibility. A lot of people have a misunderstanding of what NLP is and think it's either manipulative or a quick fix but they don't know what it is. It is that kind of project that NANLP does at a local level that will eventually have the biggest impact. I'd like every member to think about how it will impact them to have the Literacy Project in their own community....in terms of people respecting what they are all about as practitioners. That's another aspect of public education that I want to wholeheartedly support.

Another thing would be getting together and deseminating things like press releases and articles for local newspapers and trade journals. Finally, what I'd like to have happen is the public education about what NANLP is all about and how it could be available to anybody who knows NLP. And I'd really be happy if Richard, John, and Leslie felt that NANLP was honoring them positively.

NLPCON: How do we go about getting more grass roots support?

Tim: Last year Tom Salter, our Northeast representative, formed a committee which came up with ideas and guidelines on how a local chapter can be supported. I would like that group to make its exercises and activities available to the larger NLP community. Then the chapter here could access materials from elsewhere.

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Please submit articles, news items, comments, and advertising to:
John Q. Parmater
676 Everwood Avenue
Columbus, Ohio 43214

Other NANLP business can be directed to:
Laura Shaw, NANLP
Burnison, Martello, and Assoc.
310 N. Alabama, Suite A100
Indianapolis, IN 46204

NLPCON: What will bring people to chapter meetings?

Tim: When our institute was bringing people to do training, we'd ask them to do an evening presentation for the chapter. When Robert Dilts came in to train, he gave an evening talk and seventy people showed up.

NLPCON: What is the identity of NANLP? What is it about?

Tim: NANLP is a professional organization, a networking organization where people can really support each other in a meaningful way. That is the goal of NANLP. Some people have had the misunderstanding that NANLP certifies people. It doesn't. We don't even have standards. There are guidelines of what a practitioner might have but that's a real different level than certification. So I would like that to be real clear to people outside the organization.

To some people, NANLP is just another splinter group. It isn't. I'd like to actively involve more of the NLP community that is not part of NANLP.

NLPCON: It seems like we really need some research on what members want, metaprograms, values . . .

Tim: One of the things I want to do is research on what members want from from NANLP. There is a questionnaire in this issue of the *NLP Connection* that I hope members will fill out and return.

NLPCON: Thank you.

Questionnaire

Tim Hallbom, President of NANLP, would like to know more about what you want from NANLP and what you want to do to support NANLP. Please send the answers to these questions along with other comments you have to Tim Hallbom, 1569 E. Waterbury Drive, Salt Lake City, UT 84121

.

1. What did you want from NANLP when you got into it?
2. What do you want now?
3. As a member of a professional organization, what services would you like to see?
4. What does NANLP already do that you like?
5. What else would you like NANLP to do?
6. What are you doing in your area that could be done nationally?
7. What are you doing in your area to support NANLP?
8. If there were a local chapter in your area that sponsored workshops or study groups as a disseminator of information, would you be interested?
9. Are there any committees that you would like to be involved in? Public Education, Membership services, Literacy, Etc.?
10. Are you satisfied with the dues structure?
11. Are you a member of NANLP?
12. If the answer to question 11 is yes, how long have you been a member of NANLP?

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Did You Miss It? or Did You Miss It!

by Neva Arnold

If you attended the Seventh Annual NANLP Conference you would have heard such comments as - "This is a terrific meeting!" "The presentations are superb!"

"The energy is soaring among the group!" "This is the best conference yet." "I can hardly wait until Toronto next year!" Yes indeed, this year's National Conference was a resounding success in many respects.

There were 309 in attendance, the highest registration of any NANLP national conference. Ninety-five attended Robert Dilts's all-day workshop, "Cross Cultural Applications of NLP." Countries represented were Canada, Argentina, New Zealand, France and Israel. NANLP has matured to an international organizational membership.

NLP training programs throughout the country were represented by fifty students.

A special thank-you to Hilly Zeitlin and his student volunteers from the Ericksonian Institute of Maryland located in Baltimore. Appreciation also to Ann Lazarus and all of the monitors who assisted the speakers and the evaluation feedback process.

Others who contributed a great deal were Kay Grask, Past President; Robert Dilts, the program presenter; and the wonderful attendees who gave great support to the four days.

The national office staff, Joyce Martello, Laura Shaw and Paula Coleman kept the whole show smoothly coordinated.

Robert Dilts' intensive set the mood for a warm welcoming party. The signature gathering mixer created by Suzi Smith continued the chattering and networking process. "Do you know who the founders of NANLP were that attended the party? Who has attended a regional conference outside his/her region?" were only two of the many questions participants were asking in seeking out signatures among the party attendees.

The icing on the cake was the evening's entertainment by Robert McDonald and Paula Coleman, singers, accompanied by Suzi Smith, pianist. A great evening to kick off the conference.

One of the resourceful qualities of many NLPers is to think quickly on their feet . . . Friday evening such an opportunity presented itself. For one workshop, there was a large audience and no presenter, so Ann Gardner became a star when she spontaneously presented an excellent three-hour workshop on "Generative Imprint." Surprises have special qualities.

The attendees were particularly responsive to the New World Bookshop and the exhibitions. Participants were buying and networking before either area officially opened. This was indeed an enthusiastic group.

The second year of Specialty Section meetings were supported with vigor and action. They are off and moving with special projects, newsletters, and other future plans on the drawing boards. Two new sections were added, Research and Cross-Cultural communication. If you haven't joined a section, give it consideration. Call the National office for more information.

Note: In case you missed the conference, Robert Dilts' workshop was video and audio taped. All sessions and section meetings were audio taped and are available for purchase.

The conference closing was highlighted by John Parmater and Susan Scherer, who presented the Literacy Project in the U.S. The membership voted to adopt the Literacy Project as NANLP's special three year project. Helping others to learn to read is one map we as NANLP members can share. Thanks to John and Susan, we will be notified of program developments via the *NLP Connection.*

As we all said our goodbyes, the energy was building for Toronto 1991, and we could see many new possibilities for an even more exciting conference next year. I'll see you in Toronto!



