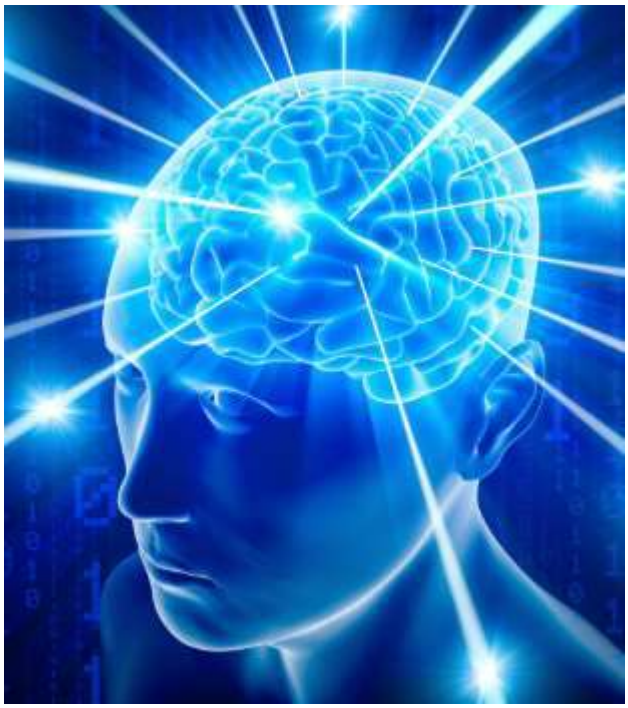
PART 9



HOW TO TAP THE INCREDIBLE SECRET

Powers of Your Own Mind

Learning how to learn.

Imagine if you could enroll in a college, or on a course, which taught a curriculum in such a way that you felt that after only a few weeks you had learnt more than you did after four or five years at school.

Most of us were educated in schools where the children sat in drab uniform rows and information was churned out on a daily basis on all manner of subjects. Much of the information we learnt at school is virtually never used in later life and many people leave school with a profound feeling of failure in one or more subjects.

If we were lucky we were good in one or two subjects and perhaps just OK at others. If we were really lucky we might have excelled at three

subjects and been above-average in the others. Of course there will always be some who seem to be brilliant at everything. This might be you!

I find it strange that a large number of children can spend 16 or more years in the state educational system but appear to get very little from it. In some cases if they can just about read or write properly then this is considered a success. I'm not criticizing teachers here but merely making an observation of my own.

Can you think back to your school days and remember which subjects interest you most? Which lessons did you eagerly wait to get to and which teachers you most liked and respected? Which teachers have made a difference in your life? Which teachers made their subject come alive and fun and made you want to learn more?

Many psychologists have studied the mind in recent years and have discovered some fascinating things about how it likes to work. I want to share some of this information with you because I think it will have a dramatic effect on your life from this moment on.

If you have ever watched a young child playing you will have noticed how he will pick up a toy or some other object and examine it with fascination and an insatiable curiosity. He will bang it on the floor, he will put it in its mouth, and will wave it slowly in the air and then perhaps move it faster while observing how the light reflects off the surface.

This process of learning is known as "Global learning". This is the most natural way we can learn anything. Infants are not taught to do this it is their natural instinct to learn in this way.

Provided a child feel secure and loved within its environment its mind will absorb an immense quantity of information from birth right up to the age of six or seven. A child's mind during these years can be likened to a sponge.

What is more this process is made all the more pleasurable for the child because it is carried out in the stress free environment where the child receives bucket loads of positive feedback and encouragement from its parents and relatives. This is a perfect way in which to learn.

If you have had children yourself, you will remember what a great day it was when your first-born took his first tentative steps. Can you remember how you felt? The fact is it is an amazingly difficult task to learn how to walk but despite this fact we all seem to manage it. Even though we must have all fallen down countless

times, sometimes painfully, we never got discouraged or felt a failure in anyway. Have you ever stopped to wonder why that is? Despite all the setbacks and constant falls you never thought of giving up, you simply picked yourself up and tried again. You see at that age you never even considered yourself a failure because you had no idea of this concept.

