

SALTON NEWSLETTER

SOCIETY FOR ACCELERATIVE LEARNING AND TEACHING, INC.

A non-profit corporation for reasearch and application of efficient teaching

SUGGESTOPEDIC TEACHER-TRAINING: STEPS TOWARD INTERNATIONAL AGREEMENT

From a dozen countries, forty people set some common goals and how to achieve them at the SEAL Conference, Warwick, England, April, 1993.

Common goals include:

- To reach agreement about a minimum standard of suggestopedic teacher-training for all countries in terms of length of training, aspects or subjects which may be necessary, desirable or optional
- To employ a module concept, where different topics are studied with different trainers
- To establish a non-competitive international network
- To share "treasures" on a larger scale
- To empower more people to realize their potential more fully
- To make suggestopedia and whole-person education more widely known in state education, in adult education, in new markets
- To establish a reputation for a trustworthy, professional approach to education, training and personal development

To start accomplishing these goals, people present agreed to use two documents. First, an English translation of the DGSL Guidelines for Teacher-Training. The other document:an invitation mailed by David Kettlewell (autumn, 1992) titled "International Training and Certification of Suggestopedic

Teachers"—a set of necessary and desirable questions for concerned practitioners to answer.

David Kettlewell was elected convener and coordinator. "What we need to reach agreement, " he wrote, "is to know what different ideas and practices there are, and how flexible people can be. " Kettlewell wants response before the end of July. "And, of course, the more flexible we can be, the greater the potential agreement."

In August, Kettlewell will digest and integrate the information for a single proposal to present to a general assembly, DGSL Conference, Nuremberg, 12-14, November. 1993. "I look forward to discovering more common ground," said Kettlewell. "And building for the future upon it!" Contact:

David Kettlewell, Musica Humana, Lofsjo 2164, 87300 Bollsta Bruk, Sweden:
FAX: Phone: (46) 61.22.40.70.

INSIDE

<i>Corporate Corner</i>	2
<i>Teaching Desires Fulfilled</i>	2
<i>Wenger's Wise Ways</i>	3
<i>Book in Brief</i>	3
<i>Join Salt</i>	4
<i>Calendar of Events</i>	Insert
<i>Who's Who Form</i>	Insert
<i>Presentation Proposal Form</i>	Insert

Corporate Corner



FIND OF THE YEAR: "PRESENT YOURSELF"

This has got to be the best find of the year for me! Most people I have met have one BIG fear - namely, the fear of presenting in front of groups, especially in front of their peers. This ranks high if not number one on almost everyone's list according to research. What can be done about it? You can obtain Michael J. Gelb's book *Present Yourself*.

Present Yourself is written with Accelerative Learning in mind. It is worth the hour or two it takes to read this short, yet concise book. It is illustrated with excellent Mind Maps of Nusa Maal's, an expert in his field.

Michael's book gives you the foundation, plan and execution of your presentations with the utmost thought and care about becoming recognized as the success that you are. Through Nusa's illustrations, you will see immediately what you need in order to be thoroughly comfortable with yourself. Each chapter is also Mind Mapped for you, though Mind Mapping each chapter for yourself will be great practice and will increase your confidence.

I recommend this book to all my corporate colleagues and to anyone who still feels un-sure of him/herself about presenting.

Two companions to *Present Yourself* are Michael's one cassette tape on *Mind Mapping/Music for Brain Nourishing Environment*. They include topics: "Introductions to Mind Mapping", "How to ...", "Advantages" and "Applications" on the *Mind Mapping* side and "Brain Shower", "Baroque Selections" and "Synaptic Canon" on the *Music for Brain Nourishing Environment* side respectively.

The other companion on the second cassette tape: *Creativity & The Balanced Brain* are "Your vast Brain Power", "Enlightened Positive Thinking", "Great Brains" and "A Question of Balance" on one side and "Brain Breaks" with "The Brain Nourishing Environment" and "Brain Storming" on the other side.

So make your presentations like no others. Listen to these tapes and read this book, *Present Yourself*. Get started now. Your next presentation will be you best.

James (know G.ames) Smith, M.S. and Pres., Smith's Enhanced Learning Systems (SELS), 766 Grand Street, Suite 4R, Brooklyn, NY 11211-4962. Tel. and FAX (718) 3849-3090.

TEACHING DESIRES FULFILLED

"In my twenty-five years of working with teachers," Dr. Alice F. Dyer said, "I am sure of one thing. Teachers want to make a difference!"

With training, teachers can learn to tap the innate intelligence of each learner; the instructional technology Dyer uses: Brain-compatible Learning Systems. Then, "Learning is as natural as breathing."

