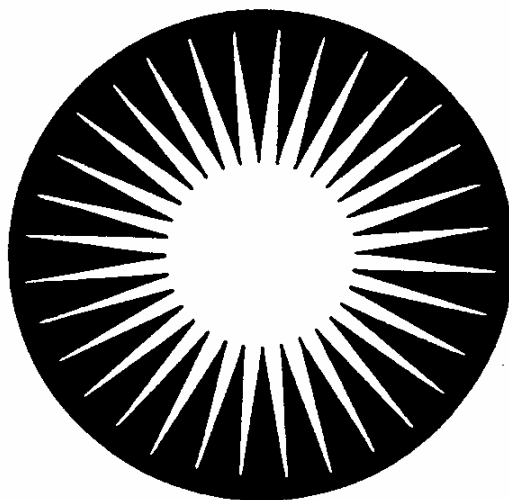


EDUCATION'S ECSTASY'S EXPLOSION!

THE ACCELERATING DEMAND
FOR
SALT SUPER-TEACHER TRAINING



THE FOURTEENTH INTERNATIONAL CONFERENCE
OF THE
SOCIETY FOR ACCELERATIVE LEARNING AND TEACHING

Thursday, April 27, 1989 - Sunday, April 30, 1989
Hotel San Diego, San Diego, California

PRESIDENT'S WELCOME!

Welcome to this Fourteenth Annual International Conference which finds us on the threshold of fantastic possibilities for teacher training. Education's Ecstasy Explosion is the dramatic demand for accelerative-integrative teacher training across the country and from many other places around the globe.

The SALT office and officers receive calls and letters in increasing numbers asking for information on convenient training dates, locations and special content. The wealth of training opportunities has increased wonderfully, and yet we know that the demand will continue to increase to astounding levels.

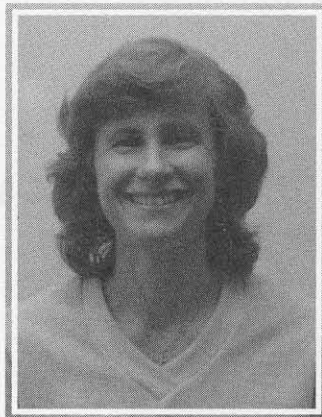
This conference is about the diversity of training available and the results of that training. Trainers are sharing state-of-the-art professional expertise, and former students are creating miracles which are inspiring examples of our unimaginably magnificent futures in the class rooms of the world. As we share our vision of creating inspiring and energizing instruction for the students of this and the 21st century, let us acknowledge the marvelous personal investments and contributions these presenters offer, and greet warmly our newcomers to SALT. We invite you to have your life in teaching changed brilliantly and vitally. Because we are all here together in this celebration, our lives will never be the same and our students will bask in that change.

May you create many miracles between now and the time when we meet in Chicago next year.

Welcome to the Ecstasy,

Lyelle L. Palmer
President

CONFERENCE DEDICATION



BEVERLY-COLLEENE GALYEAN
1943-1984

Beverly was a pioneer in the field of Integrative Learning and Confluent Education. In 1972, she began developing guided imagery programs for use in schools, learning centers, therapeutic settings and homes. She received several federal research grants for the Los Angeles City Schools and two grants from the Association for Humanistic Psychology to research the effects of guided imagery on student achievement.

Her work with children and adults led her to discover that our young people carry within them exquisite visions of beauty and power, love and joy that often emerge only in the quiet reflective atmosphere of imagery types of activities.

Ann Bruetsch, J.D.
Center for Integrative Learning

Education

- B.A., French and Philosophy, Immaculate Heart College, 1968
- M.A., French, University of Maine, 1970
- Ph.D., Confluent Education, University of California-Santa Barbara, 1977

Bibliography

- (1976). Language from within. Long Beach CA: Prism.
- (1973). Art and fantasy: A gestalt approach to group counseling. Long Beach CA: Prism.
- (1973). Human teaching in the language class. Santa Barbara CA: CEDARC.
- (1983). Mind sight: Learning through imaging. Long Beach CA: Center for Integrative Learning (posth.).

Twenty-plus articles, including:

- (1980). The effects of a guided imagery activity on one class of low achieving students, Journal of the Society for Accelerative Learning and Teaching, 5(2), 87-98.

GENERAL CONFERENCE INFORMATION

BOOKSTORE

Just off the main lobby is a treasure chest of resources for all-you-ever-need-to-know about accelerative teaching and training, including tapes, books, etc, including the official conference T-shirt. Drop by and browse. Open 8 AM - 5 PM Daily.

COLLEGE CREDIT

Winona State University of the Minnesota State University System offers 2 quarter credits for attendance of the full conference. Additional credit may be arranged for attendance at pre- or post-conference workshops. Make arrangements for credit at the registration desk.

DISCLAIMER

SALT is an educational and training network and forum which provides communication media for members and the public in regard to effective learning and teaching procedures. SALT does not officially endorse any particular product or presentation.

EVALUATION FORMS

Feedback is communicating your reactions to the SALT planners through the use of the evaluation forms. Please fill one out for each session you attend and give it to the room assistant, the end of day closure session or the registration desk.

EXHIBITS

The lobby tables provide the opportunity to talk personally with representatives from several outstanding organizations, including publishers of special materials.

INFORMATION CENTER

A central information board for posting of notes is available at the registration desk.

INTEREST STRANDS

Certain presentations have been identified as containing topical interest in certain categories, such as Elementary, Secondary/post-secondary, foreign language, general, teacher training, research, early childhood, business/industry and newcomer strands. See the program page listing the strands to determine particular sessions.

GETTING CRYSTAL CLEAR ABOUT SALT

The Society for Accelerative Learning and Teaching (SALT) is a network of outstanding teachers and trainers who are masters of their particular areas of curriculum and who are committed to the transformation of the processes of education on our planet. These master teachers comprise the super-teacher SALT network which is dedicated to sharing positive, global, holistic, integrative, whole-brain, energizing and accelerative instruction techniques. In particular, SALT endorses and promotes the procedures of Suggestopedia developed by Georgi Lozanov and other related classroom practices which can produce marked increases in student learning.

The SALT network provides a communication link between instructional practitioners and supervisors by publishing a newsletter, a refereed research journal and a resource manual. SALT annually produces an international forum of accelerative education ideas in the form of a conference of presenters who share gentle, state-of-the-art classroom technology.

SALT, as the American accelerative organization, maintains an affiliate relationship with accelerative methods organizations in other countries. Affiliates agree to share communications and conference attendance by one representative from each organization at member rates. Network organizations are currently active in Australia, Finland, France, Great Britain, Japan, Spain, Sweden, and West Germany.

The formation of state or regional conferences is encouraged in order to involve local persons who may be unable to attend the annual international gatherings.

SALT headquarters at present is in Ames, Iowa, which is the location of Iowa State University. Dr. Donald H. Schuster, ISU Professor of Psychology and a founder of SALT, is the long-standing Editor of the SALT Journal. Dr. Schuster completed one of the first government-funded evaluations of Lozanov's Suggestopedia in the United States public schools (Iowa Department of Public Instruction Grant: Final Report, 1978).

Training in the SALT techniques is provided by individual trainers and organizations of trainers using the Suggestopedic model of Georgi Lozanov with adaptations to local needs and interests. These trainers are informally organized and often cooperate on projects. Until a process is developed, authority and recognition of trained teachers is earned through visible effectiveness in accelerating student progress and developing positive student affect.

SALT membership is open to anyone interested in methods which provide substantial increases in student learning through super-effective teaching. Membership is currently \$40.00 per year, and includes the SALT Journal, the Newsletter, and a special conference fee.

THE GOLDEN RESOURCE FOR SALT TRAINERS

**THE JOURNAL OF
THE SOCIETY FOR ACCELERATIVE
LEARNING AND TEACHING**

Volume 13, Number 4

Winter, 1988



*Published by the Society for Accelerative Learning and
Teaching, Inc.*

ISSN 0273-2459

Conference at a Glance

Thursday

- 10:10 8 Basics of Accelerative Learning and Teaching - Connolly
 80 3 Quick Ways to Improve Reading & Language Skills - Wenger
 107 Primary Learning that Sticks - Walker, Pipho & Moschel
 90 Suggestopedic Technique in Inner City Child Development - Lerma
 25 Teaching Civil Engineering with SALT in Argentina - Perez Novas
 54 SALT Business Opportunities - Cassone & Houle
 100 An Affective, Integrative Basic College Writing Course - Mix
 10-Noon 93 Developing the Senses for Better Learning - Schmid
 11:11 am 35 Replace Teaching with Learning - Senatore
 60 Playing Around with Elementary Language Arts - Palmer
 32 Teaching Chinese with SALT & Computer - Schuster
 21 Getting a "Handel" on Learning through Music - Montgomery
 98 Sensational Typewriter Skills with Suggestopedia - Laube
 37 Applications of SALT to Vocational Education - Stock & Daines
 109 The "I am Gifted" Revolution - Marvel & Regnier
 1:30 pm 1 Stress in Reading: Breaking the Cycle - J. Bass
 28 Accelerated Learning at Hewlett-Packard Corp. - Penno
 85 Songs/Rhythmic Chants: Boost Peace-making, Social & Reading Skills - Williams
 41 The Power of Metaphor in Story Construction - Myers-Baker
 29 A Suggestopedic Approach to Poetic Analysis - Quina
 10 Introduction to Accelerated Learning - Jensen
 1:30-4:15 5 Developing Global Class Plans for SALT - Labiosa-Cassone
 23 Suggestopedic Teaching of English as a Second Language - Morrissey
 3:00 pm 72 Creating Super-Sensational SALT Lesson Scripts - Stockwell
 16 Teaching SALT Learning Strategies in High School - McCann
 96 San Diego's Horton Elementary School Results - Hensley & Waldron
 63 The Power of Creative Environments - Rand & Barzakov
 50 Mainstreaming Language & Culture with SALT - C. Blackmon
 41 "Embody" the Subject Matter: Physical Activities for Classes - Myers-Baker
 30 Taming the Dragon: Teaching Physics with SALT - Reinert

