

Genius *genius code* Code

Guiding you into the realm of genius

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Win Wenger

Genius Code

Personal Learning Course

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 Learning Strategies Corporation

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Cover design and illustrations by: Wendy Barratt

ISBN 0-925480-44-4

FIRST EDITION April 2002

Printed in the United States of America

Learning Strategies Corporation

Innovating ways for you to experience your potential



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Welcome

What if you were brighter than you think?

Have you ever told yourself that you cannot do, be, or have something? Why then can someone else enjoy more of the abundance that life has to offer? Imagine the excitement of owning unlimited resources in a private storage area and the key to access them. Human development experts including biologists, neurologists, and neurocognitive scientists have shown that you possess inner resources enough to soar through life and make profound contributions in the world. If you have been conditioned to believe less of yourself, then you may have been missing *one key factor*. Think of it as your access code.

We have teamed up to reveal the amazing but simple secrets for discovering your *personal access code*. Use these secrets to activate your capacities for genius. Although these secrets have been described in great writings throughout the ages, virtually no one has ever taught them in school.

Now we are ready to show you how easy it can be to access your own **Genius Code**. This personal learning course will help you gain new tools for genius. In the true fashion of some of the world's greatest thinkers, such as Galileo, Davinci, Tesla, Edison, and Einstein, you will learn how to use your mind for your own creative problem solving. With these approaches you will learn to think broader and deeper and face challenges with new skills for decision making.

All that you find here is predicated on the notion that you are much brighter than you may think. You have an astounding neurological heritage within you and vast abilities that can be used to improve the quality of life for you, your family, friends, and community. It is our sincere desire that you "crack the code" on how to receive the gifts of your brain's genius. Start using your greater resources today so that you can enjoy the immediate and far-ranging benefits. Stay in touch through our Discussion Forum on our website to let us know about your successes.

With all our personal best regards,

Paul R. Scheele & Win Wenger.

Quick Start

- 1) Preview this manual to get a sense of what is in store for you.
- 2) Listen to the first audio session, where everything you need will be described step-by-step. The audio sessions are purposefully sequenced for you to achieve best results. Simply listen and follow the instructions.
- 3) Listen to the Genius Code Paraliminal Learning Session to prime your mind. Begin listening today if you choose. With it as preparation, you might find it easier to absorb and use the information you gain from the course. Then, after you finish your course, listen to it again for review and reinforcement. It will help you integrate and benefit from your new skills long into the future.
- 4) Establish goals now. When you clearly state what you want from this course, the resources of your genius are able to communicate the best ways and means to achieve it. Make a list of personal or professional problems you would like to solve as well as positive gains you want to enjoy in the “Personal Journal” section of this manual.

Monitor your progress. Keep track of positive changes in your life in the “Personal Journal.” Refer to these notes when you repeat the course. You will be amazed at how quickly you have adjusted to a higher level of functioning and how *far* you have progressed.

Course Benefits

Find the personal access code to your inner resources.

Enter the realm of thinking like a genius.

Meet the “Oracle-On-Demand” within you, a more important ally than Aladdin’s genie.

Reach through time and space to extract the wisdom of the ages.

Solve any personal or professional development problem with startling creativity.

Supercharge your intuitive powers.

Refine your competence in every area of your life.

Accelerate the speed of learning anything.

Gain immense internal support for your objectives and goals.

Enhance self-confidence in all fields of endeavor.

Make everything you do in life more rewarding

About the Authors

Paul R. Scheele

Paul Scheele co-founded Learning Strategies Corporation in 1981, where he serves as its Chairman and Director of Curriculum and Instruction. Learning Strategies develops and publishes books and personal learning courses for self-improvement, education, and health.

With degrees from the University of Minnesota and the University of St. Thomas, Mr. Scheele is an authority in the fields of brain-based Accelerative Learning, Preconscious Processing, and Neuro-Linguistic Programming. Mr. Scheele has consulted with individuals and companies since 1975, designed and delivered over 40 different programs relating to professional and personal development, and developed PhotoReading, a revolutionary reading system for processing the written page at 25,000 words a minute.

The author of two books, *The PhotoReading Whole Mind System* and *Natural Brilliance*. Mr. Scheele has also produced a unique line of audio learning programs including 22 titles of Paraliminal Tapes, the Personal Celebrations Series, and 12 personal learning courses such as *Genius Code*.

Win Wenger

Win Wenger, Ph.D., is a pioneer in the fields of creativity and creative method, accelerated learning, brain and mind development, and political economy.

Formerly a college professor, Dr. Wenger is a trainer renowned around the world and the author of 48 published books, including his breakthrough text of techniques to facilitate scientific discovery and technical invention, *Discovering the Obvious*.

His main texts of education-related and growth techniques are *Beyond Teaching and Learning*, *How to Increase Your Intelligence*, and his most widely popular work, *The Einstein Factor*, co-authored with Richard Poe.

Win Wenger has also founded the unique nonprofit organization Project Renaissance, dedicated to increasing individuals' potential and accelerating the dawning of a new Renaissance. The Project Renaissance website contains major inventions Win has released into the public domain, reviews of his books, descriptions of the creative problem-solving techniques he has developed, up-to-date schedules of events and training courses sponsored by Project Renaissance, and a wealth of other material of interest to those concerned with increasing effective **IQ**, enhancing creativity and problem solving, and sharing their ideas with like-minded others.

Course Outline

1A & B -Introduction

Purpose: Move into a new realm of learning from your vast offline or nonconscious resources of mind while developing a sense of trust and comfort in the course format, and to gain a clear idea of the main principles of the course.

Consider that you are brighter than you may have been led to believe at school. This course can be your vehicle for discovering how bright you are.

2A - ImageStreaming

Purpose: Discover the ImageStream of your nonconscious mind. Learn the technique and hop right in. Bridge brain resources and open channels to increased intelligence. Begin receiving key information your inner genius. Includes *Fast Finish* accelerated audio session.

2B - Receiving Information From Your Inner Genius

Purpose: Increase the flow and richness of the ImageStream. Begin learning your personal Genius Code for decoding key (encrypted) information from the ImageStream.

3A & B - Leaping Over-the-Wall

Purpose. Gain greater skills in using the ImageStream, specifically for problem solving. By using the elements of speed and surprise, you may be able to outrun the “editor” function of the conscious mind. Includes the *Fast Finish* accelerated audio session.

4A - Interpreting Information From Your Inner Genius

Purpose: Further clarify the personal access code to your genius and gain meaning from the rich ImageStream that comes in response to specific questions.

4B - Activate Your Genius

Purpose: Strengthen the connection to your genius through better use of the three nervous systems: Central, autonomic, and somatic. Develop increased skills for resonating with other people’s brilliant ideas, insights, and creative processes. Includes *Fast Finish* accelerated audio session.

5A - PhotoReading and Direct Learning

Purpose: Download the brilliant work of others and have it automatically increase the quality of your thinking, feeling, and behavior.

5B - Hidden Question / High Think Tank

Purpose: Get the noise out of the communication lines between the conscious and the inner genius. Improve problem solving while increasing intuitive and creative insights. Includes *Fast Finish* accelerated audio session.

6A - The Psi Hypothesis and Dreaming for Creative Problem Solving

Purpose: Examine provocative “near-psychic” abilities available to anyone through the use of the inner genius. Debunk myths of “extra” sensory perception and prepare to discover quick access to beyond-conscious resources within. Introduce ways of connecting to the ImageStream during sleep states and using dreaming as a means to get creative insights and to solve problems.

6B - Dream Play—B: Lucid Dreaming

Purpose: Use the rich opportunity of sleep states for rapid personal development and problem solving through the technique of lucid dreaming. Experience the Paraliminal learning session *Dream Play* before going to sleep.

7A - Borrowed Genius

Purpose: Open vast channels of insight and communication with your inner genius through the technique of “putting on the head” of a master in any field.

7B - Advanced Civilization Toolbuilder

Purpose: Generate an endless supply of creative problem-solving techniques by imagining a space/time transporter and visiting an advanced future civilization that has already worked out the problems faced today. Includes *Fast Finish* accelerated audio session.

8A – Conclusion

Purpose: Wrap up the many varied techniques of the course while establishing clear next steps for success on any personal development endeavor. Prepare for the *Genius Code* Paraliminal learning session.

SESSION 8B - Genius Code Paraliminal (Creativity and Genius Activator)

Purpose. Experience a deep integration of everything presented during the *Genius Code Personal Learning Course* and ensure that your can apply the principles into everyday life.

What to Expect

Discovering your Genius Code comes from your personal explorations into the ImageStream—a rich flow of sensory impressions. We cannot hand you your personal access to the genius that resides within, but we can help you discover it.

To aid in your discoveries, you will hear a combination of coaching and exercise sessions for instructional and experiential learning.

In the coaching sessions as you reflect on the experiences you have during the course, we provide guidance and prepare you for the upcoming experiential learning exercises. Choose a quiet time to do the exercises, when you can close your eyes and explore your own subtle inner communications. Each of the experiential learning sessions begins with a three to five minute breathing pattern that progresses from a simple “relief breathing” to the “noise-reduction breathing” to the more advanced “mirror breathing.” This progressive series of breathing techniques stairsteps you from one exercise session to the next as you gain skills for increasingly beneficial effects.

Breathing Patterns

As you progress through the breathing sessions you enter a specific feeling state and take a “mental photograph” of that state and feeling. When you return to that specific state, as you often will, you can use the photograph to re-enter-----as surely as possible—that special state and feeling. You go beyond that newly reestablished state to a more developed, and ultimately more useful, effect.

Step by step throughout the course you will deliberately refine your state of awareness, memorize it, leave it, reenter it, enhance it further, memorize that, leave it, and so on, into more and more profound states each cycle.

Progressing through the breathing sessions helps you instantly access calmer states of mind to open floodgates of creativity. These ideal states are neither hypnotic nor forced concentration. Rather, you become simultaneously aware of many things happening within you.

Suggestions for Your Listening to the Experiential Learning Sessions

- Do not use the exercise sessions within the hearing range of a moving vehicle’s driver, because anyone within earshot will relax.
- Use the experiential learning sessions with your fullest attention. You will get best results if you loosen clothing to allow free circulation, take in a deeply rewarding breath with an audible sigh out, and settle back into a comfortable position.
- Soon after completing the course, you will be able to perform each of the procedures and experiences in this course better without the audio sessions.

At times you will be instructed to pause the recordings to give yourself the necessary interval for fulfilling the directions; for example, describe aloud your observations and perceptions. When you have completed that step, simply resume the audio session, Within ten seconds it will give you the next step. We encourage you to pause and re-start your audio player as a deliberate way to deepen your experience and the special state you develop for personal exploration.

How to Use a Paraliminal Learning session

Paraliminal, as derived from the Latin *para* (beyond) and *liminal* (threshold), means “beyond the threshold of conscious awareness.” With Paraliminal technology, you will hear separate messages coming into each ear, but it is beyond the conscious mind’s ability to listen to both messages simultaneously for more than a few moments. The enjoyable result is a distinct multilevel communication to each hemisphere of the brain.

As you listen, you can choose which message to attend. From time to time your attention will probably switch. Consequently, the conscious mind may perceive the recording differently with each listening, whereas the nonconscious mind receives and processes the entire message each time.

Your Paraliminal learning session gives your brain a lot of information. Although you can hear everything being said, the limited processing capability of the conscious mind cannot keep track of all the words at once. Struggling to hear and remember everything is counterproductive. Rather than bouncing your attention from ear to ear, relax into the middle, into the harmony of the voices. Let the words flow over your mind as you expand your internal awareness and relaxation. Enjoy letting your conscious mind observe the flow of ideas without concern for full understanding. The beyond-consciousness resources of your mind will process everything, and spontaneously and effortlessly the key ideas will come to consciousness as needed.

Tips for Listening to Paraliminals

- Listen to your Paraliminal learning session with stereo headphones.
- Ideally, create a quiet time to focus your mind inwardly. Choose an environment relatively free from distractions.
- Do not listen to a Paraliminal recording when driving or operating machinery.
- Sit back or recline with your eyes closed, so that you can devote your attention to learning.
- If you are interrupted at any time during the listening session, simply open your eyes, deal with the interruption, then continue where you paused.

Repeating the Course

You will learn how to perform each technique and how to actively participate in each of the experiential processes as you proceed through the course. Continue listening to each succeeding session even if you think you have not taken in all the details. During the second time through you will understand much more. Learning comes best in layers.

What listening schedule do you prefer? Choose the one that suits you best. Some people like to listen to all the sessions in one weekend or one week, and later, perhaps after reading the manual, they repeat some of the sessions several times. Other people may prefer to listen once to everything and then later repeat the whole course in several installments over a period of weeks or months and later still start over again.

