



Sleep Learning and You

Becoming a Sleep Learner

At the outset we stated that using sleep learning successfully "requires a thorough understanding of how and why it works." Although it may be possible for some people to buy the necessary equipment, record a few lessons, and begin learning while they sleep, we have seen in the preceding chapters that your chances of successful sleep learning are greatly enhanced by careful preparation for the experience.

Part of that preparation is the belief in your own ability to process information heard during sleep. Unlike brainwashing, sleep learning cannot be forced on you. You must have the motivation to learn and believe in what you're doing. This belief should be based on what you have already learned about the components of sleep learning.

We know that sleep learning makes use of our subconscious as the conduit of information. We also know that information most easily enters our subconscious when we are not fully conscious. The resistance of our conscious mind is reduced as we slip away from consciousness and produce a condition in which the subconscious mind readily accepts ideas suggested to it. Sleep offers this condition, and sleep learning gives us the opportunity to exploit it.

Your personal success will depend on these four factors:

1. your attitude toward this method of learning;
2. the material you wish to learn;
3. the strength of your motivation; and
4. how well you prepare your lessons.

Geoffrey Stocker, founder of the Sleep Learning Association, says the sleep learner must play two roles: a scientist and an artist. The scientist in us must conduct our own quasi-experiments to find our individual approach to sleep learning. The artist must then create the sleep learning program that will produce the best results. All this may sound complex, but it's really a matter of simple deduction, as you'll see in this and the following chapter.

Let's recap what we have learned and see how that information will help you become a successful sleep learner.

Through the experiences of people such as Bonnie Cashin and Bernard Baruch, we have witnessed the creative and problem-solving powers of our subconscious. We know that the best time for bypassing the road block function of the conscious mind and reaching down into our centre of creativity is during sleep. The psychological resistance presented by the conscious mind forces us to be active participants in the learning process and, therefore, active learners. When we employ sleep to overcome that resistance, we allow ourselves to become passive learners, but learners just the same. Aldous Huxley said that the effectiveness of suggestions made below our threshold of awareness is increased as the level of resistance decreases.

In one of the experiments we reviewed, we saw the result of sending visual pictures directly to the subconscious without permitting the conscious mind to play its role. Similar studies prove that data entering our subconscious without our active participation is quickly transformed into information easily used by our conscious mind. In one case, the conscious mind used this information that entered through the subconscious to create "subconscious art."

In that case, the researcher succeeded in reaching the subconscious while awake. Countless others have verified our ability to do so while we're asleep. Dr. Anthony Ruffino and Professor A. M. Svyadoshch showed us how direct learning takes place during sleep.

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Programs done at prestigious institutions prove that sleeping individuals can not only hear while they sleep, but what they hear can influence their dreams and cause them to react physically to a variety of stimuli while asleep. The snoring mathematics professor showed that a person can make use of the intellectual process necessary to correct erroneous information, even while asleep. It's evident that we can hear while we sleep, that we can react to what we hear, and that sleep is an ideal time for information to reach into our subconscious memory. But in order for that information to be useful, we must be able to recall it when needed.

When another researcher taught his sleeping subjects English/Russian translations, he used a relearning test to evaluate their ability to retain what they heard. He then compared that ability successfully with the same subjects' ability to learn a different set of translations while they were awake. These findings were confirmed by the results achieved at Duke University by yet another researcher, who said the evidence he found supported the belief that information presented during sleep is retained and can be used later when tested.

Professor L. A. Bliznitchenko was emphatic on this subject: 'Information introduced into the human memory by hypnopaedic (sleep learning) means is retained. And it can be effectively reproduced by the subject just as information received in the waking state.'

In our discussion of the proactive and retroactive inhibitions to learning and memory, we saw how sleep aids our ability to memorize information. Scientific studies confirm that learning followed immediately by sleep is "perfectly retained." The famous Dallenbach study at Cornell proved that subjects who slept right after learning, retained over twice as much information as they did if they remained awake following their learning. In his book **How to Improve Your Memory**, Professor James D. Weinland concluded that "... in learning something on which you are to be tested the next day, it would be best to learn it in the evening just before bedtime and review it the next day shortly before the test."

Since sleep is an invaluable tool in processing learning and memory, it is obvious that information presented to our sleeping mind will enter this process without being hindered by the usual outside interference factors.

