

## Easy to Teach

Another important advantage of SPC is that it is easy to teach. The reason for this is that it is both highly motivating and simply structured. With the help of the SPC Kit — this book plus the Stress Card, Spiral and recording of the SPC techniques — the program can be taught by just about anybody. In fact, in the SPC classes the students themselves are encouraged to teach SPC to their friends and relatives. This is all in keeping with the “demystification” aspect of the psychological educational approach, where it is felt that if we really want to reach a wider number of people “. . . it is necessary to disseminate the special skills of helping to the widest possible audience of students, teachers, parents and community members.” (Ivey and Alshuler, 1973) (See also Instructors’ Outline p.227)

SPC students are constantly reporting back on their successes in teaching SPC to others. One, for instance, used the Pendulum technique to show his 7-year-old son that if he could make the pendulum move with his mind, he could also use the same power to overcome his spelling block — which he did, to the amazement of his teacher. Another, using the Projection Method (p.43), was able to cure her 9-year-old son of a life-long habit of bed-wetting. He had resisted all other previous attempts at cure. (She had him picture himself getting up and going to the toilet should he get the urge in the middle of the night.)

A third student told of curing her mother’s migraine headaches of 40 years’ duration by teaching her the 20-10 countdown (p.37) to eliminate tension. The same woman used the SPC techniques to lose 25 unwanted pounds — while her daughter also lost 25 pounds. Still another student reports raising his second-grade son from an average student to one who is now tested out at two to three grade levels higher than average in ability. One student even taught the SPC techniques to a boxer friend who had been suffering from extreme tension and self-doubt. This boxer subsequently went on to win the light-weight championship of the world.

And then, there was the interesting case of the woman who used SPC to rid her daughter of an intense fear of doctors:

One of the most rewarding accomplishments I have had through the SPC techniques has been with my daughter. Since she was 18 months old, she has had a problem with her bladder. Consequently, she has been hospitalized four times in the past seven years and she has become obsessed with the fear of doctors. She could sit outside of a doctor’s office and vomit from fear. Approximately four weeks ago, she started bleeding. I rushed her to the hospital and after a series of tests and examinations the doctor said she would have to undergo another test — internal X-rays and a test that enables the doctor to see inside the patient to try to find the bleeding. She would have to have these tests without a sedative. My first thought was she will never be able to take it. Then I remembered my SPC techniques

and how much it calmed me. I had three days to teach them to her.

She picked up the 20-10 countdown quickly, but I was still afraid that her concentration would weaken when she would be in the hospital. The morning of the test she told me that she was confident she could handle the examination. The test started at 8:00 A.M. I was not permitted to go in with her. Three hours later she came out wearing a big smile and not a trace of tears in her eyes. I knew even without asking she had made it.

The first thing she said was there were two doctors and two nurses; one doctor held her hand and ‘we did the countdown together while the nurse looked inside of me through a machine. When I got scared and wanted to cry I would remember the countdown and I would feel calm again’.

In further support of the contention that SPC is easy to teach are the many glowing reports from instructors and counselors who have been taught the program at SPC workshops or who have learned it simply by working with the SPC Kit. This includes instructors at all levels of the educational system from elementary through junior high school, high school and college, as well as instructors and counselors dealing with various groups such as the hard-to-employ, U.S. Navy recruits, juvenile delinquents, drug addicts and convicts.

All report positive results in terms of improved efficiency, a more positive outlook, less tension, etc. And some of these reports come from instructors who have not even taken an SPC class but have produced their results with only the help of the SPC Kit.

For instance, C. Lansing Hayes, a representative for Holt, Rinehart and Winston, wrote to tell me: “I loaned the manual and record to a friend of mine, a teacher of junior high school boys at Joplin High School. This school is really a probation or reform school run for the Justice Department by the Orange County School Board. Apparently, he had exciting results with all of his students, primarily with hyperactive students with concentration problems.”

Another instructor who has gotten equally exciting results with only the use of the kit is Dr. Christopher Baida of Chapman College. Not only was he able to help his Navy recruit students vastly improve their learning ability, but he was also able to help them eliminate such varied bad habits as excessive smoking, drinking, stuttering and bed-wetting, as well as lessening tensions and sleep problems.

Some people have wondered if SPC can be taught to young children. I have not worked with children, but I have received a number of reports from elementary school teachers indicating that children are most receptive to the techniques. A second grade teacher, for instance, reported how easy it was to teach the techniques to her students. They especially liked the calming effects of the Garden technique (p. 40) which they could visualize down to the minutest detail.

### A third grade teacher reports:

I decided to teach my third grade class SPC, and set their goal as remembering to bring their homework and books to school. I decided the easiest technique would be the garden technique. First, we discussed gardens, looked at pictures, and drew a picture of a garden. Then I recorded your garden technique myself, but I left out the part about conflicts and fears since I felt this did not apply to them and they would not understand. They were to picture themselves picking up their homework and books before they left for school. They were to put it in the same place every day. They were to see clearly the table or desk and all the surrounding objects. We practiced this every day before dismissal. Initially, there were mixed reactions. The mature and fairly mature took it seriously. The immature ones just laughed. It has been three weeks since we began and there has been an improvement — 75% of the class now come to school with both books and homework. The immature ones are changing also. . . . One little girl, who is very immature, has just this week begun bringing in her homework everyday and showing me. Before, this girl would never remember to bring or even do her homework. This technique is helpful in that it quiets the kids before they go home and there is less fighting after school. The children also enjoy this as they are eager to describe their gardens, where they put their homework, etc. I know I will begin this with my new class in September.

