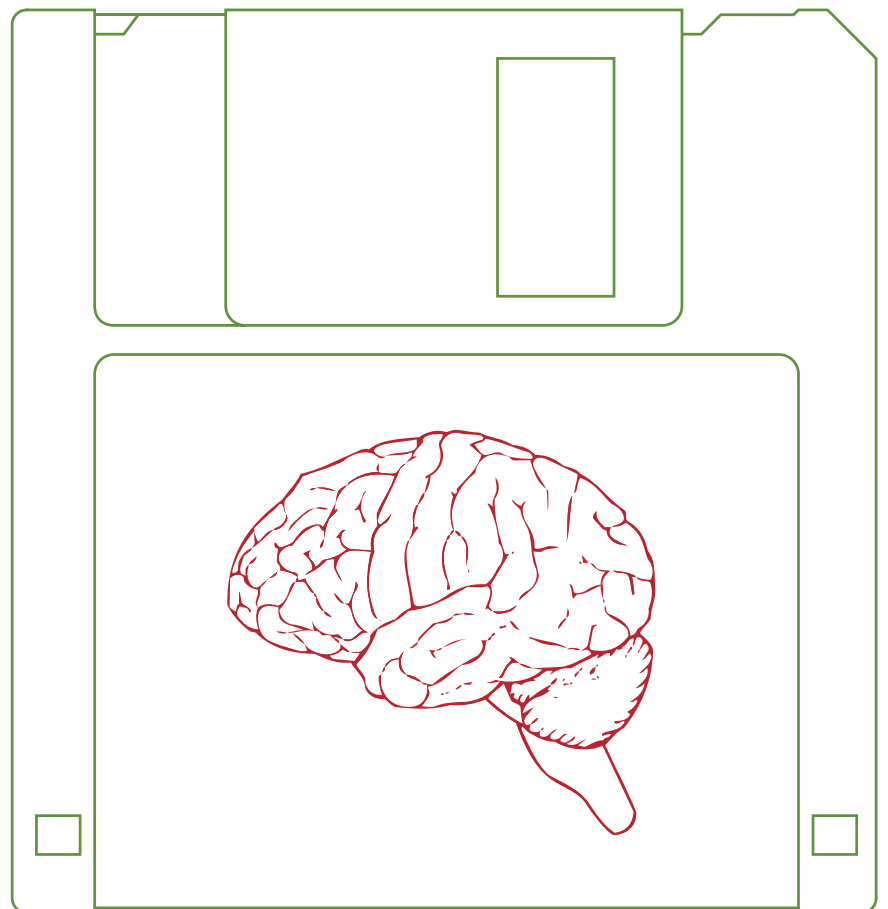


“HELPING PEOPLE BECOME SMARTER AND MORE EFFECTIVE THINKERS”

DR. MICHAEL HEWITT-GLEESON

SOFTWARE FOR YOUR BRAIN

● ● ● **2004 EDITION**



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What they say about Michael Hewitt-Gleeson his brain software and his work in teaching people how to think ...

JACK WELCH, The General Electric Company, New York

I would love to have a management team that really understood the CVSTOBVS equation--it's the 'value-added' role in the management process.

PROFESSOR GEORGE GALLUP, The Gallup Poll, Princeton

I believe the School of Thinking's work in teaching people to think may be the most important thing going on in the world today.

EDWARD DE BONO, co-founder of the School of Thinking

I would expect a School of Thinking member to use thinking in a quiet and confident manner. I would expect that person to have pride in his or her thinking skill. This applied thinking is practical--the sort of thinking that is required to get things done!

PETER FITZSIMONS, Sydney Morning Herald, Sydney

If Dr. Hewitt-Gleeson has his way, Australian schoolchildren will have the study of 'thinking' as much a part of their curriculum as the traditional subjects of maths and English are now. The doctor is in Sydney as part of a nationwide tour to promote his innovative concept - CVSTOBVS.

THE TODAY SHOW, Channel 10 TV, Sydney

Australian kids will soon be taught to think for themselves.

PROFESSOR ROBERT HAYES, Harvard Business School, Boston

In business, moving from CVSTOBVS should be the constant.

RAY MARTIN, Ray Martin Show, Melbourne

I want this for my own kid.

GQ Magazine, New York

Michael Hewitt-Gleeson, scientist and lecturer, is an international mover and shaker.

The Steve Heller Show, KREX Colorado

CVSTOBVS is so simple yet it really works!

USAIR Magazine

Michael Hewitt-Gleeson and the School of Thinking are spreading their ideas. Some people have dubbed them the "McDonald's of Thinking".

National Education Association, Washington.

Seldom have I been as excited by the potential of a project as I was on discussing the School of Thinking with you.

Readers Digest, Cover Story, Worldwide

His system has been adopted by corporate executives, taught in schools and studied by government officials.

INTRODUCTION TO THIS 2004 EDITION

Apparently I was the first to coin the term *necktop computer*.

In the 80s, while on the lecture circuit in the USA and Europe, I was invited to give the keynote address to a series of IBM executive conferences in Monte Carlo.

I introduced my thinking strategy - CVS TO BVS - as 'software for the brain' and referred to the brain as a *necktop computer*. It highly amused the IBM executives in the audience so I kept 'necktop computer' in my talks for a laugh. In 1989 I wrote it up in ***Software For The Brain*** and now it's common currency.

You and I, with our human brains, are preposterously over endowed with thinking hardware but we're very short on software. Why this is so and what you can do about it is in this book.

This e-book is the new and evolved **2004 Edition** of ***Software For Your Brain*** and since the first edition, 15 years ago, its evolution has produced a few changes worth noting.

The first mutation is in the name. It has evolved from 'software for *the* brain' to 'software for *your* brain'. Part of the reason for this is because this book has also become the basic text for the School of Thinking (SOT) since it went online in 1995. For your information:

- It was the SOT which put 'thinking' on the curriculum in US schools.
- It was the SOT that helped develop the idea of 'six thinking caps' which Edward de Bono has described as "*the most important change in human thinking for the past 2300 years*".
- It was the SOT that established the idea of 'thinking instructors' for disseminating thinking skills around the world.
- It was SOT that established the idea of 'daily training' by email.
- It was SOT that established the CVS TO BVS "universal brain software" which was later taken up and used by Jack Welch throughout General Electric. "*Finding a better way every day*" became a GE slogan which was put up in every GE office and factory around the world.

The SOT sends out lessons by email every day to members in over 40 countries worldwide. Each daily lesson is a chapter of this book – personalized from me to the trainee - and the book has evolved to become much more personal and intimate. So the title is now more personal.

The other more interesting mutations in this edition are due to feedback I get from all these trainees. The online training gives me a rich and continuous stream of daily comments from trainees – what they like about the lessons, what they don't like about them and what ideas they have found useful enough to transfer into their own lives.

This interactive experience has helped me evolve many of the ideas, to strengthen the weaker parts and to have a clearer understanding of how people put this brain software into action at home, at school, in sport and in their diverse careers.

For these reason, this 2004 Edition presents the latest evolution of this work. Instead of the old *chapters* there are the new *days*. You can read this edition as a book, in a couple of hours at a sitting, or you can ration yourself one lesson a day as a course of training for 37 days.

What you have here is not just a book about theory but a unique work-in-progress. It's a presentation of brain software that has been tried, tested and evolved by thousands of brainusers worldwide over the last few decades.

As a bonus I include two extra parts along with this edition – **Feedback** and **FAQs**. The Feedback is a collection of comments from members around the world who have used these lessons. You may find their experiences interesting. The FAQs are their frequently asked questions about problems with the brain software and the material in this book and also my replies. I hope you find these bonuses a useful addition to the work.

In this special edition, I have also included a new and somewhat controversial chapter in Day 6 called *A Bright Idea Whose Time Has Come*. The controversy is connected to the material in the first part of the book (Days 1 to 12) which traces the history of why we think the way we do in Western culture. The dominant

software we teach our kids at school is the RIGHT/WRONG software which was developed by the Vatican and spread around the world with missionary zeal during the past 400 years.

Even though the facts I refer to are well known to scholars and can easily be checked out, it is because I take such a critical approach to the role of certain religious idea viruses and how they have infected our thinking habits that many people feel uncomfortable, some even angry.

I continue to get mixed reactions from readers. Some want the material removed from the training because they are offended by the religious criticism and others are simply bored because they don't see the relevance. However, the majority of readers applaud the chance to have these issues discussed and others have acclaimed this section to be most liberating for them. In a School of Thinking all viewpoints need to be considered, so I have left it in.

Recently *The Da Vinci Code* by Dan Brown has introduced a wide audience to many of these controversial matters and so those of you who have read Brown's book may now find the reading of this book much easier going than some of my earlier readers.

If you cannot stomach any criticism of religion or if you cannot see the influence that religion still exerts over all our thinking today (especially Big Religion like the Vatican) then you can skip Days 1 to 12 and start from Day 13. But there are two main reasons for keeping this material in this book and why you should read and think about it: Welfare and Security.

The quality of your welfare - your productivity, your health, your professional success - will always be a direct consequence of the quality of your thinking. If you are to upgrade your thinking software it is helpful to understand why your current software works the way it does and why you think the way you do. This cannot be understood without examining the history of our thinking and how we came to be dominated by one dangerous idea from one ancient man - Plato's concept of TRUTH. So we examine this in the first 12 days.

You will explore Plato's idea of *objective truth* and you will see how this has led to the strong defence of The Truth which so diminishes the thinker's ability to escape

from his viewpoint to find a much better one.

You will understand how Aristotle later imbedded Plato's idea in his syllogism which was then picked up by Thomas Aquinas and became the basis of *logic*, the dominant brain software pushed by the Vatican. Western education has made a god out of *logic* and the 'search for certainty'.

The Western education system was set up by the medieval Church and spread throughout Europe and exported to other parts of the world with missionary zeal. Even today, we still send our children to school programming their young brains with the logic operating system. Then, they're given the impression that all they have to do in life is "to get the right answer" or "tell The Truth". How could you abuse a child more than letting him think that life is simply made up of RIGHT and WRONG?

Only Microsoft's global export of DOS software has ever rivalled the Vatican's global export of the *logic* brain software.

In addition to history, the second reason for being up front about all this has to do with your future security. Since 9/11 the world has become a more dangerous place and there is a direct link to this danger and to the excesses of certain religious ideaviruses.

Many scientists around the world are finally starting to speak up. This is unusual because scientists usually prefer to go about their business leaving the headlines to the *chatterati* of business, politics, entertainment and sport. But not anymore. The threat to our security posed by the extremes of religious fundamentalism is one of the most legendary issues of our times.

So, in Day 6 I have come out, as have some other scientists, in an effort to draw attention to this threat and to help others who may feel inclined to do so.

Looking back over the past two decades of this discussion and the controversy associated with it the most tiresome retort by my critics is that I am *anti-religion*. This claim is meant to suggest that my thinking on this issue is so pre-determined by prejudice that it can therefore be dismissed. Of course, as a person who values

thinking, I am not anti-religion at all but I *am* anti the very dangerous claim made by some religious fundamentalists that my-religion-is-the-one-true-religion-and-what-are-we-going-to-do-about-you. So, I'll take this opportunity to state *once again* that I am far from being anti-religion.

In Australia, the last national census shows that there is a rich diversity of cultures, philosophies, ideologies and religions. This is an example of our 'freedom of religion' which has been a problem for many other nations.

In Australia, there are over 270 distinct religious groups. This is evidence of the creativity, tolerance and goodwill of our nation and made possible by Section 116 of the Australian Constitution which says ALL religions are equal under the Law of Australia.

For over 100 years, Section 116 has allowed all Australians to benefit from our great commonwealth of religio-diversity. Just to mention a few: Australians share the long evolution of the Aboriginal dreaming, the wisdom gained from the suffering of Judaism, the warmth of the brotherhood of Islam, the charity of the Christians with their love of God and fellow humans beings, the peace and compassion of Buddhism, the pluralism of the Hindus, the Taoist respect of nature, the emphasis on relationships and manners of Confucianism, the social justice of Marxism, the humanist freedom of the liberals, the holistic approach of the Africans, the Sikhs with their humour and sincerity, and, a growing number of Australians - above 25% - who are free to state that they have no religion at all.

We have these and many other religious systems which are a priceless part of our vast treasure of intellectual capital. All these diverse religious values have thrived and are compatible in an environment of mutual respect and freedom. As a young country, we have learnt from the bitter experience of others. We have seen that it is only when one religion seeks to impose its authority and righteousness over another that we can expect the brutality and the terror of religious wars and crusades, the horror of fatwahs and inquisitions, and the fury of the persecutions that follow. So what then is the quintessential benefit of Section 116?

SOFTWARE FOR YOUR BRAIN

It is, simply, freedom of choice. That means freedom for you to choose, not for someone else to choose for you.

But, Australians are not blind. As with all nations, we have seen the practise fall somewhat short of the ideal. Australia, like all nations, can reflect on its own sorry history of persecutions which have included the floggings of Irish convicts, the 'pig tailing' of the Chinese, the theft of Aboriginal children, the schism of the Labour movement, the treatment of Vietnam Veterans and the White Australia Policy. Still, the ideal of Freedom of Religion is quintessentially Australian and it is one that I personally have always supported.

But finally, the real purpose of this edition is to present to you the full suite of brain software – **SDNT CVSTOBVS QRH PRR** – which has been the central offer of this book since it was first published in 1989. I hope you will enjoy this 2004 Edition of *Software For Your Brain* with its fresh mix of the old and the new.

Michael Hewitt-Gleeson
Principal SOT
Melbourne 2004

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DAY 1 OF 37

NEMO NASCITUR SAPIENS ARTIFEX.

No-one is ever born a skilled thinker!

Welcome to the School of Thinking.

The School of Thinking (SOT) is a virtual school whose mission is to enrich the lives of people by helping them to become smarter and more effective thinkers.

It accomplishes this goal through a series of 37 emailed lessons designed to help you become a skilled thinker through daily practice in Speed Thinking.

This is your introductory lesson. It will explain the training method of SOT, tell you something about us, and outline your daily lesson schedule.

The School of Thinking Explained

SOT is based on a simple yet fundamental premise: *The way you think about your career will determine that career.*

From this simple premise, it follows that your current career results:

- are a direct consequence of the way you have been thinking about your career
- can be much better than they are if you change the way you think

How do I go about changing the way I think?

You do so by upgrading your current thinking skills or 'brain software'. The most powerful way to do this is by daily training in Speed Thinking. Around 20-minutes a day. This is where SOT comes in.

The Daily Thinking Lesson

Each day, for the next 36 days, you have received an SOT Thinking Lesson in this book.

Each lesson explains, in simple terms, the process of upgrading your thinking skills or brain software. You can start applying the lessons straight away to increase your business profits, improve your school marks or better your sports performance.

About the School of Thinking

The School of Thinking (SOT) is a non-profit, independent school based in Melbourne, Australia and on the internet. Daily training is provided to members via email.

The School of Thinking has taught 'thinking' to more people around the world than any other school in history.

Michael Hewitt-Gleeson and [Edward de Bono](#) co-founded the School of Thinking in New York on 17th November, 1979. In early 1980 they were joined by two founding Board Members, [Dr Eric Bienstock](#) in New York and Alex Noble in California.

SOT is now in its 25th year.

- It was the SOT which put 'thinking' on the curriculum in US schools.
- It was the SOT that helped develop the idea of '[six thinking caps](#)' which Edward de Bono has described as '*the most important change in human thinking for the past 2300 years*'.
- It was the SOT that established the idea of 'thinking instructors' for disseminating thinking skills around the world.
- It was SOT that established the idea of 'daily training' by email.
- It was SOT that established the CVS to BVS brain software which was later taken up and used by Jack Welch throughout General Electric.' *Finding a better way every day*' became a GE slogan which was put up in every GE office and factory around the world.

DAY 2 OF 37

Just imagine that you owned the best music system that you could get your hands on. Imagine that you paid \$30,000 for an amplifier and another \$15,000 for a DVD player plus \$40,000 for the best speakers you could find, and so on. You could now boast that you owned the best music hardware system in your street, maybe even the best in your town.

Now, imagine you only had one solitary Patsy Cline CD to play on your ultra-hi fi hardware. There's nothing wrong with Patsy but a diet of *I Fall To Pieces* and *Your Cheatin' Heart* may be somewhat limiting when it comes to long term music entertainment.

These same limitations face us when we boast possession of a necktop computer - a brain - yet only have one piece of thinking software, *logic*.

In your necktop computer, logic is useful enough for labelling and mail-sorting and dealing with the past but it's not nearly enough to help you cope with the challenges of the future.

We do need some more software for our brain to help us survive in rapidly changing environments and increasingly competitive and shrinking global markets. We also need more brain software because we're not happy being stuck with what we have at present.

Brainpower and Intelligence

Brainpower is how you use tools, like software, to enhance your intelligence. These tools are higher-order cognitive tools that help us think about what we should think about. Sometimes this 'thinking about thinking' is called by cognitive scientists, *meta-cognition*.

There are two main types of intelligences: Data Intelligence and Game Intelligence. Data Intelligence is the role that information plays in thinking. Game Intelligence is the role of strategies, clever moves, clever ideas, ploys and tricks that are the

product of thinking about and exploring the information.

Data Intelligence is only necessary for the relatively dumb, unthinking reaction to situations - *What do I do next?* Game Intelligence goes a step further where the individual asks himself, *What do I think about next?* before asking *What do I do next?*

Brain software is a mind tool which permits the brainuser to go a step even further by allowing him or her to ask, *How do I think better about what I should think about next?*

Tools are important for intelligence. Tools, like a laptop, are not just the result of intelligence but they actually ENDOW intelligence on the user. When you give someone a laptop you increase or enhance her chance at arriving at more intelligent moves.

Anthropologists have long recognised that the advent of tool use accompanied a major increase in intelligence, observes Daniel Dennett, Director of the Center for Cognitive Studies at Tufts University and author of Consciousness Explained. Commenting on the value of mind-tools in developing the user's intelligence he goes on to say, Tool use is a two-way sign of intelligence. Not only does it require intelligence to recognise and maintain a tool, but tool use CONFERS intelligence on those who are lucky enough to be given the tool. The better designed the tool the more potential intelligence it confers on the user.

Cognitive Science

Since the 1970s brought the explosion of the Information Revolution and the rise of personal computers we've become even more interested in the brain and how it works. *What is intelligence?* and *How can we improve it?* are questions being asked in a whole new field of science devoted to these things called - *cognitive science*.

Cognitive science is concerned with the processes of **sensing** (seeing, hearing, smelling); **storing information** (memory) and **recall**; reasoning, planning and intelligent action. It also includes areas like AI (Artificial Intelligence) and robotics. In other words - *thinking* - both in animals and machines.

SOFTWARE FOR YOUR BRAIN

Like all human traits - height, strength, sexuality and looks etc - intelligence is distributed unequally. Some people have more intelligence than you do and some have less than you do and, of course, the same applies to me.

Brain software for better thinking

In the coming lessons you will acquire all 4 new codes of software for your brain that you can immediately use to get better personal results at school, at home and at work - and also at sports.

The SOT brain software code is: **SDNT CVSTOBVS QRH PRR**

This 4-part suite of brain software includes:

- The **SDNT** Search Engine: Start-Do-Notice-Think
- The **CVSTOBVS** Cognetics Operating System: Current View of Situation-TO-Better View of Situation.
- The **QRH** Styleware: Quality-Recognition-Humour
- The **PRR** Personal Trainer: Practice-Repetition-Rehearsal.

So, let's begin ...

Here is a simple audit for you to rate your own brainpower. It was designed by [Dr Eric Bienstock](#) who is Vice-Principal of SOT in New York. Eric based this checklist on the SOT's *Learn-To-Think Coursebook and Instructors Manual* (Capra/New 1982).

How do you rate your own brainpower?

INSTRUCTIONS: Answer each of the following questions, scoring either 3, 2, 1, or 0 points for each answer depending on your objective estimate of how often you actually do what is stated. Use your best guess of the following criteria for scoring:

- 3 - 90% OF THE TIME (nearly always)
- 2 - 70% OF THE TIME (mostly)
- 1 - 40% OF THE TIME (often)
- 0 - 10% OF THE TIME (hardly ever)

How Do You Rate Your Brainpower

_____ My judgements of ideas are based on the value of the idea rather than on my emotions at the time.

_____ I judge ideas not just as "good" or "bad" but also as "interesting" if they can lead on to better ideas.

_____ I consider all factors in a situation before choosing, deciding or planning.

_____ I consider all factors first, before picking out the ones that matter most.

_____ When I create a rule I see to it that it is clearly understood and possible to obey.

_____ I try to see the purpose of rules I have to obey, even if I don't like the rules.

_____ I look at consequences of my decisions or actions not only as they affect me but also as they affect other people.

_____ I look at a wide range of possible consequences before deciding which consequences to bother about.

_____ On the way to a final objective I establish a chain of smaller objectives each one following on from the previous one.

_____ The objectives I set are near enough, real enough and possible enough for me to really try to reach them.

_____ In planning, I know exactly what I want to achieve.

_____ I keep my plans as simple and direct as possible.

_____ I know exactly why I have chosen something as a priority.

_____ I try to get as many different ideas as possible first, before starting to pick out the priorities.

_____ I will go on looking for alternatives until I find one I really like.

_____ While most people look for alternatives when they are not

_____	satisfied; I look for them deliberately even when I am satisfied.
_____	I am able to tell myself the real reason behind a decision I make.
_____	Before making a decision, I consider the factors, look at the consequences, get clear about the objectives, assess the priorities, and search for possible alternatives.
_____	I am able to see the other person's point-of-view whether I agree with it or not.
_____	I am able to spell out the differences and similarities between different viewpoints.
_____	TOTAL SCORE.

Interpretation

This is NOT a scientific test. It's just an audit or checklist to help you take stock of your thinking, that's all! A trained thinker can direct his or her thinking and use it in a deliberate manner to produce an effect. To a trained and skilled thinker, thinking is a tool that can be used at will and the use of this tool is practical. This ability to use 'thinking as a skill' is the sort of thinking ability that is required to get things DONE.

- ↳ If your total score in this test was between 51 and 60 points, you already possess superior brainpower.
- ↳ If you scored between 31 and 50 points, you have better than average brainpower.
- ↳ If you scored between 0 and 30, you possess no additional brainpower other than the natural thinking ability that most people have.

Record your score.

(Note: Keep a record of this score to compare results at the end of your STC training).

DAY 3 OF 37

NOTE: Reading these lessons

I have developed this 'brain training' over a period of 20 years and with many hundreds of thousands of interactions with brainusers all around the world. I have found that those who are seriously interested in accelerating their brainpower will be well repaid by the careful reading of these lessons and by taking the time each day to carefully think about your own thinking.

For those who are willing to explore the ideas and apply the strategies presented in this training the rewards have been shown to be unusually high.

The opportunity to take a genuine quantum leap in one's intellectual assets, which is offered by this training, is a unique one. Be sure to not miss out. Create the space in your day to give yourself every opportunity to make the most of it for your own self and your career.

What if you had a virus in your brain?

What if it was a cognitive virus, a kind of cognitive AIDS? What would it do to you? How would it affect your thinking? How did you get infected with the virus? What could you do to cure it?

Every technology has its hackers - those enthusiasts who enjoy exploring the intimate details of the system, cracking the codes and stretching and testing the capabilities of systems. There have been radio hackers and computer hackers and you've no doubt read about the telephone hackers who have ripped-off the phone companies for millions of dollars in free long-distance calls.

We've seen nuclear hackers who have designed DIY nuclear weapons for science projects and we have cyberspace hackers who roam the networks for fun and profit. No doubt it won't be long before we read of genetic hackers who amuse themselves by playing around in our gene pool.

Hackers, driven by strong curiosity, often just start off by seeking amusement and showing off their skill but sometimes their antics lead to chaos, fraud and even ... disaster!

In recent years, some computer hackers started out manipulating their systems for fun by designing viruses that replicate themselves into other systems. Few hackers, however, are competent enough or even willing to fully comprehend the ongoing consequences of their antics.

Many of their viruses took off out of control and by now have infected millions of personal computers. These viruses are real! They cause real down time, real loss of capital, real damage to equipment, real destruction of databases and, sometimes, real loss of life.

Donald Latham of Computer Sciences Corporation and a former White House Assistant Secretary of Defence, says, *The dangers of viruses are just unbelievable and the threat is more serious than most people think.*

Daily cybertransactions that can be infected by computer viruses include:

- Wall Street decisions involving the transfer of capital in the billions
- credit-card transactions between millions of traders and their customers
- airline reservations affecting thousands of travellers
- maintenance and command decisions involving hundreds of US missiles and others.

The mind boggles at the havoc that can be caused if these viruses spread unchecked. Yet, there is a virus, a brain virus, which already exists in the brains of many humans from preachers to presidents, that makes these computer viruses look wimps by comparison.

This brain virus, or *meme*, is real. It's seductive and it's very powerful. It's also highly destructive. Just last century alone more than 26 million humans were killed in the world wars, revolutionary wars, conflicts, pogroms, persecutions, genocides and racial cleansings. It can be argued that many or most of these events were

initiated by people infected with PTV and motivated to apply their 'Truth' to others.

In the brain of a president or a terrorist it could unleash a missile that starts the unthinkable nuclear madness that threatens the very existence of humanity. In the brain of a CEO it can threaten the survival of the business.

And, in YOUR brain???

This brain virus is the *Plato Truth Virus (PTV)* and chances are almost certain that you, dear brainuser, are already infected. In Part One of this training you will come to understand the virus and how it affects your life and in Part Two you will find out exactly what you can do to contain it.

Ideaviruses, Memes and Memplexes

In my recent book--*The X10 Memplex: Multiply Your Business By Ten!* Prentice-Hall, 2000--I look closely at the concept of 'information brain viruses' like PTV.

The other scientific name for these idea viruses is 'memes' as coined by Oxford biologist, Richard Dawkins, in his book *The Selfish Gene*. You can read his article on the role of religious brain viruses in the September 11, 2001 attack on the World Trade Centre.

Plato the TruthFreak

When it comes to 'thinking', Plato was the ultimate hacker. At that time, playing around with thinking systems was as much the rage amongst an elite group of men in Greece, as playing around with software systems is the rage amongst the hackers of today. Socrates, Plato and Aristotle were the most famous 'thinking hackers' of their day. These hackers of 2500 years ago designed fundamental thinking technologies, systems and viruses that have dominated Western thinking right up to the 20th century, and who knows for how much longer?

Today's hackers have handles like *AcidFreak* and *CyberSam*. Plato's handle would well have been *TruthFreak* since it was he who invented his 'truth' concept - the strange notion that there is such a thing as 'absolute truth'.

Yet this bizarre suggestion has so side-tracked Western philosophers that even today many great minds in Western colleges and universities have still not escaped

from Plato's 'truth' idea and their thinking remains infected with this dangerous virus.

It would be a difficult (but worthwhile) project to calculate the cost to humanity and the staggering destruction caused by PTV - Plato's 'truth' virus. It's unlikely that Plato had any idea of the extreme consequences of his invention any more than some of today's hackers will have of theirs. He was just hacking around with thinking.

STC - The Problem and The Solution.

This training - STC (Speed Thinkers Course) - is presented to you at the rate of a lesson a day for 7 weeks. It is divided into two main parts: The Problem (weeks 1 & 2) and The Solution (weeks 3 to 7).

The Solution consists of the suite of 4 brain software packages - SDNT CVSTOBVS QRH PRR - which you will get in weeks 3 through 7.

The Problem is presented in these first two weeks - it is the deep cognitive pattern which we call PTV or the Plato Truth Virus..

In these first ten lessons we'll take a careful look at the Plato Truth Virus: What is PTV? How does it work? What does it do? What is the up side and down side of the virus? How did the virus become so virulent? Who spread it around? How did you become infected? What is it doing to your brain? Is there a cure?

DAY 4 OF 37

You're going to find that in these first two weeks we'll be dealing head-on with the biggest obstacle that may prevent you being a speed thinker. It's also your biggest *cognitive inhibitor*. It's stopping you from rapidly developing your intellectual capital.

It's called PTV or the Plato Truth Virus.

Cognitive Dissonance: From Flat Earth to Round Earth

In cognitive science, the term *cognitive dissonance* is often used. Cognitive dissonance is interesting because it refers to what happens in your brain when information is presented to it which doesn't seem to fit.

In memetic thinking this is called *memetic dissonance*.

For example, just suppose the current state of information in your brain (the balance of memes) was such that you believed the earth was flat.

Just suppose your brain was a happy co-operative of *flat earth* memes.

This, of course, seems naive to us now but not long ago most smart people saw things this way. Now, suppose someone called Fred comes along and says, *No, the earth is round!* and tries to explain to you why you should change your view. You would begin to experience cognitive dissonance.

If, though you thought the earth was flat, you were not superstitiously committed to that view you might only experience a mild case of cognitive dissonance. Then, as you followed the evidence Fred presented, you might find your view evolving from *flat earth* to *round earth*.

If, on the other hand, you not only believed the earth was flat but you also PTV-believed your *flat earth* view was *absolutely right*, then you might have a dose of

strong cognitive dissonance, so strong that it might be easier to burn Fred at the stake than to change your view from *flat earth* to *round earth*.

The Father of Modern Science

This kind of thing is not just a silly story but actually does happen. One of the most notorious examples was that of the Father of Modern Science, the brilliant 17th century mathematician, Galilei Galileo.

Galileo had constructed his telescope to show how the earth revolved about the sun and not the sun around the earth. Since Copernicus advanced this hypothesis it had caused great controversy. Galileo now had proof.

When he demonstrated this, many highly intelligent people even refused to look through the telescope, so frightened were they of what they might see. Some people had such a strong dose of cognitive dissonance that they forced Galileo to his knees and made him withdraw his evidence and recant his discovery.

In 1633, Galileo, now 70 years old, sick and completely blind, was forced by the pope to make the arduous journey to Rome to stand trial for 'heresy'. Urban VIII, taking time off from cannibalising the Colosseum to build his Barberini palace, accused Galileo of causing "the greatest scandal in Christendom" for contradicting the Scriptures.

Galileo thought of himself as a devoted Catholic. He argued that the bible was not a scientific text and that we should not expect its 'scientific statements' to be taken literally. He argued that it presents no challenge to faith that both nature and the bible are divine texts and cannot contradict one another.

On 21 June, after a long trial, he was found guilty of heresy, by the Inquisition. Not only that, he was bullied and actually forced into covering up his evidence. The pope demanded that he be tortured if he did not obey: *The said Galileo is in the judgement of the Holy Office vehemently suspected of heresy, namely, of having believed and held the doctrine which is false and contrary to the Sacred and Divine Scriptures that the sun is the centre of the world and does not move from east to west, and is not the centre of the world.*

Weary and broken, the old man knelt before the pope and made his confession: *I, Galileo, son of the late Vincenzo Galilei, Florentine, aged seventy years ... must altogether abandon the false opinion that the sun is the centre of the world and immobile.*

His trial was a grave and solemn milestone in the history of the Church only surpassed, in poignancy, by the trial of Jesus before Pilate.

Galileo was a brilliant mathematician and a pioneer of science which tries not to rely on superstition. He advocated the idea that "The Book of Nature" is written in mathematical characters, a view which is enough to make him a founding father of the scientific method.

The universe which Galileo observed at the end of his telescope totally dwarfed the one that people were seeing with their ordinary vision. He tried to show that it was important to consider the value of new observable phenomena as a way of escaping from weak truths and moving to better ones.

The 17th century, superstitious, ecclesiastical, Roman brainusers experienced such cognitive dissonance from Galileo's discoveries that, to their everlasting shame, they chose to abuse and bully an old man rather than to change their own mind.

The cognitive dissonance endured so strongly that it was only in 1993 (after a 12-year Pontifical Commission!) that, in a belated burst of Christian charity, the Vatican brainusers finally *forgave* Galileo for letting the sun out of the closet. Better late than never, I suppose.

Dosage of Dissonance

It may be that some of the material in this training gives you a certain amount of cognitive dissonance. It is difficult to design the ideal dosage of dissonance. What is fine for some readers and is just enough to help them to open up their mind will, on the other hand, be too strong for others and cause them to close down.