 Friday

- 10:10 am 42 Using Vocal Intonation for Memory Chunking - Erland
 83 Adventures in Limbic Learning - Machado & Wenger
 31 A SALTy Summer in China - Schuster
 14 OLD Content, NEW Techniques, BORROWED Terminology, BLUE Skies - Mackenzie
 66 Chemistry for Singles: The Basics of Chemistry - Reinert
 103 Self-Esteem & Self-Confidence Building in SALT Environments - McPhee
 10-Noon 88 Adapting & Extending to Intermediate & Advanced Levels - Dhority
 11:11 am 62 The World's Greatest Kindergarten Results - Palmer
 40 Accelerated Learning for Administrators & Teachers - Wood
 7 Enhancing Creativity with SALT - Connolly
 26 Increase Your Study Skills Learning Power with SALT - Noyes
 95 Sell Yourself in The SALT Resource Handbook - Young
 101 Corrections and Transitions in the SALT Classroom - Gold
 45 Finding Your Voice in Composition, Literature & Business - McGinty & McGinty
 1:30 pm 93 Developing the Senses for Better Learning - Schmid
 73 World-Class Peripheral Stimuli for Powerful Classroom Visuals - Stockwell
 59 Outrageous Activities and Foreign Language Games - Jullie
 17 Designing a Global Unit Plan for Successful, Non-stressful Learning - Merritt
 34 Body Wisdom: Developing Kinesthetic Intelligence - Senatore
 16 Teaching SALT Learning Strategies in High School - McCann
 41 Update on Suggestopedic Use of Music in Class, Home & Work - Rand & Myers-Bake
 1:30-4:15 27 Self-Care for SALT Teachers - Pavlescak

Conference at a Glance

Friday	89	Come Play with Me with NLP (Neuro-Linguistic Programming) - LeHecka
3:00pm	11	Results of Seven Years of SALT Summer Super-Camps - Jensen
	52	Increasing Self-Esteem through Art Exercises - Labiosa-Cassone
	28	Accelerated Learning at Hewlett-Packard Corporation - Penno
	46	Chicago's Guggenheim Elementary School Results - M. Alexander, Ellis & Palmer
	22	Creative "Seeing" - Montgomery
	3	Introductory Overview of Elements of SALT - Caliendo
	38	Start Using AIM (Accelerative Introductory Method) Immediately - Taylor

Saturday	104	Teaching Computers with Accelerated Learning Methods - Foster
10:10 am	100	An Affective, Integrative Basic College Writing Course - Mix
	53	Regional SALT Conference Planning - Cassone & Houle
	110	Optimal Parenting - Vos Groenendal
	19	Summer Adventure in the Bulgaria Lozanov Workshop - A. Miller & Tarr
	102	Humor: A Ruthlessly Amusing Memory Aid - Gold
	48	Speaking/Communication/Presentation Skills Workshop - Barzakov
	??	Surprise!
11:11 am	91	Thinking Styles - Squires
	20	Brain Gym Movement: The Door to Accelerated Learning - J. Miller
	99	Teaching High School French with SALT - L. Alexander & Dawson
	8	Always Responding Positively - Connolly
	61	Research with Special Needs Students - Palmer
	84	Bootstrapping the Brain - Reinert & Wenger
	18	Taking Learning Off the Page with Music & Imagery - Merritt
	39	Fun & Success in a Science Classroom Using Optimal Learning - Wood
1:30 pm	6	Increasing Self-Esteem through Classroom Psychology - Labiosa-Cassone
	108	Bright Music for Children - Lund
	68	All Ages/All Subjects: Sunnyvale, CA Results! - Ridley, Otto, Walker & Webb
	12	Building Mainstream Acceptance of SALT - Jensen
	36	Rapport-building with NLP - Senatore
	33	Introductory Foreign Language Teaching Using TPR (Total Physical Response) - Segal
	88	Adapting & Extending to Intermediate & Advanced Levels - Dhority
	64	Expanding Mental Capacities of the Young - Rand
3:00 pm	42	Expanding Memory Abilities in Students - Erland
	74	Creating Super-SALT-Lesson Songs - Stockwell
	57	Teaching IMB/PC Assembly Language with SALT - Ginn
	49	Celebrating the Teacher as Artist (Classroom Graphics) - M.C. Blackmon
	2	Stress Reduction for SALT Teachers - R. Bass
	97	Teaching Critical Thinking with SALT - Kline
	59	Outrageous Activities and Foreign Language Games - Julie

Sunday	78	Pole Bridging the Brain to Create Higher Intelligence - Wenger
9 am-Noon	10	Teaching ESL with Total Physical Response - Segal
10 am-Noon	105	Music Elements and Styles - Amend
10:10 am	24	Psycho-Calisthenics for Exercise, Movement & Music - Morrissey
	29	A Suggestopedic Approach to Poetic Analysis - Quina
	14	OLD Content, NEW Techniques, BORROWED Terminology & Blue Skies - Mackenzie
	50	Mainstreaming SALT Language and Culture - C. Blackmon
	56	Teaching DOS Computer - Ginn
11:11 am	7	Recharging Your Personal Batteries - Connolly
	89	Come Play with Me with NLP - LeHecka
	1	Stress in Reading: Breaking the Cycle - Bass
	26	Increase Your Study Skills Learning Power with SALT - Noyes
	20	Brain Gym Movement: The Door to Accelerated Learning - J. Miller
	3	Introductory Overview of Elements of SALT - Caliendo
	90	Suggestopedic Technique in Inner City Child Development - Lerma
PLUS...		Foreign Language Samplers, Video Viewing Room & Night Flights

Thursday, April 27, 1989

CONFERENCE SCHEDULE

- 7:30 - 8:30 Board of Directors Meeting - Room R, Main Level
Everyone is welcome to attend
- 8:00 - 9:00 Continental Breakfast - Room S, Main Level
Bookstore open until 9
- 9:00 - 10 AM Plenary Session - Room A, Lower Level
Charles Connolly, 1988 - 89 SALT President
- "Creating New Possibilities and Opportunities for SALT Training"
Erik Jensen, Accelerative Learning Trainer
Turning Point for Teachers
Del Mar, California
Founder of Super Camp
Author of Super Teaching
- Parade of Presenters
- 10:10 - 11 AM Concurrent Super-Sessions T10
Video Room V 340 open until 4:30 PM
Bookstore and Exhibits Open until 12:30
- 11:11 - 12 Noon Concurrent Super-Sessions T11
- 12 - 1:21 PM Luncheon in Room A, Lower Level
- "The Training Explosion: Lichtenstein Report"
Tony Stockwell, Director
Institute for Suggestopedia, Vaduz, Lichtenstein
European Foundation for Modern Learning Methods
- 1:30 - 2:45 PM Concurrent Super-Sessions T1
Video Room V 340 open until 4:30
Bookstore and exhibits open until 4:30
Spanish Language Sampler in 206L
- 3 - 4:15 PM Concurrent Super-Sessions T3
- 4:30 - 5 PM Plenary Session II, Room A
Celebration of Thursday Concurrent Sessions
- "Hot News: Regional, National & International Possibilities"
Lyelle Palmer, SALT President
- 5 - 7:30 PM Dinner and Networking
- 7:30 - 9 PM President's Reception, Room A, Lower Level
Networking/Netweaving for Regional Conferences

Up to 8 night Flights available tomorrow night in meeting rooms

1989 SALT CONFERENCE CONCURRENT SESSIONS

TERRIFIC THURSDAY, April 27

10:10 - 11:00 AM Concurrent Sessions

V 340 VIDEO ROOM open for viewing Super SALT Videos all day long!

T10S As Easy as 1, 2, 3! The Basics of Accelerative Learning and Teaching

Introductory Strand

Dr. Charles Connolly, SALT President 8

Professor of Communication, Iowa State University, Ames

A brief introduction to the fundamental principles and practices of accelerative learning and teaching. Students will experience and learn the three key elements of SALT and how to start using them in teaching and learning.

T10J Opening Three Gifts: Three Quick Ways to Strongly Improve Reading and Language Skills

General Strand

Dr. Win Wenger, Project Renaissance, Gaithersburg, MD 80

A hands-on experience in "descriptopedic" method of enhancing language skills in which successively greater detail and clarity is achieved through describing content to a partner. A powerful experience with the author of *How to Increase Your Intelligence*.

T10R Learning That Sticks: Practical SALT Applications in the Primary Classroom

Elementary Strand

Sharon Walker, First Grade Teacher 107

Arvella Piphon, Second Grade Teacher,
Denver Elementary School, Denver, Iowa

Twyla Moschel, Teacher

Southdale Elementary School, Cedar Falls, Iowa

author, *Integrative Accelerative Teaching & Learning*

A demonstration of learning techniques which apply to all subjects, including language arts, mathematics, science and social studies. An outstanding example of a regional conference presentation from The Iowa Connection to SALT in which teachers share transformative classroom practices.

T10X ZONAFANTASTICA: Suggestopedic Technique in an Inner City Child Development Setting

Early Childhood, Elementary & Special Education Strands

Jorge Lerma, Site Administrator 90

Centro Infantil de la Raza, Oakland, California

A demonstration of suggestopedia and OptimaLearning to transform child care into child development and foster natural creativity, imagination, and intelligence. Participants will experience imagery, stories, metaphors, visuals, speech and music used in this mind-expanding inner city project.

10:10 - 11 AM Thursday Concurrent Sessions (Continued)

T10U Raising Bridges: Learning Civil Engineering (Bridges) in Only Fifteen Days with SALT in Argentina

Secondary/Higher Education Strand

Enrique R. Perez Novas 25
Fundacion Holistica Argentina, Buenos Aires

A report on a pilot course in civil engineering at the Universidad Nacional del Sur on the subject of "Puentes" (bridges) to be learned in one-half the usual time. Results also include excellent communication among and between students and professors. A videotape shows the sequence of the course and experiences of the students.

T10Y There's Gold in SALT! Twenty-First Century Business Opportunities for Language and Non-Language SALT Applications

Business/Commercial Strand

Phillip Cassone, Director 54
Karen Houle, Director
University/SpeakEasy Language Center, Minneapolis, MN

A quick look at two accelerated learning businesses using SALT methods for commercial applications. Includes a review of foreign language training results, examining federal grant opportunities, and development of new products and services for business clientele.

T10B Breaking Down the Walls of the Self-Contained Basic Writing Course: Using an Affective, Integrative Course Model

Secondary and Special Education Strands

Julie Ann Mix, English Lecturer 100
Division of Community Education/College of Lifelong Learning
Wayne State University, Detroit, Michigan

A dramatic experience of a highly-engaging writing unit which demonstrates principles of riveting student attention by arousing curiosity and creativity, immersion of students in captivating interdisciplinary cultural and historical materials, and "leading" previously unreachable students into full participation and success.

T10-12K

Come to Your Senses! Developing the Senses for Better Learning General Strand

Charles Schmid, SALT Past President 93
Director, LIND (Learning in New Dimensions) Institute
San Francisco, California

Experience surprising answers to these questions: do experts learn by consciously or unconsciously controlling their sensory processing of new information? If so, can anyone learn to master these techniques? What was our sensory acuity early in life? Can we regain it or develop it even further, and if so, how? What about synesthesia, the mixing of the senses; can it help us to learn faster and remember more? What do YOU think?

(a two-hour session, continuing until noon)

11:11 - 12 Noon Thursday Concurrent Sessions

T11S Replace Teaching with Learning! You Get What You Focus On
General Strand

11:11 John Senatore, The DaHA Group, Pueblo, Colorado 35

A stimulating examination of what teachers are doing and the results, the difference between training and educating, and achieving a shift from teaching to learning. Audience will participate in accelerative metaphors, self-inventories, relaxation, suggestion, resources and feedback.