Even a kindergarten teacher noted how excited the children were about the fact that they could control the Stress Card by means of the countdown. It seems to me that young children would be most receptive to these techniques, as the young tend to have the most vivid imaginations. The only limit would be whether or not one could communicate sufficiently with the child on a verbal level. I would assume that once you go too much below six years of age this might become a problem.

High School teachers too report positive results. They have found SPC especially effective for improving interpersonal relations, particularly for eliminating shyness and self-consciousness. A program like SPC could do wonders for high school students who are at a critical age with regard to self-image and identity problems. And this is in addition to the many improvements in learning ability that have also been reported — including improvement in reading, test-taking, speaking out in class, and elimination of procrastination.

The effectiveness of the program with high school students and the fact that it can be taught effectively by others was brought out in the following Project USTED progress report submitted to the U.S. Department of Health, Education and Welfare:

The results have been highly encouraging. For example, at Garfield High School, the principal, Mr. Welsh, was so impressed with the response of the students from negative to positive outlooks, that he has requested Project USTED to conduct classes as soon as possible for his instructors, students and classified personnel in addition to his parent advisory group. . . . The Psychology 22 (SPC) class being conducted in the heart of the barrio for Project ABC Headstart mothers has brought the response from several parents that if they had taken this course twenty years ago, they would not have gone through a life of low self-esteem. They requested that their children not be allowed to spend valuable years of their lives repeating their own mistakes. They have asked that we set up similar courses at the elementary schools where their children attend. Dr. Barrios did not visit these classes at any time, thereby indicating that it was the *course and its content*, rather than the special gift of any particular instructor who was responsible for the results of the course. This, we feel, is a major breakthrough!

Also included in this report are a number of personal comments from the high school students taking the course. The following is typical:

My feelings towards this class have improved considerably. At first, I thought it was just going to be another class to rap with the chicks and make fun of the teacher. In other words, a boring, outdated, unendurable class. Not so! Lately I've become very interested and those words, coming from me, should be considered excellent.

I've improved my self-image, I am participating actively in class, I'm not afraid of speaking out. In short, it has given me a positive attitude towards life. In contrast to before, where I was pessimistic, grouchy, and rowdy. Recently, I've noticed my outlook towards life has improved greatly.

I would recommend this class to others that follow behind. It not only improves your study habits and helps you to be at your best when you need to be, i.e., taking tests, giving oral reports, talking with somebody important and keeping an intelligent conversation, but it also lifts your spirits.

I only wish there were an abundance of these classes, with more teachers like Mr. Paez. He really has patience, he knows how to handle and deal fairly with students. He must be some superman to have withstood this long in this class. To sum up, I know I'm in good hands.

As for this excellent class, I cannot express my delight and my gratitude. All I know is that the federal government should really go head on and stop pussy footing around — there is no better class that I know of in high school.

Another interesting report comes from an instructor who took part in my recent class for instructors at Cal State University in Los Angeles, Maria-Luisa Lopez, chairman of the Multi-Clerical Department at the East Los Angeles Skill Center. This instructor of the difficult-to-employ, in the CETA Manpower Training program, stated that after much searching she had at last found a means of dealing with the all-important attitudes and fears of her students that had continued to plague her ability to really get through to them. One of the first indications that she now had something that could work was when she found that by having the students use the countdown prior to typing tests she was able to decrease the number of errors by an average of 6-7 per minute. Since then, she has found even more profound changes, especially with regard to self-image:

In the past (prior to my SPC exposure) many of our trainees who were sent out on interviews by the staff Job Developer would not even show up, or if they did, they projected a negative or insecure attitude and were rejected in many instances.

Since SPC exposure, all have acquired a more positive, self-confident attitude which has helped them during the interviews and subsequently while learning their duties as new employees. Of the 18 trainees I had in my class when I started using SPC, *all* have found jobs, *ten of them completely on their own* — something unheard of before as in the past those who have found work found it as a result of the Job Developer's efforts.

Needless to say, I am completely sold on the SPC concept.

Equally interesting are the results reported by a number of counselors at the House of Uhuru in Watts (South-Central Los Angeles) who have been taking part in a current SPC class for instructors. House of Uhuru is a half-way house for drug offenders and alcohol abusers, 75% of whom are referred by the courts. The counselors seem genuinely excited and happy with the results they have been able to achieve with their clients in such a short period of time.

Joyce Jones, the spokesperson for the group, reports a number of interesting changes that have already taken place. The changes include more positive attitudes, greater ability to assert oneself, improved memory, as well as control over pain, lowering of high-blood pressure, lessening of fears, and greater control over tension. Perhaps the most significant change is what seems like a greater peace of mind among the clients.

Also, there is a greater feeling of hope now. They believe that they will now be able to do something about their problems. Most rehabilitative groups are primarily self-awareness or insight oriented and there is usually no systematic means provided for eliminating problems or shortcomings even if the person is now more aware of them and what caused them. Thus, the patient is often left even more tense and upset after such group sessions. But with SPC, they know they have something that will actually work to help eliminate the problems.

One of the main reasons for this greater hope among these clients is that almost from the very start they began to see positive results in themselves. One of the most dramatic effects, for instance, was the elimination of sleeping problems, a difficulty common among drug addicts. In a period of only three weeks, all of the participants had improved in this area. Even more striking is the fact that over three-fourths of them had done away with the need for the usual tranquilizers and sleeping pills previously needed.