President Kay Grask receives an award from Neva Arnold.

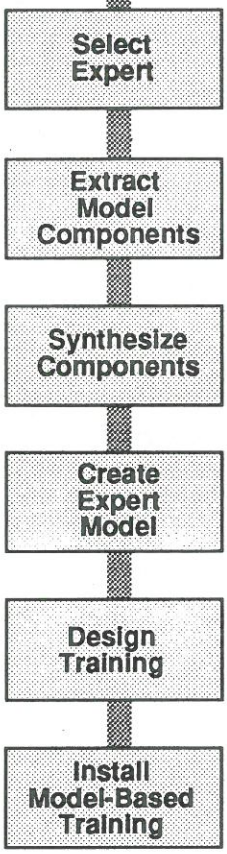


Robert Dilts presents preconference intensive.



Robert McDonald and Paula Coleman entertain the group.

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THE FELDENKRAIS & ERICKSON CONNECTION: WORKING WITH PRIMARY PROCESSES

by Mark Reese, Ph.D.

PART II: FELDENKRAIS VERBAL STRATEGIES

The "Pelvic Clock" is one of the best known among the thousands of innovative psycho-physical exercises that Moshe Feldenkrais originated. The Pelvic Clock accesses the body's most important source of muscular and skeletal power, thereby releasing tension in the lower back and pelvis, and improving posture and vitality.

Shift in Levels

First Feldenkrais describes the movement:

> "Draw your abdomen in. Therefore the body will round up and the head lower. And now straighten your back and push your abdomen forward, full, as if pushing the air into the abdomen, and therefore the small of the back will erect itself and probably go a little bit forward..."

After Feldenkrais introduces the imaginary clock, he continues:

> "At 12:00 the spine is erect, the stomach full, the belly rounded, and the small of the back is straightened, and the back muscles work to erect your spine..."

Feldenkrais has shifted from the movement to a metalevel: awareness of movement. Instead of another command, such as "straighten your back," he makes the observation, "at 12:00 the spine is erect." This shift from instruction to description and inquiry is characteristic of Feldenkrais lessons. Learning the movement, per se, is not the aim of the lesson. The aim is to increase awareness of the process of moving, an awareness which will improve the quality of all actions.

Feldenkrais encourages the student to simply watch and feel the movement as it happens. Repetition encourages a trance-like state of heightened awareness, during which the student can release unnecessary effort, improve movement quality, and transcend habitual limitations.

Pacing and Leading

> "...And the head is high... and, then, 6:00, the whole strain is gone, the knees drawn together, the spine rounded, the head leaning a bit forward... So, keep on, 12:00, 6:00, 12:00, 6:00, paying attention to the knees... to the pressure in the back... to how the head is drawn in between the shoulders at 6:00..."

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Using neurolinguistic terminology, it is apparent that Feldenkrais "paces" the student by describing the ongoing kinesthetic experience. This is also an effective technique for trance induction.

Feldenkrais moves from "pacing" to "leading" when he continues—

> "[the head] is pushed out, the neck and throat becoming longer, out of the shoulders, above the shoulders, the head higher above the shoulders."

He exaggerates what the student has already become aware of: straightening the neck when the pelvis rolls forward. However, instead of being instructed to "hold the head high," Feldenkrais's suggestion to lengthen the spine flows almost imperceptibly from his descriptive language. Leading the student in subtle increments to experience increasing grace and excellence of movement is characteristic of all Feldenkrais's lessons. He taught through awareness and sensory motor feedback, mirroring the natural processes of the nervous system.

Direct Suggestions

Later in the lesson, when the movement involves tilting the pelvis from side to side, Feldenkrais said:

> "Pay attention now, whether the knee, the right knee, and the right thigh is as close to the floor as the left,... and by becoming aware of that difference you will find that you spontaneously, almost without wishing, correct the back so that the weaker part works a little bit harder and the too-strong part works a little bit less..."

Feldenkrais both suggests a process and assumes it is occurring: moving slowly and gently, with awareness but without the intent to achieve anything, allows the nervous system to self-correct in the direction of least effort and muscular equality.

Embedded Suggestions

After introducing the movement around the "clock," Feldenkrais said:

> "Very slowly, go on, rotating, tilting your pelvis in such a way that the pressure point goes in a circle round the clock, from hour to hour, as uniformly, and as simply and as circularly as you can make it... 12:00, round and round and round... at which hours do you feel that the movement is not satisfactory, it's not round enough, it's not smooth enough, not easy enough, and as soon as you detect that, you will find that on the next arrival at the same hour, it will be better. "

This passage contains the direct suggestion: "As soon as you detect that, you will find that on the next arrival at the same hour, it will be better." Also, the language is rhythmical and hypnotic: "12:00, round and round and round." Feldenkrais' reassuring voice and steady tempo helped establish the movement's rhythm and quality.

Feldenkrais emphasized the words, "satisfactory," "round," "smooth," and "easy," thereby "embedding" postive suggestions in a negative syntactical construction.

Imagery

Feldenkrais integrates all sensory systems of the brain in the Pelvic Clock. Listening to the instructions and performing the movements involve the sensory motor and auditory systems of the brain; the "clock" adds the visual system.

Part III of this series will explore how Feldenkrais accessed neurological knowledge through motor-regressive movements drawn from infancy and foetal development.

Mark Reese, Ph.D., worked with Dr. Feldenkrais for eight years, and since 1983 has been one of the foremost teachers of the Feldenkrais Method. Mark has published two papers comparing the work of Moshe Feldenkrais and Milton Erickson and has presented at numerous mental health and physical therapy conferences. He has led professional training programs and advanced trainings for Feldenkrais practitioners throughout the world, and will begin a teacher-training program in the Feldenkrais Method in Los Angeles in March, 1991.

