

# PIECE OF MIND

**Science today has shown us how we can access all our  
mind in seconds \_ it's like turning on a switch  
inside your mind.**

**With the information in this book you can not only  
Switch On to all of your mind in seconds, you can increase  
the use of your mind to achieve faster and more easily.**

**Switch On to your personal power.**



# **PIECE OF MIND**

**Sandy MacGregor**

Mind Charts

by

Monika Kobus

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## DEDICATION

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*I dedicate this book to my three children who can no longer be here with me in body, but always will be in spirit: Jenny, Kirsty and Lexie. It has been what I have learned from their untimely death and the direction I have moved in since their death that has driven me and been my inspiration.*

*I also dedicate my book to my three children who live on with me in both body and spirit: Andrew, Lara and Ian. They have also been my inspiration and it is through them that I continue to learn and know that whatever happens life moves on and on ....*

## ◆ ◆ ACKNOWLEDGEMENTS ◆ ◆

I thank my wife Sandra for the long hours, patience and support she's given me whilst we both worked on this book. Sandra does many things to constantly make life run smoothly in addition to being a wonderful mother.

Thank you to Monika Kobus, for the wonderful artwork; it has been a delight to work with Monika. I would also like to thank Susan St Lawrence and Victor Wilson who have so capably assisted with the running of my seminars.

Steven Snyder is a friend who instructed me so well at Insight IV. I thank him for his friendship, for his encouragement and for his wonderfully clear teaching style.

To Ken Davis a big thank you for his assistance and encouragement and for the marvellous piece of music he has composed for me: *Infinite Joy*.

I highly recommend Insight Seminars as a wonderful personal awareness organisation which had a great influence on me.

Many others, too numerous to list, have helped me along the way and I thank you all: you know who you are.

Finally, I would like to acknowledge myself and say; "Well done Sandy!" I hope this book may also inspire you and contribute to your life's purpose.

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## CONTENTS

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<b>How to Use This Book</b>	13
<b>Chapter 1    Introduction</b>	15
Comfort Zones	22
The Role of the Subconscious	24
Exercise	24
Ongoing Support	25
Representational Styles	26
Exercise	29
Questions and Answers	31
<b>Chapter 2    The Brain</b>	35
Children	38
Genius	39
Brain: Left (Analytical) & Right (Creative)	40
<b>Chapter 3    The 88% Power-Your Subconscious Mind</b>	45
Your Subconscious Mind	45
Programming the Subconscious	46
Limbic System	50
<b>Chapter 4    Mind Charting</b>	55
Introduction to Mind Charting	55
The Laws of Mind Charting	57
Making a Mind Chart and its Uses	58
Exercise	61
<b>Chapter 5    Brain Wave States</b>	67
Delta State	67

	Theta State	69
	Exercise	76
	Alpha State	76
	Beta State	80
	Examples of Alpha	81
	Examples of What to Do in Alpha	85
<b>Chapter 6</b>	<b>The Reticular Activating System (RAS)</b>	89
	The Filter of the RAS	89
	Safety	92
	Using the RAS	94
	Relaxation	96
	Music	97
	Letting Go	99
	Questions and Answers	100
<b>Chapter 7</b>	<b>Building Your Peaceful Place</b>	105
	Building Your Peaceful Place	107
	Exercise	111
	Discussion About Your Peaceful Place	113
	Your Peaceful Place in Three Minutes	115
	Further Discussion	116
	“Falling” Asleep	119
	Porpoising	121
	Discussion Again	122
	Exercise	125
	Questions and Answers	126
<b>Chapter 8</b>	<b>The Laws and Language of the Subconscious Mind</b>	133
	Imagination and Reality	133
	Laws of the Subconscious Mind	134
	Language of the Subconscious Mind	137
	Examples of Emotion	139



<b>Chapter 9</b>	<b>Your Emotional Anchor</b>	147
	What is an Anchor?	147
	Examples of an Anchor	152
	Building Your Emotional Anchor	153
	Exercise	156
	Letting Go Thoughts	158
	Using Thoughts to Your Advantage	159
	Grief and Emotion	160
	Questions and Answers	162
<b>Chapter 10</b>	<b>Setting the Goal</b>	169
	Affirmations	172
	Write Down Your Goal	175
	Exercise	176
<b>Chapter 11</b>	<b>Imaging the Success of Your Goal</b>	181
	The Importance of Imaging	181
	Self Confidence – Imagery	184
	Weight Release – Imagery	185
	Releasing Hurt – Imagery	186
	Quit Smoking – Imagery	187
	Exercise	188
	Questions and Answers	188
<b>Chapter 12</b>	<b>Putting it All Together</b>	193
	Sequence	193
	Achieving Goals Faster	194
	Putting it All Together	196
	Exercise	199
	Questions and Answers	200
<b>Chapter 13</b>	<b>Academic Accelerated Learning</b>	207
	Purpose	207
	The Theory of Multiple Intelligences	208
	Seven Steps to Accelerated Learning	213

	Summary of Important Tips	221
	Summary of Steps to Achieve Accelerated Learning	223
	Accelerated Learning is for All	223
	Twenty-Eight Ways	224
<b>Epilogue</b>		229
<b><i>Appendix A</i></b>	A Peaceful Place (PP) Series Books, Tapes and Videos	230
<b><i>Appendix B</i></b>	CALM Seminars	237

## FOREWORD

Is there any new information under the sun? The human race places its own limitations on belief – we want everything to be proven to us scientifically. Recently (in the last 30 years) an enormous amount of research has been accomplished in the field of learning and particularly the brain, which researchers, scientists and psychologists have been able to label with new words – the “new” discoveries. This makes it more acceptable to us. Has accelerated learning, (ie. the ability to achieve faster, both academically and gain life skills) using relaxation and the power of the subconscious mind, always been with man? The answer is YES. Many great artists, scientists and inventors have used it, but it was not labelled “accelerated learning”. All of us have used it – especially between the ages of 0 to 5. (Scientists now tell us this, so we have come to accept it).

This book is about **how to use the subconscious** mind to our own advantage. The subconscious mind is 88% power of our mind. It is a storehouse for memory – all memory – including habits. You use this mind effectively only in the relaxed state; the language of the subconscious mind is emotion. So what does this book do differently? It teaches **how to relax in 30 seconds and how to use emotion**; the two most important tools towards achieving accelerated learning – not only academic learning, but life skills learning (increasing confidence, releasing weight, enhancing artistic abilities, releasing stress, increasing sales, sleeping easily, etc, etc). We

## PIECE OF MIND

have all heard of mind power courses – this book uses plain language to “take the mystery out of mind power”, making it available to all those who seek it. We all use mind power – but we can use it more and it's our *right* to know about it!