While you were practicing learning to walk your parents were constantly urging you on and encouraging you every step of the way in your quest, because they were sure you would get there in the end. Each time you had a bit of success and managed to take a few more steps on your own your parents would respond by heaping praise on you which in turn encouraged you to seek greater success.

At about the age of two you would have probably taught yourself how to communicate using language. In fact most children will have learnt about 90 per cent of all the words most commonly used by the time they reach the age of five!

It is a well-known fact that if you grow up in a family where two languages are spoken you would almost certainly be fluent in both by this time. This is particularly true if your mother spoke a different language to that of the country in which you lived.

By the time you were six you would probably have mastered the basics of what is considered to be the hardest learning task any human can undertake: learning to read.

Then what happened? You went to school! It was probably here that you start to get your first real sense of the concept of failure. Maybe a teacher asked the class a question and you eagerly put up your hand and gave the answer you thought to be correct only to be told that you were **wrong**. At this point your classmates began giggling at you and you felt embarrassed. This was probably your first feeling of failure.

In America in 1982 a study carried out by Jack Canfield into self- esteem used a sample of a hundred children each assigned to a researcher for the day. Each researcher made a note of the number of positive and negative remarks the child received.

What they found was that on average every child received 460 critical or negative remarks to 75 positive ones! That is a ratio of more than six

negative strokes to the one positive one. The effect of this overtime on some children can be devastating. We dealt with some aspects of positive and negative strokes in part three so I don't want to repeat myself here. Suffice to say many children subconsciously give up at school and stop learning at this time. They begin to feel unworthy and a failure.

I can remember my eldest daughter's early years. She managed to learn to read quite early on at about the age of four because we encouraged her and taught her the phonetic alphabet. We were very pleased and proud with the progress she was making and our praise of her made her feel good about herself. This spurred her on make greater efforts and seek more success.

Unfortunately we didn't pay that much attention to her ability in Maths. In school she found Maths

difficult. Because her ability at Maths was much lower than her ability at reading she shunned the subject and felt a failure. Anyway like most parents do we tried to help her. At first she was reluctant to try. It was almost as though the subject caused her pain. We made the idea of “doing sums” fun by making it into a game. She soon became absorbed in the subject and as we praised her progress to the rooftops her confidence grew. Soon she would come home from school proudly telling us that she found Maths easy and badgered us to play the “sums” game again.

The trouble is some children don't get this kind encouragement at home and the schools don't have the resources to fully counter this lack of support. The situation is aggravated by the fact that the learning environment in school moves away from the more holistic approach, i.e. a

global, to a more inflexible language based system.

The situation becomes more common as you progress through the school system. Typically pupils sit in regimented rows and are lectured to from the front of the class. All the fun and colorful aspects of nursery school or elementary school are gone. What has happened is that the learning process has come to rely on using the left side of the brain, this is known as **left brained activity.** This imbalance between using the whole brain, as in nature's Global learning approach, to relying on just one side of the brain causes some children to feel confused and a failure. In fact the very words study or learning trigger feelings of tension and loathing.

It is a funny thing but in the work I do and in learning all the techniques involved in personal

development I cannot remember learning anything quite like them in school. I can understand that you should give people a balanced education in society but it seems to me that the emphasis is on trying to get young people to absorb large quantities of information regardless of whether they're interested or need it.

Can you remember revising for an exam the night before and frantically trying to cram as much information into your poor mind as you could? Did you go into the examination with a feeling of panic and nausea?

Why is it important to know the date of the battle of Hastings or the American Civil War? Why is it important to know the capital city of Argentina?

If for the sake of argument we assume that it is vital for all our children to know the names and dates of the all the Kings and Queens of England, the names of all the counties, and the provincial towns within those counties etc.. I would have thought that if one of the goals of education is to get young people to learn and retain all this stuff why not teach them the techniques to do this efficiently and easily?

