

DONNA FAIMAN CERCONE

MEGA Learning



A Powerful New System
for Processing and Applying
New Information at Rapid Speed

G U I D E B O O K

IMPORTANT

To begin — Please save this guidebook to your desktop or in another location.

How can you get the most out of this writeable guidebook? Research has shown that the more ways you interact with learning material, the deeper your learning will be. Nightingale-Conant has created a cutting-edge learning system that involves listening to the audio, reading the ideas in the guidebook, and writing your ideas and thoughts down. In fact, this guidebook is designed so that you can fill in your answers right inside this document.

For each session, we recommend the following:

- Preview the section of the guidebook that corresponds with the audio session, paying particular attention to the exercises.
- Listen to the audio session at least once.
- Read the text of the guidebook.

In addition to the exercises and questions, we've created an "ijournal" to make this an even more interactive experience for you. At the end of this guide, you can write down any additional thoughts, ideas, or insights to further personalize the material.

Remember, the more you apply this information, the more you'll get out of it.

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3. How did you feel (physically and emotionally) after you completed the Magic Carpet Ride visualization exercise?

Session 2: How to Access Your 12 Intelligences

In this session you are introduced to the 12 Intelligences that Donna Cercone outlines in the audio series. You will find a card listing the 12 Intelligences on Page 59. You are encouraged to cut out the card and keep a copy of it in a handy place for quick reference. Think about how many of the intelligences you currently utilize in your life.

The 12 Intelligences are:

I. Logic

II. Mathematics

III. Observation

IV. Science/Order

V. Linguistics/Communication

VI. Body/Mechanical

VII. Musical

VIII. Visual/Spatial

IX. Creativity

X. Imagination

XI. Intuition

XII. Interrelating/Connecting

4. Based on the outline provided on this tape, rate how proficient you believe you are in the various areas of intelligence in the first column below (rating yourself from 1 to 10, 1 being the lowest aptitude and 10 being the highest). Keep the second column blank. Once you have completed this program and utilized it in practical applications for three months, review the list of intelligences and again rate your proficiency. How much have you progressed?

	My Current Aptitude	My Aptitude upon Completion
Logic	_____	_____
Mathematics	_____	_____
Observation	_____	_____
Science/Order	_____	_____
Linguistics/Communication	_____	_____
Body/Mechanical	_____	_____
Musical	_____	_____
Visual/Spatial	_____	_____
Creativity	_____	_____
Imagination	_____	_____
Intuition	_____	_____
Interrelating/Connecting	_____	_____

Session 3: Accessing Your 12 Intelligences

I. LOGIC

Logic is the art and science of reasoning. This aspect of the brain interconnects with most of the intelligences. Logic looks for results and consults with the other intelligences. True logic does not follow the way things have always been but is always growing and moving into greater understandings.

5. On a scale from 1 to 10, how good are you currently at remembering names? _____

6. Donna Cercone suggests a technique for remembering names. She suggests that you need to create a clear picture in order to remember. As a person says his or her name, see it being written across the person's forehead. Then spell the name backwards. Finally be sure to use the name several times in the conversation. For the next several weeks try this technique with every new individual that you meet. Did you find your memory improving? Describe your experiences.

7. Donna Cercone shares a story in which one of her students spoke out against her viewpoint as she described an upcoming project. She listened to the student, analyzed his viewpoint and changed her lesson plan accordingly, noting that his idea was, in fact, more logical. This opened up a more productive, trusting, and respectful relationship among all in attendance. Do you have a similar story to tell in which you were nonjudgmental and open to another's suggestion? If so, describe it below. If not, find an opportunity to create such an experience in your life during the next couple of weeks. This does not have to be in a classroom. It could be with anyone that you are in relationship with: a spouse, a parent or child, a boss, the grocery clerk. Be sure to write about your experience, focusing on how it felt to listen, shifting perspective, and how you felt after the experience.

II. MATHEMATICS

Mathematics is not an isolated subject with little relationship to everything around us. Our environment is entwined with math; even our living cells and the structure of life are based on math. Math is an art, a science, and a language.

8. How often do you use a calculator as opposed to working simple math out in your head? Make a point of doing the math in your head from here on in.

As you continue to do this, you will find that doing the equations become progressively easier.

9. Create an exercise in which you use a math formula in areas other than mathematics. For example, counting letters in words. Describe the exercise. Be sure to use your imagination.

III. OBSERVATION

Observation is the intelligence that is full of curiosity and wonder. It notices big and small ideas and the interconnection between them, patterns and the relationship between them. This is one of the first intelligences that a child uses to learn.

10. For the next week take five minutes each day to open your “child brain.” Start observing things around you as if you were four years old, **constantly asking why**. Remember the awe that toddlers have with simple things in life. They can look at a button and find creative ways to play with it for hours. Go to that place each day and observe. Be sure to do this in different environments, for example your home, office, or the park. Note your observations and experiences below:

Day 1:

Day 2:

Day 3:

Day 4:

Day 5:

Day 6:

Day 7:

IV. SCIENCE/ORDER

Science/order is the intelligence with the ability to understand how to categorize, organize, and discover the principles and rules of nature, formulas, and methodologies. It looks at how things can be accomplished in a step-by-step fashion. It takes a dream and helps make it a reality.

11. Donna Cercone discussed how she looked scientifically at the barriers she had around learning French and has since become open to the possibilities of studying it again. Do you have any similar barriers that have been created around further study? If so, what are they and how could you find a way of overcoming those barriers? If you haven't had such an experience in study, describe where you have had such barriers in another area of your life. Did you overcome them? How? If you haven't yet, how could you overcome them?

V. LINGUISTICS/COMMUNICATION

Linguistics/communication involves inter-communication and intra-communication, with others and ourselves. This includes the language skills, formulations of ideas into words, and listening and hearing skills. This intelligence involves communicating ideas within oneself or with others, and grows through sharing.

12. Do you talk to yourself when you are learning? If not, experiment with doing so for the next two weeks. Did verbalizing aid you in your learning in any way? Describe any differences.

VI. BODY/MECHANICAL

This intelligence knows how to work with things and understands how they work. It is a hands-on intelligence that learns from doing and feeling. It involves acting out, writing down, role-playing, and loves playing games. It needs some movement into a three-dimensional learning space or environment. It is artistic, mathematical, and scientific, understanding the order and nature of mechanical workings, and thrives on building physical creations. It also uses observation, intuition, imagination, and logic.

13. How can you creatively incorporate movement into your learning techniques?

Practice and list three ideas below:

a)

b)

c)

VII. MUSICAL

Music is a fascinating intelligence, for it includes almost all of the intelligences. It is a sport, an art, and a science; it's mathematical, intuitive, creative, visual, spatial in sound, orderly, communicative, and logical. Certain kinds of music open the learning mind whereas others close it.

14. Do you play a musical instrument? If so, which? If not, do you sing or hum?

Write a brief description of your musical experience below. If you have no musical experience, start to play with music. How do you feel (physically and emotionally, after expressing yourself musically)?

VIII. VISUAL/SPATIAL

This intelligence loves to see things. It deals with space around things, how words are arranged on the page, how the learning environment looks, and the beauty and harmony of what it sees. This aspect of the brain sees spacing in mathematical formulas, in every aspect of life. It then passes on what it sees to logic, to observation, and to science for interconnection and organization of what it sees. This intelligence is artistic and needs to write, mind map, and draw pictures to make learning easier.

15. What is your past experience with memorization? Have you made use of color in order to create pictures? If not, how can you incorporate this technique into your learning habits?

IX. CREATIVITY

Creativity is the ability to conceive an idea and invent something; it's a way of teaching or problem solving, and a new way of thinking or communicating. In conjunction with solution, finding and logic, this intelligence looks at a problem from many different viewpoints. Creativity is in every aspect of life from how we dress, to our habits, thoughts, and the way we write. It is not just music or art. It finds solutions when there appear to be none.

16. What are some of the fear-based thoughts that you have that may impede your learning ability and creativity? Where did they come from?

X. IMAGINATION

Imagination involves the ability to conceive and to picture. This intelligence looks at things asking, “Why not?” or “How can I?” It is a primary tool for genius. It dreams, helps us to envision, to create visions. It reaches within.

17. Do you allow yourself to use your imagination often? If so, how do you use it at work, with family, recreation, stress management?

