SPECIAL REPORT

HOW science DISCOVERED

The Silva Method



AXONS FIRING. SO THIS IS WHAT THEY MEAN BY BRAIN POWER

WITH AN OVERVIEW OF SILVA METHOD RESEARCH

A SPECIAL REPORT FROM SILVA INTERNATIONAL ABOUT
THE SILVA METHOD AND THE SCIENTIFIC COMMUNITY

ON THE COVER

The tangled circuitry you see on the cover represents a few of the billions of nerve cells that are firing away at any given moment inside your noggin.

The "sparks" of light show the spikes of electrical activity that travel nerve cells, hauling bits of information between different parts of the brain.

Believe it or not, what you see here is a tiny fraction of the total number of cells found in the brain. The empty spaces between neurons are but a mirage—in reality, they are packed with other cells.

We grabbed this image from an animation developed by researchers at the Pittsburgh Supercomputing Center. The work contributed to the planetarium show "Gray Matters: The Brain Movie," which debuted in 1999.

Image courtesy Greg Hood, John Burkardt & Greg Foss, of the Pittsburgh Supercomputing Center.



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The Lone Pioneer

In the beginning, José Silva was alone in his research. Even his wife Paula was skeptical and cautious until she eventually saw the benefits in the work he was doing with their children.

A few friends in Laredo became interested and listened to his ideas and helped him when he asked them to, but many more were suspicious and even hostile.

Eventually Silva's work attracted the attention of one scientist, who became a close friend and associate, and who brought the research findings to the attention of many other scientists.



***LECTURING TOGETHER** are Dr. J.Wilfred Hahn, left, and José Silva, at the Silva Method two-week Ultimate Seminar in Laredo, Texas.*

This pioneering research, overcoming many obstacles and challenges, has provided José Silva with many wonderful memories of the people and events that helped us to take the first step into the second phase of human evolution on the planet by succeeding with metaphysics.

This is the story about how scientists became aware of the new science that José Silva has named "psychorientology."

A SCIENTIST TAKES A PEEK

The first scientist who came to Laredo, Texas, to investigate the research that Silva was doing was Dr. J.W. Hahn, director of the Mind Science Foundation in San Antonio, Texas. Through Dr. Hahn, many more scientists became interested in the pioneering research into the mind and human potential.

Mind Science Foundation was founded by oil millionaire Tom Slick Sr. It was Mr. Slick who asked Dr. Hahn to check out Silva's work. He took back a very favorable report.

In fact. Dr. Hahn took the first step that led to the Silva Method being taught to the public for the very first time. Here's how it happened:

After Dr. Hahn's visit to Laredo, he called Dr. N.E. West, the head of the Department of Psychology at Wayland Baptist University in Plainview, Texas, and arranged for him to visit Laredo and inspect Silva's findings.

Dr. West was impressed. Even though he had visited the laboratories of Dr. J.B. Rhine at Duke University on two occasions, he said that he had never seen so much valid scientific work done on ESP.

A VERY SUCCESSFUL VISIT



Dr. N.E. West

That led to an invitation by Dr. West for Silva to come to Plainview and present a lecture to the psychology students at the college.

The visit was so successful that Dr. West told his friend Dord Fitz, an art professor in nearby Amarillo, that he should invite Silva to come speak to his art students. When several of the art students expressed an interest in learning Silva's techniques, Fitz suggested that Silva come teach a class in Amarillo.

More than 80 students attended that first Silva Method course. Even before they had finished their training, they were telling Silva that their relatives and friends were also interested, so Silva scheduled another class.

The Silva Method continued to grow by word of mouth until today it is being offered in more than 100 countries worldwide, in 29 different languages—and millions of people have benefited.

Meanwhile, while Silva was impressing students and artists with his findings, Dr. Hahn was arranging for a visit to the leading parapsychology laboratory in the world: The Mind Science Foundation Laboratory in Los Angeles, California.

It was here that Silva observed a scientific project with a plant that



ART PROFESSOR DORD FITZ, left, and José Silva are interviewed by an Amarillo, Texas television station in the art studio where the first Silva Method lectures were conducted.



MIND SCIENCE FOUNDATION director J. Wilfred Hahn, left, brought José Silva to the Los Angeles branch of the Foundation to observe their research.

convinced him that the human mind could alter matter just by thinking.

VERIFIED RESULTS

Silva continued teaching, and Dr. Hahn continued encouraging him. But not everyone believed that such trailblazing research and results were coming out of Laredo, Texas.

Dr. Hahn needed to demonstrate to the Mind Science Foundation board of directors that Silva's program was valid, so he undertook a major survey.

Detailed, comprehensive survey forms were mailed to 10,000 Silva Method graduates. More than 1,100 of them took the time to fill out the forms and return them, an unusually high percentage. The graduates seemed eager to express their opinions.

The results were spectacular. Not only were people receiving all of the benefits they had sought when they first came to the course, they were benefiting in ways they had not expected. They were correcting problems that they had not even considered correcting by using the Silva Method techniques.

There was also a question about the graduates' overall opinion of the Silva Method. Only half a dozen had any complaint, while the rest—99.6% of the graduates—were satisfied.

To validate the survey, Dr. Hahn conducted another survey. In this one, he got responses from every person who attended a Silva Method Basic Lecture Series in Albuquerque, New Mexico.

The results in Albuquerque were the same as the results from the other survey, and every person was satisfied with the course. *See charts on pages 14-19.*

Armed with proof that the Silva Method works and that graduates were reporting outstanding benefits. Dr. Hahn now approached other scientists and encouraged them to investigate Silva's work.

He helped arrange with clinical psychologist Dr. Puryear to hold a Silva Method class at the Trinity University campus in San Antonio.

Then Dr. Hahn approached the University of Texas Medical School in San Antonio. He arranged for Dr. Robert Barns, head of the Psychiatry Department, and Dr. Richard McKenzie, head of the Psychology Department, to invite Silva to present a lecture and demonstration of how to control brain waves consciously.

Students and professors were impressed, because at that time, scientists believed that brain waves were under autonomic control, and could not be altered by individuals.

Later Dr. Hahn arranged with Dr. Fred Bremner, head of the Department of Psychology at Trinity University, to test Silva and some of the people that Silva had trained.

For the first time, scientists verified

Researchers Learn about Findings

in a scientific laboratory that people could learn to control their brain waves.

They also conducted a scientific experiment that involved Silva teaching his method to 20 of the students at the university. As usual, the results were successful. They were reported in the British scientific journal *Neuropsychologia,* Vol. 10, pages 307-312 and pages 467-469.

NEW PROJECTS SUGGESTED

While visiting the Mind Science Foundation in Los Angeles, Dr. Hahn suggested three projects to Silva:

1. Investigate a Brazilian psychic surgeon by the name of Arrigo.

2. To bring Uri Geller to the U.S. to study the energy that he used to bend spoons.

3. To teach the Silva Method to 49 Ph.D. geologists and petroleum engineers of the McCullough Oil Corp.

Before the project with Arrigo could be started, he died in an automobile accident.

Silva decided not to go to the expense of bringing Geller to the U.S. for research because he could not find any useful application for the spoon bending ability. "If he could straighten them out, it would be different," Silva explained. "Our goal is to correct problems, not to cause them."

The 49 Ph.D.s with the oil company were given special training to see if they could use their minds to locate undiscovered deposits of oil, using ESP. The oil company never released the results of their efforts. At this time Dr. Hahn decided to leave the Mind Science Foundation and join Silva in Laredo.

Dr. George DeSau conducted numerous studies of the changes that take place in people after completing the Silva Method training.

Dr. DeSau conducted research on varied groups of people, from junior high and high school students, to alcoholics, welfare mothers, business executives, and others who learned the Silva Method.

One of Dr. DeSau's first projects involved more than 2,000 adolescent girls at an inner city school in Philadelphia, Pennsylvania. The results, depicted on the graphs *(pages 16-19)*, are typical of the results of all of the groups tested.

Dr. DeSau later conducted similar research on schools on Guam, as well as in Venezuela for the Venezuelan government.

Silva met Dr. Richard McKenzie at the University of Texas Medical School and invited him to join the staff in Laredo.

PRESENTATION TO SCIENTISTS

The three scientists, now on the Silva International staff. Dr. Hahn, Dr. DeSau, and Dr. McKenzie, were instrumental in arranging for 40 scientists from all over the United States to meet Silva in Houston, Texas, so that he could explain to them what he had done and what his future plans were. Those in attendance were:

·Rev. Marzel Allard, S.J., Montreal, Quebec
·V.A. Benignus, Ph.D., Univ. of North Carolina
·Mrs. Gayla Benignus, M.S., Univ. of North Carolina
·Mrs. Lendell W. Braud, M.A., Texas Southern Univ.
·William G. Braud, Ph.D., Univ. of Houston
·Frederick J. Bremner, Ph.D., and his wife, Trinity Univ.
·Barbara B. Brown. Ph.D., Veterans' Administration Hospital, Sepulveda, Calif.
·Melvin Bucholtz, emissary for Dr. David Shapiro, Harvard Medical School
·Thomas H. Budzynski, Ph.D., the Univ. of Colorado Medical Center
·Jeffery P. Chang, Ph.D., Univ. of Texas Medical Branch
·Leslie M. Cooper, Ph.D., Brigham Young Univ.



SCIENTISTS VERIFIED that people trained by Silva could alter brainwave frequency at will, as demonstrated at the University of Texas medical School in San Antonio.

·Arthur J. Deikman, M.D., Mill Valley, Calif.
·George T. DeSau, Ed.D., Silva Int.
·Paul Dunn, M.D., Oak Park, Illinois
·Doug Eddy, Ph.D., Carnegie-Mellon, Pittsburgh
·Stan L. Falor, M.D., McMurray, PA
·Lester G. Fehmi, Ph.D., New York State Univ.
·Rev. John Frizelle, Ph.D., Incarnate Word College, San Antonio
·Irving Geller, Ph.D., Texas Tech Univ. School of Medicine
·J.W. Hahn, Ph.D., Silva International
·Dr. Paul Henchaw, Tucson Arizona
·W. Lindsay Jacob, M.D., Pittsburgh, Pennsylvania
·Kendall Johnson, emissary for Thelma Moss, Ph.D., UCLA Medical Center, Los Angeles;
·Bonnie Kaplan, emissary for Thomas B. Mulholland, Ph.D., Veterans' Administration Hospital, Bedford, Massachusetts
·Perry London, Ph.D., Univ. of Southern California, Los Angeles
·Alejandro Martinez Marquez, Ph.D., National Polytechnic Institute, Mexico, D.F.
·Clancy McKenzie, M.D., Bala Cynwyd, Pennsylvania
·Richard E. McKenzie, Ph.D., Silva International
·John Mihalasky, Ed.D., Newark College of Engineering;
·William Opel, film maker
·Dr. Robert E. Omstein, Langley Porter Institute, Univ. of Calif. Medical Center, San Francisco
·Burl Payne, Ph.D., Wayland, Massachusetts
·Erik Peper, Berkeley, California
·William G. Roll, Psychical Research Foundation, Duke Station, Durham, North Carolina
·José Zarul Braiz, Arch., emissary for Engineer Benjamin Rubio, National Polytechnic Institute, Mexico, D.F.
·Milan Ryzl, Ph.D., San Jose, Calif.
·Gertrude Schmeidler, Ph.D., City College of the Univ. of New York
·Max Toth, Queens, New York
·N.E. West, Ph.D., and wife, Veterans' Administration Hospital, Fort Meade, South Dakota
·lan Wickramasekera, Ph.D., Univ. of Illinois, Peoria.