T11B CATS, Tents, and Bubbles: Playing Around with Elementary
Language Arts Elementary Strand

Lyelle L. Palmer, SALT President-Elect 60

Professor of Education

Winona State University, Winona, Minnesota

An active global session in learning to identify four types of sentences, parts of sentences and sentence arrangement. Learn to bubble-up whole brain creative writing at will to produce surprising products with all ages. Kids love these activities which can be performed in groups or individually.

T11R Teaching Chinese with SALT and Computer

Foreign Language Strand

Donald Schuster, Editor, Journal of SALT 32

SALT Founder, Former President of SALT

Professor of Psychology, Iowa State University, Ames

Learn 25 ideograms and corresponding pronunciations in this SALT application for tutorial use on a word processor. Results of teaching Chinese to American students by computer are given. Learn the latest in high-tech SALT pedagogy from the co-author of the SALT teacher's manual, Suggestive-Accelerative Learning Techniques.

T11J Getting a "Handel" on Learning through Music: Teaching Music
Fundamentals with SALT Techniques to Increase and Enhance
Learning Elementary/Secondary Strand

Zonda M. Montgomery, Head, Music Department 21

Arlington High School, Indianapolis, Indiana

A delightfully active, hands-on fun session for building scales and chords, playing melodies, and performing Handel's Pop (bottle) Concert ("If you can pucker, you can play").

11:11 AM - 12 Noon Thursday Concurrent Sessions (continued)

T11X **The Keys! Sensational Typewriter Skills with Suggestopedia in Germany** Secondary/Higher Education 98
Sabina Laube, Director,
DIDACTICA, Society for Modern Learning Methods
Reutlingen, West Germany

Students are excited about fluent learning of the keyboard in only ten hours with visualisation exercises, music, and imagination. Come and see how it is done.

T11Y **Hi Ho! Hi Ho! It's Off to Work We Go: Applications of Peak Performance/Accelerated Learning Approaches to Vocational Education** Secondary/Higher Education Strand 37
William E. Stock
Jeanette R. Daines

Minnesota Board of Vocational Technical Education, St. Paul
A review of promising practices completed by the staff of a state agency. Objectives are to describe theoretical backgrounds, commonalities, high-potential models, and to share bibliography and experience in staff development in a state agency.

T11U **The "I AM GIFTED" Revolution: Allowing All Persons to Find Their Gift to Share with the World** Elementary and Secondary Strands
Scott Marvel, Coordinator, "I Am Gifted" Conference
San Diego, California
Mary Regnier, Founder, Vision for New Life
Minneapolis, Minnesota

How to raise public awareness of integrative learning and reshape the future of education. Learn of exciting ideas about ways to reach the children and youth of today to build a fantastic tomorrow.

T10-12K **Come to Your Senses**, begun at 10:10, continues.

1:30 - 2:45 PM Thursday Concurrent Sessions

T1X Stress in Reading: Breaking the Cycle

Elementary and Special Education Strand

Jo Ann F. Bass, Assistant Professor of Education 1
The School of the Ozarks, Point Lookout, Missouri

A session to identify stressful reading practices, fight or flight responses in students, low-stress SALT procedures, applying SALT to the three-group classroom, and procedures for relaxation, mind calming, and suggestive set-up.

T1U Accelerated Learning at Hewlett-Packard Corporation

Business/Industry Strand

Patricia Penno, Learning Products Designer 28
Hewlett-Packard Corporation, Palo Alto, California

A video and workbooks produced by H-P which is used to teach accelerated learning principles. A description of how the video is used and reactions of trainees is given.

T1B Add Some Zing! Sing It! Add Some Zap! Rap It! Using Songs and Rhythmic Chants to Boost Peace-making, Social & Reading Skills, and Self-Concept

Elementary & General Strands

Linda K. Williams, Teacher 85

Horton Elementary Accelerated Learning Magnet School
San Diego Unified School District, San Diego, California

A sampling of songs and techniques using meaningful lyrics to teach these skills (see title). Participants will be invited to sing along with the songs in clips from the 23 resources which are listed in the annotated bibliography. Handouts will include a bibliography of more than 100 books wherein the fully-illustrated lyrics of one song comprise an entire children's book. For native or foreign language students. See also, "Drug Free, That's Me," in the Video Room.

T1-4J

Time Flies When You're Having Fun! Developing Global Class Plans for SALT Lessons General Strand

Libyan Labiosa-Cassone, Director 5

University/SpeakEasy Language Center
Minneapolis, Minnesota

Minnesota SALT Conference Co-coordinator

Create accelerative lessons which engage visual, auditory, and kinesthetic learners. Bring your textbook along to heighten enjoyment of topics and practice creating the most productive class time imaginable in these role plays. Handouts include an accelerative resource list. A two and one-half hour session.

1:30 - 2:45 PM Thursday Concurrent Sessions (continued)

T1K Drawing a Poem: A Suggestopedic Approach to Poetic Analysis
Secondary/Post Secondary Strand

James Quina, Professor of Education 29
Wayne State University, Detroit, Michigan

Use natural metaphors to provide keys to critical interpretation of art by learning to identify key phrases in your personal language which lead to your personal critical approach to art. Participants will draw their interpretation of a poem and will be guided through processes which conjoin feeling and thinking and which translate art images into written form. Learn it all from the author of the new integrative textbook, "Effective Secondary Teaching."

T1S So That's what It is! Introduction to Accelerated Learning
Introductory Strand

Eric Jensen, Director 10
Turning Point for Teachers, Del Mar, California
Founder, Super-Camp

Know the 5 key principles of a SALT lesson, the 6 components of a SALT lesson plan, the three secrets to using music, the origins of it all, and how to explain it lucidly to others with lightning speed. Content includes background on Lozanov, mind-body control, use of music, memory aids, emotions in learning, visual/auditory/kinesthetic inputs, and the generic SALT lesson plan. Learn the basics from the author of "Super Teaching."

T1Y Opening ESL Gateways Worldwide: Suggestopedic Teaching of English as a Second Language
Foreign Language Strand

Brian M. Morrissey, Educational Consultant 23
Washington, D.C.

Explore the possibilities for SALT in ESL in specific procedures: assimilation methods of text writing, room preparation, new identities, decoding and mime, active and passive concert readings; elaboration methods of phonetics and reading techniques; and activation methods using games, role plays and skits. Learn 5 concepts and 8 skills. Bibliography and handouts provided.

T1L206 Spanish Language Sampler with Gloria Marie Caliendo,
Eastern Connecticut University, Willimantic

Experience a Suggestopedic foreign language lesson in this sample of training sponsored by University/SpeakEasy Language Center, Minneapolis. 1:30 - 4 PM.

3 - 4:15 PM Thursday Concurrent Sessions

F1S **Dramatic Entrances! Creating Super-Sensational SALT-Lesson Scripts** General Strand

Tony Stockwell, Director 72
Institute for Suggestopedia, Vaduz, Lichtenstein
European Foundation for Modern Learning Methods

A keynote presenter session on the basics of creating effective texts for use in an integrated suggestopedic lesson. Use powerfully dramatic texts to make your subject matter live.

T3U **Report Card: Current Results of San Diego's Horton Elementary Accelerated Magnet School** Elementary Strand

Don Hensley, Principal, Horton Elementary School 96
Mary Waldron, Accelerated Learning Resource Teacher
Horton Elementary School, San Diego

An update on progress of students at a school with trained staff using SALT to teach social studies, science and arts. Staff development, curriculum development and classroom activities are discussed. See the Video Room cassette, "Drug Free, That's Me," for a performance by Horton students.

T3B **The Power of Creative Environments**

General Strand

Pamela Rand, Senior Instructor 63
Ivan Barzakov, Head, Training and Curriculum Development
Barzak Educational Institute - OPTIMALEARNING
San Rafael, California

Create special external and inner psychological environments to enhance receptivity, concentration, comprehension and absorption for teaching, learning and work performance. Experience the power of art themes, voice intonation, humor, suggestion and visualizations. Create your optimum work environment -- then play in it!

T3R **Immerse and Converse: Mainstreaming Language and Culture with SALT in International-Intercultural Studies**

Secondary/Post-Secondary and Foreign Language Strands
Charlotte Blackmon, Director 50
Institute for Language and Culture
University of Montevallo, Clanton, Alabama

Learn to integrate intercultural dimensions into college curriculum; see a video demonstration in Chinese/Japanese model classes; adapt SALT to any innovative or traditional class or program. Bring your ideas and watch them grow after hearing this inspiring report of SALT adaptations at the college level.

3 - 4:15 PM Thursday concurrent sessions (continued)

T3K "Embody" the Subject Matter: Physical Activities for Class or Meetings
Secondary/Post-Secondary Strand
Chris Myers-Baker, Instructor 41
Tulsa Community College, Tulsa, Oklahoma

Transform content into exciting experiences for students and teachers alike. Use OptimaLearning to transform knowledge, make information more accessible, increase receptivity and motivation. Learn to use suggestion mechanisms to unlock reserve capacities of the brain while you simultaneously build team spirit and a sense of community among your students, colleagues or team members. Let your bod help your brain!

T3Y Taming the Dragon: Learning Physics CAN be FUN!
Secondary/Post-Secondary Strand
Charles Reinert, Professor of Physics 30
Southwest State University, Marshall, Minnesota

Experience concepts, terminology, mathematics and manipulation of vectors in entry level physics. Learn 11 concepts, 3 formulae, 4 algorithms, and 9 new terms the FUN WAY! Participate in class activities at interactive pre-verbal, concert, review and exercrise levels. See a video of college classes using SALT. Receive inspiring handouts from the author of the SALT science lesson book, "Man, Mind, and the Universe."