Not only do instructors and counselors report such benefits for their students and clients, but also, equally important, they report that the program has produced considerable benefits for themselves as well. For instance, the third grade teacher mentioned earlier writes:

I would like to take this opportunity to say how much I have enjoyed your program and that it has helped me tremendously. My summary progress report does not begin to evaluate the changes that have occurred since I began becoming less tense, my main goal. . . . As a result of being less tense (I have had the tendency to become very tense at school when the kids, I feel, are not learning or following standards), I have found myself getting more work done at school, getting reports and records done on time, and I feel my teaching has improved. My more relaxed attitude has affected the kids in that they seem more relaxed and cooperative. I have found things do not irritate me as much (such as Jack singing "Old MacDonald" in the back of the room and kids coming in late, no notes, no homework, etc.).

I also am less tense with my peers. . . .

I can honestly say now I am a more relaxed person, although I hope to become even more so. There are many other minor changes I have noticed in my personality and attitudes which are all positive. I still practice SPC daily and will continue. One very positive indication I have that I have achieved some control over tension is that I don't feel the necessity to take Valium anymore. It actually made me ill when I did and I was using at least 10 mg. daily.

Perhaps the most impressive indication of the personal benefits of SPC for instructors are the Willoughby Test score changes resulting from instructors' workshops. The Willoughby Personality Questionnaire (see Appendix A) was originally designed as a measure of neuroticism but is a fairly good indicant of overall self-confidence and ability to deal with stress and cope with life (Wolpe, 1958). The lower the score on this test the healthier the state of mind. You might want to take this test now before starting the program. Then, later you can retest yourself to see how much progress you've made.

In the first instructors' workshop — four sessions held at Golden State College — the average Willoughby score dropped from the 62nd to the 32nd percentile in the period of four weeks. This type of improvement has continued

right up to the latest class for teachers at Cal State University, where the average Willoughby score dropped from the 77th to the 40th percentile during the six-week class.

This type of improvement is one of the aims of the instructors' workshop — to help them become more positive, self-actualized individuals themselves. This in turn should make for better teachers and counselors, who are more positive in their attitudes toward students' and clients' capabilities and much less burdened by their own personal inadequacies. In addition, one becomes a more convincing teacher of SPC, if he himself has experienced its benefits.\*

### **Other Advantages**

There are other advantages of the SPC program in addition to, or as a result of, those already mentioned. For one, it is much faster-working than most previous approaches. Compare, for example, the changes produced from a six to nine-week SPC class to the years of psychoanalysis some have undergone. It can reach a much wider range of people — from the very young (6 or 7) to the very old (up to senility); from the metaphysically to the scientifically oriented; from the emotionally and mentally ill to healthy individuals with normal problems; from the educationally-disadvantaged to the intelligentsia. And finally, it is much less expensive than most personal-growth or therapeutic approaches.

\*In order to reach as many people as possible, all-day seminars in SPC are now available anywhere in the country (or world). Interested parties should contact the SPC Center, P.O. Box 49939, Los Angeles, California 90049.

# **The Self-Control Methods**

In this chapter we will be presenting the various SPC techniques for achieving self-mastery, for achieving the SPC state of greater receptivity and responsiveness to positive thoughts. Following this you will be introduced to the Self-Programming methods, which are effective ways of conditioning in your goals and positive behavior once you have achieved this SPC state.

A total of ten SPC techniques will be presented, including three shortcut techniques. The reason for this is that there are going to be differences among people and whereas one technique may work very well for one person it may not for another. If you have a wide variety of techniques available, then you have a better chance of finding the one that will work best for you.

There are essentially two basic ways to use the SPC techniques for developing greater control. One is right at the moment of need. For instance, if you were working on the goal of becoming less tense, you could use one of the SPC techniques (such as the 20-10 countdown) to relax yourself during the actual tense situation — i.e., right at the moment of need. In addition, the SPC techniques can be used as a means of preparing or pre-conditioning yourself — using mental pictures to condition in the positive response. The latter is called self-programming. For example, if you were working at becoming less tense, you would — after going through an SPC technique to make you more receptive — picture yourself in various situations where you ordinarily tend to get tense and then see yourself reacting more calmly. This “mental practice” conditions you to automatically react more calmly in the real situation.

## **The SPC Techniques**

Before introducing the various basic SPC techniques we should be aware of several things. First, these techniques are to be looked upon merely as a bridge toward the ultimate goal of greater self-mastery and positive thinking. You need not feel that you must use them each time you wish to program in a positive suggestion. Right from the start you should be learning and trying the shortcut procedures. You can look upon the long versions as ones you can go back to for reinforcement anytime you wish. Eventually, you will get to a point where you don't need even the shortcut techniques. You will just know that you can program in any positive thought or suggestion and it will automatically take hold.

# First Major Applications of SPC

## SPC and Education

Most educators will agree that a student's attitudes and state of mind can play a very large part in his ability to learn. In fact, the famous Coleman (1966) report concluded that initial attitudes, interests and motivation determine more of the variance in how much is learned than any other educational input or combination of inputs controlled by the teacher. Thus, there is a great need for more effective means of dealing with these attitudinal and emotional factors. One of the main reasons we have had such difficulties in dealing with them, heretofore, is that they fall in the realm of involuntary behavior. But now with the advent of the self-control movement this no longer need be the case.