The following doctors, Ph.D.s and Silva International staff members took part in introducing Silva's work to the visiting scientists:

Dr. J.W. Hahn, Dr. George DeSau, Dr. Richard McKenzie, Dr. N.W. West, Dr. Fred Bremner, Dr. William Braud, Dr. Jeffery Chang, Dr. Gayla Benignus, Dr. Paul Dunn, Dr. Stan Falor, Rev. John Frizelle, Dr. Irving Geller, Dr. Alejandro Martinez Marquez, Dr. Clancy McKenzie, Bill Opel, James Needham, and Harry McKnight.

SILVA SCIENTISTS VISIT MEXICO



Silva Method scientists spoke at the Silva Method Convention in Mexico City in 1972. Front row: Dr. Richard McKenzie, Dr. Fred Bremner, Dr. Jeffrey Chang, Dr. William Braud, Dr. Irving Geller, Dr. Alejandro Martinez, and Cleve Baxter. Back row: Dr. Phillip Chancellor, Dr. J. Wilfred Hahn, José Silva, Juan Silva, Dr. Alberto Sanchez-Vilchis, Dr. N.E. West, and Harry McKnight

FOUNDER OF THE SILVA METHOD

An Interview with José Silva

This interview was conducted with José Silva in 1977 by Alice McKnight and appeared in the July 1977 issue of *Counseling and Values* magazine. It is reprinted with their permission. Figures and statistics in this interview were correct in early 1977, slightly more than one decade after the Silva Method was first made available to the public.

McKnight: *Mr.. Silva, will you please give us a few comments about the beginnings of the Silva Method?*

Silva: The Silva Method was designed to be the American Dynamic Meditation System. As such, it is still in process, as all dynamic things are. We began the Silva Method in 1944, but it wasn't until the 1960s that we began teaching the course to groups structured as it is today.

Our original research had as its purpose increasing the IQ of individuals—in particular, children—but when we discovered during our experiments that we were achieving deep levels of the mind and our subjects were able to anticipate our questions—that is, they gave us answers before we presented the questions—we knew that we were on the threshold of a whole new dimension of mind and man's control of his own mind.

When we had verified to our own satisfaction that the subjects in our research design were, indeed, using the psi factor—or psychic functioning—in answering unvoiced questions, giving us information about persons they had not personally met, and were doing this at a level of mind that can best be called subjective, we wrote a letter to a leading university then doing research in parapsychology. We described our work and results, requesting that a representative of the department come to observe our research. This was in 1953.

The reply was terse and to the point: We had apparently stumbled onto "natural" psychics because the psi phenomenon is not teachable, just observable.

A little dismayed, but undaunted, we continued our mental training exercises with different individuals and groups of people continuing to prove to our own satisfaction that the psi factor is teachable and that it is learnable.

Since my background is in electronics, and since I had a wife and family to support while I was doing this research with the mind, I seemed to draw a logical connection between electronics and human brain-mind function.

I studied Freud, Jung, Braid, Esdaile, Liebeault, Bernheim, and many others. I also studied the principles of yoga and hypnotism, and for a time was an active Rosicrucian.

In those early years, all that I read, experienced, and put together—what turned out to be a new arrangement and application of old concepts—has become, and is still becoming the Silva Method.

In the years since we began lecturing to the public, many other groups, academic and otherwise, have begun doing research along the same line. There are a number of "consciousness-raising groups" on the market now, and several academic and medical institutions are engaged in mind potential research.



We like to think of ourselves—the method and the graduates—as being pioneers in the subjective education field.

We organized the Laredo Parapsychology Foundation, which we later named the Institute of Psychorientology, in 1944.

McKnight: *What does the word "psychorientology" mean?*

Silva: Psychorientology means: Educating the mind to function consciously within its own psychic dimension. It means becoming aware of the enormity of human potential and learning how to actualize this potential for the better of humanity.

The main focus of our Basic Lecture Series is to acquaint students with the potential of their whole person and how, by using more of their mind, they can slough off limiting ways of thinking and unproductive habits to become, as we are fond of saying, "the beautiful people that

they are called to be."

If I may digress for a moment, I do want to say that the notion of being "called," of being in touch with a higher guidance factor, is a central concept in the Silva Method. We shall not get into a theological statement because our collective semantics prove to be such stumbling blocks in the communication of humanly organized spiritual—that is to say, religious—systems.

Since we are dealing with human relationships and with improving the lot of humanity on this planet, we see in our work the mirroring of Pierre Teilhard de Chardin's concept of spiritual evolution and the striving toward the attainment of higher consciousness.

We believe that our concept of *homo sapiens* can only lead us to a more all-embracing concept of *homo amans*, which has essentially been the central message of the several avatars on our planet.

Although historically it appears that humans have hearkened more to the "wars and rumors of wars" aspects of theological tradition, we have reason to believe that we are part of a new phase of human evolution on this planet.

McKnight: *In what ways has the Basic Lecture Series—the BLS—changed during the past ten years?*

Silva: The Basic Lecture Series as it is currently being presented varies little in design from the first presentation I made outside Laredo and Nuevo Laredo in 1966. We are presenting the same useful techniques for more successful living and the same mental exercises or conditioning cycles—with some constructive changes in wording—but we have expanded and broadened our lecture material considerably.

A graduate of the Basic Lecture Series from any place in the world can repeat at no additional cost the entire BLS any number of times anywhere in the world that it is offered. Currently, we have the BLS being presented in all states in the U.S.A. and in 31 foreign countries. (Editor's note: As of 1995, the BLS is being presented in 103 countries and in 29 languages.)

Recently we began diversifying our lectures and conditioning offerings; for special needs we have designed special programs:

We are manufacturing and marketing kits that contain pertinent literature and taped material. These are useful to the person who feels that he or she cannot take time out of a busy schedule to attend the class time required for graduation from the BLS.

Also, the taped programs can be useful to the graduate of the BLS for relaxation or reinforcement purposes.

We are sincere in our belief that it is essential that every person be encouraged to realize that he or she can use more mind to make this world a better place to live in; we believe that the method of mental training that we have devised is the most efficient and effective means for doing this.

It is the American Dynamic Meditation System, the Silva Method.

McKnight: *Would you describe for us the content of the Basic Lecture Series?*

Silva: The BLS is composed of four sections of twelve-hour sessions each:

- 101, *Controlled Relaxation.*
- 202, *General Self-Improvement.*
- 303, *Effective Sensory Projection.*
- 404, *Applied Effective Sensory Projection.*

In the *Controlled Relaxation* lectures, the student learns how to relax physically, mentally, and emotionally, and how to reach in seconds a level of profound insight.

"...it is essential that every person be encouraged to realize that he or she can use more mind to make this world a better place to live in..."

The intelligent use of the techniques presented in this section of the BLS leads to increased efficiency, concentration, expansion of learning capacity and self-control—all results of learning to relax the spinal and autonomic nervous systems at will.

Techniques presented and programmed in the Controlled Relaxation segment are Sleep Control, To Awake Control, Awake Control, Dream Control, and Headache Control.

Students report an increase in vitality and energy, and a lessening of tension and stress from the practice of relaxing at will; from the feelings of well-being, they experience better self-management through applying the techniques I just mentioned.

I could give you countless anecdotes attesting to successful applications of each technique, including the relief and eventual ridding of migraine headaches, but you can read testimonials elsewhere.

About ten hours of instruction and ten to fifteen minutes of practice every day provide the student of the first section of the Silva Method with the techniques to relax, and several useful formulas for successful living.

The second section of the BLS is the *General Self-Improvement* portion.

These ten to twelve hours enable the student to make use of the expanded levels of awareness acquired in 101 for solving specific problems.

Problems are handled as projects to be successfully completed, and the creative use of imagination and visualization are presented and reinforced as tools for achieving specific self-improvement goals.

The organization of the material—the methodology—is a major factor in the success of the application of techniques.

During the course of our public lecturing, we have inspired——if I may demean the term—a number of spin-offs who present imitations of our system, our methodology. Perhaps we should be flattered at their imitation; as it is, unless they violate our copyright laws, we merely shrug our shoulders and say, "Do not forbid them, for whoever does good works in our way is with us."

Naturally, we encourage our professional people to use the Method in their occupations, but hardly expect them to commercialize our methodology. Un-researched changes may degenerate the effectiveness of the course offering; thereby we may lose a valuable tool for helping humanity.

And, of course, we prefer that our lecturers remain with us, participating in our goal of reaching all of humanity, because we believe that the original is superior to the imitation.

Be that as it may, to return to the content of the general Self-Improvement 202: Memory Techniques, the Mental Screen, Three Fingers Technique, Mirror of the Mind, Hand Levitation. Glove Anesthesia, Glass of Water Technique, and Habit Control are the techniques presented and reinforced for the students' benefit.

This segment of the BLS is particularly effective in enhancing a person's creativity, be it in artistic or professional endeavors, or in everyday life.

Too, the student can learn greater control of physiological function and how to control pain.

Extremely popular because of their success are the techniques for the elimination or control of unproductive habits and the development and application of productive ones.

Again we have numerous testimonials in our files sent to us by appreciative graduates of the Method corroborating the effectiveness of the techniques.

In these first two sections of the BLS that I have briefly outlined, you can see that the "control" aspect of the Mind Development techniques have been largely objective.

By objective, I mean that we have directed our attention to things that we perceive in the five senses world that we have long been familiar with—not really aware of, perhaps, before participating in the Silva Method—but conscious of their existence anyway.

Through the mental training exercises, the conditioning cycles, which are part of each series section, the Silva Method student learns through practice to enhance his or her powers of imagination and visualization. In short, he or she learns to be aware of his or her subjective life or inner world, and subjective education begins.

Being reflective creatures, we are all capable of bringing to mind a distant person, event, or place by simple recall; by utilizing memory, imagination, and visualization we are able to educate ourselves subjectively, to project our minds to wherever we have points of reference. Our method of training for consciously tapping deep levels of awareness is the most successful yet devised for productive value.

Again, I repeat: the Silva Method is a dynamic meditation system.

McKnight: *Mr. Silva, what do you mean by "deeper levels of mind"?*

Silva: I have made reference several times to deeper levels of mind. In our Basic Lecture Series we utilize a chart to illustrate applications of our techniques and to show the brain wave cycles—the electric impulses of our brains.

Since we understand that a higher intelligence, through mind, controls and alters the brain's manner of functioning—that is, the brain is a function of human intelligence through mind—we have correlated brain wave frequencies with mind activity and named the levels of mind accordingly.