Preparing Yourself for Sleep Learning

Now that we understand how and why sleep learning works, we can discuss how you prepare yourself for sleep learning. We have seen from the sleep learning studies discussed earlier, both the successful and the unsuccessful, that proper preparation is essential for favourable results.

Before engaging in sleep learning, examine your own sleeping habits. If you have a tendency to stay awake late into the night with only short periods of sleep, or are a restless sleeper, you should practice the relaxation techniques discussed later in this chapter. It is important that you become a restful sleeper so your sleep learning lessons will not awaken you.

Many sleep learners report that using sleep learning has actually improved the quality of their sleep. In fact, Professor Svyadoshch claims that "fatigue from the assimilation of information during natural sleep appears to be less than from its assimilation during the waking state." In other words, sleep learning is less tiring than other forms of learning.

Once you have made the decision to learn while you sleep, it is important that you examine your attitude toward sleep learning and the goals you hope to accomplish through this teaching method. Now is the time to ask yourself these questions:

1. Do I understand how sleep learning works?
2. Has this understanding convinced me of my own ability to learn while I sleep?
3. What are my reasons for wanting to use sleep learning?

Because successful sleep learning relies on several psychological factors, it is vital that you, the prospective sleep learning student, be properly prepared for this experience. To help you determine your readiness. Consider these questions one at a time.

Although sleep learning is a complex psychological phenomenon that makes use of human capacities and functions about which we have limited knowledge, explaining how it works in layman's terms is easy.

Based on what we learned from earlier chapters, we have gained the following knowledge of sleep learning:

- Sleep learning is a method of teaching while the pupil is in deep relaxation or a state of sleep.
- While in either of these states, an individual's conscious mind is in a phase of declined use.

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- Since the conscious mind acts as a discriminating roadblock against information reaching the subconscious, sleep learning is a technique of introducing material directly to the human subconscious.

- The subconscious absorbs information the way a dry sponge absorbs water.
- The subconscious then stores that information in a vast warehouse of knowledge.

- Sleep learning is learning by suggestion, although it is not necessary to be highly suggestible to be a successful sleep learner.

The information presented, should have provided you, the prospective sleep learner, with enough confidence to answer the first question, "Do I understand how sleep learning works?", with a definite "Yes."

The second question, "Has this understanding convinced me of my own ability to learn while I sleep?", concerns whether the case for sleep learning has been sufficiently persuasive to convince you that you will be able to learn while you sleep. In the preceding chapters we reviewed several controlled experiments. Some of these had varying degrees of success, while others failed. Without becoming immersed in scientific jargon, we have attempted to identify the ingredients that comprise the success or failure of these experiments.

Those factors that contributed most substantially to successful sleep learning are summarized as follows:

1. The sleep learning student was properly motivated;
2. a limited amount of material was presented in each lesson;
3. the lessons were recorded so that they were repeated many times over; and
4. each lesson was usually preceded by a statement designed to strengthen the sleep learner's motivation to learn and remember the information in the lesson.

The sleep learning failures have been characterized by both a laboratory environment and the use of electronic equipment wired to the participants. The emphasis some researchers have placed on measuring the various stages of sleep has retarded the positive effects of learning while asleep. Hopefully, the evidence presented here offers the conclusive proof required to convince you that sleep learning is an effective way to learn. There's no known reason it shouldn't work for the overwhelming majority of people who can be helped by sleep learning.

Do You Really Want to Learn?

One essential element in learning successfully is the motivation of the individual. This motivation IS at the heart of the answer to the third question, "What are my reasons for wanting to use sleep learning?" Your answer must be that the reason is one that results in a strong desire on your part to learn. Motivation plays an even greater role in sleep learning than it does in any other method of learning. In the sleep learning programs and studies we have reviewed, it was obvious that the lack of motivation to learn the material being presented was a key factor in those attempts that failed; and, conversely, the presence of strong motivation was a crucial ingredient when sleep learning was achieved.

The absence of motivation played a clear part in the inability of sleep learning volunteers to learn and memorize lists of nonsense syllables in many of the early sleep learning programs. When the importance of motivation to successful sleep learning became obvious, researchers took steps to insure their pupils had the impetus to learn the nocturnal lessons. When one researcher taught Russian vocabulary to his sleeping volunteers, he paid a bonus to those who were able to recall what had been taught while they slept. In other cases, students were selected based on their desire to learn the material being taught.