For example, earlier drafts of this training were more provocative in tone and probably too much so. So I sought the opinions of a fairly wide range of brainusers - different ages, different cultures, different professions, different backgrounds.

After receiving the generous and valuable feedback of hundreds of readers (especially that of my father who was the fairest man I ever met) I completely rewrote the training and tried to find a better balance between the information I have left in and the information I have left out. Thanks to them it's a better training course but the faults and mistakes you may find are still mine.

At the end of the day, dear brainuser, my own goal for this training has always been to generate enough cognitive dissonance to make it interesting reading but not so much as to close your mind.

DAY 5 OF 37

Plato's original idea was that there IS such a thing as *absolute truth*.

Plato's 'truth' idea (like all his ideas) was a product of his imagination.

He was the younger friend of Socrates whom he admired greatly and who was also his mentor. It was Socrates who invented the interrogatory style of argument involving strings of questions seeking either a YES or NO response. It's an old dinosaur known as the Socratic Method but it still survives in our legal system and could be seen on TV shows like *LA Law* and the O. J. Simpson trial.

Both Socrates and Plato became two of the greatest thinking hackers in Western history. To me, one of the most fascinating of Plato's works is [Symposium](#) because it's an insightful account of how it all began at a typical dinner-party back in Athens, around 400 BC, with Plato, Socrates and a few friends.

Symposium is witty, entertaining and shows how their discussions and banter, laced with much wine and bawdy gossip, produced a small collection of thinking ploys, concepts, software and viruses that, amazingly, have dominated Western thinking right up to the 21st century.

Most destructive of all these inventions has been the **Plato Truth Virus**.

In the Western world, Plato is recognised as the one who put thinking on the map. Plato figured that the more one thought about matters and the more one tried to discover and understand their true essence or form, the more insights one could experience. But he also decided (and this is the killer) that thinking was NOT an open-ended process. Plato figured there must be a finite end to a thinker's relentless search for meaning, an ultimate destination to a thinker's efforts, so he called that destination objective 'truth'.

Uh-oh! Big mistake!!

Today, 2,500 years later, much of Western society still behaves as though there actually such a thing as absolute truth. Somehow oblivious to real world consequences, many Western universities and colleges are full of discussions about 'truth', 'right', 'wrong', 'good', 'evil', 'honesty', 'justice' and so on.

This all spills out into society so that Big Government, Big Religion, Big Business, Big Brother and other groups invoke these 'absolute truths' as the basis for their policies and the justification for their actions - so often with horrific consequences.

The trouble was that once Plato had invented his truth concept, it existed. Subsequently, when other philosophers or theologians came along Plato's invention infected their ideas like a virus - and so we name the virus after him, the **Plato Truth Virus or PTV**.

Gradually the activity of thinking came to be subverted by the insidious truth virus. Some thinkers inevitably claimed to have found ... *The Truth*.

PTV, the truth virus, began to infect the thinker's set of intellectual claims and so we see a number of philosophies and doctrines and movements that claimed to have discovered *absolute truth* and gave notice of filing their claims: Stop looking! ... We have the truth! ... We are right, you are wrong! ... We are good, you are evil! ... Believe in the truth or be damned! ... The truth is on our side! ... We know what's right! Do what we tell you, or else! ... Crush the infidel! ... Kill the unbeliever!

My-Teacher-is-Right-and-Your-Teacher-is-Wrong

The problem for the observer is the number of conflicting claims of owning *absolute truth* and *unique rightness*. The seductiveness of PTV is also what makes it so destructive and deadly: everyone wants to be the one who has *The Truth*. Therefore, everyone infected with the virus claims to be uniquely right and that's where the carnage begins.

From time to time teachers like Buddha, Jesus and Confucius have emerged in the different cultures of the world. Most people are relatively free of PTV and so many have benefited from their teachers' messages of goodwill.

However, there are those who seek power over others.

Sadly, these great teachers are often upstaged by greedy PTV-infected franchisees who claim to have exclusive rights on their teacher's intellectual property. Who can blame the original teachers for the sickness of their followers?

So often, in the name of peace and goodwill, infected followers fight with a sick rage and burning hatred. The brain virus so distorts the original message that it would be unrecognisable to the original messenger.

People have become more interested in the 'truth status' of the message than the message itself. Perhaps it is more important to be an 'effective follower' than to be a 'right follower'.

Truth 'R' Us

Here is small sample of PTV-infected claims which have long since upstaged those claims made by the original teacher:

Christian Science:

... is unerring and Divine ... outside of Christian Science all is vague and hypothetical, the opposite of Truth.

Seventh-Day Adventists:

the General Conference of Seventh-Day Adventists is the highest authority that God has upon earth.

Jehovah's Witnesses:

... alone are God's true people, and all others without exception are followers of the Devil ... At Armageddon all of earth's inhabitants except Jehovah's Witnesses will be wiped out of existence.

Mormons:

There is no salvation outside the Church of Jesus Christ of Latter-Day Saints ... everybody, unless they repent and work righteousness, will be damned except Mormons.

Christadelphians:

None but Christadelphians can be saved.

Islam:

Mohammed is the messenger of God ... the last, and final exponent of God's mind, the seal of the prophets.

The Divine Light Mission:

The Guru Marahaj Ji alone has the key to the knowledge of the source of God.

The Unification Church:

Only the Lord of the Second Advent, the Reverend Sun Myung Moon, will be powerful enough to complete the restoration of man to God.

(Krishna Consciousness:

Direct love for the Lord Krishna, in the form of chanting, singing and dancing, is the best way to rid the soul of ignorance.

Church of Scientology:

It is only through the exercise of the principles of Dianetics that there is real hope for happiness in this lifetime and the eventual-freeing of the soul from death.

The Children of God:

No power in the world can stand against the power of David. (This refers to David Berg, the sect's leader).

Catholic Church:

No one can be saved without that faith which the Holy, Catholic, Apostolic, Roman Church holds, believes and teaches ... the One True Church established on earth by Jesus Christ ... to whom alone it belongs to judge the meaning and interpretation of the Holy Scriptures.

These extravagant claims would be rejected by most experienced adults along with similar claims made by door-to-door salesmen and others. The problem is that they are often programmed into the brains of very young children before their minds are sufficiently immune to reject them.

It may be that the scale of this kind of *cognitive abuse* makes other forms of child abuse pale into insignificance by comparison of numbers.

In spite of these corporate claims and the consequences they have caused to millions, most members of these groups become less infected with PTV as they grow older.

Most of the faithful are people of genuine peace who quietly go about their business. They try to live by their creeds without bothering others at all. The silent majority are not the villains, so often they are the victims, too.

If there were ever such a thing as *absolute truth*, by its own definition, there could

only be one *absolute truth*. So, which truth is the 'true' truth?

As a philosophical piece of gamesmanship, this coveting of the label of *absolute truth* is not limited to religious doctrines, but spills over into political, business, sociological, and even economic theories, although the latter have fallen on hard times lately.

At first, adding PTV seemed to make a set of intellectual claims or doctrines superior to those that were not absolute, but time has shown the opposite to be the case. We know now that once the thinking effort switches to defence and support, (as it must if a doctrine is frozen as *absolute truth*) further growth and creative development are discouraged. The truth begins to lose its credibility as it begins to lose its relevance and its effectiveness.

PTV inevitably serves to undermine the doctrine it was originally meant to reinforce.

Two people can, of course, have two different points of view. Nothing odd about that. But, if each viewpoint is infected with PTV, if each believes his viewpoint is *uniquely right*, PTV can keep them fighting and bullying each other for some time.

Replace two people with two families, two communities, two groups, two religions or two nations and this pernicious truth virus can be passed on to each successive generation and the fighting and persecution can continue for hundreds of years.

It may be that Plato's truth virus has done more damage to Western civilisation than any human thinking device ever invented. It has been estimated that just last century alone more than 26 million Westerners have been killed by PTV. This does not include similar viruses that may infect non-Western societies.

Myths, Theories and Hypotheses

It does seem to be a genuine, legitimate and universal need of the human mind to create myths, stories, theories and hypotheses to explain and make coherent an unexplainable world.

Examples:

- When frightened by a thunderstorm some thinkers explained it as a burst of Zeus' anger. Others later said it's an electrostatic phenomenon.
- An illness can be seen by some as a voodoo spell or by others as a viral infection.

In an attempt to perform their function of making sense out of chaos, myths and scientific theories work on the same principle. The view that we humans build of our world is always a product of our imagination.

Your view of a situation is a cognitive phenomenon. In a situation, your experience of the situation is an electro-chemical event which takes place in your brain. The phrase '*your experience of the situation*' is important because it points to the uniqueness of your understanding of the situation. Others in the situation will also have their own unique experience of it. Which is right?

For example, I love movies. I am a regular movie-goer. I find movies to be great value. In movies, thousands of talented people spend thousands of hours and millions of dollars to create a product that I can enjoy for \$15. Where else do you get such enormous leverage of value?

When I tell you about a recent movie I have seen, am I telling you about the movie, or, am I telling you about my experience of the movie? When a movie critic writes about a movie, is she writing about the movie, or, is she writing about her *understanding* of the movie? Note the distinction.

There is a distinction and it is a crucial one. PTV is a problem because it can distort the host brain's ability to make this distinction. The virus-impaired brain may be unable to distinguish between its parochial experience and that of other brains.

The PTV-infected brain thinks its experience is *uniquely right*.

Bores and Bullies

The sick brain can cause people to become bores or bullies, I'm not sure which is worse.

The boring brainuser is one whose behaviour is wearying to others because he or she cannot stop their tedious, enthusiastic talk about their own interests and experience, not because others are interested but because PTV makes them assume others are interested. Many companies train their salespeople to become bores who annoy their prospects and prevent them from ever becoming customers.

It would be interesting to measure the profits lost to shareholders who have no idea what they are losing due to management's archaic, PTV-infected sales doctrines.

For example, one large, multi-level soap company has so bored the marketplace with its PTV-riddled training propaganda and Nuremburg-style sales rallies, that it's now too ashamed to mention it's own name to new prospects. Its sales agents are so embarrassed they won't even admit what brand they sell. It probably comes as no surprise that less than 2% of their sales agents ever make a profit.

Can you imagine a company achieving a state of affairs where they are actually frightened of their own name! Well, this company so contaminated the marketplace in America with its spooky tricks, that it's #1 competitor sued it for damages FOUR TIMES and won each time.

PTV can wreck a business like this. It can cause brainusers to automatically assume that other brainusers are aligned to their unique interests when they are so unlikely to be. It can assume others want "to share" when they do not.

Or, PTV can cause a brainuser to need, want, or demand others to share their 'uniquely right' experience of a situation. The infected brain can cause behaviour that even employs pressure, coercion or force to frighten or bully other brainusers to toe the line.

So much time, effort, peace and productivity has been wasted by nagging bores and tiresome bullies.

Yes, the human brain is an explanation-manufacturing mechanism but that's not the same thing as explaining. Do notice the difference. By creating explanations to fill in the gaps when needed, the brain helps to keep us mentally stable. This will always be a useful property of the human brain.

Thinking, being a thinker, having a healthy curiosity is a normal part of the functioning of a healthy human brain. What is not healthy or normal but is a very dangerous *cognitive disease* is the condition of the True Believer. In pop psychology terms, thinkers are OK but True Believers are NOT OK.

The symptom of the True Believer is the colloquial and very crippled viewpoint that says: "I have the truth" ... "My policy is the true policy" ... "My doctrine is good and your doctrine is evil", or, perhaps, "Wasn't I lucky to be born into that True Religion and now what are we going to do about you, unbeliever?"

It is difficult to imagine a more dangerous mental condition.

Some believe that religious extremism is a greater disease than political extremism. Commenting on the damage being done by religious extremists to the Australian Labour Party, Ben Chifley, the much-respected former Prime Minister of Australia, once said, "*The religious fanatic is far worse than the political fanatic.*"

In the Preface of his book, *The True Believers*, (Methuen 1986) Peter Bowler warns: *Here they come, the True Believers, wide-eyed and earnest; here they come, the devotees, the fanatics, the evangelists, the pilgrims, the worshippers, the contemplatives - clutching their hymns and invocations, observing their holy commandments and taboos, performing their sacrifices but, above all, believing. Believing in God, or in several gods, or even a goddess or two. Believing in the soul, in demons, in eternal forgiveness, in eternal punishment, in life after death, in assorted varieties of heaven and hell, in the power of faith to heal, to move mountains ...*

They are and always have been, the idealists of humankind. Seeking something beyond the material, something intangible, something to explain the unexplainable, something to assuage their fear of the uncontrollable, something to compensate them for the unacceptable, something to offer them a kind of dignity and power in the midst of indignity and impotence.

Let us not mock the True Believer for their idealism. But watch out for them - they can be dangerous. Combative people, they are, by nature; crusaders rather than compromisers. Because they are right, others are wrong. The sinful must be

punished, and who more sinful than the unbeliever? The more intolerant and warlike among them seek to punish the unbeliever in this life, with holy wars and inquisitions; the more benevolent and tolerant leave it to their God to punish the unbeliever with eternal torments after death.

From time to time history has thrown up a sect that is gentle and moderate and peace loving, like the Quakers or the Baha'i; invariably these sects are singled out for the most ruthless persecution at the hands of the True Believers.

When two religions are so similar as to be almost identical in every significant respect then take cover, because the conflict between them will be truly murderous. Buddhists and Presbyterians get along famously, but if you are selling insurance you would be ill-advised to set up shop in Palestine or Belfast.

For example, the number of Europeans who died or were killed as a result of the Crusades is put at approximately four million. The victims of the Inquisition, in Spain alone, included:

- 30,000 - burned at the stake
- 17,000 burned in effigy
- 290,000 punished by torture, prison or financial ruin.
- Of all these victims, most were women, 'heretics' and Jews.

Today?

That's all very sad, of course, but those medieval days are gone now, aren't they? Today we live in the Age of Aquarius, the new millennium, isn't all that truth virus stuff rather old hat and even slightly alarmist to us cool, laid-back, dudes? 'Fraid not! ...

For example, recent world's headlines were filled with stories about a group in Japan whose ideas are very much infected with the truth virus. *Time* magazine's cover story (April 3, 1995) is about a group that poisoned 3,000 Tokyo subway commuters with nerve gas.

Time reports, *In what could only have been a carefully coordinated, painstakingly*

planned atrocity, an apparently diluted form of nerve gas called sarin, a weapon of mass killing originally concocted by the Nazis, was placed simultaneously in five subway cars at morning rush hour, killing 10 victims and sickening thousands more. ... (later at the suspect group's compound) Policeman in protective suits with canaries emerged with ton after ton of chemicals--sodium cyanide, sodium fluoride, phosphorus trichloride, isopropyl alcohol, acetonitrile ... enough to kill 4.2 million people.

Later, it was reported that police found containers of a biological toxin called botulinum, one of the world's deadliest. *They found enough to wipe out the whole planet!* Presumably this would be justifiable, all in the name of truth. As a result of this atrocity "the Japanese have lost their trust in society," says sociologist Kenichi Tominaga of Keio University. "It will never be the same."

And the name of this post-modern group of the 1990's? Aum Shinrikyo which means - **Supreme Truth!**

PTV is not just a medieval curiosity. Today, PTV is still very much alive and may be living it up in your brain! Listen!

Experiment

Sit quietly now for about 3 to 5 minutes and notice the activity going on in your brain. Try to notice the thought patterns, the dissonance, the defences that PTV is working to preserve its survival.

What you have noticed about your thinking patterns and what, if anything, you have noticed about PTV's activities in your brain?

DAY 6 OF 37

So, I finally get to come out of the closet. Although I've never, ever denied it, I've always been a little reticent to proclaim the fact that – *I am a bright!* What about you? Do you want to come out of that dark old closet with me? Are you a bright?

The convenience of the internet makes it possible for you to come out online right now at <http://www.the-brights.net>

What exactly is a bright? A bright is defined as a person *whose worldview is naturalistic (free of supernatural and mystical elements)*. Brights are everywhere. They live in your street. They do business with you. They sit next to you on trams, at the footy and at the pub. Brights come in every size, shape and colour. They are parents, partners, lovers, aunts and cousins. Your ten-year-old might be a bright. Your next date may be a bright. Your family doctor may be a bright. Your Head of State may be a bright (His Excellency Bill Hayden admitted he was an atheist). There are even brights in foxholes and, as a young digger, I served with them in the 60s in Viet Nam.

Brights are not believers in gods and goddesses, angels, fairies, spirits, crossing over, ghosts, voodoo, snake-handling, astrology, faith-healing, indulgences, crystals, limbo, hell or purgatory. Brights may say they are a Gemini and go to occasional religious events to be polite or to appease their friends and families or just to enjoy some enduring cultural feast but they really do not believe in the Resurrection, the Assumption, the Pilgrimage, or the Sabbath.

Your own family's brights may go along with Halloween, Channukah and the Haj out of respect or even out of fear but they really don't believe. Even your Santa may be a bright. I know, because I am. I've been Santa at the local pre-school for over a decade. I try very hard to be a convincing Santa and to meet all the seasonal expectations of the wide-eyed kids and their doting parents but I'm really just a friendly old fraud in a bad beard.

While no two brights are alike and they all differ on many things and in every possible way they do share a worldview free of supernaturalism. Their ethics are based on their understanding of a naturalistic worldview. *Brights* may be: Atheists, Agnostics, Freethinkers, Humanists, Non-Religious, Non-Practicing, Objectivists or Skeptics.

Some brights are famous. Freud was a famous bright. The Austrian pioneer of psychoanalysis said: "In the long run, nothing can withstand reason and experience, and the contradiction religion offers to both is palpable ... The whole thing is so patently infantile, so foreign to reality, that to anyone with a friendly attitude to humanity it is painful to think that the great majority of mortals will never be able to rise above this view of life." When Mark Twain, the American humorist, was once asked whether he feared death he said that he did not, in view of the fact that he had been dead for billions and billions of years before he was born, and had not suffered the slightest inconvenience from it. Katherine Hepburn, when asked in an interview, replied, "I'm an atheist, and that's it. I believe there's nothing we can know except that we should be kind to each other and do what we can for each other."

Quentin Crisp, the English actor and gay rights campaigner recalled: "When I told the people of Northern Ireland that I was an atheist, a woman in the audience stood up and said, 'Yes, but is it the God of the Catholics or the God of the Protestants in whom you don't believe?'" Beatle and songwriter, John Lennon, may have been a bright when he wrote:

*Imagine there's no heaven,
It's easy if you try,
No hell below us,
Above us only sky,
Imagine all the people
living for today*

*Imagine there's no countries
It isn't hard to do
Nothing to kill or die for
No religion too*

Other celebrity brights are the Australian philosopher Peter Singer, the Iceland singer Björk , the cosmologist Carl Sagan, the feminist Virginia Woolf, the Chinese

leader Mao Zedong, the activist and scientist Noam Chomsky, the Nobel microbiologist Francis Crick, the inventor Thomas Edison, the magicians Penn and Teller, the poet Lord Byron, the Cuban dictator Fidel Castro, the British marketing genius Sir Richard Branson, the filmmaker Woody Allen, the sci-fi writer Isaac Asimov, and the actor who recently died Marlon Brando.

Could even a god be a bright? In our relatively short human history there have been many leaders who have claimed to be divine and no doubt many more who have acted as though they were. Only a few like Jesus, Caesar and Kundun, the Dalai Lama, have ever had their claim of divinity widely acknowledged by their constituencies. I've had several meetings with Tenzin Gyatso, the Dalai Lama of Tibet and I do hold him in high regard. In New York in 1981 I once asked him, rather tactlessly, if he could design a new religion. The meeting was recorded and here is our exchange:

Your Holiness, if you were asked to design a new religion, what would be some of the features that you would want to include in this new religion?

(Laughing) I cannot answer that!

Look at it as a design project.

There is no need to ask me such questions, Michael. (laughing)

(Laughing) Yes. It is a trick! It's a trick question, Your Holiness, but you have my permission to answer it.

Oh, a trick! (laughing) Then I will answer ... Hmmm.

More simpler, more effective religion. I think that I already, you see, have made an effort to promote the "Universal Religion" - that is, the practise of COMPASSION. Irrespective of whether you are a believer or a non-believer, if you are a *human being* you do need kindness.

Kindness ... compassion ... this is my universal religion. Simpler. Without any philosophy. You know through your own experience

how much is the value of your parents' kindness. When your mother showed a kindly attitude toward you, you appreciate it very much. Without your parents' compassion, you would not survive, you could not live. You see, here there is no need to prove!

No need for logic!

No need for religion!

No need for temple!

So now, that is the real religion. I am trying as hard as I can to propagate that ... to teach this simpler approach. Compassion, more compassion!

Of course, not all brights know they are now called 'brights', since this terminology has only recently been introduced. Last year, Oxford Professor Richard Dawkins wrote in *The Guardian* (June 21 2003): "*Bright* is the word, the new noun for *atheist*. I am a bright. You are a bright. She is a bright. We are the brights. Isn't it about time you came out as a bright? Is he a bright? I can't imagine falling for a woman who was not a bright. Numerous intellectuals and other famous people are brights. Brights constitute 60% of American scientists, and a stunning 93% of those scientists good enough to be elected to the elite National Academy of Sciences (equivalent to Fellows of the Royal Society) are brights. Look on the bright side: though at present they can't admit it and get elected, the US Congress must be full of closet brights."

Originally published in the *New York Times* as an article called *The Bright Stuff* (July 12, 2003 Daniel C. Dennett, the distinguished professor of philosophy at Tufts University and most recent author of *Freedom Evolves* had this to say: "I recently took part in a conference in Seattle that brought together leading scientists, artists and authors to talk candidly and informally about their lives to a group of very smart high school students. Toward the end of my allotted 15 minutes, I tried a little experiment. I came out as a bright. Now, my identity would come as no surprise to anybody with the slightest knowledge of my work. Nevertheless, the result was electrifying. Many students came up to me afterwards to thank me, with considerable passion, for "liberating" them. I hadn't realized how lonely and insecure these thoughtful teenagers felt. They'd never heard a respected adult say,

in an entirely matter of fact way, that he didn't believe in God. I had calmly broken a taboo and shown how easy it was. In addition, many of the later speakers, including several Nobel laureates, were inspired to say that they, too, were brights. In each case the remark drew applause. Even more gratifying were the comments of adults and students alike who sought me out afterward to tell me that, while they themselves were not brights, they supported bright rights. And that is what we want most of all: to be treated with the same respect accorded to Baptists and Hindus and Catholics, no more and no less.”

Not everyone is happy about Bright rights. As you would expect, there has been the usual hand-wringing by those fearful critics who say the word ‘bright’ has been hijacked. But language is organic, it evolves, it’s normal. *Coke*, a polluting fuel becomes a popular drink. *Virgin* becomes a record label. A *gay* is now a homosexual. And now a *bright* is an atheist. Get over it!

There are also those who mischievously pretend to confuse the noun with the adjective in order to claim that some kind of atheistic arrogance is afoot. The adjective *bright*, means everything from sunny, dazzling and radiant to clever, gifted and cheerful and is quite a distinct connotation. It’s not rocket science to differentiate between a noun and an adjective and any school kid can do it so there’s no need to go to the trouble of getting them confused.

Brights are NOT claiming to be cleverer than believers they are just standing up for their rights. A bright (the noun) is the new word for *an* atheist. Brights specifically use the noun NOT the adjective. Are there dim and dull brights? Certainly. Are there bright and clever believers? Of course there are. One can simply note the distinction between the noun and the adjective.

Will we soon be seeing Bright Pride marches? Will Melbourne soon have its Bright Mardi Gras to rival Sydney’s Gay and Lesbian civil rights event? Maybe, maybe not. But, if you are a bright and you are considering this issue you can visit the sites listed below.

So, come on out of the closet – it may just be a bright idea whose time has come!

You can visit these Bright sites:

<http://www.the-brights.net/>

<http://www.visi.com/~markg/atheists.html>

<http://ase.tufts.edu/cogstud/~ddenett.htm>

<http://www.world-of-dawkins.com/index.shtml>

<http://www.schoolofthinking.org/>

<http://www.randi.org/>

<http://www.skeptic.com/>

<http://www.secularhumanism.org/ahal/nhm.html>

<http://www.teachingaboutreligion.org/>

<http://www.dangerousgames.com/~ironwolf/philosophy/bright-idea.html>

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On reading these lessons about PTV I am often asked by trainees: *But, aren't these lessons The Truth?*

I usually answer something like: *No. These lessons are not The Truth.*

Research

The different views offered in these lessons may not be the ones pushed by many of the mainstream authorities but they are researched and presented in good faith. The facts stated can easily be checked out with your own research and I encourage you to do so. [Google makes it much easier for you to do this.](#)

Mistakes and Faults

Where SOT trainees have found faults or where mistakes have been brought to our attention they have been rectified and there are, no doubt, many more flaws in these imperfect lessons.

Provocation and Tactlessness

Although these lessons may be presented somewhat tactlessly they have value in the provocation they give to those who are willing to explore them. Since we are exploring the subjects of 'truth' and 'thinking' we cannot avoid exploring the history of religion and science. Discussing religion without deference sometimes seems tactless and is too much for some people but is refreshing for others. The individual thinker must make up his/her own mind on this.

Not 'The Truth'

They are certainly not The Truth to be believed in. That would be exactly the opposite of the purpose for these lessons. Their value lies in the thinking you do about them and the effort you take to form your own opinions.

Always remember, if you don't do your own thinking, someone else will do it for you.

Whoever undertakes to set himself up as a judge of Truth is shipwrecked by the laughter of the Gods.

- Albert Einstein, thinker and scientist

Anytime someone says something with great confidence, check to see whether or not it's true!

- Noam Chomsky, cognitive scientist and activist

Now let's continue our exploration of Plato's Truth Virus or meme. If Plato was the hacker who invented the truth virus, Aristotle was the first to package it into a powerful cognitive operating system or thinking software package.

Aristotle started as a student in Plato's academy and remained there for twenty years until Plato, his mentor, died. By the time Plato died Aristotle was thoroughly infected with his mentor's truth virus and did much to establish 'the search for certainty' as the basis of all intellectual endeavours.

Aristotle became a passionate and obsessive truth freak. Plato only went as far as saying that truth was what lay at the long end of a thinker's search, an ultimate destination. Not enough for Ari ... No sir! Aristotle said "I want truth! I want it here! I want it now!"

Aristotle went on to insist that the ordinary fuzzy jumble of our daily reality was just not tidy enough. So, to bring order to the world he imposed a kind of truth template over everything.

Mail sorting and Labelling

Aristotle's medium was language. He assumed that the certainty of words could give certainty to the ineffable flow of experience. The untidy chaos of reality offended Aristotle's ordered, PTV-infected mind so he decided to break everything up into pigeonholes and categories - kind of like mail sorting and labeling.

This goes here, that goes there, stick this label on this and that label on that! Let's just tidy everything up. Yes sir. A place for everything and everything in it's place was Aristotle's motto.

In his classifying fervour Aristotle made up pigeonholes and sorted our daily reality into them. He tried to invent slots for everything. For example, he set about sorting 'government' into categories like: 'constitutional', 'tyrannical', 'monarchy', 'aristocracy', 'oligarchy', 'democracy'.

He then got busy breaking everything up into subjects like: politics, ethics, rhetoric (speech-making), metaphysics, physics, biology, meteorology. Finally, he invented his very own thinking software called logic.

Aristotle's Silly Syllogism

Aristotle's thinking software was already infected with the Plato Truth Virus from day one. For logic, Aristotle invented his silly syllogism. I say it's silly because it lacks wisdom and sense.

The syllogism starts with the so-called 'truth' as its premise. Then one simply matches up items that come along and out pops your conclusion. Simple really ... and very silly.

For example:

TRUTH: All swans are white.

ITEM: This is a swan.

LOGICAL EXTENSION: Therefore it is white.

Or,

TRUTH: Salespeople tell lies.

ITEM: Amy is a salesperson.

LOGICAL CONCLUSION: Therefore Amy is lying.

Or,

TRUTH: Our church is the right church.

ITEM: You are not a member.

LOGICAL CONCLUSION: Therefore you are wrong.

Or,

TRUTH: The earth is flat.

ITEM: Therefore it has an edge.

LOGICAL CONCLUSION: Therefore you will fall off the edge if you go too far from shore.

Or,

TRUTH: The President is the law.

ITEM: The President did something.

LOGICAL CONCLUSION: Therefore it is legal

(Aristotle's Logic software caused Nixon to believe this was so).

Or,

TRUTH: A boss's opinion is best.

ITEM: You are not a boss.

LOGICAL CONCLUSION: So when we want your opinion we'll give it to you.

No Contradictions, Please!

For Aristotle, just thinking wasn't good enough. No, you have to think logically. Logic is obsessed with hunting down contradictions. In logic, a thing cannot be in box A and box NOT A at the same time. No, it must be sorted and classified into the 'correct' box.

Although real life is full of contradictions and paradoxes (is the glass half full or half empty?) this was just not good enough for our man Aristotle. Things must be cut up into pieces like a jig-saw and then sorted into their 'true' categories.

Judging Right from Wrong

Life, according to Aristotle, is a matter of sorting things out into 'right' and 'wrong'. Judgement is the key activity. This is right. That's wrong. I'm right. You're wrong. This is black. That is white. This is American. That's un-American. This is good. That is bad. This is the right answer. That is the wrong answer.

Greyness? Fuzziness? Uncertainty? Open-endedness? Contradiction? Paradox? Well, we cannot have that sort of thing around here. You've got to sort things out! Clean up your act! Get things right! In Aristotle's Lyceum, everything was covered by rules, rules, rules. The living arrangements, the study courses, the timetables were all dominated by rules and regulations.

Ancient Software

Aristotle craved order. He loved the order that his classifications brought to his ideas and thoughts. He assumed that the same order that he found he could impose on words and language could also be imposed on the real world. Many have made the same mistake.

Aristotle's cognitive operating system, logic, has dominated Western education for far too long. How come we still think this way 2500 years after old Ari joined Socrates and Plato on Mount Olympus? How come this ancient software has survived so long? Who kept it alive? Who spread it around? Who programmed it into your brain? We will discuss this next chapter.

Let's Be Fair

Having said all this, let's now be fair. Of course, Aristotle made a great contribution that was needed at the time. My point is how the use of logic has been subsequently distorted by people, institutions and societies. What I am doing in the lessons is a few things:

- being deliberately provocative
- balancing some of the obsession with 'logic' by attacking its 'mystique'
- referring to the less precise 'common usage' of logic not the 'academic precision' of logic as Aristotle himself set it out. Often when the average person says 'salesmen tell lies' they behave as though they really said 'ALL salesmen tell lies' etc.

Beyond Critical Thinking

It was the School of Thinking which introduced the idea of 'teaching thinking as a skill' into the [schools in the US](#).

By 1983, SOT thinking lessons had already reached over 50 million people. This was though SOT's *Learn-to-Think Project* which I started with Edward de Bono in 1980 in New York.

Edward and I co-authored a book, *The Learn-To-Think Course-book* (Second Edition, 1982, Capra New, Santa Barbara), in which he wrote the following:

What would I expect from a member of the School of Thinking?

I would expect a trained person to possess a great deal of wisdom and common sense. This arises from an ability to see any situation in a broad perspective. Wisdom is quite different from the sort of cleverness that is taught in school. Cleverness may be alright for dealing with puzzles but wisdom is required for dealing with life.

We tried to encourage teachers to teach their students to go beyond critical thinking to lateral thinking. In SOT training, the only thing you are asked to criticise is your own thinking.

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In the last few lessons we looked at PTV - the Plato Truth Virus. We saw how the 'thinking' hackers of ancient Athens - Socrates, Plato and Aristotle - fooled around with 'thinking' software and how they developed and packaged the concept of 'absolute truth'.

These next few lessons we'll explore how PTV was picked up and spread throughout the Western world, infecting millions of minds and killing millions of human beings and still flourishing 2500 years later.

In tracking the spread of a virus, we can try to find our way back to the identification of its Patient Zero. Who was the first patient who really got the virus going? Who was the one to spread it around enough to let it take hold?

Well, when it came to the spreading of Aristotle's Logic Software (already infected with PTV) no-one was more successful than a young Italian nobleman called Thomas Aquinas.