In presenting the information, I have used three major resources: the first – myself and my experiences. References for scientific research can be found in Colin Rose's book *Accelerated Learning* – basically it summarises the research available in this field. My third major resource is my association with Steven Snyder – his clear, explicit language and lucid explanations are really worth emulating.

I am motivated by my belief in these methods, this “mind power”, which has been of such tremendous benefit to me. I would like to share this with as many people as possible. I conduct my seminars, and I love doing that, however I know that with this book I will reach an even wider audience, and that would please me greatly. So who is this book for? We are all at different phases or stages in our lives. This book can be for taking control of our individual power, it can be the start of charting a new direction, it can be for parents wishing to impart skills to their children, it can be for those who wish to relax and release stress, it can be for those who wish to change or reinforce a habit or to increase self confidence and self esteem, it can be for those who wish to learn faster with no stress involved, it can be for those who wish to know about the skills of academic learning, it can be for those taking the first step to meditation, it can be for busy professional people to make more time in their lives, it can be for corporations applying the skills to increase sales, for motivation, etc. Have I missed anyone? I hope not.

## HOW TO USE THIS BOOK

To gain an overview, look at the Mind Charts at the beginning of each chapter and then at the end of each chapter. Your next step is to read each chapter and complete the exercises.

Questions raised in telephone conversations and in discussion sessions are included. If you have more please write to me. Read the personal stories, they show many examples of how these techniques have worked for various achievements.

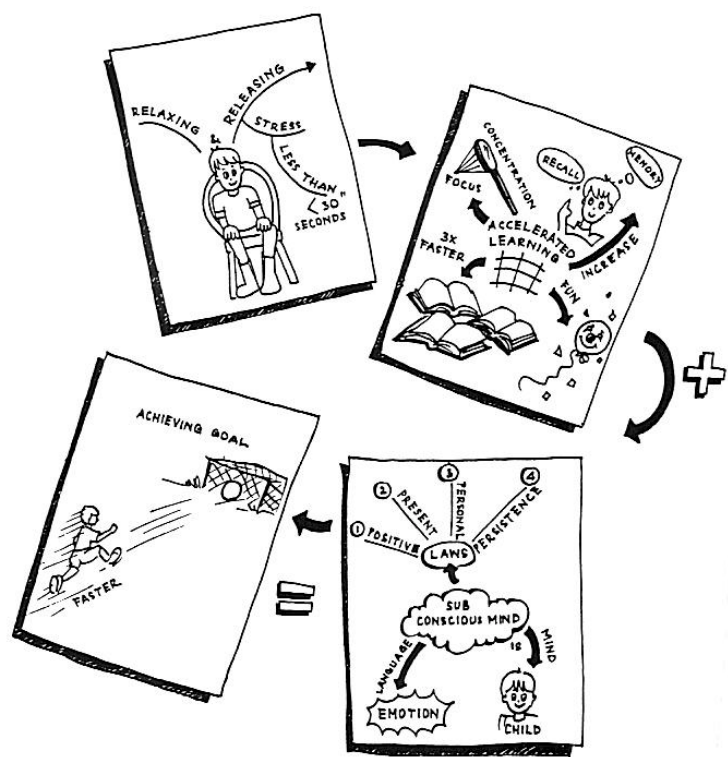
On completion, review this book by looking at the Mind Charts at the end of each Chapter.

The audio tapes *A Peaceful Place (PP) No.1 (Instrumental)* and *A PP No.2 (Guided Imagery)* are available (see page 230) or you could make your own guided imagery tapes using the written words (where indicated in italics) in this book.

With the tapes and this book you can achieve relaxation in thirty seconds; you can apply this to academic learning, by experiencing new techniques. By creating and using your Emotional Anchor, you will be able to use these techniques to program goals and achieve them faster.

Practise the Alpha technique 20 times a day for a month – each practice is 30 seconds so that's 10 minutes a day to help you create the best possible habit you can have. A habit that saves you time, focuses your energy and helps you achieve anything you want – faster. **Remember, doing it does it.**

PIECE OF MIND



PREVIEW OF CHAPTER 1

# 1

## INTRODUCTION

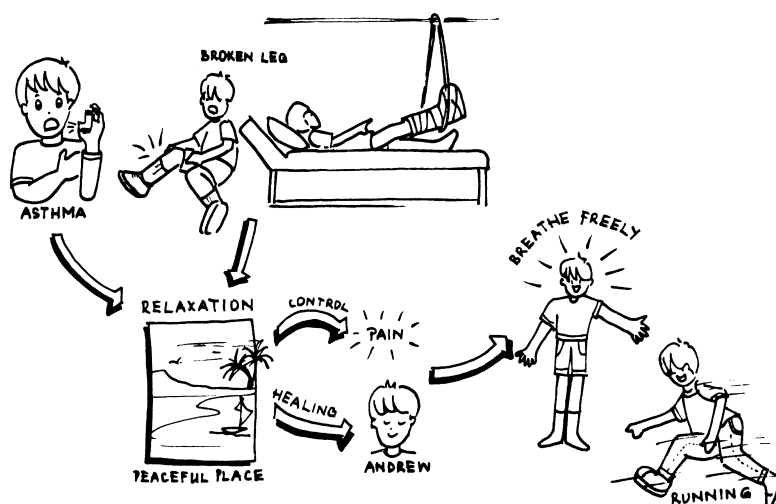
I was introduced to the subject of the powers we have within us by my son Andrew, when he was 17 years old, in 1982. It happened like this. Andrew at that stage had been suffering from asthma for about 15 years, and he actually collapsed at a railway station, was taken to a hospital, and given a cortisone drip. He woke up attached to a drip, which he pulled out of his arm, walked out of the hospital, collapsed again, and ended up in another hospital on another cortisone drip. In fact he rang me from the second hospital – I didn't know anything about what had happened until his call. Up until that stage of course he had received so much conventional treatment for asthma and was not achieving any relief or recovery, so I decided to seek some alternative treatment.

I introduced him to a doctor who actually taught Andrew how to relax between bouts of asthma – this was quite fantastic. The treatment started to work – Andrew was taking control. A few months later, Andrew had an argument with a bus; he was on a motor bike, and he lost. The result was that his leg was broken in two places. He did a really good job on himself, with bones sticking out – crushed and shattered – but he never lost consciousness. Andrew actually had the control and the

## PIECE OF MIND

ability, some power within him, that enabled him to go to that “place of relaxation” that the doctor had taught him about.

In fact Andrew's leg was so bad that he was about to lose it. Luckily he came under the treatment of a professor who said that he could do some new work with him. I also called back in the original doctor who had taught Andrew and asked if there was anything else we could do, particularly with a view to controlling his pain.