Researches in the brain-mind field follow the model passed on by Hans Berger in the 1920s that names Beta waves those brain frequencies above fourteen cycles per second, called cps; Alpha waves at seven to fourteen cps; Theta waves as four to seven cps; and Delta waves as one-half to four cps.

During a twenty-four hour period, individuals generally experience each of these cycles. Research indicates that when the brain expresses Beta waves, a person is at the five senses level of awareness; when the brain expresses Alpha

"Our method of training for consciously tapping deep levels of awareness is the most successful yet devised..."

waves, the person has "turned down" the external world, is still, and is tuned in to a focal point of mentation; when the brain expresses Theta waves, the person has withdrawn from virtually all external stimulation, and is in what has been described as a contemplative or mystical state of mind; and when the brain expresses Delta waves, the person is totally unconscious; that is, unaware of himself and his environment. It appears through current research, however, that man can learn to be conscious at Delta.

These words that I used to describe the Beta, Alpha, Theta, and Delta states of mind as expressed in brain wave frequencies are purely descriptive. Other scientists might express the concepts differently; I am merely making the point that our research has shown us that it is from deeper levels of mind that our motivations spring, and from which we can effect beneficial changes in habitual thinking and behaviors. Hence, the importance of the Controlled Relaxation segment of the BLS, and also the importance of our having planned the series in a sequential order—of 101 before 202, for example.

The organization and sequential presentation of the material, the methodology, are vital to the success of the Silva Method. The movement from objective awareness to subjective awareness through the blending of the two consciously, what some scientists call "altered states of consciousness," is a kind of taking from the outside in and bringing from the inside out—a total experiencing, a true awareness that we and our graduates can utilize in everyday experience.

The third section of the BLS, *Effective Sensory Projection,* focuses the attention of the series participant on direct experience of his or her internal sensing faculties through psyche-orientation, that is, on the validity of his subjective perception. The student projects mentally into metal cubes for the purpose of establishing points of reference in the inanimate matter kingdom, into leaves of plants for establishing points of reference in the animate matter plant kingdom, and into animal life for establishing points of reference in the animate matter animal kingdom.



HONORARY DOCTOR OF HUMANITIES AWARD presented in 1969 to José Silva by Carr P. Collins of the Sangreal Foundation marked the first such recognition of Silva's trailblazing contributions in the science of the mind and human potential.

The student's practice in achieving increasing awareness at deeper levels of mind, and his developing skill in imagining and visualizing gained in 101 and 202 increase his confidence so that the student sees himself or herself as a more aware and perceptive individual.

Then the student begins to use his intuitive faculty to aim him in the solution of problems: the mechanic, to solve inanimate matter problems, the farmer to solve plant life animate problems, the animal lover to solve animal life animate problems. Human life is, of course, included in the animate kingdoms; and we progress to the more complex problems, which we call projects, in the human realm in stages, just as we move from 101 and 202 in consecutive order.

McKnight: *The notion of doing things in order seems central to your methodology.*

Silva: It is. Observing, participating, and absorbing the material presented are the means by which the student acquires his subjective education, much as in the way he acquires his objective education. The difference lies in internal focus rather than external focus.

Subjective education involves the discovery, appreciation, and application of the kingdom within for successful living, whereas objective education concerns itself with the discovery, appreciation, and application of the external world for successful living.

To our way of thinking, a harmonizing of the two makes for a more balanced human being, the education of man's inner life has for too long been in bits and pieces. The Silva Method offers a successful means by which persons can educate themselves subjectively through psyche orientation at their own pace.

The BLS consists of as much as forty to forty-eight hours of class time; but the use, application, and practice of the concepts and techniques presented—these are the hours when the individual educates himself subjectively.

Just as the parent holds the hand of the toddler learning to walk, and the toddler releases the hand when he becomes sure-footed—so it is with subjective education—the principles are instilled, and they become manifest in practice.

An important technique or creative application of the method presented in this third section involves the subjective creation of a complete laboratory for problem solving.

It is well known that solving major problems and developing new ideas is due to the extension of controlled awareness into the so-called

subconscious realm of mind. We call this inner consciousness. This is the intuitive field, the inspiration area, the realm of creative understanding, Jung's "collective unconscious" of which we, as human beings on this planet partake, according to our own desire and understanding of it.

Creating through one's own imagination a productive setting for optimum functioning at a subjective level of mind is both an exercise and a reward for the individual; it is the working place in his kingdom within.

All theistic systems that I am familiar with anthropomorphize their deities, and in a somewhat similar fashion we "create "—we "recognize"—our inner conscious powers in terms that we can express effectively. We become aware of and identify for ourselves our own counselors or guides in effecting work in the "kingdom within." The concept of guardian angels is a similar but more limited notion.

McKnight: *What kind of work does the Silva Method student do in the laboratory that he or she creates?*

Silva: The work that the student does in the laboratory is what the first three sections of the BLS have prepared him for, and what the final section enables him to prove to himself: That he has increased his intuitive potential and is using more of his mind to solve problems.

The student has learned to actualize for the good of humanity, in intuition.

In 404, *Applied Effective Sensory Projection,* the student is presented with problem cases. The student then becomes aware of actual existing problems at a distance through the psyche orientation of his or her subjective senses, and the ability to do this, the positive results, convinces the student of the marvelous power of his or her subjectively educated mind.

McKnight: *Just how do the students do this?*

Silva: By establishing points of reference at subjective levels.

At the conclusion of 404 graduates have successfully learned to psychically function at the Alpha level of mind. Some are functioning at the Theta level. All our students are individuals, all have different goals and objectives. What they have in common is a belief in the possibility of bettering themselves by using more mind—and therefore, bettering humanity. The Silva Method is a goal-oriented pragmatic system designed to enable people to develop positive mental attitudes. Much of our instruction consists of helping people to stop setting limits to their achievements, and thereby defeating themselves before they get started. Our method is geared to show people how to achieve specific goals by recognizing and reconditioning their self-image.

By way of analogy, you might say that 101 and 202 enable people to light a candle, and 303 and 404 enable them to trim the wick and set it out, not under a basket, but on a housetop.

Being a collector of insights is not sufficient; utilizing insights for the betterment of self and humanity are more worthwhile projects.

Because of the heightening of visualization, the graduate can set before his mind's eye the desired result of having worked a case or having solved a problem of whatever nature, and it can become done on earth as it is in the "kingdom within."

McKnight: *What kind of response has the academic scientific community given to the Silva Method?*

Silva: That depends on whether you mean the ones who have taken the course work, or the ones who have not.

Of the scientists who are graduates, several are using the Method in their work, some are researching and validating objectively our subjective work.

Of those scientists who have not personally taken the BLS there are two groups: Those who admit the possibility of the success of the Method, and those who consider us and the Method to be fraudulent. It's the same old story; our severest critics are those who know the least about us.

The interesting thing, though, is that the laboratory studies about the brain and mind being published by biochemists, psychologists, neurophysiologists, and physiological psychologists are all supportive of our work. We are well aware of synaptic junctures, of the electrochemical processing of energy, and of the mind that directs the embryo before the brain is formed; it is not necessary for us to ground our graduates in current brain-mind theory, just as it is not necessary to understand electricity in order to turn on a light switch.

I am not belittling research—I consider myself to be a research scientists, and I know whereof I speak. The point is that humanity can improve human life on this planet and the lives of everything else as well by turning on *the* light switch, because the electricity is all around us just waiting to be put to good use.

McKnight: *Following your analogy, could somebody get "shocked"?*

Silva: Quite the contrary. What is shocking is that some people believe that knowledge of self-management and internal controls is suspect and should only be in the hands of the educated few.

Better that the many be educated to their potential and how to activate it for their own benefit and for the benefit of their loved ones than that they be victimized by their own self-ignorance. These are scientific times, and it is good that this is so. The wisdom of the ages about humanity is being corroborated by modem scientific research, by empirical knowledge. Socrates' admonition, "Know thyself," is coming to pass in this technological age for the betterment of more people with the aid of humanity's own technology.

McKnight: *You don't think that people are deifying their own technology?*

Silva: In some quarters, undoubtedly. Whenever you have a society where creation is more valued than the creator, you have this situation.

Look back through history. There are countless illustrations. In our time, however, psychorientology is educating persons to the significance of their own inner being, is teaching them to use more mind, is educating them in a practical fashion to actively participate in the spiritual evolution of the planet.

One of the maxims of our organization is: "Welcome to the second phase of human evolution on the planet." We are quite serious when we speak of psychorientology as "the science of tomorrow today."

Since we structured the class presentation and began teaching outside of Laredo in 1966, our graduates keep increasing in numbers at a very rapid pace. People are eager to be a part of a movement dedicated to the uplift of the planet. The days of esoteric societies, cults, and covens and numbered. What was hidden is being shouted from the housetop; all that is necessary is that people have eyes to see and ears to hear.

McKnight: *Isn't the Silva Method itself believed by some to be occult?*

Silva: As I understand occult, it refers to information that is secret, mysterious, and supernatural, and—as I just said—our movement is the very antithesis of that. The Silva Method is a technique designed to enable people to use more of their minds to make themselves more effective in making this planet a better place to live.

There are no secrets, no initiation, no dramatic rites or trials to be met and scaled. It is purely and simply the most effective way yet devised and available to all to make one's self a more effective human being on the planet.

McKnight: *You say that the Silva Method is available to all, but you charge money for the courses. Why don't you give it away like the teachers of old did?*

Silva: By teachers of old, I presume you mean the likes of Confucius, Buddha, Socrates, or Jesus. Each of these teachers lived in a different economic system from the one we have, and each was recompensed for his services in accordance with the customs of the times.

Free enterprise is the prevailing custom of our time and locale. As a matter of fact, we did offer the Silva Method to the federal government free of charge in 1965 but were turned down.

Having invested over half a million dollars in the method myself, it seems reasonable to me that making it available to the public via the free enterprise system is the best way to ensure its development and dispersion. Besides that, people tend to attach little value to something that they get for nothing.

There are hundreds of Silva Method lecturers all over the world. Many are still active earning their living by presenting the Silva Method. We have printed material, tapes, and electronic training equipment for the use of our students and graduates; we have a staff to support. Money is the current means of exchange for services rendered, it is the way that our economic system is set up.

We have in the past, and are still conducting special projects, whereby certain groups are offered the Basic Lecture Series at no cost to them. Copies of such completed research projects are available to interested parties.

We offer the Basic Lecture Series to schools—elementary, secondary, and colleges—and have had only success where it is accepted. Our only requirement is that research be conducted and that we be allowed to use the published results in our promotional work.

This method has also been presented in various types of rehabilitation centers, prisons, and social service programs. Let us put it this way: For the needy, the Silva Method is available in accordance with ability to pay.

You might be interested to know that there is a money back guarantee. We respect federal laws in that regard. In fact, we were using the money back guarantee before those federal laws were enacted.