18. For the next five minutes do an imagination game. Experience all of the things in the room or place that you are in, using all five of your senses - taste, smell, sight, hearing, touch. What is the smell of the paint on the wall? What might the taste of that color be? Write about your experiences below.

XI. INTUITION

This intelligence has deeper connections than are presently understood. It works closely with imagination, reaches into deeper aspects of genius and comes up with great understanding, often understandings that have yet to be taught. It silently guides us from that part of us that is not always consciously present.

19. Do you believe you are very intuitive? For the next week make note each time you get a “hunch” about something. Do you usually ignore it? Make the choice to act on that gut feeling. Write the outcome below.

XII. INTERRELATING/CONNECTING

This intelligence incorporates all the intelligences and logically computes the data received from each coming up with new ideas and interesting comparisons. It is discerning and perceives ways of working with things. It helps choice to become wise and often connects things while we may consciously be working on something unrelated.

20. How might you use the interconnecting technique of learning in your daily life?

MegaLearning lists the five ways of connecting our intelligence as:

- 1) Ask questions. This is a most powerful tool; the brain begins searching for the answer when a question is asked. Questions open pathways.
 - 2) Use color, environment, and music to access and open the doors to the intelligences.
 - 3) Choose an intelligence and see how you can work with it. Look at current learning material from the viewpoint of all 12 intelligences.
 - 4) Use the Learning Room Story over and over, and explore further rooms in your mind.
 - 5) Develop a fascination for the intelligences, a sense of wonder. This creates endorphins that support the learning and the desire to use the intelligences. This in itself creates a desire to learn and an ease of learning.
21. On a scale from 1 to 10, how many of these methods do you currently use to connect your intelligences? Make a point in the next month to try to make use of each of the five methods. How did you use each? Write about your experiences below.

Session 4: Six Ways to Engage Your Genius Mind

In this session Donna Cercone reminds us that we all have genius minds. She discusses what the quality of a genius is and how we can tap into that genius ourselves. A response to the question “How do we become aware of our genius and learn to fully engage it?” is given as we explore the six ways to engage our genius. We are taken into a world of creativity and fun to discover just how intelligent we all are.

22. Go to your Learning Room and see if you can discover any other rooms beyond it. Write down your experience below.

The 12 qualities that a genius possesses are listed here:

- I. A genius is **open-minded**.
- I. A genius goes **from the whole to the part and from the part to the whole**. From the big picture to the details and from the details to the big picture.
- III. A genius **works with wisdom – not just academic wisdom** but again looks for the big picture and at the same time does not lose sight of the current picture. A genius uses logic but moves beyond it.
- IV. A genius is a **dreamer**. A genius uses the imagination and creativity.
- V. A genius **has his own unique perspective**, for he looks at life and its many aspects with hope.
- VI. A genius observes. He **uses as many senses as possible to observe**. He observes **with his eyes and his heart**.
- VII. A genius is **not afraid to be wrong**.
- VIII. A genius is **willing to explore and ask questions**.
- IX. A genius **has patience, paying attention to detail**.
- X. A genius **looks at his or her patterned responses and beyond them**.
- XI. A genius is a **listener**. He **listens to his intuition, to himself, and to others**.
- XII. A genius **works with fairness and respect**, for he knows that without fairness and respect, his genius mind and the genius mind of others can close all too easily.

23. How many of these qualities do you currently possess? Mark those that you already possess with a (+). Note those that you feel you need to be more open to. Go through the list every day until you have completed it, being sure to incorporate each new quality into your daily life.

There are six easy ways to access the genius mind.

- 1) Create quiet time, time to listen, time to observe, time to dream.
- 2) Look at your learning or any area of life from different viewpoints. Pretend you are a friend of yourself. How would you see things? Perhaps you are a tree. How would you see things? Observe.
- 3) Ask questions.

- 4) Pay attention to details, for it is details that make the whole.
- 5) Do things differently.
- 6) Take time to listen. Still your conscious mind and tune in to finer frequencies.

24. Take at least five minutes each day for the next week to practice each of these methods of accessing your genius. Note your experiences.

Day 1:

Day 2:

Day 3:

Day 4:

Day 5:

Day 6:

Day 7:

25. Geniuses know themselves and are aware of their preferential learning styles.

Answer the questions below to give you greater insight into your preferred learning style. (Be sure to maintain an openness, taking care not to label or limit yourself to only that style.)

- Am I devoted to getting facts? Yes ___ No ___
- Do I figure things out logically? Yes ___ No ___
- Am I more involved in answers and actions than in questions and theories?
Yes ___ No ___
- Am I sensitive to attitudes, atmospheres, and moods? Yes ___ No ___
- Do I have a strong interest in people and communication? Yes ___ No ___
- Do I prefer to work alone? Yes ___ No ___
- Do I prefer to picture things rather than verbalizing them? Yes ___ No ___
- Do I thrive on tension and chaos? Yes ___ No ___
- Do I enjoy many possibilities? Yes ___ No ___
- Am I very strong on procedure and order? Yes ___ No ___
- Do I need to see the whole picture first (as opposed to being able to immediately begin with the details)? Yes ___ No ___
- Do I need structure, finding that I have difficulty learning easily in unstructured situations? Yes ___ No ___
- Do I skim read several books on the topic (as opposed to starting one book and reading it thoroughly)? Yes ___ No ___
- Can I handle many books at a time? Yes ___ No ___
- Is Visual my first choice of learning? Yes ___ No ___
- Is Auditory my first choice of learning? Yes ___ No ___
- Is Kinesthetic, the hands-on approach, my first choice? Yes ___ No ___
- Do I need to write, make graphs and tables (as opposed to picturing what I'm learning in another fashion)? Yes ___ No ___

26. Which of the above methods of learning do you seldom use and how can you experiment with them to help yourself expand? Write at least three ideas below.

Idea 1:

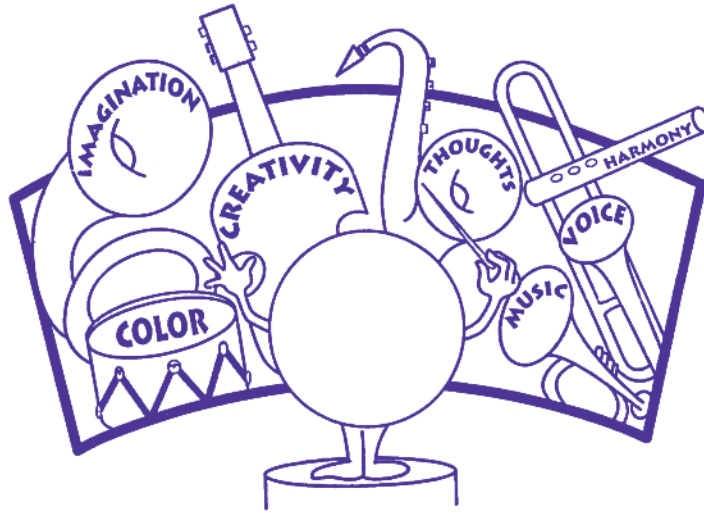
Idea 2:

Idea 3:

Additional Ideas:

27. Make a point of trying to use more senses in your descriptions, especially if you constantly refer to one sense in particular. E.g. “Do you SEE what I mean?” to “Do you HEAR what I mean?” or “What do you SEE as the problem?” to “What do you FEEL is the problem?” Make a note below of the senses that you most frequently reference and start to make the necessary changes.

Session 5: Learning the Seven Tools of MegaLearning



In this session you will be focusing on the tool box of the genius mind and will explore the tools of learning. There are seven tools that this program focuses on. They are:

- 1) *Imagination and Quiet Time, Creativity*
- 2) *Music*
- 3) *Color*
- 4) *Suggestions/Choice*
- 5) *Environment – Physical, Mental, and Emotional*
- 6) *Voice/Sound*
- 7) *VAK-WT (Visual, Auditory, Kinesthetic-Writing, Talking)*

28. You are taken on a creative visualization journey in this session. At one point the Wise One asks, “If you could create anything you want to, what would you create?” Write what appeared that you might want to create, and how you may want to create it.

29. Did you come across your critical/judgmental voice when doing the visualization exercise? If so, what did it say? Did you leave it with the Wise One for healing and move on? Describe your experience.