In addition, Andrew was back on cortisone to control infection, and cortisone and re-growth of bone are incompatible – so this was a real concern. The doctor who had helped Andrew with his asthma now taught Andrew to handle infection, enhance healing, control pain thus using his own mind to re-grow his bone so that Andrew no longer required cortisone.



## INTRODUCTION

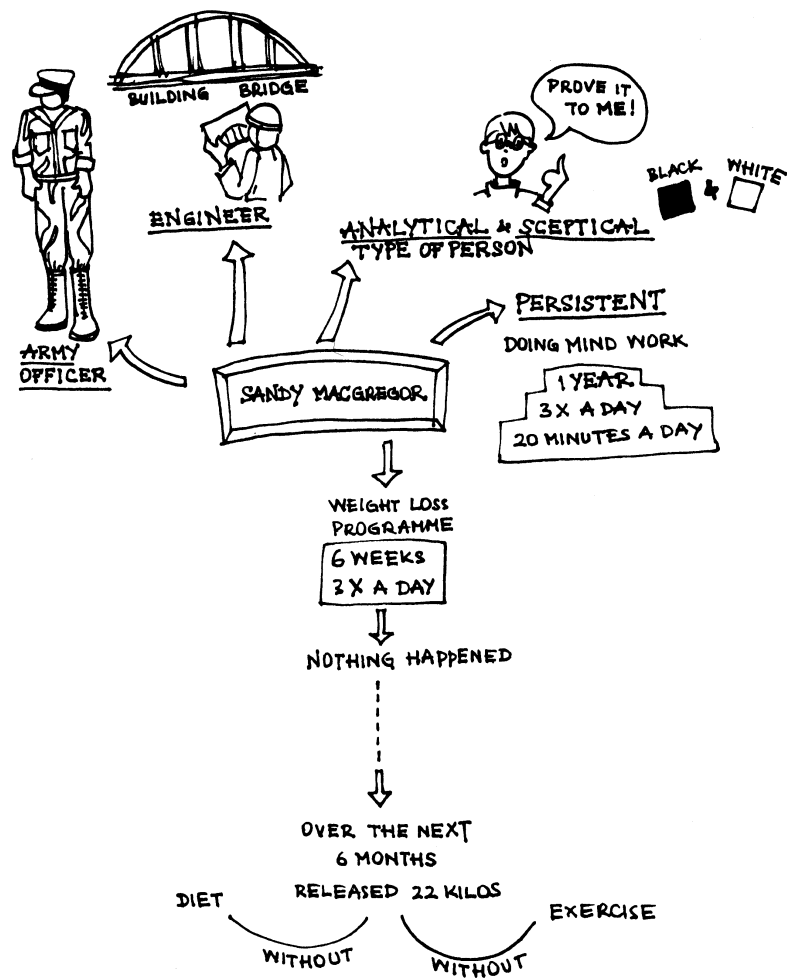
So this was my introduction. All of this was quite remarkable to me and I was very, very impressed; so much so that I then got Andrew to teach me what it was all about.

Now for a little bit about my own personal background. I am what you call a left-brained person. I am an engineer and an army officer – it's hard to find someone who is a more “prove-it-to-me” type than that! I am the analytical type – I need everything to be seen in black and white, write it down, work it out, that sort of thing. I'm a left-brain dominant, analytical person. All of this “mind work” was not being proven to me personally. I could see what it was doing with my son Andrew, but I thought “It wouldn't work with me, not that sort of stuff”.

In any case, I did what Andrew taught me, three times a day, 20 minutes a day – I'm a very persistent type of person. To get professional assistance I went to a consultant and he said to me “Sure you're doing it right – what you're doing is perfect”. I said “Well I don't know for sure that I'm doing anything, so how can I prove it to myself?” He told me that two of the most difficult things to do are to lose weight and to give up smoking.

Well I didn't smoke but boy did I need to lose some weight! So he gave me a weight loss program and for six weeks I followed it three times a day, playing myself a tape – but nothing happened – absolutely nothing! (... or so I thought!). However, in the seventh week I lost 2 pounds; and then I lost 2 pounds in the eighth week, and then 2 pounds in the ninth week. Do you know, over the next six months I lost 49

PIECE OF MIND



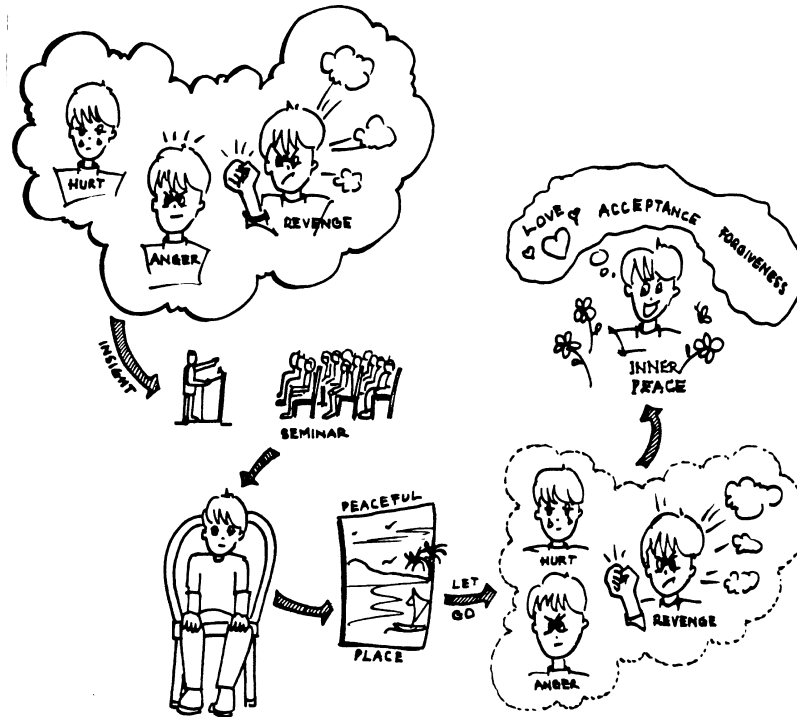
## INTRODUCTION

pounds! Yes, 49 pounds! (that's about 22 kilos). I did not do any exercise, nor did I go on a diet, until I had lost the weight. Had I done so, it would have meant that I was doing something else, other than using my mind, and I wanted the “mind” method to be proved to me. So that's precisely what I did. I worked at it, proved the method to myself, then I used the relaxation system to do many different things. One example is, whilst standing in front of a doctor, I could bring my pulse rate down to such a low rate that it was almost imperceptible, and could also reduce my blood pressure by about twenty points.