McKnight: *Do you have additional courses besides the BLS that you can describe for us?*

Silva: Yes. There is the Graduate Lecture Series which three other lecturers and I present to graduates of the BLS, and there is our Executive 500 Series which is a program using the Silva Method tapes and trainers. This series is the result of our ongoing need to diversity through research and development. We are diversifying our offering so as to reach a wider spectrum of humanity.

McKnight: *Would you tell us something about the corporate structure of your organization?*

Silva: The parent organization is the Institute of Psychorientology, Ltd., governed by a board of directors. The teaching of the Silva Method Basic Lecture Series is done through Silva International, Inc., and the manufacturing of electronic equipment is handled by Silva Sensor Systems.

McKnight: *Since this interview is being conducted for publication in* Counseling and Values, *whose readership is in the educational field, would you direct some remarks to them specifically?*

Silva: It is clear that some degree of personal involvement is necessary in anyone whose occupation involves consultation.

The person who is trained in subjective communication and awareness has obvious advantages over those who are not so trained.

Psychic growth and development can be valuable tools to educators at all levels—particularly so

to counselors and all human relationship personnel.

We consider the Silva Method of psychorientology to be the best system of mental training available for developing inner awareness. It is subjective education, and the person who is subjectively educated is dynamic, activating his or her own potential, and is better able to help others to realize their own potential.



The general public's knowledge of this field has increased dramatically in the last twenty years, so much so that José Silva has authorized lecturers to shorten the Basic Lecture Series if they desire. The lecturers who use the shorter version still present every technique in the BLS, but reduce the time spent on the lecture material—the explanations of the various concepts, and the time spent convincing people that they can actually develop the ability to take control of their own lives and develop their intuition and psychic ability.

There are specialized presentations of the Basic Lecture Series for corporations and for sales people, and a series of home study courses are being produced for many areas of interest, such as health, relationships, sports, family, business management, and more.

The Graduate Lecture Series has been divided into two parts: The Graduate Seminar and the Ultra Seminar.

José Silva has written more than a dozen books since *The Silva Mind Control Method* was first published by Simon and Schuster in the summer of 1977. Titles include *The Silva Method for Business Managers, You the Healer, Sales Power: The Silva Mind Method for Sales Professionals, The Silva Method for Getting Help from Your Other Side, The Silva Method: Think and Grow Fit,* and others.

got life?

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- **Reduce** stress and stay peaceful
- **Overcome** unwanted habits
- **Eliminate** pain and headaches
- **Enhance** your personal relationships
- **Awaken** creativity and intuition
- **Heighten** enjoyment of your life

BASIC LECTURE SERIES SEMINARS ARE REGULARLY PRESENTED IN ALL 50 STATES IN THE U.S.A. AND IN 103 COUNTRIES WORLD-WIDE.

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Control of Brainwaves

Research by Dr. Fred Bremner

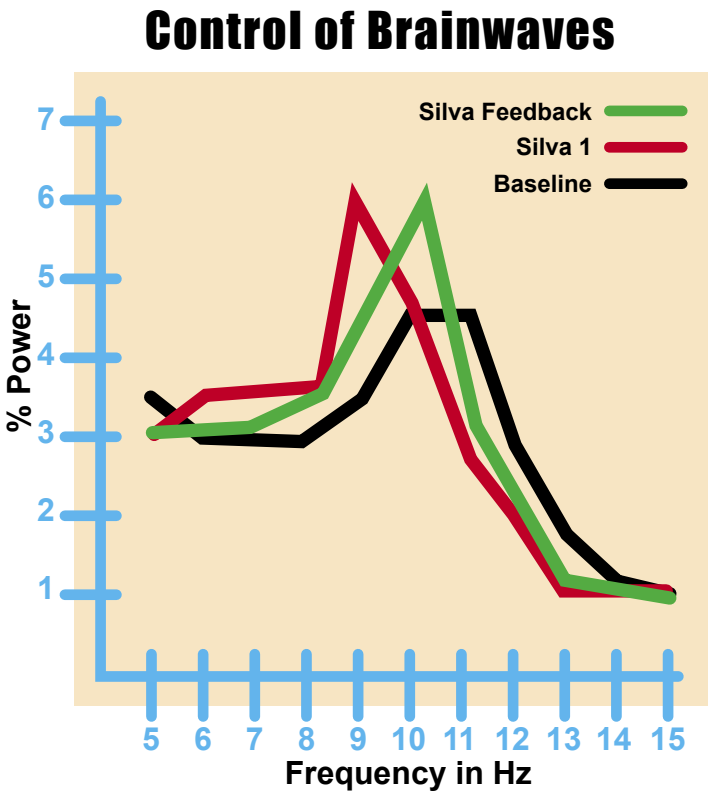
Since 1966, when the first Silva Method Basic Lecture Series was offered to the public, to the time of this reprint, millions of individuals worldwide have learned this Method of mental training.

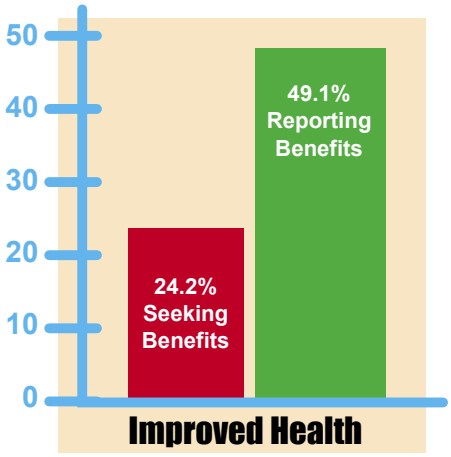
Reports of beneficial results from the Silva Method have been as numerous as Silva Method participants themselves. Through the years, a number of scientific studies have been made concerning the nature of these reported benefits, both physiological and psychological.

This section summarizes the results of some of these research projects.

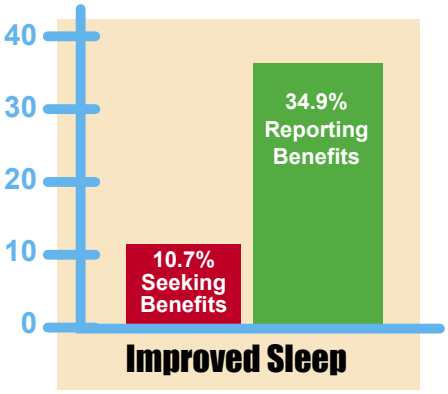
Recent advances in biofeedback have drawn attention to voluntary control of such functions as brain waves. The ability to produce Alpha rhythm has been linked to relaxation, reduction of stress, intuition success, and other benefits. Subjects trained in the Silva Method have been shown to be able to exert voluntary control over the Alpha rhythm.

Below: A comparison of training data to baseline data for Silva Method trainees.

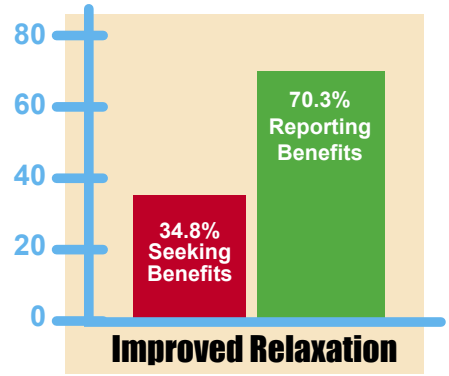




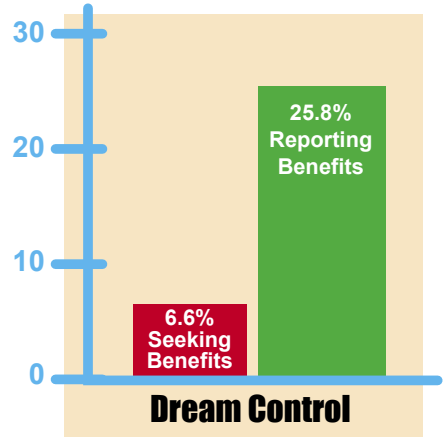
In a survey of 1,107 participants, more than twice the percentage of those seeking health benefits reported improved health as a result of using the Silva Method.



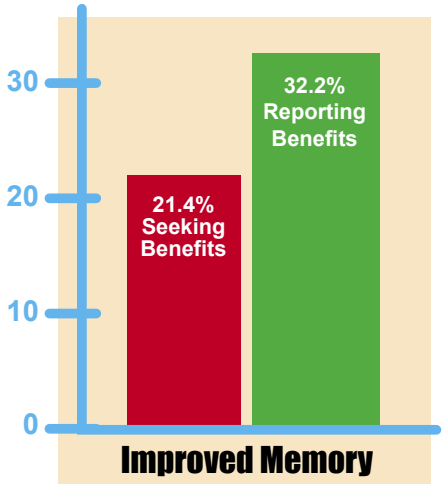
Greater facility in entering sleep naturally is learned by BLS participants. Natural sleep is vital to the maintenance of proper physical and mental health.



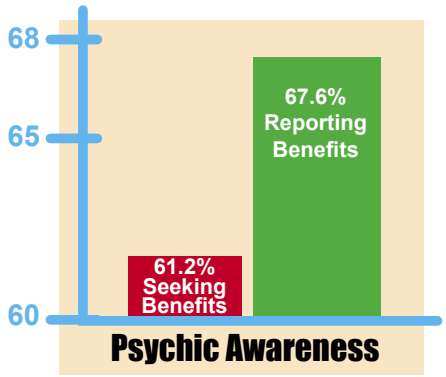
The ability to enter levels of deep relaxation is critical to the reduction of potentially damaging physical tension and psychological stress.



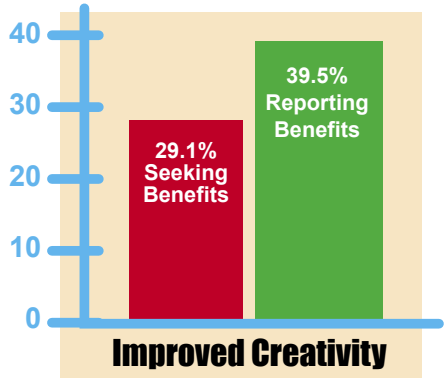
Dream Control, a technique for remembering dream and learning how to use dreams for practical problem-solving, was used successfully by about four times as many who were seeking benefits.



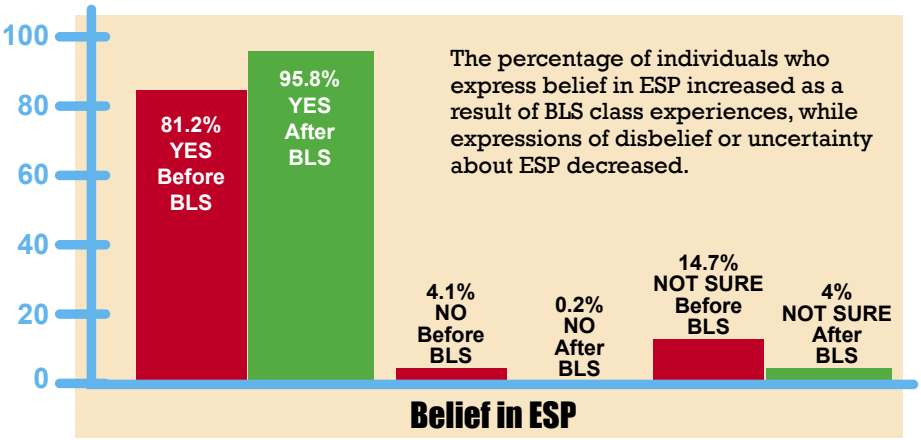
Increased memory functioning, including information storage and recall are part of the BLS. Again, the number of graduates reporting successful results is higher than those originally seeking such results.