Next month I will show you some simple techniques that you can use to remember a list of a hundred objects, even 500 objects, or a 1000 if you want to. Not only is it possible to remember them it is also possible to remember them in any order! **It is relatively easy to do this.**

And I don't want you thinking that you are too old to do this because you're never too old to learn this stuff. In fact some the techniques you

are going to learn are thousands of years old. The ancient Romans and Ancient Greeks used them.

Do you think that if young children were gradually shown how to do this in a way that was fun and enjoyable it would improve their feeling of self-worth and confidence?

If we take the trouble to understand how the brain likes to process information and study ourselves to discover how we as individuals most like to absorb that information we can make learning a much easier, more efficient, and enjoyable process.

Left and Right Brain Activity:-

In a previous release we discussed some of the functions of the various parts of the brain. What

I want to do now is take this a little further. Although our brains can be considered to be constructed in three parts, the stem or reptile brain, the limbic system, and the neocortex, it has long been thought that you can break down these functions into two parts. As far as the thinking processes go we can assume that our brains consist of two hemispheres, left brain (neocortex) and right brain the (limbic system).

Experiments have shown that each one is responsible for different kinds of thinking and will specialize in certain skills. This is obviously an over- simplification and the two hemispheres do interact with each other but broadly speaking each hemisphere of the brain is responsible for different functions. Each side of the brain is responsible for different aspects of human behavior.

Left Brain (Verbal):-

The left brain controls the right side of your body and its mode of thinking tends to be on the logical and analytical side. It is highly organized although it can use abstract thought. It controls our language, speech, reading, writing, and hearing associations. It is both rational and logical and likes to deal with the information sequentially. It handles subjects like Maths, science, philosophy etc.

Right Brain (Visual):-

The right brain which controls the left side of your body prefers to deal in random, unordered, and intuitive modes of thought. It is ideally suited to deal with feelings and emotions. It is this side of the brain which deals with spatial

awareness, and shape or pattern recognition. It is also the side of your brain which appreciates music, art, and visualization, in other words controls our creative side.

Both sides of the brain are equally important and if you are lucky you will use both hemispheres in harmony with each other. People who favor each hemisphere equally find the learning process much easier this is because they can call on either side depending on what the subject is that they want to learn. Although people with a dominance on the left side will tend to find learning easier than people with the dominance on the right side. This is because most forms of communication are expressed either by verbal means or in written form which are both left brain activities.

Some psychologists believe that if you favor the left side of your brain more than the right then you should make an effort to carry out some right brain activities. Activity like learning a musical instrument or taking up painting are both good examples. This is because it is believed it is unhealthy to be centered heavily in one area or mode of thought. Do you remember the concept of yin and Yang?

In the West and increasingly in other cultures greater emphasis is placed on the left brain activities.

It maybe that while you were at school you felt you didn't have the right kind of “brain” for certain subjects. Or maybe you felt that your brain was good at other subjects. There may have been some subjects which you felt you would never be able to cope with. The fact is that

we are all born with brains that are virtually indistinguishable from one another.

If you wish to improve your learning skills you need to try and find out how you process information in a way that suits you best. If you think you naturally favor one hemisphere more than another then perhaps you should consider doing activities to stretch the less dominant side.

It is not just useful for you to know what your preferences are, it can also be very useful to know the preferences of others because it can help you get your point across to them more effectively. It could help you with your boss, your colleagues at work, your spouse, and your children. In short if you think about it knowing this information could improve your relationships with others on all sorts of levels.

How easily you perceived information is known as your “modality”, and how your order and process this information is called your "brain dominance". There are three main modes all modalities of learning. These are: - Visual, auditory, kinesthetic.

Visual:-

Visual people not surprisingly prefer to learn via their sight. For example they like to write things down on a piece of paper before they can remember them. If you asked a visual person a particular word they are usually able to see it in their mind’s eye or prefer to write it down on a piece of paper. They say things like *"I can see what you mean" or "I get the picture".*

Visual people are often smart dressers. They tend to speak quickly. There are often good at organizing and planning events. Doodling on a piece of paper when making a phone call is sometimes a clue.

Before undertaking a project they need to have an overview in detail before committing to it. They have problems remembering verbal messages and are not easily distracted by noise. The visual person would prefer to have directions in the form of a map rather than rely on spoken instructions. Visual people will often make good artists.