Doctor Truth and The Truth

Born, in 1225, into powerful nobility near Naples, Aquinas outraged his family when he decided to become a Dominican friar. When it comes to truth freaks, Thomas was one of the greatest ever. He was Doctor Truth himself!

Thomas discovered a new translation of Aristotle from the Greek and so he set out to synthesise Aristotelian ideas in such a way that it was useful for defending The Truth.

Of course, as far as The Truth was concerned, there was never any doubt for our Fra Thomas. No need to look around. No need to search. He already knew exactly where and exactly what The Truth was. There was no further search required for The Truth as far as Aquinas was concerned. Just a matter of defending it and preserving it from any attempt to change it.

The Truth, proclaimed Thomas, was the teachings of the Church. And whose church might that be, Thomas? The Muslims? The Buddhists? The Jews? Picture Thomas opening the envelope, "And the winner is ... The Catholic Church".

That's it! Nothing else. Stop looking. Here it is. The lucky winner!. Well, now, the winning True Church also happens to be YOUR church, Thomas old chap. What a coincidence! What a stroke of luck!

As it happened, Thomas' Church was an information monopoly. All European universities were run by the Church with head office in Rome. Rome literally owned all of knowledge and was busily exporting its corporate education system. The powerful but flawed thinking software, logic, was the cognitive operating system they used, courtesy of Aristotle via Aquinas.

This educational enterprise amounted to programming brains with what the church taught - verbatim - and repeating it back again. Scholarship was reduced to mere defence of Vatican teachings, which were known collectively as - The Truth.

Only Microsoft's export of Bill Gates' DOS has ever rivalled the Vatican's export of Thomas Aquinas' PTV.

Today, there are around 170 million PC users in the world and when they turn on their desktop or laptop computer the first thing 150 million of them see is "MS-DOS". This is an amazing accomplishment for Bill Gates and Microsoft in less than 20 years.

This is only beaten by the fact that all 170 million PC users are also necktop users. And, all 170 million are using a Vatican-exported logic operating system to work their necktops computers so they can work their PCs!

In the original Thomist Aristotle neuroware the logic operating system worked like this:

TRUTH: Vatican teaching is The Truth.

ITEM: using Aristotle's logic to match things up, we are meant to ask: Does ITEM

match TRUTH?

LOGICAL CONCLUSION: If YES, then it is RIGHT and it is TRUTH. If NO, then it is WRONG and it is HERESY.

Even people with the most superficial knowledge of history know what happened to heretics.

Truth Machines

I was once in Amsterdam and paid a visit to the notorious Inquisition's Torture Museum. This popular tourist spot features a collection of the 'truth machines', the extraordinary array of macabre machines, racks, tongs, and spikes.

These and other implements of torture were used by the Inquisitors to 'purify' the heretics. One could only marvel uneasily at the cold-blooded ingenuity that went into the design of these instruments of truth.

The Inquisitors, invariably, were Fra Thomas' fellow Dominicans. They were quite willing to inflict [unspeakable horrors](#) on thousands upon thousands of fellow human beings just for disagreeing. Thomist Aristotle doctrine could show up any contradictions.

It could show that their point-of-view did not exactly match The Truth and so they were heretics. Cut out their tongues! Crank up the rack! Get me the branding iron! Off to the stake! It still sends [shivers up my spine](#).

'Angelic Doctor' Truth

In the fourteenth century, the 'Angelic Doctor' was canonised for his great contribution to the defence of truth and Saint Thomas Aquinas became a kind of god in the church. There even is a famous painting by Zurbaran called 'The Apotheosis of St Thomas Aquinas' which shows Thomas, resplendent on a cloud in heaven in those frightening Dominican Inquisitorial robes, with popes and scholars at his feet. And below on earth, other popes and cardinals look up and pray to him in admiration.

John XXII said that to deny Aquinas was tantamount to heresy. Later, in 1879, Pope Leo XIII proclaimed that Thomist Aristotelian doctrine should be accepted as 'the

official doctrine of the church'.

Exporting the Virus

Since Aquinas imbedded Aristotle's logic into the Vatican's education system it has become the main thinking software of Western civilization, wherever it has been exported.

Since then, 'The Truth' has been carried to all parts of the world with missionary zeal. In fact, Western education may be medieval Europe's most successful export.

Australia is a good example. Although Australia is geographically in South East Asia, it has culturally been in Europe for the past 200 years. At that time, along with rabbits, the Western education system was imported into Australia.

Since World War II, however, Australia has become less Eurocentric and more Euro-Asian. Australia is now one of the world's most successful multi-cultural societies. Accordingly, 'unique rightness' has become a less useful cognitive asset to Australians than 'tolerance and plurality'.

Today, Aussie kids are less interested in defending a medieval European truth and are more interested in designing new Aussie truths that are useful and relevant to life in the Third Millennium.

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Anyone who consciously and wantonly attacks known truth, who arms himself with falsehood in his speech, his writings, or his conduct in order to attract and win over less learned men and to shape the inexperienced and impressionable minds of the young to his own way of thinking, takes advantage of the inexperience and innocence of others and engages in an altogether despicable business.

~ Pope John XXIII (*Ad Petri Cathedram*)

I am aware that when even the brightest mind in our world has been trained up from childhood in a superstition of any kind, it will never be possible for that mind, in its maturity, to examine sincerely, dispassionately, and conscientiously any evidence or any circumstance which shall seem to cast a doubt upon the validity of that superstition.

~ Mark Twain, American thinker and humorist.

When thinking about thinking, there are two contrasting approaches we can bear in mind: Authoritarian and Sovereign.

The Authoritarian approach is all about someone else doing your thinking for you. That's where THEY say: Do what you are told! Trust us. We know what is best for you. We are the chosen ones. We are right and you are wrong. You wouldn't understand. Do not question our authority. When we want your opinion we'll give it to you. And so on.

The Sovereign approach is all about you doing your own thinking for yourself. That's where YOU say: Why? Why should I do as you say? Where do you get your authority? Why is this so? Why? Why? Why? What have you not told me? What bits have you left out? What proof do you have to offer? I'll think about your proposition and I'll let you know what I have decided. I reject your claim to authority over my mind. I abhor your attempt to bully me. I assert my individual sovereignty as a thinker. And so on.

On Sovereign Thinkers, Religions, Belief Systems and PTV

It is important to emphasize here that it is the right of a sovereign thinker to think what s/he likes and to believe what s/he wishes as long as they do not prevent other sovereign thinkers from doing the same.

A thinker respects the right of individuals to believe in any of the wide variety of human belief systems. This religio-diversity is a testimony to the richness and imagination of human thinking. In Australia, for example, there are 270 distinct religious groups.

Many people derive benefits from believing in UFOs, angels, gods and goddesses, supreme beings, trinities, earthly incarnations or heavenly reincarnations, stars, fortune-tellers, dreams, scientific discoveries, miracles, snake-handling and so on.

One respects these believers in the way Voltaire found he could respect others without having to agree with them. What a thinker does not respect but fears, is PTV.

For example, one respects the sovereign right of a Christian to believe in Jesus or a Muslim to believe in Allah or an Atheist to believe in nothing. One does not respect an authoritarian Christian or Muslim or Atheist infected with PTV who feels that their belief is 'The Truth' and others should be made to 'toe the line or else'! A truth may be right enough for the person who uses it but not right enough to force another person to use it.

In the past few chapters we've been looking at some of the consequences of the authoritarian approach to thinking proceeding from the ideas of Plato, Aristotle and Aquinas. But the richness of human thinking has produced other alternatives and now we can examine the ideas of some who have given their support to the sovereign approach to thinking.

There are many, of course, but let's meet one of my personal heroes. This man, like Thomas Aquinas, was also a monk. He was only a peasant German monk yet he defied the greatest authoritarian power in history.

The Sovereign Thinker

"It is not safe to act against your own conscience". So said Martin Luther and with those words began the world's biggest movement away from authoritarianism towards individual sovereignty of thinking.

Luther's rebellion against the authority of the Pope provided the trigger that set off a chain of events which went on long after he died. His challenge to authoritarianism led on to the splitting of the Church, the destruction of the Pope's temporal power, the bursting of the Church's monopoly on The Truth and a greater freedom of people to question things without automatically being treated as heretics. Those of us who cherish personal freedom owe a lot to Luther. What kind of man would defy a pope?

Martin Luther was born in 1483 into a peasant mining family in Germany. At fourteen he showed sufficient promise to be prepared for university. By then his father had risen to be manager of a group of smelting works and could afford for his son Martin to read Law.

So Martin went to Germany's top University of Erfurt and graduated in Law, second in his class. Everyone knew that he had a promising law career ahead of him. But no, Martin changed his mind and one day he suddenly decided to join an Augustinian monastery and changed his direction from Law to Theology.

He began to absorb the predestination ideas of Saint Augustine that men are sinners (Original Sin) and are therefore predestined to whatever God has in store for them. Such a point-of-view reduces the role the Church plays in mediating a person's salvation.

At that time, Rome claimed that it, and it alone, had the only ticket to salvation. If you wanted to get to Heaven then you bought your ticket from its representatives on the only flights scheduled to get there. "You fly with us. You buy our ticket or you don't go to Heaven at all! That's it. Take it or leave it. You're in or you're out".

The Scheme

The Pope, the Roman Curia and clerics feathered their nests (amassing huge fortunes) by selling to the True Believers tickets to Heaven in the form of indulgences. This is how they pulled it off. In all their Holy Authority, the popes and clergy would draw up long lists of activities relating to everyday human behaviour and position them as 'sins'. So, every day when you committed your 'sins' you attracted debits points that prevented you getting into Heaven.

Then, cleverly, Rome drew up a catalogue of indulgences. Indulgences were credit points you could collect to wipe out the debit points you had in your account from your daily 'sins'. And, if you collected enough credit points, well, the Church could get you into Heaven.

Recently, on a holiday in Bali, I came across this extract which has a similar view on indulgences in a very amusing book by Anthony Bourdain called *Kitchen Confidential*. He writes:

"The crusaders of yore, it is said, used to stop off at the local church or monastery before heading off to war; where they were allowed to purchase indulgences. This was sort of like a secured pre-paid credit card from heaven, I imagine, and negotiations probably went something like this ...

'Bless me, father, for I am about to sin. I plan on raping, pillaging and disembowelling my way across Southern Europe and North Africa, taking the Lord's name in vain, committing sodomy with all and sundry, looting the holy places of Islam, killing women and children and animals and leaving them in smoking heaps ... as well, of course, as getting up to the usual soldierly hijinks of casual eye-gougings, dismemberment, bear-baiting and arson. Given this sinful agenda, padre, how much is this gonna cost me?'

'That'll be a new roof for the vestry, my son, perhaps a few carpets from down there. I understand they make lovely carpet where you'll be goin' ... and shall we say fifteen per cent off the top, as a tithe?'

'Deal.' 'Go in peace, my son.'"

Collecting Heaven Points

This was a brilliant scheme! Through indulgences, Rome had invented a kind of Holy Currency of its own. These were Heaven Points which members needed to collect to pass through the Pearly Turnstile into the 'Members' Only' enclosure in Paradise. Just like winning FlyBuy points to get a weekend at Crown Casino. This became the world's first loyalty marketing or frequent flyer program and has subsequently built The Vatican into most powerful, multi-national, private enterprise in human history.

As a member, how did you collect the credit points? Why, you bought them, of course. The Catalogue of Indulgences listed matching Heaven Points for even the wickedest crime. Murder had its price-tag and could be absolved for 20 crowns. An assassination could be absolved for 300 lives.

But mostly, it was just the humdrum everyday human activities like gossip, smoking, masturbation or telling lies which were proscribed as sins and attracted ongoing debit points.

Pay Your Money, Collect Your Points

The 'Indulgence Scheme' with its Catalogue of Indulgences meant that members had to make regular purchases of Heaven Points. These credit points (known as Sanctifying Grace) were the currency you needed to save to buy your permanent condo in Paradise just like you need to save your Aussie dollars if you want to buy a condo in Surfer's Paradise. "Step right up folks. Pay your money. Collect your points. Step right up sinners! Get your Heaven Points here. How many do you want? How much money have you got? Don't push, there's plenty for everyone".

As a product, Amway's 'special soap powder' trails a very long way behind the 'sanctifying grace' of Vatican Inc.

"Absolute Power Corrupts Absolutely"

Brother Martin was already dissatisfied with the Church's claim to being God's exclusive 'travel agent' and so on his visit to Rome he was deeply depressed and revolted upon seeing the spoils of the indulgence scheme that had been collected from the faithful and displayed in the decadence and opulence of the court of Pope Leo X.

Today we are used to modern popes who live in a much more tolerant and multi-cultural world. A lot has changed since a fourteenth century John XXII said that to deny Aquinas was tantamount to heresy. Could you ever imagine a twentieth century John XXIII saying such a thing?

The papacy is an extremely difficult job yet Papal prestige is now at an all time high. Most modern popes appear to have been men of goodwill who seem to have tried very hard to balance the enormous burden of their office with the exigencies of a free society. That they have done so with such popular success is an extraordinary example of modern leadership.

For example:

- John XXIII, said "I am not infallible" and called Vatican II to demonstrate it.
- Paul VI showed great compassion to clergy opposing celibacy releasing them from their vows.
- John Paul I wanted to clean-up the Vatican bank for which some, like investigative journalist, David Gallop, say he was murdered.
- John Paul II was wounded and very nearly assassinated for helping Ronald Reagan to defeat the 'evil' Russian Empire.

Today's popes are popular superstars who draw huge crowds wherever they go. But this was not always so. In the past, why did so many men, on securing the papacy, become corrupt?

Many have written about the extremes of papal corruption throughout history. Lord Acton wrote on the papacy that 'power corrupts and absolute power corrupts absolutely' and it may explain the long history of the papacy's libido dominandi, its

insatiable lust for power.

Luther's pope was one of the most infamous. He was the youngest cardinal ever. Given a Red Hat for his thirteenth birthday he became pope when he was 38. It is recorded that as the triple tiara hit his head, Pope Leo X turned to his illegitimate cousin, Giulio de' Medici, and exclaimed, "Now I can really enjoy myself".

And he did!

Leo took papal greed to new heights that trivialize the worst excesses of the 1980's. Instead of giving everything up for Christ, Leo grabbed everything he could, in Christ's name. History records the following:

- ↳ Leo had 683 courtiers on his payroll, an orchestra, a theatre and a menagerie of wild animals including a White Elephant that would bow to Leo three times.
- ↳ Leo gave Bacchanalian banquets of 65 courses featuring such delicacies as peacock' tongues, nightingales flying out of pies and naked boys jumping out of puddings.
- ↳ Defying canon law, Leo planned hunting trips for weeks on end.
- ↳ His Roman brothels, with 7,000 registered prostitutes in a population of 50,000 still didn't bring in enough income for Pope Leo.
- ↳ He was a gambler and big spender borrowing vast sums from bankers at 40% interest.
- ↳ Although simony - the buying and selling of sacred things - was a crime, Leo invented 2,150 papal offices and positions and auctioned them off. Cardinal's Red Hats went for around 30,000 ducats. And so on.

The 'St Peters' Scam

But it was Leo's ultimate act of obscene greed and blasphemy that finally pushed our hero Luther into action. In 1517 Pope Leo X, in cahoots with Prince Albert Hohenzollern, pulled a major scam on the long-suffering German people.

Leo offered to sell Albert the See of Mainz and the Primacy of Germany for 30,000 ducats. But, since Albert didn't have the money they conspired to raise the cash by selling indulgences to the German people saying the money was going into a building fund for St Peter's in Rome.

Luther's Pamphlets

Luther fought back with a new weapon. Luck was on Luther's side. Gutenberg had only recently invented the printing press and Luther not only officially submitted his arguments in Latin to ecclesiastical authorities but also wrote them in his native German tongue and published his pamphlets for general distribution to the German people.

This general distribution was a major new development the importance of which cannot be over emphasized. In one of his pamphlets he described Leo's papacy as: 'more corrupt than any Babylon or Sodom ever was ... It is a distressing and terrible thing to see the Head of Christendom, who boasts of being the Vicar of Christ and successor to St Peter, living in a worldly pomp that no King or Emperor can equal; so that in him who calls himself most holy and most spiritual there is more worldliness than in the world itself'.

Distribution of Luther's pamphlets to the general public broke the Church's monopoly on information and his arguments directly challenged the Pope's authority. The people and the local German princes had enough! They stood behind Luther and protected him from the wrath of Pope Leo who, of course, excommunicated him. When Luther received his copy of the Pope's Bull of Excommunication, he simply burnt it in defiance, saying, "*The die is cast. I despise the fury and favour of Rome. I will have no reconciliation with the pope for all eternity.*"

Sovereign Thinker

He was deeply flawed as an anti-Semite and did a great deal of harm to his Jewish brethren. in spite of that, I still feel these words above are enough to make Martin Luther one of the greatest sovereign thinkers in history and his example of defiance can be followed.

Using the new technology of the printing press to spread his ideas, Luther became the first thinker ever to bring his argument to the general public. His example, soon followed by others like Calvin, began the unravelling of the authority of Rome that led to the Reformation.

Inventor of the Media

If Gutenberg was the inventor of the printing press, perhaps Martin Luther can be considered the inventor of the media, free speech and the right for individuals to think for themselves.

Modern Martins

To my mind, there are many modern day "Martin Luthers" who are willing to defy the pope. For example, there are the highly publicised Madonna's and Sinead's of the world. But there are also, like Brother Martin, the clergy of the church. There are the many nuns and priests like the Australian priest, Father Paul Collins, who has defied the pope in his expose on modern day 'Papal Power' which is the name of his book wherein he says, "Just as the model of the absolute monarch or dictator places the ruler not only above the state and its laws but above society itself, so the papalist interpretations of primacy and infallibility [make] the Pope into some type of solo guru and intermediary between God and the church."

For these and other words, Father Collins has already suffered at the hands of the Vatican's authoritarian inquisitors and his Australian Constitutional rights may have been illegally contravened.

The Internet

Perhaps the Internet is the next biggest leap for sovereign thinkers since the printing press. Perhaps the www is becoming the new medium that will provide a fresh hope for individuals who wish to think for themselves and who, like Brother Martin, wish to defy the authoritarianism that still exists in many of today's institutions in Big Government, Big Religion and Big Business.

DAY 10 OF 37

If we all worked on the assumption that what is accepted as true is really true, there would be little hope of advance.

~ **Orville Wright**

I formerly thought that when a tendency to produce the two sexes in equal numbers was advantageous to the species, it would follow from natural selection, but I now see the whole problem is so intricate that it is safer to leave its solution to the future.

~ **Charles Darwin**

*It is almost unbelievable how much the atmosphere changed as a consequence of the publication, in 1859, of *The Origin of Species*. Our whole outlook, our picture of the universe, has changed, as never before. The Darwinian revolution is still proceeding. But now we are also in the midst of a counter-revolution, a strong reaction against science and against rationality. I feel that it is necessary to take sides on this issue.*

My position, very briefly, is this. I am on the side of science and of rationality, but I am against those exaggerated claims for science that have sometimes been, rightly, denounced as 'scientism'. I am on the side of the search for truth, and of intellectual daring in the search for truth; but I am against intellectual arrogance, and especially against the misconceived claim that we have the truth in our pockets, or that we can approach certainty. It is important to realize that science does not make assertions about ultimate questions about the riddles of existence, or about Man's task in this world.

~ **Karl Popper**

The Truth does not exist in science. There ARE truths in science but there is no such thing as one ABSOLUTE truth. There are only truths that are more likely than other truths.

Science is uncertain. You cannot prove anything in science (in the absolute sense) because science is based on evidence. And, as time passes, there is always more and more evidence.

In science, at any particular time, the balance of evidence supports one point of view or 'truth' as being more likely than any other 'truth'. But, as history has

shown, new generations of scientists soon find new evidence, have new ideas and design new paradigms - new ways of looking at the world.

This phenomenon is so well respected by scientists that, as Darwin said in the quote above, they can rely on it happening. Three generations later, Sir Ronald Fisher, the geneticist and father of modern statistics, solved the problem that Darwin had deliberately procrastinated.

So, science then updates itself by displacing the previous truth with the new 'more likely' truth. This is the scientific process - the search for more likely truths - that continues and continues on into the future. This uncertainty of science accounts for a lot of its progress.

Replacing Old Truths With New Truths

As mentioned earlier, the prevailing truth before Galileo was Aristotle's view that the Earth was the centre of the universe. With his telescope that he invented Galileo was able to produce evidence that the earth was not the centre but was in orbit around the sun. So, science updates itself and replaces Aristotle's truth with Galileo's new 'sun truth'.

Another more recent example is that of cosmologist George Smoot. He and his COBE satellite team received worldwide recognition for providing evidence of the 'wrinkles in time' that now prove the big bang theory to be a fact. So science is now updating itself.

Competing truths are now giving way to this new 'more likely truth' because of the weight of evidence provided by the COBE satellite. We now see scientists like David Spergal, the proponent of a competing theory (the textures version of topological defect theory) declaring after the release of the COBE evidence "We're dead."

Even noted physicist Stephen Hawking was willing to admit the COBE discovery "was the most important of the century, perhaps of all time". That today's entire universe has grown out of a particle, smaller than a proton, as the result of a big bang 15 billion years ago, is no longer a theory. It's a new scientific truth. Watch this space!

Another Truth Discovered!

It has often been said that Einstein's accomplishment is the greatest feat of thinking ever performed by a human brain. It's also said that 'two heads are better than one'. If that is so, then perhaps the greatest feat of thinking ever performed by any two human brains was in 1953 when two young scientists, Francis Crick from England and James Watson from America, together cracked the code of codes and for which they jointly received the Nobel Prize.

During the war, after a German bomb blew up his physics laboratory, a young physicist joined the Royal Navy. After the war, Francis Crick, changed to biology. He was around 30.

Crick was an atheist. He wanted to expose the 'mysteries' of the illusion of vitalism. He later said, *"My own motives I never had any doubt about; I was very clear in my mind. I chose what we now call molecular biology, though the term wasn't common then, certainly I didn't know it - but I would have said the borderline between the living and the non living. That was the phrase I had in my mind."*

Horace Freeland Judson's excellent comprehensive history, *The Eighth Day of Creation* (Penguin, London. 1979), quotes Crick in his application for his research grant as having written: The particular field which excites my interest is the division between the living and the nonliving, as typified by, say, proteins, viruses, bacteria, and the structure of chromosomes. The eventual goal, which is somewhat remote, is the description of these activities in terms of their structure ie the spatial distribution of their constituent atoms, in so far as this may prove possible. This might be called the chemical physics of biology.

He won his grant for research at Cambridge University's famous Cavendish Laboratory. In 1944, a short book called *What is Life?* was published by the famous physicist, Erwin Schrodinger. In it, Schrodinger, a founder of quantum mechanics, speculated on the physical basis of the gene, its atomic and molecular structure. As a result of reading this book, James Watson once wrote, *"I became polarised towards finding out the secret of the gene."*

James Watson was a young Indiana University biology postgraduate. He was also a member of a group of American research scientists who gathered each summer at

Cold Spring Harbor on Long Island, an hour out of New York. As his work progressed, Watson became convinced that if he wanted to find the structure of the gene then he had to learn X-ray diffraction techniques so he sailed to England to study there.

Crick and Watson

In October 1951, Crick and Watson met at Cambridge. Crick, 35, was just a research student and Watson, 23, just a visitor. They instantly hit it off and became intellectual mountain-climbers, each helping the other up and up.

They could be seen everywhere in animated conversation, having tea, in hallways, in laboratories, in the local pub - so eventually they were given a room to work in together so as not to disturb the rest of the researchers. Says Crick, "We must have got the reputation by that time of rather talking together a lot."

Watson and Crick launched two separate attacks, in parallel, on the discovery of the structure of DNA. The first ended in disaster. The second was a success beyond anything they had hoped for. The project required an enormous amount of intellectual effort and research, involving many critical contributions by a number of other researchers.

Finally, Crick and Watson cracked the genetic code. They published their ideas in the first of three articles in *Nature*, on 25 April 1953. It was a three-page article entitled Molecular Structure of Nucleic Acids. The article included the first published diagram of the molecular structure of their, now famous double helix, (which looks a bit like a ladder you might find in Escher's closet).

What is life?

The universal system of all life on this planet is based on a fundamental code and that code was broken by Francis Crick and James Watson in 1953. Since these men unravelled the molecular structure of the gene our world has undergone a continuing and exploding series of revolutionary insights. These scientific developments show no sign of slowing down and nothing can ever be the same.

Prior to 1953 one could still, credibly, hold on to the belief that life itself was ultimately a mysterious thing. One could still, as a thinker, speculate about the

origins and 'mysteries' of life. To do so today, it may be argued, is an admission of ignorance, laziness or both.

Digital Genes

We now know that genes are digital. They are long strings of pure digital information. Like CDs and computers, the code of life - all life - is mighty digital in its internal structure. Whereas the binary code of computers has two symbols, in life the code is quaternary with four symbols. Otherwise they're digitally the same.

What, then, is the essential difference between the machine code of a computer and that of your genes? The answer is: none!

Building on Crick and Watson, the famous Oxford Darwinist, Richard Dawkins, best-selling author of "The Selfish Gene", has explained that "life results from the non-random survival of randomly varying replicators".

And these replicators, these genes, are digital. Our genetic code is so digital to the core that you could encode, with word-for-word accuracy, the whole of the Bible in those parts of the human genome that are at present filled with junk DNA.

In *River Out of Eden*, Dawkins illustrates the strong digital nature of genes with characteristic clarity and wit:

"The following science-fiction plot is feasible, given a technology that differs from today's only in being a little speeded up. Professor Jim Crickson has been kidnapped by an evil foreign power and forced to work in its biological-warfare labs. To save civilisation it is vitally important that he should communicate some top-secret information to the outside world, but all normal channels of communication are denied him. Except one.

"The DNA code consists of sixty-four triplet "codons," enough for a complete upper- and lower-case English alphabet plus ten numerals, a space character and a full stop or period. Professor Crickson takes a virulent influenza virus off the laboratory shelf and engineers into its genome the complete text of his message to the outside world, in perfectly formed English sentences. He repeats his message over and over again in the engineered genome, adding an easily recognisable "flag" sequence--say, the first ten prime numbers. He then infects himself with the virus and sneezes in a room full of people.

"A wave of flu sweeps the world, and medical labs in distant lands set to work to sequence its genome in an attempt to design a vaccine. It soon becomes apparent that there is a strange repeated pattern in the genome. Alerted by the prime numbers - which cannot have arisen spontaneously - somebody tumbles to the idea of employing code-breaking techniques. From there it would be short work to read the full English text of Professor Crickson's message,

sneezed around the world."

The Human Genome Project

In June 2000 at a White House ceremony President Clinton proclaimed, "*Today we have learned the language in which God created life*" as he declared the multi-billion international race to map our genetic make-up to have been won. The entire map of the human genome shows a string of 3 billion letters--750 megabytes of digitized information--that would fit on a single DVD.

Decoding the human genome--the text of life--is another great consequence of Crick and Watson's work. It has been compared with the invention of the wheel and landing on the moon.

So, if life is digital and knowable the 'mystery of mysteries' has evaporated. What effect does that have on us as sovereign thinkers. In what way has the feat of Watson and Crick helped to free us from authoritarianism? In what way has the work of these two scientists added a quantum leap to our freedom as sovereign thinkers?

Knowledge and Power

One of the themes of this training is the connection between knowledge and power. Knowledge is power and thinking is the source of knowledge. Thinking is also the source of power.

Like Luther's use of the media, the genetic revelation of Crick and Watson is another huge victory for knowledge over authority. A thinker no longer needs a 'priest of the knowledge' with special mystical powers to explain 'the meaning of life'. It is now readily explicable and easily understandable by the individual without any need for an intermediary who retains special 'supernatural powers' for himself. To the sovereign thinker, this is a huge dividend of personal freedom.

No powerbase likes to surrender its power. It would be naive to think so. However the old supernatural powerbases, still operating in today's world, have lost most of their temporal power and what little remains is rapidly disintegrating at an astonishing rate of acceleration.

It some ways it is ironic how the uncertain truths of science have so overtaken the certainty of The Truth. Even the highest claims of occult certainty seem thin and puerile compared to the demonstrable achievements of science.

A Supernatural Assumption or a Scientific Demonstration

Perhaps the ultimate claim of occult certainty was in 1950. Around the same time that Crick and Watson were heading for Cambridge, a mystical methodology was producing a fresh discovery in Rome.

There has only been one infallible claim ever made by a pope since Pius IX proclaimed the doctrine of papal infallibility in 1870. An Italian priest, Eugenio Pacelli as Pius XII, suddenly, in 1950, asserted his doctrine of The Assumption.

Speaking ex cathedra and claiming infallibility he decided that Mary was physically assumed into heaven. He professed that not only was Mary's physical body actually taken into heaven but also that this claim was the supreme statement of certainty that only a Supreme Pontiff could make.

Instant auto-excommunication option

He even added that his recondite discovery was so certain a 'fact' that if any Catholics ever wished to automatically excommunicate themselves from the church, they only had to wilfully doubt his declaration and they were out. Finito. In his anathema, he said:

"If anyone, which God forbid, should dare wilfully to deny or call in doubt that which We have defined, let him know that he has fallen away completely from the divine and Catholic faith"

Leaving aside the impertinence of this assertion and the total lack of any evidence to support it, Pius XII's aeronautical invention is relatively tame compared with those of scientists in the field. By contrast, for example, a fallible, uncertain Swiss scientist, Daniel Bernoulli, discovered the principle of the aerofoil that today enables a pope to fly around the world in a 747, faster than a bullet, along with the entire College of Cardinals!

Throw in a movie, a reasonable meal and some French Champagne and it beats riding around on a cloud anyday. Also, there are no threats of excommunication

involved in international air travel, just the occasional loss of baggage.

The End of the Mystical Millennium

More and more brainusers are turning to science for answers to questions that were once the exclusive domain of the supernatural powerbases. In Australia, the latest Government census has confirmed this accelerating rejection of religions, sects and cults.

As we leave the Mystical Millennium, the superficial, childish mythologies of the truth-merchants and medieval magicians are being left behind. The information-rich revelations of science are empowering more thinkers than ever before to choose sovereignty over authority.

1953 is important because it was the definitive end of the Mystical Millennium. It was the last of the big 'mysteries' to be explained. Though there may always be many interesting questions to be asked and answered, after Crick and Watson, no thinker need ever delegate her or his authority to a supernatural magician, ever again. If she or he CHOOSES to do so for some other reason, that is their right and privilege.

The Greatest Thinkers

Francis Crick and James Watson are two of history's greatest intellectual superstars. Never have two thinkers explained so much. Their discovery of the digital gene has cleared away many veils of mystery.

Many other scientists have since built on Crick and Watson's original ideas and more work will be done in the future. But, as a contribution to the freedom of individual thinkers, Crick and Watson's achievement dwarfs those of the 'truth hackers', Aristotle and Aquinas, and provides a major blow to PTV.

DAY 11 OF 37

So far we have looked at PTV, how it arose and how it spread via the medieval church into the Western education system. We saw how this truth-driven education system with its emphasis on 'the search for certainty' was exported to Australia and around the world, and, how your own brain may have become infected.

The Effects of PTV

If this is so, how does PTV work to inhibit your abilities as a sovereign thinker. Well, as a cognitive disease, PTV in your brain can produce a number of deleterious effects. Let's look at just four manifestations of PTV:

- Brain Vain (opinion pride and conceit)
- Righteous and Sightless (consequence blindness)
- Space Glutton (output-mania)
- Lazy Critic (mistake-phobia)

Brain Vain

A brain vain thinker is one who is suffering from opinion pride. This PTV-infected brainuser is unable to see a better way of looking at things. Because the brain vain thinker is so proud of her or his own opinion they find it difficult to do any other kind of thinking but to defend it.

The more intelligent the brain vain thinker, the more they may suffer from this kind of cognitive conceit. Very bright thinkers who are PTV-infected may be only using their brainpower to defend their opinion. They are unable to escape from their viewpoint to look for a much better one.

Righteous and Sightless

The righteous brain is blind to consequences. PTV may have so incapacitated a True Believer that he is unable to see the results of his actions. In the belief that they are "morally right" any action is justified by the Righteous and Sightless, regardless of what follows. This is a very dangerous condition and so often fatal.