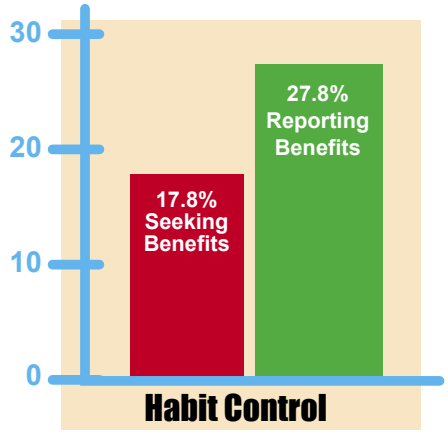
The development of a superior intuitive sense is thought to be related to success in many areas. Students in the BLS have experiences of a psychic nature, and the intuitive sense is enhanced by Silva training.



Imagination is a key component of creativity. The Silva Method offers techniques for exercising the imagination and increasing creativity.



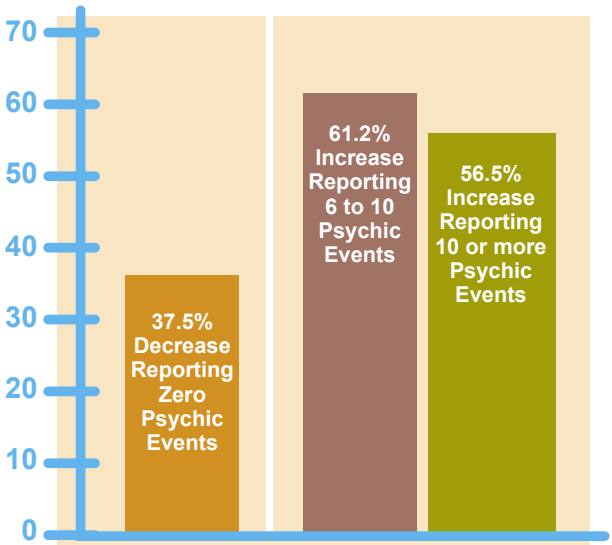
The percentage of individuals who express belief in ESP increased as a result of BLS class experiences, while expressions of disbelief or uncertainty about ESP decreased.



The control of habits such as smoking and overeating can be difficult. Participants report success using The Silva Method to control habits.

COMBINED ESP EVENTS
Precognition
Telepathy
Clairvoyance
After completion of the BLS, there was a marked decrease in the number of people who reported zero psychic experiences prior to the class.

PSYCHIC EXPERIENCES
The same people reported an increase in psychic experiences after the Basic Lecture Series.



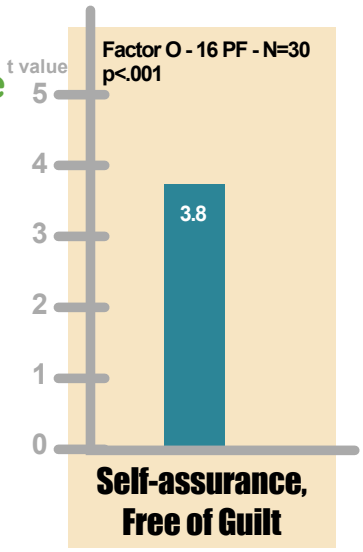
High School Personality Questionnaire

Research by Dr. George DeSau:

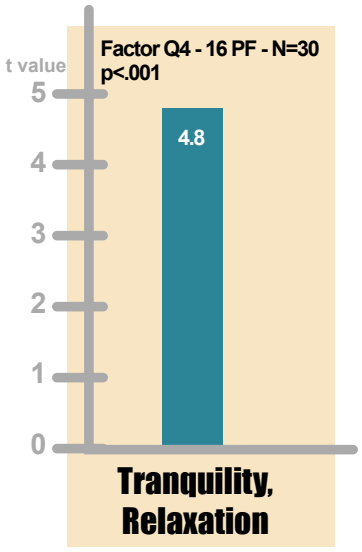
This project illustrates the changes that occurred to high school students after The Silva Method was taught. The instrument used, Cattell's High School Personality Questionnaire (HSPQ), was selected for its wide range of factors which relate to claims for The Silva Method.

About t Value **The t value is obtained by a mathematical formula determined by statistical tables. The higher the t value the more significance it has. All t values in these results have reached the predetermined level of positive statistical relevance.**

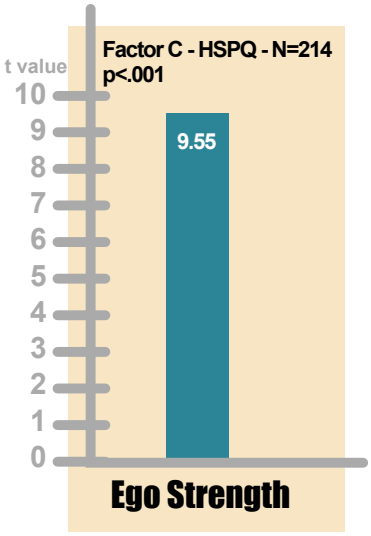
About p Value **As the statistical measure of probability, p indicates the least probable number of times an exactly controlled experiment must be repeated to obtain the given results by pure chance. For example, if p=.01, then more than one hundred repetitions of the original experiment would probably be necessary to obtain the results just one time by chance.**



A test group showed responses indicating "tranquil, composed, relaxed," and away from "tense, frustrated, driven, overwrought." This shift is characteristic.

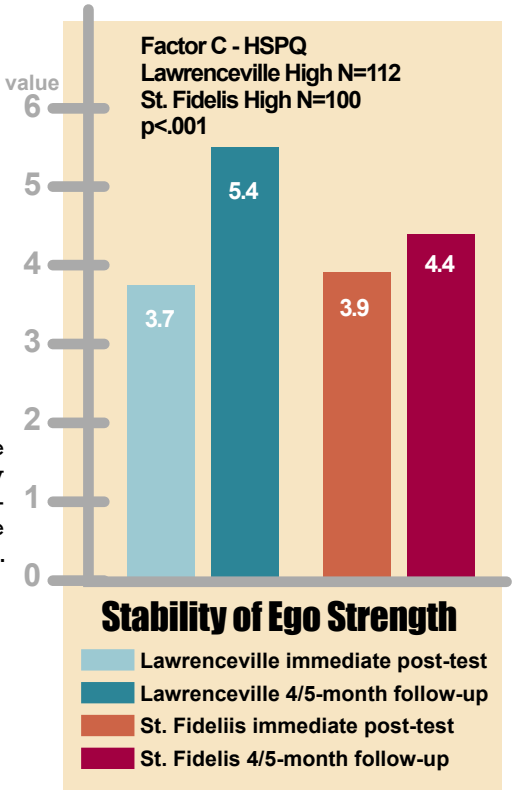


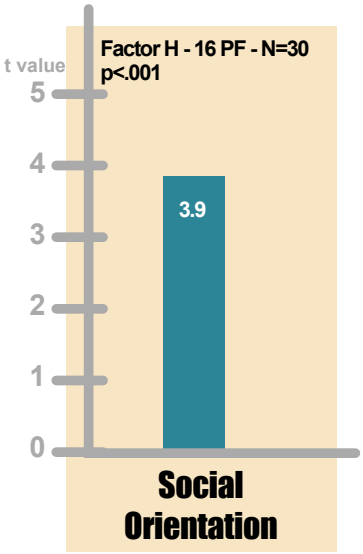
BLS students shifted toward "self-assured, placid, serene," and away from "apprehensive, self-reproaching, worrying, troubled."



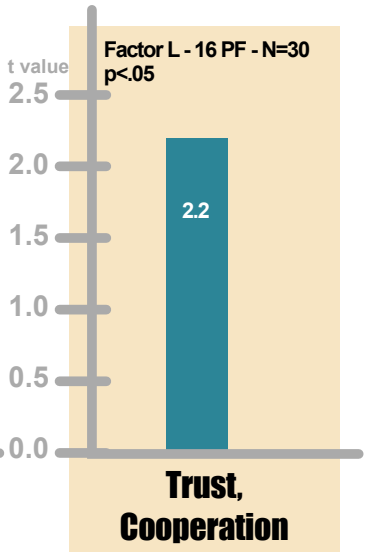
Psychological pre- and post-testing of high school students showed a strong movement toward "high ego strength, mature, facing reality, calm," and away from being easily upset.

Follow-up testing shows that the major changes brought about by the Basic Lecture Series are long-lasting. In fact, there is an increase of stability over a period of time.

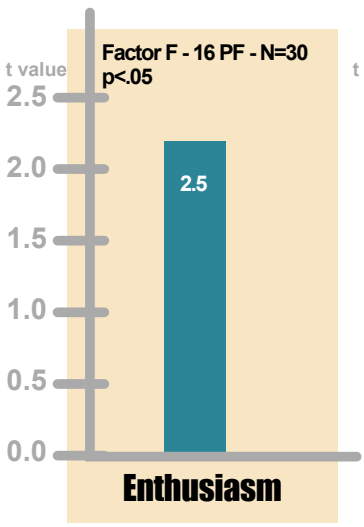




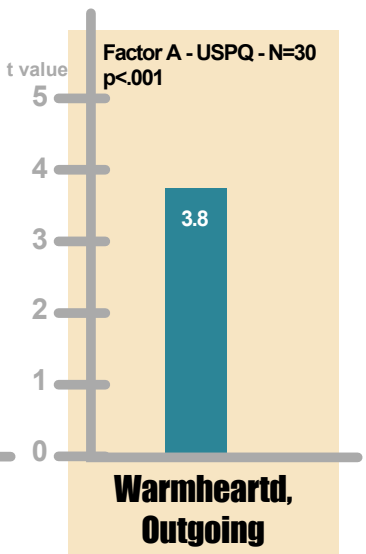
Development of an inner-conscious direction in the BLS leads to the release of inhibiting in social interaction. A test group shifted toward "spontaneous and social boldness," and away from "shy, timid and threat sensitive."



Basic Lecture Series students showed a greater willingness to work with others, rather than being continuously competitive, suspicious and mistrustful.



BLS participants showed greater cheerfulness, enthusiasm and *joie de vivre*. This movement away from gloominess and pessimism may well result from a new-found freedom from prior anxieties and inner turmoil.