There are four reasons to review material you consider important:

- 1) Whenever you perceive anything in the outside world, your conscious mind can only take in a small amount of what is available. Each repetition offers you another small selection. You can continue discovering new material by repeating a recorded session several times.
- 2) Whatever you perceive will always be filtered by your motives. On some days certain ideas can capture your attention; and on other days the same subjects may not. That is why on different days you will experience the same session differently.
- 3) Similarly, whatever you perceive one day will be filtered by what had gone on before.
- 4) Other priorities might keep you from taking action on what you hear in the course and would like to put into practice. Reviewing the course will help motivate your consistent actions in the direction of important goals.

Your Stages of Learning

While you are listening to the audio sessions, you will be learning at five distinct levels simultaneously:

At the first level you will learn the mechanics of the eight most important human development techniques known today, presented throughout the world by Project Renaissance and Learning Strategies Corporation. Using all eight makes it easier to produce immediate personal benefits as well as tremendous long-range effects.

At the second level you will learn to consciously access the beyond-consciousness resources of your mind—to awaken your genius.

At the third level you will develop skills of interpretation—the ability to decode the sometimes complex brilliant insights provided by your inner genius. Because it communicates in a way different from the plodding linear conscious mind, these new skills give you access to your brain’s potential.

At the fourth level participating in a “meta-curriculum” will help you learn your way around the realm of thinking. Boost your thinking skills by learning key terms and concepts about thinking; beliefs and attitudes regarding thinking; and good thinking practices. To meet challenges with new skills for decision making and problem solving, you will learn how to think broader and deeper.

At the fifth level you will realize your own thinking tools to produce present and future solutions.

Special Features

- *Fast Finish*—At the end of several recordings are “compressed” lectures, in which information such as that found in *The Einstein Factor*, *Natural Brilliance*, or *PhotoReading* books is sped up many times normal. This “*Fast Finish*” feature effectively delivers information that you can consciously perceive as you maintain a relaxed alert state.
- *Mini Book*—techniques presented in “Procedures To Assure That Everyone Becomes Able To Think Visually,” from *Discovering the Obvious*, pages 63-72.

What is the Body/Mind?

BODY/MIND is used to describe the subtle and obvious faculties that communicate within us. Mind is far more than mere brain function. It encompasses the entire body.

According to research findings, only two percent of the communication that goes on in the brain is a result of nerve impulse transmission across synapses between neurons. (Only two percent of that two percent is available within our conscious focus.) The other 98 percent of communication that goes on in the brain is from chemical transmissions from other locations throughout the body. Neuropeptide ligands attached to receptor sites on the cell walls of the skeletal, lymphatic, and nervous systems transmit neurochemicals to the brain to process.

So, when we refer to functions of the mind during this course, we choose to use the term body/mind to capture the bigger picture of what is really happening.

Your body/mind is a vast reservoir of experiential intelligence. Some of that intelligence is encoded in your DNA—traits that have survived as successful by-products of natural selection. Some of your experiential intelligence is a result of sensory input, learning through trial and error, and other educational experiences. The sum of this vast beyond genius intelligence is accessed continuously throughout your life and appears as the ImageStream of associations within you. In the audio sessions we refer to this as “offline communication” and information from the “subtle faculties” and “further resources.” These terms describe all communication within the whole self.

Establish Your Goals

Think about what you want to achieve. You can start by writing down your personal outcomes. They might take this form:

- 1) A problem you want to solve.
- 2) A goal you want to achieve.
- 3) Life conditions and benefits you will enjoy after you have applied what you have learned.

To help you formulate a written description of your outcomes, the following exercise will guide you:

Part 1: Examine Your Life Priorities

Consider the major areas of your life: Work, Career, Financial, Learning, Physical, Social, Family, and Spiritual.

Ask yourself:

‘For each of these areas of my life, am I experiencing what I want?’

If Yes—Are there any ways in which I would like to improve the quality of my life in this area?’ (Be specific.)

If No—What different effect do I want to create?’ (Make sure your description includes more than what you *do not* like or *do not* want. You must specify what you *want* in terms of a real, measurable, testable result that you would recognize when you had achieved it.)

Part 2: Write a Goal

After generating ideas about what you might want, establish a specific goal you would like to achieve as you go through the course. Write a goal statement below:

Goals I Want To Achieve
(Career, Financial, Learning, Recreation, Physical, Social, Family, Spiritual)

Part 3: Is Your Goal Achievable?

Check that your goals are well-formed and therefore achievable.

- a) Is each one stated in positive terms?
- b) Is each one within your control to achieve?
- c) Does the achievement of each one preserve what you like about your life?
- d) Is each one measurable and testable? In other words, specifically, how will you know you have accomplished each goal?
- e) Do you want each one enough to do what it takes to achieve it? Is it worth your while to achieve each goal?

Image Streaming

Purpose

To discover and put to use the ImageStream of communications going on within you. Connect brain resources and open channels to your whole intelligence. Receive vital information from the resources of your mind to help solve problems and achieve goals.

How to ImageStream

ImageStreaming will bring your conscious attention to your ongoing sensory impressions and your greater intelligence constantly evolving outside your conscious awareness. You can make some of those impressions conscious by describing all internal representations—the image, sights, sounds, tastes, and aromas—the iceberg tip—in as much sensory detail as possible. To be effective and to develop further awareness, it is key to describe your free-associated sensory and mental impressions aloud to a listener or to a tape recorder. Describing aloud encourages you to make conscious the great and perhaps unexpected richness of your own intelligence.



- ⊙ **Don't Drive** *Do not operate machinery, such as driving a car, while you are ImageStreaming, which requires a relaxed state of awareness with an internal focus of attention. Get comfortable, relax physically, and begin to daydream, turning your attention to what is going on in the deeper areas of your mind. Begin to notice your relaxed impressions, and start describing them aloud in as rich sensory detail as possible to a live partner or as in the case during your recorded sessions, to the voice on the recording.*
- ⊙ **Makes You More Intelligent** As research shows, ImageStreaming a few minutes at a time one or more times a day for a few weeks will enhance your conscious facility by increasing the links to your richer intrinsic intelligence. And as you ImageStream, you will also get key information, understandings, insights, and answers to the questions you have asked yourself.
- ⊙ **Short Sessions** A typical session of ImageStreaming can be five to eight minutes, although a 20-minute ImageStreaming session is a better length of time for delving deeply into the rich details of your sensory impressions.
- ⊙ **Speak Out Loud** As you ImageStream, speak out loud to a live listener, to a tape recorder with blank tape, or to the voice on this recording as if the voice on the recording were a person right there with you, a good friend physically present and listening to you.

Because each time you respond in *some* way to *your own* perceptions of something, you *reinforce* your perception of it, and more importantly, you reinforce the trait, the behavior, of *being* perceptive.

☉ **Make It Rich** If we were to keep score of the things you say during your out loud descriptions, you would get points for

1) The number of details or features or aspects you described on whatever object or situation you were observing in the ImageStream and

2) The richness of your description—on a scale of one to five, five being that your words impel anyone listening to see and hear and taste and smell and feel what you are describing.

When you speak aloud your rapid-flow descriptions during ImageStreaming sessions, eliminate the ImageStream blockers as much as possible. Use the ImageStream developers listed below to strengthen your benefits:

ImageStream Developers

Sensory based

Describing in detail

Specific

Concrete in observations

Descriptive of what is being experienced

Present tense, immediate

Rapid

Free flowing

Accurate, forthright, honest

Sustained

Closed eyed

Describing

Focused externally to describe to

ImageStream Blockers

Abstract

Naming

General

Explanatory

Reciting what is known

Past tense, remote

Careful

Edited

Modified

Self-interrupted

Dipping in and out

Talking about

Without listener or recorder

Receiving information

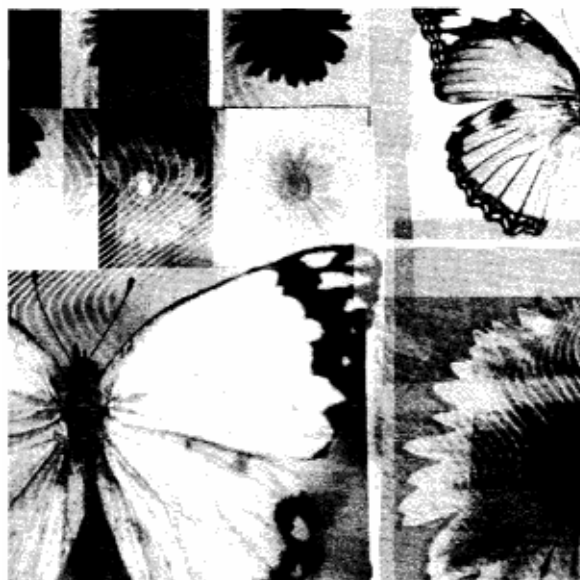
Purpose

To increase the flow and richness of the ImageStream.
To begin unscrambling your personal Genius Code and understand information from the ImageStream.

How to Reduce Noise or Interference for Better Signals When ImageStreaming

Noise is a source of error. (See the chart, “Sources of Error,” on Page 40) If you are watching TV and a sudden burst of static makes it impossible to see the show, the program continues even though you are unable to receive it. The noise interferes with the signal.

We use noise to mean any competing information that interferes with your experiencing your subtle inner responses.



⊙ **Many Types of Noise** You can experience auditory noise—competing internal dialog. You can have physical noise—restlessness, tiredness, allergies, and illness. You can also have visual noise—clutter of piles of papers and bric-a-brac.

⊙ **Practice Reducing the Noise Level** There are a number of ways to reduce noise level. The most practiced technique in this course is entering states of relaxed alertness through the mechanisms of breathing.

A favorite kind of noise reduction that many people employ is meditation. Meditation could mean listening to music, practicing Qigong, gardening. It is anything that can quiet the body/mind to become more aware of the richer signals within.

There are formal forms of meditation as well. Many from the Eastern traditions use a visual mandala or repetition of a chant to help focus the mind. The mandala locks up a good portion of the visual brain with neuronal habituation so you can pay more attention to what is going on beyond the visual brain. The mantra locks up a good portion of the auditory and verbal brain so you can be more aware of what is going on in other parts of the brain/mind. The use of gongs, bells, chimes, and music can create an auditory atmosphere for internal reflection

The use of exercise and breathing can bring the body/mind under control and limit noise within the system. If the food you eat supports you, as opposed to sugary, fatty foods or foods that cause allergies, your body can tune into more sensitive awareness.

We encourage you to use the exercise sessions as an aid to reducing noise and enhancing internal awareness of the rich communication signals available in the ImageStream.

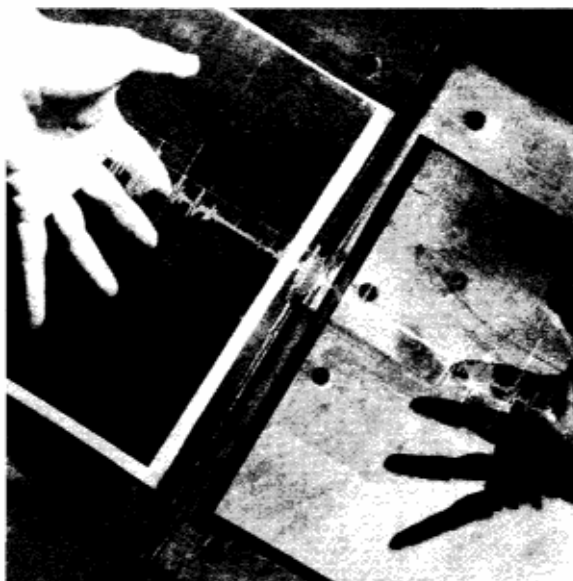
Over-the-Wall

Purpose

Use the elements of speed and surprise to outrun the editor function of the conscious mind and gain greater skills in using the ImageStream, especially for problem solving.

Dyer-the-Wall

The Over-the-Wall procedure guides you to a beautiful, imaginary garden, bound on one side by a high wall. Like ImageStreaming, Over-the-Wall gives your subtler resources an opportunity to surprise you with answers to important questions that you pose.



- ⊙ **Set Your Answer Space** At first, do not look beyond the high wall. When it is time to look beyond the high wall, direct your attention into an answer space, which is where your answer will appear. You do not consciously generate this answer; rather it will spring naturally from your inner genius.
- ⊙ **Pick a Question** Choose a question you want to answer using the Over-the-Wall procedure. The question may bear on an issue in your personal life, job, career, home, community, national, or world problems, or even scientific or technical problems—as long as you passionately do want to find its answer.
- ⊙ **Encounter Your Information Space** Having posed an important question, your mind constructs an answer and prepares a presentation in symbolic, metaphoric, or literal terms inside the answer space behind the wall. When you go “Over-the-Wall,” describe out loud all the details of your encounter to a listener or a potential listener on your recorder. After initially orienting to the scene, move around, explore, and experiment with what you find in the answer space. Examine it. Look at it, listen to it, touch it, smell, taste, and probe what you encounter, describing in rich detail what you notice.