Millions have rushed headlong into death because 'God is on our side'. Millions have been killed because they are 'infidels', 'Jews', 'Catholics' or 'Protestants'. "I-am-right-and-you-are-wrong" is the hallmark of the Righteous and Sightless condition.

In 1994, John Paul II urged all Roman Catholic Cardinals to reflect on this aspect of the Church's history. He wrote to them asking them to seize the unique beginning of the new millennium to recognise the "dark side of its history". He asked:

"How can one remain silent about the many forms of violence perpetrated in the name of the faith--wars of religion, tribunals of the Inquisition and other forms of violations of the rights of persons."

Space Glutton

In a meeting, the space glutton always takes up considerably more than his or her fair share of airtime. Space gluttons may suffer from output mania, the inability to shut-up.

Gathering input by listening to the opinions of others is an important cognitive skill which is crippled in the space glutton. PTV may allow the thinker to wreak such enthusiasm for her own ideas that she is quite unable to listen to others.

In business, much creativity and productivity is lost in meetings due to those suffering from this condition. This condition is disastrous for those in sales or in management.

Lazy Critic

Lazy critics suffer from mistake-phobia, the morbid fear of ever making a mistake. The PTV-infected brain has an aversion to ever being wrong. It comes from our medieval habit of looking at the world through the concept of "right" and "wrong" (not shared as much by other cultures like the Japanese).

When a sovereign thinker is about to try something new, he never really knows what will happen. There is always risk and uncertainty. This risk is enough to keep the mistake-phobic hiding in inertia. As an effective disguise the mistake-phobic often assumes the role of 'the critic'.

Taking pot-shots from the relative safety of his bunker of reluctance, the lazy critic simply waits for another thinker to make a mistake and then the whingeing begins.

These are a few of the cognitive conditions caused by PTV, there are many others. The purpose of the School of Thinking is to help brainusers deal with these conditions by designing and offering tools they can use.

Since 1979, SOT has developed a number of tools and strategies, for example:

- 'thinking caps',
- 'brain software' and
- 'memeplexes'.

The Brain Software

The SOT brain software is provided in Part Two of this training which begins next week and is for you to use at school, at work, at home and at play.

SOT Brain Software consists of four software packages for your brain. These software packages contain 15 mind-tools. These mind-tools can be used by the brainuser in an ever-widening repertoire of combinations to produce a virtually unlimited number of effects.

The neuro-software is expressed in a four-part code:

SDNT CVSTOBVS QRH PRR.

Each acronym stands for a specific piece of brain software which will be dealt with in the following chapters.

Once it is programmed into your brain, the neuroware helps to neutralize or by-pass PTV by giving you, the brainuser, a simple way to increase your awareness of the thinking strategies that are available to you in any situation that comes your way.

DAY 12 OF 37

Let's summarise what we've covered so far ...

The Truth

The idea that there is an objective truth, was invented by Plato. Strong defence of The Truth diminishes the thinker's ability to escape from his viewpoint to find a much better one. This condition is called PTV, Plato Truth Virus.

Aristotle imbedded PTV in his syllogism. This was picked up by Thomist doctrine and became the basis of logic. Western education has made a god out of logic and the 'search for certainty'.

The Western education system was set up by the medieval Church and spread throughout Europe and exported to other parts of the world. Even today, children are sent to school, their young brains programmed with the logic operating system, and then they're given the impression that all they have to do in life is "to get the right answer" or "tell the truth".

Only Microsoft's global export of Bill Gates' DOS has ever rivalled the Vatican's global export of Thomas Aquinas' PTV.

PTV is ubiquitous. Manifestations can be annoying like in Space Gluttons and Bores or fatal like in Bullies and Righteous and Sightless thinkers. Over 26 million humans have been destroyed last century directly due to PTV.

Unfair Conclusion?

It is only with the unfair advantage of hindsight that one is able to look back on the evolution of our thinking habits and consider the consequences that they may have produced.

Did Plato ever realise what might happen as a consequence of the ideas that emerged from those Bacchanalian dinner parties he attended on those hot Athenian

summer nights?

Did Saint Thomas Aquinas ever anticipate how rigorously later popes would prosecute his ideas and make them the core doctrine of the greatest education enterprise in history?

To be fair, I don't see how they could. Plato and Thomas were not villains. I imagine they were just doing what interested them most at the time and hoping for a modest amount of success.

Could Bill Gates ever have known he would become the richest business man in the world when he first developed DOS? In his book he says he once remarked to Paul Allen that a million dollars was a huge amount of money, and he could never imagine having more than that.

Hmmm ;-)

DAY 13 OF 37

The past two weeks were devoted to exploring The Problem: PTV and some of its consequences. Now we come to The Solution: the new software for your brain.

The design model for the mind tools presented in this training is what I have called cognetics. You don't have to worry about the name but if you don't come up with a fancy name in science, nobody takes you seriously.

Cognetics comes from cognitive cybernetics. Cognitive means to do with how the brain secretes thinking, how it 'minds'. Cybernetics has to do with 'feedback'.

Cognetics brain software, or neuroware, are higher order executive patterns that you can use to deliberately:

1. take control of your attention, and
2. manipulate your own perception.

Once programmed into your brain, the brain software gives you, the brainuser, a simple way to increase your awareness of the thinking strategies that are available to you in a situation.

For example, suppose you are dealing with a problem situation and you are currently aware of only 3 strategies you can use - Strategy A, Strategy B or Strategy C. For you then, your intelligent behaviour is limited to a choice from those 3 strategies.

But what if you could deliberately make yourself aware of 6 or 9 or 12 strategies you could use in that situation? Obviously you would be able to choose an even higher level of intelligent behaviour due to your increased options.

Problems and Opportunities

Brainpower or cognetics is this deliberate use and application of thinking software. In cognetics, you can choose from a range of cognitive strategies to solve any

problem that confronts you or to explore any opportunity you desire.

A problem is a situation which may require a solution, a way out, an option, a cure or a new approach.

An opportunity is a situation that may need to be explored, a plan that needs to be worked out, an idea that needs to be developed, a possibility that needs testing.

Your problems or opportunities are often personal, business, family, recreational, academic, scientific, physical, or philosophical.

When we ask business people about their problem/opportunity areas they nearly always say: career or purpose in life, time and stress, getting a better balance between professional and personal life, money issues, bringing more creativity and flexibility into their company.

Here are some of the situations SOT members have worked on during their Speed Thinking Class training:

OPPORTUNITIES: to buy some land; to get a better job; to improve knowledge of South East Asia; to learn acting; to play the piano again; to grow their business; to go back to school, to raise their income, to give up smoking, to improve their golf.

PROBLEMS: to pay mortgage; to cope with a difficult boss; to save my marriage; to choose between academic courses; to overcome fear of using the telephone in selling; to speak in public; to make new friends; to lose weight.

Intelligent Behaviour Equals Strategies and Options

If you wish to order take out food but you only have a pizza menu then your choice is limited to pizza. But if you have menus from 10 different restaurants such as sushi, health food, Spanish, seafood, Thai, TexMex, French and Pizza etc then you can eat twice as well. The key is to keep yourself aware of a broader menu of options.

The brain software - SDNT CVSTOBVS QRH PRR - (introduced in the next chapter) will keep you aware of strategic options you can use in situations that confront you. This training will explain these strategies and your increased skills will give you a

SOFTWARE FOR YOUR BRAIN

simple way to raise your Game Intelligence by at least 100% and minimise the effects of PTV.

The four-part brain software package provides your brain with 15 mind-tools. These mind-tools can be used by the brainuser in an ever-widening repertoire of combinations to produce a virtually unlimited number of effects. Just as the carpenter can use a dozen or so tools to perform a wide range of effects, so can the brainuser.

This is the code of the SOT brain software:

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There are way over 200 million PC users worldwide. Today's PCs are more than 2 gigabytes where a byte is just a single storage unit of information (at eight bits) or about one printed character. 2 gigs is 2 million kilobytes or 2 billion bytes. So, 200 million PCs multiplied by 2 billion bytes is Wow! that's a lot of personal computer power.

How many necktop users are there? There are presently over 6 billion necktop users on planet earth. This number is increasing at the rate of 3 necktop users every second or 1.7 million every week.

In your brain a byte is, say, the strength of a synapse but your necktop has rather more than 2 billion bytes or synapses. It is a vast network of about 100 billion neurons (quite possibly even ten times as many) and each one of your neurons has up to 50,000 connecting wires (dendrites) with synapses.

100 billion neurons multiplied by 50,000 synapses multiplied 6 billion necktops equals ... whew! that's a lot of brainpower on the planet.

Professor Jacob Schwartz of the Courant Institute of Mathematical Sciences at New York University put some figures together to give some idea of the capacity of your brain. He says that rough quantitative guesses lead us to estimate that the long-term memory available to the brain is about 10,000 trillion bytes and that the computing rate needed to emulate the entire brain on a neuron-by-neuron basis may be as high as 1,000,000 trillion arithmetic operations per second. Dr Schwartz goes on to say that *"it is interesting to compare these exceedingly coarse estimates with corresponding figures for the largest supercomputer systems likely to be developed over the next decade. These will probably not attain speeds in excess of 1 trillion arithmetic operations per second which is about one-millionth of the computation rate that we have estimated for your brain"*.

You and I, with our human brains are so preposterously over endowed with thinking

hardware that it's almost impossible to comprehend. But let's try.

What if you were the major shareholder of the world's most intelligent enterprise, a network of ten billion computers linked together as parallel processors, producing a vast intellectual output of global messaging?

Well, you are!

Units of Intellect

Take a closer look. The atoms of your brain are called nerve cells or neurons. Each neuron is your fundamental intellectual unit - an information-processing system. The basic product of these units is: messaging.

Neurons are perfectly designed messaging systems. They have two ends: a receiving end and a transmitting end (or an input end and an output end).

At the receiving end each of your neurons has a convenient tree-like system of dendrites - input wires - which can receive information from other neurons. A neuron may receive messages in from thousands of other neurons and may, in turn, send its messages out to thousands of other neurons.

Messages In and Messages Out

Suppose we call a message in, a MI. And, a message out, a MO. So we have MIs and MOs.

A neuron receives MIs (messages in) from other neurons. It then sends a MO, a brief electrical pulse lasting about a thousandth of a second along its output wire, the axon. Axons are like 'telegraph wires' that transmit electrical signals along their own length. At the end of its wire the axon's electrical signal is transformed into a chemical output - a neurotransmitter.

A neurotransmitter is a package of chemical information which has an effect on the neuron that receives it in much the same way that a fax or an email is a package of information which has an effect on you when you receive it. The way this chemical package effects the neuron receiving it is by causing a change in its electro-chemical activity.

To Send or Not To Send, That's the Decision

Just as you may or may not respond to an email or fax you receive, your neuron behaves the same way. Sometimes a neuron responds to a MI. Sometimes it doesn't. When a particular cell sends out its own MO signal it's because it has received enough MIs from other cells to exceed a threshold amount.

Thus each of your nerve cells acts as a tiny decision unit. If the incoming messaging is above a certain level, it responds with a MO. If not, it stays silent. If your neuron does respond to its incoming messages we say it is excited, if it stays silent we say it is inhibited.

You have more than a trillion neurons - tiny molecular computers. Like other computers they have a broad selection of MOs that they can send out. Each of your neurons acts as a unit of control receiving MIs and sending MOs within the distributed network you call your brain. Each of these units is processing its inputs/outputs at the same time as are all the other units, so they achieve 'parallel computation'.

Your brain is the ultimate parallel processor! Its billions of parallel processing units are constantly taking in information MIs. These messages are processed and changed. Then new information MOs are sent out all over the global network. Your brain is the supreme intelligent enterprise. And guess what, you are the major shareholder.

DAY 15 OF 37

BRAIN SOFTWARE: SDNT Search Engine

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START

"Taking a new step, uttering a new word, is what people fear most."

~ **Fyodor Dostoevsky**

What is starting?

It can be very difficult to start things. Once you get started there is momentum and feedback but getting started can be difficult. Most races are lost not at the finishing line but at the starting blocks. Why? Because most people never even enter the race! They just never get started. Wasn't it Lao-Tzu who pointed out that all journeys begin with one step.

The Start of the Sale = Customer Attention

What is the start of the sale? The start of the sale is Customer Attention. Before a customer can say YES or NO their attention must be on your offer. Fred Herman, author of KISS: Keep It Simple Salesman used to say, "First, you've got to get the customer's attention".

Yet, most of the time the vast majority of customers' attention is not focused on your offer at all. Whenever, at any particular moment, the customer's attention is not on your offer then there can be no hope of a sale.

The Check Move

To manage customer attention I designed a new unit of measurement. In my book *NewSell*, which became a best-seller in Australia, I designed a new unit of measurement which I called - the Check! move. A Check! move (taken from the game of chess) is simply a customer contact of any kind and is represented by the symbol: **C!**

For years it's been a common belief in selling that most sales were lost at the close. In other words, salespeople were missing sales because they were not 'closing' them. Our research showed that this is a grand illusion. The whole issue of 'closing the sale' is a nonsense and I have offered a reward of \$100,000 to the first person who can prove the salesperson closes the sale.

FACT: The decision to buy is an electro-chemical event in the brain of the customer and the salesperson does NOT control that event.

FACT: 99% of sales are not missed at the close at all but at the start.

FACT: It's the failure to start the sale - to contact a customer by phone, by snail mail, by email, by fax or in person - that is the source of most lost business.

FACT: 99% of C! moves have never yet been made.

Noting their C! moves (customer contacts) helps salespeople keep a measurement of how much energy they are putting out into the marketplace. Focusing on their C! moves helps them:

1. to raise their energy level and avoid wasting time

2. to stop their obsession with 'the close' and all the archaic manipulation tactics that customers hate and which have given the selling profession such a bad image.

Focusing on the start - C! - rather than the 'close', reduces the rejection and disappointment salespeople feel which so effects their energy levels. C! allows them to initiate many more customer contacts.

This, of course, always leads to better sales results because the only move that can turn a prospective customer into a client is CHECK! which is enough to make it the most important move in business. As Woody Allen said, "80% of success is showing up."

NOTE: For those who are interested in my work in the area of 'selling and a new kind of sales training' please see information in the PS section below or go to <http://www.newsellcoaching.com>

MBO or MBS?

How to start? Most plans are full of details on how to get to the finishing line but contain little or nothing about how to get to the starting blocks. Yet nothing happens until someone STARTS something. For many years in business we have had MBO or Management By Objectives. Perhaps we also need MBS or Management By Starting.

Many management gurus write books about "Goal-Setting". Maybe they should also write books about "Start-Getting" since, most of the time, most people never get started.

To Start is the fundamental creative act. To change a switch from the OFF position to the ON position is to start something and means something has now been created. It has been said that the most important skill in writing a book is sitting down at the keyboard - getting started.

Strategic Act

Strategy is about control. If you are in control you are in a strategic position, if you

are out of control, you aren't. Starting is a strategic act because we can control starting but we cannot control finishing.

Once we start, many other factors come into play: other peoples reactions, the weather, consequences and the unexpected. These may prevent us from finishing. But if we are good at starting then we can always start again, and again, and again. It may be that finishing is simply the repetitive act of starting, and starting again, and starting again, until we declare that we have "finished".

Some people are good at starting. Others are good at the follow-up. Some are good at both. What are you better at? Do you see starting as a skill? How can you improve your starting ability? Is it worth it? What would be a better skill to develop than starting? How do you start to start? To start or not to start? To flip the switch or not to flip the switch? To start is to be! I start therefore I am. He who hesitates to start is lost. Start before you leap. etc.

Where to start?

Anywhere is a good place to start. Sir Yehudi Menuhin started playing the violin at home when he was four. Home is a good place to start. He made his professional debut, when he was seven, in San Francisco. San Francisco is a good place to start.

In 1962 he started a boarding school for musically talented children, at Stoke d'Abernon, near London. Boarding school is a good place to start. Sir Yehudi's son Jeremy made his debut as a pianist, in Gstaad, in 1965. Dare I say it - Gstaad is a good place to start! Is there a best place to start? Why? Is there a worst place to start? Why?

Why start things?

When you start you begin to overcome inertia. Inertia is the enemy of starting with its lack of feedback. Once you escape from the spell of inertia you begin to get feedback. Feedback is the food of decision-making and the food of design. You can assess feedback and react to your assessment. Do I like it? Do I not like it? Do I want more? Do I want less?

We are much better at reacting than at proacting. By creating feedback it gives us something to react to and so we can make a decision and proceed. A simple way to

create feedback is to start something ... anything.

When to Start?

There is really only one time to start and that time is the moment called ... Now! We need to create as many Now! moments for starting as possible. Just suppose a Now! moment is one second. In other words, let's define the time it takes to start something as one second. Here are some examples:

How long does it take to pick up the telephone? One second.

How long does it take to press 'send' on an email? One second.

How long does it take to start to get up and go for a walk. One second.

How long does it take to start a Yahoo search on the net. One second.

How long does it take to say "No"? One second.

How long does it take to start your laptop? One second.

How long does it take to start to contact a customer. One second.

There are an unlimited number of things you can start to do in the quite comfortable space of one second. How many Now! moments are there in a day? I'll save you the trouble of the maths. It's 86,400.

Unfortunately we waste most of our Now! moments because we squander most of our time immobilised by inertia because of our Western fear of making "mistakes".

Mistake-phobia

Mistake-phobia is the morbid fear of making a mistake. It's an aversion to ever being wrong. It comes from our medieval habit of looking at the world through the concept of "right" and "wrong" (not shared by other cultures like the Japanese).

Compared to the Japanese our mistake-phobia causes us to lose countless opportunities on a daily basis in Western countries like Australia, Britain, France and America and may be one of the biggest single blocks to our increased productivity and potential economic success.

Have a go!

One way to cure mistake-phobia is to accelerate our willingness to have a go, to get started and get busy. When you have a go, one of two things happens:

1. You make a mistake, or
2. You make an un-mistake.

To the brainuser, both these types of feedback are useful.

If you are not afraid of mistakes, if you are not a mistake-phobic, then you simply assess the feedback and start again. If it was a mistake you try something different. If it was an un-mistake then you can keep going. These are like loops that can be called:

1. IF (mistake) THEN (start again) ELSE (proceed), or
2. IF (un-mistake) THEN (proceed).

Both these outcomes are useful results of starting, they just have different values. Inertia may have no value at all.

This is how we have taught computers to be intelligent. They keep doing something. Anything. They keep busy going through the loops and learning. This is how we learned as children until we were taught to dread making a mistake. If computers were as afraid of making mistakes as we are then they would take as long as us to learn. But they don't.

Computers are not afraid of mistakes and are rapidly catching up. Today's cars have more computing power than the whole world had 40 years ago. They are becoming less 'computer-assisted cars' and more like 'driveable computers' Where will computers be in the next 40 years? In the next 400 years?

Lazy Critic

Lazy critics suffer from mistake-phobia. The PTV-infected brain will turn the most amazing cognitive somersaults to avoid being 'wrong'. When a brainuser tries to create something, s/he never really knows what will happen. There is always risk and uncertainty. Risk is enough to keep the mistake-phobic hiding in inertia. But, remember, nothing happens until someone STARTS something. Soren

Kierkegaard said, "To dare is to lose one's footing momentarily. To not dare is to lose oneself." Do you prefer the starter or the critic? How do you feel about mistakes? Are you comfortable with them? Or do you fear mistakes? Can you take a risk?

Starting by Asking

To ask is one way to start. Mrs. Robert Lee Kidd started something simply by walking into the office of the San Francisco Examiner on May 2, 1962 and placing her advertisement which asked for the following:

"I don't want my husband to die in the gas chamber for a crime he did not commit. I will therefore offer my services for 10 years as a cook, maid or housekeeper to any leading attorney who will defend him and bring about his vindication."

Her husband had been tried and convicted of the murder of a 71-year-old antiques dealer, Albert Clarke. Mr. Kidd's bloody fingerprints had been found on the murder weapon, an ornate sword. But Mrs. Kidd had insisted her husband was home with her on the night of the crime.

One of San Francisco's most eminent attorney's, Vincent Hallinan responded and proved in court that the sword was not the murder weapon after all. Subsequently both husband and wife went free. Hallinan graciously refused to take up Mrs. Kidd's offer of 10 years service. Ask and receive! Asking is one way of starting.

Ask and Receive

Every day, thousands of people start something by putting their ad in the paper asking for something eg a job, a house, a vote, a sale, a friend etc. By asking, there are literally an unlimited number of ways of getting started.

When did you last put an ad in the paper? What happened? What other ways can you ask? What did you ask for yesterday? What will you ask for today? What will you ask for tomorrow?

Getting Started

The hardest part about getting started is ... getting started! This is a circular trap that is difficult to get out of and is the cause of a lot of inertia. The way I get started is to write down a list of 10 things I can do to get started, then I just choose

the ones I like.

As the German thinker, Johann Wolfgang von Goethe, said:

"Until one is committed, there is hesitancy, the chance to draw back, always ineffectiveness. Concerning all acts of initiative and creation, there is one elementary truth the ignorance of which kills countless ideas and splendid plans: that the moment one definitely commits oneself, then providence moves too. All sorts of things occur to help one that would never otherwise have occurred. A whole stream of events issues from the decision, raising in one's favour all manner of unforeseen incidents, meetings and material assistance which no man could have dreamed would have come his way. Whatever you can do or dream you can, begin it. Boldness has genius, power and magic in it. Begin it now."

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DO

What is doing? No idea is of any real value until it gets used. If an idea never gets used, why even know about it?

There's a huge gap between knowing and doing. I have called this gap - The Impossible Barrier - and written at length about this in NewSell. The reason for this is because, so often, knowing something prevents doing it.

We have something repeated to us and we say "Yes, I already know that!" and we turn our attention away. Yet it is the repetition of things we already know that gets us closer to doing it. It has been said that too often the knowers are not the doers and the doers are not the knowers.

Once we move from thought into action we immediately create feedback. Our actions have consequences and it is these consequences that enable us to evaluate the effectiveness of our behaviour. Thinking is not an escape from action it is the simply the basis for it. When in doubt, do something. Anything.

The Quest - Seek and Ye Shall Find

You may already have noticed that the recurring themes running through all this cognetics training about human information-handling is ESCAPE and MOVEMENT. To the thinker, a creative approach to life means a questioning approach.

Questing, was the kind of adventurous modus operandi of the knight of chivalry. Whether the "impossible dream", the crusade, or the search for the Holy Grail, the true knight went out seeking challenges and embracing problems. He was a knight, a man of action, a doer, doing what knights do.

Today's knights are no different. Whether a man or woman, the knight of today has the same spirit of questing only the weapons are different. In cyberia, the keyboard is mightier than the sword.

Today's cyberknights, like their ancient brothers, are the great questers of the information age. They use search engines rather than siege engines. They don't use chain mail but they do use email. They surf cyberia on their laptop instead of sailing to Outremer on their warships. But, they're out there, and this is just the beginning.

Questions are the Answer

"I was a kid that was always asking, 'Why, why, why?' I think I'm even worse now. It constantly challenges me to find out more, so I improve and continue to improve."

~ Ian Thorpe, Australia's greatest Olympic champion and sports thinker.

The skilled thinker, the thinker of action, is a skilled questioner.

Who? What? When? Where? How? Why? Why? Why? The only silly question is the question you don't ask. But what is a question? According to Rochelle Myers, who runs the now-famous Stamford University Graduate School of Management course, *Creativity in Business*, questions are the following:

- a question is an opening to creation
- a question is an unsettled and unsettling issue
- a question is an invitation to creativity
- a question is a beginning of adventure
- a question is a seductive foreplay
- a question pokes and prods that which has not yet been poked and prodded
- a question is a point of departure
- a question wants a playmate

Questions Help You Do

If you can develop your questioning skills you will immediately begin to expand your options, you will have more alternatives, you will generate extra possibilities, you will have more choices. All these things will lead you into action, to DO things.

Your new questioning skills will enable you to become less of a knower and more of a doer. You will annoy authorities and astound your friends. This alone, can be a good enough reason to ask more questions.

Do it bad!

My friend, Leslie Buckland, was President of Caribiner Inc. in New York, the world's largest producer of business meetings. Leslie often used to say, "If something is worth doing it's worth doing badly." Why? Doesn't this seem a contradiction for a man that was known internationally for setting the standards of quality in business meetings?

Caribiner can go into a hotel ballroom anywhere in the world, turn it into a circus or a theatre in 24 hours, stage, for one performance only, the business equivalent of a Broadway show - original music, dancers, actors, fireworks etc - and then strike the set leaving it as they found it 24 hours later. They stage multi-million dollar productions all over the world for companies like IBM, McDonald's, and Mercedes-Benz where quality is the absolute key. Yet Les often says "If something is worth doing it's worth doing badly". Why?

Bad Can Lead to Good

This is the paradox of action, of decision-making, of getting things done. The mistake-phobiacs are so afraid of a doing something badly they get nothing done at all! "Our doubts", said William Shakespeare, "are traitors and make us lose the good we oft might win by fearing to attempt."

Very often there's no "right way" to do things. Les, and other people of action, like trauma surgeons or astronauts, know that one has to get started and do something, get the process moving.

Even if you make a mistake or do it badly, get going. You can always change things, make adjustments and corrections. You can make it work and make it work well, but first you have to get it up and running. Bad can always be changed to good. Sitting back and waiting for perfection often means inertia and failure.

Using Questions

For an experiment (that is, to try out and see what happens) try asking questions

like these:

- How does this company make a profit?
- When you swim, how do you breathe?
- Why does this shop close at 6pm?
- Can I work longer hours?
- Why was my request refused?
- Can I have a money-back guarantee? Why not?
- Why shouldn't I be with someone I enjoy?
- What's so good about always being busy?
- What are my skills?
- What is your authority? Why?
- What is missing here? What else?
- How are board members selected?
- What determines the number of directors on the board?
- How was this decision made? Why?
- Why is this rule necessary? Can it be improved?
- Am I needed here?

DAY 17 OF 37

NOTICE

As mentioned before, cognetics comes from the words 'cognitive cybernetics'. Cognitive, of course, means to do with 'thinking' and cybernetics means to do with 'feedback'. In other words, cognetics is thinking based on feedback. The reason you think is so that you can notice the feedback created by your thinking and action. This feedback then becomes the stimulus for further thinking. Thinking ... Feedback ... Thinking etc.

Objectivity

The basis of all science is observation and measurement - noticing things. A clever brainuser is a clever noticer and a clever noticer is objective. The skill of noticing is objectivity. Detachment is also important in noticing things. With detachment you can have a broader, clearer view of the situation.

For example, when pouring a glass of champagne you notice feedback. You notice when the champagne level is nearing the top of the glass and so you begin to stop pouring the wine. If you didn't notice this then you might continue pouring the wine and the whole system runs out of control.

In fact, noticing things is the basis of controlling things. This champagne situation is an example of a "feedback system". Noticing and measuring feedback in systems in order to control those systems is what cybernetics is all about. Noticing the feedback created by your thinking, in order to control it, is what cognitive cybernetics or cognetics is all about.

Cybernetics

During WWII, Dr. Norbert Wiener (Professor of Mathematics at MIT - Massachusetts Institute of Technology) invented cybernetics, as a body of mathematics to help anti-aircraft technology and also to help our understanding of mental acts via formal systems analysis.

The main problem with an airplane as a target was that it moved. Cybernetics worked by noticing the "degree of miss" between an ack-ack shell and the airplane target and feeding back that information to the weapon so that an immediate adjustment could be made and then firing another shell.

This loop would be quickly repeated many times allowing the weapon to "educate-itself" and close in on its target. This gave the weapon its characteristic ack-ack-ack-ack-ack-ack firing sequence. Fire feedback fire feedback fire feedback fire feedback fire feedback fire feedback etc etc until it closed in on its target.

Feedback Loops

As with many other advances, this kind of technology has been largely developed by military scientists. Missiles work the same way, wiggling to their target by using heat sensors to locate the target's engine and noticing the feedback in order to make a rudder or rocket adjustment. Noticing the feedback is the central activity that allows the missile to reach its goal.

The Patriot missiles used in the first war in Iraq showed how this technology had been developed to such an extraordinary degree by the USA's Star Wars project. The Patriot's ability to catch Scud missiles in the air is roughly equivalent to you driving along at 100kph and plucking a single blade of grass, previously painted red, as you go by.

This kind of advanced Star Wars cybernetic technology may be used in the future to shield planet Earth from meteors which are an increasing worry to scientists. Meteors remain just as serious a threat to life on the planet today as they were to our Jurassic ancestors.

Cybernetics is all about servo-mechanisms, goal-seeking behaviour, feedback loops, positive and negative feedback systems, self-stabilizing systems, homeostasis and the control of systems, and how they might apply to biological or mechanical systems.

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THINKING ... FEEDBACK ... THINKING ... FEEDBACK ... THINKING

Edward de Bono

Although popularly known for his invention of the term lateral thinking, now in the Oxford Dictionary, Edward de Bono's most interesting idea is that written up in his 1967 book *The Mechanism of Mind*.

De Bono follows on from MIT Professor Norbert Wiener's idea that the brain must be an information-processing machine and the way it "minds" should be capable of being expressed in informational terms.

The Brain as a Body System

Dr de Bono, was Professor of Investigative Medicine at Cambridge in England. He was an expert in body systems. In *The Mechanism of Mind*, which he wrote over thirty years ago, Edward de Bono builds a model of how the brain, as an organ of the body, is very likely to operate as mind.

This model shows how the brain system, by operating along the lines of other body systems like the liver system or lung system can produce a mind, a biological system to process information. By showing how the brain operates as a self-organizing, patterning system de Bono saw the need to promote lateral thinking as a compensation mechanism for some of the limitations of the brain/mind patterning system.

Cognetics

Cognitive cybernetics - cognetics - is about the practical application of cybernetics in cognitive science which is the science of information processing, in animals and machines.

In the Western world we are historically more concerned with judgement than with movement. We are more concerned with "rightness" than with effectiveness. Other cultures, like Japan, are more concerned with the PROCESS than the result.

This often gives them a big advantage over us. Effectiveness is reaching an alternating balance between thought-based action and action-based thought. Thinking Feedback Thinking Feedback Thinking Feedback Thinking Feedback Thinking etc.

As an experiment try pouring a glass of wine without getting any feedback, with your eyes closed? What happened? How else can you get feedback even with your eyes closed?

Who was a Noticer?

George Gallup founded the Gallup Poll at Princeton, New Jersey, which became the world's first system to objectively and scientifically measure - that is, to notice - public and customer opinion. He was also the inventor of market research and the ultimate saviour of the customer.

The very existence of the Gallup Poll has changed forever the future of the human race. The Gallup Poll makes it increasingly difficult for individuals to claim "I-am-right", to claim they alone "know what's best" for the public now that accurate scientific measurement of the public/customer viewpoint is possible.

Example:

The first and only representative survey of Baghdad residents' views about the war, occupation, and their future. In possibly the most challenging project in Gallup's history, 1,178 people in Iraq's capital were interviewed in August 2003 with researchers conducting hour-long, in-person interviews on all manner of topics currently affecting Baghdadis. **The voices of Baghdad's citizens have not been heard -- until now.** Gallup's mission is to report the opinions of Baghdad's citizens today -- and tomorrow. [The 2003 Gallup Poll of Baghdad](#) will provide benchmark findings that enable leaders to gauge how diplomatic policies and cultural influences are affecting Baghdadis' views.

Power to the People, Power to the Customer

As inventor of market research and the Gallup Poll, Professor George Gallup has so empowered the public viewpoint that I believe his invention may be the greatest act of democracy ever performed by any scientist.

His research covered the fields of: Health; Religion; Politics; Journalism; Advertising; Entertainment; Business; Education and Human Thinking. It can be said that no other person in history has ever had the opportunity to notice and record the views of so many humans on so many aspects of their existence, and in

so many parts of their world!

Teaching Thinking

A lesser known side of Dr Gallup was his interest in humans and the factors which influence their opinions, attitudes, thinking and aspirations. He told me "teaching people to think for themselves was the most important thing in the world to do."

Born in Jefferson, Iowa, in 1900, he attended the University of Iowa and spent ten years as a teacher there and at Drake, Northwestern, and Columbia universities. He had a strong interest in education and what could be done to improve it. He had more than ten honorary Doctorate Degrees from colleges and universities around the world. George died at his Switzerland home in 1984.