One of the first applications of SPC then has been in the educational field. The basic goals of SPC in this area are to help instill more positive attitudes toward learning and to provide a student with an effective means for handling or preventing personal and emotional problems. In a relatively short period of time the program has spread to a number of schools throughout the country as well as a few abroad. The main body of data to be reported was obtained from the study done at East Los Angeles College (ELAC) where the first complete application of the program was begun in 1969, thanks to a government-sponsored Title III project to help disadvantaged Mexican-American students (Barrios, 1972). As a result of the initial success with these students it was soon opened to all students as part of a regular 3-unit developmental study skills course (Psychology 22). All measures appeared to indicate a clear-cut positive effect.

In the area of attitude toward school the Brown-Holtzman (1965) average score for the Spring '71 mid-semester SPC class (105 students) rose from the 17th percentile to the 50th percentile (the low initial percentile correlates with the fact that most of the students were on or close to scholastic probation to begin with). In the area of self confidence and ability to cope with personal problems the average Willoughby score dropped from the 72nd to the 34th percentile. (The high percentile rankings to begin with were indicative of an initial poor self-image and ability to cope.) Both these improvements are considered rather remarkable considering the relatively short length of the course — 9 weeks.

Also of interest are the results of an anonymous questionnaire given to a total of 236 students who had taken the course. These results showed that in those students indicating excesses in the following areas these percentages cut down:

<i>food</i>	72%	(65 of 90)	<i>marijuana</i>	69%	(22 of 32)
<i>cigarettes</i>	70%	(37 of 53)	<i>uppers &amp;</i>		
<i>alcohol</i>	91%	(48 of 53)	<i>downers</i>	83%	(10 of 12)
<i>LSD</i>	100%	( 7 of 7)	<i>gambling</i>	75%	( 9 of 12)
<i>TV watching</i>	82%	(84 of 102)			

There was even one student indicating that he had stopped taking heroin. The interesting thing about this curtailment of excesses is that it occurred primarily as a side benefit of the program. No concentrated attack had been made on the excesses. It is felt to have occurred mainly because of three major changes produced by the program: The general increase in the ability to relax; the greater enjoyment of other areas of life (resulting from a greater self-confidence); and a greater amount of self-control. Most excesses can usually be traced to a deficit in one or more of these areas.

Actual improvement in grades (GPA) and number of units completed were found to correlate with the affective changes. Grade points (which are determined by multiplying the GPA by number of units completed) of the Spring '71 mid-semester class (105 students) were compared over a one-and-a-half year period with a control group of equivalent scholastic standing — a total of 89 students in five other Spring '71 mid-semester Psychology 22 classes (taught by five different instructors not using SPC). The grade points for the semester *following* the class were compared with the grade points for the semester *prior* to the class. The average grade points increased for the SPC class a total of 3.80 points whereas it *dropped* a total of 5.45 points for the comparison group. (The overall difference of 9.25 was statistically significant at the .02 level.)

The actual drop in grade points for the comparison group, which were given the usual remedial study skills program, should not be too surprising. A study by Losak (1972) investigating the question, "do remedial programs really work?" would seem to corroborate this.

In addition to the increase in grade points, a considerably greater percentage of students applied to a 4-year college from the SPC group than from the comparison group. The total percentage of SPC students either applying to another school or getting their AA degree was 84% versus 44.4% for the comparison group.

Corroborating the above results is the data from subsequent SPC classes held at UCLA involving 372 disadvantaged students (primarily Black and Chicano). The average Willoughby scores went down from the 63rd to the 25th percentile and the average Study Habits Inventory scores (Wrenn and Larsen, 1955) improved from 11.92 to 73.42, where 15 is the median score for a standard group of college freshmen. (Both the Brown-Holtzman Survey and the Study

Habits Inventory correlate considerably with grades — a correlation coefficient of about 0.4 in both cases.) These compared quite favorably with the ELAC data, especially considering that the students were seen for only one-fourth the time of the ELAC students.

Results from classes held at Santa Monica and Southwest Los Angeles Colleges with 63 and 14 regular students respectively were in the same direction. At Santa Monica College the average Willoughby scores went down from the 82<sup>nd</sup> to the 51<sup>st</sup> percentile and at Southwest College from the 65<sup>th</sup> to the 23<sup>rd</sup> percentile. The average Study Habits Inventory scores went up from -12.43 to +35.0 at Santa Monica and from -2.92 to +64.77 at Southwest.

With regard to curtailment of excesses the following are the combined totals for Santa Monica and Southwest Colleges (no such figure on the UCLA class are available as the questionnaire was not given):

<i>food</i>	90%	(35 of 39)	<i>marijuana</i>	82%	( 9 of 11)
<i>cigarettes</i>	83%	(15 of 18)	<i>uppers &amp;</i>		
<i>alcohol</i>	100%	(11 of 11)	<i>downers</i>	86%	( 6 of 7)
<i>TV watching</i>	95%	(36 of 38)			

It is interesting to note that the excesses figures for the Santa Monica and Southwest College students are even better than those of the ELAC students, which might be indicative of the improvements in the program since it was first applied at ELAC. (For one thing the Stress Card was not incorporated into the program until the Santa Monica and Southwest classes.)