30. Donna Cercone cites an example of how she remembers the keys of the piano. You will find a picture of a keyboard on page 59 of this guidebook. She explains how she created a story to enhance the memorization. Have you ever used this method to memorize something? If so, explain. If not, create a similar example yourself and describe it .

Session 6: Understanding the Four Protective Barriers

There are four barriers that our brain creates to protect us from anything that it perceives to be illogical, unethical, or harmful whether it is on the emotional, mental or physical level. This session details these barriers and gives us examples of how awareness of these barriers can have very substantial benefits.

The protective barriers are:

- 1) The Logical Protective Barrier
- 2) The Emotional Protective Barrier
- 3) The Ethical Protective Barrier
- 4) The Beauty Barrier

Some questions to ask yourself in order not to trigger the protective barriers are:

- Is your material logically organized? Yes ___ No ___
- Did you use color in your learning? Yes ___ No ___
- Are you physically comfortable? Yes ___ No ___
- Are you excited about your learning, wanting to know more? Yes ___ No ___
- Does the physical environment support you? Yes ___ No ___
- Are you using the intelligences to make learning easier? Yes ___ No ___
- What kind of notes are you taking? Are they effective? Yes ___ No ___
- Are you in an emotionally secure learning environment? Yes ___ No ___

Besides the four protective barriers, there are blockage barriers that prevent you from accessing parts or much of your genius. We will now give you tools that can remove them, thus enabling you to access your genius.

The first step necessary to removing blockages is to connect the connections. If there is a disconnection in the brain, or blockage, the learning cannot take place until it is repaired.

22

Physical barriers are often formed because the brain did not experience enough creeping and crawling movement in its first two years of life. New mothers are encouraged to give their babies space to crawl and even join them in their endeavors to do so.

There are five exercises provided in this session to aid you in getting through physical barriers. They are:

- 1) *The 6-Pointed Access*
- 2) *Cross-Patterning*
- 3) *Infinity Walk*
- 4) *Whole Brain*
- 5) *Brain Respiration*

The 6-Pointed Access Exercise and Cross-Patterning:

- a) Find an area of learning in which you feel challenged (the example Donna Cercone used was learning the piano).
 - b) Create a positive statement about that challenge for yourself. Using the word “see” when looking to the upper left, say the positive statement. For example, “I can see and play the rhythm in music easily.” Continue this process using the word “hear” when looking to the upper right, and “feel” when looking down, continuing to use a positive statement in each circumstance.
 - c) Begin cross-patterning, which is simply moving your right hand to the left foot/knee and the left hand to the right foot/knee. Continue this for three to four minutes while doing the positive statements and looking in the different directions described in b).
31. Choose an area of learning that you would like to improve upon. Try doing the 6-Pointed Access Exercise for three to four minutes each day for two weeks. Have you improved your skills? Please describe your experience.

Session 7: Captaining Your Own Ship

The Good Guys



INTERESTING



MR. I-FEEL-LIKE-IT

Lead your Ship



The connecting exercises are continued in this session, along with some additional tools to aid you in developing your learning.

The Infinity Walk:

- a) Find a space at least 8 to 10 feet in diameter (5 to 6 for children).
 - b) Simply see in your mind a figure 8 and where the lines cross in the center.
 - c) Walk the figure 8 that you see in your mind repeatedly, swinging your arms in a natural way as you walk.
32. Donna Cercone explains how she experienced energy in her upper forward left brain by the third walk when she repeated this exercise. Repeat this exercise daily for one week, walking for about three to four minutes each session. Record below anything that you experience from doing this exercise.

Additional Tools

The Smile Technique:

- a) Smile.
 - b) While smiling, think a positive statement about whatever you wish.
 - c) Breathe in and breathe out, thinking that statement.
33. Make a point of trying this smile technique the next time you come across a block. Try to do this exercise today. Does this exercise change or aid in resolving that block? What emotions, intellectual pursuits did it stimulate? Please write about your experience.

Color:

Use color filters when studying, using colors that you enjoy when you are studying. Further in-depth information about color will be given in a later session.

The Learning Room Story or Other Imagery:

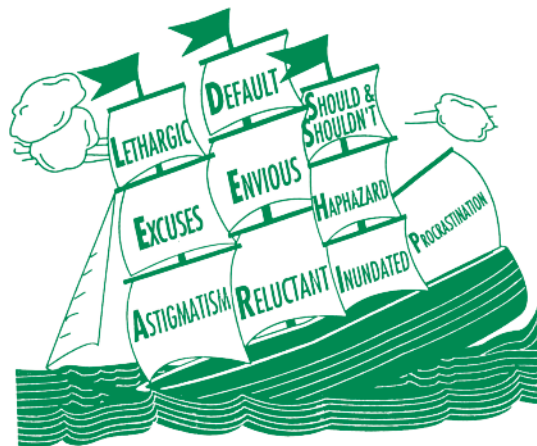
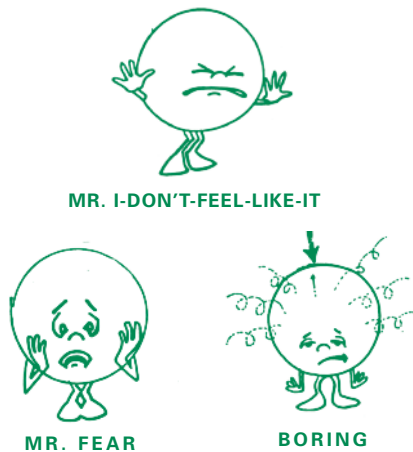
Music and Color:

Brain Respiration:

Personification of the Emotions:

The Pirates

Sink your Ship



Give a personality and voice to each of those aspects of yourself that are destructive, the example being the author's Pirate Ship game with the boys.

34. Give yourself permission to play the Personification game. Choose a situation in which you are blocked in your life. Create names and personalities for each aspect that you possess that is self-destructive. Have some dialogue with each and make a point of separating each from the captain or hero. Play this game for at least three weeks. Have you conquered any of the "pirates?" Give a description of this experience.

Session 8: Creating the Ideal Environment for Learning

Colors:

Learning and Mental Colors: Cool colors – greens, blues, purples, pinks, lavenders, and teals

Physical Activity: Warm colors – yellows, reds, and oranges

Pink – calms, sedates

Beige – neutralizes

Grays – in conjunction with other colors enhance creativity; alone decrease creativity

35. Do you have a particular room that you consider your “Learning Room?” What color is it? Is it clean? Artistically appealing? Is it decorated in cool colors? Describe the room and the effects that you believe it has on your learning aptitude.

36. If you could make some changes based on the advice provided on colors, what changes would you make? In the next month commit to making at least three changes to your Learning Room. They do not have to be huge changes but at least steps in the right direction. Describe the changes you would make, and once you’ve made them, discuss their effects.

37. It is important that you create an atmosphere of fairness and respect to effectively connect to your genius. Do you have fairness and respect in your home? School? Place of business? Social life? Sacred space? If not, is there a way in which you could create this environment for yourself? List the changes that you could make.

How will you set up your learning space?

What colors work for your reading?

What colors work for your math?

What colors do you need for writing?

What colors do you need for science?

How will you take notes?

39. Are you in an atmosphere of jealousy and gossip in your home or workplace? If so, how is it affecting you? Do you contribute to this environment? Is there a way you can create a safe place for yourself, free of this negative energy? How? Where? Commit to spending at least 30 minutes per day in your safe place. Write down how this sanctuary affects your intellectual and emotional state.

40. Do you treat yourself with fairness and respect? Answer the following questions. Perhaps they will give you further insight.

■ Where do you push too much?

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■ Where in your life do you create tension that is not needed?

■ What negative statements do you feed yourself?

■ What excuses do you feed yourself?

■ If you looked at your daily mental menu, what would you find?
Positive, supportive thoughts, feelings, and actions or negative ones?

■ What percentage of your thoughts supports you and what percentage brings you down?

■ Is it fair to yourself to bring yourself down?

29

■ Are you the Captain of your Ship? And if so, who is your crew (positive, supportive statements or negative statements)?

Review: We create *MegaLearning* for ourselves by:

1) Creating a positive emotional and mental environment. Giving ourselves positive mental feedback, acknowledging our value, not a better than or less than, but our uniqueness and value.