Dyer's instructional technology has been developed extensively, tested and evaluated by teams of teachers. Contact: Dr. Alice F. Dyer, President; Learning Technologies, 341 Island Avenue, Peaks Island, ME, 04108 (707-766-2060)

WENGER'S WISE WAYS: FOCUSED DESCRIPTOPEDICS

Most of our mental activity is faster than conscious thought and experience. Reportedly, right brain cortex works 10,000 times faster than conscious left-brain (word-speed, language-trained). Moreover, the limbic part of the brain directs the whole process 10,000 times faster than the right cortex.

What Win Wenger at Project Renaissance discovered is that a part of us is lot smarter than we are. We have 100 marginally conscious or unconscious impressions while experiencing thoughts, impressions, perceptions. Also, every experience we've had, every learning, every attempted learning, even incidental information is, stored in us.

This data-base is not passive storage in our unconscious. It is by reflex constantly being sorted through in instantaneous relation to everything we encounter. So, our best information, our best understanding, is right there—on the tip of our first minded-instant that encounters any stimulus.

So what? How do we access our smart-selves, "bring on line" the best information in our brains? With focused describing, image-streaming visual thinking. Visual response involves 80% of the area of the brain according to EEG studies; conscious response uses 5% of the area and only 1% of the cells in brain. So, when the visual response is free from overly directed attention to outside stimuli, the visual response arises

in the brain regions storing and accessing reflexive understanding.

Wenger has written on potent ways to tap consciously into that vast, unconscious, reflexively, instantly insightful smart-self.

Methods of Focused Descriptopedics from Project Renaissance include:

- Be it. For example, to learn chemistry, be an oxygen molecule in the soup, see what you can discover from what you observe.
- Examine, report on internal and external perceptions; describe what's there. (Reported as Image-Streaming in Success magazine and Wenger books.)
- Feedback, stimulate feedback, solicit and use feedback. (We grow through and in our feedbacks. We get more of what we reinforce.)

Wenger refers to Stephen Hawking as an example who is more than 12 years past the time his disease was supposed to have killed him. "Having bright, respected people surrounding you and hanging on to your every twitch and mumble, to relay what you've said to a eagerly waiting world, is heady feedback indeed. Clearly in all this: You can create a world-class genius!"

Contact: Win Wenger, Project Renaissance, Box 332, Gaithersburg, MD 20884-0332.
Phone: 301-948-1122

BOOK IN BRIEF: WE MUST TAKE CHARGE: OUR SCHOOLS AND OUR FUTURE

by *Chester E. Finn, Jr.*

Finn, director of the Educational Excellence Network wrote this book for "Those great American teachers who beat the odds, and the children whose lives they touch."

"Reform is not enough, "He titles his introduction emphasizing, "The better our educational system, the better our public and private lives become. But reciprocity is called for. Institutions like schools don't just work for us. We have to struggle for them— and sometimes with them."

Showing a nation still at risk, Finn talks about a society losing its mind, schooling in a no-fault culture, the band-aids for battle wounds an educational perestroika.

The chapter titles in Part 2: "American Education is to Education What the Soviet Economy is to Economy" not only bring smiles but also recognition. For example, "The Lake Wobegon Effect: Ignorance is Someone Else's Problem and "Rational Fools: What's in it for Me?"

He writes "A New Constitution for American Education, guides is through schools where learning matters, states ten tentative truths for all the children and advocates a four-front war. Time to get the education we want? Then take charge!

Join SALT

Be a part of the collective voice for efficient, effective, enjoyable, teaching and learning in education and business. Join the Society for Accelerative Learning and Teaching (SALT). Membership fee of \$60 annually (\$80 foreign) includes semi-annual SALT Journal and bi-monthly SALT Newsletter.

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Mail to: SALT Headquarters, 3028 Emerson Avenue South, Minneapolis, Minnesota 55408 U.S.A.

Primary Interest: Corporate Education

“BE 1 IN 100 FOR 2,000”

PEOPLE - MONEY FUND FOR SALT'S FUTURE

James G. Smith (Smith's Enhanced Learning System, NY) reports that these people pledged enrolling new members, and pledged or paid money: Len MacEachron, Twyla Moschel, Anne D. Forster, Hal Laskie, Doug McPhee, Effect (Tony Stockwell), Trainwell (Becky Boemmel), Anne Robinson, E. Sue Jorgensen, Tallahassee Salt Shakers, Mike Kelly, Emily Millet, True Learning Centre (Glen Capelli) and Nancy Carlson.



SALT Newsletter

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Address correction requested