Typical expressions used by visual people are as follows: -

Get a bird's eye view. Take a dim view of that. I see eye to eye with him.

In the light of what has occurred, or, in view of what has occurred. I had a mental picture in my mind.

Auditory:-

Auditory people might say something like "that rings a bell" or "that sounds good to me". They like to read aloud and often talk to themselves. They can be distracted by sounds easily. They prefer to tell you things rather than write them out. They tend to remember things they've heard more easily than things they've seen. They like to spell words out loud rather than write them down on a piece of paper. Auditory people will often be very musical.

They might use expressions like: -

I am all ears.

You can call on me any time. He gave me an earful.

I hear you loud and clear.

I'd never heard of such a thing.

Kinaesthetic:-

These people often be very tactile and want a touch you in order to get your attention. They will often stand quite close to you while they address you. They will often use their arms and hands to express themselves while speaking. When reading they like to use their finger as a pointer. They tend speak more slowly and use words of action. They tend to be physically active and dislike to sit still for prolonged periods of time. These are the people who if given a wardrobe to put together will prefer to

experiment with all the bits and pieces rather than rely on the written instructions like a visual person would do. An auditory person would prefer to be told what to do.

They might say things like ***"I feel the same way"***.
They use expressions like:-

Get to grips with the problem. Put my cards on the table.
Boils down to.
Get in touch with.
Pulled some strings.

There are no hard and fast rules in determining which category you come under. Most people would use a mixture of those expressions mentioned above however they can give you a

fair idea if you are particularly dominant in one area or another.

You can get a pretty fair idea of the modality of another person by the kind words they use. By adapting your behavior to suit the modality of another you can achieve a great rapport with that person. If you are speaking to somebody whom you believe to be a visual person sit up straight in your chair or stand up. This tends to make you speak more quickly. If you can match the rate at which you speak to the other person's you create a climate of understanding. If you are speaking to a Kinesthetic person on the phone sit back and put your feet up, this will help you slow down the rate which you speak.

As far as increasing your ability to learn and process information is concerned it is useful to know whether you favor one

form of modality over another. If you are an auditory type of person for example, you may prefer to attend lectures and use audio cassettes to learn your subject. You could find for example the playing of music and the background of trying to study is too much of a distraction. *(Although studies have shown that some kinds of music, particularly baroque music, when played at a certain tempo can be very beneficial).*

And a visual person might find studying near large window a distraction because of all the activity that might be going on outside.

In order to improve our learning skills we have to try and stimulate as many of our senses at one and the same time. In the section dealing with

note taking you will see what I mean. However knowing what your individual preferences are will help you to develop the most appropriate methods to suit you.

The most important attribute you can have if you are to absorb information and learn effectively is **Good Concentration.**

How to Develop a Good Concentration:

I think most of us would agree that if we are studying or reading about a subject that is particularly close to our hearts we will find it easier to concentrate on it. Our minds will be less likely to wander off and be distracted.

The ability to focus our minds on the subject at hand is very important if we are to be effective in absorbing the information. It helps if we can eliminate outside distractions, as I have previously mentioned, and create a learning environment which is conducive to our own personal preferences.

In general he should aim for an environment which is comfortable. If you're working at a desk make sure that your chair is at the right height. Ensure the lighting is sufficient so that you don't

have to strain your eyes. Some people prefer a very ordered unstructured environment in which to work. Others prefer a more casual atmosphere in which to work and perhaps prefer to sit in a comfy armchair or lounge around on a settee when studying and then moved to a desk to make written notes.

However it is the distractions that come from within our own minds which cause us the most problems.

From our study of meditation we have seen how difficult it is to quieten the mind. If we were trying to study while we're in pain from toothache, or whatever, it is much harder to focus on the task in hand.

However you should be at an advantage here because by practicing self-hypnosis, or

meditation, you will develop the ability to quieten the mind naturally. Before you start to study prepare your mind by slowing the breathing down and meditating for a few minutes.