- 2) Valuing who we are and valuing others around us, creating an environment based on fairness and respect that nurtures and supports the genius in each of us.
- 3) Using the tool of Suggestion (which is covered on a separate CD). Giving ourselves positive suggestions is a powerful ingredient in learning.
- 4) Transforming every negative thought into a positive one through the “Smile” technique. The more we use this technique, the more amazed we will be at its simplicity and its results.
- 5) Taking the time to nurture ourselves, listening to what our body, soul and mind are trying to tell us and responding to them.
- 6) Using our favorite music and colors to create a very positive mental and emotional environment.
- 7) Taking time to dream our dreams, deciding our life’s purpose and looking at our present alignment with that purpose. We are not emotionally and mentally happy if we are not accomplishing what a part of us knows we came to accomplish.
- 8) Creating the spiritual environment that we need to help create our desired mental and emotional states.

Session 9: Learning the Secrets of Color for Easier, Faster Learning

Color is a key in connecting neuro-pathways in the brain. In this session we will discuss how color may be used as a learning tool to further enhance our genius.

It is suggested that you begin with a variety of color filters when testing the various

learning exercises. Ideally you should end up with two or three color filters for each area of study, for example two or three filters for math, a different two or three filters for reading. Listed below is a set of directions that will help you test which colored filters are right for you **for reading, math, science, and accounting.**

- 1) Take any reading material.
- 2) Overlay any colored filter.
- 3) Observe how it feels to the eyes. Can you see better?
- 4) Read through this color and see if it is easier or harder to read and comprehend with color. Is it easier to understand? Easier to remember? Easier to read faster? Is the print clearer? Does the print stand out? Is there good contrast between print and space?
- 5) Set aside the first color and try the second color. Observe and read through that color. If you immediately sense that it is too dark or the words are not clear, set that color aside. Do not make the decisions based on if you personally like the color or not. The key is – does your brain need this color to make reading easier?
- 6) Try the third color.
- 7) As you continue trying the different colors that we have provided, set the ones you do not like on one side and the ones you like on another.
- 8) After you have gone through the colors, you may notice a pattern. For example, you have chosen all dark colors, or you have chosen the pastels or the medium colors. You may not notice a pattern. It does not necessarily have to fall into one.
- 9) Now take the colors you like and put four different colors on the page, one on each corner. Read through each color and eliminate the one you like the least. Continue doing this until you have two to three colors that really work for you, helping you to read.
- 10) Do this same procedure with math, science, and accounting.

41. What were the original colors that you had to choose from?

42. What two or three colors have you chosen for reading?

43. What two or three colors have you chosen for math?

44. What two or three colors have you chosen for science?

45. What two or three colors have you chosen for physics?

46. What two or three colors have you chosen for accounting?

In choosing color **for writing**, do the following:

- 1) Go to a print shop and purchase 1 or 2 sheets each of as many colored papers as you can find.
- 2) Create a page of lines on your computer, like lined paper, to fit the size of your colored papers.
- 3) Copy this onto the colored papers you've chosen.
- 4) Find colored pens of your choice.
- 5) Write with the various colored pens on the colored papers and see which colored paper and pens help you to physically write or mentally organize and retain your thoughts.

47. What colors of paper were you experimenting with?

48. What colors of pen were you experimenting with?

49. Which colors of paper and pens did you finally choose that aided you in organizing and retaining your thoughts?

For **note taking**, do the following steps:

- 1) Choose your colored papers and pens.
- 2) Some people prefer white paper with many colored pens.
- 3) Begin doing your style of notes, changing color as often as you wish, possibly with each new idea or paragraph.

50. Did you choose to write on colored paper or white? If colored, which color did you choose?

51. What colors of pen have you decided on?

52. Are you changing colors with each new idea or paragraph?

53. Do you find the colors are helping you organize your thoughts better?

54. Spend the next month playing with the various colors when learning. Write anything you have observed from doing this exercise, whether positive or negative.

Session 10: The Benefits of Music

How music and VAK-WT (the Visual, Auditory, Kinesthetic, Writing, and Talking aspects of learning) can be used as another tool to further enhance your learning ability is discussed in this session.

Music is a powerful learning tool because it is a frequency of harmonized and organized sound. As previously discussed, the genius mind needs harmony and order. You will find that Baroque music has these qualities, and consequently enhances the learning process and automatically opens the genius mind. The key to discovering which music enhances your learning is listening to your body. If you feel fatigued or struggle with learning when listening to certain music, then try a different genre of music. Give yourself permission to play with music, use your imagination, and be a child again. Watch that critical voice if it comes up and be sure not to let it win the battle of your will.

55. Do you listen to music while you are studying? If so, what type of music? Rock? Baroque? Classical? Romantic? Pop? Reggae? Jazz? Disco? Blues? Ragtime? Gospel? Ethnic?

56. Music with words sung deflects our attention from the learning and into integration with the song, so it is not an effective learning tool. Do an experiment and try to study to various genres of music, taking 15 minutes for each. Have fun with this exercise. Note how your body feels and how focused your attention span is. List the results.

34

Baroque

Classical

Romantic (*Beethoven, Chopin, Brahms, Wagner*)

Impressionistic (*Debussy, Camille Saint Saens*)

Pop

Jazz

Ragtime

Blues

Boogie

Ethnic

New Age

Religious

Rock

Gospel

Silence

57. Baroque music is considered to be very powerful music to help us to relax, think, and create easier. The suggested Music List for Learning can be found on page 41 of this guidebook. A place to purchase this music is listed in the Bibliography under “Music.” Try listening to one of the suggested pieces and write about your discovery below.

Listed below are seven things that you can do to begin using music in your learning and your life:

- 1) Play Baroque music for yourself as a learner. Allow the brain waves and body rhythms to synchronize.
- 2) If you have small children at home, play classical music for them and give them the name of the composer. The child learns to associate certain sound with a certain composer. This is one more example of the organizing, associating brain. Sing, dance, and move with your children. This allows both hemispheres of the brain to work together.
- 3) Play all styles of music and dance, move, hum, and sing with them. This opens up more of the brain, allowing greater expansiveness and creativity, which in turn allows ideas to flow easier and makes learning quicker. Become the drummer and tap the rhythm. Become the conductor of a Beethoven symphony and feel the power and passion of the music as you literally stand up and direct the orchestra. Listen to the last movement of Beethoven’s Ninth Symphony, directing the choir and orchestra. This experience is beyond words.
- 4) Create a library of music for yourself. Different types of music – learning music, creativity music, physical music, listening music, and mood-shifting music.
- 5) Be aware of your body and what it tells you. Your body does NOT lie.
- 6) To avoid road rage when driving, play Baroque music or other soothing music.
- 7) If it feels appropriate to you, play an instrument.

Another learning tool is VAK-WT, Visual, Auditory, Kinesthetic – Writing and Talking. These are critical stimuli that the brain needs, enabling faster and easier learning and better memory.

Visual: As you learn, picture it what you are studying in your imagination. Draw it out and see it in some form. Take notes in color and organize the notes. Paint it, sculpt it, or create video movies in your mind.

Auditory: Hear yourself talking about the subject. Pace your voice so that you engage the auditory mode of learning. Listen to “learning music” while studying. Listen with silence and integrate the learning. Create an audiotape of the learning materials, listen to it, sleep with it, and play it in your car. Talk about it, sing it, recite it, and present it.

Kinesthetic: Do some kind of action, either role-playing or moving to the learning.

Writing: Write it. Writing is kinesthetic. Draw it, map it, chart it, outline it, then act it out and make models of it.

Talking: Talk about what you are learning. You have been trained to sit down, keep quiet, and learn. Instead, the directive should have been move with the learning, act it out, talk it out, and then sit with it quietly. Talking also connects brain synapses and creates brain chemicals that make learning easier. Share the learning with a friend, and you will share the excitement of learning the new material easily.

58. For the next week experiment with using the VAK-WT tools when studying. Use different combinations of tools and discover what works best for you. Keep a daily journal of your discoveries.

Day 1:

Day 2:

Day 3:

Day 4:

Day 5:

Day 6:

Day 7:

Session 11: Learning Vocabulary and Spelling Easily

Vocabulary tools and the power within your own voice as a tool to open to your genius mind will be explored in this session. The *MegaLearning* technique to learning vocabulary building and perfect spelling consists of the following nine steps. It is best to follow this exercise along with the CD.