Notice the CVS

As my mentor, Professor Gallup helped with the design of cognetics by impressing upon me the need to measure or notice the CVS (Current View of the Situation) as a basis for moving to the BVS (Better View of the Situation). We will explore this further in coming chapters.

Dr Gallup's work, along with that of Weiner, de Bono and others, stands as one of the first great examples of the practical application of the new field of cognitive science.

Your Own Gallup Poll Question

It can cost around \$US20,000 to have a Gallup Poll conducted on just one question. If you could have a Gallup Poll conducted, what one question would you ask? Why would you ask this question?

How to Notice Things

The main point about noticing is this: try to notice those things that you have NOT YET noticed.

It's easy to notice the information that supports our CVS, our Current View of the Situation. It's difficult to notice the information that falls outside our CVS and so that's exactly why and where we must make a deliberate attempt to notice things.

Opposite Direction

Suppose you're looking north. Once you become aware of the fact, once you notice it, then you can deliberately choose to look south. Looking in the opposite direction is one place to notice things. Try looking in directions that you are not yet looking in. Where are you looking now? Where could you be looking now?

Mistakes

Mistakes are a useful thing to notice. Mistake-phobiacs are so afraid of mistakes that they can't bear to notice them. They can't see that a mistake is an opportunity to make an appropriate adjustment. They can't cope with mistakes. Mistake-phobiacs are always "right".

"Nothing is more dangerous than the certainty that one is right." writes Franois Jacob, winner of the Nobel Prize for Medicine, "Nothing is potentially so destructive as the obsession with a truth one considers absolute. All crimes in history have been the result of fanaticism of one type or another. All massacres have been carried out in the name of virtue, of true religion, of legitimate nationalism, of proper policy, of right ideology: in short, in the name of the fight against somebody else's truth."

~ **The Logic of Life, Penguin 1989.**

It's important to be able to notice mistakes in order to be able to correct them and move on. (OK, move on.) To do this effectively one needs to be objective rather than destructive, to be creative rather than judgemental. Try noticing mistakes that you have not yet noticed. Correct them and move on. "Failure is only the opportunity to more intelligently begin again," said Henry Ford.

Future Consequences

Future consequences can be the most difficult things to notice especially in advance, which is one of the best times to notice them. This is a bit of a paradox. How can we notice a consequence that has not yet happened? How can we notice the future?

Actually we do it every time we ride a skateboard, apply make-up or use a chain saw. By noticing potential consequences we can avoid them in advance, if we wish. The most difficult consequences to notice in advance are the long-term ones. If I do

such-and-such what will happen in ten years? In twenty years?

As the many possible futures hurtle towards us at an ever-increasing rate we will have to get better and better at noticing long-term consequences so that we can choose the futures we want to be in.

Last Chance to Choose a Safe Future

We are currently destroying the world's forests at the rate of an acre per second. In ten years, most of the earth's oxygen producing forests will be gone if we don't notice the long-term consequences and make some big changes.

We have already destroyed three-quarters of Australia's tropical rain forests and about two-thirds of the rest of our forests. We have made a hole in our protective ozone layer already the size of Mount Everest.

Canadian scientist David Suzuki, Professor of Genetics at the University of British Columbia, says "We are the last generation who will have any say on the future of our planet, because after our lifetime it will all be gone." If we are to make the necessary adjustments to our current behaviour, to ensure a safe future, we will have to get much better at noticing the future consequences of our current behaviour. Try noticing future consequences that you have not yet noticed.

Why notice things?

What would happen if you didn't notice things? Usually when we don't notice something we make a mistake. When we don't notice the mistake, we make another mistake. And so on. However when we do notice the mistake, then we can adapt or adjust in some way and then proceed. START - DO - NOTICE - THINK - SDNT - SDNT.

Input

You have two ears and one mouth so use them in that proportion - so the saying goes. And yes, ears are certainly good for input, for noticing. Eyes come in handy. The tongue and the nose work well together. And, an assortment of fingers and toes play their part. We do have around five input senses, we are told, and these are all useful for noticing. Our experience, patterns built up over the years, can help us to

notice things and, of course, they can also hinder us in noticing things.

Habits of Noticing

We can use repetition to develop special habits of noticing. In a room, a carpenter habitually notices wooden things and how poorly they are made. A businessman notices business opportunities in a situation. A lawyer notices loopholes, a soldier notices ... what does a soldier notice?

Skill and Training

Actually, the first time I was formally taught to expand my noticing skills was in my army infantry training. In those Vietnam days, we were taught how to notice things in the jungle that we hadn't yet noticed.

Shape, shine, silhouette, size, sound (I still remember). Through practice drills and field exercises we were taught to notice booby traps, thin wires, panji pits and the other hidden delights of jungle warfare not noticeable to the untrained civilian eye. We were taught to expand our range of vision from around 90 degrees to 180 degrees. We were taught to notice things at night - night vision.

How many input ports does your necktop have? How well do you notice things? How well could you notice things? What did you do today to increase your noticing skills? What will you do tomorrow to increase your noticing skills? Does it matter? Why?

Distractions

Sometimes we don't notice things because we become distracted. Magicians use this principle so you won't notice how they do their magic trick. But sometimes we become distracted for other reasons.

Ten ways you can deal with distractions:

1. Yield to them then send them on their way
2. Breathe them out - relax, take a deep breath and slowly exhale imagining the distraction to be leaving your body as you breathe out.

3. Ignore the distraction
4. Concentrate on emptying your mind, either with a broom or removing the distraction with a vacuum cleaner.
5. Say NO to the distraction.
6. Say YES to the distraction and let it become the new focus of your attention.
7. Visualise your mind like a blackboard where the distraction is chalked. Now, wipe it clean.
8. Imagine collecting up any distractions in your hand, crumple them and then throw them away.
9. Imagine tossing the distraction into a fast-flowing stream and let them be carried off.
10. If necessary, you can try several combinations of these suggestions.

DAY 18 OF 37

What is thinking?

This question could keep a room full of philosophers happy for a hundred years. But in the School of Thinking we are not concerned with thinking as contemplation, philosophical discussion or academic description, we are concerned with thinking as an operating skill - the kind of thinking that gets things done. The definition we use is: Thinking is the skill of using intelligence to get things done.

Thinking vs Doing?

To many people THINKING is the opposite of DOING. They set these two activities up as mutually exclusive opposites in their mind. With practice, however, you can develop your ability to use thinking as a skill, just like you can develop cooking, golf, leadership, painting, acting or aikido. All human skills can be learned or developed.

Paul MacCready, inventor of the Gossamer Albatross and the father of man-powered flight once wrote to me from California:

"When first watching a School of Thinking class in action, I was amazed that something so simple and so much fun could be so quick and effective in developing a person's "thinking muscle". We all, as individuals and as caretakers of our precious earth, need these thinking skills".

Dr MacCready's metaphor of thinking as a 'muscle' is a good one. It's better than the old-fashioned idea of thinking as a 'gift'. If thinking is only a gift, there's not much you can do about it. But, if it's more like a muscle then there's a lot you can do to develop your thinking power.

That's why we look at thinking as a skill. We want to help you enhance your skill and develop your intellectual capital. The goal is to reach an alternating balance between thought-based action and action-based thought.

Thought-Based Action: THINK-START-DO.

Thought-based action is the kind of action that's based on thinking. For example, you are reading a magazine and you read about a story set in the Greek island of Patmos. You start to think about the Greek islands and decide you want to actually go there.

You figure out a plan, you find out about costs for fares etc, you set a date and you finally go and visit Patmos and the Greek islands. You thought something out, got started and then did it - thought-based action: THINK-START-DO. This is how I came to visit Patmos in the summer of '84.

Action-Based Thought: DO-NOTICE-THINK.

Action-based thought is the kind of thinking that's based on action. For example, a customer walks into a store and the salesperson says "Can I help you?". The customer then says, "No thanks, just looking" then pirouettes and walks out of the store. Most salespeople keep making the same mistake day-after-day, week-after-week, year-after-year.

But the thinking salesperson might say to herself something like this "Whenever a customer walks into a store and I ask if I can help them I notice that usually drives them back out of the store. Maybe I can think of some other thing I could do that would not have that effect. What could I do instead?" Action-based thought: DO-NOTICE-THINK.

The Alternating Balance

The skilled thinker can alternate a balance between thought-based action and action-based thought, between THINK-START-DO and DO-NOTICE-THINK. This is what cognetics is all about - action based on noticing feedback, and feedback based on noticing action - SDNT = START-DO-NOTICE-THINK continuing in a continuous series of loops or a kind of cognetics spiral on into the future, exploring the cognos, the vast universe of possible thoughts.

What if ...? Thinking

One of the most famous users of the "what if ...?" type of thinking was a young thinker, a lad of sixteen, called Albert Einstein. At that age Albert wrote to his uncle wondering what he would see if he was sitting on a light beam.

By the time he was twenty-six, in 1905, he had solved that problem and changed forever the laws of physics and the way future generations would understand the world. This "what if ...?" thinking he called a *gedanken* or 'thought experiment'. One of the great thinker's most quoted sayings is, "Imagination is more important than knowledge."

Science acknowledges Einstein's thought experiments as among the greatest triumphs ever produced by a human brain. His thinking feats made him famous, not just in the scientific community, but amongst the public at large. He, in effect, became science's first superstar! Until he died in 1955 he was always at the centre of much publicity and public interest.

At first he was the eccentric, the genius who never wore socks. Then he became a leading pacifist and opponent of rearmament whose traditional education left him with a lifelong suspicion of all forms of authority.

As the Nazis spread across Europe he advised President Roosevelt that it would be possible to make an atom bomb. However, when the bombs were actually used on Japan he immediately sought the establishment of a world authority that would control these weapons.

Today, posters of Albert Einstein are best sellers. It's encouraging to know that these posters of the scientist, humanitarian, inventor, Nobel prize winner and thinker, are stuck on the walls of many a teenager's bedroom along with their other heroes of rock, movies and sport.

Hardware and Software

Like Einstein, we all have some pretty awesome hardware in our twin-hemispheric, necktop computer. Our problem, however, is that we are very short on software. The traditional western approach to thinking is simply reactive, logical judgement - the slapping on of the "right" and "wrong" labels.

This has always led to extravagant, destructive clashes throughout history and is hopelessly inadequate for designing a safe future in a rapidly changing world. In this training you can go beyond your existing logic software with new software called cognetics.

Logic and Cognetics

If you would like to get a "feel" for the difference between logic and cognetics (both of which are software systems designed to handle information in the brain) you can try the following simple exercise:

EXERCISE: There follows two sets of words which help describe the process involved in each brain software - logic or cognetics. Relax for a moment and take a nice deep breath, then repeat the words in capitals slowly and evenly over and over until you get the "feel" for the way each software handle its information.

Do it first for logic (repeat about 10 times):

RIGHT ... WRONG
RIGHT ... WRONG
RIGHT ... WRONG
RIGHT ... WRONG
RIGHT ... WRONG
RIGHT ... WRONG
RIGHT ... WRONG
RIGHT ... WRONG
RIGHT ... WRONG
RIGHT ... WRONG

Do it now for cognetics (repeat about 10 times):

START ... DO ... NOTICE ... THINK
START ... DO ... NOTICE ... THINK
START ... DO ... NOTICE ... THINK
START ... DO ... NOTICE ... THINK
START ... DO ... NOTICE ... THINK
START ... DO ... NOTICE ... THINK
START ... DO ... NOTICE ... THINK
START ... DO ... NOTICE ... THINK
START ... DO ... NOTICE ... THINK
START ... DO ... NOTICE ... THINK

You may have noticed that logic uses a kind of labeling or "mail-sorting" approach to dealing with information. Logic reacts to information using judgement based on historical experience.

It fits, it's right; it doesn't fit, it's wrong etc.

This is, of course, very useful in a secondary way and for looking back at static, theoretical, situations. By itself, however, it's totally inadequate for dealing with most fluid, forward-looking situations in real life.

With cognetics, you may have noticed a quite different, open-ended, spiralling effect as movement is created (START ... DO) and then feedback is evaluated (NOTICE ... THINK) and further movement, with adjustments based on the feedback is then continued.

Thinking is Movement

There is no "right" way to think. The key to thinking is movement. Movement through the cognos, movement through think-space, movement through the ideosphere, movement through the universe of possible thoughts.

Whether you move out or in or up or down, sideways, backwards or upside-down reverse pikes, it doesn't matter. Whether you take great leaps, use stepping-stones,

random provocations, lateral thinking, flip-a-coin, or fantastic images, it all works.

Whether you use intuition, alpha-visualisations, TM, tarot cards, I-Ching, runes, prayer, auto-suggestion, cognetics, hypotheticals, scientific method, professional counselling, net surfing or "ask the oracle" - it all adds up to movement.

The essential key in thinking is movement - escape from your CVS. Once you have movement, you get feedback and, as we have seen, it's this noticing feedback which is the essential ingredient for further thinking, which is to say, surfing the cognos.

Thought Experiment:

A Thought Experiment is an experiment you carry out in your brain, using only thinking - your imagination. For example, you could imagine what would happen if cigarettes were square and not round. You think it through and imagine the consequences and possibilities and outcomes.

SDNT SDNT SDNT SDNT SDNT
SDNT SDNT SDNT SDNT SDNT
SDNT SDNT SDNT SDNT SDNT
SDNT SDNT SDNT SDNT SDNT

START DO NOTICE THINK START DO NOTICE THINK
START DO NOTICE THINK START DO NOTICE THINK
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START DO NOTICE THINK START DO NOTICE THINK

DAY 19 OF 37

The Universal Brain Software - CVSTOBVS

After looking at SDNT we now turn to CVSTOBVS. This universal brain software is the School of Thinking's #1 key to better thinking. CVSTOBVS is a powerful perception switch. It allows the brainuser to think outside the square.

CVSTOBVS - Cognetics Operating System

CURRENT VIEW SITUATION TO BETTER VIEW SITUATION
CURRENT VIEW SITUATION TO BETTER VIEW SITUATION
CURRENT VIEW SITUATION TO BETTER VIEW SITUATION
CURRENT VIEW SITUATION TO BETTER VIEW SITUATION
CURRENT VIEW SITUATION TO BETTER VIEW SITUATION
CURRENT VIEW SITUATION TO BETTER VIEW SITUATION
CURRENT VIEW SITUATION TO BETTER VIEW SITUATION
CURRENT VIEW SITUATION TO BETTER VIEW SITUATION

"I would love to have a management team that really understood the CVSTOBVS equation. It's the value added role in the management process."

~ **Jack Welch, Chairman. General Electric**

The Cognetics Operating System

The Cognetics Operating System is the School of Thinking's premium software presented to you in this training and is represented by the code: CVSTOBVS. It's also the most powerful and is necessarily so.

CVSTOBVS is a universal brain software. It works well in both animal and machine

brains.

You can teach CVSTOBVS thinking to your cat, your puppy, your toddler or your laptop.

In humans, for example, it enables the brainuser to upgrade from logic, the existing primary thinking software, and to allow logic to take its useful place as a secondary software package.

The CVSTOBVS switch enables you to change cognitive patterns ... on command.

From CVS to BVS; or CVS2BVS.

CVS2BVS is also your main antidote to PTV, the Plato Truth Virus. It is based on the Universal Law of Thinking.

Beyond Logic

500 years ago Columbus set sail. The Talavera Commission reported to Queen Isabella on Columbus' idea - to reach Japan in the East by sailing West and to discover other lands en route - that the adventure was "uncertain and impossible to any educated person."

They told the queen that the proposed voyage would take three years. Even if the ships could return, which was highly unlikely, the commission reported it would be a wasted expedition, "for God would surely not have allowed any uninhabited land of real value to be concealed from His people for so many centuries."

The experts scorned his project. But Columbus did set sail. Thirty-three days later he discovered half the world! I have always thought that Columbus was a very clever brainuser.

Unique rightness

Based solely on their accumulated experience, the experts pointed out that the Admiral's mission was hardly a logical one because his mathematics were wrong. So if his mathematics were wrong therefore Columbus was wrong. They were convinced

of the soundness of their logic.

Yet if all our thinking and actions were based only on the "unique rightness" of our own experience, then progress would be slow or impossible. There could be no room for insight, quantum leaps, outside-the-square-thinking, or the Eureka phenomenon. There could be no room for humour. There could be no room for humility.

Sometimes experts use their experience not to explore the future, but merely to protect the past. Many an expert arrives at a situation and forms an instant judgement. This is based on his unique background, his personal expectations, his values, his mood, his agenda and other factors.

He sees things in a certain way and makes a snap judgement based on his current perceptions. If he is using logic as his main cognitive operating system, the expert often uses his expertise, not as a basis to explore the situation, but merely to back-up and support his snap judgement, and, to keep himself 'right'.

It seems that the more expert thinkers are, the better they are able to defend their point-of-view so they get trapped in it by their own expertise. They cannot escape their CVS, their Current View of the Situation.

Now I know this never happens to you, dear brainuser, (wink!) but you've probably seen other people fall into this hole. And, it's a very dangerous one to fall into.

The thinker, the clever brainuser, might take a different approach to a proposition presented to him or her. She would use her experience, whether thin or quite formidable, to provide an information basis for exploring the idea. She may notice what she thinks is good about it, and what she thinks is bad about it. Then, she may deliberately set out to notice how it could be improved, perhaps to lead to an even better idea, a Better View of the Situation.

To help you do this we use a little switch called CVS-TO-BVS. The switch is simply a neuroware device for programming cognetics into your short term memory.

It takes just one second to use this switch, to say CVS-TO-BVS. If you will practice

this switch for ten days it will become a habit and become a permanent piece of neuroware in your necktop. After ten days, you'll have it forever.

The Law of Cognetics

The Law of Cognetics is a universal law of thinking. It is stated as follows:

the Current View of the Situation can never be equal to the Better View of the Situation

Just think about that for ten seconds. See if it makes any sense to you and whether you can embrace the law or whether you can't. Say it to yourself out loud and see how you react to it:

**the Current View of the Situation (CVS)
can never be equal to
the Better View of the Situation (BVS)**

Do you have any trouble with this law? This is really the most important law for thinking. The more you can bring conviction into this, the more it'll work for you.

To simplify this you simply say:

**CVS can never be equal to BVS
CVS ≠ BVS**

Antidote to PTV

This universal law of thinking - **CVS ≠ BVS** - is a strong antidote to PTV and I will show you how to exploit it and put it to use in the next chapter. As I continue to design ways to neutralise PTV I prefer to use the tools of science.

Why? What is it that makes science so unique? What is it that separates the scientific approach to matters from other non-scientific approaches? The answer is: testing and measuring.

It's only by putting a theory up against testing and measuring that we can move it from science fiction towards science fact. I say towards because we can never actually prove anything in science in an absolute sense.

What we say is that after testing and measurement of the evidence, the 'balance of evidence' as it now stands would indicate that such-and-such a theory seems valid. It's a 'more likely truth'. This always gets updated at a later stage by other scientists as testing and measuring procedures improve and as new theories, new 'more likely truths', are put forward.

Not Testing and Measuring = Faith

The absence of testing and measuring is: faith. When we are in a non-scientific mode we can use faith as a way of coming to a point-of-view. There are many things in human culture that don't lend themselves very well to testing and measuring and some people still get value out of believing in them.

For example there exists a myriad of myths and legends, folklore, superstitions and fortune-telling plus a rich collection of metaphysical beliefs. These have provided a great deal of interest to millions of people even though much of these areas elude any form of objective testing or measurement.

For example, no-one has ever been able to test or measure the existence of 'Guardian Angels'. So this is an unscientific belief that can be simply accepted on faith if one chooses to do so.

Some people take comfort in the idea of having a guardian angel and it may be a benefit to them. Others find the concept unwelcome. The thought of having a spiritual Peeping Tom following them around may seem an infringement on personal liberty.

Belief Systems

Although most of the world's total population of 5 billion or so do not support a religion of any kind, it was recently estimated by a religious leader that a large minority of around 30% still hope to get value and comfort out of religious beliefs of one kind or another.

Most of these believers were born into major world religions like Judaism, Christianity, Islam, Hinduism or Buddhism which are split into thousands of sub-groups with a range of variations in their beliefs and customs.

In addition, there are a staggering range of smaller religions, cults and belief systems of a variety which testifies to the richness and diversity of human imagination.

These belief systems require believers to take a leap of faith and to believe in things that we may not be able to test or measure. These religious beliefs fall outside the scientific method. This doesn't necessarily mean their claims are not true or didn't happen, it simply means that the balance of evidence is so slim that we have no way of knowing whether they are true and so, if we accept them, we do so by taking a leap of faith.

Many people, however, are quite able to take such a leap of faith. Many others may have had a set of beliefs culturally programmed into their brain when they were very small children.

To be considered scientifically valid, a proposition must be able to be tested or measured independently. It is not enough to simply measure the number of people who believe it.

Just because a million people believe the earth is flat is not enough to make it flat. If a million becomes ten million, the earth will still not lose its third dimension.

Laws of Moses

Sometimes, from a very early age, our brains become infected by cultural memes (stories that replicate because they are good at getting passed on from one generation to the next) and very often we never, ever really question these stories. I have written more about memes in *The X10 Memplex: Multiply Your Business By Ten!*

Especially when we are very young, we may simply believe things we are told to believe just because we never really thought the matter through ourselves. It may really only be an area that has been protected from thinking for many years.

For example, Moses was a leader of ancient times and, like all leaders, he needed his people to adhere to his laws. He said that his ten laws or commandments should

be obeyed. The reason that they should be obeyed, he claimed, is because they were given to him, privately, on a mountain, by his god, Yahweh.

By making this claim, Moses positioned these laws with the highest possible authority. They were not his laws, said Moses, but God's laws. This is a very old story that many people just accept but have never really updated or thought it through for themselves.

If you do stop to think about this story in the light of evidence available today you may be able to ask yourself for a more plausible version. Since there were no witnesses or evidence of any kind we don't know whether Moses' version actually happened. Yet there is much evidence to show that it is very unlikely.

From Polytheism to Monotheism

Three of the world's major religions are evolved variations of the 'one God meme'- Judaism, Islam and Christianity. However, the first recorded evidence of this meme from which all the above versions have evolved arises only about a hundred years before Moses.

King Tut's father, the Pharaoh Akhenaten, during the Amarna is the originator of monotheism. The evidence shows that this heretic king invented the first monotheistic meme. This was only about 3000 years ago.

During the previous 10 million years of man's evolution there is an enormous amount of evidence proving the invention of thousands of black-box memes to fill the needs of the brain to make some sense of the inexplicable physics of the world. Especially the 'god memes' that modern man has invented over over the last 100,000 years like the 'Zeus meme' to explain the phenomenon of lightning or the 'god of the Nile' meme to explain why the Nile flooded from time to time etc etc.

It seems these are examples of how the clever human brain has evolved its role as an effective explanation-creating mechanism which is not the same thing as explaining the actual phenomena.

Just because a meme has infected millions of people's brains is not enough reason, by itself, to make the meme a truth. There needs to be the balance of evidence that

enables us to differentiate the false memes from the truer memes.

In fact, if one cares to think about it, there are many possible explanations that could explain the Moses meme. Some are:

- Moses was clever enough to make up the story to give his laws more authority
- perhaps Moses just dreamt it
- Moses might have been hallucinating from inhaling smoke from a nearby burning bush
- Moses may have been overtired, sleep deprivation could do it
- Exhaustion or malnutrition could influence his judgement.
- Old Moses may have even have been suffering from Alzheimer's or one of a range of mental illnesses.
- We simply just don't know.

However, millions of people who adhere to the Judeo-Christian tradition have simply chosen to take a leap of faith and to believe Moses' claim. A Christian or Jewish scientist could not accept this story as a scientist, but could accept it, on a leap of faith, as part of a religious belief system.

Believing Science and Believing Faith

The argument between science and religion is a false one. It is simply a matter of distinguishing between those things we believe because we have tested them and they are part of science and those things we believe because we cannot test them so we take a leap of faith.

There is no reason why we cannot hold viewpoints in both areas as long as we are able to distinguish between the two.

Your Beliefs

If you wish, you can explore some of your own beliefs, whether about your religion, your job and career or your future. Ten Things That I Believe (But Cannot Prove)

1. About my religion, I believe ...
2. About my religion, I believe ...
3. About my religion, I believe ...
4. About my job, I believe ...
5. About my job, I believe ...
6. About my job, I believe ...
7. About my future, I believe ...
8. About my future, I believe ...
9. About my future, I believe ...
10. About my beliefs, I believe ...

Thought Experiment

Try to conduct a thought experiment. In your mental laboratory try to use your thinking skill to generate an alternative explanation to Moses' story, in addition to the ones given above. Since it is only an experiment you can be as creative as you are capable of being.

Try to do your own experiment before looking at the ones sent in by other SOT trainees and listed below.

Here are some of the experiments supplied by SOT members. Of course, many of these thinkers come from cultures that do not use the Moses story. This is just a small sample of responses:

- ↳ The Ten Commandments were not new. Moses, having been brought up in Pharaoh's household was educated in their law. His father-in-law was a priest, skilled in moral law. The Ten Commandments he came up with resemble other sets of ancient laws. He just copied down the laws he knew, 'in his own words'. In presenting them as 'God's laws', he wasn't being deceptive, he genuinely believed that these 'universal' laws must have come from God, since they were so widely used. This probably doesn't count as an 'alternative', just a justification.
- ↳ Geological formations on the mountain may have resembled stone tablets with writing on it. Moses took some pieces and said 'God wrote them'. The people would never have known, since they were too afraid to go up the mountain and verify the story.
- ↳ Moses may have found the tablets, left by a previous civilisation. He may have received them from an alien.

- ↪ An alternative explanation may not involve Moses at all. It is possible that the entire story of Moses was concocted many years after the alleged incident. Myth and legend constitute a large part of all religions and stories are made up and embellished through repeated tellings. In fact History is often referred to as "his story"; his referring to the entrenched power or leader of the time.
- ↪ Moses may have been smoking or eating the leaves of 'The Burning Bush'. Was mescaline around in those days?
- ↪ Oriental philosophies like Buddhism and yoga tell us (and invite us to verify personally) that there is a deep inner knowledge attainable through meditation and personal effort. Maybe Moses made the effort and had the insights but he felt that most of his people would not make this effort. So, to make it easier for them he used the 'God' idea.
- ↪ Moses had to justify his position as leader by claiming that he was God's emissary and is the only one capable of communicating with God.
- ↪ Maybe Moses had delusions of grandeur and really believed he had a private phone line to God and that he was the chosen one to lead his people to greatness.
- ↪ Moses was a control freak who would go to any lengths to make people follow him.
- ↪ Moses just use the previous experience of the people 'what god says is what is right.' People can accept things easily. This could very possibly overtake the process of testing and measuring. Moses, if exist, is very clever brainuser.
- ↪ Moses may have had a near-death experience on the mount.
- ↪ Moses may have been a poet.
- ↪ Moses was actually a slider, a time traveller from the future, who knew how the world would turn out if humanity continued down the current path, so he chose to zap back to an alternative (better) future and collect their guidelines for creating a better life. He knew, however, that the people in the time he was returning to would not believe in time travel and would accept 'the word of God' more easily.
- ↪ Moses adapted the story from another story he heard as a child. He might have taken the childhood story, changed the context and added the higher authority of coming from God so that more people would listen.
- ↪ Well Moses may have had a very lucid dream in which he imagined meeting an aspect of himself. He wanted to be in charge, as that was the manly thing to be, but thought that an expert needed to be called in. His expert was called Yahweh. Because his dream was on the mountain;

there was not papyrus handy; only big stone blocks, so thinking laterally he grabbed the blocks of rock and chipped away at the code of practice he'd wanted all along for his followers. Can you tell I've been involved in Jungian dream groups too? Then again, maybe Moses had been smoking papyrus

- ↩ Kenny: I'm sorry but could I skip this reply coz I'm a Christian and I don't think it's right to question the Bible. Please reply.
- ↩ Reply: Of course you can skip this or any other question if you feel it is not right to answer. May I ask you why you feel a Christian has no right to question the bible?
- ↩ Kenny: Basically, to us, Christians, the Bible is our "everything." It's sort of an instruction book for us (a book of "Do"s) and all that's stated in it are true (God never lies). So by asking what alternatives I could think of to explain the case, I feel that it's like questioning God's character.
- ↩ Reply: Fair enough!
- ↩ I find it hard to even consider there is another explanation because I don't believe that it happened in the first place. But I guess if you need another explanation then I tender the following: Moses went to the local about 3 o'clock in the afternoon promising his wife that he would only be an hour. However he met some of his mates and they got on to the pool table and started to play pool. They kept winning and kept drinking. Before Moses knew it was 11.30 at night. Now he knew that he was going to be in deep trouble with his wife because he was late again (his wife being about 5 stone heavier than him). So he made up this story that on his way home he saw this bright light and met this Dude named God who wanted to get rid of these secrets (tablets). Now Moses, never one to walk away from an opportunity, took them as he saw it as a way to get out of a beating by his wife. That's the way the Ten Commandments' came into being.
- ↩ He was rehearsing for a play he had written, and was stunned to find people actually believed what he was saying.
- ↩ Maybe he was channelling messages from aliens
- ↩ Maybe the priests and wise men of the town chose him to tell this story (which they made up based upon their experiences) because he was a charismatic speaker.
- ↩ Moses believed in God and believed that his laws were "divinely inspired" by God. He didn't just make up the story to give his laws more authority. He really BELIEVED they were issued from God. He carved the tablets himself, though. Of course, as an atheist, I reject Moses' belief in God, although some of his commandments are objectively valid when human life is used as the standard of measure.
- ↩ Moses derived the basic 'rules' of the commandments for his people to follow; a code of conduct of sorts. Throughout the year(s) the story was embellished upon either by fervent followers or rulers to bend the

consciousness of the people to a 'higher cause'.

- ↩ The story was possibly a complete fabrication; Moses, had he really existed, was a figurehead or puppet, only to lend credence to the myth.
- ↩ An alternative explanation to Moses' '10 commandments' story:
 - ↩ The story was written 100 years after a person named Moses who led people was alive. It was written when a new leader was elected to lead the tribe of Israel. This leader made up laws because he was having trouble keeping people in line. These laws were then taught as gospel.
 - ↩ Some of the kids decided to play a practical joke on good old Moses... Burning bush... voice of god... . The ten commandments? Moses saw through it and decided to play a little trick on the rest of the tribe.
 - ↩ 100 years after Moses supposedly lived, there was chaos as different tribes came into contact with each other through travelling due to trading. One man designed a code of behaviour for people to agree on and made a good profit marketing it-the 10 commandments. The 'burning bush' idea came to him when he was on a trip and saw a small tree was just struck by lightning.
 - ↩ Perhaps Moses was actually God. That is, God had manifested himself into a human body - and called himself Moses - so that he could pass on the 10 commandments. Then he realised that there was no way that he could claim to be God, as people would think that he was crazy, so he had to make up a story that sounded more believable. Therefore, he became - as he was - a messenger from God. He knew that this would not be questioned, as no one had come with such 'radical' ideas before - and Moses (who was actually God) had enough leadership skills to pass on the laws with conviction. After all - we are his 'children', his 'creation' - so he knew how people would react.
 - ↩ Moses may have either been manipulated by a group or part of a group who wished to create a better way of life and living for the masses and needed a capable leader of integrity to deliver the guidelines.
 - ↩ Moses was deceived by a group of misfits playing a practical joke who never expected the ideas to catch on!
 - ↩ Moses was actually in contact with an extra-terrestrial, who was so saddened by the state of affairs on Earth that he bestowed on Moses 10 principles for his people to live by.
 - ↩ There was actually an impostor who presented the laws. When Moses' workers confronted him regarding the laws, he denied that he had anything to do with them. They then concluded that Moses must have been possessed by God and was not consciously aware of his actions. Thus, the laws were accepted as God's word.
 - ↩ Moses might have met someone who gave him the tablets in a prearranged meeting.

- ↪ Moses was afraid he would be killed if the people did not want to obey his laws so he said they were god's laws.
- ↪ He was really old and suffering from sclerosis.