After completing your description, a number of questions can assist you in making sense of your encounter. While still in your information space, pose the following questions:

- 1) “How can I make sure that I’m understanding the correct answer here?” (How can I verify this answer?)
- 2) “What else should I know about this situation?”
- 3) “How best can I turn this answer into useful action?”
- 4) “What is the first step I should take to act on this answer?” When in doubt, ask, “What is the best thing for me to ask in this context—and what is the best answer to it?”

⊙ **Observe Where the Answers Take You** Do not exert effort to verbalize the answers. For maximum effectiveness allow yourself to go with the flow of additional sensory impressions. First, pay attention to associated symbols, images, and metaphors that pop into mind in response to your questions. Then describe them as you did during the ImageStreaming process.

⊙ **Rules When Going Over-the-Wall** We suggest that you follow certain rules when using the “Over-the-Wall” discovering procedure.

- 1) Write down a significant question or issue beforehand so during the experience your inner genius can show you its solution. See the description in “Pick A Question” above.
- 2) Orient on one feature of your information space, and ask in your mind why that particular feature is there in the context of your answer. Watch and describe what changes occur in the scene in response to your query.
- 3) Ask to have another scene that gives the same answer to the same question in an entirely different way.
- 4) Use the “follow-up questions” to verify your answer and to develop specific actions for next steps.
- 5) When you do not know what to ask, ask what you should be asking and its best answer. Remember to ask what more you need to know about that context.

Interpreting Information

Purpose

To further clarify the personal access code to one's genius and gain meaning from the rich ImageStream that comes in response to specific questions.

How to interpret information

Once you have fully described and recorded your ImageStream or Over-the-Wall experience, you will have your data on the table, so to speak. Then the conscious search for meaning can no longer hide or distort the information. Here are several ways to set the stage for finding the meaning when you go Over the Wall or into the ImageStream.



- 1) The more richly textured the detail as you describe your experience, the better your chance will be of discovering the meaning.
- 2) The more rapidly you describe what you encounter, the better your chance will be of outrunning your internal editor and gaining the most meaningful part of the experience.
- 3) The more senses you engage in the experience by noticing and describing, for example, sight, touch, smell, movement, space, pressure, mass, temperature, texture, taste, emotional feel, etc., the better you will remain in contact with your more sensitive faculties and the better your chance will be to discover the meaning.
- 4) After initially orienting to the scene you imagine over the wall, it is best to move around and do various things to explore and experiment with what you find in the answer space. As you observe and describe the results of these explorations, you will improve your chances of discovering the meaning.
- 5) Question other objects or features in the experience. Then observe and describe how the scene changes or what else happens in response. We call this procedure "Feature Questioning" because you are focusing on a feature and exploring it in more depth. Likewise, pursue what we call the "Clarification Question," asking your subtler faculties to help you in understanding their answer by showing you that same answer to that same question again in an entirely different scene.

⊙ **Feature Questioning** After describing what you observed in your Over-the-Wall imagery or ImageStream sensory impressions, launch into "feature questioning"—asking questions of a predominant, specific feature. Feature questions include:

- 1) Why are you in the scene?

- 2) What is the meaning symbolized by your being in this particular position relative to me!
- 3) Why are you the color that you are?
- 4) What is your role in this scene?
- 5) What are you supposed to show me?

⊙ **Clarification Questions** After our Over-the-Wall session reviewing the questions can help the conscious reflective intelligence explore further.

- 1) “How can I make sure that I’m understanding the correct answer here?” or “How can I verify this answer?”
- 2) “What else should I know about this situation?”
- 3) “How best can I turn this answer into useful action?”
- 4) “What’s Step One in acting on this answer?”

And the catch-all question:

- 5) “What is the best thing for me to ask in this context, and what is the best answer to it?”

Using questions like those will help you interpret the ImageStream. Do not make an effort to verbalize the answers. Essential to the effectiveness of this technique is to allow yourself to go with the flow of additional sensory impressions. First, pay attention to associated symbols, images, and metaphors that pop into mind in response to your questions. Then describe them as you did during the ImageStreaming process.

- 1) Experience first, then analyze. It is very important that you do not try to make sense of the information in your ImageStream while you are still in this state. Applying consciousness to the ImageStream leads to premature conclusions. Stay in the experience of the ImageStream and your out loud rapid description until you have thoroughly explored everything here. Afterwards, go back to what you discovered in the ImageStream and consciously analyze it for further meaning. Distinguish between your primary descriptions (facts and details that you saw, heard, touched, felt, smelled or tasted) and your secondary descriptions (opinions, personal impressions, thoughts about what you perceive in consciousness). Describe rapidly out loud only your primary sensory experiences.
- 2) When searching for answers to technical questions, such as engineering problems and inventions, think more literally. Often your subtler resources will present the information in its finished form. For all other inquiries, the mind tends to communicate in metaphor, analogy, and symbolic representations. Expand how you interpret such information. Think metaphorically and contemplate the moral of the story.
- 3) Inductive Inference involves taking three different scenes displaying the same answer. Use it to locate and explore the points of agreement or intersection among all three scenes. You can infer the meaning of your brain’s communication from the core message repeating in each scene. Sometimes two different scenes are enough to provide this if you note enough detail.
- 4) Distinguish what you encounter from how you encounter it. When you receive information in your ImageStream, there will be a sensory impression of some kind, such as an object that catches your attention. However, the unique manner in which that image comes to you can also contain significant information. Explore the possible meanings of *how* the information presented itself in addition to the specific information you noticed. For example, the information might be delivered into your hands like a package rather than shown

to you on a movie screen. There may be significance to the way information appears in relative size, shape, color, and proximity to you. Explore modalities for meaningful connections.

- 5) Play the role of a psychoanalyst with a sense of humor. Take the information from the ImageStream as a psychoanalyst might record an interview with a client. Have a sense of humor about it to come up with lighthearted interpretations of the information.
- 6) Use the When-Then test to explore the sequence in which the details come to you during your ImageStreaming. Notice *when* one thing happens, *then* when the next thing happens in the sequence. Is there a cause-effect or a significance of timing in how the parts of the message stream out of your subtler resources?
- 7) After ImageStreaming, use the Dream Analysis method developed by John Overdurf and Julie Silverthorne. Use the Interpreting Information sheet on the next page. Follow these steps:
 - A) On the left side of your Interpreting Information sheet, write your primary descriptions (facts and details that you saw, heard, touched, felt, smelled or tasted) of everything you encountered in your ImageStream.
 - B) On the right side of your paper, write your immediate personal conscious associations to each of the items in your primary descriptions.
 - C) Look over both columns and create a narrative of the meaning based on your conscious associations.
 - D) Write your best version of the moral of the story.
 - E) Keep track of predominant metaphors and symbolic representations. These are your brain's major codified messages. They become the meanings used to interpret your future ImageStreams and dreams.

⊙ **Your Genius Code** The language of your inner genius must be interpreted. At first it appears coded in sensory imagery and metaphoric symbolism. As you stay with your observation, exploration, and description of the ImageStream, you become familiar with the common parlance of your brain's subtler resources. As with the interpretation of dream symbolism, you will soon learn that certain symbols correspond to particular emotions, thoughts, and behaviors. For one person, the symbol of a candle may mean spiritual illumination; for another, education or learning; and for still another, wisdom passed down through the ages.

The advantage of using Feature Questioning and Reflective Questions comes from the comparisons you gain between the original imagery and the imagery you get in response to the questions. You will discover your Genius Code as you examine similarities and differences between the first and second sets of images. Keep notes on your discoveries because you are codifying the language within your ImageStream. You are learning a new language, and your notes will help you decode it. Every session of ImageStreaming or Over-the-Wall exploration provides you the opportunity to get more of your Genius Code. Soon, understanding the language of your subtler resources will become second nature.

Interpreting Information

Description of Dominant Sensory Images

Immediate Associations

Write a story based on the associations:

“Moral of the story” from your subtler responses:

Adopted from: Dreaming Realities, by John Overdorf and Julie Silverthorne

Activating Your Genius

Purpose

To develop increased skills for resonating with the brilliant ideas, insights, and creative processes of other people. Download the written works of others into your brain, and have the information automatically increase your thinking, feeling, and behavioral skills. Strengthen the connection with your inner genius.

Note: If you are already a PhotoReader, the combination of Direct Learning and Project Renaissance techniques form an awesome set of activation procedures. If you have never PhotoRead a book, trust your mind to do the steps as outlined. In either case, be prepared to discover what we have been saying all along—you are brighter than you think!



PhotoReading and Direct Learning

The PhotoReading technique allows you to route valuable written information into your brain's neural network through a brain function known in research as the "preconscious processor." PhotoReading effectively bypasses the limitations of the plodding, conscious, auditory reading style typically used to study printed materials. With PhotoReading your brain can process the written page faster than a page a second.

Consider the wealth of useful knowledge and skill development contained in nonfiction and how-to books. PhotoReading uses the brain's ability to process and store key information nonconsciously. Direct Learning then allows you to take that authoritative information and transfer it directly from your inner resources into new behavioral skills. You will discover that useful new behaviors spontaneously arise in your ongoing performance, according to your desires, to achieve the results you have selected.

The fun of Direct Learning is that most personal growth and professional development can be accomplished almost without knowing that you are doing anything at all. Let PhotoReading and Direct Learning awaken you to the vast abilities you already have to accelerate your learning.

Selecting Your Books

We recommend that you PhotoRead three to five books on the subject you are studying and planning to activate into new behaviors. It can be helpful to choose books that are metaphors for the behaviors you are studying. For example, if you want to improve your problem-solving skills, you might select books on creativity and problem solving and also one on gardening or sailing. A case could be made that those topics are metaphors for life. The skills that make you good at gardening or sailing could transfer well to managing a problem and reaching a creative solution. So be sure to include at least one such book into the mix.

⊙ Steps of Direct Learning

Step 1: Know what new behaviors you desire. The more specific you are, the better this process will work. Choose something you have a strong desire to learn.

Step 2: Select several books that speak authoritatively about the subject. It is important that these books teach the new behaviors you want in a practical, how-to fashion. Books on theory can be helpful as long as they discuss practical application. Each book represents several years of the author's knowledge and skills and the essential ideas from many books. So imagine what kinds of powerful, helpful knowledge and skills you are downloading into your neural circuitry.

Step 3: PhotoRead your books (see below for a description of the PhotoReading process). Remember to state your purpose clearly before each book and to say a solid closing affirmation after each one. It may be a good idea to take a brief stretch or drink water between books. Allow yourself to remain centered and relaxed throughout the process. If something happens to distract you between books, take a few moments to get back into state.

Step 4: Mentally simulate your desired future. This instructs your mind to generate the necessary behaviors for creating that future. Remember how you imagined doing things as a child? You called it "playing pretend." Sports psychologists call it "mental rehearsal." as if." Mental simulation signals the brain to initiate the behaviors you need to accomplish your goal. After your Direct Learning process, you may be delighted to notice that the information you PhotoRead is spontaneously activating where you want it. That is to say, the new behaviors will begin to show up, often when you least expect them but always in a way that is congruent with your goals.

⊙ How to PhotoRead

Step 1: Prepare Establish your purpose for reading, and get into an ideal state of relaxed alertness for the brain to process incoming information.

Step 2: Preview Lightly survey the book to get an overall sense of it. Ascertain the structure, general context in terms of date and subject, and the main point the author is attempting to communicate. Keep the process quick and cursory to alert your mind to what is coming. Our goal for previewing is to increase your motivation and prime your mind for interest and involvement.

Step 3: PhotoRead Mentally photograph written pages at rates exceeding a page a second. The six components of this step are:

- *State your purpose.* Clearly state to yourself what you expect to get from the materials. The more specific the better; the more heartfelt or deeply desired the better.
- *Enter the resource level:* a relaxed state of alertness for learning. Breathing calmly is the best way to begin relaxing the physical body. Increasing your internal awareness is a way of becoming more alert and focused in the present moment where all of your resources are accessible to you.
- *Affirm your state and purpose.* Give yourself a series of positive affirmations that will direct the material you PhotoRead to the beyond-conscious regions of your mind while ensuring the information has the impact you desire. For example, the phrases you use will include:

"As I PhotoRead, my body/mind is fully involved."

"All that I PhotoRead makes a lasting impression on my body/mind and is available to me."

"My genius brain readily and accurately sorts fact from fiction as it understands and appreciates each of these."

"I desire the information in this book, (and then state the title of the book to yourself) to accomplish my goal of (and then state your purpose for PhotoReading this book).