- 1) Take a colored paper and colored pen of your choice.
- 2) On the colored paper write the following word, “Bouleversement” (a French word in our English language that originated when the French conquered the English in about AD 1000. It means “chaos, mess”).
- 3) Take the word apart, dividing it into syllables, and write it using different colored pens if you like. Underline each syllable. Bou, then le-ver, se-ment.
- 4) Look for words within the word, like “lever” or “ever” or “men.”

- 5) Spell the word aloud, looking at the word, going slowly so that your brain can have a clear picture.
- 6) Look up from the page and spell the word again.
- 7) Spell the word backwards. Spell backwards for two reasons. First to make sure that you have seen it clearly forwards and secondly to develop more brainpower. Look at the last syllable and spell it forwards silently in your mind. For example, the last syllable is “ment.” In your mind spell “ment” forwards and aloud. Then spell it backwards, “tnem” and silently. Then spell aloud each syllable in the same pattern, “es”...so that at the end of the exercise you are spelling then saying aloud “r e v , le, u o b.”
- 8) You then anchor the word by spelling it aloud forwards again, looking at high letters, like “l” and letters that go below the lines like “p” and “q.”
- 9) Then use the word in a sentence, and you should have “bouleversement” as an addition to your vocabulary.

59. Look up one long word that you are not familiar with in the dictionary each day for the next week (ideally make this an ongoing daily journey of discovery). Write each word below, along with its meaning. Use the technique above and try to use the word in three sentences that day.

Word	Meaning
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

60. Did this technique work for you? Describe your experience.

Vocal Pacing: Speed and rhythm of the voice, its cadences and musicality help to access the auditory mode of learning. Speaking at the correct speed allows your subconscious mind to hear you and helps to anchor the new material in your brain. Donna Cercone has put pacing speeds into four different categories:

- 1) Pacing 1: Ultra pacing (approximately 60-70 words per minute). This pacing is very slow. It has much inflection in it and allows access to a more musical voice that opens the auditory and inter-connecting intelligence. This pace helps to break through emotional and mental blocks.
- 2) Pacing 2: Baroque pacing (approximately 100-110 words per minute). Baroque music helps you to access this pace. It allows time for new material to be processed by the brain, creates relaxation, and security, and greatly enhances communication.
- 3) Pacing 3: Regular Speech pacing (approximately 130-140 words per minute). This pace is fine for reviewing material that is already learned. It works for regular communication or to change the tempo in a room to create attention.
- 4) Pacing 4: Fast Speech pacing (approximately 200 – 210 words per minute). This pace is used in emergencies.

61. Affirmations are best done at the Ultra or Baroque pace. Doing them too quickly makes them ineffective because they cannot be fully integrated into the subconscious. Choose three positive affirmations about yourself. Say each of them in the mirror three times, each day. Use the Ultra pace with a morning affirmation and the Baroque pace with a noon affirmation, and the Regular Speech pace with an evening affirmation. List each of the affirmations.

Morning Affirmation (Ultra Pace):

Noon Affirmation (Baroque Pace):

Evening Affirmation (Regular Speech Pace):

62. After practicing these affirmations, compare the effectiveness of each pacing and write about your discoveries. Which pace was most effective for you? Which felt strongest?
63. Singsong is another powerful learning tool. Try creating a little tune to memorize or learn something today. Was using “singsong” an effective learning tool for you?
64. During the next few days, make an effort to really pay attention to your vocal pace in your daily interactions. Next time you are angry, perhaps you will notice your pace speeding up. Make a conscious choice to slow down. How did slowing your vocal pace affect you and those around you?

Session 12: The Power of Suggestion

In this session we will look at the four kinds of suggestion and how suggestion works. Suggestion holds the key to the doors of your genius, and you don't get into genius learning without it.

- 1) **Suggestion as a form of proposal**, from an aspect of choice. Examples of this are the orchestration of suggestion at the restaurant buffet table, using a range of tastes, colors, smells to suggest that you will enjoy your meal. Advertisers use suggestion as a form of proposal to entice the viewer using music, color, texture, innuendoes promising a more fulfilled life.
- 2) **Outright suggestion**, both positive and negative. This open suggestion is usually straightforward and verbalized, such as “Learning is easy” or “Why don't you do it this way?” These can be very positive or negative in nature. If the suggestion is negative, you can allow your four barriers to work consciously for you, deciding whether to agree or disagree with the statement. If you disagree, stop and

tell your subconscious mind your belief. For example “You don’t look so good today,” you can respond by telling your subconscious mind, “I am feeling better. I look fine.”

65. The “Wonder Woman” power bracelet hand movement to deflect the statement was a suggested technique that works against negative outright suggestions. Try this technique or create a similar deterrent for yourself. Describe it.

3) **Suggestion by innuendoes, languaging, and implications.** The danger of innuendoes and implications is that they become our belief systems. For example “Let’s take a break” implies that what you did was hard work. Listed here are nine techniques that prevent negative suggestions from being internalized:

- I. The Smile Technique that you have already been given.
- II. Go into whole brain position, crossing your feet and hands. While in that position, say the statement you wish to program, smiling while you say it.
- III. Go into your Learning Room and on the screen see the negative programming. Push the “delete” button. Write what you desire on the screen and push the “save” button.
- IV. Use the left, and right, hand technique. Place the negative program in your non-dominant hand and place the new program in your dominant hand. Have a conversation with the negative program, stating that it needs to change in order to support the new you. Work with it until it does, showing respect, but letting it know that you are in charge. When an agreement has been reached, clasp your two hands, with the dominant hand surrounding the non-dominant hand.

- V. Have a “Board Meeting” with the various parts of your subconscious and conscious mind in your imagination. Tell them that you are building a win/win scenario and that all parts of you will have to work together for the highest good of all. Tell them that you believe in truth and that much of the old programs are not based on truth, and they need to change. Inform them that you are in charge. You are open for suggestions and ideas that work in alignment with your highest good.
 - VI. With each breath you take, see the new suggestions moving into every cell of your body.
 - VII. Imagine yourself in the Learning Room and next to it is the DNA Room. Go into that room and place positive suggestions onto the DNA.
 - VIII. Reinforce the new program by writing it down and picturing it.
66. Take a moment to create your own technique below. Allow your creative imagination to give you the details. Write the technique and experiment with it.

4) **Suggestion by thought, our expectations.** Suggestions are very powerful and affect those around us. Studies have been done in which teachers were told they had gifted students, when they actually had learning-challenged students. Within a short time, just based on the power of that suggestion to the teacher, the students’ grades greatly improved. Listed below are nine techniques to make suggestion by thought/expectation work for you.

- I. State your positive suggestion slowly in an Ultra-paced voice.
- II. Reflect on your thoughts and change the negative ones to positive.

- III. Use suggestion to explore various styles of learning. Experiment with hearing the subject and then reading it slowly to yourself. Tape yourself and listen to the tape. Draw the subject; picture it.
 - IV. Use suggestion to create time. “I’m so busy” closes down most people and the subconscious mind makes that statement a reality. Instead, say, “I have time. Time flows easily for me. I have all the time I desire to accomplish what I choose.”
 - V. Create the environments that support easy learning for you.
 - VI. Use words that suggest the joy and fun of genius learning.
 - VII. Use color, which suggests that learning is fun and easy.
 - VIII. Use the tools of *MegaLearning*, for each of them carries an innate suggestion concerning the ease of learning.
 - IX. Separating play and humor from learning suggests that learning is hard and not fun. Be sure to make play and humor a part of your learning.
67. Have fun experimenting with suggestion by thought/expectation. Create a simple exercise like stating that a task you have perceived as difficult is simple and fun. For example, perhaps next time you clean a messy room, state as you are doing so that the exercise is fun. Make it fun. Find humor and play in the activity. Did it become more enjoyable? Did time fly? Write about your experience.

Session 13: How to Develop Deep, Long Term Memory

This session is presented to you in the form of a story that gives you both clarity and the tools that will aid you in developing your long-term memory. In order for your memory to flourish, it needs color, writing, talking, clear pictures, positive programming and to feel, see, and hear. The more senses and creative techniques that you use, the more vivid the picture that is embedded in your brain. Opening your heart as well as your head is key in long-term memorization.