- ↪ Ever read 'Origins of Consciousness in the breakdown of the Bicameral Mind' by Julian Jaynes? His theory was that three thousand years ago people literally hallucinated 'gods' which told them what to do. They did not think like we do, but merely followed the voices. Moses probably heard the voice of 'god' literally. By the way, this may explain why the brain works in a patterning system. If Jaynes was right, It was designed to simply follow orders. Consciousness is a weird thing that happened when man learned to write and speak in metaphor.

DAY 20 OF 37

Measurement is a very important skill for the brainuser to develop. Let's look at units of measurement. It's very helpful, when trying to measure things, to have a unit of measurement. Having a basic unit of measurement means you can keep score and then compare one score against another.

For example, the whole metric system uses a number of units of measurement based on the decimal (or 10) system. We have metres, litres, dollars and grams. So, if you want to measure how far you have to travel to work you can do so and the answer may be 10 metres if you work at home or 10 kilometres if you don't.

You can use dollars to figure costs and overheads and to help control them and bring them down. You can also use dollars to figure revenues and sales results and help move them up.

Measuring Your Job

The more you can bring measurements to aspects of your job, the more you can take control and the more interesting your job becomes. What things can you measure in your job?

- Costs - eliminations, reductions or increases?
- Accidents/safety - lower or higher?
- Sales calls - more or less?
- Delivery times - longer or shorter?
- Wastage - less or more?
- Materials used - more or less?
- Industrial disputes - fewer or more often? etc.

Decimal Cognetics

In the last chapter, we've already seen that a CVS can never be equal to a BVS. So, what exactly is a BVS?

A BVS is a decimal of a CVS. A CVS is also a decimal of a BVS. In other words, they are related by powers of ten. Sometimes a BVS is ten times smaller than a CVS. Other times it is ten times greater. From experience, it is usually the latter, but not always.

By decimalizing (yes, it is a word) cognetics we are introducing measurement into the brain software and we get more control. Cognetics now becomes a more useful brain tool. Remember, cognetics is decimal. In cognetics we use the number ten. The deliberate or habitual use of the number 10 is called Tenpower.

BVS = CVS x 10

The key to the practical use of this powerful perception switch - CVSTOBVS - is the deliberate effort one makes to try to notice the BVS that is TEN TIMES better than the CVS.

So, for example, if your CVS is \$1 then a BVS might be \$10 (or it could be 10, if you owed \$1). If the CVS is on one level, then the BVS can be found on a level TEN TIMES better than the CVS.

Ten times better may be ten times more, or ten times less, or ten units forward or ten units back. It's the deliberate use of tenpower as a provocation to get you to escape from your CVS.

With practice, the "ten times" part of cognetics just becomes easier and easier. This is what tenpower is all about. Remember, mathematically, there are always millions of possible options (literally!) but you must deliberately look for them to see them.

Tenpower helps you to switch patterns of perception. That's all. While it is not important that the number ten is accurately used, its use is a powerful escape mechanism. Take a leap with tenpower.

Examples:

If the CVS is 1 gift, the BVS might be 10 gifts.

If the CVS is thirst, the BVS might be 10 mouthfuls of water.

If the CVS is one email, the BVS might be 10 emails.

If the CVS is one step back, the BVS could be ten steps forward.

If the CVS is ten steps forward, the BVS might be 100 steps back.

If the CVS is red, perhaps the BVS is green.

If the CVS is up, then the BVS may be down or even much further up.

If the CVS is to take, the BVS may be to give.

If the CVS is do it later, the BVS may be do it now.

If the CVS is 10, the BVS could be 100, or 1.

If the CVS is 100, the BVS might be 1000.

If the CVS is 1, the BVS could be one tenth.

If the CVS is where you are now, the BVS is take a quantum leap.

In cognetics, rightness is not as important as movement. Cognetics, using tenpower, enables you to move through information at a rate never before possible with only logic. And, in a rapidly changing world, movement to a better viewpoint is much more important to the thinker than defence of a current viewpoint.

The reason for tenpower is because there are always risks in thinking. It can be risky leaving the safety of a CVS to go out in search of a BVS. But if the rewards are so great, so worthwhile - a true quantum leap, an order of magnitude - then the reward provides its own motivation. You can now have the drive to escape inertia to move towards a BVS.

Tenpower

The habitual use of the number 10 gives a very useful measurement and a useful tracking and controlling device for the thinker or clever brainuser. In the unlimited universe of thinkspace powers of ten helps us escape from the gravity of our CVS and to move out of orbit and explore the cognos, looking for a BVS.

DAY 21 OF 37

Tenpower

I want to devote a separate lesson to discussing tenpower thereby giving it the importance it deserves.

If this was just a book about theory, tenpower could be left out, but it's a training program about action. You don't just want to know about cognetics, you also want to be able to DO it.

Practice, Repetition, Rehearsal

It was revealed to me during my army training lessons, in the late '60s, when I was a 20-year-old national serviceman draftee, how amazingly effective was the strategy of REPETITION. Army instructors demonstrated its power by always having us use practise, repetition and rehearsals.

I remember thinking it odd, at the time, that an ambush was actually rehearsed in detail in the field before being laid that night. But why not? Ambushing is a skill and anything that is a skill can be dramatically improved with repetition and practice.

A pattern is something that is repeated more often than randomness or chaos. The architecture of a pattern is repetition. That's why in a patterning-system like the human brain system, repetition is the most powerful learning strategy you can use.

That's also why you'll notice a great deal of repetition in this training. It's not because I've forgotten that I've already discussed something with you. It's to help build patterns in your brain so it becomes easier for you to remember and use the software. IN A PATTERNING SYSTEM, LIKE THE HUMAN BRAIN SYSTEM, THERE IS NO STRONGER MAGIC THAT CAN BE USED THAN THE MAGIC OF REPETITION.

All this is critical when acquiring new skills. And, repeating things ten times is an

excellent way to exploit tenpower.

What is Tenpower?

Tenpower is the skill of using the powers of ten. Tenpower is a booster mechanism for your brain software. Just like enzymes that boost up chemical reactions or rockets that boost space shuttles, so can tenpower boost your brain software and greatly empower your thinking skills.

Put-on a Zero!

A zero may not seem like much. If you add it or subtract it from another number, it makes no difference at all. A zero barely exists ... until ... you put a zero on the end of another number and, mirabile dictu, that number increases tenfold!

That is Tenpower! Even the Egyptians had a symbol for tenpower and maybe that's why the pyramids are so big.

In cognetics, thinking is moving through think-space, the information universe, the cognos, by powers of ten. Tenpower can be used in any direction - moving out or moving in.

For example, with tenpower you can move from 1 to 10 to 100 to 1000 to 10000 to 100000 to 1000000 to 10000000 etc

or from 1 to .1 to .01 to .001 to .0001 to .00001 to .000001 to .0000001 and so on.

The habit of tenpower is the habit of using the number ten, the habit of adding a zero or the habit of multiplying by ten. By using tenpower you will equip your necktop with a very powerful booster which will give you an unfair advantage over others when moving through the information environment. The Official Number of the School of Thinking is 10!

Ten Repetitions

Repetition is something you can always do. For example, here are 10 repetitions ...

1. Repetition
2. Repetition
3. Repetition
4. Repetition
5. Repetition
6. Repetition
7. Repetition
8. Repetition
9. Repetition
10. Repetition

Where to use Tenpower?

You can use tenpower anywhere. There's no & "right" place to use tenpower. Some people use tenpower to get started. Some use tenpower for fitness, practising skills and doing repetitions. You can use tenpower to solve problems, to create opportunities.

Writers can use tenpower to escape writer's block. I use tenpower in teaching thinking skills. Business people use tenpower to plan ahead. Students use tenpower to do their research. Parents use tenpower to help in family discussions. Where can you use tenpower?

Why use Tenpower?

Putting-on a zero is a powerful thing to do. It is the quintessential provocation. It's purpose is to provoke movement through the cognos, to allow you to escape from your present position. It's a bit like using a helicopter.

If you wanted to climb a mountain you might start from the bottom but then when you reach the summit you say "Boy, if only we'd come that way it would have been easier." This is because the view from the top is different from the view at the bottom. If you had a helicopter you could fly to the top first, see the better way, and then go back and use it.

Forgive me if I won't bother to show you what a googolplex looks like because if I were to try typing out a googolplex by adding zeroes to the above googol at the rate of three zeroes a second - 000 - and I never stopped to eat or sleep or do anything else, I would be dead and dust long before I got anywhere near it.

Here are ten ways I can use the number 10:

1. I can give ten times more gifts to clients this week than last week
2. I can send ten times more postcards to friends this month than I did last month
3. I can call someone who would like to hear from me in ten minutes time.
4. I can consult ten brainusers for their opinion on a matter of importance to me.
5. I can visit ten Web sites that I don't usually visit.
6. I can invite ten people over for a discussion on a matter of importance to all concerned.
7. I can practise a new skill 10 times a day for the next ten days.
8. I can go for a walk in the Royal Melbourne Botanic Gardens at 10am.
9. I can cut costs by 10%.
10. I can spend ten minutes figuring out the first line of the next chapter.

DAY 22 OF 37

Attention! Let's talk about attention. But first a small experiment.

INSTRUCTION: As soon as you have finished reading this sentence, turn your head around about 180 and describe something you can see that is coloured green and does not belong to you.

OK. Here's the point. Once you look in a direction it's easy to see what is there. Here's how it worked:

1. I gave you the cue above to turn your head and look for something specific
2. You turned your head and looked
3. You saw.

I don't know where you are right now but most readers would have been able to carry this experiment out successfully, once you decided to look.

Here's the special insight that I would like you to get now as a result of this little experiment. It will help you get better use out of the brain software. It's this:

ONCE YOU MOVE YOUR ATTENTION IN A CERTAIN DIRECTION YOU CAN EASILY SEE WHAT IS THERE TO SEE. BUT, THE DECISION TO MOVE YOUR ATTENTION COULD TAKE TWENTY YEARS!

Managing Your Attention

Many people feel that if there is an opportunity somewhere - a BVS - why, they'll see it and go get it. They assume the very presence of a BVS will make itself known to them, that it will attract their attention. But no, it doesn't work that way. You have to direct your own attention.

BVSs are there all the time, you're tripping over them all day long, literally hundreds of them, but you're not seeing them. The reason you're missing them is obvious: It's impossible to notice a BVS if PTV is holding your attention on defending your CVS.

Attention is the gateway to consciousness. Attention is the business of your mind. Attention is the principal service provided by the management section of your brain which enables you to focus in and have a mind-- for you to think about things.

How you move your attention around is very interesting. There are three distinct aspects of attention-directing in your brain:

1. **disengagement:** escaping from your present fixation of attention
2. **movement:** movement of attention across the cognos, the vast universe of possible thoughts
3. **engagement:** attending to a new object out of a competition of an infinite multitude of possible candidates.

The CVSTOBVS universal brain software is designed as a switch that helps you to control your attention and move it around, especially when your attention is habitually focused on your CVS and its defence. CVSTOBVS can help you disengage and move your attention away from your CVS and to engage it elsewhere on a BVS, unless PTV stops you from doing it.

Pay attention! This is a command with which we are all familiar. We all heard it many times as children and we still hear it (if more subtly expressed) every day in business.

We know what it means to direct our attention even though it is something we do inside our head. For example:

- In a noisy cocktail party, you can hone in on one particular conversation.

- In a business presentation, while presenting to the room at large and doing justice to her presentation as planned, an account executive can shift the attention around in her vision to catch the expression on her executive client's face while apparently staring intently at her audio-visual.
- A marketing professional can show you how to deliberately shift your attention away from your product-driven strategy to a better client-driven one and then you can notice the way the information before you rearranges itself.
- A habit of attention may mean that the first thing a hairdresser notices about you is your hair while a dentist may notice your smile instead.
- On arriving at O'Hare International airport, I can pick out my driver from the dozens of others waiting even though my name is badly misspelt on his sign.
- An over-critical, PTV-infected parent can pick out the one mistake in a child's work and not see that the child has accomplished a great deal.
- A shared goal, like Sir Bob Geldorf's Band-Aid, can cue a diverse group of individual and even competitive entertainers to give priority to a certain event where otherwise they would all be paying attention to something else.
- A team leader can pull back the attention of her team to a project-in-hand after a distraction had drawn attention away.
- A specific motion put before the board can focus the attention of the directors after a long and wandering discussion.
- Most languages have a word like Achtung! which focuses one's attention.

We experience attention as a filter that the management part of our brain applies to the flood of competing information that comes in from our senses.

Attention Disorders

Individuals who have suffered brain-damage can lose their ability to control their attention. Attention disorders are manifested in different ways depending on the nature of the damage. It can take the form of an inability to escape from a particular fixation and so they remain stuck in a viewpoint regardless of the demands of their environment.

Or, damage to the right side of the brain can make it impossible for patients to pay attention to the side opposite the damaged hemisphere even to the point of failing to dress the left side of their bodies.

Sometimes, loss of attention-control means constant and debilitating distraction. This is because a person suffering from an attention disorder cannot prevent attention from being diverted by irrelevant stimuli.

The CVSTOBVS Switch

Let's now disengage our attention from 'attention' and move it to engage on 'orthogonality'. In quantum physics there is something called orthogonality. Orthogonality means mutual exclusivity, that there cannot be two things in the same place at the same time.

A switch cannot be both OFF and ON at the same time. If a flipped coin has landed as HEADS, then it cannot also be landed as TAILS at the same time. To get to tails requires at least one more flip of the coin, as anyone who visits Melbourne's new casino will soon discover.

Switching TO

Switches are useful because they have at least two positions. This means you can escape from one and move **TO** the other. It only requires is a flip of the switch:

- switch: HEADS **TO** TAILS.

- switch: OFF **TO** ON.

- switch: CVS **TO** BVS.

Programming the Software

So, we wind up with this simple, user friendly neuro-software package, this powerful thinking switch: from CVS to BVS.

How do we load this neuroware into your necktop? Repetition. Repetition. Repetition. Programming the software switch into your necktop is easy. By exploiting the patterning system of your brain, it's simply a matter of repeating, "CVS TO BVS".

You can simply repeat the software code - CVSTOBVS - one hundred times a day! Every day! Starting today.

CVSTOBVS one hundred times per day (CVSTOBVS) x 100pd

When I lived on Park Avenue in New York I'd practise by walking along the sidewalk (American for footpath) and as my left foot hit the ground I'd say "CVS" and as my right foot hit the ground I'd say "... TO BVS".

CVSTOBVS CVSTOBVS CVSTOBVS CVSTOBVS etc. Not out loud because Bellevue Mental Hospital wasn't far away and they'd think I was crazy!

It only takes a second to say *CVSTOBVS* so 100 repetitions each day takes you 100 seconds or a minute and 40 seconds. That's all. Some do their repetitions in the shower, others while commuting, others combine this brain exercise with exercising their body.

Now what will happen if you do this? It will mean that you're constructing a new executive neurosoftware pattern in your brain. The more you practise, the stronger the pattern. The stronger the pattern, the more power it will have to override PTV.

Instead of finding yourself locked into defending a CVS, you'll hesitate ... and you'll

look for ... and you'll see ... and then you'll switch to ... a BVS.

And the wonderful thing is that if you paint the pattern strong enough it will work on every other skill you have. If you practice golf, that won't make you a good cook will it? Being good at golf doesn't TRANSFER to being a good cook. But cognetics does. It is a process, and as such, it's designed to transfer to any situation, whatsoever. It's generic!

Better is Clever

You can use cognetics to get better (and 'better' means more clever) at golf, better at cooking, better at studying, better at listening, better at solving business problems, better at selling, better at creating opportunities, better at making decisions, better at handling family matters, better at dealing with personal situations, better at getting better, better at anything!

The first step is to get started on your 100 repetitions each day of CVSTOBVS. To get the full benefit of cognetics, the price is 1 minute and 40 seconds a day! Let's start now. Say this out loud once, it only takes one second. Say: CVSTOBVS.

Good. Now let's BVS that. We're going from 1 to 10. That simply means repeating the CVSTOBVS switch ten times. It may feel a little silly at first but no one's going to hurt you for doing it, and you'll already be well on your way.

Say it now ten times out loud:

**CVSTOBVS CVSTOBVS CVSTOBVS CVSTOBVS CVSTOBVS
CVSTOBVS CVSTOBVS CVSTOBVS CVSTOBVS CVSTOBVS**

If you think it's difficult to get you to say it out loud, imagine what it was like to get a Monte Carlo auditorium full of over a thousand IBM executives from all over the world, with five translators, to do it! But they did it, and now they can use it, too.

CVSTOBVS simply means that the current way is fine, but there's always a better way, ten times better, if only we remember to deliberately look for it.

If you were to repeat a hundred of those switches each day (that is repeat CVSTOBVS a hundred times), you would be keeping the switch in your short-term

memory so that the pattern can link up with the projects and situations that come up for you during the day.

For example:

- you might get writer's block while doing a business report – CVSTOBVS
- you might find yourself being a space glutton in a meeting – CVSTOBVS
- you might be trying to help a customer solve a problem – CVSTOBVS
- you might be surfing the net looking for an opportunity – CVSTOBVS
- you might be worried and depressed about money – CVSTOBVS
- you might be about to decide what to have for lunch – CVSTOBVS
- you might be boring a customer – CVSTOBVS
- you might be being bullied by a friend or family member – CVSTOBVS
- you might be watching TV - CVSTOBVS.

Repetition ensures that the switch will pop up at a time when you need to use it. And when it does pop up, then what?

To Look Is To See

If you decide to look for a BVS, you will see it. Yes, you really will see it. What time is it? (Check your watch and record the time here_____.)

Isn't it amazing! The time is always there, BUT you only see it when you actually look for it. Think about that for a moment! Through training and practice your brain learned (developed the cognitive pattern) to tell the time, long ago. One just needs to use the switch: "What time is it?"; and Hey! Presto! ... we get to see the time! The same applies to a BVS.

It's your attention that controls your behaviour. You need a trigger to manipulate your attention from merely focusing on your CVS and to get it to switch to a BVS. This is also called lateral thinking or creative thinking. You've done it many times before but you need to do it better and much more often - on command!

The key to creativity is remembering to be creative at any particular moment, remembering to use the switch CVSTOBVS. What time is it?

Seek and You Shall Find

CVSTOBVS will dramatically increase your odds of finding ideas, because you will be actively looking for them, habitually, as a matter of personal policy.

You can get a good idea today, a better idea tomorrow and you get the best idea ... never! There's always a BVS! This means that you can have a perfectly valid CVS, but there must always be a better one. There's always a BVS!

The difference between the way you use your necktop now, and the way it could operate, is up to the software you use. Each time you do your 100 repetitions of CVSTOBVS guarantees that you are keeping yourself, your family, your school or company, on the road to a BVS.

And, this software is very cool when it comes to protecting your necktop from PTV.

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QRH Styleware

QUALITY RECOGNITION HUMOUR
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What is Styleware?

Styleware is new. It's a software package devoted specifically to helping the brainuser choose a world-class style that is compatible with being a PTV-free thinker. When it comes to thinking and behaviour, what can be more important than style?

Style A Strategy for Behaviour

A style is a strategy for behaviour. A person's style determines not only what that person will allow himself or herself to do, but also the way he or she will do it.

Style is that intangible quality about behaviour that leaves a more lasting impression than the behaviour itself. Leaders, like Coco Chanel, Julius Caesar, Pope John XXIII, Eva Peron and the Dalai Lama are remembered as much for their personal style as for their specific actions.

Your Personal Style

Style provides a framework for daily thinking and daily behaviour. Your personal style shows the way you have positioned yourself in life, reflects your personal life strategy, and makes it quite possible to predict the way you are likely to behave in situations.

A loving gentle woman who treats herself and others with respect is unlikely to begin suddenly and inexplicably behaving like a Salome. A Scrooge is unlikely to start suddenly playing ball with the kids or to join Big Brothers -- but, even a Scrooge can change!

Changing Your Style

You can't hide your personal style. A single action may or may not go unnoticed but your behaviour patterns are impossible to hide. Repetition attracts attention. Your pattern of behaviour is an exhibition of your personal style just as the pattern of your personal opinions is a loud advertisement of the state of your mind.

But, if you're not happy with your personal style, there is no law that says you have to live with it. You can simply change it. People are doing this every day. Style is a matter of personal choice, once you come of age. It is independent of background, education, or income; it has much to do with thinking the way you choose to deal with information--in order to deal with situations.

You can choose the personal idiom within which to live your life, just as you can choose the television programs you wish to watch, the friends you wish to mix with, the clothes you wish to wear, the attitudes you wish to adopt or the Web sites you wish to visit.

Changing is simple once you make the decision. Yet making the decision could take 20 years! It requires an act of will. Not changing, of course, is the decision to keep the style you currently have.

The style of the Clever Brainuser can most readily be described by QRH which stands for the balance among these characteristics: Quality, Recognition, Humour. The QRH style is contemporary and cool but has a taste of what used to be called noblesse oblige.

Your Virtual Board of Directors

When it comes to changing your style, it is very useful to have a clear view of the changes you wish to make and just how you'd like to see yourself. Changing is easier if you have a model or a picture or a coach - someone to give you guidance. For my own guidance, I use my personal group of virtual mentors, my Virtual Board of Directors.

To my Virtual Board (which is happy to meet in my mind whenever I want them to meet) I am free to appoint, as a non-paid Director, anyone I choose. I've had members from the present or from the past or from a future not yet a reality. I choose board members for different reasons.

I've had them for speech coaching, for dress, for conversation, for decision-making, for wit, for compassion, for looks, for stimulation, for provocation, for encouragement, for sentimental reasons and for inspiration.

For example, at different times over the years, seats on my Virtual Board have been held by Cicero, Nastasia Kinski, Jean de la Valet, Major Terry Hayes DFC, Julies Caesar, Saki, Audrey Hepburn, Professor George Gallup, W.C. Fields, my father, the Prince of Wales, Richard Dawkins, Dame Elizabeth Murdoch, Fra Martin Luther, Antonio Carlos Jobim, my grandmother, Pope John Paul I, Brian Ferry, Albert Einstein, Oscar Wilde, George Costanza, Professor Roger Short FRS, Musashi, Queen Isabella and many others whose names I needn't mention.

These have been some of my personal favourites and from whom I have received much advice, support and guidance - free of charge and on-call anytime, any place. You can operate your Virtual Board along the lines of a thought experiment.

Appointing Your Directors

The point, of course, is to choose your own Directors because you admire some aspect of their style and you want to emulate that aspect, in your own way, so you need their advice to do so. Other people have told me they use similar strategies and have chosen mental advisers for their own development.

If you wish, you can simply read a good biography of your potential style directors and if it satisfies you can appoint them to your board. It's also great fun to do!

Q is for Quality

When it comes to the subject of style, the clever brainuser is one who always tries to positively upgrade a situation from its current state to a better state. In other words, you are making a deliberate effort to improve the quality of the situation, the quality of the way in which the information is arranged.

Quality is Adding Value

Quality is important. As a clever brainuser you're concerned with adding value to the situation. The point is not whether at any particular moment in time you are successful. What is far more important is the overall style, that is, the deliberate policy of always being concerned with improving the value of the situation the quest for quality.

Contrast this with the dumb 'whatever-I-can-get-away-with' attitude. Quality is a matter of choice, a matter of style. Only by understanding the process of adding value will we be able to understand the key to productivity and solve what appear to be 'economic' problems.

The Habit of Quality

Quality is better. Quality is improvement. Quality is general excellence. The habit of quality is the habit of finding a better way, a better possibility, a better view, a better choice, a better alternative, a better outcome, a better attitude, a better opinion, a better life.

If you cannot find a better alternative in a situation then you cannot add value to the situation. That's why CVSTOBVS, the switch to a better way of looking at a situation, is a skill or strategy that is central to the habit of quality. "Quality is not an act" said Aristotle "it's a habit!"

DAY 24 OF 37

As we have discussed earlier, the celebrated Greek thinker Plato lived in ancient Athens around 2500 years ago. At around the same time, in ancient China, lived another thinker *K'ung Fu Tzu*.

This ancient Chinese master started one of the world's most successful schools of thinking and his memes have spread around the world and infected even more people than Plato's.

Master K'ung (or **Confucius** as he has come to be known in the West) developed positive memes on ethics, behaviour and relationships and devoted his thinking to finding better possibilities in the world. He was a great master of CVS to BVS thinking.

Self X10

Confucius had an insatiable thirst for knowledge of antiquity. In his sayings, he rarely used negative prohibitions but preferred to offer positive memes on how to find a BVS if you wish to behave as a chun-tzu or gentleman. What moved him was no lust for power but the will to attain true mastery. If you seek 'self x10' then understand your strengths and develop them with practise and mastery. But he was no abstract philosopher. He saw the need to be both a man of thinking and a man of action.

I hear and I forget. I see and I believe. I do and I understand. - Confucius

His nature strikes us as smiling, open and natural. He was a man of the world and of the street who was driven to find ways to help improve the human condition. He founded a school for future statesmen. He edited the classics. And, most significant of all he is credited with beginning China's great explosion of thinking in all its breadth and potentiality.

As a teacher Confucius was always encouraging his students to learn. He also believed in the importance of daily training and practise. The Master said: "Is it not

pleasant to learn continually and then to put it into practice?"

Regardless of how the world treated him, Confucius could still maintain a positive attitude and go on learning and teaching.

DAY 25 OF 37

Both Jesus and Confucius, as two of history's most famous teachers, have some things in common.

Yeshua (Jesus), who eventually became known by his followers as 'The Lord', left no account of his life or his teachings in his own hand. His sayings, which he spoke in Aramaic, had to wait for many years after his death to be written down in Greek and Latin.

Hundreds of years later they were again translated into German by Martin Luther. Then in 1611, they were translated again into the old Shakespearean English of the King James version and its descendents (Protestant). And again into the Douay-Rheims version and its variations (Catholic). More recently, in the 20th century, there have been a wave of contemporary English translations like the New International Version (Evangelical).

What we are left with today are those sayings of Jesus that have been edited and translated over the millennia by his disciples and his disciples' disciples so we can only make educated guesses about the accuracy of his original sayings.

It is interesting to note that many English-speaking people are not even aware that the original languages of the Bible are Hebrew (Old Testament) and Greek (New Testament).

A similar situation applies to Confucius who became known to his followers as 'The Master'. Confucius is the romanised version of K'ung Fu-tzu which means Master Kung. Like Jesus, Confucius left no writings of his own and so we also have to rely on the accounts handed down by later generations of his disciples.

Books alleged to be written by him (Book of Odes, Book of Ritual, Spring and Autumn Annals) were actually only edited by him. Confucius wrote no works of his own. Even the Analects of Confucius was written by a disciple or disciples who

wrote down a collection of The Master's sayings which they began with the, now famous, phrase "Confucius says ...".

In addition to these similarities, there are also some interesting differences between these two great teachers. The Lord emphasised the Judaic tradition of 'The Father in Heaven' and the 'life of the spirit' as quoted in Jesus' dying words: "Father, into your hands I commend my spirit".

By contrast, The Master focused on man in today's world. In particular, the relationship between man and other men. He placed no importance at all on the spirit world. He was concerned about the real world and the obligations inherent in 'the five relationships' between: father and son, husband and wife, older brother and younger brother, friend and friend, and ruler and subject.

Although power was hereditary in China, Confucius stressed that the ruler should lead from the front by setting a good example to his people. This has become known as The Golden Rule or the "Do to others as you wish done to you" philosophy.

The Master's ideal was the chun-tzu or what Westerners would call 'the gentleman'. The chun-tzu practised daily to attain excellence in the following noble memes:

- *chih* or integrity
- *i* or fairness
- *chung* or loyalty
- *shu* or co-operation
- *ren* or compassion.

If a ruler exemplified these virtues in all of his 'five relationships' then his rule would be a success and his people would be happy.

This is a very interesting political model and quite modern because the

relationships are personal ones not organisational ones. Behaviour is governed by a bottom-up approach rather than imposed by a top-down one.

Young people become infected with these noble memes by imitation and the good example set by the ruler, the father, the older brother and the husband. These ideals become internalised, and if the individual practises these memes then this spreads out in a vast word-of-mouth network to infect the state as a whole.

It's an organic model and seems to have been very successful. Throughout history foreign visitors to the vast Chinese state have noticed and commented on its familial organisation.

In China, before The Master, the state was ruled by force. Power was seized by warriors who struggled among themselves for supremacy. They ruled the other three classes - merchants, artisans and peasants - by force.

After Confucius there was a paradigm shift to ethical rule. The same three classes were now ruled by scholars and the Confucian ethic showed that indeed the pen can be mightier than the sword.

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As we have explored in previous thinking lessons, Western thought has been dominated by the Platonic ethic: the importance of The Truth. Eastern thought has been dominated by the Confucian ethic: the importance of The Relationship.

In the context of what we have been exploring about information viruses (or memes), about how ideas spread by word-of-mouth and about how cultures become infected by idea-viruses and memes we can identify the following Platonic and Confucian memes: PTV - the Plato Truth Virus, and RMC - the Relationship Meme of Confucius.

It is interesting to understand and appreciate the different thinking strategies that have evolved out of the Plato Truth Virus and the Relationship Meme of Confucius. In my experience with teaching thinking across cultures, when one better understands the thinking style of a different culture it makes it easier to appreciate the unique elements of one's own.

PTV and RMC

PTV places the emphasis on having the truth, on being right. To demonstrate that one is right, in this tradition, it has turned out that the best way to do this is by showing others to be wrong. As a result of PTV we have seen the rise of dogmatism, intolerance, arrogance and persecution. This is not what Plato intended, of course, but is a consequence of PTV. Our own parliamentary behaviour, based on the Westminster system, is a regularly televised example of "I-am-right-and-you-are-wrong" in action.

RMC places the emphasis on the interaction, the interchange, the connection. This fits in with contemporary media-driven trends in psychology, sociology and philosophy where the accent is on understanding the relationships and defining the roles. Behaviour is governed less from external laws and more from internalised concepts of "the gentleman, the yuppie, the genXer, Mars/Venus, netiquette, greenies" and identification with brands and lifestyles.

In summary, the main difference between the Confucian ethic and the Platonic one is this:

- ↳ the Confucian ethic is more concerned with manners and appropriate behaviour. It doesn't matter so much whether you are 'right' or 'wrong' as long as you behave well.

- ↳ the Platonic ethic is concerned with 'truth' and whether you are in the 'right' or not. If you are 'right' then that can excuse your behaviour because 'truth' is on your side.

In today's shrinking world there is an overlap of PTV and RMC as the cultural boundaries are becoming more fuzzy with globalisation. Yet the differences are still there and the recent US/China incident regarding the spy plane is a clear example of how the two cultures have different views of the situation.

It seemed that China felt the Americans did not behave well regarding their lost pilot and protocol required an apology. While, on the other hand, America felt they were in the 'right' so they did not need to apologise.

No doubt these things are more complicated than that but it does help to get an overview if you can.

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recognition / n an instance of acknowledging the existence, validity, character and claims of another
~ **Oxford English Dictionary**

*"Whereas **recognition** of the inherent dignity and of the equal and unalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world "*

--This Preamble of the Universal Declaration of Human Rights was adopted by the United Nations General Assembly on 10 December 1948.

Mammal intelligence is not the only one to discover the strategic benefits of mutual **recognition**. To make a living, other animals, plants and even bacteria play various games of cooperation and mutual recognition. Mutual recognition is the obvious realisation that what is important to me is also important to you, so let's cooperate.

- No man is an island!
- You're not Robinson Crusoe!
- Join the club!
- What goes around comes around!
- Live and let live!
- All for one and one for all!
- Tit for tat.
- E Pluribus Unum etc etc.

What does it all mean? It means I'll acknowledge your existence and the matching valid claims that arise from your existence and, in return, you'll do the same for me.

Mutual recognition

Many people have talked about the value of recognition. It's nothing new. Here are some of them:

Seneca

He that does good to another does good also to himself.

Confucius

He who wished to secure the good of others, has already secured his own.

Hindu Proverb

Help your brother's boat across, and lo! your own has reached the shore.

Richard Dawkins

Nice guys finish first.

Western Proverb

You scratch my back and I'll scratch yours.

Zig Ziglar

I believe you can get everything you want in life if you just help enough other people get what they want.

Marcus Aurelius

Men exist for the sake of one another.