In January 1987 tragedy struck when my three teenage daughters were shotgun murdered by a crazed young man. Going through grief takes quite a while and there is no short cut. However, by using the same system that Andrew had taught me to take control over myself, I was able to change feelings of hurt, anger, and revenge to feelings of love, acceptance and forgiveness. I developed an inner peace, just by using the same sort of system that I had used to release weight and relax.

My fortunes then changed a little in that I went to the United States to attend a six week course with Insight Awareness Seminars, which are quite fantastic! There are three Insight Seminars conducted in Australia and then the fourth one, in 1987, was conducted in the United States in California. An army colleague of mine had recommended that I check out Insight I in about 1982, and because of my very high regard for him I thought “Well if he thinks this is good and of real use then it must be OK” – so I did the first seminar.

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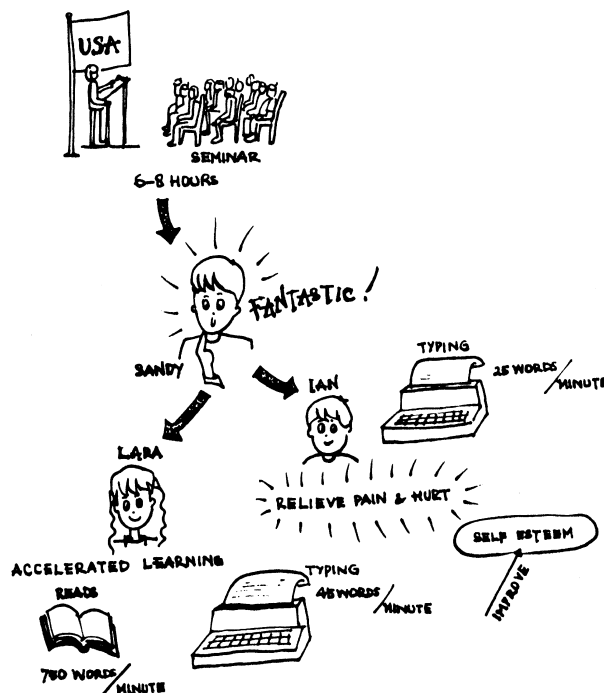


Several years later, immediately after the death of my daughters this same friend's wife actually, “grabbed” me and virtually insisted that I do the next seminar – Insight II – to help me handle my grief. That was a great move. So from there I did Insight III and that's how I came to be at Insight IV in the United States.

At this seminar we had the leading people from around the world speaking to us on different topics. There was one speaker whose name was Steven Snyder, and he spoke for six to eight hours. Do you know he taught a room full of 60 people everything that I had taken 18 months to learn. It had taken me 18 months and he had taught a room full of people

## INTRODUCTION

in six to eight hours! I thought “Great! His fast method is absolutely fantastic!” When I came home I gradually applied what I knew to my two younger children, Lara and Ian, who were six and four years old at the time.



Lara went on to use accelerated reading and when she was 8 read at the rate of about 750 words per minute. Ian and Lara both learned to touch type on the computer with Lara then doing about 50 words per minute and Ian about 30 words a minute. Also they both use this same system to relieve pain and hurt; and to improve their own self-esteem.

I resolved to become more involved. I could see its value and I joined the Accelerated Learning Society. I could see how all

## **PIECE OF MIND**

the information I had learned is related to accelerated learning; not only study, memory and the like, but to life skills, applicable to most situations, for anybody, in any walk of life. One of the very first **keys** to accelerated learning is **relaxation**.

Then Steven Snyder came to Australia and I worked with him for twenty two seminars – including work with the corporate sector, the general public, and children. Whilst I was working with Steven, I really perfected my knowledge of exactly what the method and system were all about. This is what I now teach.

You now have a picture of how I became involved and you can also learn this system. It's easy – just make sure you incorporate the techniques explained in this book. To help you, you could choose to listen to my audio tape *A Peaceful Place No. 2 (Guided Imagery)*, or you could make your own tape. All of you, everyone without exception, can actually relax and release stress within 20 to 30 seconds. There are many additional benefits that lead on from mastering relaxation and these you can achieve as well. More of that later, for now just remember “doing it does it”.

## **Comfort Zones**

Usually we all operate from within our Comfort Zone \_ a self imposed boundary outside of which we feel uncomfortable. Let's say that the circle in the diagram shown is the boundary of “where we feel comfortable”. Outside uncomfortable, inside comfortable. An example may be public speaking. The

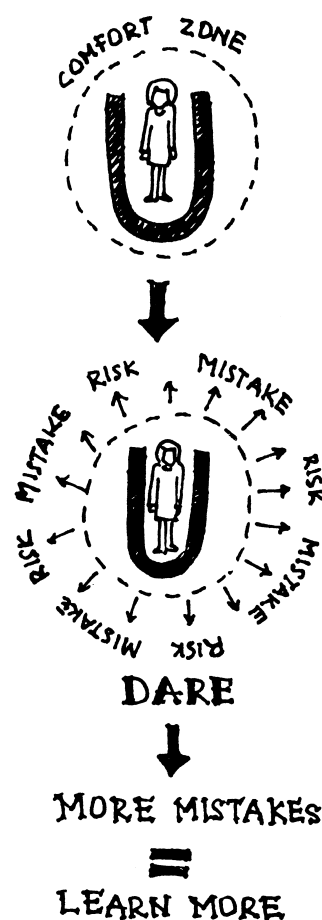
## INTRODUCTION

image of ourselves could be as a poor public speaker and therefore our comfort zone is inside the circle. Outside the circle represents public speaking, an area of challenge which is new to us. The boundary of the circle is the wall of fear or block or doubt about our own abilities.

When we challenge this boundary and go through the “fear” into the unknown, we are in the area of new learning – an area of stress, tension and anxiety where we can make mistakes.

Is it OK to make mistakes? Sure it is, that's how we learn. Other situations could involve a new job, meeting new people, or driving your car in a new suburb. Once you've gone outside your Comfort Zone a few times you feel more comfortable and so you have extended your comfort zone.

I am going to be able to show you a wonderful non stressful way of increasing your Comfort Zone, staying in your Comfort Zone yet easily extending your learning and feeling good about yourself. In fact that's my responsibility with this book: “To take you into new areas of learning”.



## PIECE OF MIND

### Role of the Subconscious

Why is change challenging? It is challenging because the role of the subconscious mind is to keep you where you are now \_ hence all your personality, habits, self image and memory will drive you when you “float” along, ie. no change will take place until you have consciously directed your subconscious mind to form a new habit.

The conscious mind directs the subconscious mind; it does that best when you are totally relaxed (in Alpha) thinking of one thing at a time. Remember the Comfort Zone expands when you consciously dare to risk – you may make mistakes and yet you will learn more. Using your subconscious mind to achieve means stress-free learning.