- *PhotoFocus*. Bring your awareness to a place a few inches above and behind your head. Imagine placing a bright orange tangerine on the top back part of your head and imagine it floating just above and behind you there. As you then open your eyes, relax your vision and look right through the center of the book. With the periphery of your visual field, notice the four corners of the book as well as the space between the paragraphs. Comfortably maintain this gentle soft gaze at the center of the two pages so that your visual field perceives both pages simultaneously.
- *Maintain an ideal state*. In a state of relaxed alertness notice your deep even breathing as you turn the pages of the book before your eyes in a steady rhythm. Chanting to the rhythm breathing and your page —turning, mentally repeat the phrase:

"Re-lax... Re-lax. Four-Three-Two-One.

Re-lax... Re-lax. Keep the state... See the page."

- *Closing*. When you have completed flipping all of the pages of the book before your eyes, then close it, close your eyes, and affirm your sense of mastery with the material you have PhotoRead. Say a statement such as the following:

I acknowledge all feelings evoked by this experience and allow my inner mind and body to process them. I'm curious how many ways I'll notice this information supports me on a conscious level."

At this point take a few moments to relax a bit deeper and invite your conscious mind to let go while your inner mind processes all that you have PhotoRead.

Feel free to take a short break between PhotoReading each book; or PhotoRead one after the other, remembering to say the affirmations before and after each book.

- ⊙ **Conscious Results** How long will it take for the new behaviors to manifest in your ongoing behavior? Often when subtle changes take place, they arrive spontaneously and naturally—not forced. Those behaviors may occur when you least expect them and not because you are trying to generate them. Most often, a family member, a friend, or associate will first notice your new behaviors. When they comment, make a mental note. Generally participants report that within a few days to a few weeks of doing their Direct Learning process, they begin to see small concrete indicators of success in the direction of their goal.

High Think Tank

Purpose

To find your intuitive connection to genius by clearing the communication lines between the conscious and mind. Improve problem-solving capabilities while increasing intuitive and creative insights.

How to Use High Think Tank Problem Solving

High Think Tank provides one of the surest ways to keep your logical brain (usually in the left hemisphere) from editing until you get better answers to problems from your creative brain (usually in the right hemisphere). The secret of its success is how it presents a question so that the logical brain does not have a clue as to what is being asked! That way the “editor” does not know which way to bias your experience or response.



The technique involves writing down a number of important questions and placing them in separate envelopes, thereby concealing the questions from the conscious mind. Select one envelope and invite your inner genius to give you the best solution to your question. Noticing the answers within the ImageStream becomes your clear channel to creative insights and improved problem solving.

⊙ **Use the Cues and Clues** You can take advantage of the fact that much of your brain is far more sensitive to subtle cues and clues than your verbal logical hemisphere. Your inner genius may pick up on such cues and clues as print-through where questions written on folded slips of paper show up as mere traces, body English, sub vocalization, intuitive predictions, and pattern-recognition. There are clues too small to be aware of consciously that can still be perceived by your creative brain. They provide a wealth of information to your subtler faculties as to the scope of the question they are to answer. All the while, the conscious mind with its editing function remains clueless.

High Think Tank will serve you as an accurate answer-finding method—especially on the major questions and the most important issues. On important problems most people quickly stake out a belief and maintain strong opinions. It becomes very hard for most of us to stay open beyond what we already think and know about such a matter. Entrenched opinions become barriers to the fresh perceptions needed for an ingenious, effective answer or solution.

⊙ **Answer Without Bias** Fortunately that wiser, brighter, subtler, more comprehensive 99.99999 percent of your mind is infinitely more sensitive than the conscious, verbal, opinionated persona you may think you are.

The enormous number of cues floating around can account for now your brain is able to pick up on which question is to be answered. While your inner genius is answering it, your verbal conscious mind has no idea which way to censor, warp, bias, or edit what is being revealed. You can get clean, undistorted data from your subtler resources. It is precisely that which makes High Think Tank so remarkably accurate. It is the one format where your talkative, opinionated logical brain will not get in the way by editing your answers to suit its expectations.

⊙ **Remain Open** One crucial note: Do not try to figure out which of the several questions you selected. If you have it in the envelope or folded within a piece of paper, let it remain out of consciousness for you. Instead, look within yourself to realize what your *answer* is to the question being concealed. Key parts of your subtler self care more about the issue than about ESP games.

Simply let go of expectations. Look in to see what your faculties are telling you. You will find the answer to what is being asked. With High Think Tank your answer will be completely free of the bias imposed by the expectations of your conscious brain, which perennially knows it knows what the answer ought to be.

Follow the Steps for High Think Tank

- 1) Establish your questions. Write down a number of them (six or more) on separate sheets of paper. Conceal the questions by folding the sheets in so that the question cannot be seen or by placing each sheet into a separate envelope.
- 2) Select an envelope or folded-in question without looking to consciously see what it says.
- 3) Go into your ImageStream to gather three different sets of impressions or images. Each of these is the same answer to the same question, only shown differently.
- 4) On your notepad describe or sketch or mind map enough detail from those impressions to make it easy to see where they overlap.
- 5) Find the common theme or themes, trends, or threads.
- 5) Now, the envelope, please! Unfold your paper to find out how that theme answers your question.
- 7) As time permits, ask follow-up questions to verify your answers and to map out ways to implement them. Also ask yourself “What more do I need to know in this context?”
- 8) Replace the question with another issue important to you, so that you always have a minimum of six questions in your envelope pool for next time.

⊙ **Keep A Journal** You may want to keep a journal for the surprising things you start to notice in yourself and around you. When you challenge yourself to answer a question or two each day, you will discover by about the fifth day of Think tanking that remarkable insights are flooding in to serve you.

We encourage you to log onto the Discussion Forum on our website or e-mail us with your most interesting findings.

⊙ **Turn Answers to Solutions** To the extent an issue is important to you, you will want to verify your answers before acting on them. If you ask your ImageStream impressions, they can tell you how to verify your answers.

- An answer is not a solution until you implement it.
 - One excellent way to evaluate your solution is to take your first concrete step toward implementing and assess matters from there.
- ⊙ **Make Your Questions Count** Here are guidelines that will help you formulate good questions to take into your High Think Tank.
- Select a wide variety of topics.
 - Look toward positive, win-win outcomes instead of win-lose. Example: “How best can I earn a raise from my boss,” instead of “How can I make my boss give me a raise?”
 - Design your open-ended questions because they give your subtler faculties more room for answering effectively. Avoid questions that elicit of yes-no answers.
 - Choose questions on subjects to which you desire good answers.

⊙ **Save Humanity with Fresh High Think Tank Perceptions** The more important the question, the more that people have already developed conscious, even reflexive, opinions that tend to prevent the fresh perceptions needed for an effective answer. This is one reason we remain stuck on the greatest human problems and issues and why great national and world problems remain unsolved for decades or centuries.

⊙ **Know Your Answers** How will you know the relationship between the hidden question and the sensory impressions you gain from your more sensitive resources during your High Think tank experience? That relationship can only become obvious from your practiced use of the High Think Tank method. But is High Think Tank anything more than a forced provocative and random happenstance? We expect that you will soon decide that it is much more accurate than that. High Think Tank puts you in possession of your own inner genius for finding effective answers to virtually any question or problem in the world.

Whether you are tapping into a cumulative unconscious or into your own lifetime of stored experiences does not matter. In either instance you can get remarkable understandings.

BONUS: The High Think Tank 30-day Transformation Schedule

It has been rare for a person to run at least one question each day through the High Think Tanking process for a full 30 days. If you succeed, we guarantee you not only some of the most intriguing experiences of your life but also new skills and awarenesses to an extent even more striking than with ImageStreaming. We encourage you to take up the challenge!

To help you succeed, we suggest you make yourself the *High Think Tank* kit. This simple kit is designed to make it as easy as possible for you to process questions using this extraordinary method. It consists of a small envelope that you can carry around in a shirt or jacket pocket and whip out to use as you get a chance. Find a moment several times each day. Pause before or after telephone calls, just before or after you have propped your feet up in front of the TV, a few minutes before or after lunch or dinner, or when you are riding with someone else driving. You probably have 20 to 50 such opportunities each day. All we ask, minimally, is that you use at least one such opportunity each day for 30 consecutive days. Within that envelope, carry 8 to 12 questions, each on a folded slip of white paper. In addition, keep several more questions, whose stake and interest will help keep you motivated through the days of your experiment. To help you get started, we are providing a page of “white” questions you can print and cut apart, write on, fold in, and put into your envelope.

Also carry in this envelope six or more green slips of paper (or at least a color other than white). Each of these folded-in green slips has a different (follow-up) question on it. What kind of follow-up question? See the examples provided in the page of “green” questions, which you can also print on green paper and cut up into those separate green slips folded-in for the envelope, to help you get started.

⊙ **High Think Tank Kit White Questions** As you answer these, or even before, replace them with your own questions. Part of the challenge in the 30-day challenge is to come up with enough meaningful questions of your own!

Print these starter questions onto plain white paper; cut them up into separate slips (one question to a slip); fold the slips of paper in on themselves several times so that the written question is not immediately visible and so that the slips from outside look more or less identical. Here are the questions:

- What main opportunity to serve should I stay alert for today?
- What can I become aware of today that will best advance me toward my goals?
- In the long run, how best can I make a positive difference in the lives of those around me?
- How best can I ensure that I keep up the practice that will best develop my abilities and well being?
- What is another, possibly even better, method than this one for discovering good answers and solutions?
- At this time, which of my dreams would it be best for me to see through to the reality?
- If what I am doing now is caterpillar business, what is butterfly business, and how best do I metamorphose?
- How best can I improve my material income immediately and substantially?
- What IS the best question for me to ask now, and what is its best answer?
- At this time in my life, what have I been overlooking that could best improve my situation?

- Which of my long-held goals is now within my unexpectedly easy reach?
- What do I most need to know about this High Think Tank procedure that I'm not yet aware of?

⊙ **High Think Tank Kit Green Questions** Print out and cut up the following green sheet of questions, one question to a slip, folded in on itself. These are follow-up questions. You may choose any other colored paper different from that you used for the white questions.

- How best can I make sure that I'm on the right track with this answer I've just deciphered?
- What more do I most need to know about this matter?
- What's the best concrete first step to implement this answer?
- What's the main concern I need to stay aware of as I implement this answer?
- What's the highest priority for my attention and action at this time?
- How best can I assure the best outcomes possible for those who are affected by what I do in this context?

Lucid Dreaming

Purpose

To use the rich opportunity during sleep states for rapid personal development and problem solving through the technique of lucid dreaming, assisted by listening before sleep to the Paraliminal learning session *Dream Play*.

How to dream lucidly

Research studies as far back as 1917 have shown that the brain naturally uses dreams to process information it receives nonconsciously. Noticing your dreams can help you experience the ImageStream that flows during your sleep state. When you remember dreams, you are performing the same skill that ImageStreaming encourages, namely, establishing communication between your conscious and beyond-conscious mind. In turn, this gives you more conscious access to the vast data bank residing in the normally offline regions of the brain. Dream recall has also been shown to help activate books that a person PhotoReads during the day.



In the *Genius Code Personal Learning Course* we encourage you to approach the skill of remembering your dreams in an easy and playful way. Begin simply. At first, notice any small snippet of your dream experience when you first awaken. As you become more skilled, you may find yourself having lucid dreams—those in which you consciously respond to the events of your dream. Research has shown that the more frequently you remember dreams and the clearer and more detailed your dream images, the more likely you are to have lucid dreams.

If you want to remember your dreams you will, because your intention plays the most important role in causing the effect of dream recall. For many people the mere motivation to remember and their reminder to themselves of their intention before going to bed is sufficient. To strengthen your resolve, keep pen and paper beside your bed, and create a few simple notes of your dreams every time you wake. If you know the note-taking techniques of freenoting or mind mapping, use them to help you remember more dreams.

Another method for remembering dreams is asking yourself each time you wake: “What was I just dreaming?” This must be your first thought on awakening; otherwise, you may forget some or all of the dream.

Be patient with yourself. Forgetting to pay attention to the dream state is typical for most people. When you awaken, do your best to lie perfectly still while you are wrapped in the glow of your dream experience. Keep your thoughts softly on the dream. Pieces and fragments of the dream will come to you. Examining your thoughts and feelings as you remain in bed often provides the necessary cues for retrieving your entire dream. Even if you recall nothing of your dreams at first, be persistent.

The *Dream Play* Paraliminal session was developed to aid in recalling dreams. Review the instructions on how to use Paraliminal Tapes at the front of this manual. Our recommendation is that you listen to the *Dream Play*

each night for several weeks. The simple act of listening to the voices in both ears will help to bridge the two sides of the brain. It also strengthens your connection to your dreaming mind and heightens your resolve for increased lucidity during your dream state.