Sessions continued:

T1J Time Flies When You're Having Fun! Class Lesson Plans continues

T1Y Opening ESL Gateways Worldwide! continues

T1L206 Spanish Language Sampler continues

V340 Video Room open all day on second floor

Summer

Curriculum Development

Workshop

15 **JUNE** to 1 **JULY** 1989

■ Charles Schmid	15, 16, 17
■ Bert Segal	19, 20, 21
■ Allison Miller	22, 23, 24
■ Stephanie Merritt	26, 27, 28
■ Libyan Labiosa	29, 30, 1

Entire Workshop ... US \$1295 3 Day Session ... US \$295

For more information call or write to:

21st Century Learning Systems
University/SpeakEasy Language Center
1313 Fifth Street S.E. Suite 201
Minneapolis, Minnesota 55414
Phone 612.379.3823
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Friday, April 28, 1989

CONFERENCE SCHEDULE

- 7:30 - 8:30 Board of Directors Meeting, Room R, Main Level
Everyone is welcome to attend
- 8 - 9 AM Continental Breakfast, Room S, Main Level
Bookstore open until 9
Begin poster registration for night flights
- 9 - 10 AM Plenary Session III, Room A, Lower Level

"Vision for Accelerative Learning"

Stephanie Merritt
Merritt Learning Systems, San Diego
Trainer of Horton Elementary School Staff
Author of Successful, Non-Stressful Learning

Parade of Presenters

- 10:10 - 11 Concurrent Super Sessions F10
Video Room V 340 open until 4:30
Bookstore and exhibits open until 12:30
- 11:11 - Noon Concurrent Super Sessions F11
- 12 - 1:21 PM Luncheon in Room A, Lower Level

"Effective Teacher Training: The 17-Week Model"

Tony Stockwell, Director
Institute for Suggestopedia, Vaduz, Lichtenstein
European Foundation for Modern Learning Methods

Night Flight Poster Registration continues
Parade of Presenters

- 1:30 - 2:45 PM Concurrent Super Sessions F1
Japanese Language Sampler in 206L
Bookstore and Exhibits open until 4:30

- 3 - 4:15 PM Concurrent Super Sessions F2

- 4:30 - 5 Plenary Session IV, Room A, Lower Level
Completion Celebration of Concurrent Sessions

"Teacher Training: The Possibility of Change"
Lyelle Palmer, SALT President

Parade of Night Flights

- 5 - 7:30 PM Dinner

- 7:30 - 9:30 PM Night Flights in meeting rooms (see posters)

Plan for Saturday Night Flights

10:10 - 11 AM Friday concurrent sessions (continued)

F10K Chemistry for Singles: Understanding the Basics of Chemistry
Secondary/Post-Secondary Strand

Charles Reinert, Professor of Physics 66
Southwest State University, Marshall, Minnesota
Co-Coordinator, November Minnesota SALT Conference

Experience dialogue, decoding, active and psuedo-passive concerts followed by activations which include mind-mapping, role playing and an ungraded quiz. Physical interaction and hand signals contribute to fun and indelible impressions of atomic nucleus, electrons, protons, quantum numbers & orbits. Play with science content with a master teacher and author of *Man, Mind, and the Universe*, accelerative science lessons.

F10-12U Sustaining the Romance: Adapting & Extending SALT to Achieve Precision and Excellence at Intermediate and Advanced Levels
Foreign Language Strand

Lynn Dhority, Associate Professor of German 88
University of Massachussetts - Boston

A look at what is possible beyond initial introductory SALT experiences with sharing and demonstration of techniques which have shown success at advanced levels: building on rapport and established trust to stimulate increasing student independence, using homework effectively and new testing techniques. Research results in the form of standardized test scores and Oral Proficiency Interview data are given. Experiences and results by participants and definitions of "advanced," "precision" and "excellence" are explored by the group with the author of *Acquisition through Creative Teaching*.

F10Y Creating Silver Linings: Self-Esteem and Self-Confidence Building in SALT Environments
General Strand

Doug McPhee, Teacher, Del Mar Hills Elementary School 103
Del Mar Hills, California
Instructor Trainer, Super-Camp
Teacher/School Consultant in Supervision and Self-Esteem

See how easy it is to provide an environment which promotes self-esteem and includes accelerative learning techniques. You'll be able to include activities which enhance self-esteem in your existing curriculum. Experience specific methods for producing positive self-image and determine a specific plan of action for your classroom or training site.

F10B Report Card: Current Results of San Diego's Horton Elementary Accelerated Magnet School
Elementary Strand

Don Hensley, Principal
Mary Waldron, Accelerated Learning Resource Teacher
Horton Elementary School, San Diego, California

An update on progress of students at a school with trained staff using Accelerative Learning to teach social studies, science and arts. Staff development, curriculum development and classroom activities are discussed. See the Video Room cassette, "Drug Free, That's Me," for a performance by Horton students.

Fantastic Friday , April 28, 1989

10:10 - 11 AM Concurrent Sessions

V 340 VIDEO ROOM open for viewing Super SALT Videos all day Long!

F10X Reemember Meee! Using Vocal Intonation for Memory Chunking
General Strand

Jan Erland, Director 42
Mem-ExSpan The Image Builder
Lawrence, Kansas

Use a classic suggestopedic technique to impress information on the right brain. Learn the principles and procedures for gentle and powerful presenting.

F10J Adventures in Limbic Learning: Exploring Emotions and Feelings
General Strand

Luiz Machado de Andrade, Language Laboratories
Rio de Janerio State University, Brazil

Win Wenger, Project Renaissance, Gaithersburg, Maryland

Current findings on direction of human learning by the limbic levels of the brain are presented with direct experience in directing the limbic brain to enhance intellectual performance. Learn the positive psychochemical addictive aspects of "A-Ha!," "Um-HM!" and success. Let your endorphins play today with the authors of Self-Stimulation of Intelligence, The Secret of Intelligence, Emotopedia and Emotology (Machado), and How to Increase Your Intelligence (Wenger).

F10R A SALTy Summer in China: A Slide Tour of SALT Workshops in China and Japan
General Strand

Donald Schuster, Editor, Journal of SALT, SALT Founder 31
Professor of Psychology, Iowa State University, Ames

Accompany the author of Suggestive-Accelerative Learning Techniques on an illustrated training tour in Shanghai and Shenyang, China and then Tokyo and Nagoya, Japan. See the people, cities and countryside and hear the music of the orient while learning of the SALT in the region.

F10S OLD Content, NEW Accelerative Techniques, BORROWED Terminology, BLUE Skies for Teachers
Elementary Strand

Bonnie Mackenzie, Elementary Teacher 14
Waterloo Public Schools, Waterloo, Iowa
The Iowa Connection to SALT

Experience a mind-trip through the rooms of an accelerated elementary school, participate in lessons, learn the theory and principles of various methods and models (Hunter, Marzano, Wlodkowski, Costa) and how they blend with accelerative learning. Experience applications to spelling, mathematics, science and language lessons.

11:11 AM - 12 NOON Friday Concurrent Sessions

F11B The World's Greatest Super-Kindergarten Results! A Four-Year Report of Neurostimulation of Readiness Skills in Kindergarten and First Grade

Early Childhood/Special Education Strands

Lyelle L. Palmer, SALT President-Elect 62

Professor of Education, Winona State University, Minnesota

See a slide show of year-long neuro-developmental stimulation activities for playground, floor and classroom periods. Hear data on four years of results with nearly 400 students demonstrate class averages above the 95th percentile of national norms. Similar results are shown from other classes, including transition kindergarten. Implications for further use of these dramatically successful procedures will be discussed.

F11K Success in Accelerated Learning for Administrators and Teachers: Overcoming Barriers, Resistance and Other Problems

Elementary and Secondary Strands

Leo Wood, Teacher, Chemistry Department 40

Tempe High School, Tempe, Arizona

Learn to anticipate the needs of administrators and teachers by understanding their experiences. Present neurophysiology and recent brain research to create an authoritative foundation for accelerative learning. Use the effects of OPTIMALEARNING to establish acceptance of accelerative learning by administrators and staff members.

F11J Enhancing Your Creativity with SALT General Strand

Charles Connolly, SALT President 7

Professor of Communication, Iowa State University, Ames

Double your idea power, learn five creative techniques and experience accelerative learning. Discover why all ideas are good and why you and your students are highly creative.

F11R Increase Your Study Skills Learning Power with SALT

Secondary/Post Secondary Strand

Irving Noyes, Director 26

Educational Skills Center, Inc.

Morristown, Tennessee

An overview of a twelve-hour seminar on studying effectively with ease and enjoyment by learning to: become positively energized and desire to do your best, prepare the study space, accelerate learning, remember what you learned, use more of the brain/mind while studying, understand how the brain acquires information, take meaningful notes that will be easy to remember, and create confidence, security and relaxation in class and in taking exams. Learn how to run your brain and you'll know how to control your life. This course is appropriate for students, teachers, parents and school boards.

11:11 - Noon Friday concurrent sessions (continued)

F11Y Join Us on the Launching Pad: Present Yourself in The SALT Resource Handbook, SALT's Major New Publication

General Strand

Sally Young, Editor, SALT Resource Handbook 95

President, Unlimited Potential in Learning

Secondary Spanish Teacher

Jefferson County Schools, Denver, Colorado

Discover workshops, books, curriculum, audio and video tapes, periodicals and accelerative learning centers in this resource guide which presents you to the world as part of the exciting and wonderful world of SALT. Your input is invited for ideas and suggestions to improve publication and dissemination of resources for the transformation of learning and teaching. Let's shape the future together now!

F11S The Soft Touch: Corrections and Transition Passages in SALT Interaction 101 General Strand

Lonnie Gold, President, Conseil National de Suggestologie

Trajectoires Associees, Paris, France

Learn how to take the guilt out of making mistakes. Correction techniques will be given to convey accurate information imperceptibly via sidetracking strategies so that students think that they "got it right" in the first place. This approach will be expanded and applied to transitions between activities which are key in gaining total commitment to the learning experience on the part of students.

F11X Finding Your Voice in Composition, Literature & Business: Helping College Students Discover What & How They Think

Secondary/Post-Secondary & Business Strands

Robert McGinty, Professor of Management

Susan McGinty, Director, Secondary English Education

Eastern Washington University, Cheney, Washington

This session involves participants in SALT activities that are currently used with college students to break down barriers to learning and thinking. Participants will learn by doing in a model example followed by discussion of theory and applications of expanded expression with college students.

F10-12U Sustaining the Romance... continues

1:30 - 2:45 PM **Friday** Concurrent Sessions

F1L206 Japanese Language Sampler with Alison Miller, formerly Associate Professor of ESL, Sanno University, Japan
Experience a Suggestopedic language lesson 1:30 - 4 PM

F1X **Come to Your Senses: Developing the Senses for Better Learning** General Strand

Charles Schmid, Former SALT President 93
Director, Learning in New Dimensions (LIND) Institute
San Francisco, California

Experience surprising answers to these questions: do experts learn by consciously or unconsciously controlling their sensory processing of new information? If so, can anyone learn to master these techniques? What was our sensory acuity early in life? Can we regain it or develop it even further, and if so, how? What about synesthesia, the mixing of the senses; can it help us to learn faster and remember more? What do YOU think?

F3S **Envision This! World-Class Peripheral Stimuli for Powerful Classroom Visuals** General Strand

Tony Stockwell, Director 73
Institute for Suggestopedia, Vaduz, Lichtenstein
European Foundation for Modern Learning Methods

Learn how to create a suggestopedic visual environment to teach content and lift self-esteem. Learn lettering styles, how to hold markers to achieve a variety of effects, subliminal pictures, and other right-brain engaging techniques.