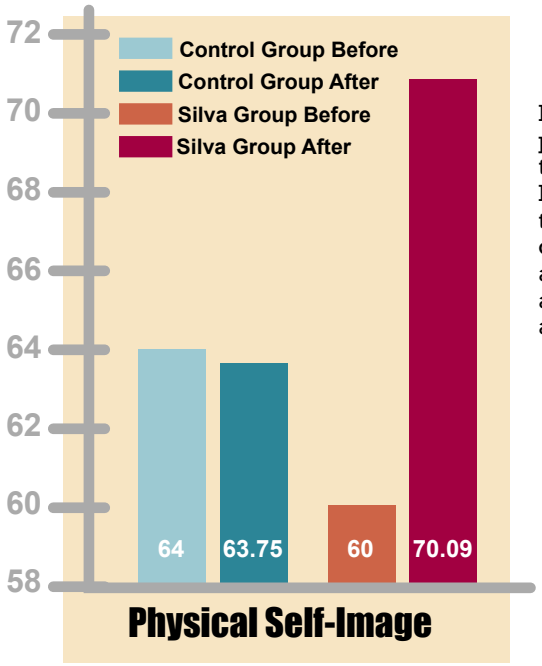
This scale shows a movement toward the compassionate aspects of personality, with qualities such as "warmhearted, outgoing and participating," and away from "reserved, detached, critical and aloof."

RESEARCH RESULTS

Developments of Self-Image

Research by James Motiff:

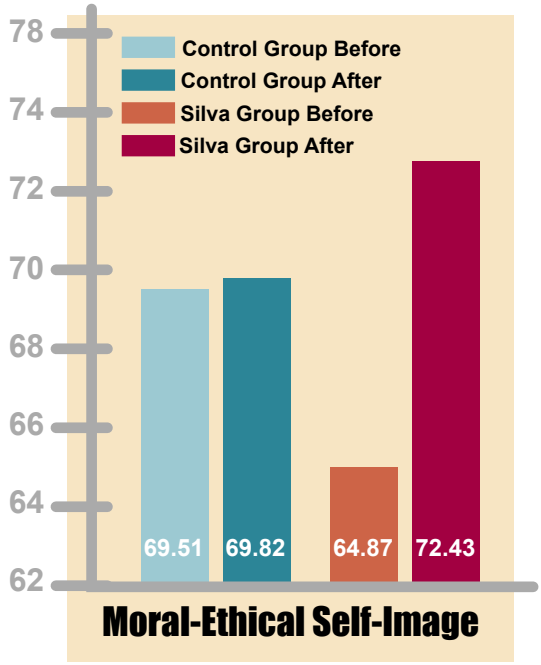
There are many aspects to self-concept and self-image. An individual's self-conception is of critical importance in life. Psychological testing has confirmed the positive effects of the Basic Lecture Series on several characteristics of self-image.



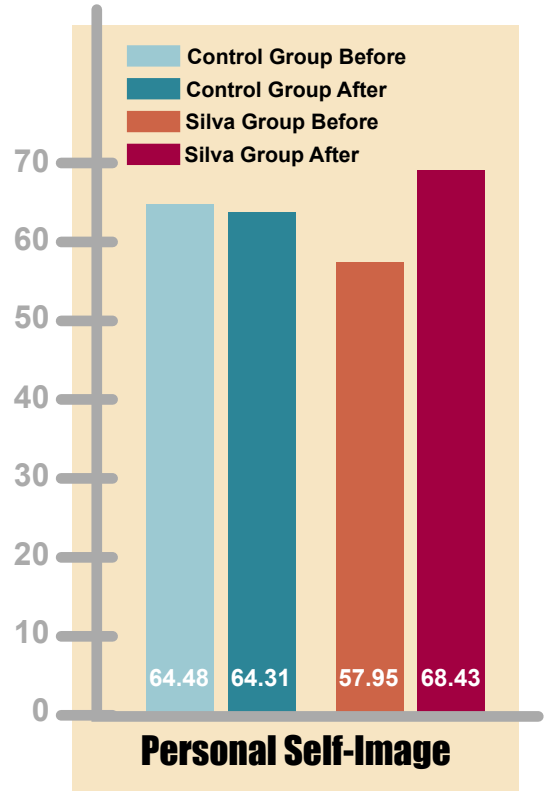
Basic Lecture Series participants perceived themselves to be healthier than before the Silva Method classes and were more accepting of their appearance, behavior and stature.

RESEARCH RESULTS -

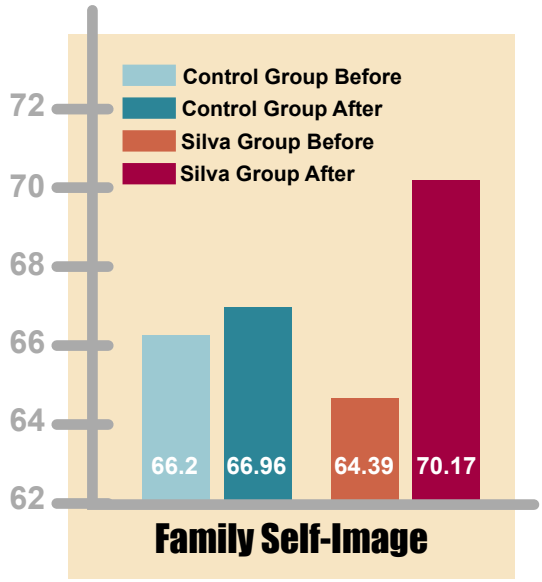
Self-Image, cont.



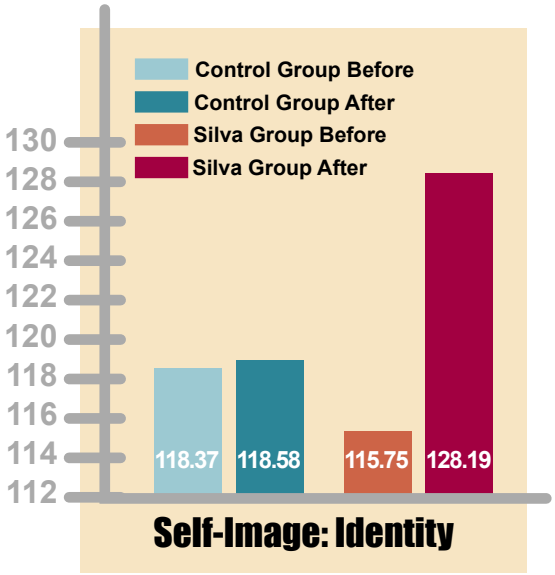
Adherence to moral or ethical standards, and greater concern for the rights of others were perceived as greatly enhanced by the BLS, along with general self-esteem.



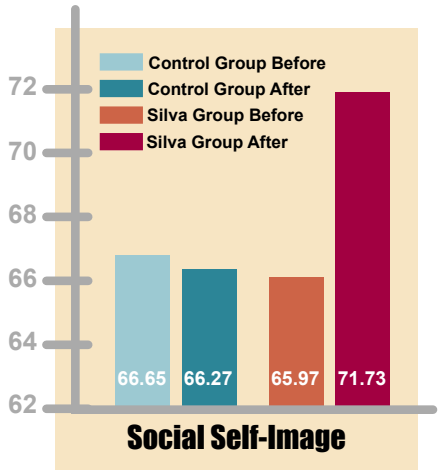
Balance, integration of emotions, and harmony in personal affairs showed a significant improvement.



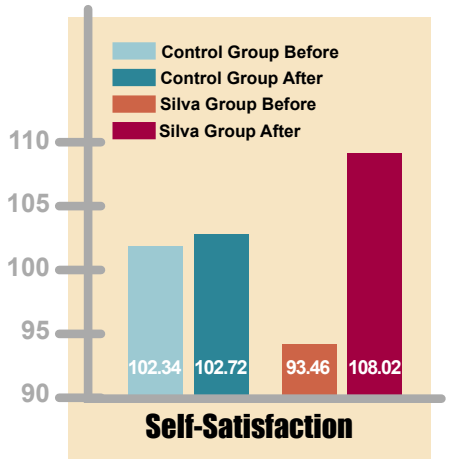
Basic Lecture Series participants perceived themselves as better able to get along with and care for members of their own families.



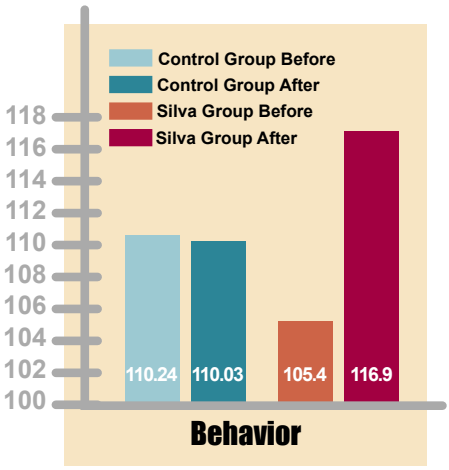
This factor deals with an individual's total concept of "What I Am." BLS students learned to value themselves more highly.



Self-image is of great importance in social interaction. Improvement in this area correlates with the ability to deal with people more satisfactorily



How one feels about his or her identity is illustrated here. The Silva group learned to be far less critical and negative about themselves.



Basic Lecture Series participants moved toward patterns indicating greater acceptance of their own behavior and a decrease in self-criticism.

RESEARCH RESULTS

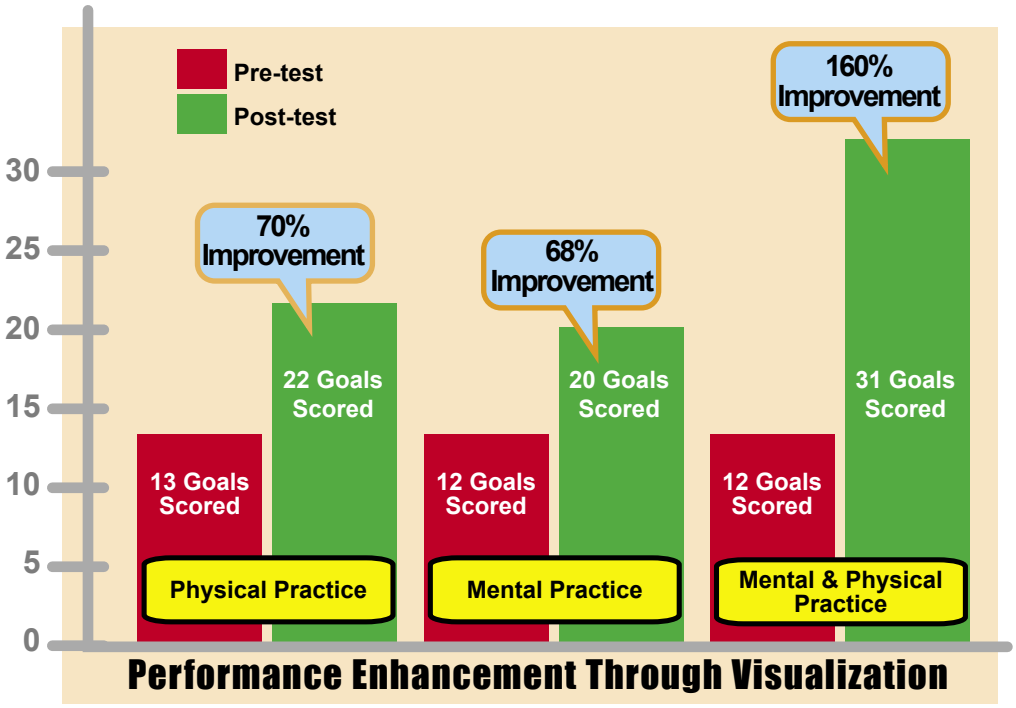
Performance Enhancement through Visualization

by Cecelia A. Prediger

In a landmark research study, Cecelia A. Prediger of Nyack Junior High School, New York, documented for the first time the dramatic amount of total improvement, as measured by goals scored, that takes place when athletes combine mental rehearsal and physical practice.