### Exercise

*What I would like you, the reader, to do now, is to take a pencil and write down, in the space provided below, five good things about yourself. Write them down and repeat them to yourself. Enough space has been left for you to come back and read the book again in a month, six months or whatever and add to the list. Note where you were at then and where you are at now.*

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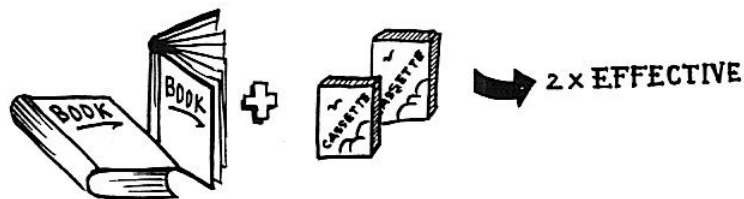
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### Ongoing Support

I have a system of support in place which includes:

- ◆ Books and tapes (listed in the back of this book)
- ◆ Talks/Discussion/Follow up Meetings
- ◆ Seminars for children and adults in the public, educational and corporate areas, conducted by myself and my accredited trainers



- ◆ Regular Information and success stories placed on my web site [www.calm.com.au](http://www.calm.com.au) .

## **PIECE OF MIND**

- ◆ I am always available to answer questions and I encourage you to write to me at PO Box 482, Lindfield NSW 2070 (Sydney, Australia) or call me on 61-2-9416 9244.

Many of the books and tapes available are also very useful for companies. In fact companies using accelerated learning methods train twice as many people more effectively, with the same budget.

To obtain maximum benefit from this book I urge you to follow all the exercises throughout the book.

## **Representational Styles**

We all learn with all our senses, but often one of our senses dominates. From the science of Neurolinguistic Programming (NLP) we find that we learn and communicate with all our senses – sight, hearing, smell, taste, touch. These representational styles are: visual, auditory and kinesthetic. Most of us favour one over the others – especially when we are stressed.

For example some people are good listeners and can readily and easily absorb information from listening. Others are more visual and learn best from being able to see something demonstrated. Some are kinesthetic, which means they learn best from actually doing, or experiencing, in much the same way as you are doing now, by reading this book and doing the

## INTRODUCTION

exercises yourself. If you love to learn by getting involved, then perhaps you would find greater benefit in actually attending discussion groups or seminars. I am a particularly good auditory person – I quite readily absorb information through my ears. However, when I was at university, I didn't learn from listening. The lecturer was busy writing on the blackboard as well as talking. I concentrated on copying down the notes (and daydreaming as well). I'd look at those notes a day or a week later but I didn't recognise the material! It was not until I actually went over the notes again and “experienced” them that I started to absorb the information.

Most people are dominated by one or two of the three primary representational styles, being: auditory, visual or kinesthetic.

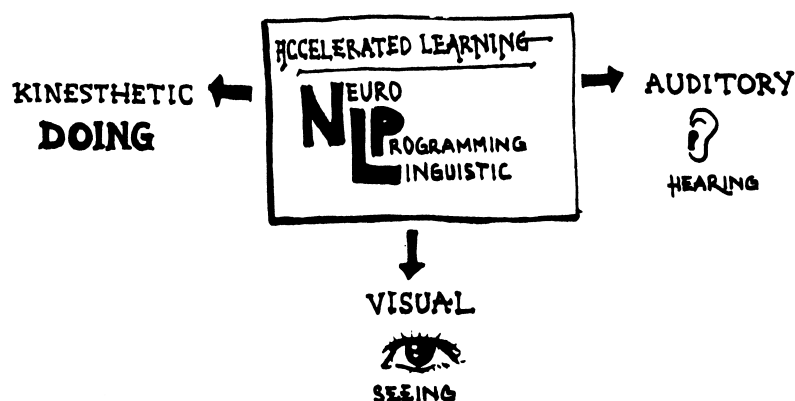
A rough average of how people learn is:

- 50-60% of learning takes place via the most dominant representational style
- 30-40% the next most dominant
- 10-20% the least dominant

It can be quite frustrating in a marriage situation when one partner is visually dominant and one is auditory dominant. This is the case in my family. My wife is visual and sometimes has selective hearing when I'm talking. This is not a criticism – I can certainly be the same – it's quite natural. Often I will explain something and think that Sandra is listening and that she has got it. Later Sandra may claim not to know about it. It might be a lesson to me about my communication skills, or timing, but it certainly can create

## PIECE OF MIND

misunderstanding and communication breakdown. It can be quite frustrating, there's no doubt about it (we now have an agreement that if I want Sandra to take some action on what it is that I have said then I must write it down, or she repeats it back to me. It seems to work!).



My younger son is very kinesthetic. He used to have stories read to him, which he loved. But what he would do when the story was being read was play. He'd play with his cars, with his planes, whatever it might be, and he'd run around the room – but make no mistake – he knew every word that was being said at any time. He knew exactly where the story was up to. He was probably processing kinesthetically, and being auditory as well – he needed to be able to do something whilst listening. Now it can be frustrating reading to a kid when you think he is not paying attention. “Pay attention, listen to the story! You wanted me to read to you, do you want to hear it or not?!” ... but he heard every word!

Many school teachers come across kinesthetic kids and in some instances they are labelled hyperactive. I have even heard of situations whereby children have been given drugs to

## INTRODUCTION

calm them down! There are other ways of teaching these children. It is very important if you are a teacher to know whether your students are visual, auditory or kinesthetic. When teaching any group of people these three representational systems always need to be covered.

### Exercise

*Here's another exercise. Take a pencil, and once again in the space provided, write down why you decided to read this book. What is your expectation, what do you want out of this book? You could even ask your friends to have a glance at the book and see what they would get out of it. What I'm promoting here is to have a discussion with yourself, and others, to work out what reasons you have to read, study and do the exercises in this book. Whilst this may be difficult for you to do, I encourage you to share your reasons with someone. There's always quite a variety of reasons from all those involved.*

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Let me now share with you what I'm going to cover – what my reason or aim is, for writing this book.

## PIECE OF MIND

- ◆ Firstly I am going to show you how you can obtain relaxation and release stress quickly. To achieve this though there is one proviso, and that is – that you want to do it! If you do not really want to do it, then that probably means that you are not ready for it yet. I guess it's a bit like giving up smoking, if you don't really want to do it then you will not succeed in giving it up. The same with relaxation and releasing stress, there will be a “struggle” going on in your mind and you cannot possibly achieve relaxation unless you want to do it.
- ◆ Secondly I will cover accelerated learning skills. In fact what will happen with accelerated learning skills is that you can experience some of the skills by reading and doing the exercises in this book – we've already started. The “how to apply it” to things like study and work will also emerge. Of course the actual study you will need to do yourself!