F1J **Games Momma Never Taught Me: Outrageous Activities and Foreign Language Games** Foreign Language Strand

Arlene M. Jullie, President 59
International Language Services, Inc.
Minneapolis, Minnesota

Experience a reenactment of the Cinderella story, meet Madama Zelda, the gypsy fortune teller, sing a "Restaurant Opera," learn to play and teach "Extra-Terrestrial," "True Confessions," "Alibi," "Supercat," "Irregular Verb Circus," and other simple-to-create language games. French, Spanish, Portuguese and English will be used with the participants fully engaged.

F1R **Designing a Global Unit Plan for Successful, Non-Stressful Learning** Elementary Strand

Stephanie Merritt, Merritt Learning Systems 41
San Diego, California

Through examples from the presenter's book, Successful, Non-Stressful Learning, participants will learn how to organize curriculum from any subject area based on accelerated learning strategy. They will learn to convert dry, dull content into an exciting presentation that dramatically increases learning and retention. This Horton Elementary School trainer will review the teaching cycle, sample lesson plan read to music, global unit plan, concert sessions and reading procedures.

1:30 - 2:45 PM Friday concurrent sessions (continued)

F1K Body Wisdom—Move For IT!: Edu-Kinesthetics & Kinesthetic Intelligence General Strand

John Senatore, The DaHA Group, Pueblo, California 34

Review Gardner's Multiple Intelligences in relation to global learning and kinesthetic learning and intelligence through relaxation, demonstrations, experimental movements, explorations for uses, questions, answers, sources and resources.

F1C How I Learned in Spite of Myself! Teaching SALT Learning Strategies in High School Secondary/Post Secondary Strand

G. Sue McCann, President, EXALT, Inc., Chicago, Illinois

Resource Teacher, Oak Park River Forest High School

Oak Park, Illinois

Learn a model for designing and implementing an accelerated learning course in a high school curriculum: a course design of ten steps to success, sales and promotion, implementation and research. This session includes a slide presentation and demonstration of SALT passive and activation cycles in addition to a mind map.

F1B Updates on Suggestopedic Use of Music in Class, Home and Work Environments General Strand

Chris Myers-Baker, Director 41

Synthesis Whole-Brain Learning Center

Instructor, Tulsa Junior College

Founder, Oklahoma Whole-Brain Learning Society

Pamela Rand, Senior Instructor

Barzak Educational Institute, San Rafael, California

Updates on ways to activate the reserve capacities of the brain through the use of music. The presenters will demonstrate how to use music through Suggestopedia and OptimaLearning to achieve greater motivation and creativity in both language and non-language content. Receive guidelines on when and when not to use music, pitfalls to avoid, when to use two readings and when to use only one, and practical training in the skill of reading with music.

F1:30 - 4:15Y Me Too! Self-Care for SALT Teachers

General Strand

Rik Pavlescak, Educational Consultant 27

Self-Care Training Institute, Dayton, Ohio

An experiential session on developing 16 self-care attitudes and contexts: defining "problem" ownership, affirmations and acknowledgements for someone who deserves the very best. Learn an eight-step self-care model related to the triune brain and specific activities to move to a new space ("When you do what you always did, you get what you always got; if you don't like what you've got, do something different").

3 - 4:15 PM Friday concurrent sessions (continued)

F3U Granules of SALT: An Introductory Overview of Elements of SALT Introductory and General Strands

Gloria Marie Caliendo, Adjunct Professor of Spanish 3
Eastern Connecticut State University, Willimantic

An accelerated learning presentation of origins of Suggestopedia, principles, and structure, the brain, learning modalities, role of music (styles, periods), self-esteem, language learning vs. language acquisition, demonstrations of mind-mapping, scripts, concerts, and more. A complete overview while experiencing super-accelerative learning and teaching.

F3K If You Aim to Advance Accelerative Learning, Use AIM (Accelerative Introductory Method) Introductory Strand

Bruce Tickell Taylor, Founder 38
Accelerative Tutoring & Transformation Institute
Santa Rosa, California

Society for European Accelerated Learning (SEAL) contact

A session for newcomers to experience the basics, learning by doing and seeing how to use the method for teaching, for self-study, for parents of elementary children,

F3X Me and My Shadow: Creative Seeing Improves Your Perception General Strand

Zonda Montgomery, Head 22
Music Department, Arlington High School
Indianapolis, Indiana

Increase your awareness by experiencing a "perception shift" as you notice the differences between looking and seeing and between hearing and listening. Experience seeing as the artist sees and hearing as the musician hears. Develop the powers of imagery in all senses with this author of Potentiology. As you'll discover, you have the potential to "dance" through life.

F1:30 - 4Y Self-Care for SALT Teachers continues



Stephanie Merritt
3768 Front Street, Suite 10
San Diego, CA 92103
(619) 297-7304

Lorraine P. McCarthy, M.A.
Consulting / Proofreading



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3 - 4:15 PM Friday Concurrent Sessions

F3A Come Play with Me with NLP (Neuro-Linguistic Programming) 89 General Strand

Charlotte F. Le Hecka, Division of Continuing Education
University of Houston, Houston, Texas

An introduction to NLP using accelerated learning techniques and an experiential game followed by an explanation of auditory, visual and kinesthetic learning modes. Practice in observing eye movements gives participants skill in finding brain/mind access patterns which can help teachers facilitate better learning in students. The session concludes with a special "fun" surprise.

F3S Reaching Teenagers Twice as Effectively: Results of Seven Years of SALT Summer Super-Camps Secondary/Post-Secondary
Eric Jensen, Founder, Super-Camp 11

Director, Turning Point for Teachers, Del Mar, California

Learn the background and structure of Super-Camp, understand the three primary needs of teenagers, discover the data results of over 4000 teenagers, build an action plan for work with teens. An accelerative presentation of goals and vision, history, teenager characteristics, success stories and tools developed. Ten handouts include background articles, results, and mind-maps. Invest some time with the author of Super Teaching.

F3R The Art of Self-Discovery: Increasing Self-Esteem through Art Exercises General Strand

Libyan Labiosa-Cassone, Director 52
University/SpeakEasy Language Center
Minneapolis, Minnesota

Learn the healing effect of art on students for therapeutic release of tension and anxiety in the classroom. Use art to explore the hidden resources of human potential, how to allow each student to learn like a child by connecting art with language or other subject content, and how to use art to create a spiraling proficiency. Several activation exercises will be provided for emotional experience as well as theoretical understanding of this topic.

F3B Nuggets! 1-2-3-4 Years in Chicago's Guggenheim Elementary School SALT Mine Elementary & Research Strands

Michael Alexander, Principal 46

Nancy Ellis, Accelerated Learning Consultant
Guggenheim Elementary School, Chicago

Lyelle Palmer, Researcher, SALT President-Elect
College of Education, Winona State University, Minnesota

A slide presentation and report on the fourth year of accelerated learning staff training and student achievement data. Discussion of reorganization of the school, classroom changes, end of year test result changes, second round of staff training, and implications for implementing SALT in an inner-city school. Handouts.

Night Flights Special Offering

F7:30R Bulgaria Revisited: An Update on Lozanov's Training
47 Ivan Barzakov, Head
Pamela Rand, Senior Instructor
Barzak Educational Institute, San Rafael, California

A report on first-hand experiences at a recent Suggestopedia course with Dr. Georgi Lozanov and Dr. Evalina Gateva. The masterful teaching of Gateva will be discussed in regard to her ability to achieve heightened states of suggestibility and receptivity which allow delivery of enormous amounts of material while energizing the students. The necessary child-like infantilization state, specific rhythm and intonations, as well as the globalization of material and other suggestive factors will be explored. Subtle developments of Dr. Lozanov's work will be explored, including theoretical aspects covered during the last week of the course on globalization, overcoming the social suggestive norm, suggestopedia and NLP, the placebo effect and the unlocking of reserves in the learning process.

For other Night Flight topics, see sign-up posters in Lobby.

Educational Skills Center, Inc.

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A Non-Profit Organization Promoting the Development of Educational Skills Since 1965

Saturday, April 29, 1989

CONFERENCE SCHEDULE

- 8 - 9 AM Continental Breakfast in Room S, Main Level
Bookstore open until 9
Night Flight Poster Registration
- 9 - 10 AM Plenary Session V, Room A, Lower Level
"Outrageous International Perspectives on SALT"
Tony Stockwell, Director
Institute for Suggestopedia, Vaduz, Lichtenstein
Parade of Presenters
- 10:10 - 11 AM Concurrent Super Sessions S10
Video Room open Room 340 until 4:30
Bookstore and Exhibits open until 12:30
Hungarian Language Sampler in 206L
- 11:11 - 12 Noon Concurrent Super Sessions S11
- 12 - 1:21 Luncheon
"The Power of Suggestion in Pygmalion Effects"
Robert Rosenthal, Professor of Psychology
Harvard University
Author, Pygmalion in the Classroom
Night Flight Poster Registration continues
Parade of Presenters
- 1:30 - 2:45 PM Concurrent Super Sessions S1
Bookstore and Exhibits open until 4:30
- 3 - 4:15 PM Concurrent Super Sessions S3
- 4:30 - 5 PM Plenary Session VI, Room S, Lower Level
Celebration of Sessions
"Education's Ecstasy Explosion of SALT Teacher Training:
Acknowledging Lozanov and other pioneers"
Don Schuster, Libyan Labiosa-Cassone and Conference Participants
- 5 - 7:30 PM Dinner
- 7:30 - 9:30 PM Night Flights in meeting rooms

SUPER-SATURDAY, April 29

10:10 - 11 AM Concurrent Sessions

V 340 VIDEO ROOM open for viewing Super SALT Videos all day long!

S10X The Marriage of Computers and Accelerated Learning Methods
Secondary/Post-secondary Strand
Sharon Foster, Department of Education 104
Wesleyan College, Macon, Georgia

An experiential description of beginning a college-level computer lab center to train computer use following issuance of MacIntosh machines to every student and staff member in the college. Accelerative learning methods are used to reduce anxiety, strengthen memory and alleviate learning barriers. This advanced hardware, software and humanware lab revolutionizes training in higher education by combining technologies for enhanced learning, teaching and computer literacy.

S10B Breaking Down the Walls of the Self-Contained Basic Writing Course: Using an Affective, Integrative Model
Secondary/Post-Secondary & Special Education Strands
Julie Ann Mix, English Lecturer
Division of Community Education/College of Lifelong Learning
Wayne State University, Detroit, Michigan

A dramatic experience of a highly-engaging writing unit which demonstrates principles of riveting student attention by arousing curiosity and creativity, immersion of students in captivating interdisciplinary cultural and historical materials, and "leading" previously unreachable students into full participation and success.