⊙ **Steps to Lucid Dreaming.** Instruct your mind with clear directives before you drift off to sleep that you will remember your dreams upon awakening. Consistent dream recall and familiarity with your dreams will naturally lead to greater lucidity during your dream state. Programming your mind for lucid dreaming will take you the final step.

A technique for lucid dreaming was developed at the Stanford Sleep Research Laboratories by Stephen LaBerge, Ph.D. To gain lucid awareness during dreams you must simply recognize that you are in the process of dreaming. A mnemonic or memory aid does the trick.

- 1) During the early morning when you awaken spontaneously from a dream, go over the dream several times until you have it memorized.
- 2) While lying in bed and returning to sleep, say to yourself, “Next time I’m dreaming, I want to remember to recognize I’m dreaming.”
- 3) Imagine yourself as being back in the dream just rehearsed; only this time, feel the realization that you are aware of yourself in the dream.
- 4) Repeat steps two and three until you feel your intention is clearly fixed or until you fall asleep.

This mnemonic technique combined with the Dream Play Paraliminal session will greatly enhance your access to your brain’s genius each night while sleeping and every time you awaken.

Borrowed Genius

Purpose

To open channels of vast insight and communication with your inner resources through the technique of “putting on the head” of an expert or genius in any field.

How to Use the Borrowed Genius Technique

This remarkable tool has been known for centuries in various forms. Fundamentally, Borrowed Genius models successful thinking and behavior of others more accomplished at strengths we want to acquire:

Modeling is the first and most adaptive learning strategy that humans use to rapidly gain the skills of language and body movement. Modeling others leads to virtually all further developments. We learn from the company we keep. The technique of Borrowed Genius helps your brain do its very best possible job of modeling.



⊙ Steps of Borrowed Genius

- 1) Imagine and describe out loud being in an exquisitely beautiful garden or a lovely scene of your own devising.
- 2) Have someone join you who has genius in area you have chosen.
- 3) Imagine wafting yourself forward into this genius to become the genius yourself. Sense the world as this genius.
- 4) Begin performing the skills for which this genius is a genius. Describe every sensory detail you can about *how* this genius experiences the activity. Feel, notice, and describe everything that happens to you as a genius until the genius's skills are flowing strongly within you.

If the genius's skills are intellectual, there is a characteristic pattern of feeling in the physical body that accompanies the instance and form of genius. As you begin drawing upon some of that genius, memorize that pattern of feeling in your body.

- 5) Seek out and experience a brilliant moment of illumination through the senses of your genius. Even if the illumination is intellectual, the path to it is through the senses of your own body.
- 6) Then, return your genius's persona to his or her own body. Imagine wafting back out of the genius and seeing the genius in front of you once again. Express your appreciation and agree upon a method for future communication so that you can continue to draw upon those special strengths as a resource.
- 7) Allow your genius to point out a key point in this experience or tell you the most important thing you have yet to realize about it.
- 8) Record your experience on a notepad or word processor, speak into a recording device, or tell a willing listener.

⊙ **Make Sure that Borrowed Genius Works for You** As a checklist, here are key factors for you to consider and use:

- 1) Make your description as rapid and sustained as possible and out loud to a listener or to a tape recorder.
- 2) Describe in richly textured sensory detail, rather than telling about things or explaining them.
- 3) Describing something you previously observed and described helps you notice the unique ways your genius senses the world.
- 4) Work not only with visual, auditory, and kinesthetic impressions. Get the sensations of being inside of and part of the genius.
- 5) Go back and forth between being the genius and being you with the genius's strengths and knowledge.

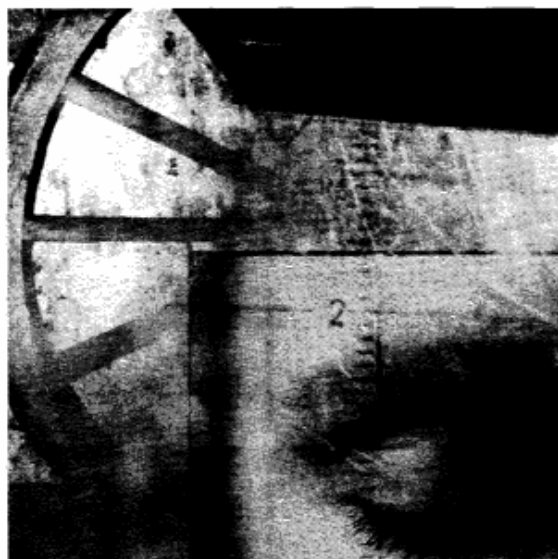
Advanced Civilization Toolbuilder

Purpose

To generate an endless supply of creative problem-solving techniques by imagining a space-time transporter and visiting an advanced future civilization that has already worked out the problems you face today.

How the Toolbuilder Procedure Works

The basic design of Toolbuilder is quite simple. Imagine traveling to a highly advanced civilization made up entirely of ordinary humans where everyone is a genius in whatever skill or subject you are seeking to learn or improve. For example, even the ten-year-old in this civilization is a better violinist than Heifitz or a better physicist than Einstein or a better playwright than Shakespeare or a better creativity practitioner and discoverer than Alex Osborn. Pick the skill or subject area that everyone in the civilization excels at. In this course we use an elevator as the imaginary conveyance that takes you into the experience of this fantastic advanced civilization.



Let the resources of your mind show you how these people outperform our Earth's best virtuosos in your chosen area. As you use the Toolbuilder procedure, your own inner processes will take you to the point of experience that you most need to observe. And your subtler resources will show you what you need in order to hone your skills.

⊙ **Learn It From the Inside** Go through that experience *as a person in that civilization* to hear, feel, and see those virtuoso effects for yourself. You will experience what causes people in that civilization to become masters. Your brain learns these skills with the same power of human modeling used in the Borrowed Genius technique.

According to research, your brain contains specialized “mirror neurons” expressly designed to learn from others through modeling. In addition to gaining the skills you seek, you are simultaneously observing that civilization's new system for activating that expertise. We encourage you to come back to earth knowing how to implement that system effectively.

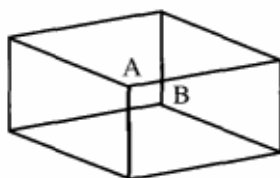
⊙ **Start With Notes** Before you use Toolbuilder, state the skill or subject, in which you want to gain proficiency, and why you have chosen that particular skill. Go into Freenoting or another rapid note-taking procedure such as mind mapping to record your ideas. You might discuss your ideas with another, or in your own way embody your goal to help free your mind and get your creative juices flowing.

⊙ **Steps for Toolbuilder**

- 1) Describe your inner scene (such as your garden scene) with a wall. Beyond that wall exists a high human civilization that somehow enables the ordinary person to become a virtuoso.
- 2) Take yourself over that wall as suddenly as possible, to catch by surprise your first impression of what is on the other side. Describe what you find there.
- 3) Bring a child into the civilization who will go through the point of experience that transforms everyone there into a virtuoso. Merge with that child so his or her development and experience becomes yours. Compare your adult experience with your child experience, and describe the differences in your perception of learning as a child.
- 4) Then separate from that child and express your appreciation. Bring in a responsible, knowledgeable adult. Merge with that adult and re-experience the same situation. Study how being this adult makes a difference in what you perceive. Describe in present tense what you experience. Be as explicit as possible, using full sensory details in your descriptions.
- 5) Separate from that adult and express your appreciation. Ask questions, and look and listen intently for your answers.
- 6) Write about your experience on a notepad or word processor, or speak into a recording device or to a friend on the telephone. You must find a way to activate this information that works best for you.

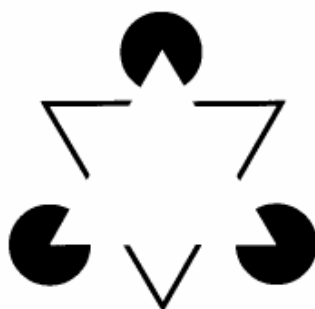
Next Steps

Printed below are two visual illusions; the Necker's Cube and the Kanizsa triangles. We provide these to point out an important fact about how the brain works. These are carefully refined examples, researched in great detail by neurocognitive scientists who study perception. They show that we can make a choice about how we see something or realize that our sight deceives us.



There are two ways of viewing the Necker cube. You can see two different three-dimensional images from only one drawing, which consists of lines on the two-dimensional surface of the page. Your brain supplies all the spatial aspects, and it *must* see the cube even though there is no cube. Your brain and your conscious choosing can switch between views of the cube but they cannot get rid of the cubes or see the two different versions simultaneously.

Now look at the figure below.



Can you see the triangles? There are no triangles, only contours. When you study them closely, it looks as if the paper is lighter inside the triangles, but it is not. You can study the very edges of the triangles, but there is no transition between the inside and outside. It is not possible to make the triangles go away by convincing yourself that they do not exist.

These examples tell us something about all the situations where we see and defend only a single interpretation of an event in our lives. Even though our brains have discarded information before we perceive it consciously, we cannot see, hear, or feel that discarding process happening. Any experience we do have consciously is a result of a vast number of decisions, discards, and interpretations that took place long before we became conscious of what we were experiencing.

The British neuropsychologist Richard L. Gregory wrote in his textbook on the psychology of sight, *Eye and Brain* (1966), "The senses do not give us a picture of the world directly: rather they provide evidence for the checking of hypotheses about what lies before us. Indeed, we may say that the perception of an object is an hypothesis."

The Genius Code Personal Learning Course offers you more choice about the effects of your brain's information processing. You have been expanding your access to the rich information and decision making going on beyond your conscious awareness and making more of your marginalized perceptions available when they can help. You have gained new skills in testing your hypotheses, that is, the meaning your conscious mind has been delivering to you. So that when you face a problem or an important issue, you will have a richer set of awarenesses from which to draw new insights and conclusions.

When considering what is next in your development, apply the same hypothesis-testing to the way you learn from this course. Going through this program only once might deliver a fraction of the full range of possible benefits. We encourage you to repeat it soon.

Go through the program more than once. During the second time through you will hear and understand much more. Remember, learning comes best in layers.

At some point you will perform the various processes of this course without the recordings.

Keep a few High Think Tank questions with you to use when you have a few moments to spare. Take the 30-Day Challenge.

Go on-line and participate in the discussion forums.

Get together with others who would like to support you and whom you would like to support in developing your beyond-conscious capacities.

Read through this manual from time to time to refresh, "review and renew" your commitment and goals for further learning.

Personal Journal

Keep a list of skills you would like to develop, problems you would like to solve, and positive gains you want to achieve in the various areas of your life. Make the list now:

Skills I Want to Develop

(Work, Career, Financial, Learning, Physical, Social, Family, Spiritual)

Problems I want to Solve

(Work, Career, Financial, Learning, Physical, Social, Family, Spiritual)

Goals I Want to Achieve

(Work, Career, Financial, Learning, Physical, Social, Family, Spiritual)

Monitor your progress. Keep track of positive changes in your life in the following “Personal Journal” pages or in a separate notebook. Refer to these notes before each new pass through the course. You will be amazed at how quickly you adjust to a higher level of functioning and how far you progress. Noticing positive changes serves as a tremendous boost to help encourage continued development.

Personal Journal

Personal Journal

Sources of Error

Information

Insufficient
Inaccurate
Ambiguous
False

Needs

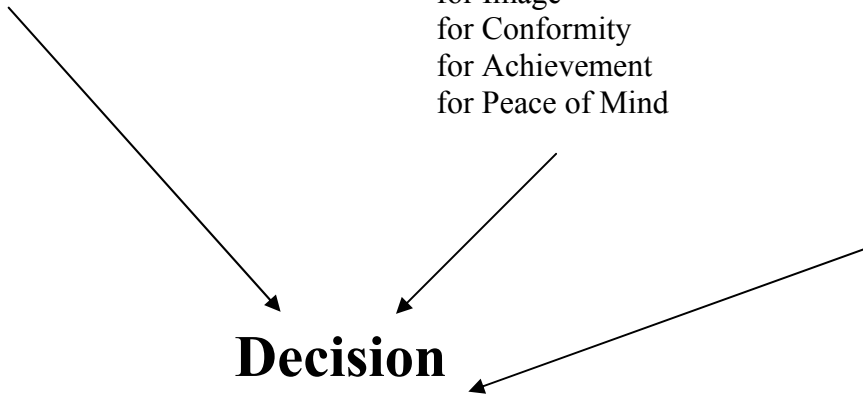
Irrelevant
and Disruptive
for Approval
for Self-esteem
for Image
for Conformity
for Achievement
for Peace of Mind

Stress factors

Anxiety, Fear
and Anger
Uncertainty
Responsibility
Group Pressures
Social Isolation
Overload and
Scarcity of
Information
Sleep Loss
Insomnia
Alcoholism
Physical and
Psychological
Disorders

Decision Process

Personality Traits
Obstinacy, Impulsiveness, Psychopathology, etc.