Henry Ford

Coming together is a beginning; Keeping together is a progress; Working together is success.

Albert Einstein

Without deep reflection, one knows from daily life that one exists for other people.

Jesus

There was a man going from Jerusalem down to Jericho when he fell into the hands

of robbers. They stripped him, beat him up, and went off leaving him half dead. Now by coincidence a priest was going down that road; when he caught sight of him, he went out of his way to avoid him. In the same way, when a Levite came to the place, he took one look at him and crossed the road. But this Samaritan who was travelling that way came to where he was and was moved to pity at the sight of him. He went up to him and bandaged his wounds, pouring olive oil and wine on them. He hoisted him on to his own animal, brought him to an inn, and looked after him. The next day he took out two silver coins, which he gave to the innkeeper, and said, "Look after him, and on my way back I'll reimburse you for any extra expense you have had."

Recognition can be a commodity which can be of value to us all. There are the three recognitions:

- R1 - **self**: recognition of one's self;
- R2 - **others**: recognition of the selves of others;
- R3 - **system**: recognition of the selves of systems.

If we treat recognition as a commodity, then it can be earned, traded, and invested in, as are other commodities.

R1 - Self Recognition

Recognition of one's self is a legitimate recognition of the fact of one's existence, and a creative interest in the quality of one's existence and the preservation of one's existence.

Each person recognises the unique view that he or she has of situations, the unique way in which he or she selects and arranges information according to his or her unique experience.

Self-recognition includes the right and willingness to change the way we look at things, to seek fresh and better arrangements of information, to build a better individual world in which we can live.

R2 - Other Recognition

Valuing recognition of one's self automatically carries with it a value for the

recognition of the selves of others. We recognise their reciprocal rights; their right to a unique view of situations; their right to the way they select and arrange information according to their unique experience; their right to live in their own worlds, as we live in ours.

Recognition of others includes the right and willingness to help them change the way they look at things, to help them seek fresh and better arrangements of information, to help them build better individual worlds in which they can live better, of course, in THEIR view.

This is not merely the imposition of our view with the claim that since our view is "right" for us, then it should also be "right" for them. Recognition of others is the valuing and appreciation of pluralitya variety of opinions. Live and let live.

R3 - System Recognition

Recognition of the system means realising that, on balance, if we are all to enjoy the maximum recognition as individuals, give goes along with take.

System recognition means understanding the paradox of structure and freedom. It is only with the structure of the bridge that we enjoy the freedom to cross the ravine. This paradox also means the freedom of productivity that comes with an electronic structure like the internet; the freedom of a higher income that comes with the structure of acquiring new and more useful skills and strategies; the freedom of competence, confidence, and performance that comes with the structure of discipline, practice, and repetition.

Recognition of systems makes possible recognition of others, which in turn multiplies the recognition we can enjoy for ourselves.

Example:

Imagine there are ten people in a spaceship hurtling through space:

R1 - First, if every individual passenger decides to recognition himself or herself, then each can enjoy the recognition of one person his or her own self;

R2 - Second, if every individual passenger decides to give recognition of the other passengers, each can enjoy the recognition of ten people his or her own PLUS that of nine others;

R3 - Third, this spaceship is really a classic social system; if each passenger decides to recognise the system then the system can continue to provide safety, progress, happiness, cooperation, and a feeling of self-importance or self-worth for all on board.

Sometimes our leaders are inspiring examples of the 3Rs and often they are not. Still, it's in all our interests to encourage cooperation wherever we can find it.

Papal Recognition

Perhaps the most widely respected pope of modern times was John XXII. In his most famous Encyclical, *Pacem in Terris*, he considered the rights and duties of mutual recognition to be so important that he wrote a letter 'to the Clergy and Faithful of the entire Catholic World, and to all Men of Good Will ' saying:

"The natural rights of which We have so far been speaking are inextricably bound up with as many duties, all applying to one and the same person. These rights and duties derive their origin, their sustenance, and their indestructibility from the natural law, which in conferring the one imposes the other.

"Thus, for example, the right to live involves the duty to preserve one's life; the right to a decent standard of living, the duty to live in a becoming fashion; the right to be free to seek out the truth, the duty to devote oneself to an ever deeper and wider search for it.

"Once this is admitted, it follows that in human society one man's natural right gives rise to a corresponding duty in other men; the duty, that is, of recognizing and respecting that right. Every basic human right draws its authoritative force from the natural law, which confers it and attaches to it its respective duty.

"Hence, to claim one's rights and ignore one's duties, or only half fulfil them, is like building a house with one hand and tearing it down with the other".

Princely Recognition

When it comes to the understanding the concept of recognition another controversial example is the Prince of Wales. The Prince, with a thousand years of tradition behind him, has emerged as one of the authentic leaders of the New Millennium.

Quite apart from those aspects of his life that so occupy the attention of the gossip

media, the Prince has much more to offer us. He is a strong believer in the concept of training, practising and personal development and has trained and served in the Royal Navy and he is also well-known for his involvement in activities like steeplechasing, diving, parachuting and polo.

In addition, Anthony Holden in his book Charles lists his interests as Carl Jung, United World Colleges, organic farming, alternative medicine, architecture with a human scale, urban regeneration, youth development and wildlife (both animal and plant), writing that they are all "pieces of a giant jigsaw which fits together as a cohesive world view. Between them they amount to a Princely Bill of Human Rights based on Charles' belief of the innate qualities of the individual, his right to live in conditions in which he can take pride as part of a caring, prejudice-free community which functions smoothly and effectively".

Recognition for Self

Prince Charles meets many people in centres of urban squalor. He works to encourage people to demand a say in what happens to them by stressing the importance and the effectiveness of self-help. He stresses, as fundamental to his own belief system, the rights of the individual. He seeks to empower people to lead their own lives the way they consider best for themselves.

Recognition for Others

The Prince also promotes the critical need for INTERDEPENDENCE. In this respect, his mentor Sir Laurens van der Post, adventurer and philosopher, had a great impact on Charles and was godfather to his oldest son, Prince William.

Sir Laurens has a deep respect for the bushmen of Southern Africa who live in total harmony with the Kalahari Desert. The bushman's spiritual beliefs are based on a balance of the individual with nature, with the village and the tribe - a balance of wholeness and interdependence.

In 1987 Sir Laurens took Prince Charles to commune together with his bushman friends and the Prince developed a love for the bushmen and for the wilderness and remoteness of their landscapes.

In Sydney, during Australia's 1988 Bi-centennial celebrations, the Prince

emphasised his support for aborigines' land rights. When Australian actor Jack Thompson commented that after 200 years Australians are just now finding out what aborigines have known for 40,000 years, the Prince interrupted him with "those are my sentiments entirely".

Recognition for the System

He often leads the way when it comes to speaking up against the crazy, suicidal disrespect to the life systems of our planet - the air, the water, the land and the bio-diversity. In London in 1989, at a conference on CFCs (chlorofluorocarbons) the Prince insisted to delegates on the need for their complete elimination and charged governments with an urgent agenda to intervene.

Against the pollution of the ocean systems and the desertification of the rainforests and their species, the Prince spoke strongly, "if we can stop the sky turning into a microwave oven we will still face the prospect of living in a garbage dump".

On Balance

Commenting on the personal challenge of his own unique position of great wealth and title he has said "I may have everything I need materially but there are other difficulties. One worries a great deal about one's responsibilities and everything else, trying to do the right thing, to have as balanced an approach as possible".

Secret Revolution

Francis Kinsman, commenting in Millennium on the Prince's role as a world leader of the New Age, writes "His emphasis on closeness to the earth and a communion with the plant kingdom has given him a hard row to hoe with the media - 'A loon again!' sneered one tabloid headline.

But the reality is that the public is beginning to listen to the marching songs of the Prince's secret revolution. An appropriate quotation is one from Machiavelli's The Prince: 'there is nothing more difficult to take in hand, more perilous to conduct or more uncertain in its success than to take the lead in the introduction of a new order of things'. The planet is incredibly lucky to have Prince Charles and he deserves all the support and love that we can muster".

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Q. How many Surrealists does it take to change a light bulb?

A. A butterfly!

Humour involves the appreciation of oddness. In **humour** there is the willingness to enjoy seeing the OTHER SIDE of things, the willingness to see fresh points of view, to see them and appreciate them without necessarily feeling the need to adopt them as one's own.

Oscar Wilde suggested "Selfishness is not living as one wishes to live; it is asking others to live as one wishes to live. Selfishness always aims at uniformity of type. Unselfishness recognises infinite variety of type as a delightful thing, accepts it, acquiesces in it, enjoys it".

Stars and Conformists

Humour (with u or without u) includes flexibility in the way we can look at information, the humour of creativity, and the humour of insight. Humour means seeing things in a different way. Appreciating the value of differences. Not just trying to make everything conform, not trying to force star-shaped pegs into square holes.

To do this we have to cut off the star bits and often, by doing this, we lose the biggest added-value that the star shape has to offer. While conforming has its value, starring has its added-value. You'll remember we discussed a few days ago that the 'habit of adding value' is what Quality is all about.

Humour is Clever

Humour also embraces exploration and experiment and the willingness to create "mistakes" and to be surprised. It also encompasses the ability to enjoy oneself, as well as humility. **Humour** allows freedom from arrogance, self-righteousness, hypocrisy, and false morality.

Humour is also freedom from self-bullying and the bullying of others. There's the humour of wisdom, the humour of balance and tolerance, the humour of plurality. The enjoyment of surprise, chance and variety. The good mood, the sound of laughter, good humour and good health.

Surprise is Human

Humour involves the appreciation of surprise. That's why it's said that God mustn't have a sense of humour. The argument goes that if we define a God as omniscient (knows everything) then that God cannot be surprised. So, He/She cannot have a sense of humour. Whether or not this is true, God knows! What is true is that we're not gods, we're not know-it-alls. We are humans and we are most human when we are surprised.

For this reason, one of my TV favourites has always been those vignettes from *Candid Camera*. I've never failed to laugh heartily and never failed to shed a tear at the wonderful mix of cleverness, vulnerability, surprise and laughter.

Humour is Serious

In 1918, George Meredith, literary critic, wrote in *An Essay on Comedy* that the "Comic Spirit" is like a social guardian angel to help us whenever men "wax out of proportion, overblown, affected, pretentious, bombastical, hypocritical, pedantic; whenever it sees them self-deceived or hood-winked, given to run riot, planning shortsightedly, plotting dementedly."

DH Munro in his *Argument of Laughter* (1951) says that delight in what is new and fresh and a desire to escape from boredom and monotony are important aspects of what is meant by a sense of humour.

Arthur Koestler in *The Act of Creation* (1964) compares the creative insights of humour to be similar to the insights of poetry and science. "The logical pattern of the creative process is the same in all three cases" says Koestler and that laughter is what follows when two incompatible or incongruous frames of reference are joined.

For example:

He was an old lion-killer. The trouble was there were no more old lions left to kill,

so he started killing young lions with a club. The trouble was there were fifty of them in the club.

or,

Father Cannibal: Sorry I'm late, have I missed dinner?

Mother Cannibal: Yes, everybody's eaten.

or,

A prisoner is playing cards with his guards.

On discovering that he's been cheating they kick him out of jail.

Cognitive scientists like Piaget and Chomsky pay a lot of attention to the subject of humour and their findings are contributing both to our understanding of human language and human behaviour. As humour is so uniquely a human phenomenon, the more we understand about it the more we understand things like CONTRADICTIONS and PARADOXES and human thinking in general.

Recently, interest in humour is developing among mathematicians who see connections between pure mathematics and catastrophe theory and the patterns of humour. An account of this is presented in John Allen Paulos' *Mathematics and Humour* (1980).

And also, in physics and science, the similarities between the structure of humour and the structure of scientific breakthroughs has also been observed (Thomas Kuhn in *Structure of Scientific Revolutions* 1970).

The Humour of Change

Sometimes things change. They say the only thing that doesn't change is change itself. Change can be sudden and cataclysmic like the Kobe earthquake or slow and unnoticeable like a friend's weight loss program. But change is change and sometimes things may never be the same again.

That was then ... this is now!

When I think of change in this way I'm often reminded of the TWTTIN phrase - That

Was Then ... This Is Now! - and of the humour that often accompanies this kind of change in circumstances.

The Scientist's Dogs

About ten years ago in Pasadena, California, I was having lunch with a couple of scientists. One was Paul MacCready, who invented the Gossamer Albatross which won the prize for man-powered flight across the English Channel. The other was Murray Gell-Man who won a Nobel Prize for his discovery of the quark.

We came to discuss the role that creativity plays in scientific discovery. This led to a discussion about sudden insights like the Aha! phenomenon and then, inevitably, to the subject of humour. Murray Gell-Man began to laugh and then he told us his dog story.

At that time, Murray had two Dobermans and an avocado pear tree. One of the dobermans liked to eat the avocados when they fell from the tree, the other doberman didn't care for the avocados at all. Murray's problem was to stop the first dog from eating his avocados. He tried a number of things but to no avail. But being the scientist that he is, he didn't give up. Then he had an idea ... Aha!

Murray sprinkled cayenne pepper on an avocado to see if the dog would still eat it, the dog wouldn't touch it. So, triumphantly, he then sprinkled cayenne pepper on all the avocados that had fallen on the ground to teach the dog a lesson that avocados are for humans who are smarter than dogs, anyway.

The change in circumstances worked, more or less. The avocado-eating dog never ate another avocado, however, the other dog now began to eat all the avocados. He liked them now that they were laced with cayenne pepper!

Productivity is Fun

But, how is all this helpful to you, as a clever necktop user, in a practical way, today?

Productivity! Whether you're in the factory, at school, at home, in sport, in the laboratory or on the stock market the structure of humour is identical to the

structure of quantum leaps, paradigm shifts, changes of mind, CVS TO BVS. innovation, risk-taking with their subsequent rise in productivity.

Above all, the Clever Company must have a sense of humour. It must have a culture that encourages surprise, experimentation, learning and the continual search for a BVS. This is what is meant by **QRH**, the balance between the virtues of **Quality, Recognition and Humour**.

If a company cannot learn to escape from its own experience then it's stuck with it. There's either moving ahead or falling behind. Moving ahead with leaps of productivity is fun to do. Falling behind, failing and laying-off people is no fun at all.

Cognetics Style

How would one describe the style of a clever brainuser? ... **QRH**.

How would one describe the environment of a clever family? ... **QRH**.

How would one describe the culture of a clever company? ... **QRH**.

How would one describe the policies of a clever country? ... **QRH**.

QRH Styleware is another mind tool, if it becomes a habit of thinking, that will help you develop your necktop to its fuller potential.

Oh! and by the way, PTV can't cope with **QRH**.

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PRR Personal Trainer

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In my business I often get asked in media interviews and seminars questions like, "What is the ultimate strategy for success?" Everyone, understandably, wants a quick fix, a secret passage, a short-cut.

If there really is a short-cut. If there really is a secret passage. If there really is a genuine answer to such a question, I think it is what I have called - **PRR** which stands for **Practice-Repetition-Rehearsal**.

Practice-Repetition-Rehearsal.

A pattern is something that is repeated more often than random chance. To develop new patterns of thinking your brain needs *repetition* to build the new pattern. This is such an important strategy for your personal success that we will devote this whole lesson to it.

Jack Welch, a successful business thinker, when he was Chairman of General Electric used to say, *You've got to be out in front of crowds, repeating yourself over and over again, never changing your message no matter how much it bores you.*

Many people are not aware of the fact that the original concept of "self-help" and "individual personal development" was invented by the early orders of knighthood.

The Stirrup

It was the invention of the stirrup in the ninth century that led to the idea of the knight. Now a horseman was much surer in the saddle and so the cavalry charge against a wall of infantry became possible. This reduced infantry to the role of support troops and attention became focused on the horseman or cavalier or knight (German) and his special individual training and personal development.

When one is a serious student of the history and strategies of training and personal development, one must study and learn the concepts and strategies of the orders of chivalry.

Training and Service

The noble principles - of training and service - separated the orders of knighthood from their military predecessors. The notions of excellence and quality - of developing one's ideals and physical prowess through tournaments and practice and of offering one's service to others - became the original concepts of chivalry and knighthood. This gave chivalry its peculiar quality which has endured for 900 years.

The New Age of Chivalry

All the original crusading orders of knights have been extinct for 200 years since Napoleon drove the last of them out of Malta in 1798. But today we see a big return to the ideals of training and service. Perhaps we are now in the New Age of Chivalry!

People around the world are attending seminars, reading books, buying tapes, attending training courses, gyms and so on at a rate that would make the ancient knights green with envy. You, yourself, doing this self-help training, are one of them.

All of this goes to show that there is a big trend in Australia, the United States and around the world for people to help themselves and to help each other, as never before in history. And the bottom line is practice, practice, practice.

So, remember this: seminars don't work! Books don't work on any subject unless you practise! On the other hand, **practice** always works. **Repetition** always works. **Rehearsals** always work.

The Ultimate Strategy is PRR!

There is no doubt in my mind whatsoever, that the ultimate strategy for success in any area is Practice-Repetition-Rehearsal or PRR.

Jungle Warfare

During the Vietnam era, Australia's Jungle Training Centre at Canungra in Queensland was considered one of the best in the world. In Jungle Warfare, one of the things soldiers must learn is what to do in the event of an ambush.

Now, of course, an ambush really is the worst situation you could be in. It's totally unexpected and the natural patterns of behaviour are not useful.

Imagine that you are going along a jungle path nearly back at base camp, tired, certain you are safe. Suddenly you run into an AMBUSH!! Suppose the ambush is on your left. They're lucky; they have the element of surprise. You try not to get into that kind of situation, but what if you do?

Opposite Way

Well, first, what is the natural thing to do? Naturally you will tend to run the opposite way, but all that does is to keep you clearly in the line of fire. Actually, the best thing to do is to turn left to face them and walk straight into the ambush, because on the other side of the ambush, lies safety (and you even get a chance to have a go at the other guys).

So that's what military trainers teach: when a group runs into an ambush coming from the left, the lead man is supposed to yell "AMBUSH LEFT!!" and then everyone is supposed to turn left and attack. But, in a highly emotional situation like an

ambush, it's difficult to do that just because someone yells out "AMBUSH LEFT!!"

You know you're supposed to turn left and walk straight into it. You could probably pass a written exam in that right now! You could probably even teach it to somebody else! But to actually DO it yourself is another matter. There's a huge difference between knowing and doing.

Royal Australian Air Force

At one time, in the RAAF, I was taught to eject from a plane. Again, you don't want to have to eject from an airplane, but when it's necessary there is no other choice. There are much more modern systems now, but the way I was taught on the Maachi Jet was this: you just reach up and pull down two little yellow and black striped handles.

That's all you have to do! Everything else happens automatically. What that does is to detonate a bomb under your seat which explodes and pushes you through the canopy of the plane. Not very pleasant.

Of course it's the lesser of two evils. If something goes wrong and you get the command "EJECT! EJECT! EJECT!", at that moment you simply reach up and do it. You can't wait to think, "This couldn't be happening to me." You have to eject immediately! You have to go first before the front seat pilot does because if he goes first, the explosion of his seat will kill you.

No, you don't have any time to think it over. You must know that when you get that command you ARE going to reach up and do what's called for. Again, it's simple to know but difficult to DO.

Knowing Versus Doing

It's another case where there's all the difference in the world between knowing and doing. Doing takes skill, and skill comes with training. With practise, practise, practise over and over again you can do it. Then, when something or someone triggers the pattern with the command, "EJECT!", it will trigger your being able to actually DO it.

In a patterning system, like your biological necktop, PRR is the ultimate strategy for building the deep executive patterns that you choose to override the weaker ones.

"The most successful people in the end are those whose success is the result of steady accretion. It is the one who carefully advances step by step, with his mind becoming wider and wider - progressively able to grasp any theme or situation - persevering in what he knows to be practical, and concentrating his thoughts upon it, who is bound to succeed in the greatest degree."

~ **Alexander Graham Bell**

PRR is like your own personal trainer. When you use the PRR necktop software you always improve. What new insights are you developing on the subject of PRR? Do you understand the strategic relationship between PRR and skill development.

DAY 30 OF 37

*Sow an act ... reap a habit;
Sow a habit ... reap a character;
Sow a character ... reap a destiny.*

Dr Eric Bienstock was the first Chief Instructor of the School of Thinking in New York in 1981 and is Vice Principal SOT today. His work, as a dear friend and close colleague, was critical in helping us to get 'thinking' into the US schools.

In the 80s Eric wrote a book called *Thinking for Results* and the main point about his book was that thinking is not just a pie-in-the-sky activity for those who have nothing better to do. Rather, that thinking is the quickest and best way to get superior results. And we do want results!

Results as Consequences

One meaning of 'result' is consequence or outcome of something. The reason we think and then do something is because our action has consequences and we have decided we want those consequences.

A baby cries because it knows its crying will bring the attention of a parent. Politicians makes promises because they want your vote. A young teenager starts to smokes cigarettes because he or she hopes, as a result, to look older, or perhaps to fit in with friends, or maybe just to assert a degree of independence from a parent's authority.

We know that all actions have consequences and so we can manipulate our behaviour to try and achieve the satisfactory outcome, the result we want.

Results as Scores

Another meaning of 'result' is as a score. It might be a quantity or a formula obtained by some calculations or a measurement. For example, we read in the paper: "The result of yesterday's TV telethon for AIDS research was \$3,563,892 and surpassed last year's result".

A company's quarterly sales figures, the daily stock market results, the results of a Gallup Poll or of an election are all examples of the way we use results as a score. Of course, the most obvious use of results for scoring is in sports. Football results, racing results, time scores, point scores, first place, last place, strokes, kicks, punches, penalties, metres, centimetres and photo finishes are different ways of measuring results for keeping score.

How To Get Results

Someone once said that you cannot score until you know where the goal posts are. My late friend and mentor, Fred Herman, (author with Earl Nightingale of KISS: Keep It Simple Salesman) used to talk about setting objectives in order to reach them.

He once told me that for over 25 years he had been a student of psychology, philosophy, religions, motivation, training etc., and that he'd had the opportunity of working with many leading teachers in the United States like Dale Carnegie, Earl Nightingale, Frank Bettger, and Dr. Norman Vincent Peale.

He went on to say that if he were asked to boil it all down into one principle, it would be this: "Find out what it is you want; then do what is necessary to get it."

Process, Not Result

Here now, we come to a kind of paradox in this discussion of results. Whenever we want results, it's better NOT to focus on them. Isn't this odd? Doesn't this seem a contradiction? What do we focus on if we don't focus on the results? The answer is this: Focus on the PROCESS that leads to the results.

In business, for example, many sales managements have kept their salespeople at a low performance level because of their preoccupation with results. Their perceived need to get every sale, close every deal, get the order, often distracts them from focusing on the process of selling, which is getting the customer's attention, keeping it and making the customer happy.

In fact, in business, focusing on the result and trying to close the sale, often at the annoyance of the customer, has given the whole selling profession such a poor

reputation that many customers actually treat sales people with a certain amount of suspicion ... caveat emptor!

Process Equals Results

Results are simply the end product of a process in performance!

Results are what you get when you do certain things ... with skill. Wanting results is not enough. Expecting results does not constitute management or leadership. All the goal-setting in the world is meaningless talk without ability and skill. If you practice the process, there is no mystery to the fact that you will automatically get results.

There is no mystery that jugglers can juggle. Anyone can learn to juggle three balls with about two hours of practising - practising the process of juggling. Merely wanting to juggle is not enough. Exhortation is a waste of time. Saying to someone, "You've got to juggle!"; is tiresome and never works. But, practising the process of juggling always leads to results, every time, without fail.

Managing For Results

No manager can ever manage results by managing results. The wise manager knows you get results by managing the activity that produces results. You manage the process. The process of getting results is to practise the skill that leads to results. If you increase practice of the skill, you increase the skill. When you increase the skill, you increase the results. There is no way you can fail.

In this training you've seen that cognetics is the skill of changing CVSs into BVSs, the skill of improving situations, and the skill of getting results. It is also a shift in attention from results to the process of getting results, with the addition of training (PRR - practice, repetition, rehearsal).

The Secret

And now we come to the special secret of how to get results. This is the most clever trick you can learn from this training. Are you ready?

(Trumpet fanfare and big drum roll, please!) ... Da dah!

The trick is to always set TRAINING goals, not just result goals. **PRR!**

Set your training goals: 5 hours, 50 hours. Log your training hours, log your progress, log the development of your skill, just as a person at the gym logs his progress, or a pilot logs her flying hours.

No pressure. No tension. No need to suddenly be the 500-hour level when you haven't had the opportunity to log even 5 hours. Just log your hours of training and move gradually from your CVS to a BVS. That becomes your new CVS and you gradually move to another BVS. That becomes your new CVS.

You search for a BVS, you gradually move toward it, and so on. Training, training, training. Practise, practise, practise. Log your hours, hours, hours. PRR. This is the short cut to success. It's the only sure way. It never fails.

This is the cognetic spiral. The gradual, tension-free improvement of situations. The Japanese call this Kaizen and claim it's been a fundamental cultural cause for their success as a productive nation. Onwards and upwards, better and better, step by step with REPETITION. The secret is to measure your training hours and to enjoy the process. Then, the results will take care of themselves.

Results = Training Hours = Results

As you will have noticed by now (groan!) we've placed a lot of emphasis on **PRR**, on **practice, repetition, rehearsal**. The reason should be very clear. It's because we want results! And, in training, results comes from hours of REPETITION REPETITION REPETITION.

The Secret

And, as we've already discussed, the secret to getting results is to not only set results goals but to also set process goals, that is, TRAINING GOALS. Don't just set a result goal like: I want to be able to juggle. You also need to set a training goal like: I want to practise juggling for 10 hours. How do you juggle? PRR x 10 hours.

SOT Training Survey

In 1983, in New York, the School of Thinking conducted a survey to find out the training hours needed to acquire a basic operating skill and confidence in that skill in the following areas.

We thank the Juilliard School in New York and other experts who gave the following estimates:

Skill Hours:

Piano	450
Singing	900
Alto sax	600
Cello	900
Flute	1200
Violin	1900
Trumpet	300
Trombone	600
Guitar	150
Harmonica	50
Reading music	150
Kung Fu	600
Juggling	2

It was pointed out by the experts that these hours of training would not be enough to produce a virtuoso ability, but would give a very sound operating or performing ability of skill in these areas.

The same, of course, applies to your own development of the skills of cognetics. The more hours you practise the better the skill you acquire. The better the skill you acquire the better the results for your life and it's results we want.

So, there you have it. Ultimately results come from hours of practising. More hours = more results. If you use PRR as your personal trainer, you are bound to succeed.

DAY 31 OF 37

The Rehearsal

October 19, 1986. Driving from Manhattan to upstate New York on that late-autumn Sunday, I remember thinking, "Well, this may be my last day alive but it certainly is a gorgeous one!" I was headed for New Paltz, orchard country, and wherever you looked there were trees all ablaze in the fall colours of reds, ochres, browns, citruses and the bluest sky I could ever recall seeing. Or perhaps it was simply fear that had heightened my senses.

The AFF

On arriving at the farm, my friend and host Carl Zatz, met me with a hearty welcome telling me how pleased he was that I actually showed up. "Since you're here, you should do an AFF!" says Carl and before I could ask what an AFF was he launched into the introductions of the group of about ten "first-timers" waiting for the commencement of the morning's instruction. By lunchtime we had covered everything and the instructor said "OK. You can all break for lunch now and wait for your turn. Oh ... not you Michael, you're going to do an AFF!"

I was immediately escorted off by two new instructors who suddenly emerged and as I looked, a little startled, back at my classmates they waved at me with a blend of curiosity and relief as I was led away. I knew then, that I should have made much stronger inquiries as to the meaning of AFF.

"Well, you can forget everything you learned in this morning's class because you will be doing an AFF - Accelerated Free Fall. I'm Brendan Kennedy, your Main Side Jumpmaster, and this is your Reserve Side Jumpmaster " and in the fearful apprehension that blocked out my hearing I never did catch the other fellow's name.

My understanding had always been that, for a first-time parachute jump, you went up to around 3000 feet, jumped, and a static-line opened your chute automatically as you left the plane. However, an AFF, as I was now being told, meant going up to

12500 feet and jumping from the plane, free-falling for 50 seconds and then popping your own chute all on the first jump. The two jumpmasters would also jump with me on either side ... just in case.

The Dilemma

It's difficult to adequately describe the lack of enthusiasm that I was now feeling for the whole idea of jumping but since I felt I had committed myself to the AFF, I was even less enthusiastic about cancelling out. There were some background reasons as to why I felt this way but it's enough to say that I found myself deep in a dilemma. And I made the decision that the only way to go was ... up.

The Decision

This is exactly how I thought through the decision.

First, I'll complete the training they plan to give me. That may make me feel better as I'll understand what's involved. Second, I presume these guys (both qualified US Parachute Association Jumpmasters) know their job and if I follow meticulously everything they tell me, then I should be OK. Third, in addition to the training they give me, I will do ten more rehearsals of my own, before I go up.

The training took about two hours after which they said to wait for my turn. Mine would be the last jump of the day because of the extra height to 12500 feet and they wanted to do all the others before me. It was 1430 and I would go up around 1700. So, I went behind the barn and started to rehearse the drill they had taught me, ten more times.

The Rehearsals

The drill was called a Circle of Attention. It involved focusing one's attention around a circle which included the horizon, focused eye contact with the jumpmasters on either side of me, the altimeter for height, and the drill for popping the chute. During the 50 seconds of my free fall I was meant to do the sequence twice as a practise, and on the third time to actually pull the handle on the rip-cord and pop the chute. All in all, not a terribly difficult thing to do ... in theory. The only distraction was that I would be hurtling to earth at maximum speed and, for obvious reasons, needed to do it right the first time. So I rehearsed the sequence ten times. I did this quite deliberately as a practical application of the PRR strategy

we have been talking about this past week. I did these rehearsals knowing from military experience that they would make me very proficient at the drill and much more likely to be able to do it well, even in the highly emotional situation of my free fall.

The Plane

After kitting up in the suit and parachute we boarded the plane. I sat on a bench on the left side of the plane opposite the special jump door on the right side. My two jumpmasters sat, very close to me, on either side. They were very hyped up and there was a great deal of "Let's go do it!" and "You look great, Mike." etc. etc. Presumably this was to keep my spirits up, keep me occupied and stop me from pulling out, something that I very much would have liked to have done if the cost to my self-esteem hadn't been so prohibitive.

The Omission

Eventually the plane reached the final circuit and levelled off at 12500 feet. They opened the jump door and it seemed the whole side came off the plane. Now the sound of the cold air rushing by was roaring in my ears, arcing up the fear threshold, and as I peered out the earth seemed just like a map. It was really, really high. You couldn't make out cars or houses just the geometric shapes of the fields and the long silver snake of a river reflecting the rays of the setting sun.

Then the Main Jumpmaster said something that really threw me. Something that I hadn't rehearsed and something that sent an ice cold wave of panic throughout my body. He said, "Get into position!" This entailed getting up off the bench moving across to the other side of the aircraft and sitting on the edge of the plane with my legs outside the door, ready to jump. If I could have spoken at all, I would have said no but the terror that gripped me was overwhelming. I knew I would jump, but the thought of falling out accidentally while getting into position really got to me - I hadn't rehearsed getting into position and that was what scared me the most. I only hoped I was not showing the anxiety I felt and tried to look reasonably cool.

The Exit

Somehow I managed to get into position. Now I was sitting with legs a-dangling, 12500 feet above the earth, cold air rushing past, about to jump out of a perfectly good airplane. I was so cross with myself for putting myself in such an unnecessary

position, but the time had come. The main jumpmaster, now sitting tightly to my left, looked at me for positive eye contact. The man on my right then did the same. With a thumbs up signal we began the drill: lean forward lean back then forward again and out of the plane.

The Fall

I lost it for the first few seconds. The sheer quantity of new information being presented to me made me brown out. But then I snapped to again and continued the drill: check the horizon ... now, positive eye contact with the jumpmaster on my left. Wow! Look at his face. His skin is flapping and rippling just like the astronauts. I suppose mine must be doing the same. He looks me right in the eye and acknowledges my consciousness with a grin and a friendly thumbs up sign. Drill: I then do the same with the man on my right. He makes me feel good with a firm acknowledgment that I'm OK and doing fine ... check the altimeter - 1000 feet ... and then, repeat the drill, just like I rehearsed it.