S10K Empowering Parents: An Optimal Parenting Model for School Districts
Elementary and Secondary Strands
Jeannette Vos Groenendal, Learning Consultant 110
SuperCamp Teacher

This session provides a model for Optimal Parenting wherein parents make THE difference in a child's education. The model is based on Bloom's research on home environment, the principles of accelerated learning, brain research on learning how to learn, and simple whole-body learning strategies parents can use to help their children.

S10J Once Upon a Time...: Can We Tell You a Story about Our Summer Venture in Bulgaria?
19 General Strand
Allison Miller, Synergistic Learning Consultant
Eden Prairie, Minnesota
formerly Associate Professor, Sanno University, Tokyo, Japan
Rhonda Tarr, University of Minnesota, Minneapolis

We share a very special experience in and outside the Suggestopedic workshop given by Dr. Georgi Lozanov and Dr. Evelina Gateva. A collage of narrative, poetry, music and slides describes what we learned about the latest in Suggestopedia research and about Bulgaria through our new Bulgarian friends.

10:10 - 11 AM Saturday concurrent sessions (continued)

S10Y Pass the SALT! Everything You Need to Know to Create Your Own
Regional SALT Conference General Strand
Phillip Cassone, Director 53
Karen Houle, Director
University/SpeakEasy Language Center
Minneapolis, Minnesota

Learn to conduct a regional conference from start to finish: how to attract the best presenters, to find a great location, to successfully advertise the conference, to create miracles with a small budget, to put together outstanding materials and attract staff. A copy of handouts from the First Minnesota SALT Conference will be given to participants. Discover the outstanding network that you can establish for your organization by working with the conference. See how both you and SALT can grow together with the excitement of local and regional networking.

S10S Bring "Magic" to Your Presentations: Create Suggestion,
Suspense, and Inspiration through Positive Creative Energy
48 General Strand
Ivan Barzakov, President & Head of OptimaLearning Training
Barzak Educational Institute, San Rafael, California

A powerful speaking/communication/presentation skills workshop to optimize impact in speeches, teaching, training, and interpersonal communication of any kind. Topics include voice rhythms and intonation, stories and metaphors, transforming negative stress, establishing audience rapport, vivid mental images, creating charisma and stage confidence.

S10R Laughing Knowledge Into Place: Humor—A Ruthlessly Amusing
Memory Aid General Strand
Lonnie Gold, Trajectoires Associees, Paris France 102
President, Conseil National de Suggestologie, Paris

Humor breaks with predictable linear rationality and routine by surprising the learner, and is a wonderful way of lodging knowledge in the memory. If the aim of teaching is to bring about learning, it follows that the teacher can create receptiveness and package information to insure remembering. This session explores the mechanisms which trigger laughter and examines pedagogical exploitations of these cues.

S10B Surprise, Surprise!

S10-12L206 Hungarian Language Sampler with Charles Schmid,
Director, Learning in New Dimensions (LIND) Institute, San
Francisco. Come and experience a suggestopedic accelerative
language lesson in an wonderful exotic language. This is a
session you will remember for a long time. 10:10 - Noon

11:11 AM - 12 Noon Saturday Concurrent Sessions

S11X A Quick Book on Thinking Styles: Survey Results Show Diverse Thinking
Secondary/Post-Secondary Strand

David Squires, Brigham Young University, Provo, Utah 91

Murray Smith, Brigham Young University, Provo, Utah

Participants will complete a quick and easy thinking styles test which will classify each person in categories such as verbal concrete, convergent, logical, imaginative, and abstract. What are the problems in accelerating diverse thinking styles among the many? A recent survey of staff members in a large university library looks at thinking tendencies and the challenges within a system to accommodate thinking style diversity.

S11R Brain Gym Brings It Together: Movement--The Door to Accelerated Learning
Elementary & Special Education Strands

Jeane Miller Chapter I Reading Teacher 20

Wathena Public Schools, Wathena, Kansas

Special Education Reading Specialist, St. Joseph, Missouri

A session on physical activities which affect right and left brain mental and physical coordination. Learn specific activities and movements which have immediate impact on student abilities and how to combine these skills with suggestopedia for maximum positive growth. Experience these effects in class demonstrations and discussion.

S11K Oh Yes! Oh No! Successes and Problems of Personal Adaptation to SALT Techniques in High School Foreign Language 99

Foreign Language Strand

Loren Alexander, Professor, Professor of Modern Language

Kansas State University, Manhattan

Jean Dawson, French Teacher, Garden City High School

Garden City, Kansas

Examination and discussion of videotaped classroom segments of SALT components in high school French classes, including concert reading and activation techniques. This session is a wonderful blend of theory and practical application for viewing what works and what needs fine tuning for the individual teacher. Group interaction will focus on accommodation of Lozanov's theories as presented by American trainers to effective classroom use.

S11B Always Responding Positively: 10 Ways to Speak in Every Classroom Situation
General Strand

Charles Connolly, SALT President 8

Professor of Communication, Iowa State University, Ames

A cue from Lozanov: the accelerative learning teacher is a totally positive person and always respond positively to students and what they say. Practical ways to be positive are presented in this session using the SALT lesson format. Come and program yourself for success.

11:11 - Noon Saturday concurrent sessions (continued)

S11J Bootstrapping the Brain to Success: Techniques and Preliminary Results of Intelligence Building by Image Streaming, IS, and More Conventional Methods

Secondary/Post-Secondary & General Strands

Charles Reinert, Department of Physics 84

Southwest State University, Marshall, Minnesota

Co-coordinator, Minnesota SALT Conference

Win Wenger, Project Renaissance, Gaithersburg, Maryland

A demonstration of applications of High Leverage Learning techniques applied the learning of physics. Results will be presented on the effectiveness of these procedures by these two accelerated learning authors.

S11S Taking Learning Off the Page: Converting Content to a Living Experiences General Strand

Stephanie Merritt, Merritt Learning Systems, San Diego 18

Learn how to use a new strategy using movement, story, music, imagery and art therapy to internalize learning and build self-esteem. Examples will be drawn from the presenter's book, Unearthing the Treasures of Your Mind. Handouts include a mind map of the music imaging process.

S11U Fun & Success in a Science Classroom Using OptimaLearning

Secondary/Post-Secondary Strand

Leo Wood, Chemistry Department 39

Tempe High School, Tempe, Arizona

Experience of the OptimaLearning accelerated learning system which activates whole brain and brain-compatible learning in an environment of joy and relaxation. Classical music, art, singing, visualization, games, labs, demonstrations, and clowning add to the fun and are enjoyable ways to present and learn subject matter.

S11Y Especially for Special Kids: Results of Forty-Plus SALT Research Studies with Special Needs Students

Elementary & Special Education Strands

Lyelle L. Palmer, SALT President-Elect 61

Professor of Special Education

Winona State University, Winona, Minnesota

An overview and summary of the extensive literature of evidence of SALT effectiveness with special needs students at all ages. These studies include learning disabilities, mental retardation, emotional disturbance, reading problems, math problems and anxiety, Chapter I help, and more. Research design and data gathering will be discussed. Grant writers will love this documentation. The handout tells all.

S10L206 Hungarian Language Sampler continues

1:30 - 2:45 PM Saturday Concurrent Sessions

S1S Miles of Smiles! Increasing Self-Esteem through Classroom Psychology

General Strand
6

Libyan Labiosa-Cassone, Director
University/SpeakEasy Language Center
Minneapolis, Minnesota
Coordinator, November Minnesota SALT Conference

Learn to create positive psychological climate within the classroom which allows teachers and students to work together more effectively. One out of five students has self-esteem issues which need addressing for learning and social development. Learn how to be an actor, a psychotherapist, and an expert in your field--simultaneously. Practice incorporating these elements to achieve a positive atmosphere which is conducive to high-quality teaching and learning. Learn to set a positive tone in the classroom and then maintain it.

S1J For All Ages, In All Subjects: Sunnyvale's Success with a Range of Students

Elementary & Special Education Strands

Former Morse Elementary School Staff, Sunnyvale, California
Frances Ridley, Former Principal, Morse Elementary 68
Consultant, Total Accelerated Learning, Citrus Hts., CA
Ann Walker, Formerly Morse El. Special Education Teacher
Palo Alto, California

Sally Jo Webb, Formerly Morse El. Intermediate Mathematics
Computer Sciences Instructor, Lockheed Corporation
Nancy Otto, Elementary Teacher, Saratoga, California

This group of California teachers describe their experiences in developing and accelerated learning program in the Sunnyvale school district, including training, planning, and implementation in three elementary classes, intermediate classes, and special education reading classes. Each teacher will address the elements of change for the teacher and the administrator. Test results will show nine months to 1.6 years progress in spelling and reading vocabulary in six months between pre- and post-tests on the SAT on the pilot project.

S1R How to get Mainstream Acceptance of Accelerated Learning: What to Do and What to Avoid--The Secrets to Success

General Strand

Eric Jensen, Founder

12

Turning Point for Teachers, Del Mar, California

Learn a seven-step program for acceptance, the pitfalls and how to avoid them, the five skills to make it all happen, and gain the self-confidence to do it. Experience the vision, possibilities and opportunities which are consistent with your commitment to make a difference in the transformation of learning and teaching on our planet. Come and share success strategies for your future with the author of Super Teaching.

S1Y First, Gain Rapport; But How? NLP Shows the Way

John Senatore, The DaHA Group, Pueblo, Colorado 36
 Experience and explore the effectiveness of rapport building with Neuro-Linguistic Programming with relaxation, suggestion, global overview, demonstrations, explorations and resources. An introductory session to an essential skill for all teachers and trainers.

S1U Expanding Mental Capacities of the Young

Early Childhood & Elementary Strand

Pamela Rand, OptimaLearning Senior Trainer 64

Barzak Educational Institute, San Rafael, California

Effective strategies for teachers and parents to use in preparing students of all grades for 21st century learning and thinking. How to motivate parents to become involved in the accelerated learning process and what parents need to know about growth and development of learning and thinking skills. Early exposure to foreign languages, the development of verbal skills, comprehension and self-expression are explored, as well as overcoming blocks and barriers to create positive energy.

S1K Sustaining the Romance: Adapting and Extending SALT to Achieve Precision and Excellence at Intermediate & Advanced Levels

Foreign Language Strand

Lynn Dhority, Professor of German 88

University of Massachusetts - Boston

A look at what is possible beyond initial introductory SALT experiences with sharing and demonstration of techniques which have shown success at advanced levels: building on rapport and established trust to stimulate increasing student independence, using homework effectively and new testing techniques. Research results in the form of standardized test scores and Oral Proficiency Interview data are given. Experiences and results by participants and definitions of "advanced," "precision" and "excellence" are explored by the group with the author of Acquisition through Creative Teaching.