Studies by other researchers had demonstrated that mental practice at the Alpha level has almost as much benefit as the same amount of time spent in physical practice.

The study confirmed their research, and went on to show an electrifying increase in goals scored when the total practice time is divided equally between mental and physical practice.



Effects of the Silva Method in Improving the Quality of Life

EEG Correlates of Attention in Humans

•This research was conducted to demonstrate the capacity of the Silva Method graduate to produce Alpha brain wave rhythm voluntarily, and its compatibility with the conscious production of images.

•Trinity University, San Antonio, Texas, 1972.

•Drs. Frederick J. Bremner, V. Benignus, and F. Moritz.

•The research demonstrated that "the Silva subjects were quite capable of producing the Alpha rhythm" on demand.

•Published in *Neuropsychology,* vol. 10 p. 307-312 and 467-469, England.

Internal Focus as a Subset of Attention

•This study was done to gather evidence on internal focus of attention as it relates to voluntary production of alpha brain wave rhythm.

•Trinity University, San Antonio, Texas, 1972.

•Drs. Frederick J. Bremner and F. Moritz.

•Results: There was a relationship demonstrated between the onset of Alpha rhythm in the EEG, the subject's unique subjective feeling, and the subject's verbal response that he or she was at a particular state of attention.

The Silva Method and Changes in EEG Alpha Power

•This research was done to demonstrate that the Silva Method graduate can increase the production of his or her alpha brain wave rhythm when entering the "basic plane level."

•Clinical Neurology Department, San Carlos Clinic Hospital, Madrid Spain, 1985.

•Jose Carlos Oliveros, MD, Head of the Clinical Electroneurophysiology Service, San Carlos Clinical Hospital; Tomas Ortiz, MD, Head of the Psychobiology Department, Computense University, Madrid; Ana Maria Selman, Bs.D., in Biological Sciences; Simon Arrigain, BS in physics. Head of Computer Service, Clinical Electroneurophysiology, San Carlos Clinical Hospital.

•Results indicated a significant increase in the median values of Alpha power in the occipital and temporal areas of the brain while the research subjects were in a state of "dynamic meditation."

Ratio of People Seeking Benefits to People Receiving Benefits from the Silva Method Basic Lecture Series

•This research was conducted for the Board of Directors of Mind Science Foundation so that they could evaluate whether participants in the Silva Method Basic Lecture Series are receiving the benefits they are seeking.

•Mind Science Foundation, San Antonio, Texas, and Los Angeles, California, 1973.

•Dr. J.W. Hahn, Director of Mind Science Foundation.

•More than 1,100 Silva Method graduates who responded to the survey indicated that they had received *more* benefits than they had sought when they attended the BLS. Dr. Hahn reported that 99.6 percent of the respondents were satisfied with the course.

•Report presented to the Board of Directors of Mind Science Foundation, and published by Silva International in 1973.

The Effect of Expectations on the Effectiveness of the Silva Method

•This research was done to determine whether skeptics who come to the Basic Lecture Series with a low expectancy benefit as much as people who come expecting a lot.

•Bar-Illan University, Department of Sociology, Israel, 1989.

•Rafael Liberman.

•Positive results: "The results show that 'skeptics' who take the Silva course attain the same achievements as those whose expectations were high[...]. The Silva Method can reduce the level of anxiety and make it possible to attain achievements beyond die participants' expectations of success in the course."

•Published by Silva International, Inc.

The Silva Method and Levels of Anxiety

•This research was conducted to measure the effect of the Silva Method on both trait and state anxiety levels of subjects.

•Psychology Department, Haifa University, Haifa, Israel, 1984.

•Rafael Liberman.

•The results confirm die hypothesis that die stable anxiety level of the participants on finishing the course and at the next stage, will be significantly less than the stable anxiety level at the beginning of the same. Both "state anxiety" and "trait anxiety" levels were improved significantly. Previous researchers felt that trait anxiety levels could not be altered significantly, but the results from this study indicated that trait anxiety levels were significantly reduced following completion of the Silva Method Basic Lecture Series. Follow-up studies showed that improvement continues the most when participants continue to practice.

•Published by Silva International, Inc.

The Albuquerque Report

•This research was done to measure the positive influence of the Silva Method on personality factors. Conducted with a group of 30 people in a regular Basic Lecture Series.

•Albuquerque, New Mexico, 1974.

•George T. DeSau, Ed.D., and Paul Seawell.

•The results confirm the informal observations of definite and valuable changes taking place in Silva Method courses. The individuals tested appear to be moving away from any indication of neurotic disorders and *toward* greater self-guidance, fulfillment, and balance based on their own internal points of reference. The researchers said that, "this shift appears significant indeed."

•Published by Silva Int, Inc., 1974.

Incarnate Word High School Project

•This research was done to find out what benefits the high school students felt they received from the Silva Method Basic Lecture Series.

•Incarnate Word School for Girls, San Antonio, Texas, 1972.

•Ray Glau, Don Kreipke, and Ron Bynum from the Silva Method; and Sister Miriam Garana, and Sister Teresa Connors of Incarnate World High School.

•A total of 371 of the 460 students from seventh grade to seniors took the Silva Method Basic Lecture Series. The results were very positive. School officials were surprised that so many of the students reported that the Silva Method helped to remove feelings of depression and fear.

Several students admitted that they had enrolled in the course because it was better than staying in class, but afterwards 96 percent said they were glad they had taken the course and felt it was worth the time. "According to the numerous interviews, my own observations, and the results of the questionnaire, I can honestly say that the project was highly successful. It is not a panacea, but when the principles of the Silva Method are used effectively, it prepares the atmosphere in which confidence can grow, in which there can be personal and academic growth and achievement—the type of growth parents and educators ream of—the total development of the person." Sister Miriam was visited by Father John Rilley, principal of Hallahan High School in Philadelphia, which helped open the way for *the* Silva Method to be taught Acre and in two other high schools in the area, with full psychometric testing to determine the actual personality factors that change when students learn to use more of their minds to help them solve more problems.

Silva Method Courses: Their Effects in Three Secondary Schools

•This research was done to measure the influence of the Silva Method in personality factors amongst high school students, with psychometric testing using Cattell's High School Personality Questionnaire.

•Philadelphia, Pennsylvania, 1974.

•Schools: Hallahan High School, 2,000 students; St. Fidelis High School, 120 students; Lawrenceville High School, 520 students.

•George T. DeSau, Ed.D.

•Positive results in all three schools. "A factor of change which is persistent and strong after Silva Method training is that of a shifting to internal points of reference—another way of saying the recognition by an individual of his own value and a significant step toward self-control as opposed to being controlled by external others. Further, the reduction of guilt… has tremendous therapeutic as well as educational implications. The other consistent element is that of individuals reporting themselves as being more relaxed and tranquil, certainly characteristics that are much needed in the educational milieu, to say nothing of society in general."
•Published by Silva Int, Inc., 1974.

Niños Cantores del Zulia School Project

•This research was conducted ten years after the research at the schools in Pennsylvania to determine the influence of the BLS on students now that there is "a new level of awareness and commitment to the inclusion of a subjective mind training program for self-development" in school curricula.

•George T. DeSau, Ed.D., and Marcelino Alcala, 1981.

•Maracaibo, Venezuela.

•The results were consistent with previous research.

•Published by Silva Int, Inc.

International Educational Investigation Project

•To determine the effects of teaching the Silva Method in the Parochial schools on Guam.

•Guam, 1986.

•Three parish schools.

•Dr. George DeSau, Sister Mary Bernard Unpingo, Sister Naomi Curtin, Nelda Sheets.

•Very positive results, as published in anecdotal reports by Silva International.

The Effect of the Silva Method's Three Fingers Technique on the Improvement of Grades of University Students

•The students who had learned the Three Fingers Technique improved their test scores nine percentage points—or 17 percent—from one term to the next, while the control group actually dropped one point over the same period.

•University of Tasmania, Hobart, Tasmania, Australia, 1988.

•Dr. E. Henry Stanton.

•Published in the *Journal of the Society of Accelerative Learning and Teaching,* and by Silva International.

The Effect of Very Brief Exposure to the Silva Method's Three Fingers Technique on Reducing Anxiety while Taking Tests

•With only 30 minutes of class time devoted to learning how to enter the Alpha level and use the Three Fingers Technique, almost every one of the 15 college students felt the exercise was helpful, and more than half the students felt that they obtained specific benefits in reducing test anxiety and improving test performance.

•Appalachian State University, Boone, North Carolina, 1990.

•Dr. George Maycock.

The Silva Method and Academic Performance in Higher Education

•This research was done to measure the effect of the Silva Method in the learning process, intelligence quotient, and personality factors amongst university students.

•Autonomous University of Tlaxcala, Mexico, 1986.

•Lilia Alcira Vaca, M.D., Departmental Director of Psychopedagogy of above university, Jorge Mario Medina, Edmundo Sanchez Collazos.
•Results indicate that 67.7 percent of the subjects improved their IQ classification. There was also significant improvement in personality traits such as sociability, communication, confidence, self-acceptance, unproved self-image, self-reliance, development of creativity, and others.

"Therefore, it can be stated that the practice of the Silva Method techniques contributes to the improvement of academic performance."

•Published by *Dinámica Mental Método Silva,* Mexico, D.F.

Concentration with the Silva Method

•To measure the ability of concentration and memory with 120 people.

•Neuquem, Argentina, 1985.

•Julia Carrigliano.

•Results: 25 percent increase in concentration, and 26 percent memory increase.

•Published by the Silva Method of Argentina, 1985.

RCA Records Executives

•To determine positive personality changes in 25 executives with RCA Records as a result of taking the BLS.

•Glen Rock, New Jersey, 1982.

•George T. DeSau, Ed.D.

•Results: "Indications of change were very positive in terms of personal development as well as viewed from the perspective of characteristics that should make for effective management."

•Published by Silva International, Inc.

The Effect of the Silva Method in Enhancing Intuition and Creativity

•A group of 30 individuals who participated in the Silva Method were asked to complete three test instruments before and after the training: The HCP Profile Test to determine left versus right brain dominance; the HCP-PSY Test to determine beliefs and experiences about intuition; and the Intuitive Potentials Test, which measures an individual's current intuitive potentials.