Professor L. A. Bliznitchenko was emphatic on the importance of motivation to successful sleep learning when he said: "In practice, healthy persons of any age can make successful use of this method (sleep learning) for the memorization of appropriate information. The student simply needs to prepare himself for such work, and to show a desire for the assimilation of information."

While it is true that some individuals have successfully learned material during sleep when they have not been motivated, the importance of motivation to any type of learning cannot be overemphasized. You will recall that Robert Gagne identified motivation as an essential ingredient of learning. Although the physical act of learning while you sleep is a simple one, preparing yourself psychologically and preparing your lessons requires your commitment of time and effort. To engage in these preparations without being truly motivated to learn will be foolhardy. Before you decide to launch a sleep learning program, you must examine your reasons for wanting to do so. You are the only one who can answer the question: Do you really want to learn?

Each potential sleep learning student must examine his or her reasons for using sleep learning. Sleep learning is not something that one engages in for fun. It is a serious process of learning that can be extremely helpful to the

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student with a genuine desire to acquire knowledge. If you honestly possess the desire to learn and believe that sleep learning is a method to aid you in learning, then you have properly prepared yourself for the experience of learning while asleep. Remember, this desire cannot be faked. If this basic factor is absent, it will have a negative affect on your ability to learn while sleeping.

If you understand how sleep learning works, recognize your ability to learn while asleep, and have a true desire to learn while asleep, you have established the psychological set that is imperative to successful sleep learning.

Selecting What You Want to Learn

What can be learned through sleep learning? Professor Bliznitchenko is convinced that by introducing and consolidating information in the human memory during sleep, we can greatly enhance our ability to learn in "many fields of knowledge and social activity." As examples, he cites foreign languages, mathematics, physics, telegraphy, geography, economics, and psychotherapy.

Virtually anything that can be learned through **verbal** communication can be learned through sleep learning.

Students can use sleep learning to memorize important dates and events for history courses, formulas for chemistry classes, tables for mathematics, or rules for composition courses. Business professionals can use it to remember financial statistics, productivity standards, or foreign languages so important in today's international commerce.

Public speakers can learn and remember vast amounts of information, as well as anecdotes and humorous stories to help get them through a speech. Actors and actresses can learn their lines while asleep. Diplomats and ordinary travellers no longer need to grapple with the intricacies of a foreign language. By selecting from the many pre-recorded language courses available to the public, almost anyone can learn a foreign language. Whatever you desire to learn, you will be able to learn it through sleep learning.

When selecting a subject, choose one you genuinely want to learn. Remember that motivation plays a key role in your success. Although incidental sleep learning may help you learn a subject, success can be elusive if you lack a real desire to learn the subject you have chosen.

After choosing your subject, you must decide whether to record your own lessons or use professionally prepared tape recordings. Companies that offer recorded tapes for sleep learning have an extremely wide selection from which to choose. Examples of tapes commercially available include those for use in helping to alter eating habits for weight reduction or weight gain, for strengthening willpower, for improving concentration and self-control, and for a wide variety of other self-confidence building purposes.

When sleep learning a language, an approach that falls between using a professional tape and recording your own lessons is to record the material directly off a record. Most large libraries have a selection of language course records. These usually come with a small booklet containing a printed version of the lessons included on the record. The lessons used on these records are usually prepared by companies or schools who offer professional language courses, and frequently the recordings are made by individuals native to the language being taught.

Because of this, recording your lessons from these records may prove to be the best approach to learning a language while you sleep.

If your sleep learning goal is a form of self-improvement, you still have the option of purchasing professional recordings or making your own. Whatever you decide to learn through sleep learning, you will find it beneficial to begin with something simple. This will allow time to acclimate yourself to the experience of learning during sleep, and help you develop the best techniques for your personal success.

Relaxation Methods

A vital factor for successful sleep learning is the complete relaxation of the student, both physically and emotionally. Learning can be faster and easier if we are first able to relax and reduce our levels of emotional and physical stress. Although sleep time is usually accompanied by reduced stress, it is possible for the stress of daily activities and experiences to interrupt peaceful sleep. Sometimes new sleep learners may find that the experience of learning something while they sleep is stressful in itself. Whether or not this happens to you, it is important for your success to practice some technique that reduces stress and promotes a state of relaxation.

There are numerous relaxation or stress reduction techniques. These three I feel are most appropriate for sleep learners to incorporate as part of their preparation for learning during deep relaxation and sleep. You are free to choose from among these three, or any others. What is important is that you select one that works best for you.