S1:30-4X

Shortcuts to Success: Introductory Foreign Language Teaching Using Asher's TPR (Total Physical Response)

Foreign Language Strand

Berty Segal, Instructor in ESL and Foreign Languages 33

Bureau of Education and Research, Brea, California

An active participation workshop on a right/left brain approach to language acquisition using Asher's TPR, a highly successful method of language teaching that makes use of both brain hemispheres while keeping students consistently motivated and high achieving with language chunks rather than word by word. Experience this accelerative method.

3 - 4:15 PM Saturday Concurrent Sessions

S3J Tell the Juggler! A Game Show Metaphor for Teaching the
IMB/PC and Its Assembly Language with SALTP

Secondary/Post-Secondary Strand

Peter L. Ginn, Training Technology Development 57

Dow Chemical U.S.A., Freeport, Texas

Instructor, Brazosport College, Texas

The metaphor of a fun television game show explains the inner working of the IBM/PC. This presentation teaches 41 concepts and 19 assembly language instructions (with synt

S3K Expanding You and Your Students' Memory Abilities: Developing
Mental Toughness

Elementary, Secondary/Post-Sec & Special Education Strands

Jan Erland, Director, Mem-ExSpan, The Image Builder 42

Lawrence, Kansas

Developing memory skills in classroom and resource room settings through assessment and action programming. This session gives you the tools to measure and develop transfer under various conditions so that students can survive in school no matter who the teacher is. Develop skills in students so that they can achieve independently.

S3S Sing It Again Sam! Creating Super SALT-Lesson Songs

General Strand

Tony Stockwell, Director

74

Institute for Suggestopedia, Vaduz, Lichtenstein

European Foundation for Modern Teaching Methods

Learn how to create teaching lyrics for various subject matter by using familiar tunes. This practical session allows you to create pedagogical tools for the right brain for any age level or content area.

S3Y To Thine Own Self Be True: Stress Reduction for SALT
Teachers

General Strand

Randall R. Bass, Associate Registrar

2

The School of the Ozarks, Point Lookout, Missouri

Participants will learn to recognize the signs of stress, reach a state of relaxation, compare tensed and relaxed states, recall feelings of the relaxed state and return to the relaxed state by using the techniques learned. This session also teaches applications of guided imagery, role playing and suggestive setup. Helpful handouts make life easy.

3 - 4:15 PM Saturday concurrent sessions (continued)

1:70
S3R Critical Thinking the Integrative Learning Way: How SALT
can Promote the Development of Problem Solving and Higher
Order Thinking Skills Secondary/Post-Secondary Strand
Peter Kline, Educational Consultant and Teacher Trainer 97
Damascus, Maryland

Participants will explore how to develop thinking skills a
la SALT by learning several techniques for problem solving and
critical thinking. Global presentations engage the normal
problem-solving facilities of the the brain, as shown in sentence
diagramming. Experience a concert session and activation on
thinking skills by the author of The Everyday Genius.

S3B Celebrating the Teacher as Artist: Creative Selection and
Use of Fine Arts Graphics to Enhance Learning Environments
General Strand
Mary Collins Blackmon, Director of Research 49
Art History Department
Tulane University, New Orleans, Louisiana

See a slide presentation on the effect of visual arts
applied to suggestive environments to increase awareness of the
suggestopedic power of visual arts. Teachers will be able to
engage in creative selection and use of fine arts graphics to
enhance learning environments.

S3A Games Momma Never Taught Me: Outrageous Activities and
Foreign Language Games Foreign Language Strand
Arlene M. Jullie, President
International Language Services, Inc.
Minneapolis, Minnesota

Experience a re-enactment of the Cinderella story; meet
Madama Zelda, the gypsy fortune teller; Sing a "Restaurant
Opera;" learn to play and teach "Extra-Terrestrial," "True
Confessioins," "Alibi," "Supercat," "Irregular Verb Circus," and
other simple-to-create language games. French, Spanish,
Portuguese and English will be used with the participants fully
engaged.

S1X Shortcuts to Success using Total Physical Response continues

S1U Expanding Mental Capacities of the Young continues

Sunday, April 30, 1989

CONFERENCE SCHEDULE

7:30 - 8:30 AM Board of Directors Meeting, Room R, Main Level

8 - 9 AM Continental Breakfast, Room S, Main Level
Bookstore open until 9
Some daylong workshops begin

9 - 10 AM Plenary Session VII
"A Positively Explosive State: One Year Until Chicago"
Charles Connolly, Professor of Communication
Iowa State University, Ames, Iowa

Parade of Presenters

10:10 - 11 AM Concurrent Super Sessions SU10
Bookstore and Exhibits open until noon
Video Room 340 open until noon

11:11 - 12 Noon Concurrent Super Sessions SU11


12 Noon - 12:30 Celebration for Beginning

Conference Closure on Morning Sessions

On to Chicago! Bon Voyage!

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SATISFYING SUNDAY, April 30, 1989

SU9X 9 AM - 12 Noon

Easy Access to Success: Teaching ESL with Total Physical
Response (TPR) Foreign Language Strand
Berty Segal, Instructor in ESL & Foreign Languages 33
Bureau of Education and Research
Brea, California

An overview of TPR for English as a Second Language (ESL), including the rationale, sensitization to differences (what works and does not), and how to plan TPR lessons. Participants will experience the learning of a new language using chunking for assimilation of whole brain teaching. Analysis of the procedures allows participants to plan for implementation. Activate yourself!

10:10 - 11 AM Sunday Concurrent Sessions

SU10J Pole Bridging the Brain: A Major General Strategy for
Increasing Human Intelligence General Strand
Win Wenger, Institute for Visual Thinking 78
Project Renaissance, Gaithersburg, Maryland

A general principle for improving intelligence is to take activities or types of perception from widely separated parts of the brain and fuse these activities into intense syntheses. This close association of activities increases efficiency of communication within the brain by coordinating the phase relationships of brain regions. Learn how to relate stimuli in rich, complex and sophisticated ways. Come by and phase in with the author of How to Increase Your Intelligence.

SU10B Psycho-Calisthenics: Use of Exercise, Movement & Music in
the Classroom General Strand
Brian M. Morrissey, Educational Consultant 24
Washington, D.C.

Experience 11 activities from the Psycho-Calisthenics series: Integration breathing, picking grapes, side lateral stretch, flamingo thoracic stretch, shoulder rolls, arm circles, hand circles, scythe cranial activity, neck series, pendulum and tiger's stretch. Begin your sessions with an effective variety of physical movements. Come stretch yourself.

SU10K Almost Everything You Ever Wanted to Know About Music:
Understanding the Music We Use in SALT General Strand
Amanda Amend, Adjunct Music Faculty 105
Grinnell College, Grinnell, Iowa
The Iowa Connection to SALT

This session answers your burning questions about the differences between baroque, classical and romantic musical styles and periods. You will experience basic stylistic qualities of these periods and you will remember the major composers of each period. You will have insight into the elements which make music a powerful force in our lives and learning.

10:10 - 11 AM Sunday concurrent sessions (continued)

SU10Y Drawing a Poem: A Suggestopedic Approach to Poetic Analysis
Secondary/Post-Secondary Strand

James Quina, Professor of Education 29

Wayne State University, Detroit, Michigan

Use natural metaphors to provide keys to critical interpretation of art by learning to identify key phrases in your personal language which lead to your personal critical approach to art. Participants will draw their interpretation of a poem and will be guided through a processes which conjoin feeling and thinking and which translate art images into writing.

SU10S OLD Content, NEW Accelerative Techniques, BORROWED
Terminology & BLUE Skies for Teachers Elementary Strand

Bonnie Mackenzie, Elementary Teacher 14

Waterloo Public Schools, Waterloo, Iowa

The Iowa Connection to SALT

Experience a mind-trip through the rooms of an accelerated elementary school, participate in lessons, learn the theory and principles of various methods and models (Hunter, Marzano, Wlodkowski, Costa) and how they blend with accelerative learning. Experience applications to spelling, mathematics, science and language lessons.

SU10R Immerse and Converse: Mainstreaming Language and Culture
with SALT in International-Intercultural Studies

Secondary/Post-Secondary & Foreign Language Strands

Charlotte Blackmon, Director 50

Institute for Language and Culture

University of Montevallo, Clanton, Alabama

Learn to integrate intercultural dimensions into curriculum, see a video demonstration in Chinese/Japanese model classes, and adapt SALT to any innovative or traditional class or program. Bring your ideas and watch them grow after hearing this inspiring report of SALT adaptations at the college level.

SU10U EZ-DOS IT! Teaching/Learning PC DOS in an Accelerated
Fashion Business & Secondary/Post-Secondary Strands

Peter L. Ginn, Training Technology Development 56

Dow Chemical U.S.A., Freeport, Texas

An overview and example module used to create proficiency in reading and understanding DOS manuals with confidence and expertise for independent keyboard skills. The twelve-hour course over two days contains modules of 25-30 terms and hands-on experience using the SALT cycle. Sessions begin with a brief warm-up game to establish a fun climate. This is a course for absolute beginners with computers.

SU10-12L Intermediate Spanish Language Sampler with Libyan

Labiosa-Cassone, Director, University SpeakEasy Language

Center, Minneapolis. Come experience an advanced suggestopedic

language lesson in a familiar language.

SU10A Surprise! Surprise!

11:11 AM - 12 Noon Sunday Concurrent Sessions

SU11A Keeping the Spark Alive: Rekindle to Avoid Burnout 7

Charles Connolly, SALT President General Strand
Professor of Communication, Iowa State University, Ames

Learn and experience simple techniques and attitudes that allow you to recharge your personal batteries. Keep that creative spark of excitement alive each day by starting the day with inspiration and vision. Helpful handout included.

SU11R Come Play with Me with NLP (Neuro-Linguistic Programming)

89 General Strand

Charlotte F. La Hecka, Division of Continuing Education
University of Houston, Houston, Texas

An introduction to NLP using accelerated learning techniques and an experiential game followed by an explanation of auditory, visual and kinesthetic learning modes. Practice in observing eye movements gives participants skill in finding brain/mind access patterns which can help teachers facilitate better learning in students. The session concludes with a special "fun" surprise.

SU11U Stress in Reading: Breaking the Cycle

Elementary & Special Education Strands

Jo Ann F. Bass, Assistant Professor of Education 1
The School of the Ozarks, Point Lookout, Missouri

A session to identify stressful reading practices, fight or flight responses in students, low-stress SALT procedures, SALT applications to the three-group classroom, and procedures for relaxation, mind calming, and the suggestive set-up.

SU11J Increase Your Study Skills Learning Power with SALT

Irving Noyes, Director General Strand
Educational Skills Center, Inc. 26
Morristown, Tennessee

An overview of a twelve-hour seminar on studying effectively with ease and enjoyment by learning to: become positively energized and desire to do your best, prepare the study space, accelerate learning, remember what you learned, use more of the brain/mind while studying, understand how the brain acquires information, take meaningful notes that will be easy to remember, and create confidence, security and relaxation in class and in taking exams. Learn how to run your brain and you'll know how to control your life. This course is appropriate for students, teachers, parents and school boards.