In 1983, Mark Reese and David Zemach-Bersin formed Sensory Motor Learning Systems, an institute which develops Feldenkrais-based health and fitness and movement programs and audiotapes, including Relaxercise and TMJ Health. They are co-authors of Relaxercise (Harper and Row, 1990).

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YES, VIRGINIA, THERE IS AN NLP

by Douglas J. Sauber, M.Ed.

There has been much discussion in the NLP community recently about the ways in which NLP has grown and changed. It is of course true that many different techniques have developed out of the NLP model, some being new forms of old techniques, utilizing different patterns, and some being new techniques that allow practitioners to reach previously unreachable outcomes. In addition, other technologies have been blended with NLP technology to create new, synergistic systems. However, it may be useful to remember the core "truths" of NLP, that which makes NLP worth learning and which may be getting lost in the explosion of creativity.

As Robert Dilts noted in his keynote address to the 1990 NANLP annual conference, NLP was not created as a name for a series of techniques, but was the name given to a way of thinking about the ways in which people construct their own "realities." NLP was originally, and is still today, most powerfully a way of thinking about how people understand themselves, the world, and their relationship to the world. NLP is, at its core, a set of assumptions about how people process and communicate.

In its most basic assumptions, like "the map is not the territory," and "resistance is a comment about the communicator," NLP creates a framework for understanding how to relate to others in the world; that framework is reflective of advances in the philosophy of science in the past thirty or so years, but which had no practical behavioral tools before NLP. Writing about implications of "the social construction of reality" in A Critical Psychology: Interpretation of the Personal World, E.V. Sullivan pointed out that

> "An action or set of actions is interpretable if it can be said to fall under some meaningful schema of interpretation. An action is said to lack intelligibility if it cannot be said to fall under some schema or mode of interpretation. An action in an instance of this kind is judged meaningless. It is important here to emphasize the relational quality of intelligibility. An action, in the end, is not intelligible only from the point of view of the agent but is also dependent upon the interpretive schema of those who receive the expression to interpret."

NLP goes beyond Sullivan to understand that no communication will be meaningless; rather, a communication act will always be interpreted according to the schema (or "map") of the receiver, whether or not that map is a match for the map of the communicator. The receiver of a communication will always have some map, some model of the world through which to understand the sensory impressions being received. NLP assumes that no two individuals will have the exact same maps, and that all understanding of the world is done in the context of an individual's map. Thus, all communications will be misinterpreted, at least from the point of view of the communicator. Communicating with any other human being is similar in kind to communicating with an alien creature; it is only the extent of the difficulty which may be different.

The genius of NLP is in its orientation to observing and learning about the aliens in our world, and in the development of a set of specific behavioral skills for doing so. When NLP trainees learn that the essence of communication is in the response it elicits, in its effects on the other person, they learn the essence of NLP. When they learn how to observe the other person, to see and pay attention to skin color changes, to see and hear the cues to brain functioning and understand the significance of the different ways in which brain can be used, they are learning NLP. In fact, I could go further and suggest that it doesn't really matter which patterns are taught; the essence of NLP is in learning to believe in, pay attention to and value the patterns of behavior, thinking, feelings,and valuing of others. If nothing else was learned, NLP would still have been learned.

NLP is not about change techniques. NLP is not collapse anchors, or 6-Step Reframes, or swish techniques. This is not to devalue these or any other techniques; they are valuable additions to the repertoire of any person who wants to work with and be of service to other human beings. But they are not the essence of NLP. So, when people say that NLP has changed, or that we don't know what NLP is, I say: NLP is a set of assumptions and behavioral techniques for valuing, attending to, and responding to the individual, personal realities of every human being.

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Letter to Editor

June 1, 1990

Dear Editor:

After reading Wyatt Woodsmall's article entitled "The Prisoner's Dilemma" in the May issue of the Rapporter magazine, I feel compelled to voice my opinion.

Wyatt makes plain his positive intentions for expressing himself when he indicates his desire to have NLP grow, flourish and survive. I personally share Wyatt's positive purposes and regard these meta-outcomes as "good, right, just and true."

On the other hand I must admit, I feel annoyed that a man who declares, "it is time for members of the NLP community to face the undeniable fact of the existence of evil" could be and has been elected president of NANLP, an organization which aspires to present the art of NLP to this nation and the world.

I feel annoyed that we have a president-elect who is apparently convinced that "People behave this way (evil) because the unconscious also contains dark forces and people are easily overcome by the dark side or the shadow or the 'monsters of the id.'"

I feel annoyed that we have (unwittingly, I presume) elected a man who insists that we "abandon" a presupposition which is, in my opinion, the true heart of NLP, namely that "the unconscious mind is positive."

In short, I respect Wyatt's right to his personal opinions and I agree with his positive purposes in demanding the abandonment of a fundamental NLP presupposition; however, I find this behavior unbecoming the president-elect of NANLP, a position which at the very least, implies enthusiastic support of NLP's underlying structure.

In view of Wyatt's recent disclosures as outlined above, I respectfully invite the NANLP community and the board of directors to review the presidential election policies which have resulted in this political anomaly.

Sincerely,

Robert McDonald

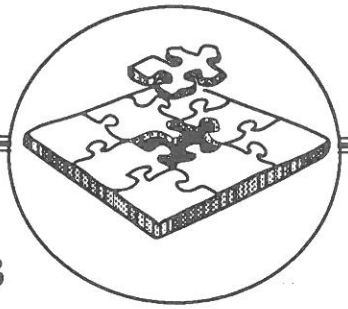
Editor's Note: for a copy of Wyatt's article, send $4 to Rapporter, *740 E. Mingus Avenue, #2013, Cottonwood, AZ, 86326*

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NLP Presuppositions

NLP was founded on a set of "presuppositions," or useful assumptions about people and the world. We don't necessarily believe that all of these are "true" in every instance, but acting as if they were true is very useful.