Relaxation is the key to success in most things in life however the other most vital ingredient is to have a positive frame of mind. When revising or learning new material having a positive attitude is as important as anything else. If you're positive that you are going to remember the information you are studying, then you have a much greater chance succeeding.

As an aid to relaxation background music can often be a very good thing. When we are studying hard our pulse and blood pressure tend to rise. Our brain waves speed up and in some cases the muscles can get tense. As we know,

when we meditate the opposite is true. However it can be hard to maintain our concentration while we are deeply relaxed. Some psychologists believe they have discovered a solution to this problem which is to play a certain kind of music in the background while working.

The most effective music was found to be the music of baroque composers like Bach, Handel, Pachelbel, Teleman, to name but a few. Music which has a tempo of 60 beats per minute is particularly effective because this tempo happens to be about the same as the pulse of the average person's heart rate when relaxed.

Tests have shown that it is not just humans that can benefit by listening to this music. Even plants will grow better and more healthily exposed to baroque music. They will even lean towards the speakers in the same way as they

might lean or tilt towards the sun! (It is even more interesting to note that the same plants tend to shrivel up and die if they are exposed to loud heavy metal rock music!)

We don't yet know why this is but some scientists believe that because studying tends to be a left brain activity music can activate our intuitive and creative side of the right brain. This means that both sides of our brain can be integrated into the learning process. I'm sure we can all remember situations at meetings or in the school room where we found ourselves dreaming and staring out of the window into space. This is because our right brain was not engaged. Of course once you have finished studying there is nothing wrong with playing something more upbeat if you want to.

To summarize:-

1. *Quieten your mind by meditating for a few moments before revising or studying.*

2. *Make sure the area in which you are studying is comfortable and conducive to you and, as far as possible, free from outside interference.*

3. *Ensure that you have a positive attitude towards the work you are doing.*

4. *Play baroque music at a low volume in the background.*

Maintaining a positive attitude while working is obviously desirable but not always easy to achieve. Sometimes we need a little help or extra motivation.

What Will I Get Out Of It?

The problems of concentration tend to arise more frequently when we are learning a subject because we have to and not because we want to. By now you will realize that the state of your mind or your attitude towards something is of vital importance. If you're trying to learn, but at the same time you are telling yourself that you hate the subject, or you don't think you will ever be able to learn all this stuff, then you're creating a self-fulfilling prophecy.

From time to time we all have to learn things that we would prefer not to. The answer to the problem is to find the motivation to spur us on and achieve our goal. If possible we should look for a positive motivation. Negative motivation takes the form of "I really would like to have another helping of ice-cream but if I do I just know I'll put tons of weight on". Positive motivation on the other hand might take the form of "if I can pass this exam and get a good grade I will be able to go to the University of my Choice". Positive motivation is always preferable.

What you have to do is try and identify as many benefits of carrying out an action as you can. If you can keep these benefits in mind you will help to focus yourself. You could read out one of these benefits to yourself each time you sit down to study.

Suppose you have just joined an evening class to learn French. However when you come home at night from work in after a long day you feel tired and simply want to put your feet up after dinner. You'll have to run through and your mind what motivated you to the join the class and the first place. But maybe you'd like to go to France on your holidays frequently and would love to be able to wander through the markets and speak to the people about the goods they are selling. Or perhaps you want to buy a property there and maybe retire one-day. Alternatively you might feel under the weather and want an early night after a long day at work. You might come to the conclusion that you probably would not be able to concentrate the way you feel.

We all have to make these kind of decisions on a daily basis from the smallest trivial situation right up to the big life changing decisions.

If there is a subject or a project that you have to study because your course requires it or it is essential to your job, then you have to do it one way or the other. This is where your knowledge of self-hypnosis can help. By singling out all the most positive aspects of carrying out and learning the task at hand and writing them down you can help your mind to focus on the positive. Using your self-hypnosis tape you received with an earlier release, imagine that you have completed your task and are reaping all the wonderful benefits that this brings. There might be a promotion, more money upon gaining an extra qualification, anything really. The important thing is to concentrate on something that motivates you.