As part of the program each student was asked to hand in a progress report. The following were chosen from the many such reports to provide an even broader feel for the types of changes that were achieved with the above students. Some of the reports are given on a weekly basis, others as a summary. As you read through them keep in mind that the goal of the SPC program in education is not only to improve learning ability but also to help the individual achieve a happier, healthier, more fulfilled life.

Larry G. (UCLA)

*Fifth Week:* Had two tests this week, one in biology and one in CED. Don't know how I did on the CED but I think it went pretty well. On the biology I got 40 out of 40. Still using SQ3R and very comfortable with it. I have also started to cut down on my smoking. Didn't think it was possible but it's happening. Finished Psycho-Cybernetics and it has helped tremendously. I keep going back over it from time to time. For one thing, there were courses I wanted to take, but wasn't going to because of fear of doing poorly. Well, now I've decided to take those courses and by applying myself I think I can handle them. At least I learn by trying.

*Sixth Week:* One thing I would like to say here is how amazed I am as to how

fast this program has worked. At first, I must admit, I was somewhat skeptical whether it would work or not. Even after the first couple of times, I thought it would work, but thought it would take quite a while. I can't believe in only six weeks so much has happened. I almost feel like a completely new person. And the more I believe in it, the stronger its effect. I am starting to work on some personal areas of my life, like opening up and being more honest with people close to me.

*Seventh Week:* I have been using the countdown many times during the day and for various situations. I use it to relax before going to bed and I have no trouble sleeping like I used to. If I feel tired before a lecture, I use it just before the lecture and I feel refreshed.

The personal side of my life is improving also. I find I can open up more and tell people my true feelings. Had a number of close friends and relatives remark on how I've changed. My studying habits are really good now, sometimes don't even have to count down, just go in my room and start studying and the SQ3R is working great.

*Eighth Week:* This is the last report before handing this in on Friday. If someone had told me how much I would change in just two months I wouldn't have believed it.

My image of myself has done a 180° turn. I now am positive I can succeed here as well as succeed in anything I really put my mind to. My study habits are more than adequate at home and I also find myself studying on campus whenever I get a chance instead of wasting time. Also, my reading speed has almost doubled and I get more out of it.

As far as relaxing in different situations, I still have some trouble at times but I'm sure if I keep working on it I'll be able to relax in almost any situation.

From the positive philosophy taught in the course I have identified my weaknesses and am starting to work on them and now when I make a mistake I don't get upset but look on it as a learning experience.

All I can say is that I've gotten a great deal out of this course so far, and I plan to get a lot more out of it throughout my lifetime.

Rob N. (Santa Monica College)

*First Week:* The real main objective in taking this course is 2-pronged. *One* — to learn to relax my mind and gain control over my thoughts. *Two* — to achieve the highest scores possible on tests that I know I am capable of. At the end of the first week noticeable changes have occurred. I've been using the 20-10 countdown just prior to going to sleep. I am completely relaxed on the 10th count and sleep soundly. I have noticed no longer waking with a start when the alarm goes off. Just merely waking calmly. My ability to study has also increased.

One, of course, can also quickly see that the potential for SPC is not limited to just the area of education. The SPC program would also be of considerable value in such areas as work incentive programs, the prison system, psychiatry, drug and alcoholic programs and various other rehabilitative-type programs. Progress in investigating these possibilities has already begun.

### Work Incentive Programs

For instance, a 12-hour pilot SPC program for WIN enrollees (WIN is a work incentive program aimed at getting people off welfare and back to work) produced the following results outlined in a letter from Chuck Oliver, the then acting supervisor of WIN orientation at the East Los Angeles office:

1. A more verbally open class and free exchange of ideas.
2. A higher score of two grade levels on the standard achievement test compared to previous classes held without the benefit of Self-Programmed Control.
3. Follow-up in the work incentive program has since shown that the demonstration class of enrollees has had a significantly lower drop-out rate and several have already secured jobs. [To be more exact, 16 out of 18 secured jobs as compared to an average of 5 out of 18 for previous similar groups.]

The results at WIN are supported by those achieved by Maria-Luisa Lopez, the Manpower Training instructor mentioned earlier (p. 32) who by working with SPC was able to place all 18 of her students.

Such results tend to support a theory I have regarding welfare recipients. Many feel that people on welfare are just plain lazy malingerers and don't really want to work. I don't believe this. It's my theory that these people remain on welfare not because they want to but because *their low self-image makes them feel incapable of anything else.*

The essence of what the program can do for these people was captured very nicely in a letter written by Suzanne Bourg, CETA counselor, to Lloyd E. Thornhill, Career Services Administrator regarding a class I held for CETA (Comprehensive Employment and Training Act) trainees in Pasadena:

As educational counselor to Pasadena City College CETA students, I have been privileged to attend a series of 18 lectures by Dr. Alfred Barrios on "Motivation Through Self-Program Control". The ultimate purpose of the lectures is to increase the number of job placements of our CETA trainees. These students of economically and educationally disadvantaged backgrounds are taught simple but profound techniques which free an individual from his negative self-image, attitudes and emotions. His vitality and energy is then redirected towards a more positive and productive philosophy of life.

Dr. Barrios' course emphasizes relaxation techniques which the student learns to apply in anxiety-arousing situations such as job interviews and test-taking. These methods combined with auto-suggestion enable a person to 'program' himself to be happy, productive, get to work on time, not let life get him down, to picture success in one's mind and eventually achieve it. Most importantly, it teaches a person to rebound quickly from mistakes or failures and try harder the second or third time.