Fast Finish

The following pages of text are taken from a variety of sources. These include *PhotoReading* and *Natural Brilliance* by Paul R. Scheele and *Discovering the Obvious* and various Project Renaissance publications by Win Wenger. Each is presented as a “Fast Finish” compressed lecture on the audio sessions.

From Session 2A: ImageStreaming

As I’ve mentioned before, most of your brain works in sensory images. So most of your intelligence works in sensory images. Most of our conscious mind works in words, in that tiny two per cent of our brain. As you get beyond that two percent, you begin to gain access to more of the genius in you.

You have associations going on in your mind all the time. Associations when some stimulus brings other things to mind. One or a few of these associations may be conscious for you while other links are marginally conscious or not even noticed. Most of your associations happen beyond your conscious mind.

We don’t limit ourselves to word-association, or to associations that would make sense to our consciousness. We notice and respond freely to whatever imagery is actually there playing in our mind, which may be very different from what we expected to see. Images whose content may surprise you come from associations formed from a much wider field of intelligence than that immediately linked to that tiny two percent of your brain which works just in words.

Every experience you’ve ever had is there still. —Somewhere in your memory, and even if you’re conscious of only one or two of these at any given time, your conscious and beyond-conscious associations between these experiences are far beyond number. Throughout all the deliciously rich range of your experiences, these associations are running in parts of your mind at all times, in relation to what’s going on now. Associations by the hundreds. Associations by the thousands. Associations beyond possibility of numbering. Some of them richly meaningful associations, charged with special insights

and significance like great works of art are meant to be. You’ve a *WONDERFUL!* Run of these associations going on somewhere in your own wonderful mind, now and always.

So let yourself be surprised by what shows up in your images, at the start or further along. Such surprise is a good sign that you are getting to your real intelligence, beyond the limits of your word-conscious mind, and starting to draw upon that far wider resource.

Basically, here are further-detailed instructions how you can ImageStream. — Not ImageStreaming right now of course, you wouldn’t have time, but for future reference.

- 1) You would let go and relax, closing your eyes to see more freely without external distractions.
- 2) Then pick up on the images that are actually going on within you right now, whatever these may be. Notice the sensory images that come to YOU, instead of your deciding consciously what you’re going to see and how you’re going to see it, and then picturing that.
- 3) Notice and describe whatever impression you find, trivial or not, even seemingly meaningless colors or lines if that’s all you’re finding at the moment.
- 4) Describe them ALOUD To me, the voice on this recording, or to a live listener, or to an imaginary person, or into a tape recorder. An external focus for your speaking is *critical*, you must not just do this in your head. Speak it aloud.
- 5) Describe all of your impressions if possible, if you can talk fast enough to keep up... and even with the slightest initial impression or glimpse, describing it rapidly and at length which will bring more there *TO* describe.
- 6) Latch onto even the slightest glimpse of impression, and rapidly describe it. You can brainstorm a million-and-one different things you can say about it to keep the rapid description going. Regardless of whatever tactic you might use to get some sort of impressions going and a descriptive flow going, the key is to keep On with that torrential flow of description until you notice more has come.

7) NOTICE when the scene changes or when other images come, and then describe them. And let yourself be surprised by what your images are and by what they are showing you.

That's basically it. Simple enough isn't it?

One of the main things is to notice—and actually RESPOND TO, in some way - each detail or aspect of what you experience from the ImageStream. The first and best way we have right now in the course is to RESPOND to each detail and aspect and to thereby reinforce your perception of these, is to describe it aloud. So as you ImageStream, I want you to speak out loud, to a live listener, or if you like, line up a tape recorder and record your descriptions on tape, let that tape recorder be your potential listener, like it was a good friend physically present here with you, listening.

I'll ImageStream another example for you.

As I close my eyes and I breathe a bit more deeply I am sitting cross-legged by a mountain stream feeling the warm sun heating my skin in the cool high altitude air. Looking ahead I see the stream fall off into a steep cascade and my eyes look down the valley to a distant town maybe 20 or 30 miles off in the hazy distance. A mountain jay is squawking close by and it stops on a large boulder to look me up and down. I ask it why it is here and it hops three times forward. What does it have to tell me I think in my mind. I watch it as it spots a bug emerging from the water on the side of the rock and it hops forward, grabs it in its beak, and in one gulp swallows the bug whole. Then flies off across the valley to my left. I see a large granite wall there and am now in front of it. The rock is darker down low and grey green lichens are splotching its darker surface about halfway up the 150 foot towering wall. On closer inspection I notice the little patches of lichens. I remember being told that it takes a hundred years to grow one centimeter and / am in awe of how long it must have taken some of the patches to get to the diameter that they are...I notice one that is almost half a meter wide.

Okay. Anyway, you probably notice how my attention goes from one thing to the next. If we analyzed these ImageStreams using my personal Genius Code, I could tell you a lot of meaning I get from them. Whatever the significance of those images may be, what I want to tell you is that it's not what I decided to see or "made up" for the occasion. It's simply what happened to be there in my

mind's eye when I looked in at that moment.

I want to emphasize the need for the external focus of a listener to express to while ImageStreaming. You need either a live listener or the potential listener represented by that tape recorder, or something like me here as your listener. With a listener, the appropriate level of response will occur in your brain. The way you hear your own voice and what you're saying, with or without the responses of a live listener, gives you the feedback you need to guide you to where the experience develops and becomes illuminating. Without a listener, there usually isn't enough support for either side of the brain's neural circuitry—your output describing, and your feedback from that describing—this expressing-and-receiving circuit which develops your conscious awareness of these inner riches. Absolutely, in the Image-Streaming and other visual-thinking based procedures here and elsewhere, it is ESSENTIAL to describe your perceptions aloud, in detail, rapid flow, TO live or potential listener, in order for this synthesis to happen.

I'm going to suggest several variations on how to ImageStream other than how you just did it with me guiding you.

One way, again with a live listener or a tape recorder as your external focus to describe To, is to gaze into a fire in the fireplace, letting yourself envisage whatever you might imagine there. You might see people, groups on horseback, even entire cities there where there are only flames and glowing embers. You can do the same sort of thing on a long flight, gazing out your little window across the cloud tops and seeing imaginary landscapes and events there. Let those scenes develop as you describe them. Ride the scenes on way beyond their starting-point before you into whatever gets revealed as you describe on and on.

A good way to use a tape recorder in this experiences, and probably the way you will practice on most occasions, is simply to put a blank tape on your recorder and treat THAT arrangement, a tape recorder recording your ongoing descriptions, as if THAT were potentially your live listener. That way also, you'll have record of even your deepest-ranging and most sensitive awarenesses and experiences, and be able to do further rewarding and useful things with them which we will describe fully throughout the rest of this course.

By far the very best way to do ImageStreaming and these other experiences here is with another live human being, there as your actual and immediate listener, partner, and co-explorer.

ImageStreaming is only one of many ways to draw yourself out in depth and to draw one-another out in depth, to work beyond your limited consciousness to where your wonderful genius awaits you and to where a wonderful world awaits you. You have an advantage over Socrates in drawing out the genius within, because you are working directly in images and Socrates was mostly not. You are, by working directly in images, working in the language of by far the greater part of your brain which is images and sensory-image associations, accessing your genius more directly.

From Session 3A: Over-the-Wall

One powerful way to solve specific problems, and to discover answer to specific questions, is: simply to pose a question, then go into your ImageStream and see what it is saying in response.

In the long run that may well be your preferred method, as it is for most of us who use the techniques of this course for solution finding. At first, however, many of us need a little help in “holding the surprise open” until we’ve had some practice at objectively reporting these subjective phenomena accurately. Our image-making minds try to give us what we want, and it is easy to see not what your subtler faculties are trying to answer to you but what you expect the answer “ought to be.”

In other words, it is still very easy to pick up our images from our loud conscious left brain. Our left finds itself on more comfortably familiar ground if it recycles only what we are consciously aware of, instead of letting ourselves be surprised by the contents of input coming from somewhere else than our conscious. “Over the Wall” is a way to emphasize the surprise, consciously undirected aspects of this free imagery or receptive visualization. Emphasizing surprise, makes it easier for the conscious mind to do its job of reporting and describing what is being shown to it instead of editing the images back to a recycling of what it thinks it knows on the issue.

Remember that—

1) The conscious mind plods at less than one

millionth the speed of some other regions of the brain trained, as it is, to chug along at the speed of the language we use and consciously think in. The right cortex assembles and assimilates at 10,000 times the speed of our conscious left; the main-frame or limbic orients at some ten thousand times even that speed of the right cortex.

2) Also remember that at any given moment, as you are beginning to see in your experiments with catching by surprise in the open some of the contents of your “sidebands of thought and perception” —(“what was in your awareness just now?!?”)—for every conscious perception you are running 100 or more marginally conscious or unconscious thoughts and perceptions.

3) Also, every perception or experience you’ve ever had is still with you and part of your life-time cumulatively larger and larger unconscious data-base. In all,

4) Also remember that the proportion between information consciously available to you and unconsciously available to you is much larger even than the proportion of information on-screen in relation to the rest of the information in a major computer system.

Moreover, the questions and problems which are left around us are the ones which did not resolve based on our attention to what we consciously “know” about the problem situations! To solve them, we have to somehow get beyond what we “know.”

That’s where the Over-the-Wall technique comes into play.

In all this description, notice when and if you get visual mental images in your mind’s eye, like in a dream. If you see them, switch to describing them even if they go off into other things than garden and wall and answer space, because they can be a more direct route to what your more sensitive faculties want to show you.

To the extent that what you find beyond the wall in the answer space surprises you; the degree to which what you find over there is different from what you expected; is an indicator of your getting fresh input from your more sensitive faculties instead of simply recycling what you already “know” in your louder, conscious mind. Describe that very first impression even if it seems at first to be unrelated or trivial. Describing this first impression regardless of what it is

and whether it's a picture or just some sort of conceptual impression. The act of describing this first impression opens up on your ingenious and unexpected good answer.

Perhaps this deserves a bit of further comment. Politicians speak in certainties even when they have only the vaguest clue, in order to get other people to follow their lead and thereby give them power to work with. Many organized religions exhort their followers to absolute belief - but it's interesting to note that the two greatest doubters in the tradition of the Bible, Gideon and Thomas, were rewarded, not punished, for having doubted.

You may know the story of "Gideon and his brave three hundred." One day Gideon got the word from God, we are told, to rise up and overthrow the Mideonites who had established sway over Israel for generations. "How can I tell," asked Gideon, "that it's your word, Lord, that I'm hearing and not my own imagination or wishful thinking?"

The answer came back, to set out a sheep fleece that night and check it in the morning. So Gideon did. In the morning, the fleece was dry, while the grass was soaked with dew. "Well, Lord, that's very interesting, but

The answer came back, to set that fleece out again and to check the results in the morning. So he did. According to the story, in the morning the fleece was soaking wet with dew while the grass all around was bone dry. So he acted on the rest of his message and was rewarded with a most extraordinary victory....

Likewise, by the other story, if "Doubting Thomas" hadn't put his hands in Jesus's wounds, Christianity could not have spread nearly so rapidly nor far. For his doubts, Thomas was rewarded with sainthood, not punished.

Thus even in Biblical tradition, the basis of most of the established religions that exhort unswerving belief, outstanding instances of doubt are rewarded, not punished. All our human-instrumented information needs to be verified, whatever its apparent source.

Check things out as you go. The resources of the human mind as an information processor may not be perfect, and their answers should be checked out and verified, as you would by answers from another person. But, guidance received from your more comprehensive resources takes a lot more into account than do our conscious answers and decisions, plus they generally get to successful solutions a

lot faster and less expensively!

To help achieve a separation from the conscious mind's expectations, we have built three mental structures into the "Over-the-Wall" procedure.

The first mental structure in the Over-the-Wall procedure is a pleasant neutral zone. This gives you a "running start" on encountering and describing images without concern as to the problem or question that you are seeking to solve. We use an imaginary or remembered beautiful garden as this pleasant neutral zone. A park or a lovely wilderness, almost any kind of beautiful and pleasant landscape or scenery will do about as well. We choose to use a garden scene for this course.

Describing the garden is a great way to begin the Over-the-wall procedure because it brings on visual experience even in some who did not initially get very strong imagery during their first attempt with ImageStreaming. The garden also provides an experience of beauty, further involving those sectors of your brain and mind that respond to beauty, whose insight we are definitely seeking to discover. The garden also provides a "safe space," where you can simply relax into the pleasures of relating to this beautiful experience, without concern over the problem that is already being taken care of at other levels of your mind.