- I. Plan your learning.
- II. Prepare your place of learning. Use color.
- III. Write your learning with color. Focus. Speak it slowly.
- IV. Love what you are learning. Nourish it with your attention and focus.
- V. Appreciate its beauty. A math formula is beautiful. Language is beautiful. See yourself growing with this knowledge.
- VI. Relax and enjoy the knowledge, knowing that when you put something into your long-term memory, it will be there.
- VII. Make it personal. Become emotionally involved with it.

68. Find an area of interest that you have not yet studied. Perhaps choose the life of another composer. Using the techniques given in the story on this CD, study that subject, being open to receiving it in your long-term memory and being creative in your learning. Take the time to use your five senses – put yourself in the picture. Did you find you had an easier time remembering? Test your memory retention in one week's time. Have you remembered more than you would have in your old memorization style? Write about your experience.

Session 14: Achieving Your Learning Goals Easily

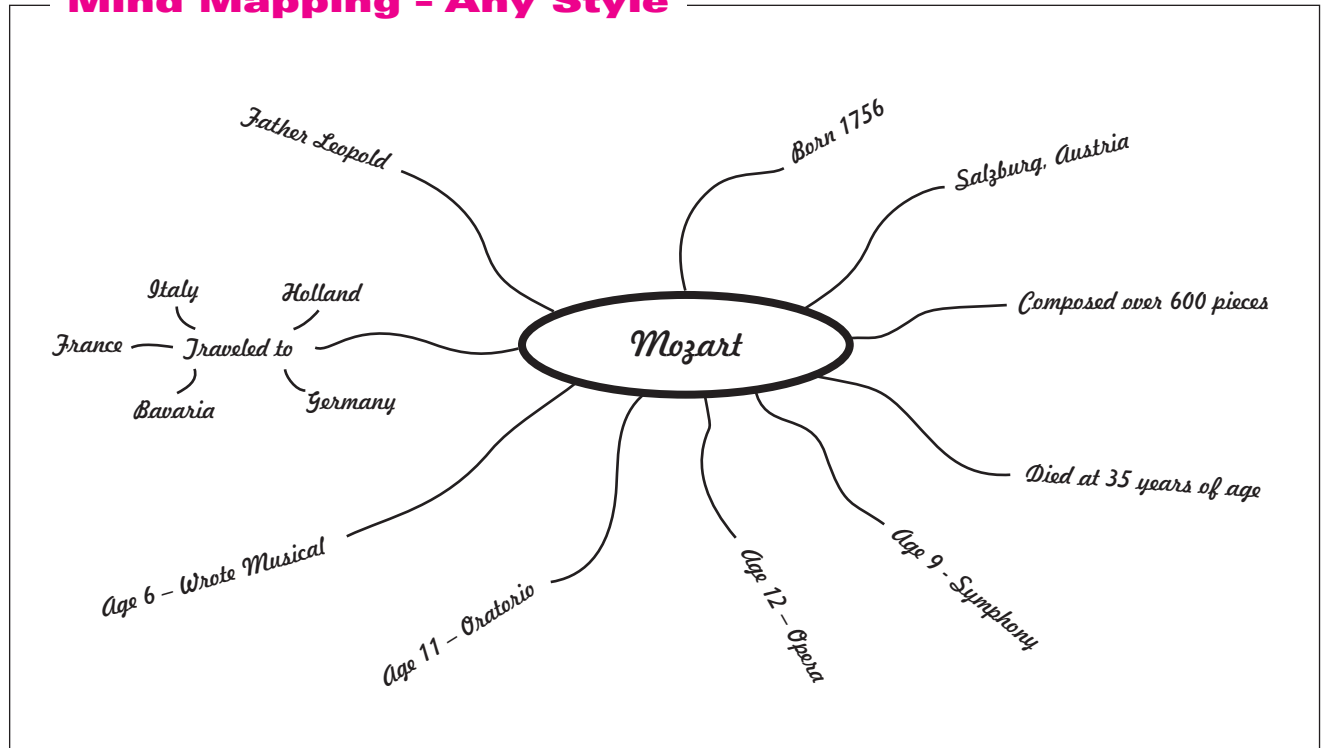
All of the preparation work has been done to achieve your learning goals. An overview of the **preparation requirements** is as follows:

- 1) Create your ideal learning environment.
- 2) Have your learning music on hand.
- 3) Do figure 8's or cross-patterning to create more connections in the brain. Just a couple of minutes will work.
- 4) Check your emotional and mental environment. Use the "Smile" technique to program positive statements.
- 5) Have your colored paper, pens, and filters ready.
- 6) Relax; go to your Learning Room or create your own favorite space.

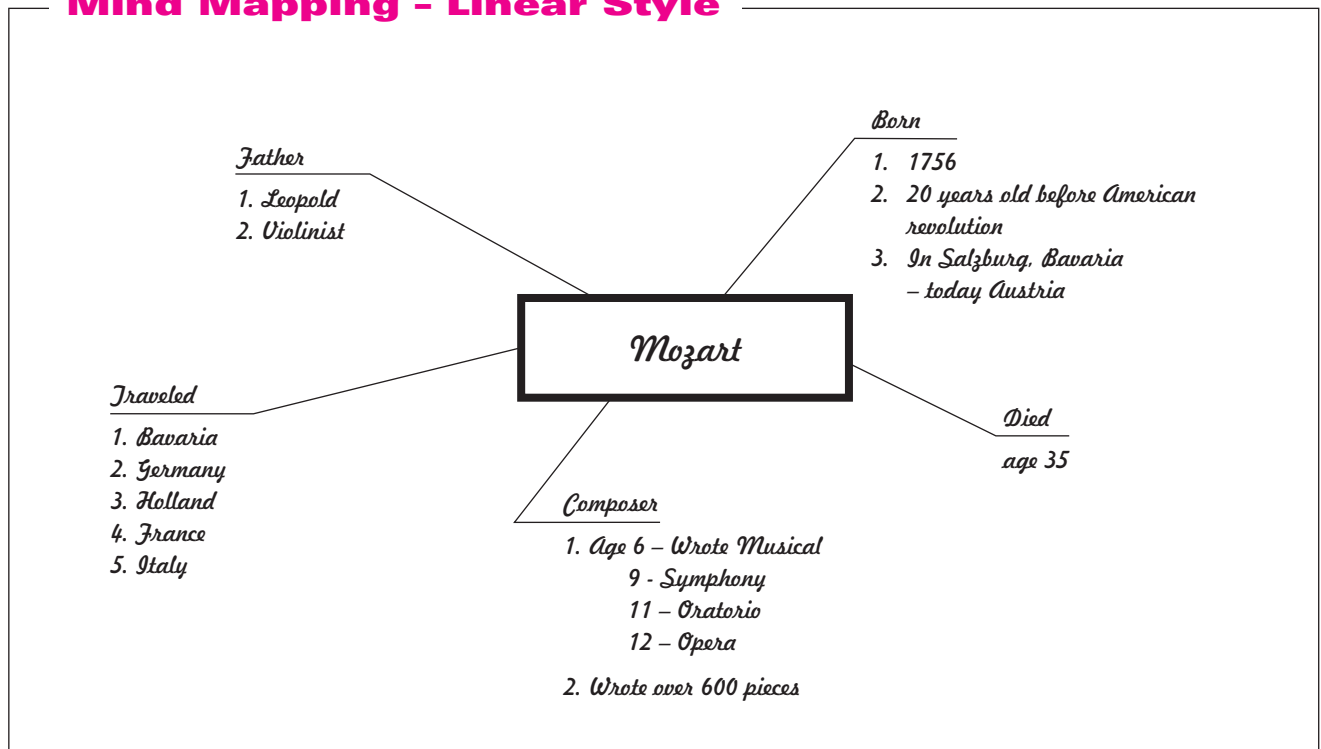
Below is an overview of the **Learning Stage**:

- 1) Do a quick overview of the learning material, giving yourself the big picture.
- 2) Look for the main topics.
- 3) With your choice of colored pens and colored or white paper begin taking notes in your preferred style:
 - i) Linear note taking: Write down the main topic. Underneath it write numbered points and brief statements, changing color whenever you choose.
 - ii) Mind Mapping: In any fashion that you desire.
 - iii) Mind Mapping/Linear Combination.
 - iv) Your own style, or combination of styles. (See following examples)

Mind Mapping - Any Style



Mind Mapping - Linear Style



Sample of Linear Notes

Mozart

1. Born in 1756 – 20 years before American revolution
2. Born – Salzburg, Bavaria (Austria today)
3. Father – Leopold – was a violinist

Travel:

At age 6 traveled to
Bavaria
England
France
Germany
Holland
Italy

Composed:

600 pieces before his death at age 35
Age 6 – Minuet
Age 9 – Symphony
Age 11 – Oratorio
Age 12 – Opera

- 4) Ask yourself questions that you think may be asked in an exam.
- 5) Look for content that you think you need to know.
- 6) Look for content that you wish to remember.