The map is not the territory. We all have different maps of the world. No map reflects the world completely and accurately.

Mind and body are part of the same cybernetic system. Mind and body affect each other.

The meaning of the communication is the response it elicits.

Resistance is a comment about the communicator.

If what you're doing isn't working, do anything else.

People make the best possible choices with the information they have.

The element with the most flexibility will be the most controlling element in a system.

Behind every behavior is a positive intention.

There is no failure, only feedback. If something doesn't work, you can utilize that as feedback and try anything else.

If one person can learn to do something, anyone else can.

People work perfectly. No one is broken.

Every behavior is useful in some context.

Choice is better than no choice.

People have within them all the resources they need.

Anything can be accomplished if the task is taken in small enough chunks.

Murphy's Presuppositions

You've heard of Murphy's Law? Murphy's Law is this: "If anything can go wrong, it will." I recently learned that Murphy's bad luck stems from his model of the world which includes the following presuppositions:

The map *is* the territory. We all have the same map of the world and it is the correct one. Our map reflects the world completely and accurately.

Mind and body are completely separate systems which are not connected in any way. Mind and body do not affect each other.

The meaning of the communication is what the sender intends. The response of the receiver is irrelevant.

Resistance is a comment about the receiver.

If what you're doing isn't working, keep doing it.

People make the worst choices with the information they have. Everybody could make better choices if they would just try harder.

The element with the most rigidity will be the most controlling element in a system.

Behind every behavior is an evil intention.

There is no feedback, only failure. If something doesn't work, you have failed. Give up. Don't try anything else.

If one person can learn to do something, no one else can.

People work terribly. Everyone is broken. Everyone needs to be fixed.

Most behaviors have absolutely no useful context.

No choice is better than choice.

People just don't have enough resources. They need to get their resources from others.

Anything can be accomplished if the task is taken in big enough chunks.

Letter to Editor:

Dear Editor:

I am concerned about the upcoming presidency of Wyatt Woodsmall in light of his recent article, "The Prisoner's Dilemma," in *The Rapporter*. I think that the article indicates a degree of confusion about the very fabric of NLP that is incongruous to the position of presidency.I am writing this out of a sense of caring about the future of NANLP and the future of NLP.

Wyatt states: "There are three of the fundamental presuppositions underlying NLP which leave NLP open to potential misuse and abuse....I call these the myth of power, the myth of positive unconscious intent, and the myth of the ecology of the outcome frame." I have seen many lists of NLP presuppositions, and I've never seen "power" or "the ecology of the outcome frame" on any of them.

On the first page of his article, Wyatt states "Perhaps the greatest disservice ever done to the NLP community was the inclusion within it the idea of 'personal power.'" Wyatt uses "power" and "personal power" as if they were the same. On the second page of Wyatt's article, Wyatt's own advertisement states "The power of NLP comes from modeling experts..." (underlining mine.) If power is so bad, why is Wyatt selling it? Wyatt is violating his own proclamation.

Although the concept of personal power is not an important one to me and I don't consider it an integral part of NLP, I think it is quite possible to use it without violating cybernetics. If one equates "personal power" with "effectiveness," then clearly one has more personal power the more one applies cybernetic thinking.

Wyatt states that "It is undeniable that people often behave in ways that are wrong, bad, false, misguided or downright evil. How is this possible? People behave this way because the unconscious also contains dark forces and people are easily overcome by the dark side or the shadow or the 'monsters from the id.'"

I am in strong agreement with the presupposition "Behind every behavior is a positive intention." ("Positive" in the sense of "universally acceptable and good.") I have found it to be a very useful model, even in instances in which the presenting behavior is clearly negative. This model works.

Agreeing with the positive intention behind the behavior is not the same as condoning the behavior. Often the behavior is negative and must be stopped, while the intention is positive and must be maintained to have a truly ecological outcome.

Every client I have worked with has had positive intention behind their behavior (at least, we elicited one). Sometimes the first intention the unconscious communicates is not positive, so we just keep eliciting the meta-intention until we get to something positive. For instance, the behavior may be falling asleep while driving, the intention behind that may be to kill the person, the intention behind that may be punishment, the intention behind that may be self-improvement. Who would argue with self-improvement? Obviously, the behavior of falling asleep while driving does not actually accomplish self-improvement very effectively and ecologically. However, by honoring and maintaining the meta-outcome of self-improvement, we are very likely to get unconscious agreement to change the behavior to something that is ecological.

I have known clients to become very stuck by being fearful, distrustful, and unaccepting of the part of themselves generating certain behaviors. This scenario, often created by a model of "the evil unconscious," damages the person's internal rapport. When they are out of rapport with the part of them that runs a behavior, there is little they can do to change that behavior. They have ex-communicated the very part of themselves that can change the behavior. This is why I find the model of "the evil unconscious" unuseful.

The more I have applied the model of "positive unconscious intent" to myself, the more internal rapport I have had, and the more effective I have been with others. To me, the presupposition of positive unconscious intent is at the heart of what makes NLP effective.

I believe Wyatt, too, has positive intent behind his behavior, and that he is using the best choices available to him according to his map of the world. In talking with Wyatt,one of his intentions is to make NLP more responsible, and that is commendable. Unfortunately, his map of the world includes negative unconscious intent. Thus, his resulting behavior (as represented by this article) is something that does not fit within the framework of responsible NLP, in my opinion.

In rebutting the ecology of the outcome frame, Wyatt states, "The problem is that what is 'desired' is not always 'desirable.'... NLP all too often becomes a tool in the service of the ego getting what it desires. This has led to much therapy which is satisfying to the ego but is, ultimately, in the worst interest of the individual and humanity."

I can notice a lot of differences between the useful application of the outcome frame and "unchecked ego gratification." It is true that, often, the conscious outcome the person walks in with is not well-formed and is not ecological. In those cases, I do not use my NLP skills to help them get that outcome.