After seeing the response of the students and hearing examples of their applications of Dr. Barrios' concepts and techniques, I feel strongly that this is an important part of job training that has never been previously recognized. CETA can train a person to obtain job skills but if he has no self confidence, no sense of control over his own destiny, no previous pattern of success, he has great difficulty getting and holding down a job. It is this strategic area of Dr. Barrios' course which applies so directly to our CETA trainees.

### Industry

One can also see the possibilities of SPC in industry as a great deal of inefficiency and absenteeism would be eliminated. Work morale would be higher, there would be a definite lessening of friction among personnel, and absenteeism due to illness, including alcoholism, would be much less. That such results are possible with SPC was borne out in a study done at Rockwell International and reported in the *Journal of Employee Recreation, Health and Education*. (Barrios, 1975)

The SPC class at Rockwell had a total of 11 participants — 3 women and 8 men — from all levels, including management, and met once a week for two hours for a total of six weeks. Three simple measures were used to get some idea of the effectiveness of the program: (1) The Willoughby test (p. 224) before and after, (2) A before and after self-rating of the goals chosen to be worked on by each participant, using a scale of 0 to 10, and (3) Each participant's own summary of his progress written at the end of the class.

The results of the Willoughby test indicated an overall improvement of from the 75th to the 47th percentile. With regards to the changes in rating of goal-reachability, the average self rating went up from 3.36 to 6.80, (see p. 52-53) with each person working on an average of five to six of the following goals (self-confidence being the most common one chosen):

Positive Thinking	Excessive Drinking	Exercise
Self-Confidence	Smoking	Eternal Youth
Learning Ability	Health	Headaches
Creativity	Fears	Physical Attractiveness
Weight Control	Emotions	Leadership Ability
Tension Control	Sex	Procrastination

Reading through the following summaries of progress (all 11 are included) will give you a better feel for the type of results achieved. In each case, after the initials of the participant, I have included the before (B) and after (A) Willoughby percentile. (The lower the percentile the better.)

J.B. B-62, A-53

*Procrastination* — Have done one or two extra chores every night instead of putting it off until there is no time left. This includes paying bills, letters, etc.

*Diet & Health* — Started doing exercises at home. Have also done pretty well with my meals. Have already lost a few pounds.

*Smoking* — Have cut down considerably. Have gone without one as much as four hours at a time at work where the pressure is the greatest.

*Work* — Work running more smoothly now. Not as many redo's from frustration or aggravation and the time element is no longer creating excessive tension.

I am convinced the program works. For years I've read books oriented along these lines, but this course seemed to show *how* to accomplish your goals.

E.B. B-60, A-5

This course has been helpful in many ways toward improving my self-image. My confidence and positive thoughts have strengthened a great amount.

My life is a much happier one which gives off a glow of warm vibrations to others around me. I'm able to concentrate on a positive thought whenever I desire. Problems, large or small, at work or at home, no longer pose a threat of failure because I am assured I can solve any.

Since my self-image has improved, I find that I like myself even more and am able to do much more than I've done in the past. Now that I realize I have the ability, I know I will be successful most of the time. I am confident I will accomplish my goals, both short and long range. Without this course, I wonder where would I be today?

R.G B-30, A-12

I have greatly reduced tension. My sex life has improved considerably and I feel I have a more positive attitude toward the future. My memory and reading comprehension have improved. And I am able to shut out outside interference when thinking.

While my problems were not as great as many people, I can see where everyone could benefit from this course. I feel it was worth the time and money.

A.P. B-89, A-57

I have learned the techniques; I have the tools — now the rest is up to me. The class has *definitely* helped me. For instance, no one could have hated a job more than I did; I despised going to work in the mornings. Now, I really enjoy

my job — I don't mind getting up and going to work. I really like the people I work with now. I just changed my attitude (after I started the class and started reading "Psycho-Cybernetics") and everything just seemed to shape up.

Also, I have lost 7 lbs. I have started and am continuing an exercise program every day at noon. Have been running a mile at noon instead of eating lunch. I have something light at dinner — absolutely no sweets, and sweets *were* my weakness.

So, I will have to say the class has been a success for me. My weight and work problems seem to be going okay now so I think I'll start trying for self-confidence (that will be a tough one but I know I'll be able to make it).

D.P. B-85, A-52

This has opened my eyes to a lot of little things that are really big. Find myself thinking clearly again and normal. Also, I've noticed that more done lately in shorter time and with less effort. I find that I'm now able to get vivid blue on the Stress Card more and more frequently. I'm definitely going to continue working with this program.

L.P. B-88, A-96

I do not feel that SPC has helped me a great deal, but who knows what seeds have been planted.

R.P. B-81, A-41

I am convinced now I have made relaxation a habit.

I am confident, too, that my new positive, winning attitude can accomplish the results I need to meet all my realistic goals. This is true even though my age [around 65] is such that it is easy to have serious doubts if I were to allow them to develop.

At work SPC has helped by teaching me to take a more deliberate and analytical approach and therefore achieve more reasonable solutions to my problems.

I think an SPC program is absolutely essential in a corporate organization in order to develop maximum performance and output among its members.

Corporation work programs such as North American Rockwell have impossible schedules, almost impossible goal requirements and a need for maximum cooperation between all members. Almost all workers in such a situation will develop an extremely tense personality where their creative output reaches minimum because of the impossible schedules and goals. SPC will develop a calmness in these individuals so that their efficiency is increased tremendously and their awareness of the other person's point of view and his requirements are greatly enhanced to the point where cooperation and efficiency of the overall program results in a much better end result.