After completing your notes, close your textbook and utilize some or all of the following:

- 1) Pretend you are the instructor and see yourself stressing to the class the important concepts. Talk aloud. Teach the class to yourself.
- 2) Act out the material
- 3) If applicable, look at maps to get a better image of locations.
- 4) Connect to other historical dates and times that you already know.
- 5) Imagine yourself living at that time and how it would feel.

- 6) Make connections in your brain to what you already know.
- 7) Make sure you have a very clear picture.
- 8) Ask questions – Why? How come...? What if...?
- 9) Use the spelling technique mentioned previously for whatever you might be learning - vocabulary, historical facts, and computer data.
- 10) Sing the learning; speak it rhythmically.
- 11) After an hour, review the information to see how the pictures are developing in your brain.
- 12) Look up relevant related material.
- 13) Look at the learning from the viewpoint of all the intelligences.
- 14) Talk your learning to others.
- 15) Read your notes to yourself, using Baroque pacing with Baroque music in the background.
- 16) Create and practice your own ideas from your learning style preferences.
- 17) Review the next day to check on the clarity and retention of the learned material.

Learning How to Think:

69. Using the qualities of a genius opens up critical thinking. Donna Cercone lists the attributes of a critical thinker in this session. Look at three people who serve as critical thinking models, whether in history or in your present life. Read what they wrote and see if you agree. Write your own thoughts down. See yourself as the critical thinker. Write about your experience.

Critical Thinker 1:

Critical Thinker 2:

Critical Thinker 3:

70. Make a conscious effort to develop your critical thinking skills. Ask yourself on a regular basis:

- How do I feel about this situation?
- What new ideas can I come up with in this situation?
- What is the best possible outcome?
- What are possible alternative positions?
- What are possible alternative outcomes?
- Do I need more facts?
- What kind of thinker do I want to be? Surface, deep, or somewhere in between?
- What makes me happy?

- What is my idea of fun?
- How can I think differently?
- How can I be a coach to myself? How can I be a listener to myself?

Be open to debating an idea. Be willing to explore chaos and uncertainty. Be passionate about your thinking. Use your emotions to fuel your thinking. Ask yourself:

- What does this mean to me?
- What does or could this mean to others?

Be curious and focus on listening. Motivate yourself by stretching into new ideas and new ways of doing things.

71. Create a Learning Goal Book as described in this session. Experiment with using Post-it flags, a learning map, pictures, color-coding, and any other ideas that could work for you. To start, answer the following questions in the space provided below or in your Learning Goal Book. They are excellent tools to help you identify what you want to learn, accomplish and become.

1) Before I leave this planet, what do I wish to learn?

2) Before I leave this planet, what kind of person do I want to be?

3) Before I leave this planet, what level of spiritual growth do I want?

4) What will I choose to do in order to leave this planet with no regrets?

5) What areas of learning do I wish to begin?

6) What areas of learning do I wish to expand?

7) What do I want to read?

8) How many and which languages do I wish to speak?

9) Do I want to play a musical instrument and, if so, which one and to what level of proficiency?

10) Where do I want to go with my spiritual study?

11) What sports do I wish to pursue?

12) How far do I wish to go in a specific area of study?

13) Do I wish to learn more about effective communication?

14) Do I wish to learn more about my emotions and my patterns?

15) Do I want to focus on healing aspects of myself in order to bring more harmony into my life?

16) How do I plan to integrate my physical, mental, emotional and spiritual health?

17) What arts or crafts do I want to explore?

18) What software programs do I want to master?

19) What skills do I want to master?

20) What relationships do I want?

21) Where do I want to go in my career?

72. Write and respond to another three thought-provoking questions like those above.
Use the Learning Goal Book to continue asking and exploring such probing questions.

22) _____

23) _____

24) _____

73. Use your Journal as a creative resource. Write poetry, sketch, do whatever your heart is drawn to do. Make decisions as to when you will begin to learn a new project, what it will take, and what level you perceive you would like to go to at this time. If you are faced with any resistance, ask yourself what blocks you have that are holding you back. Identify the blockage and use some of the many tools provided here to aid you in releasing the block. Use this Journal as a sounding board and a safe housing of your expression of who you are – your goals, dreams, challenges, and extraordinary genius mind. Have fun and acknowledge the powerful, creative genius that you are!

Music List for Learning

J.S. Bach:

1. Largo from Concerto in G Minor – for flutes and strings
2. Largo from Solo Harpsichord Concerto in F Major
3. Largo from Piano Concerto No. 5 in F Minor
4. Aria – the Goldberg Variations

5. Largo from Concerto for 2 Violins and Strings in D Minor
6. Largo from Solo Harpsichord Concerto in G Minor

Corelli:

1. Largo from Concerto No. 7 in D Minor
2. Prelude and Largo from Concerto No. 8 in E Minor
3. Largo from Concerto No. 10 in F Major
4. Largo from Concerto No. 9 in A Major

Handel:

1. Largo from Concerto No. 1 in B Flat
2. Largo from Concerto No. 1 in F
3. Larghetto from Violin Concerto in A Minor
4. Oboe Concerto
5. Pastoral Symphony from the Messiah
6. Larghetto from Xerxes

Pachelbel:

1. Canon in D

Telemann:

1. Largo from Concerto in G Major
2. Largo from Double Fantasia in G Major
3. Viola Concerto

Albinoni:

1. Adagio from Oboe Concerto in D Minor

Mozart:

1. Andante from Piano Concerto No. 21 in C Major
2. Andante from Piano Concerto No. 6 in B Flat Major
3. Adagio from Flute Quartet No. 1 in D Major

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1. Print this page, then cut out the box below that lists the 12 Intelligences and keep it at a convenient place where you can quickly access it.

The 12 Intelligences are:

I. Logic

II. Mathematics

III. Observation

IV. Science/Order

V. Linguistics/Communication

VI. Body/Mechanical

VII. Musical

VIII. Visual/Spatial

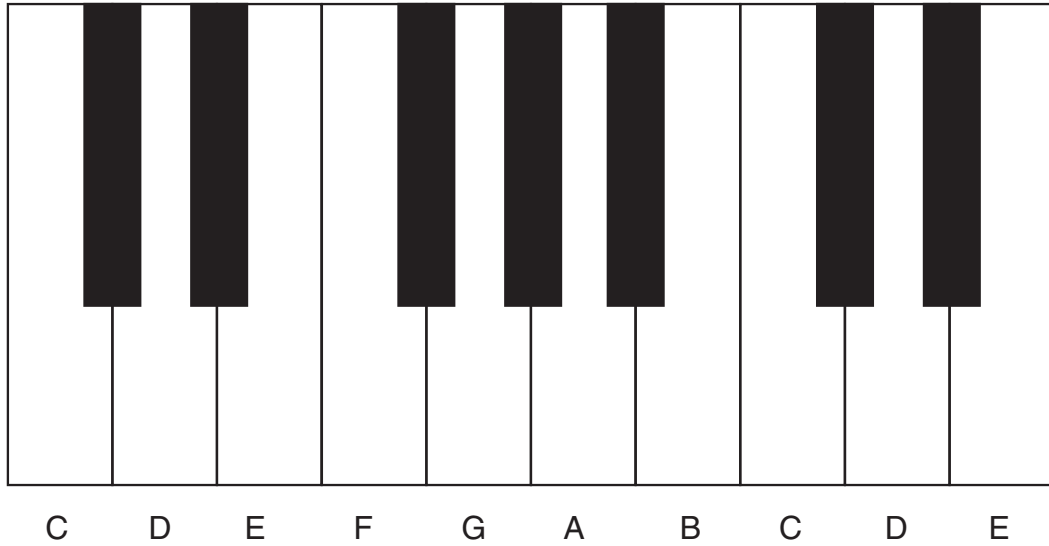
IX. Creativity

X. Imagination

XI. Intuition

XII. Interrelating/Connecting

2. Below is a diagram of a keyboard for your learning reference.



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M U S I C :