When I am helping a person formulate a well-formed outcome, we take into account both conscious and unconscious parts, at the level of their positive intent. Everyone that I have worked with has had parts of them that want love, peace, wholeness, balance, relationships, identity, health, and other positive things. When I employ a methodology that respects and maintains all of these positive intents, the result is a well-formed outcome. How is it possible for this methodology to result in that which is "in the worst interest of the individual and humanity," as Wyatt suggests?

Again, I believe Wyatt is making the best choices available to him, given his model of the world. After putting myself in second position with him, as best I can, I cannot help but feel sympathy for him. If you can do this ecologically, imagine what it would be like to apply Wyatt's model of the world to yourself! If you believed that your unconscious mind had evil intentions, and you believed your conscious mind or "ego" was dangerous and might want what is in "the worst interest of the individual and humanity," it makes sense that you would be distrustful or fearful of the outcome frame. Yet, clearly, there is a need for change.

(This is a good time to step out of second position, see it over there, take a deep breath and remember now what it's like to recognize that behind every behavior is a positive intent!)

Although I think it is useful to have dialogue about potential ways to improve the field of NLP, I object to Wyatt's inflammatory style. A few quotes: "It is time for all responsible NLPers to turn back from the gates of lunacy and disaster...." "By failing to take a stand, NLP countenances all manner of antisocial and inappropriate behavior....Even worse, like the "myth of power" the "myth of positive unconscious intent" has led members of the NLP community both to engage personally in inappropriate and sociopathic behavior and to tolerate and justify the behavior of those who do." "Most of all, it is time for members of the NLP community to both 'be known by their positive actions' and to publicly condemn the behaviors of those members of the community who engage in irresponsible acts." "The situation is worsened by the tendency among therapists to play the role of whores and give people what they want for fear that they won't come back."

I think it is important for members of NANLP to know the kind of rhetoric that is now published by our president-elect. I think that what is called for is greater involvement from people who care about the NANLP community to assure the continued growth of our organization in a positive direction.I am curious about the responses of other members of NANLP.

Sincerely,

Tamara Andreas

NANLP LITERACY

by Susan Scherer

During Tim Hallbom's first official meeting as the 1990-1991 President of NANLP, John Parmater and I presented the literacy project and asked the members to support literacy as a NANLP mission. The members said, "Yes, let's do it!" and officially voted literacy as NANLP's mission for the next three years.

Reading is at the heart of an abundant life. Lives change when people learn to read. Literacy volunteers are often told "Thank you - you changed my life. You gave me the tools to succeed in this life." This project gives NANLP another way to give our skills to those who need them.

How can you participate? Check with your local Literacy Initiative Program. Ohio alone has 600 literacy centers. You can work in many areas: teaching English as a second language, teaching reading, working in the schools as a tutor, working with learning handicapped and attention deficit disordered, teaching prisoners to read, and so on. The need to learn to read cuts across all segments of our society.

U.S. Statistics indicate that 23 million Adult Americans are functionally illiterate. As much as a quarter of the labor force lacks the basic reading, writing and math skills necessary to perform successfully in today's job market. 10% - 30% are learning disabled. Illiteracy affects one-third of the mothers receiving ADC, 85% of the juveniles who appear in court, 50% of prison inmates, and 50% - 75% of the unemployed. The United States has one of the highest adult illiteracy rates in the industrial world. NANLP can make a great impact on those who fall into these categories. What an exciting time we have before us!

This Newsletter will carry information about programs and methods that are effective in the teaching of reading. The new Public Education Committee of NANLP has been asked to accept this project as part of their mission for the 1990-1991 period. Steve Pyle and his committee have extensive plans for developing and reporting effective public education tools.

Also available for help is Ms. Edie Poling, the Central Ohio Coordinative Agency, 90 West Broad Street, Columbus, Ohio 43215, phone: 614-645-7862. She has access to the national listing of Literacy Projects. She will be happy to answer any questions and to help you find a local project. And certainly John Parmater, 614-457-6759, and I will be happy to talk to you about the potential for you and your group.

Ralph Waldo Emerson wrote, "To laugh often and love much, to win the respect of intelligent persons and the affection of children; to earn the appreciation of honest critics and endure the betrayal of false friends; to appreciate beauty; to find the best in others; to give one's self; to leave the world a bit better, whether by a healthy child, a garden patch or a redeemed social condition; to have played and laughed with enthusiasm and sung with exultation; to know even one life has breathed easier because you have lived - this is to have succeeded."

And what a great opportunity this is for all of us!

Susan Scherer
Secretary
NANLP Public Education Committee
P.O. Box 16147
Columbus, Ohio 43216
614-442-1946

Literacy Project

by John Parmater

Project Mission

- To raise the level of literacy in the world by giving our time, our energy, our creativity and our technology.
- To enhance the technology of literacy training.
- To provide additional resources to existing tutors and literacy organizations.

Actions Taken

- The members attending the closing session of the NANLP National Conference in Beltimore voted to accept the Literacy Project as a NANLP mission for the next three years.
- The NANLP board appointed John Parmater as Committee Chair, Literacy Project.

Volunteers

People who have volunteered to help with the project are:

Barclay McMillan; Canada

Ann Gardner; Brooklyn, NY

Jane McCann; New Zealand

Colleen Kenny; Canada

Susan Scherer; Columbus, OH

France Camerlynck; France.

Tasks

We need volunteers to assist with any of the following activities:

Make a booklet or packet to send to members who want to get started

Set up a tracking system to track hours, clients, advances in methods, trainers trained

Develop workshop formats to teach tutors relevant NLP skills

Develop a workshop format to teach city, county and state employees and volunteers, and others in NLP methods relevant to literacy

Find out more about corporate literacy activities and report on them

Speak at regional conferences on the Literacy Project.