B.R. B-98, A-93

In the past, under pressure, I'd run. Now I don't. Example — In a night class I am taking I have noticed a complete change of attitude. Before I would easily become discouraged and be quick to give up and drop the class. Now I find myself sticking to it and no longer so afraid of the teacher.

I find that SPC has also helped with my job — because I can keep calm long enough to learn it. Previously I would be so upset during the learning period it took twice as long. I use the quick count-down when I get in a tight spot and it seems to help quite a bit. Also, there is an annoying person whom I work with — I can for the most part, with the countdown, keep my feelings in control so as not to upset the entire office.

R.R. B-86, A-63

I feel that I have learned the tools to help myself over the past six weeks. I probably would not have read Psycho-Cybernetics at all. Now that I started the book I feel I will complete the book within the month.

Before the course I rated myself low in self-confidence and positive thinking. Now I find myself catching myself as soon as I become aware of the situation and program in that I am confident in my abilities. When I think negatively I immediately disregard the thought and think of a positive thought. I think I have reversed my negative pattern.

As far as habits are concerned, I am working on one that has grown since childhood. I recently have had success in controlling this habit for the first time in approximately 30 years — three successes in a row. This has helped my ego and my confidence to a great degree.

Also, I had trouble sleeping at times. Now when I go to bed I go through a complete programming input and relax much more than before, thereby getting to sleep earlier and more relaxed. As a result I am on time for work and more relaxed during the day. And my mind is not as cluttered up with negative thoughts and fears during the day. Therefore I am able to get more work accomplished.

I look forward to working hard on all areas with the tools learned in the class.

P.S. B-68, A-12

Have achieved positive results from the 6 week program; feel that this is only the beginning. This course gave me the tools, now I must continue to use them to continue the progress.

I was particularly impressed with my ability to remember names. This was always a weak point with me. I find that I am also starting to gain confidence in my handling of situations at work that bugged me before and am much more relaxed when making presentations to a group of people.

I was quite pleased with the "before" and "after" results of the Willoughby test.

I really "dig" the "positive thought" technique. I use this every day. This is the basis of Maltz' book but I didn't really get it until this class. This is the biggest thing I have learned to date. I now try to concentrate on my successes as much as possible.

A.S. B-82, A-40

I thought the course was well presented. I have obtained positive results in my blood pressure reduction goal and find I am more relaxed now. I have also made some slight progress in my weight reduction goal.

Thanks to the short-cut techniques I can automatically relax when problems come up at work and find I can deal with others more easily.

## Medicine

One can also see the possibilities of SPC in the area of medicine. Although no study has been done with the specific purpose of testing the effectiveness of SPC for improving health, one can see from many of the above reports as well as others scattered throughout this book that SPC can be considerably effective with such health problems as: high blood pressure, ulcers, arthritis, asthma, pain, headaches, insomnia, anxiety, depression, smoking, obesity, diabetes, alcoholism, heart disease and cancer.

Thanks to a recent national tour of all-day seminars for medical personnel (sponsored by the Health Care Management Institute), I have already presented the holistic SPC approach to over a thousand people in the medical profession. The reception to this first tour has been near-phenomenal; so phenomenal in fact, that several more tours have already been planned. By the end of the year I expect to have reached several more thousand in the medical field. And the positive reports from those using the program with their patients have already begun to come in (e.g., see pp. 134-135 and p. 149).

One of the reasons for the great response from these seminars is that in as short a period of time as one day the participants could begin to see the positive effects on themselves. One of the first things I do in these seminars is to stress the point that if their goal is to help others, it would be wise to use SPC on oneself first. Being under a great amount of stress in such a profession, the participants do not need much encouragement along these lines. In fact I would venture that the vast majority of participants came because they were interested in the seminar for their own self-improvement.\*

## Drug Rehabilitation

Positive results have also been reported in SPC's application at Aliviane, a

\*More such seminars are planned for both lay people and professionals. For information contact the SPC Center, P.O. Box 49939, Los Angeles, Calif. 90049. Phone (213) 826-1959.

Texas-based hard core drug program. Here, the SPC techniques were used mainly as an adjunct to their prevailing method of treatment. It served the very useful purpose of getting the clients into a more relaxed, positive and constructive mood prior to group therapy and they were consequently able to get more out of their sessions.

A more direct use of SPC with drug addicts and alcoholics was its application at Bridgeback and the House of Uhuru in the predominately Black area of Los Angeles. Both are rehabilitative centers for hard-core drug and alcoholic offenders many of whom had been sent to prison for drug-related crimes. The type of results achieved are best illustrated in the following two letters:

The first was written by a resident at Bridgeback and addressed to-whom-it-may-concern.

For many years (since 1959) I had been a drug-addict. Now I'm a resident at Bridgeback.

For a long time I thought there was no hope. I had been told that once a dope-fiend always a dope-fiend. Not having too much on the ball, as far as a future, I let this saying make a nest in my subconscious. Because of this I would not deal with anything. Through the years I tried several times to break the habit but each time would go back. Well, I finally gave up and said it's time to get help. I signed up for the Bridgeback Drug Program. There I thought that I could get help by just grouping [note: this is a form of encounter group therapy and has been the main form of therapy currently used by many drug rehabilitative programs] but I couldn't. So along came Dr. A.A. Barrios. He had a very unique program called SPC (self-program control).