The second mental structure in the Over-the-Wall procedure is a wall or screening device to block off vision from some further area, which will become "your Answer Space." In this instance, a high wall alongside your garden will serve as an obstacle to vision. We don't "sneak any peeks" beyond that wall until later in the process. As a screening device you could use curtains, a door; a thicket; the crest of a hill; the cover of a photo album; a turn in a hallway, anything that can separate you from that further area of vision. We choose to use the high garden wall.

The third structure is that Answer Space. As long as you aren't "sneaking peeks" beyond the garden wall, your subtler resources are free from any interference of your conscious mind as to what should be seen there. In this instance, your brain can lay out for you a scene that best contains answer to the question you decided to explore at the start of this experience. The

trick is to then come upon the scene of this Answer Space so suddenly that your conscious mind does not have time to edit what you initially see there. Our garden wall provides this opportunity. The idea is to go Over-the-Wall into your answer space in a single leap or quickly through a doorway on your garden wall. Once you've related to your key first impression of what's there, you can describe on the contents of that first impression with confidence of it representing your answer.

The Answer-Space, screened by that wall from interference from the internal editor, allows us entire worlds if need be as the stage upon which the answer will be displayed. The only limits upon the process are those we put there ourselves.

Rapid speed in describing what you observe in your answer space is also essential in this process. Speed has the effect of creating an apparent suction-like force that pulls additional awareness on line. Also, when you go faster than the conscious plodding mind can keep up with, you can run ahead of your editor and get to genuine fresh perceptions. Describe faster than you can stop to think "Hmm, I wonder whether this or that is worth mentioning."

About phrasing the right type of questions. We mentioned that open ended questions are the best. For example, instead of "should I ask my boss for a raise?" you should ask, "what's the best way to earn a pay increase at my job?"

Now do you also notice how this example reflects a concern for all parties involved? I didn't phrase the question "how can I get more money from my boss?" In other words, both you and your employer "win." That is because we have found that your question will achieve better results if its answer can be made into some sort of "win/win" situation. When the solution to a problem can create positive value, instead of resulting in someone else's loss or harm, the body/ mind seems more powerful. For example, picking the right purchases in the stock market, or horses in a race, or lottery numbers will not be a win/win situation. The sensitive perceptual genius within you, which gives better answers because it takes so many more factors into account, and it seems to also take other people's interests into account!

Your most effective performance in this type of processing is achieved only when you have that external focus of an outside listener to speak aloud to.

You also hear, in a very different way, the contents of what you are saying when a listener is in the room with you. So, going and coming, having a live or potential listener makes a "double whammy" difference in your results. To prove the difference you might choose to experiment later with doing questions with and without that listening, external focus, but please, while learning, get some "wins" under your belt first. Do it this time, and your next few times as well, speaking aloud to a listener.

You might be absolutely amazed at how many seemingly intelligent, articulate, sensible, people despite my instructions about needing to speak aloud decide that this provision doesn't really apply to them. So they try the process without listener or recording on tape, and then say, "Dr. Wenger, your techniques don't work for me! Do they work for anybody?" We have yet to find anyone who, actually following the instructions, does not discover effective, ingenious answers to most issues and questions by using this technique.

Use the technique as we suggest at first. You will find yourself soon able to benefit from the explorations even better on your own that you do with our guidance. More than anything else, have fun and describe what you experience. That's all for now!

From Session 4A: Activating Genius

Follow these steps for direct learning

- 1) Know what new behaviors you desire. The more specific you can be, the better this process will work. It should be something you have a strong personal desire to learn.
- 2) Select several books that speak authoritatively about the subject. It is important that these books teach the new behaviors you want in a practical, how-to fashion. Books on theory can be helpful, as long as they discuss practical application. Each book represents several years of the author's knowledge and skills and the essential ideas from many books. Imagine what you are downloading from this into your neural circuitry.
- 3) PhotoRead your books. Remember to state your purpose clearly before each book and to say a solid closing affirmation after each one. It may be a good idea to take a brief stretch or drink water between books. Allow yourself to remain centered and relaxend

throughout the process. If something happens to distract you between books, take a few moments to get back into state.

4) Direct your mind to generate the behaviors. Remember how you imagined doing things as a child? You called it "Playing Pretend." Gestalt therapists call it "Playing As If." See a mental simulation of the future, which encodes the brain with the necessary information to give rise to the behaviors according to your needs. This is the direct learning activation stage. The information will be activated spontaneously in the appropriate contexts.

When performing the direct learning process, I suggest not activating your books consciously because the conscious mind tends to interfere by trying to control the process. You see, most people in our culture have been schooled in the "Puritan Work Ethic," which means "You must work hard to achieve rewards." Your athletics coach may have said "No pain, no gain" to reinforce the idea that hard work, effort, and struggle are the fastest routes to success. Direct learning challenges such traditional assumptions by demonstrating that the inner mind can provide a "path of least resistance" to our success. As living life effortlessly is a real human option for the first time in history, why not go for it?

The direct learning process invites you to answer the simple question, "What do you want?" When you can answer that question with clarity, you are well on your way to accomplishing your desires. With direct learning, you PhotoRead a stack of books that encourages the use of the skills you need. Then, you imagine yourself in the future, in the moment of enjoying the accomplishment of your goal. This tells your brain to spontaneously generate the behaviors you need to achieve your future success.

Think of your brain as an ally in personal and professional development. Ask it to help, and trust it to demonstrate the wonders it can perform for you.

According to research done at the cognitive laboratory at Tulsa University, the human brain can acquire information and skills nonconsciously.

The work done by Dr. Pawel Lewicki suggests that the human cognitive system nonconsciously detects and processes information. His studies over decade provide evidence that subjects in the relevant experiments have no access to the newly

acquired procedural knowledge and no idea that they have learned anything from the stimulus material, even though the newly acquired knowledge consistently guides their behavior.

Dr. Lewicki has also determined that with preconscious processing, the inner mind is "incomparably more able to process complex knowledge faster and 'smarter' overall than our ability to think and identify meanings of stimuli consciously."

In a journal article, he wrote, "Most of the 'real work,' both in the acquisition of cognitive procedures and skills and in the execution of cognitive operations, is being done at the level to which our consciousness has no access. The sophistication and speed of this inner processing far exceed what can even be approached by our consciously controlled thinking."

Even more provocative is his conclusion. "The 'responsibility' of this inaccessible level of our mental functioning is more than routine operations such as retrieving information from memory and adjusting the level of arousal. It is directly involved in the development of interpretive categories, drawing inferences, determining emotional reactions, and other high-level cognitive operations."

Dr. Lewicki's work indicates to me that using nonconscious acquisition of information promises our best opportunities to change and grow. I present a new breakthrough technique for self-development combining PhotoReading with Direct Learning to activate your inner wisdom.

PhotoReading massive amounts of information helps the inner mind notice new options. Activation with Direct Learning provides a way to respond without trying to respond differently. Because Direct Learning changes behavior without your conscious intervention to change your behavior, it breaks the cycle of your paradoxical problems. The change occurs indirectly from inner wisdom working beyond conscious logic to solve your problems. It's paradoxically perfect and ideally suited to your life.

Supportive evidence for the breakthroughs of PhotoReading and Direct Learning came from PhotoReader Dr. Izzy Katzeff, a senior lecturer of neurophysiology at the University of Johannesburg in South Africa. While he was recovering from a stroke, he made a remarkable personal discovery. His stroke had created a lesion in his primary visual cortex (VI), resulting in posterior alexia. He could still write, but

he could not read. Although he could not comprehend written material, he could readily recognize words spelled aloud or words spelled on the palm of his hand.

After two and a half frustrating months when he could not even recognize any printed letters of the alphabet, he turned to PhotoReading. Instantly he began to read and comprehend what he had PhotoRead. Ecstatic, he called me to report that after PhotoReading five books, he could once again read in a regular manner.

“The only way this is possible,” he said, “is if we possess some neural pathway that bypasses the primary visual cortex. This proves it, and it demonstrates that PhotoReading is the way to access this pathway. This is exactly what you have said all along by referring to the preconscious processor and the other-than-conscious mind. This cements it, because I have a physical lesion and there is no way I can consciously perceive the page without a bypass. PhotoReading makes it possible.”

About six months later I got another excited call from Izzy. “I just read an article in a journal of neurology that proves my hypothesis, Paul. The article shows clinical research that demonstrates conscious perception of information is possible without the primary visual cortex. They have located the very pathway we were talking about.”

I went to the biomedical library at the University of Minnesota. Sure enough, the article “Conscious Visual Perception without V1” by University researchers Barbur, Watson, Frackowiak, and Zeki in London reveals ground-breaking research of brain lesion studies. The authors submit, in the journal *Brain*, that neural pathways exist that scientists had not previously recognized. Izzy was right! We had already been teaching the PhotoReading whole mind system based on that hypothesis eight years before the research was available with a neurological explanation.

In other words, more pathways connect your brain to behavior than most of your teachers ever imagined or encouraged you to access. However, in order to account for Direct Learning, we still need an explanation for how we route information to the brain to get new behaviors out, all without conscious involvement. Here again, Dr. Izzy Katzeff pointed the way.

In the early 1950s, Dr. Brenda Milner collaborated with Dr. Wilder Penfield on

studying Penfield’s brain lesion patients from the 1940s. Milner discovered that human memory involves multiple memory systems. She wanted to account for how a stroke patient could learn a task one day and by the next day forget having ever done the task. Somehow the patient would still retain the learning, building skills with the task over successive days. Her studies led to the distinction between implicit and explicit memory.

Your body-mind comes fully equipped for implicit memory, which bypasses the conscious mind altogether. You already have the “wetware” programmed to express the benefits of implicit learning, as evidenced by PhotoReading and Direct Learning.

Dr. Norman F Dixon wrote, “If the hypothesis that people can be affected by stimuli of which they cannot be aware is valid, then it has profound implications not only for the psychophysiology of memory, perception, emotion, motivation, and dreams but also for the nature of consciousness itself.”

The evidence has been mounting that humans have unlimited mental capacity. Still, Dr. Dixon told me in our conversations about implicit learning, the academic community remains firmly unconvinced. For certain, successful personal experiences in implicit learning will prove to your conscious mind that your brain already possesses the capacities I have been describing.

From 4B: Direct Learning

Realizing how easy Direct Learning can be and discovering over the next month how much benefit it can bring, you may wonder why most people never do it. Unfortunately, it is so deceptively simple that most people never even consider trying it. In fact, I had to be convinced myself. Only after the direct learning reports of PhotoReading graduates did I purposefully choose this powerful technique for my own benefit.

I have used direct learning for many of my own developmental breakthroughs from improving my memory, enhancing my communication and parenting skills, strengthening my writing skills, instilling creative breakthroughs in my thinking and much more. My wife Libby used it to become a highly paid professional artist and muralist over the period of a few months. She had studied studio arts and art education in college but had done little in the way of

fulfilling her desire for artistic self expression. She consciously began working her way through Julia Cameron's book *The Artists Way* which inspired her to go for it. So she PhotoRead about 3 dozen books on painting techniques and connected with local professional artists. It was awesome to see her transformation from doing almost nothing with her art to working full-time charging as much as she wanted to.

The behavioral changes that emerge from Direct Learning can be wonderfully startling because often times our self-perception or identity is wrapped up in not living our dreams. When you start generating spontaneous new behaviors that lead to personal identity or lifestyle changes, additional support can be helpful. That is precisely why you will find the Genius Code includes the combination of techniques presented here. So far you have experienced Dr. Wenger's Project Renaissance techniques of ImageStreaming and Over-the-Wall, and my techniques of PhotoReading and Direct Learning. Well, that's just half of the program. Coming up are my Paraliminal Learning sessions of Lucid Dreaming and *The Genius Code Activator* combined with Dr. Wenger's High Thin Tank, Borrowed Genius, and Advanced Toolbuilder. You will find enormous support to create the life you desire.

To review the Direct Learning process, think of the simple phrase, "What do I want?" When you can answer that question with clarity, you are already well on your way to accomplishing your desire. PhotoRead a stack of books that encourage the use of the skills you need. Then, automatically generate the new behaviors you need by visualizing your future success. Imagine yourself now in the future, in the moment of enjoying the accomplishment of your goal.

When you realize the inner mind is your ally in personal and professional development, you can begin to ask, "What else is my mind capable of doing?" Like a preverbal genie, your mind will answer through behaviors and sensory imagery. If you ask it to help, it will demonstrate what wonders it can do for you.

You may ask, "How will I know I am doing this right?
How will I know it's working? Immediately after the Direct Learning technique, I may feel good, but has anything changed?"

Paradoxically, if every day you ask yourself,

"Is it working yet?" you will make it difficult to notice a shift. If you pull up a seedling every day to see if it is growing, will it grow?