Wondertree Learning Center

New Choices in Learning

An Interview With Brent Cameron by Tamara Andreas

Have you ever wished that your school teachers had had NLP? Wondertree Learning Center, in Vancouver, British Columbia, brings to life the structure of NLP in a learning environment very different from the traditional classroom setting. Tamara Andreas interviews Brent Cameron, founder of Wondertree. Their program, which aims to bring out the unique genius in each student, began six years ago upon the request of a six year old to "keep doing what we have been doing at home, because kindergarten isn't very interesting."

Tamara: How do you apply NLP principles in your school?

Brent: What we are doing is creating a relationship based on ecology, which to me means that every system within a given dynamic relationship wins.

In a typical adult/child relationship, the child has a greater number of choices than the adult, so on a subtler, unconscious level, the child is in control. Yet the adult is operating on the assumption that they are in control of this relationship.

Because the adult believes that they should be in control of the adult/child relationship, they typically set out to diminish the number of choices of the child to gain control of the relationship. They do this by restricting, by saying "You can't, you must, you should."

My role is not to diminish the choices of the child, but to increase my choices. If my repertoire of behaviors, responses, choices is greater than the child's, then the child will look at me and say "Ah, mentor." So then we have a situation of modeling rather than authority, and I think real learning takes place in a modeling domain rather than an authority domain.

Tamara: So one of the presuppositions that you have embodied is that choice is better than no choice.

Brent: Yes, or better than limited choices. What I'm dealing with is quantity of choices. I think the bottom line is that every organism is, by design, in a more optimum state when they have more choices.

The public school system is a paradigm based on the factory. It was designed in the industrial age with the idea of having a number of children, who were assumed to be inert, empty containers who could be put on an assembly line and run through a factory-like process called the education system, thereby creating a great amount of learning. It presupposed that children didn't have choices. It presupposed that children were passive, that they didn't have rights of choice and they in fact were not even individuals with personalities or feelings but rather disenfranchised entities.

Tamara: How is your learning environment different from a traditional school room?

Brent: First of all there is no classroom. What we have is a center which probably looks more like a very dynamic office where people are operating as co-managers who are creating a unique and innovative project/product. The children come because they want to be there, because they are excited by, and enthusiastic about what they are doing. They are learning in the context of creating, working together as a team, tackling innovative and unique projects that they have co-designed as managers of their learning environment. Basically every child is interested in making sense of the world around them as they discover it, as they live it.

I don't know of any other educational system that is as dynamic and as topical as Wondertree because it emerges from the issues of today. When the Chinese students do something in Tiananmen Square, when logging companies move into a first-growth forest, when Jane Goodall shows up in town, when any event happens in the experience of the children, it becomes their curriculum. They bring to the center what they are living in the world.

The center then has no walls. Wondertree is not designed like the public education system to be a socialization of children, to be an embedding of culture into a child. It's designed to be an environment in which the adults in that environment support the natural unfolding of the inherent genius in each child.

Tamara: How else does NLP come to play?

Brent: Part of what we're doing is modeling people who are demonstrating excellence globally and who make significant contributions to the ecology of the entire world as we know it.

In the past few years we've become aware of Jane Goodall's work. We've been very interested in her observations of chimpanzees and the kind of nurturing environment that chimpanzees have created in the wild. I think something that's unique about children is their interest in animals and their identification with animals.

One of the things that we discovered about Jane Goodall, in looking at her as a model, is that she is living her childhood fantasy. Her mother gave her a chimpanzee as a child. Her emerging enthusiasm became a fantasy and she read books about Africa and decided in her childhood that she would spend her life working with animals. She then spent her adult life fulfilling that fantasy, working and living from her enthusiasm about nature and its integrity.

This is another NLP idea, that we want to be powerful in our environment, in our context. We don't want to be passive victims or observers, we want to acknowledge and participate in relationships that are working in the world. We want to be part of the solution.

I think the people in the world who really succeed are people who are living their enthusiasm, whose joys and enthusiasms about life are in fact their vocations. Consequently, Wondertree works so well because I am supporting the children to learn within the context of their enthusiasm, the enthusiasm creates the curriculum. I'm working directly with what the children are enthused by and that creates the curriculum.

The kids have meetings and through consensus and democracy they hire consultants, they hire models they can learn from and they direct and orient my activities through their collective choice.

Every September and every January, the kids meet with about 20 adults that I and the parents and the kids bring into the program. Each of these adults does one session for the kids. So the

Aikido teacher will do one Aikido session, the computer programmer will show them what he is doing, the writer will say this is the kind of thing I have to teach. The kids have a budget and they hire eight - twelve of these adults as consultants, depending on how much these people charge. They decide this on the basis of consensus. They hired an African drummer, a clown, a Japanese person to speak Japanese. They choose adults that in fact have choices, options that the kids are interested in.

Unique skills emerge from each individual child. As soon as I see these skills emerge I find a place in society where leaders in a field are working in a parallel way with these children's skills. Our school meets four days a week, which allows one day a week for mentorship.

I have one 14 year old boy who came to me about 5 years ago because he was failing in public school. He was psychologically, emotionally, socially and intellectually a disaster in the public system. He was an incredibly visual child who, in the auditory environment of public school, had no leg to stand on.

In the Wondertree environment, he was supported for his unique skills and his unique strategies for organizing information, for getting information from the world.

I went to the most prestigious architectural firm in our country and showed them this boy's work. They became interested in him and our program and met him. He has been mentoring there for about a year now. He has been given a desk. He works in and amongst 15 of the top architects in Canada. He works there one day a week as a colleague. They bring him their design problems. I have been told by the chief architect there that this boy has some skills and abilities that are equal to their most highly trained people.

Tamara: That's phenomenal! What other examples of mentoring are happening?

Brent: One boy just started a mentoring program in computer programming. The company he worked with was putting on a demonstration to a group of doctors whom they wanted to have as clients. As they were presenting a unique way of representing medical information, there was a bug in their program. The 12-year-old who had been with them for two weeks found the two errors in their program and fixed them in fifteen minutes in front of all these doctors and got them some business.