- ◆ Thirdly, I will show you a way to achieve your goals faster. The goal can be whatever you like, for instance wanting to relieve pain, wanting more self-confidence, wanting to give up smoking or to release weight (we don't say lose weight any more because if you lose

## INTRODUCTION

something you want to go and find it again), achieving success, increasing sales, controlling anger, overcoming insomnia, better communication, achieving a certain mark. Whatever your goal may be, you will find a way of achieving that goal faster – much faster than it took me when I first learned about how to do this, and we'll come to the reasons why.

Is the reason why you decided to read this book covered by the three points above? Look back to what you wrote down in the last exercise.

## Questions and Answers

*Will I be able to achieve all three?*

Yes, you will. You will be able to achieve relaxation in 30 seconds. You will obtain a way to clarify and achieve a goal faster. Say if your goal is to obtain high distinctions in final exams or to release weight, then you'll be able to start working on it in this book. It could be your primary aim for reading this book and you will certainly be able to experience and obtain some accelerated learning skills.

*How important is having a goal?*

One of the things that the science of dreams has shown is that happiness is a journey. Happiness comes from moving towards a goal, not actually getting it.

## **PIECE OF MIND**

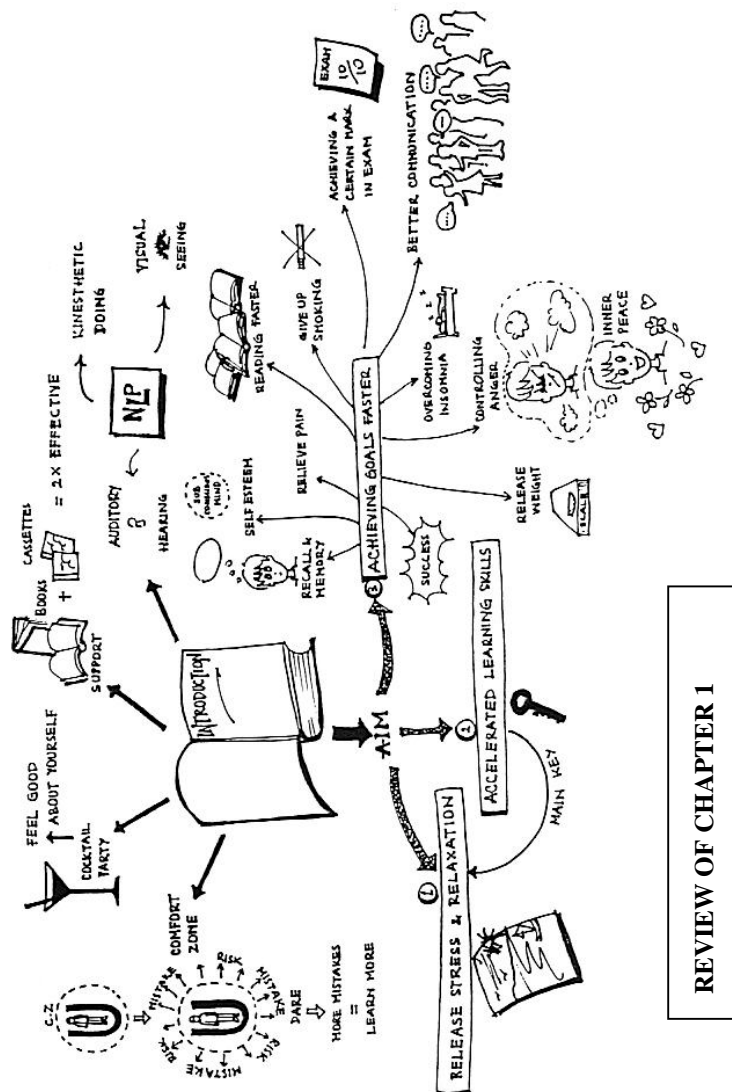
To remain happy always have a goal that you are working towards. A famous guru describes the secret of happiness as “BE HAPPY”. In other words a verb – a doing word.

*What about recall and memory can these be improved?*

Yes, absolutely – that will be covered, in fact there will be some exercises on that. I will tell you about memory and how it occurs and how you'll be able to put information into the brain whereby you'll be able to recall more easily. Our memory is fantastic – it's recall that we need. To improve recall we need to take the correct action to ensure that the information goes to long term memory.

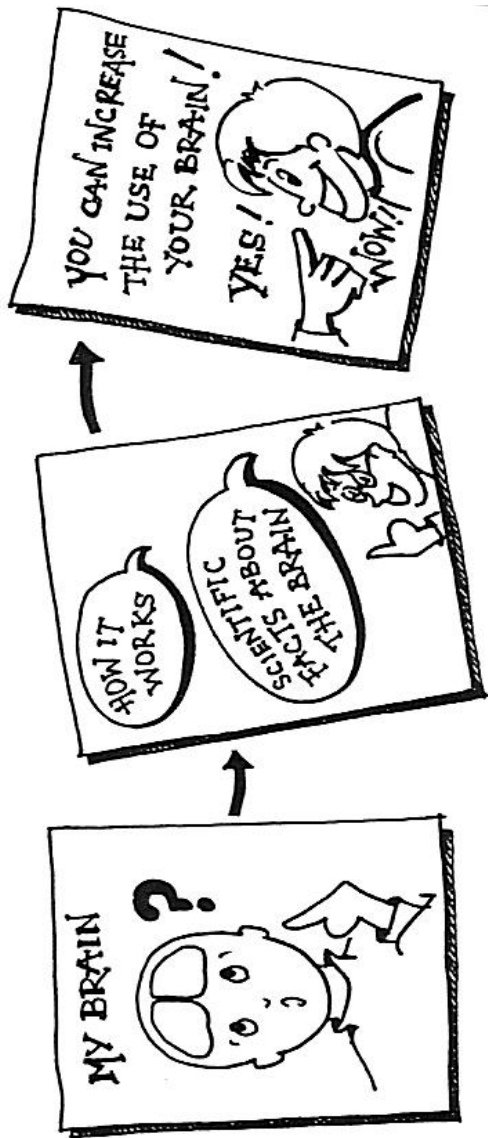


## INTRODUCTION



## REVIEW OF CHAPTER 1

PIECE OF MIND



PREVIEW OF CHAPTER 2

## 2

### THE BRAIN

I am going to tell you about the way this works for me; in other words I'm going to go through my left brain, analytical approach. It's the best approach for sceptics, of which I am one of the biggest! I'll start by telling you about the brain and how it works: how memory works, how recall works. I want to demonstrate to you that this is scientific. In the last 30 years a lot of work has been done on the brain and scientists have proven many new facts. Prior to that, people who used the brain differently were either labelled “loonies” or “brilliant”. There are new breakthroughs happening all the time and some of the recent ones I will be passing on to you. It's a good idea to keep abreast of all new developments, because there are probably many new things still to come that will revolutionise learning yet again.