Baroque Music – Lind Institute, 1-800-462-3766
E-mail: lind@lind-institute.com

A U D I O :

Lazaris. *Awakening Our Genius.*

Concept Synergy
Orlando, FL 328869
800-678-2356

A C K N O W L E D G E M E N T :

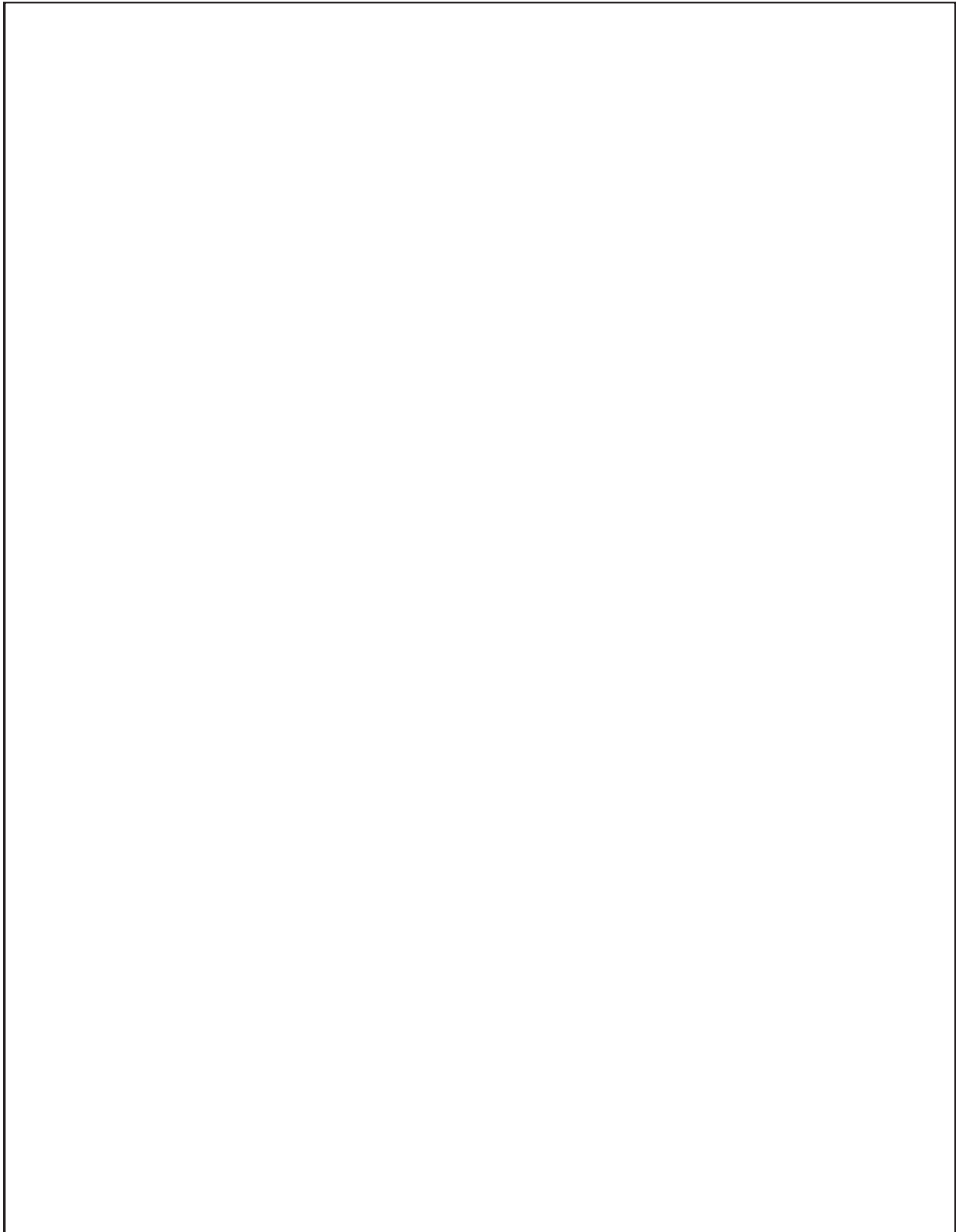
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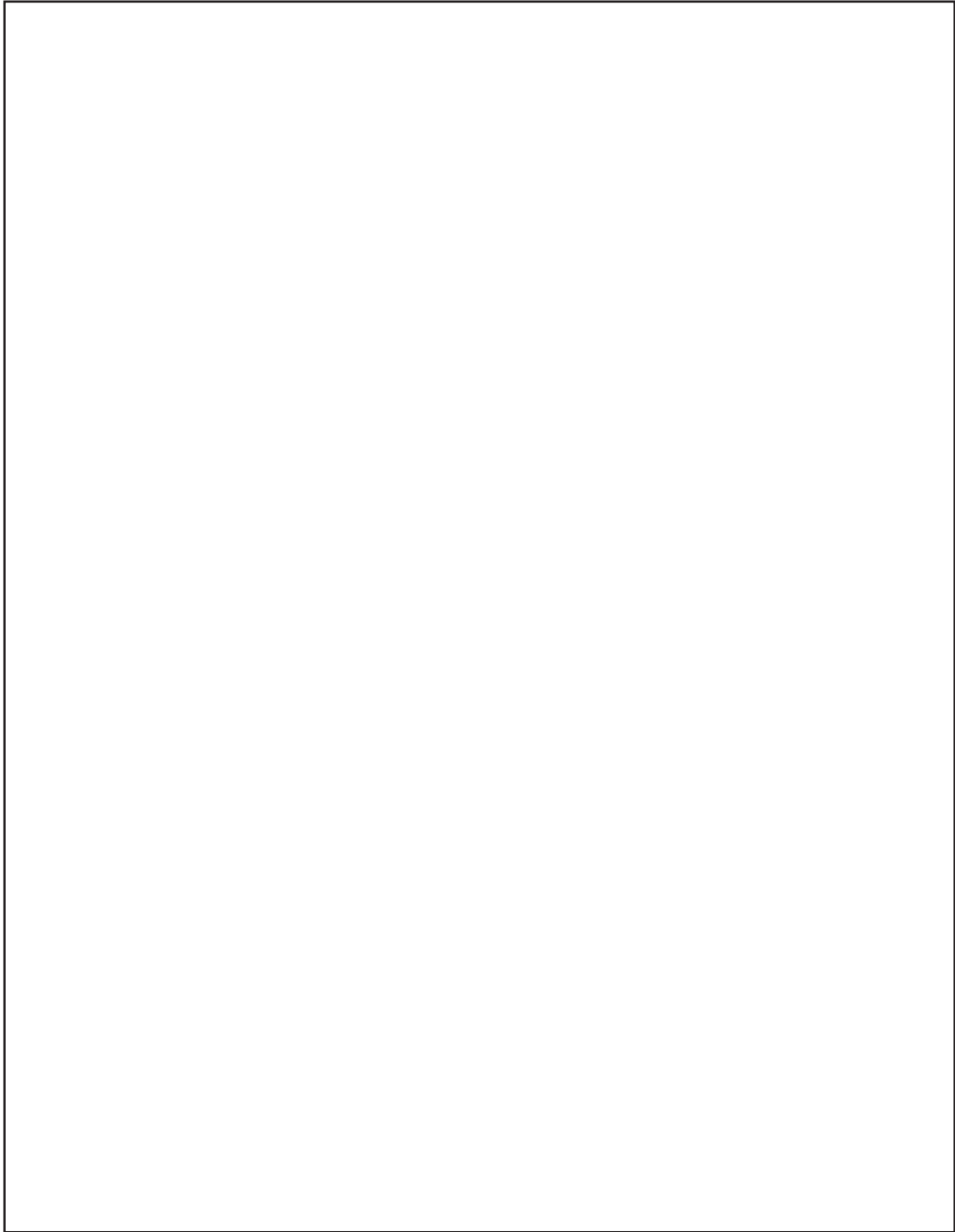
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