There is another technique that some people found useful. When sitting down to study instead of saying "Oh God I hate this stuff" do this instead. For five to ten minutes either write down on a piece paper or speak out loud telling yourself that you think / find the subject you are learning fascinating and totally absorbing. Tell yourself that you are learning everything easily. The more you become engrossed in the subject the more fascinating it becomes to you.

It might sound a bit strange but by battering the conscious mind in this way your message can make its way through to the subconscious. The conscious mind will give up and say, OK then you win, this stuff is really fascinating.

Make sure you maintain this positive attitude when you begin to study and persevere with it. Imagine what it feels like to be engrossed in a

subject, what sensations you normally experience etc. Recreate these sensations in your own mind.

You can make learning your given subject one of your short term goals as we discussed in part four. It is often a good idea to give yourself a reward once you have completed a given task. It might be a trip to the cinema, or a meal out with a friend, or just a good bottle of wine. (I know which I would prefer)!

Celebrate!!

Celebration is important part in trying to motivate yourself. You should never ignore this aspect because it reinforces the positive side of what you are trying to do. Once you have succeeded and completed your task you will get a feeling of accomplishment and this will give

you the confidence to repeat the process later. By celebrating your achievement you give yourself the motivation for the next new task.

We have just spent some time discussing learning preferences and how concentration is important if you wish to retain information. In order to remember information concentration is very important, however it's now time to see how memory works in more detail.

Your Memory: -

Whether you know it or not you possess a fantastic memory right now. Some of you might doubt this but I can assure you it is perfectly true. There are many reasons why people think that they have a poor memory but this is only because they haven't been told how the memory works.

If you haven't been shown the techniques you can use to boost your memory you will never understand what you are truly capable of and be able to tap into the incredible power of your mind.

Try to imagine for a moment what a terrific memory would do for you and your life. Being able to remember the names of your clients having met them only once or it might be enough

to be able to reel off facts and figures whenever you need them. Or maybe you want to learn a foreign language. It does not matter what you do in life, a good memory is always a real asset.

The subject of memory has fascinated philosophers and scientists for thousands of years. At around 400 BC the Greek philosopher Plato set down one of the first hypotheses about memory. He believed that the mind or the memory functions in a similar way to a wax tablet, which is what they used to write on in those days. When you write on a wax tablet you scratch small amounts of wax off the smooth surface. If you wish to re-use the tablet, you can simply smooth the wax over and start again. Plato believed that many remembered things made small indentations in the mind and that in time these marks would disappear and become smooth again. This would mean that we forgot things.

One of the greatest contributions to the study of memory was made by Plato's famous student Aristotle. He noticed that memory functions by association and we will be going in to this in great detail next month. Aristotle thought that our memories were contained in the heart, and although we know this is not true it wasn't until the 18th century that we discovered that the brain was responsible for memory.

The human brain contains billions of nerve cells called neurons. They communicate with each other through chemical and electrical messages. The number of interactions that are theoretically possible is astronomical, some say the number would be greater than the total number of atoms within the whole universe!

All memories are somehow encoded and stored in our brain. They are transmitted across minuscule gaps between the neurons along minute branches called “dendrites”. The dendrites act as a sort of bridge. Each nerve cell can have thousands of connections. Some scientists believe that this intricate network transmits electrical messages between cells which in turn causes chemical reactions to occur which are then encoded as memory. The greater the number of connections between the cells the greater the memory.

There are some interesting discoveries to show that there are significant differences between the kinds of memories that are stored in the different hemispheres of the brain. This information has helped to develop some of the memory recall techniques I am going to teach you later.

The important substance that connects the dendrites is a fatty protein called **“Myelin”**. Myelin is produced by the brain and covers the connection between the dendrites as you learn new information. If this connection is stimulated in the future then more coats are added to aid this connection. As the coat gets thicker, as the specific information is relearned, less effort or energy is needed to make the connection and the connection is said to be **“myelinated”.**

This process has caused some psychologists to believe that information should be taught in concentrated batches. This why the average school lesson lasting approximately thirty or forty minutes is largely ineffectual. Some tests have shown that the normal child will only remember about three or four percent of the information when it is taught like this. Some believe that children, or even adult students for that matter, should be totally immersed in the

subject so as to allow the brain to make the proper connections. (One assumes that the children want to learn the stuff in the first place though!)