SU11S Granules of SALT: An Introductory Overview of Elements of SALT

Introductory & General Strands

Gloria Marie Caliendo, Adjunct Professor of Spanish 3
Eastern Connecticut University, Willimantic

An accelerated learning presentation of origins of Suggestopedia, principles, and structure, the brain, learning modalities, role of music (styles, periods), self-esteem, language learning vs. language acquisition, demonstrations of mind-mapping, scripts, concerts, and more. A complete overview while experiencing super-accelerative learning and teaching.

11:11 - Noon Sunday concurrent sessions (continued)

SU11B Brain Gym Brings It Together: Movement—The Door to Accelerated Learning

Elementary & Special Education Strands
Jeane Miller, Chapter I Reading Teacher 20
Wathena Public Schools, Wathena, Kansas
Special Education Reading Specialist, St. Joseph, Missouri

A session on physical activities which affect right and left brain mental and physical coordination. Learn specific activities and movements which have immediate impact on student abilities and how to combine these skills with suggestopedia for maximum positive growth. Experience these effects in class demonstrations and discussion.

S11Y ZONAFANTASTICA: Suggestopedic Technique in an Inner City Child Development Setting

Early Childhood, Elementary & Special Education Strands
Jorge Lerma, Site Administrator 90
Centro Infantil de la Raza, Oakland, California

A demonstration of suggestopedia and Optimal Learning to transform child care into child development and foster natural creativity, imagination, and intelligence. Participants will experience imagery, stories, metaphors, visuals, speech and music used in this mind-expanding inner city project.

S206L 10-Noon Italian Language Sampler continues

SU9-12X Easy Access to Success: Teaching ESL with Total Physical Response continues

SU10-12K Almost Everything You Ever Wanted to Know About Music continues

We hope to see you next year at Chicago's ALLERTON HOTEL!

1990 SALT Conference, April 26-29

Submit proposals to the SALT Office before October 1, 1989.

INTUITIVE MANAGEMENT 9:30 AM - 2:30 PM
Sunday, April 30 (1 day) \$50

Penny Kelley, Editor, *The Limbic Plus Newsletter*, Michigan

An experience with the right brain for teachers and administrators with an outstanding networker.

LEARNING DIFFICULT CONCEPTS EASILY THROUGH METAPHOR, STORY AND MUSIC 9 AM - 4 PM Monday, May 1 (1 day) \$65

Stephanie Merritt, Merritt Learning Systems, San Diego

Participants will be able to create a metaphor, from which they will develop a metaphorical story representing a concept of their choice. They will learn how to select an appropriate piece of music that will greatly increase the rate of learning and retention. Finally, they will be able to read effectively to music, using their own voice tones to further enhance the learning. Handouts, story samples.

NEW DESIGNS FOR NEW RESULTS: A THREE-DAY WORKSHOP FROM UNIVERSITY/SPEAKEASY LANGUAGE CENTER, MINNEAPOLIS

9 AM - 4 PM Monday - Wednesday, May 1-3, 1989
(3 Days) \$200; (1 Day) \$75

Monday: **Italian Sample Class** - Charles Schmid

Choose a new name and profession, learn colors, numbers, parts of the room, parts of the body, introductions, and experience active and passive concerts. You will have a chance to observe a master teacher at work as you learn Italian effortlessly. Bon giorno!

Methodological Outline - Charles Schmid

Learn Lozanov Theory and the Suggestopedic Cycle along with learning styles and how to access them in each student. Learn about other compatible methodologies, such as LIND Method, NLP, Guided Imagery, Natural Approach, Holistic Education, and others.

Tuesday: **Building a New Environment** - Alison Miller

Learn to construct an environment based on the collective impact of art, design, proportion, color, room arrangement, visual aids, music and light. See the principles of Suggestology in light of recent brain research. Learn how to establish a double plane of communication, incorporating body language, gestures, facial expressions, voice tone, eye movement, and other physical signs.

Teacher or Psychologist? - Alison Miller

Learn why Suggestopedia has therapeutic benefits. Learn different styles of psychotherapy that can be organized within the framework of a Suggestopedic class.

Wednesday: **Self-Esteem through Classroom Psychology**
- Libyan Labiosa-Cassone

Learn how to create a psychology within the classroom that allows teachers and students to work together more effectively.

Learn how to be an actor, a psychotherapist, and an expert in your field simultaneously. Practice how to incorporate these elements to achieve a positive atmosphere which is conducive to high-quality teaching and learning. Learn how to set a positive tone in the classroom and maintain it.

Increasing Self-Esteem Through Art Exercises -
Libyan Labiosa-Cassone

Learn the healing effect of art on students. Art can be a therapeutic release of tension and anxiety in the classroom. Learn how to use art to explore the hidden resources of human potential, how to allow each student to learn like a child by connecting art with language (or any target subject), and how to use art to create a spiraling proficiency. Several activation exercises will be provided for the participants, so that they may learn to material both theoretically and experientially.

QUICK START : BEGIN USING ACCELERATIVE LEARNING & TEACHING NOW!

April 30 - May 1, 1989 (1 1/2 days) \$100

Dr. Charles Connolly, Iowa State University

The basics of Accelerative Learning and how to start using it right away to be a more effective teacher and learner. Charles Connolly has been using SALT as a teacher since 1977 when he attended his first Accelerative Learning conference. He adds SALT to all of his world-wide lectures and classroom teaching. This half-day Sunday and full day Monday experience will give you the confidence and know-how to start using SALT on Tuesday.

EXCEPTIONAL POST-CONFERENCE WORKSHOPS

HOW TO EMPOWER YOUR PRESENTATION AND COMMUNICATION SKILLS WITH SPECIAL USE OF VOICE INTONATION, STORIES & MUSIC 2 - 6 PM Sunday, April 30 and 8:30 AM - 1 PM Monday, May 1 (2 half days)

Pamela Rand Barzakov and **Ivan Barzakov, Ph.D.**, founders, OptimaLearning and Barzak Learning Institute, San Rafael, California

Learn extraordinary and powerful presentation skills under masterful suggestopedic educators and a former Lozanov model instructor.

HIGH LEVERAGE TECHNIQUES FOR EDUCATING AND PERSONAL GROWTH

April 30 - May 2, 1989 (2 1/2 days) \$95

Dr. Win Wenger, Project Renaissance, Gaithersburg, Maryland

A combination of accelerated learning techniques, techniques for increasing intelligence, and creativity-building techniques which also increase perception and problem-solving. A hands-on experience for using these procedures in combination with post-Einsteinian techniques of discovering answers from inner imagery.

CALL FOR PAPERS/PRESENTATIONS

Proposals are requested until October 1, 1989 for the

1990 CHICAGO SALT CONFERENCE: THE SUPER-ACHIEVER CELEBRATION:
TEACHER TRAINING FOR ACCELERATIVE LEARNING AND TEACHING

The target audience consists of school teachers and administrators at all levels, trainers in business, researchers, support staff, professors and the media. The participants will expect to experience SALT in each session and SALT procedures therefore should be used consistently as the presentation format. The content and the presentation should be energized and exciting. SALT your presentations with visuals and music and provide passive review sessions, visualization and an activation whenever possible. Be examples of good SALT, enabling our visitors to receive the very best impression of what we offer and to have a personal vision of the powerful possibilities of SALT.

More than one proposal may be submitted and some proposals may be requested for repeat performances. SUBMIT EACH PROPOSAL SEPARATELY; SUBMIT NO MORE THAN ONE PROPOSAL PER PAGE.

OUTLINE FOR YOUR 1990 SALT CONFERENCE PROPOSAL

1. PRESENTER(S) and Contact Information (for each presenter)
Name:
Organization/Affiliation/Title:
Address:
Telephone Number: Home: Work:
2. TITLE of PRESENTATION: (Prepare a catchy emotional title with an explanatory subtitle. Example: TEACHING CAN BE FUN! Experiencing Joy in Junior High School Social Studies)
3. OBJECTIVES OF PRESENTATION: (Results to be produced and number of specific items to be taught ("16 concepts, 3 skills"))
4. OUTLINE/DESCRIPTION OF SESSION CONTENT: (Give specifics)
A description of up to 70 words is required for the program.
5. PROCESS OF PRESENTATION: (Please use SALT format and procedures whenever possible; expository, role-play, media presentation, discussion, SALT active/passive/activation cycle)
6. HANDOUT: Both global and sequential (picture, map and print)
7. LENGTH: (Specify) 45 minutes 75 minutes 2 hours 3 hours
8. AUDIENCE: (Specify) Newcomers Experienced All
9. MEDIA NEEDS: (Specify) Boom Box Overhead Slide Projector VCR

MAIL TO: SALT CONFERENCE (Before October 1, 1988)

P.O. Box 1216, Welch Station

Ames, IA 50010

Phone: Office (515) 292-3911

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Is 1989 your year for the SALT Workshop?

Then get ready to imagine yourself as one of no more than 20 people attending the basic 5 day workshop. The fun-and-fact packed 40 hours fly by, and before you hardly know it, you're doing SALT teaching!

These teacher training workshops are the latest word in efficient techniques. As more and more is learned from research, the workshops are upgraded.

Ever since 1971, Don Schuster has been researching accelerating learning techniques. Ever since 1977, Don Schuster has been teaching other teachers how to do it. Not just in the U.S., but around the world!

Wouldn't you like to learn how to do SALT in your classroom? And do so with an expert teacher of teachers? And enjoy yourself thoroughly in the process?

If you do, then 1989 is YOUR year for the SALT Teacher Training Workshop. Write or call:

Don Schuster, Ph.D., RIM, Research Into Mind, Box 8987 Welch Station, Ames, IA 50010. Phone: 515-294-1488 (ISU), 515-292-1555 (Home).

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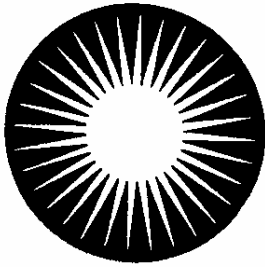
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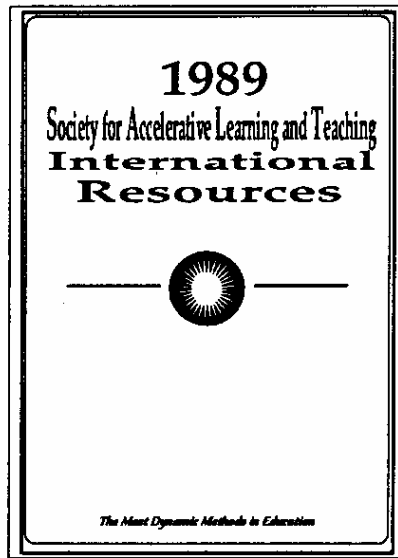
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