Well, I just can't adequately explain the thrill that came with knowing that I was flying through the air like a bird, that everything was going just as planned, that I was in control and ... no fear. And it was exquisite. The sun was setting to my left and the colours were vibrating in their atmospheric intensity. Ultra blues and pinks and shafts of solar lasers streaking here and there.

As I continued the drills the sheer ecstasy of flight became a euphoric high that bathed my whole being replacing the cold panic that had been there only seconds ago. After 3/4 of a minute of free flight and approaching 5000 feet it was time to pop my chute and break from formation with my "guardian angels". I found the steel handle of the rip-cord with my right hand as I balanced out by holding my left hand straight ahead, I pulled the handle. Whoosh! Everything suddenly changed. Not flying .. hanging. Not fast ... slow. Not watched ... alone. And now I could see what I'd done. Wow ... I'd really done it and I was very pleased with myself. Now, the radio on my shoulder strap began to crackle. The ground controller began to give the instructions for me to fly the chute towards the landing zone.

The Grin

The next few minutes consisted of left turns and right turns and 180s as I manipulated the controls of the chute. Finally, pull both hands down and a stall for

the landing. I landed fine on both feet and it was all over. As my jumpmasters and others ran towards me yelling and whooping and taking photographs, I began to feel myself grin and grin and grin and grin. Whether the grin lasted five days or only four is a detail which wasn't officially recorded. What was recorded in my USPA Log Book was a rating of "Excellent" and recommendation to the next jump level, thanks to the strategy of ten rehearsals!

PRR Personal Trainer: Planning Your Own Rehearsal

There must be something coming up for you soon that's really important for you to try and get an excellent result for yourself. Here's a chance for you to use PRR to plan a rehearsal and increase your chances of getting the result you want.

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DAY 32 OF 37

Well, you've reached the end of these lessons in the text: *Software For Your Brain*. Well done!

In SOT training where **PRR** is the secret weapon, the end is always the beginning, so I encourage you to reward yourself for finishing this round and to plan your commencement of your next round of training!

"Wealth is the product of an individual's capacity to think."

~ **Ayn Rand**

"Think and grow rich."

~ **Napoleon Hill**

Intellectual Capital Development (ICD)

Who are you? Are you a propeller-head, a scientist, a working mother, a researcher, an academic, a sex-worker, an engineer or maybe a salesperson or an actor? Perhaps you're in business or still at school or an undergraduate? Are you retired, a politician, in the media, the military or a member of a religious order? Are you a neuro-surgeon or perhaps a croupier in a casino?

The Boardroom Factor

The point is this - whoever you are, whatever you are doing, wherever you live in today's world, your life, your options and your future is being determined - today, tomorrow and every day - in one unique environment ... the boardroom.

More than ever before in history, decisions that are being made in the boardrooms of multi-national corporations today are producing the world you will live in tomorrow.

Political systems are becoming obsolescent. War, an extension of politics, is also becoming less viable. Today's world is being powered more by profit than by dogma. In the 21st century, more battles will be fought in boardrooms than on all the battlefields of human history.

Whether this is better or worse remains to be seen but it is a fact that needs to be understood. As always, if you don't do your own thinking others will do it for you.

So what does all this mean to you? How do you fit in? Where do you get to have an input? What can you do? What do you need to know? What skills do you need to develop? Let's start at the top ...

Business Maps

How does a Chief Executive Officer (CEO) make a strategic business decision?

How does an executive form an opinion on the balance between a return on an allocation of resources and the potential risk involved?

How do bankers or investors decide to invest their capital and how do they weigh up the balance between the hoped for Return On Investment (ROI) and the possible loss of their capital?

How do they 'see' a business? On what basis is their 'perception' of the business formed? How do they get a map of a business?

Medieval Measurement

Amazingly, most of today's investment and business decisions are still based on an invention that has not yet been updated for over 500 years!

In Venice in 1494, Fra Luca Pacioli invented double-entry bookkeeping and published the world's first textbook on accounting principles and practice. Ever since, this has been the basis of investment decisions. Double-entry bookkeeping shows a map of how money and goods flow through a business.

This allowed investors and business people to 'see' a business, evaluate risk and

return and then form an opinion on whether or not to make an investment.

In those days, even on through the industrial revolution, a business consisted of things. Things are tangibles like property, buildings, inventories, cash in the bank and so on. So the double-entry bookkeeping system seemed like a useful way of organising one's view of the ebb and flow of these tangibles and one simply accepted this way of looking at things and then went on to make one's investment decision.

That was then, this is now. Since the knowledge and information revolutions, it's hard to imagine how young business people could be misled more than to be given the impression that this is what today's businesses are still made up of - tangibles. Yet we find that in business colleges and MBA programs around the world the medieval measurement, the 'double-entry' view of a business, is still being taught as though it were enough.

In the 1990s we already have computers that can do up to 40 billion computations a second and we are still using pre-Newtonian physics to make our business decisions. In the next few years, this will have to change.

Knowledge-Based Companies

In knowledge-based companies what does the traditional accounting system capture? Hardly anything.

The old accounting system is blind to knowledge-based assets and is often limited to just considering labour and material costs. In today's fastest-growing, market-responsive businesses the cost components of many products are intellectual capital like R&D and customer-service.

As clever companies increasingly recognise their intellectual assets, they will increasingly direct their attention to developing those assets. When it comes to productivity, two heads are always better than one and that means networking - intranets, extranets and the Internet.

In a recent edition of Arthur Anderson's Outlook magazine, partner Glover

Ferguson of the firm's Center for Strategic Research in Chicago writes, "We are now witnessing, in today's world of technology-enhanced commerce, the emergence of a rich star - in this case a number: \$3.5 trillion. That's the amount describing the enormous profits waiting for businesses along the universal network known as the "information highway". Perhaps at no time has technology dominated the news as it has of late. Major organisations are jockeying for positions at the cash flow points on the universal network, and their mergers and other initiatives have moved the business page to the front page.

"Far-seeing enterprises must develop computing and communications applications further up in their business processes, not just at the consumer interface. That's where the gold will be found. Organisations that recognise the magnitude of the coming changes and act now to rethink their basic processes, accessing the power of new technological capabilities, will move so far ahead so quickly that they will dominate their respective industries within 10 years."

Intellectual Capital (IC)

These 'far-seeing enterprises' will be exploiting, managing and measuring the primary ingredient of their economic performance, their intellectual capital or IC as it is now being called. The intangible IC assets of information, knowledge and skill will be formalised, captured and leveraged to produce higher-valued assets, higher performance and a more profitable enterprise.

Also, hi-tech manufacturing companies of today and tomorrow will derive most of their value-added from knowledge and skill. This will have to be accountable. Those businesses that are not accounting for their IC assets will be under-valued and left behind. Those that do will more than double their assets and move ahead.

ICD and Investing in People

TQM was the buzzword of the nineties - Total Quality Management. The buzzword for the next decade, replacing TQM, is ICD - Intellectual Capital Development.

In business, people are now becoming more important than money. IC is becoming the most valuable asset of many corporations. IC accounting is how a modern business gets a more accurate view of its people assets when knowledge is its chief resource.

Suppose you are an investor. You can form a more useful and realistic perception of companies like Microsoft by accounting for their 'soft' IC assets than you can by merely accounting for their 'hard' assets like their office buildings, cash and equipment.

FACT: The value of the tangible (money) assets on today's balance sheet is exceeded many times by the value of the IC (people) assets of the enterprise.

FACT: The intellectual capital of the enterprise is the raw material from which all financial results are derived.

FACT: The intellectual capital owned by the enterprise can be measured, managed and developed along with the financial capital and tangible assets currently recorded on the balance sheet of the enterprise.

ICD and Reward

A simple way to develop intellectual capital is to use the power of reward. It is well known in business that most people's productivity takes a quantum leap when they are rewarded in some way. Trainers know that you train a horse by rewarding the desired behaviours, even with just a cube of sugar.

A reward need not always be a lump of sugar but even a single lump of sugar is far better than nothing at all. A reward is anything that is perceived as such by the person being rewarded. It may be a wink or a smile. A pat or a handshake. It may be a kookaburra stamp on a workbook or an afternoon off work. A round of applause, a special plaque, a ribbon, a medal, a title, or even a kingdom may be a reward for many people. A reward may be for one's own self, for another, or for the system.

For centuries, in addition to gold and land, many have used honours, titles and rank as rewards especially in the field of military training, battle experience and chivalry, like the famous [Knights of Malta](#).

When one risks death, one risks the very annihilation of one's own self. To do this one needs a very potent reward.

For some, great wealth is the ultimate reward. For others, the recognition of one's peers has great value. For others, the promise of an immortal self was the most irresistible reward of all, and one for which death had seemed a fair price to pay.

Rewarding and Results

Nothing gets better results than rewarding. As a manager, what you reward is what you get. Whatever gets rewarded, gets done! In business, if you reward your customers with better service than your competitor, your customers will reward you with their business.

In personal relationships, many people prefer partners who reward them to those who do not. Most children prefer adults who reward them. Most senior executives work harder for rewards, than they do for food and shelter.

In science, Skinner, Pavlov, Maslow, James, Gallup and others have demonstrated, in hundreds of experiments, the productive power of reward. If you want results, give rewards. If you want ten times more results, give ten times better rewards. Better is not always quantity.

Reward Power

As with most instruments of power there are two sides to the power of reward: giving and receiving.

Some people have difficulty with receiving a reward for their efforts or they may be embarrassed at the prospect of receiving special recognition. I have noticed this more in Australia than in the US and it may have something to do with the Australian phenomenon known as the Tall Poppy Syndrome which is the habit some Lazy Critics have of "knocking" people who stick their head above the crowd.

Tall Poppies

The Lazy Critics' pastime of belittling the efforts of others must surely affect our national productivity. If we are uncomfortable with rewarding other people's attempts at cleverness then we cannot expect others to have a go. This PTV syndrome is an unwanted hindrance to the development of our intellectual capital and our goal of being known as The Clever Country.

For, if we are insecure about our peers' reaction to our own attempts at cleverness then we cannot really be expected to try too often. Is this what we want? Isn't it better to be a tall poppy than a little weed?

To summarise your training to date, below is a full page of the code (you can print out as a 'poster', if you wish).

The code of the SOT brain software:

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DAY 33 OF 37

What is the idea of 'Australia'?

Australia is the name given to a clever idea - created between the people of New South Wales, Victoria, South Australia, Queensland, Tasmania, and Western Australia - to unite in one federation under the Constitution of the Commonwealth of Australia.

Who created Australia?

On July 5, 1900, Australia was legally created by an Act of the Westminster Parliament known as the Commonwealth of Australia Constitution Act. The Act was proclaimed to commence on January 1, 1901.

At that time, the population of Australia was under four million and consisted of a number of colonies which regarded themselves as British. This Act was the end result of a vision which began fifty years earlier in the self-governing colonies.

The Constitution of Australia is also internationally regarded as one of the cleverest agreements ever designed. It was crafted in Australia by our own people. It was a product, not of war nor of revolution, but of many years of business discussion, political debate, legal argument and peaceful referendum.

The notion of an Australian federation enjoyed much discussion among the people of the colonies culminating in a Constitutional Convention which was held in 1891 to debate the idea. Delegates to this first Convention were appointed. Each of the colonial parliaments sent their representatives to the meeting in Sydney.

The Convention was chaired by the Premier of New South Wales, Sir Henry Parkes. The product of this first Convention was a draft of a Bill for a Constitution. This Bill was drafted with the help, among others, of Sir Samuel Griffith, Premier of Queensland, who later became the First Chief Justice of the High Court of Australia.

This draft led to further discussion among the colonies until it was decided to hold a second Convention. The second Constitutional Convention was an extended one. It was held in Adelaide, Sydney and Melbourne over two years in 1897 and 1898. This time the Delegates were elected by the people. The document produced at this Convention became the new Constitution and many features from the draft of the first Convention were included.

The draft of the Constitution was then taken to the people. In 1899, it was approved by popular referenda each held in New South Wales, Victoria, Tasmania and Queensland. New Zealand, which was represented at the first Convention, did not join the Federation. Western Australia voted to join in 1900.

Thus, the Constitution was designed, not at Westminster but in Australia and by our people. In the words of the Eleventh Chief Justice of the High Court, The Honourable Murray Gleeson AC: "The Commonwealth Constitution was not drafted by civil servants in London, and presented to the colonies on the basis that they could take it or leave it. Its terms were hammered out in Australia in a process of public debate, and political and legal negotiation, by the leading figures of the day".

The Third Convention

One hundred years after the second Convention a third Convention was held. During February 1998, 152 delegates from all over Australia met at Old Parliament House in Canberra to discuss whether to change the Constitution so that Australia could become a republic.

For this Convention, half the delegates were appointed and half were elected. Seventy-six of the delegates were elected by the Australian people in a voluntary postal ballot. The other seventy-six were appointed by the Government. The delegates come from every State and Territory and had a wide diversity of backgrounds and interests. The third Convention was chaired by the Rt Hon Ian Sinclair MP, with the Hon Barry Jones AO MP as Deputy Chairman. During the Convention the two main models for selecting a President of Australia were debated: 1. appointed, or 2. elected.

It was finally resolved at the third Convention that a republican model of an 'appointed president' be put to the people in a constitutional referendum.

On 5 November 1999, Australian voters were asked: Do you agree with a proposed law to alter the constitution to establish the Commonwealth of Australia as a Republic with the Queen and Governor-General being replaced by a President appointed by a two-thirds majority of members of the Commonwealth Parliament?

The result of the referendum was "No".

The Clever Constitution

There are many clever sections in the Australian Constitution. Recent attempts to change the constitution were unsuccessful because too many Australians felt that the changes being offered were not as clever as the existing model. There may be some better options put forward in the future.

A good example of a clever section is Section 116 of the Constitution. This Section has directly led to the creation of one of the modern world's most culturally diverse societies.

The last national census shows that there is a rich diversity of cultures, philosophies, ideologies and religions in Australia. As an example of our diversity, let's look at the idea of 'freedom of religion' which has been a problem for many older nations.

What is the idea of 'Freedom of Religion'

In Australia, there are over 270 distinct religious groups. Over 240 languages are spoken in Australian homes. This is evidence of the creativity, tolerance and goodwill of our nation and made possible by Section 116 which ensures ALL RELIGIONS ARE EQUAL under the Law of Australia. It establishes the law that, in Australia, no particular religion is the 'true religion' nor is any one religion superior to any other religion and so we can have the idea of 'freedom of religion'.

Section 116--Freedom of Religion--of our Constitution says:

"The Commonwealth shall not make any law for establishing any religion, or for imposing any religious observance, or for prohibiting the free exercise of any religion, and no religious test shall be required as a qualification for any office or public trust under the Commonwealth."

Section 116 allows all Australians to benefit from our great commonwealth of religio-diversity. Just to mention a few: Australians share in the long, pre-historic evolution of the Aboriginal dreaming, the wisdom gained from the suffering of Judaism, the warmth of the brotherhood of Islam, the charity of the Christians with their love of God and fellow humans beings, the peace and compassion of Buddhism, the pluralism of the Hindus, the Taoist respect of nature, the emphasis on relationships and manners of Confucianism, the social justice of Marxism, the humanist freedom of the liberals, the holistic approach of the Africans, the Sikhs with their humour and sincerity, and, a growing number of Australians - above 25% - who are free to state that they have no religion at all.

'For we are young and free'

We have these and many other religious systems which are a priceless part of our a vast treasure of intellectual capital. All these diverse religious values have thrived and are compatible in an environment of mutual respect and freedom. As a young country, we have been fortunate to benefit from the bitter experience of many older countries. We have seen that it is only when one religion seeks to impose its authority and righteousness over another that we can expect the brutality and the horror of religious wars and crusades, the fatwahs and inquisitions, and the fury of the persecutions that follow.

I believe Section 116 is a very clever meme that has allowed Australia to become inhabited by a free-thinking, friendly, decent and democratic commonwealth of people and grown by immigrants who are attracted to this kind of lifestyle. Although it is very small, Australia is a highly evolved nation where there is a constant dialogue between the government and the people via the independent media. Australians, like the Packers and the Murdochs, have been world leaders in media and broadcast technology for many decades and the Australian market is a highly sophisticated one.

A current example of this [kind of dialogue](#) is the Government's public education campaign, relating to the terrorist threat. The Australian Prime Minister announced, "The purpose of the campaign, which is likely to last for about three months, is to inform, re-assure and enlist the public in looking out for Australia in the heightened terrorist circumstances in which we now find ourselves."

But, Australians are neither naive nor are they blind. As with all nations, we have seen the practise fall somewhat short of the ideal. Australia, like all nations, can reflect on its own sorry history of persecutions which have included the floggings of Irish convicts, the 'pig tailing' of the Chinese, the theft of Aboriginal children, the schism of the Labour movement, the rudeness towards Vietnam Veterans and the White Australia Policy.

So what then is the quintessential benefit of Section 116? It is, simply, freedom of choice. That means freedom for you to choose, not for someone else to make your choices for you.

The Clever Country

In addition to its freedom, I have always thought of Australia as a clever country. We even export cleverness! Australia continues to grow and export some of the world's best scientists. Indeed, the School of Thinking is based in Melbourne and is daily exporting thinking lessons to any country on the planet that is interested.

There are more scientists alive today than all the scientists who ever lived. In every sphere of knowledge, these scientists are questioning, exploring, experimenting, researching and updating what we once thought to be true.

As a scientist, I was taught that old truths are replaced by new truths as new evidence becomes available. As a human being living in today's world I don't need to be a scientist to realise this obvious fact.

The world is full of daily examples of this phenomenon - the explosion of knowledge, the information revolution, the high-tech advances in cybermedia, the sophistication of the marketplace, productivity increases in the workplace, the changes in geo-political spheres of influence, and sporting records continue to be shattered.

Replacing old truths with new truths is called thinking. To help promote this activity, I started the School of Thinking (SOT) in New York in 1979. SOT lessons have now reached over 50 million people worldwide. In a USAir article, SOT was once described as "the McDonalds of thinking".

I have sometimes been accused by the intellectual elite for "selling thinking to the masses". I take it as a compliment since I cannot think of a better thing to sell. SOT, now the largest school in the world, teaches not what to think but HOW to think - thinking as a skill - and provides daily thinking lessons to anyone, anyplace, anytime.

SOT's mission has always been to get 'thinking' taught to kids at school by placing 'thinking' on the curriculum as a school subject. At first, there was quite a lot of resistance to this proposal. But it did receive wonderful support from some very special people like my mentor, Professor George Gallup (founder of the Gallup Poll at Princeton), who once encouraged me by telling me, "I believe your work in teaching people to think may be the most important thing going on in the world today."

Eventually, after ten years of running around the US from New York to places like Washington, Dallas, San Francisco, Puerto Rico etc etc and back to New York again talking to parents, teachers, legislators, the media, business and others, we met with great success.

In the mid-eighties 'teaching thinking' became a nationwide fad in US education led by media articles in two of America's most influential publications: 1. a cover story I gave to the Readers Digest, and 2. a lead story about our project in the New York Times, "TEACHING TO THINK: A NEW EMPHASIS AT SCHOOLS AND COLLEGES" (Jan 9, 1983).

On returning to Australia in the Bi-centennial year, I launched the School of Thinking (SOT) at a meeting of 700 of Australia's municipal and federal states people in Canberra, 30 May 1988. To commemorate this I presented the Governor-General His Excellency Sir Ninian Stephen AK, GCMB, GCVO, KBE with his own SOT Brainusers Kit and then awarded to the Honourable Robert J L Hawke AK, the Prime Minister of Australia, a former Rhodes Scholar, a special certificate appointing him as 'Australia's Number One Brainuser' to symbolise the vast potential in turning-on the power of Australia's 16 million brains.

Later, on 8 March 1990, in Brisbane, Australia's Number One Brainuser, Prime

Minister Hawke, decreed:

No longer content to be just the lucky country,
Australia must now become the clever country.

Since bringing SOT to Australia, I have worked a similar campaign to the one I used in the US, touring Australia giving lectures and working the media to see that Australian kids are taught to think for themselves. The better way to do this is to have "thinking" put on the core curriculum as a school subject. Then kids will learn that knowing HOW to think is every bit as important as knowing what to think.

In 1995, the House of Representatives Standing Committee on Industry, Science and Technology invited the School of Thinking to advise on how Australia can further develop its "innovation culture". Part of our submission to the Parliament said as follows:

"Developing an innovation culture in Australia is the greatest strategic hope for our productive future in this economic region. The biggest obstacle we face in doing this is the cultural lack of value we place on 'thinking and innovation' compared to the value we place on being 'right' and defending our point-of-view.

This is historically due to the importation of our education system from Europe. Since the church designed our European education system in the middle ages, the traditional focus of education has been on teaching children what to think. To date, we have not had an equal balance given to teaching our children how to think. Generally, this has tended to produce a culture which, like other European cultures, feels it is more important to be 'right' than to be a thinker, to experiment, to make mistakes, to discover, to take risks, to innovate!

The mission of the School of Thinking is also to see that thinking is taught in Australian schools as a core curriculum subject.

Today, everyone is talking about the human brain. It's the new frontier. In the increasingly competitive global business theatre, world class corporations are realising that the cleverness of their employees - their brainpower - is the ultimate corporate asset. There is a new trend towards developing, managing and measuring the 'intellectual capital' of the corporate enterprise. As a senior IBM executive said, "Our most valuable corporate assets go home at 5pm and are not even recorded on the balance sheet".

The School of Thinking believes the most successful and secure route to an 'innovation culture' or a 'clever country' is to put thinking as a skill on the core curriculum of the education system.

If a child goes to school for ten or more years and never has a thinking lesson, that child can be forgiven for getting the impression that thinking is not as important as knowing things. They feel that being 'right' and defending one's viewpoint is more important than escaping from one's viewpoint to find an even better one - the cognitive process we call innovation.

On the other hand, if a child receives regular deliberate training in thinking skills, if 'thinking' has a place on the curriculum, then that child sees a value being placed on 'thinking.' That society has shown it values thinking and has positioned itself as having an innovation culture."

(EXTRACT FROM) - SUBMISSION TO THE HOUSE OF REPRESENTATIVES
STANDING COMMITTEE ON INDUSTRY, SCIENCE AND TECHNOLOGY
REGARDING THE COMMITTEE'S INQUIRY INTO INNOVATION IN AUSTRALIA BY
DR. MICHAEL HEWITT-GLEESON, FOUNDER & PRINCIPAL THE SCHOOL OF
THINKING - 1 FEBRUARY 1995

As a result, it has now become government policy to introduce 'teaching thinking' into all schools and teacher colleges in Australia and Territories (see Parliament of the Commonwealth of Australia - Standing Committee Report on Innovation, November 1995).

It is a very hopeful thing that future Australian kids will be taught not just to get the 'right' answers and to defend 'The Truth', but also HOW to find new truths and to think for themselves.

Anyway, enough of the drum-beating and on with the show.

DAY 34 OF 37

This is the last of the Speed Thinkers Course (STC) of daily lessons which comprises the text of this e-book *Software For Your Brain* which as you have seen has contained a lot of repetition.

These repetitions provided you with multiple opportunities to increase your understanding and application of the **SDNT CVSTOBVS QRH PRR** brain software so let's have another look at how you now rate your own brainpower.

INSTRUCTIONS: Answer each of the following questions, scoring either 3, 2, 1, or 0 points for each answer depending on your objective estimate of how often you actually do what is stated. Use your best guess of the following criteria for scoring:

3 - 90% OF THE TIME (nearly always)

2 - 70% OF THE TIME (mostly)

1 - 40% OF THE TIME (often)

0 - 10% OF THE TIME (hardly ever)

My judgements of ideas are based on the value of the idea rather than on my emotions at the time.

I judge ideas not just as good or bad; but also as interesting; if they can lead on to better ideas.

I consider all factors in a situation before choosing, deciding or planning.

I consider all factors first, before picking out the ones that matter most.

When I create a rule I see to it that it is clearly understood and possible to obey.

I try to see the purpose of rules I have to obey, even if I don't like the rules.

I look at consequences of my decisions or actions not only as they affect me but also as they affect other people.

I look at a wide range of possible consequences before deciding which consequences to bother about.

On the way to a final objective I establish a chain of smaller objectives each one following on from the previous one.

The objectives I set are near enough, real enough and possible enough for me to really try to reach them.

In planning, I know exactly what I want to achieve.

I keep my plans as simple and direct as possible.

I know exactly why I have chosen something as a priority.

While most people look for alternatives when they are not satisfied; I look for them deliberately even when I am satisfied.

I am able to tell myself the real reason behind a decision I make.

Before making a decision, I consider the factors, look at

the consequences, get clear about the objectives, assess the priorities, and search for possible alternatives.

I am able to see the other person's point-of-view whether I agree with it or not.

I am able to spell out the differences and similarities between different viewpoints.

TOTAL SCORE.

Interpretation

This is not a scientific test. It's just an audit or checklist to help you take stock of your thinking, that's all! A trained thinker can direct his or her thinking and use it in a deliberate manner to produce an effect. To a trained and skilled thinker, thinking is a tool that can be used at will and the use of this tool is practical. This ability to use 'thinking as a skill' is the sort of thinking ability that is required to get things DONE.

- ↪ If your total score in this test was between 51 and 60 points, you already possess superior brainpower.
- ↪ If you scored between 31 and 50 points, you have better than average brainpower.
- ↪ If you scored between 0 and 30, you possess no additional brainpower other than the natural thinking ability that most people have.

Record your score here:

How does this score compare with your score at the beginning of you training?

DAY 35 OF 37

As you may know, this training is taken online every day at www.schoolofthinking.org by a wide range of thousands of thinkers in more than 40 countries.

The constant stream of feedback replies I get from these many individuals reflects a diversity of understandings of these lessons, as you would expect.

For example, there will be those who have had an understanding of the lessons similar to your understanding and, of course, others who did not share your understanding at all, but have had quite a different or even contrary view.

Although the lesson I send out to each individual thinker each day is the same for everyone, it's most interesting to witness the diversity of feedback responses which reflect the above-mentioned wide range of possible understandings of these lessons.

I do harvest the rich array of comments that trainees send me which I use to keep these lessons evolving in the Darwinian sense.

This helps to make the Speed Thinkers Course a self-educating, intelligent system. I hope you've found it useful.

The purpose of the SOT training was to get you to think more about your business or career, every day. Although the repetition and daily practise is often tedious for those not used to training, it is satisfying to me to see how many small and sometimes dramatic changes to their career activities as a result.

FREE:

If you wish to have free training there are three options:

1. **FREE:** You can do the online version of this Speed Thinkers Course (STC) now or at anytime in the future. Just login and enrol at

www.schoolofthinking.org

2. FREE: If you think they would find it useful, you can offer the Speed Thinkers Course (STC) that you have just completed, to family or friends or schoolmates or business colleagues.

If you are interested, you can visit my [NewSell Coaching](#) service where I provide daily coaching in NewSell to help business members to multiply their sales by ten – go to **www.newsellcoaching.com**

When the schedule permits, I also do [events and public appearances](#) and design in-house programs for corporate clients for fees.

We try to keep things as simple as possible, so that's basically it!

DAY 36 OF 37

As a special bonus, here's what they say about thinking ...

MARCUS AURELIUS ~

A man's life is what his thoughts make of it.

CHARLES READE ~

Sow a thought, and you reap an act. Sow an act and you reap a habit. Sow a habit, and you reap a character. Sow a character and you reap a destiny.

MARK (New Testament 9; 23) ~

If thou canst believe, all things are possible to him that believeth.

RALPH WALDO EMERSON ~

A man is what he thinks about all day long.

TIMOTHY DWIGHT ~

The happiest person is the person who thinks the most interesting thoughts.

RALPH WALDO EMERSON ~

Concentration is the secret of strength in politics, in war, in trade and in the management of all human affairs.

ARISTOTLE ~

The soul never thinks without a mental picture.

CARL JUNG ~

The debt we owe to the play of imagination is incalculable.

ALBERT EINSTEIN ~

Imagination is more important than knowledge.

KURT VONNEGUT JR ~

We are what we imagine ourselves to be.

MUHAMMAD –

Who are the learned? Those who practise what they know.

EARL NIGHTINGALE ~

We become what we think about.

J P GUILDFORD ~

To live is to have problems, and to solve problems is to grow intellectually.

ALBERT EINSTEIN ~

To raise new questions, new possibilities, to regard old problems from a new angle requires a creative imagination and marks the real advances in science.

DOUGLAS ADAMS ~

Intelligence is the ability to see many points of view without going completely bonkers.

BENJAMIN DISRAELI ~

Everything comes if a man will only wait. I have brought myself by long meditation to the conviction that a human being with a settled purpose must accomplish it; that nothing can resist a will that will stake even existence for its fulfilment.

WILLIAM JAMES ~

Repeated thoughts wear a kind of psychic groove in the mind. The groove gets deeper with each repetition. The greatest discovery of my generation is that human beings can alter their lives by altering their attitudes of mind ... We need only, in cold blood, act as though the thing in question were real and it will become infallibly real by growing into such a connection with our life that it will become real. It will become so knit with habit and emotion that our interests in it will be those that characterise belief ... If you only care enough for a result you will almost certainly attain it.

THE 14TH DALAI LAMA ~

Don't worry! If you have a problem and it is fixable, then there is no need to worry about it. And, if you have a problem and it is not fixable then there is no need to worry about it either. Worry can never help anything.

WILLIAM SHAKESPEARE ~

Our doubts are traitors and make us lose the good we oft might win by fearing to attempt.

EDWARD DE BONO ~

The more intelligent a person is the less likely they are to be a good thinker. This is because they tend to use their thinking effort to defend their point-of-view rather than to escape from it, so they often get trapped by their own cleverness.

RENE DESCARTES ~

It is not enough to have a good mind. The main thing is to use it well.

CICERO ~

Memory is the treasury and guardian of all things.

GEORGE BERNARD SHAW ~

People are always blaming circumstances for what they are. I don't believe in circumstances. The people who get on in this world are the people who get up and look for the circumstances they want and if they can't find them ... make them!

MARY BAKER EDDY ~

The time for thinkers has come.

NORMAN VINCENT PEALE ~

This is one of the greatest laws of the universe. Fervently do I wish I had discovered it as a young man, but it came to me much later in life and I found it to be one of my greatest discoveries. And the Great Law simply stated is this: If you think in negative terms you will get negative results. If you think in positive terms you will get positive results.

THE 14TH DALAI LAMA ~

Think! Think! Think! ... Practise! Practise! Practise!

EPICTETUS ~

If you want to do something, make a habit of it; if you want not to do something, refrain from doing it.

GEORGE HERBERT ~

If the brain sows not corn, it plants thistles.

ERIC BIENSTOCK ~

Change your thinking and all else will follow.

ALBERT EINSTEIN ~

No amount of experimentation can ever prove me right; a single experiment can prove me wrong.

NAPOLEON HILL ~

What the mind can conceive and believe, it can achieve.

GEORGE ELIOT ~

The strongest principle of growth lies in human choice.

ROGER VON OECH ~

Creative thinking may simply mean the realization that there's no particular virtue in doing things the way they have always been done.

LINUS PAULING ~

The best way to get a good idea is to get a lot of ideas.

HERACLITUS ~

If you do not expect the unexpected you will not find it.

MICHAEL HEWITT-GLEESON ~

The Current View of the Situation (CVS) can never be equal to the Better View of the Situation (BVS). A BVS can be ten times better than a CVS. The CVStoBVS meme works like yeast hidden in dough until it rises.

DAY 37 OF 37

Would you like to have a **Certificate of Completion** of your Speed Thinkers daily training with the School of Thinking over the past five weeks?

The certificate prominently displays our motto:

NEMO NASCITUR SAPIENS ARTIFEX.

No-one is born a skilled thinker.

Completion Question:

Have you read the lessons in this course?

Your answer: YES/NO

If YES, email me (Michael@schoolofthinking.org) saying exactly how you want your name to appear on the certificate and I will forward your certificate as a pdf file by email to you with the compliments of the School of Thinking.

Take care of your brain!

Cheers,

Michael