This is how many business seminars are taught these days. A topic is gone into in great depth all day. Total immersion is a good thing, however it is important to take regular scheduled breaks for reasons I will explain shortly.

The simple fact is that we still do not actually know for sure how memories are stored in the brain but there is currently a great deal of research being carried out in this area.

Does Your Memory Change as You Age?

Most experts will tell you that rather than our memories deteriorating as we get older it is more a question of them getting rusty through lack of use. Tests have shown that older people tested for memory against younger people, who had left college for some time, revealed that there is no significant difference between the two. The fact is that there is evidence to suggest that provided a person is in good health there is no reason why their memory should diminish significantly.

However there is evidence to suggest that if it is not used it can get rusty. There is further evidence to show that by practicing memory techniques you can boost your memory power by a huge margin.

Does My Diet Effect My Memory?

If you eat a balanced diet and avoid eating processed food there should not be any reason why your diet should effect your memory. However there are a number of nutrients which are essential if you brain, and memory are to function efficiently. Recent research has found that choline is essential for good memory. In fact it has been used to treat people with all kinds of mental disorders. Choline occurs naturally in Soya beans. Folic acid is also an important nutrient for efficient brain functioning and if you have a deficiency then this can cause you to have problems with concentration and memory. Folic acid occurs naturally in green leafy vegetables like spinach, broccoli, or parsley.

Vitamin B1, B2 & B5 and magnesium are all very important to the general health of our nervous

system. B3 has been found to be important to maintain the metabolism of the brain and this in turn helps you concentrate. Also B6, B12, Iron, copper, Zinc, and calcium are all important ingredients. I am not recommending you go out and start popping pills all day and would reiterate that a healthy balanced diet containing fresh produce, **preferably organic**, is all you probably need to maintain a healthy body and mind. However if you think you may be deficient perhaps you should consult your doctor.

Antibiotics or consumption of alcohol will reduce the level of vital nutrients within the body and so there may be a good case for taking supplements when you are ill or are feeling under the weather. There are problems with most supplements because the body finds it very hard to absorb the vitamins and minerals in pill form so you are really better off ensuring you eat well.

Vitamin C is good for reducing stress within the body and helps remove toxins. We are the only mammal which does not produce vitamin C naturally within the body and so need to obtain it exclusively from our diet. Although many foods do contain Vitamin C many nutritionists recommend that we take vitamin supplements every day, roughly about 500 milligrams per day. If you opt to take Vitamin C supplements you should spread the dosage out throughout the day otherwise the body just flushes out the excess if it is taken all in one go.

Now I want you to guess what factor the experts consider to be particularly bad for the brain and memory in particular?

That's right it's Stress!

I'm not going to repeat myself by going into how bad stress is for the system. You should by now appreciate how important it is to eliminate stress as far as possible from your body. I hope you are using the techniques shown in the course and the audio tapes provided to do this.

You don't need me to remind you how stressful it can be to take an exam and have your mind to go blank when you turned the examination paper over. None of the answers come to you when you need them most however once the exam is over and you are outside feeling more relaxed the answers that were so elusive before suddenly come flooding in your mind.

Breathing properly is one of the best ways to keep stress under control and as we know the

brain requires a lot of oxygen to function properly.

As we have seen in earlier releases the advanced techniques of meditation, yoga, and martial arts all require that we breathe properly. Although the brain only accounts for about two to three per cent of our body's weight, it is thought to need at least 25 per cent of our oxygen intake. As you know from a previous release oxygenating the blood is a key factor in the physical and mental disciplines from the east and regular exercise is one way to achieve this.

The Psychology of Memory: -

Broadly speaking memory falls into two categories. One is called short **term memory** and the other as **long term memory**. As the name suggests, short term memory is temporary whereas long-term memory is permanent. The short term memory is used to remember immediate information in order to carry out an immediate task. A good example would be if you had to remember someone's telephone number long enough so that you could write it down or dial it. Short-term memory can last anything from 20 seconds up to two days.