Tamara: That's wonderful. Besides your focus on mentoring and modeling and giving children choices, what in your mind is the essence of the program?

Brent: The essence of the program is the awareness of each individual child and the opportunity for the child to naturally express and develop this inner integrity and wisdom within a meaningful context of others. In Wondertree we learn about culture, rather than having it imposed, and consequently the patterns of language, behavior and beliefs emerge as a new paradigm and a creative possibility.

Tamara: I wish this program had been going on in Kansas a few decades ago! This sounds a lot better than the system I went through.

Brent: Wondertree seems to touch a cord in many people.

Tamara: It certainly does in me. Thank you for this interview.

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WYATT WOODSMALL AND TAD JAMES

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Walk our Talk

by Steve Pile

While each of us experience NLP differently, NLP offers ways to get beyond the boundaries of our present way of thinking by finding new perceptual space to live out of. At a higher level NLP "has a wisdom," as Robert Dilts would say, and speaks to us about enriching the whole human identity in a recursive, continuing process. One of our fundamental principles, articulated by Korzybski over 50 years ago is that the map is not the territory. This should ultimately lead to a deep respect for all world views as being equally valid, while at the same time holding the promise of immeasurably enriching those views.

Apparently there are many maps of the world that are being acted out of in a way that creates addiction, conflict, mediocrity, bigotry, and even war. These maps, while valid in the sense that they are only maps, are desperately in need of enrichment in the interest of system ecology. NLP offers a way to accomplish that enrichment, and that is an exciting and empowering prospect.

With NLP offering such a beautiful hope, why is it not passionately embraced by the world at large? Kuhn (The Structure of Scientific Revolutions) when discussing why breakthroughs in science aren't embraced by the present establishment, tells us: "When paradigms enter, as they must, into a debate about paradigm choice, their role is necessarily circular. Each group uses its own paradigm to argue in that paradigm's defense."

This circularity makes it impossible to settle the question of paradigm choice by logic and experiment alone. In the field of NLP, we may recognize this stuck pattern as typical of the struggles that go on with a person, a family, or a social system. And we have techniques that offer a way out. Surely NLP can also offer a way out of our own conflict with other models and beliefs. That is our paradigm, isn't it?

Perhaps too frequently we have subjected other paradigms to intellectual argument or even ridicule, ourselves falling into a circular and infinite game. We have also created a language which is often exclusionary. Factions develop around language created primarily as a marketing tool, and some observers would say that our language seems to have become the territory. To educate the public about NLP in a way that brings more people into our world, we must walk our talk. We must attend to ecology, outcome, and especially rapport, and somehow communicate with "the public" as if we were actually practicing NLP.

Public Education About NLP

Between workshops at the Baltimore NANLP conference, I phoned a colleague back home who was doing an experimental workshop exploring the conflict between work and family. When I reminded him where I was he said, "NLP, oh yeah — everybody's mirroring each other, right? (Heh, Heh)." Defensively I told him that I knew of no workshops on mirroring, but there looked to be some good stuff on co-dependency. Also, the conference seemed to be more visionary and perhaps was even acknowledging more heart for NLP. He expressed surprise and mostly doubt. I joked that there was another workshop that promised to cure flat feet. He liked that one because it fit his belief system about NLP. I gave up for the moment, reflecting on the number of times people outside the NLP paradigm have left me with the parting shot, "still seems like manipulation to me."

Tim Hallbom caught me during a conference break and asked if I would chair the newly formed NANLP Public Education Committee. Good timing, Tim. What an opportunity to work through my own difficulties in presenting NLP to the larger world by direct involvement in something I deeply care about. The quality and diversity of people involved in NLP is already making a difference in the quality of life for thousands of people. By even more support from each other and our networks, the decade of the 90's can see an unprecedented growth of the human identity through the learnings of NLP. I know of no community better equipped with the means.

Toward a Vision

In his keynote address to the 1990 NANLP conference, Robert Dilts quoted an European executive client: "Leadership is the commitment to creating a world to which people want to belong."

That may raise the fundamental question for the newly formed Public Education Committee. How do we create an awareness about NLP that invites people into our world?

Robert also challenged us in the keynote to look beyond traditional organizational structures for NLP. It seems we do need more than a traditional committee to be able to answer the above question to an audience that could include billions of people.

For some of us, the word "committee" stirs an uneasiness, as the internal representation evoked may tend to be self limiting. Perhaps a better description is that of a Public Education Network, operating more as a "mind" than what we normally think of as a committee. A network joining people by communications at multiple levels and paths that creates global thinking and action. Where we find it difficult to say who came up with what idea into action, but clearly there is action born out of the collective mind, a kind of neutral network model. So we would like to engage as many of you as are willing in this effort.

One action already initiated at the Baltimore conference was to encourage members to involve themselves in the literacy movement. Systems are already established in the U.S. under the National Literacy Program (?) in which training materials are provided and a structure to either start or join a local activity. The NLP community will bring our special skills to the effort, and join with them in their world.

A beginning to the network took place over lunch the last day of the Baltimore conference — Susan Scherer, Lynn Lawrance, William McDowell, Jim Lawton, Vince Santucci, Cheryl and Jim Wherry, Dewey Cochrum, Fred Waddell, and myself. Several other people have already pledged their future involvement, including Robert Dilts as an active advisor to our efforts. The luncheon group generated beginning ideas, and from that we have created a questionnaire and input form aimed at making this a large NANLP community effort.

Please join us as we formulate strategies for the 90's for communicating about the NLP world. Both NLP and the greater world can be transformed by the experience.

Please answer the questions on page 24 and send to me. We will report on the results in a subsequent issue of this journal. Thanks! (See next page for public education committee.)