At first I just sat in class and didn't get involved, then he started saying things that sounded good. He said he could change a person's entire life if they got involved. I didn't believe it at first. So, I said what can I lose.

I started out by using the Spiral Mind Technique. I began getting so involved, I purchased a kit. Every morning I would use it. Then it started taking effect. The next thing I know I had no desire whatsoever to use or even be around dope.

Then I had this Mural to paint, 75 feet long and 25 feet high. I just knew I wouldn't finish it. So I programmed in that I would complete the Mural, and now it's one of the best in the city of L.A. and I'm always getting recognition for it.

Now, still using Dr. A. A. Barrios' SPC program, I'm enjoying life in a much more rewarding way. I attend L.A. Business College where I'm studying accounting. Upon completion, I hope to become an accounting clerk. Next, I applied for a job for the State of California as a claim's examiner's assistant. My application was ac-

cepted. I took the test and I found it was so easy, it was as if I had taken it before. It's really something to see how these techniques work. I just know I did well on it because I got under the Spiral that morning.

Oh yes, let me include this in this short story of my changed life-style. My grades in high school were C's and D's; now they are, believe it or not, A's and B's.

I'm going to close with these last few words. There was this young lady that came to the program. I saw where I could help her with this new program. She was like me at first, skeptical; now she's getting involved and she's really doing fine now.

The following letter was written to the Director of the House of Uhuru by one of the peer-counselors who had taken part in the pilot SPC study there:

I am writing concerning a program I feel would be of great interest to you and which I highly recommend for incorporation into the House of Uhuru. First of all Mr. Anderson, allow me to state that this program, Self-Program Control (SPC), works! It is a truth, in that by means of it one can be in control of his life and destiny.

Unhealthy habits, such as over-eating, excessive smoking and drinking, drug taking and abuse and countless others can be minimized and eventually alleviated by applying the techniques acquired and practiced until they become second nature by believing you can do it. I know this is possible because I've seen the program work not only with me but many others as well, thanks to being in the SPC class Dr. Barrios taught here this past semester.

At the beginning of the class we were asked if there was anything that we wanted to focus upon within ourselves. One of the goals I set was to become adept at tension control. Before utilizing the SPC techniques I experienced headaches often, lost my temper at the drop of a hat, and underwent mood changes quite frequently (depression, despondency, self-pity, etc.). Now, as I'm sure you are aware of, my temper and mood variations have displayed positive movement toward a more balanced equilibrium, and my headaches are almost non-existent.

In March of this year my husband was incarcerated, and would be away for 18 months. As a result of this occurrence, I felt afraid and completely alone. I started drinking alcohol everyday. I'd get off from work, stop at a liquor store and after getting home, would drink myself into a stupor. During this time I had forgotten about SPC and just about everything else.

Then one evening after I had taken my first drink, I remembered the SPC 20 to 10 Countdown Technique for relaxation. I went

through the technique twice, programmed in the goal of not having to drink to deal with my fears, insecurities, and poured the pint of bourbon down the kitchen drain. I felt and continue to feel good about myself!

With the continued usage of the techniques learned through SPC, and reading excerpts from the book *Psycho-Cybernetics* by Maxwell Maltz, I became more confident and aware of my abilities to change and control my life as I deem fit.

In regards to Self-Program Control being incorporated and implemented as an on-going therapeutic phase of the Uhuru's philosophy, I am strongly in favor of the idea. Not only have I seen the positive effects of the class on myself and the others taking it, but I have also seen that we ourselves could very easily teach it to others in turn.

During the last four classes ten clients participated who were from the residential component. These ten clients were taught SPC by us without Dr. Barrios. We, the class, introduced to them a few of the SPC techniques that were ideal for tension control and relaxation. At the end of the very first session, all of the residential clients were very enthused and expressed a desire to attend and learn more from additional sessions.

At the conclusion of the fourth session, clients were relating to me how they had used the Deep Breathing Technique to relax and had as a result stopped taking sinnequans, a tranquilizing medication. Also while participating in the regular intensive grouping sessions, by using the 20 to 10 Countdown Technique the clients were able to control their tempers and display a more positive attitude and behavior pattern. Many of the clients also reported that they were now able to go to sleep at night without the aid of medication simply by using the techniques learned in SPC. One client especially stated she had gotten so upset one day that her blood pressure went up high enough for our doctor to feel medication was necessary to restore it to normal. At this time the client went through the techniques learned in SPC, and as a result her blood pressure returned to normal without her having to be administered medication.

Each day SPC is being heralded by these ten residents who were fortunate enough to be included in the SPC class, and they themselves are now teaching the techniques of SPC to new residents.

These are some of the incidents that lend credence to the benefits that can be acquired through SPC.

The above letter illustrates once again a major advantage of the SPC program — how easy it is to teach. *Please also note the chain reaction effect.* The students I taught in turn taught the program to ten other residents who in turn started teaching the program to others. Again this is all in keeping with the "demystification" approach of Ivey and Alshuler (1973) that says we don't have

to be Ph.Ds or so called experts in order to help others. I believe strongly that we need this chain reaction effect if we are going to help turn this world around in time. As I alluded to in the beginning of this book, we are currently in a life or death race, "... for at the phenomenally fast rate at which technology has advanced during the past century, man now has the means to totally destroy himself, and will unless we can get to him first."