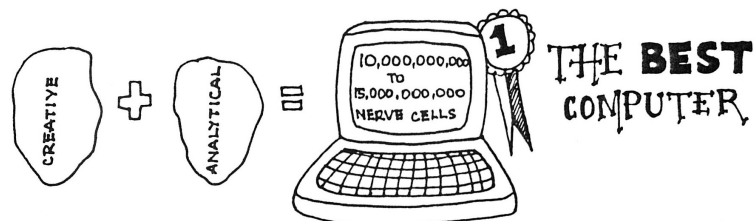
I found the following quotation from the 1962 edition of the Reader's Digest: “OUR HUMAN BODY Its Wonders & Its Care” (page 113) quite interesting:

*The unconscious mind is a marvellous storehouse. The most wonderful part of your mind is undoubtedly the unconscious, which lies below the recoverable memory and is thousands of times larger. We don't yet know very much about the unconscious mind, but we*

## PIECE OF MIND

*are learning fast and some day may know how to tap its great powers. Your unconscious mind contains many millions of past experiences that, so far as your conscious mind knows, are lost forever. By means of several devices we now know how to bring back lost memories. One method is “free association”, used by psychiatrists. If a patient lets his conscious mind wander at will, it can give him clues to forgotten things which, skilfully pursued by the doctor, will bring up whole networks of lost ideas and forgotten terrors. There are certain drugs which also help in this process; hypnotism, too, can be of tremendous value in exploring a patient's unconscious. Many psychologists believe that we can make more use of our unconscious minds. Innumerable people have found that they can profitably “talk to” their unconscious. Some people find that they can bid themselves to wake up at a certain time in the morning. You can sometimes even improve your tomorrow's mood if you will say to yourself when you go to bed – and believe it – that you will be more cheerful in the morning.*

Haven't we come a long way in 30 years!

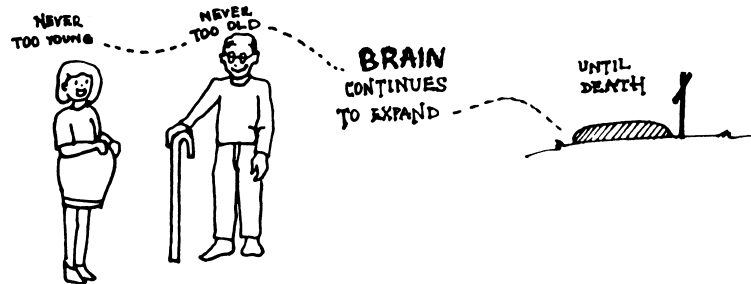


The brain itself has got 150 to 200 billion nerve cells and each nerve cell has got thousands of contact points. The human brain of course is the best computer that we know of, and it's 50,000 years old – it has not changed, in man, for at least 50,000 years. Another very important point: the brain is the only organ in the body that continues to make new connec-

## THE BRAIN

tions, as long as it is activated, as long as it is used.

It is the only organ in the body that continues to develop, isn't that nice to know? The major thing is, we need to use it, and keep on using it right up until death. Just a brief word on senility: if you believe that old people go senile – guess what could happen to you when you get older? Your belief system is very important and brings about what happens in your life.

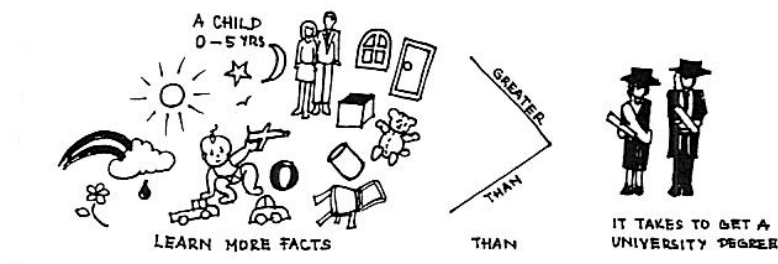


Now if you really believe that when people get old they go senile, then you may go senile. You may not, but belief systems can really help to create reality! So that is one belief that should definitely be discarded, unless of course there is some other factor to be considered, such as a medical condition. How many of you have heard of people who are over 90 or even 100 whose mind is still quite active – they're reading, discussing, playing cards – lots of things? Their physical body may let them down but their mind is active, and it can be, and it is. As long as you keep using your brain it will develop. So a fantastic start as far as senility is concerned would be to change your belief system, about old people going senile.

## PIECE OF MIND

### Children

Did you know that from 0 to 5 years old a child learns more facts than it takes to get a university degree? A degree such as law, medicine or engineering for example – and they have such fun doing it! In fact children love learning! It's enjoyable,

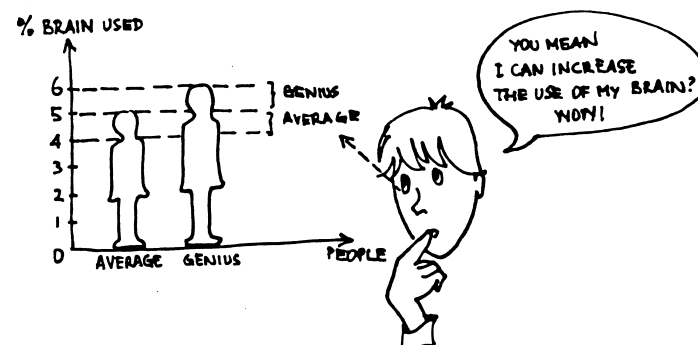


as there's no stress and the attention span is very short so they don't have a chance to get bored. From 0 to 5 children are learning so much, yet when they come into the world, nothing is stored in their brain, not even the action of yelling out “Mummy I want food”. They do learn to get that message across pretty soon though. Babies do not have the knowledge (or the physical ability and awareness) to roll over, or play with their fingers, or talk – no communication skills, nothing at all, except this yell of course as soon as they're born. They learn at a fantastic rate.

One of the reasons they learn is because absolutely everything is new and they are so eager to learn that their mind is like an “information absorbing” sponge. In fact a lot of research is now being done to prove that genius is not only born, but also made; research is also being done about children learning in the womb. Genius really can be created, it *has* happened, and there are several case histories.