CALL FOR NOMINATIONS

Official Request For Nominations For Board of Director Positions With The National Association Of Neuro-Linguistic Programming

Nominations are requested for the following positions:

PRESIDENT ELECT
VICE PRESIDENT OF PROGRAMS
TREASURER
NORTHEASTERN REPRESENTATIVE
SOUTHEASTERN REPRESENTATIVE
CENTRAL REPRESENTATIVE
WESTERN REPRESENTATIVE
EASTERN CANADA REPRESENTATIVE

The nominating committee will consider all names submitted and select two to appear on the ballot for each office. Please help your organization by submitting nominations. Your nominations are valued and appreciated. Feel free to send information supporting your nominations.

Deadline: October 1, 1990

Send nominations to Kay Grask 1310 Norwich court, South Bend, IN 46614

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Kay Grask Showers Appreciation on Members

At the NANLP Conference in Baltimore, Kay Grask, 1989-1990 President of NANLP, expressed her appreciation to several people who had been especially helpful in her year as president of the association. Her are some highlights from her comments.

Neva Arnold: Your generosity of time and effort and your ability to organize have been instrumental in allowing our conferences to continue to be of high quality.

Lyle Chubb: I want to recognize you for your management of the research component and express my deep appreciation for all the skilled and masterful efforts by you and your team.

John Parmater: You took over publication of the Connection with little or no transition time. Each issue is an improvement over the last. If you keep this up we will need to be thinking about a journalistic Emmy.

Rene Willet: As our first leader, you served to inspire and motivate us through your gentle theme of putting the human touch back into NLP. On the board, we watched you sniff out the golden nuggets from less popular ideas and move these to center stage artfully, while valuing all positions.

Robert Dilts: You are a leader, a performer, a composer, and an inventor. You are gentle, bright, and eloquent. I am pleased with your acceptance of our request that you join NANLP's advisory board. We welcome your advice.

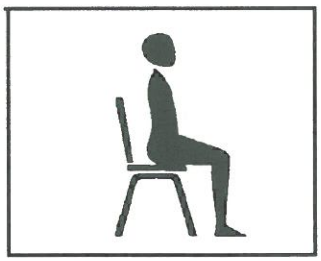
Anne Linden: This is a proud moment for me - to welcome you to our advisory board. You are a hope and your are a promise - for the future of this organization. I task you at this moment and in the months to come to . . . ADVISE US!

Kathryn Williams: You are the last founding member to turn over the stewardship of this association to the new generation of leaders. You have been generous with your time, diligent in your responsibilities, and enthusiastic in your efforts. We honor your braveness, your boldness, your courage, and your sense of adventure.

Dot Feldman: You are perceptive, concise, short in stature and long in generating ideas. We have valued and appreciated at our board meetings your distinctive ability to crystallize ideas, honoring and validating opposite points of view.

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Laura Shaw: Through your spirited and eager dedication, you have encouraged us to be steady, forward thinking, and responsible.

Joyce Martello: We join with your city of Indianapolis who applauded you last year by recognizing you as "Business woman of the year."

Deanna Sager: You have represented your region with intense energy and generosity. You have done us proud and made a significant difference in the life of this organization.

Marty Lowenthal: - To steal a line form the marketplace- "membership has its privileges." Your creative efforts in developing special interest sections and your imagination in membership growth is deserving of our gratitude.

Suzi Smith: Bright - energetic - optimistic - thorough. You do what you say you will do. You organized the Western region with gusto. Your energies have contributed to the vitality and quality of this organization more than this picture could ever express.

Tim Hallbom: Your genuine, unaffected, and intelligent grasp of ideas causes us to make sensible decisions. Your are broad minded, unbiased, hospitable, progressive and energetic. Your ability to streamline ideas, embracing everyone promotes unity and candidness among the members of the board.

Suzanne Higdon: I know you wanted the Secretary of NANLP to be responsible for more than word processing. You have made it so. You have helped me in my year as president in a multitude of ways. I praise you for your efforts.

Thanks also to all committee members and all members who have made our organization viable this year. You are the ones who make a difference!

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Dot Feldman, president of Midwest Institute of NLP

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- ☐ Copy of certification enclosed if appropriate

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06 Business/Consulting
09 Athletic/Sports
10 Transpersonal/Religion
04 Medical/MD's, Nursing, Labs
01 Therapy/Counseling

Interest Sections Bulletin Board

For more information about the interest sections, call any of the following people:

Business - Dot Feldman 219-232-1405
Education - Don Blackerby 405-942-4371
Clinical - Karen Edwards 617-927-9000
Modeling - Wyatt Woodsmall 703-979-3835
Medical - Janet Konefal 305-532-2553
Training - Ardie James 808-521-0057

For general information about interest sections, call Robert Siudzinski at 904-646-2930

Public Education

Have you read articles about human behavior or NLP that you felt needed a response - in the form of a "letter to the editor" or an article telling more about some of the positive contributions NLP is making? Have there been other times when you saw something on television or heard a radio presentation that gave you that same feeling - that NLP needs to be more proactive or involved.

Next time that happens, please take the time to send a copy of the material to the Public Education Committee. Perhaps we can find someone who is an expert in the particular area to develop an approach which engages with the issue in a positive way. At the very least it will help us get a collective sense of how we are perceived by the public at large, which will assist the committee in planning our public education efforts.

Please send the material to
Steve Pile, Chairman
Public Education Committee, NANLP
828 Heights Boulevard
Houston, Texas 77007
Fax 713 870-6246

Research Database Grows

New references are continually added to the research database. For information, contact Lyle Chubb at Creative Growth Unlimited, 510 West Union Street, Newark, New York, 14513. (315) 331-0411.

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Questionnaire

The NANLP Public Education Network wants to know your opinion.

1. If you could describe a vision for public education about NLP, what would it be?
2. When you think of "Public Education about NLP," who specifically, is the public? Who are the important factions?
3. I you were to observe the public talking about NLP, what would you like to be hearing (seeing, feeling...)?
4. What is the message we are trying to deliver?
5. How will we know we have educated the public about NLP? (Please give some specific examples.)

Please send your response to:
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