•Appalachian State University, Boone, North Carolina, 1988.

•Dr. George Maycock, Appalachian State University.

•Individuals who completed the Silva Method BLS showed a significant increase in scores for all three tests. Individuals in the control group who did not participate in the training showed no significant gains in scores on any of the tests.
•This research study was presented at the American Educational Research Association 1988 Annual Meeting, and has been published by Silva International, Inc.

Performance Enhancement through Visualization and Mental Rehearsal

•Measuring and comparing the effectiveness in improving athletic skills by: 1) the use of mental rehearsal at the alpha level (using Silva Method techniques); 2) the use of physical practice; 3) the use of a combination of mental and physical practice.

•Nyack Junior High School, Nyack, New York, 1987.

•Cecelia A. Prediger.

•Results: Mental practice produced almost as much improvement as the same amount of time in physical practice, and a combination of mental and physical practice for the same total length of time produced more than twice as much improvement in a specific athletic skill.

•Published by Silva International, Inc., 1987.

The Alcoholic Study

•This research was done to measure the influence of the Silva Method on personality changes amongst a group alcoholics and their spouses.

•Half-way house, 1973.

•George T. DeSau, Ed.D., and Hector M. Cantú, M.S.W.

•Positive results. Six months after completion of the BLS, 12 of the 15 alcoholics had no alcohol in the interim. One had taken a glass of wine and stopped. One had twice started drinking but managed to stop without becoming intoxicated to the point of requiring hospitalization. One required hospitalization for excessive drinking of alcohol.

•Published by Silva International, Inc.

The Ottawa County Project

•This research was designed to measure the effect of the Silva Method as a rehabilitation tool in social work.

•Social Services Department, Ottawa County, Michigan, and Psychology Department of Hope College, Holland, Michigan, 1974.

•Dr. James Motiff, Psychology Department, Hope University, Holland, Michigan; Larry Hildore, and David A. Wallace.

•Positive results. Test data revealed that the participants—60 single mothers on welfare—showed marked improvement in every category except "Remembrance and Insight from Dreams." The most frequently expressed feeling from participants was thankfulness for the Silva Method experience; the second most expressed feeling was that of wanting to help *others.* Within a few weeks of completing the BLS, 40 of the 60 women gained employment.

•Published by Silva International, Inc., 1974.

The Silva Method and Personality

•This research was done to measure the influence of the Silva Method in personality variables of 200 people.

•Computense University, Madrid, Spain, 1981.

•Pilar Usanos Tamayo, Psy.D.

•Positive results shown. Prior to the Silva Method, there were no differences between the experimental and the control group. After the BLS there were significant differences: The subjects who took the course were more open and communicative than those who didn't. Four months after the BLS, in the follow-up phase, the difference between the two groups was greater.

•Doctoral Thesis: *Mind Control and Personality Variances; Experimental Study,* Pilar Usanos, Madrid Computense University, 1984. Published in Mexico by 0. Multicolor, 1981.

The Silva Method for Improving Inadequate Behavior in Children

•This research was done to show the effects of the Silva Method in the changing of inadequate behavior (aggression, rebelliousness, lack of discipline) in children.

•Education Faculty - Catholic University, Maniales, Colombia, 1985.

•Dr. Milena de Munoz and Dr. Gloria Nelly Martinez.

•Positive results.

The Consciousness Movement and the Mental Patient

•This research was conducted by two psychiatrists with their patients to measure the effects of the Silva Method on seriously disturbed psychiatric patients.

•Philadelphia, Pennsylvania, 1980.

•Clancy D. McKenzie, M.D., Director of Philadelphia Psychiatric Consultation Service; and Lance S. Wright, M.D., Senior Attending Psychiatrist, Institute of Pennsylvania Hospital and Associate Professor of Child Psychiatry at Hahnemann Medical Hospital.

•Improvement was observed in all of the patients, with the exception of two, one of whom it did not help and the other worsened due to factors not associated with the Silva Method. An efficient use of the control of dreams was also achieved to help correct problems. "The course was found to be safe and potentially beneficial for neurotics. It was relatively safe and definitely beneficial for the highly disturbed individual, when under the care of a psychiatrist familiar with the program. Both clinical and objective psychological data show that the benefits far outweigh any negative effect."

•Published in *Voices: The Art and Science of Psycho-therapy,* 1981. Also published by Silva International, Inc.

The Silva Method and Depression

•This research was done to show the beneficial effects of the Silva Method on orphans with depressive problems.

•Reform School and Orphanage, "Rafael Allau," Guatemala, 1983.

•Susana Mury, M.D.

•Published in *Tests de Licenciatura en Psicologia,* Rafael Landivar University, Guatemala, 1983.

Florida Prison Project

•This research was conducted to determine the effects of the Silva Method Basic Lecture Series on a group inmates who were incarcerated for the first time in the Florida state prison system.

•Indian River Correction Institution, Vero Beach, Florida, 1979.

•J.W. Hahn, Ph.D., Chaplain Gene M. Little, Ph.D., and Ed Bemd Jr.

•The results were excellent. Prison Chaplain Gene M. Little, who administered personality tests to participants before and after the BLS, called it "A very positive program." He added that none of the 14 participants in the program had gotten into any trouble since completing the BLS, and that the inmates themselves reported that they were much more relaxed, and their grades in the high school and college courses were improving.

•Published by the Silva Method of Brevard County, Florida, and by Silva International, Inc.

The Silva Method and its Uses

•This research was conducted to measure of the influence of the Silva Method on personality factors amongst university professors.

•School of Dentistry, Autonomous University of the State of Mexico, Toluca. Edo. de Mexico,, 1980.

•Psychology Department of same university.

•With the collaboration of Pilar Usanos Tamayo, Psy.D.

•Researchers reported that the Silva Method "motivated a positive change in the subjects along the following lines: A feeling of healthiness, with less physical discomfort of possible organic origin; an increase in self-confidence, feeling more optimistic and useful; a certain advance in the process of psychological maturity; more acceptance and integration to social conventions; a decrease in susceptibility, fear, and apprehensions; higher acceptance of reality; a disposition towards extroversion, becoming more open and sociable."

•Published by Silva International, Inc.

Benefits of the Silva Method to Teachers and Counselors

•This research was conducted to determine how much benefit the Silva Method Basic Lecture Series offers to teachers who have already had considerable formal education, when the BLS is included along with their regular university courses.

•Appalachian State University, Boone, North Carolina, 1985.

•Dr. George Maycock. Appalachian State University.

•Results: "This study showed that teachers and counselors can benefit from taking the Silva Method as part of their professional training. In this way the benefits of the Silva Method will multiply as these teachers and counselors interact with their classes and clients."

•Published by Silva International, Inc.

The Silva Method and Psychoprophylactic Childbirth

•This project was undertaken to evaluate the effects of the Silva Method of relaxation for expectant parents, and its Influence on the baby.

•Ministry of Public Health, Puriscal, Costa Rica, Central America, 1982.

•Socorro Rodriguez, M.D., Director of the Mental Health Department, Public Health Ministry of Costa Rica.

•"Studies and experience in this field in Costa Rica show that through simple psychoprophylactic [sic] childbirth methods and Silva Method techniques adapted for this purpose, women and their partners can participate in the childbearing process from its beginning to actual delivery."

•Partial results published at the Silva Method 3rd. World Convention in San Jose, Costa Rica, 1982.
29. The Silva Method and Non-traumatic Induction to Anesthesia

•Measured the effect of the Silva Method relaxation techniques amongst patients programmed for surgery, evaluating the reduction in their consumption of chemical anesthetics and the elimination of pain.

•Specialties Hospital, Mexican Institute of Social Security, Puebla, Mexico, 1981.

•Miguel Bautista, M.D.

•Positive results. 50 percent reduction in use of chemical anesthetic. 90 percent elimination of pain during the 72 hours following the operation.

•Work presented at the Latinoamericano Congress for Anesthesia in Panama in 1981.

The Effect of the Silva Method on Cognitive Controls

•This research was done to determine the effects of meditation and relaxation on subjects' ability to perceive objective information.

•David Miller

•Silva Method graduates who performed physical relaxation prior to entering laboratory level demonstrated a greater tendency to focus their concentration inwardly. They were able to identify fewer objects than they could at the Beta level. Graduates who entered their laboratory level without relaxing demonstrated an increased ability in outwardly focused concentration from that of their Beta level.

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May you all be better and better
Hilda Silva Rubio
Chairman/CEO



Silva International Headquarters in Laredo, Texas

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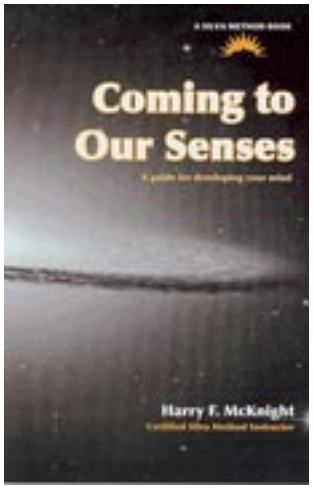
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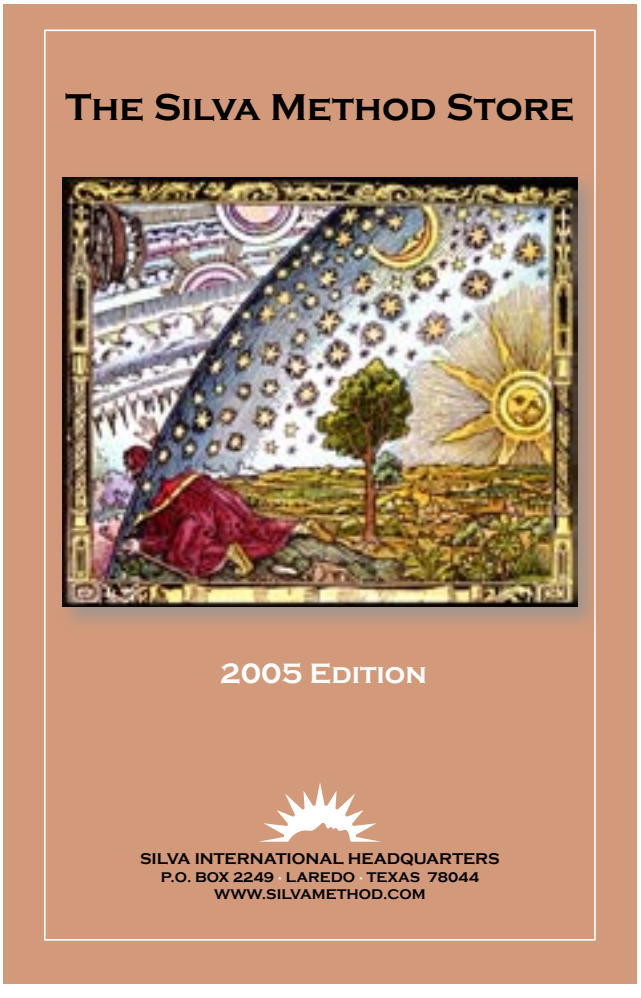
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