The changes you make with Direct Learning run deep. With Direct Learning you influence the unconscious control processes which direct your habitual behavior. Because the changes integrate nonconsciously, at first they may be so subtle that you may think nothing has changed.

One way to witness the effects of Direct Learning is to live life normally and notice any indicators of movement in the direction of your goal. Of course you can gain additional perspective through soliciting feedback from others. Those people who know you well will often see changes in you long before you notice them in yourself.

Some people, leery of bypassing their critical-judging mind, may approach Direct Learning with a modicum of fear. If they cannot make change happen by conscious volition and willpower, they consider it too risky to entrust to the nonconscious resources of mind. But, distrust in one's mind, is distrust in oneself. Being afraid to use the full potential of one's own brain can stop a person cold. Negative childhood experiences may have created many of the fears we carry into adulthood. But we can choose whether we keep them there. Fortunately, we have the power to choose how we will live today.

Freedom of choice means you can choose freedom. Use Direct Learning to discover your freedom and celebrate your genius.

From 5A: 1-Ugh Think Tank

In the techniques you have been learning in the *Genius Code*, speed and suddenness have been our allies to enhance creativity. These work so well because your judgmental editor is seated in the expectations you have. Those expectations are physically located mostly in the left temporal lobe of your brain, that wordbox from where we do nearly all of our conscious thinking and perceiving. —The part of the brain wherein sits our editor and wherein sit our expectations, has long since been trained down to the speed of the language we speak, which is but the tiniest fraction of the speed of most of our intelligence in other parts of the brain.

Even what you have learned so far might not be enough. We need that editor to be strong and well focused, for high resolution of our perceptions and

thinking and to provide leverage for all the functions we have through which we act on the world around us. But that wordbox-based conscious mind of ours also has to be receptive, willing to take in and examine fresh awarenesses from beyond the range of the things that editor expects to see.

It's in our fresh perceptions of a problem situation that we usually first find our best answer or solution. —And of course by now you've long since learned, in this course or previously, to let yourself consciously perceive as some of those fresh perceptions your own ImageStream, reflecting a few of that sea of inner sensory associations we are always experiencing on whatever issue or situation.

The main barrier still left for some people is that of what they *EXPECT* the answer *OUGHT* to be, instead of letting themselves see directly what *IS* or what their perceptions are showing them. Most people, in most times and places, see only what they expect to see and hear only what they expect to hear, and slough off anything else that's outside their expectations. Winston Churchill once remarked that most people sooner or later stumble over truly great discoveries— but that most people then just pick themselves up and walk away never noticing.

The whole world-wide creativity movement, starting with Alex Osborn in the 1950s, taught us to let *CREATING* be a free and distinct step different from judging. Treat the act of being creative as an act free and separate from judging and then, after you've got some stuff created and on the table, *THEN* you have something there to sort out and judge and make choices about. Most people have had so many putdowns in their life that they've internalized those putdowns and put *THEMSELVES* down, automatically. Worse, they put themselves down so automatically, so immediate a reflex, that they are no longer even aware of starting to have a creative idea before they've slapped it back down and don't even know that they were starting to perceive something creative or worthwhile. Let creating be one full step and a completely separate, afterward step be the sorting and judging, after the creative stuff has gotten expressed and is there on the table where you can work with it.

It's like letting our mind walk freely on two feet, as if creativity were one foot of the mind and judging or deciding were the other, second, foot of the mind. You do much better moving freely around on those two different feet, creating and *THEN* judging, than if you

tie those two feet closely together . . . or even, as so many people try to do, try to do it all hopping along on just the one foot only.

Alex Osborn, in his programs and in his book *Applied Imagination*, likened this to a car— creating being the accelerator and judging being the brake. Most people, he said, spend their lives just standing on the brake and then wondering why they aren't getting anywhere.

Creativity programs around the world try to teach people to create freely and *THEN* judge. —To withhold judgment until you've gotten your idea up freely to where you can get at them and see what you have there *TO* judge.

Most of the successful strategies and techniques of creativity programs and creative method systems around the world, consist of techniques and practices whereby you can somehow slip past that judgmental editor in your brain for long enough to get your creativity fully out on the table. Osborn taught us to suspend judgment, to refrain from judging until we got our ideas up and developed them.

Here, in this course, you've already learned some important additional strategies—

Calling your shots as you see them. Getting practiced at objectively reporting what you are perceiving even when what you perceive is sometimes different from what you expect.

Using suddenness to jump past your editor, your plodding, slow-moving judgmental functions. An example of that in this course is the suddenness with which you jumped over the wall into an answer-space and then went with your first impression of what you found there, describing whatever it was that you found once you suddenly jumped over the wall and saw whatever was there in that space. That was why we emphasized capturing your very first impression of what was on the far side of the wall, and jumping suddenly to catch by surprise what you found over there. Too quick for your editor to move over in the way and say, hey, the answer should look *THIS* way instead of *THAT* way, editing your picture into something else that's no longer your real best answer, editing your scene instead into something that's more in line with what your judgment expects *OUGHT* to be the answer.

Besides sudden jumps over walls or sudden flashes of color followed by a scene through elevator doors, we have a wonderful little group procedure for four to six

people, or larger groups divided into smaller groups in that size range, called “Quick Question/Answer” or “QQA,” which also uses suddenness, where you blurt a response to a question that’s been read to you before you can stop to think what you should answer. (You will find QQA and several other group forms in this course’s handbook, among other reasons because doing some of these experiences with a live group, with live partners, live listeners, is so very, very effective.)

Using speed, a rapid flow of description, to run much faster than your judgmental functions can keep up with. Running faster with your descriptions than you can stop and think of what to say next, just keep describing regardless and as rapidly as you can. You’ve done this with most of your experience sessions in this course thus far, and this continues to be a very, very good strategy.

One wonderful advantage of High Thinktank training is that it reinforces that your noticing of answers, even when the questions might not be consciously apparent. A PhotoReader in England named Doug went through a startling example of this while attempting to activate the *Natural Brilliance* book by Paul Scheele. He had not felt the PhotoReading procedure was working for him and he wanted to know, “What is the best way for me to activate a book after PhotoReading.” Then he began using the activation techniques of super reading and dipping in the book. He turned to a page that his brain suggested, seemingly at random, and super read for a page or two. “Hmm. Nothing there,” he thought so he tried it again, “What page should I turn to, to answer this question?” He thought of a number and turned to that page, super reading for a page or two. “Hmm. Nothing there. Maybe I reversed the numbers.” So he tried it again. Nothing. He tried turning the numbers differently and super read again. Nothing. Then it occurred to him, that everything he had super read was about the same topic, but answering a different question. He looked back to each of the pages he had explored and sure enough, the question he was receiving an answer to was, “How can I overcome my fears?” That was the real

question he needed to answer, the one question his subtler resources knew he needed to answer if he was to be able to activate. Doug realized only then, that if he could overcome his fears, he could activate. Better still, he was at that time, confronting his fears and effectively activating the book. The answer was delivered to him by his experience right then and there!

One final point. I mentioned that you should not attempt to interpret your impressions until *AFTER* you’ve expressed and recorded those three impressions, and *AFTER* you’ve tracked out what their common features may be, *THEN* you can open the previously “concealed” question and look at how those common features answer that original question.

In one example, a woman in Chicago using high thinktank encountered three vivid dream-like impressions. One was a scene from a movie she had watched on a video. The second was the thought of her friend nursing a baby. The third was her mailbox out front of her house. After having described each in detail she examined the common elements between them. Her sense of video had to do with the bond between the main characters that was broken because they couldn’t tell each other the truth. Her sense of the woman nursing had to do with the nurturing that took place between mother and daughter through the eyes almost more so than through the breast milk. And her sense of the mailbox was the anticipation of communication. When she looked at the question she had pulled, it had to do with how to resolve a relationship conflict between her and a younger woman on her project team at work. As she examined her three descriptions she realized that the common elements had to do with connection and communication. She felt her mind was telling her to speak truthfully about their dependence on each other in the project and to nurture the relationship. She needed to look this woman in the eyes as she spoke and be patient about receiving communication, anticipating rather than expecting immediate responses.

Now that you have explored high thinktank and received several answers, continue to build your Genius Code by studying the metaphors and sensory images that your further resources use to communicate in consciousness. Use the opportunity of high thinktank to further activate the materials you PhotoRead as well.

Tools for Learning

We publish what we believe to be the finest programs in self-improvement, education, and health to help you maximize your potential. All programs come with success coaching as well as a money-back satisfaction guarantee.



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/PhotoReading.

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



Memory Optimizer: A Fun, Bold Approach to Vastly Improve Your Memory

Improve your memory with a unique, new approach using Vera F. Birkenbihl's “The Birkenbihl Method” and Paul Scheele's “Paraliminal Learning.” Concepts and practical processes such as Intelligent Gap Management, the Inner Archive, Memory Pyramid, and the Anchorman List coupled with 57 memory tricks will give strength to your memory and ability to learn.

Whether your needs are personal, professional, academic, technical, or anti-aging, use this personal learning course to optimize your memory long into your future. *Memory Optimizer* includes ten audio tapes, a 72-page course manual, and the *Memory Optimizer* Paraliminal session.

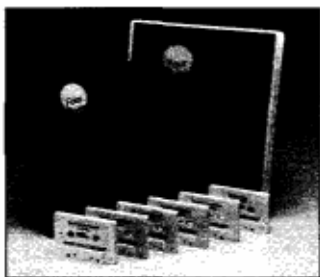


Million Dollar Vocabulary: Sharpen Your Verbal Edge for Success

From the very first listening session your vocabulary will grow. Professor J. Michael Bennett and Paul Scheeles *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 use the processes of *Genius Code* falling by the wayside, 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 and immediately feel better about yourself.

- *Anxiety-Free*. Gain freedom from fear and anxieties. Project strength.

- *Get Around To It*. Eliminate procrastination and be effortlessly compelled to achieve.

- *Automatic Pilot*. Eliminate negative self-talk and vaporize self-sabotage.

- *Belief* Strengthen belief in your ability to accomplish anything.

- *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* Sharpen your ability to remember facts, principles, details, and theories. This tape is included with the *PhotoReading Personal Learning Course*.

- *Personal Genius*. Get into the flow state for learning.

- *New Option Generator* Create new solutions and choices. Generate new options for how to think, feel, act, and respond.

- *10-Minute Supercharger* Energize and become mentally alert in minutes.

Other Paraliminal Tapes include *Ideal Weight*, *Relationships*, *Sales Leap*, *Smoke-Free*, *Deep Relaxation*, *Holiday Cheer*, *Instantaneous Personal Magnetism*, *Perfect Health*, 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 as well as 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: 1-low to Let Co 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 Sikes 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.



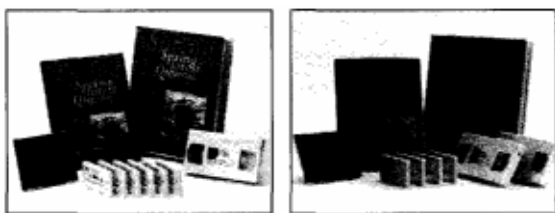
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Learn a world language in the same effortless, manner you learned your native language with the fun and easy-to-use EasyLearn Spanish, French, and German audio tape programs.

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 training whether classroom or self-study. It provides a great refresher for people who have previously learned or studied the language.



Spring Forest Qigong: for Health

For thousands of years, the Chinese elite have known that controlled breathing techniques combined with focused concentration and simple movements can significantly improve ones health. They have called this practice Qigong (pronounced "Chee-Gong").

Chunyi Lin, a Qigong master with over 20 years experience, has demystified this ancient practice and made it practical for today's modern people. His *Spring Forest Qigong Personal Learning Course* guides you through learning simple, easy-to-follow exercises for a vibrant sense of energy and well-being.

Level 1, which is designed to *help you heal yourself* consists of six audio tapes, one video tape, a music CD, and a comprehensive manual. Level 2, which is designed to help you *help other people heal themselves*, consists of four audio tapes, two video tapes, a music CD, and a comprehensive manual.

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Educators and trainers benefit from the unique strategies of Accelements, a program that brings accelerative learning and teaching methods into student-centered classrooms.

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Learning Strategies Corporation offers over forty training programs for in-house presentations.

Programs include, *Mind Mapping: Clarify Thoughts and Organize Notes*, *Activating Your Memory*, *Learning Styles: How do I Learn, Perform, and Concentrate*, *Thinking the Accelerated Learning Way*, *Natural Brilliance: Success Strategies Leading to Optimal Performance*, *Mind Shifts for Creativity and Problem-solving*, *Hypnosis and Other-than-conscious Communication*, *Goal Setting*, and *Rapport: The Structure of Influence*.

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