## Genius

Talking about genius for a moment, what percentage of our brain do we use? Do you have any idea? Only four to five per cent of our brain is what we use! Genius uses five to six per cent, which is really only just a fraction more? Now that doesn't mean to say that we **can** use 100%, because we don't know, (scientists haven't told us what the other 94% of our brain is used for). But what we can do by using our brains better is increase the total capacity of our brain. If we can use

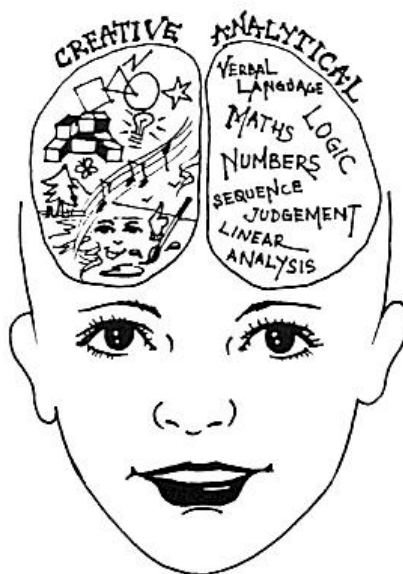


both the left and right sides of the brain and the conscious and the subconscious mind, we are then going to be able to increase our brain capacity by possibly 10% (who knows – pick a figure yourself). So if you go from using 4% of your brain to 4.4% then you're getting well up towards 5% which is towards genius isn't it? You **can** do that. That's what accelerated learning is about – ways in which we can learn more, retain it, recall it, and have fun doing it!

## PIECE OF MIND

### Brain: Left (Analytical) and Right (Creative)

What are some of the features of left brain people? For instance I said I was analytical, prove-it-to-me, work-it-out, that sort of thing – I'm a left brain person. What are some of the other things in the left brain? Maths, numbers, logic, sequence, linearity, judgement, speech – language, (the English language at least because the Japanese language, for example, which uses symbols and “drawings”, is learned in the right side of the brain). The words and timing of a song are in the left brain, but the musical aspect – the tune of a song – is in the right brain. Spatial skills and manipulation fall in the right brain. Painting, art, colour, music, imagination, creativity, daydreaming – that beautiful state that we often get rapped over the knuckles for – it's a great state (you're allowed to daydream in accelerated learning) that's a way to learn – are all right brain activities.





## THE BRAIN

So now we have a list of probable left and right brain functions – probable. There is always someone who breaks the rule, so there is nothing 100% about this. Therefore from now on I will refer to the two sides of the brain as the “analytical side” and the “creative side”.

Research varies – some shows that the Analytical Side is on the right side of the brain for over 17% of people (most left handers would fall into this category). Many people who suffer from dyslexia have their dominant brain on the same side as the dominant hand (with which they write). How do we know about the two sides of the brain? There is a machine called the electro-encephalograph which scientists use to measure the impulses that are in the brain. In fact, the left brain and the right brain have actually been cut in half. This has occurred when someone has had a tumour for instance, or severe and constant epileptic fits which cannot be controlled by the usual drugs.

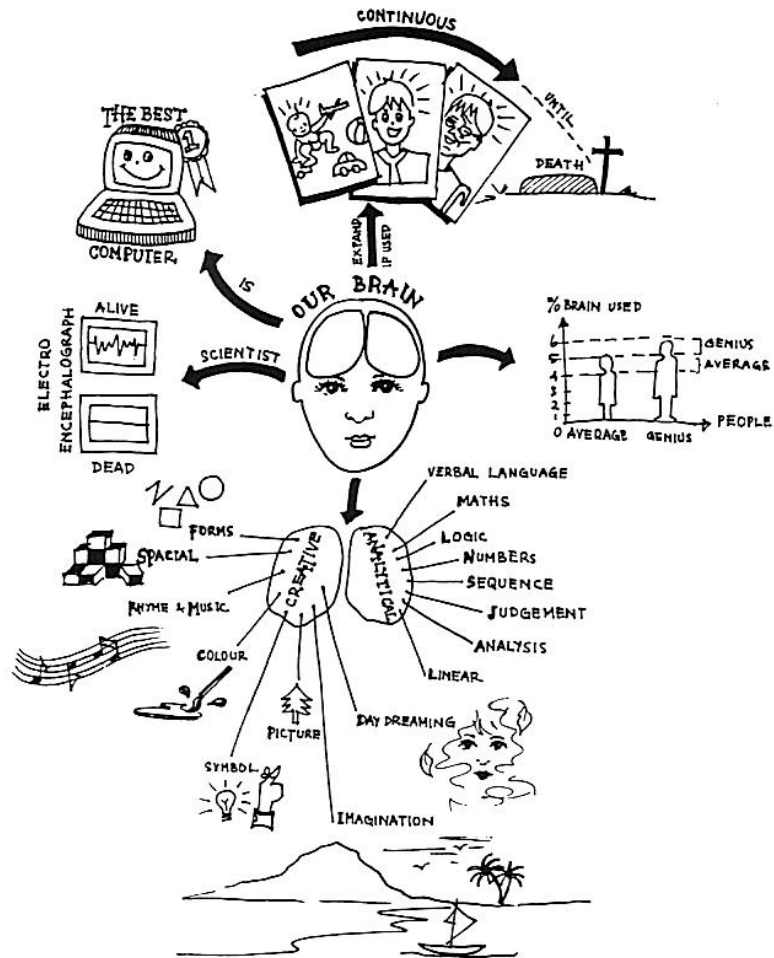
Generally speaking the left and right brain constantly communicate with each other, but when the brain is cut in half the two halves can not communicate with each other; also, once cut, the two sides can never grow back together again. In this way, scientists have actually been able to measure what a person does with the left brain and with the right brain. These different activities can physically be measured on the electro-encephalograph.

Most of you have probably seen the electro-encephalograph on television – it's that machine on the back of the hospital bed in the doctors' series – the one that looks like a TV set.

## PIECE OF MIND

There are wavy lines going up and down and across the screen. When there is no energy in the mind and when you're dead the wavy line is gone. The wave becomes a straight line across the screen – waaaahhhhhhhhhhhhhh! You're dead. We've got a machine (the electro-encephalograph) to tell us when we're dead – science tells us! Your heart can still be beating, your blood can still be flowing, everything in your body can still moving, but when you're brain dead – you're dead. That's when the life support equipment can be unplugged, everything turned off, because you're brain dead, and without the life support equipment your heart stops beating, and your blood stops flowing. So we have a machine to tell us when we're dead. The difference between dead and alive is the energy measured by the machine. When you're dead that energy has gone; it's gone somewhere but we don't know where. Science hasn't told us where it's gone; we can speculate, but that is not part of what I am getting into in this book. (I welcome talking about it and do so in the book *Switch On to Your Inner Strength*).

## THE BRAIN



### REVIEW OF CHAPTER 2