Now unless there is some reason why the information learned should be made permanent you will forget it, at least consciously. If there is some important reason why you need to remember the information, then you'll

have to make a conscious effort to transfer it into your long-term memory.

Long-term memory has been described as permanent storage and in theory you should be able to retrieve information from it once it has been stored there.

Example of how the short term memory and long-term memory work together is when you read something. Your short term memory has to retain the words within a sentence long enough for the image or concept of what you reading to be transferred into your long-term memory. Once you've grasped the concept the individual words that you have read will be quickly forgotten, at least by your conscious mind.

Research carried out during the late part of the 19th century showed that when we memorize items on a list we tend to remember the items at the very beginning and at the very end better than those in between. It also

seems that the majority of the items we forget are forgotten almost immediately after reading them. Approximately 70 per cent of the information learned would be forgotten within 24 hours. However if the list of items was reviewed within that period then there was a much greater chance of transferring information to the long-term memory.

The best way of remembering items in this way is to review them for five minutes duration ten minutes after your first attempt at learning them. Then review the list once more the following day again for about five minutes. The next stage would be to review the list once more about a week's time for approximately three minutes. Your next review should be made a month later again for only three minutes. Your last review should take place six months for about three to five minutes. By this time you should find that the information you are learning will have been transferred effectively to your long-term memory.

So if you have a list of information that you want to commit to your long-term memory the following technique is quite effective.

Memory Technique One: -

1. **Read through material for the first time.**
2. **Review the material for five minutes, 10 minutes later.**
3. **Review the material the week later for approximately three minutes.**
4. **Review the material one month later again for three minutes.**
5. **Finally review material six months later for about three minutes.**

Now although most information is forgotten immediately after reading, there is some evidence to suggest that memory actually improves for about two to five minutes after learning something. This has been called the reminiscence effect. We are not clear why this should happen but some have theorized that it is at this stage that our conscious mind makes links with the subconscious mind in some way.

This is why it is a good idea to take breaks of about five minutes between learning any new material. If you have a lot of information that you wish to learn it is a good idea to split it up into equal chunks. Each chunk or portion of material should not take more than 30 to 40 minutes to learn. Before moving on to the next portion of information you should take a five-minute break.

By doing this, you help your memory to process the information because each chunk of material will have a beginning and an end. And as you remember we remember items better that occur at the beginning and

end of a section. So by splitting your work into many sections you create many more beginnings and endings. By taking regular five-minute breaks in between you are also making use of the reminiscence effect. Before embarking on learning any new material you should first revise what you have just learnt. For some reason by doing this it helps the memory improve and makes it easier to remember future material.

Next month I will go into memory in much greater detail and show you some amazing techniques that you can put to use to vastly improve your ability to remember. The thing to remember about memory is that we don't really forget anything. And as I have already told you during this course, our subconscious minds remember almost everything we see, hear, and do.

The real problem is not memory but how to recall all the information that our subconscious mind has stored away.

Some people believe it would be terrific if we consciously remembered everything we were exposed to. However the fact that our brains allow us to forget day-to-day trivia is very important. For example do you really wish to know what you have for breakfast on the 23rd March 1986? Do you really wish to remember what was said in a school assembly on a particular day when you were seven years old?

It may be that you can remember a particular school assembly when you were young but if you do remember it, it is because it stuck in your mind for some reason. This is the secret to developing a good memory and I shall explain this next month. In the meantime here are three lists of items I want you to memorize for next month. Just do the best you can. Please don't worry if you can't remember them all. I can assure you, you'll soon be able to remember a list five, ten, or more times as long, without any problems.

Tomatoes, carrots, cauliflower, potatoes, peas, broccoli, asparagus, beans, lettuce.

Apples, bananas, oranges, pineapple, grapes, apricots, peaches, pears, tangerines.

Telephone, lorry, office, pushchair, settee, guitar, bicycle, space shuttle, oil tanker, Post Office, Bank, clock, pencil, deep-freeze, train.