A word of caution before describing these relaxation methods. When practicing any physical un-stressing technique, it is important that you remember that the muscles of your body will likely reach a depth of relaxation that will require several minutes to return to their normal level of tension. You should avoid attempting to rise suddenly from your relaxed position until your body has recovered its normal muscle tone. Once you have selected a relaxation technique and practiced it, you should prepare the timing device that will operate the sleep learning lesson before begin your relaxation program. Once relaxed, you do not want to get up to set the tape recorder and timer, or you will defeat the purpose of relaxing.

Progressive Relaxation

The first technique is called Progressive Relaxation. Originally developed at Harvard in the early part of this century by Edmond Jacobson, Progressive Relaxation is based on the theory that high levels of anxiety and low levels of muscular tension are incompatible with each other. In other words, anxiety can be reduced by reducing muscular tension in the body. In 1938, Jacobson identified fifteen muscle groups he said were related to tension and relaxation of the body. He then detailed a systematic procedure for training an individual in the deep relaxation of these muscles through alternately contracting and relaxing them. Jacobson's procedure required a professional practitioner's presence during fifty-six sessions stretching over several months.

In the intervening years, a modified version of Jacobson's Progressive Relaxation was developed by Dr. Joseph Wolpe. It required only six clinical sessions, with the balance of the relaxation training done at home. Since our primary goal is sleep learning, we will adapt that modified approach to self-administered home use.

But first, an explanation of how Progressive Relaxation works. The reason for contracting or tensing the muscles before relaxing them is that following the stress caused by tensing, relaxing them will lower their tension level far below the normal level. By raising the electrical activity of the muscles well above the normal level and then suddenly releasing the tension, the electrical activity plummets to an extremely low level, much like the cars on a roller coaster climb slowly to the first, and usually highest, peak and then plunge steeply after reaching the top.

The following Progressive Relaxation procedure was developed for right-handed persons. Those who are left-handed should reverse the right/left sequence of the hands, arms, legs, and feet.

Assuming that you are already in bed; lie back and close your eyes. Keep your eyes closed during the entire procedure. Clear your mind of all thoughts other than the goal of relaxing. Think about your body. Scan it mentally for any areas of tension you can feel and try to relax those areas. Your breathing should be calm and relaxed.

Take a deep breath and hold it for a moment. Concentrate on the muscles in your chest and see if you can feel their pressure. Slowly allow the air out and let your entire body relax. Your breathing should return to a calm rhythm. Repeat this deep breathing process and let your body sink into the bed. As you go through the following steps, your mind should concentrate on each region of your body that you are tensing and relaxing. All inhaling and exhaling should be done slowly.

Step 1 Right hand and forearm—Make a tight fist and inhale for seven seconds. You will feel the tension in your hand, over your knuckles, and in your lower arm. Exhale and permit the hand to become very relaxed for thirty to forty seconds.

Step 2 Upper right arm—While keeping the muscles in your hand and forearm relaxed, push your elbow down against the bed by tightening your bicep, and inhale, holding that position for several seconds. Exhale and allow the muscles in your upper arm to become loose and limp.

Step 3 Left hand and forearm—Follow the same procedure as Step One.

Step 4 Upper left arm—Follow the same procedure as Step Two.

Step 5 Forehead—As you inhale, slowly raise your eyebrows as high as possible. Hold this pose for several seconds as you feel the muscles in your forehead and scalp tense, then exhale and permit those muscles to become very relaxed.

Step 6 Upper cheeks, nose, and eyes - Squint your eyes as tight as possible and wrinkle your nose as you inhale. A few seconds of this and you exhale and allow the muscles around your eyes and upper face to relax.

Step 7 Lower cheeks and jaws - As you inhale, pull the corners of your mouth back in a tight grimace and clench your teeth together, not too tightly. You'll feel the tension all through the lower part of your face and jaw. After a few seconds, exhale and let your jaw and mouth relax.

Step 8 Neck and throat - Contract the muscles in your throat as you simultaneously pull your chin down toward your chest and prevent it from touching your chest. After a few seconds, exhale and allow your neck to become very relaxed.

Step 9 Chest, shoulders, and upper back - As you take a deep breath, pull your shoulder blades together as if you were trying to make them touch each other. Exhale slowly and permit your shoulder muscles to relax.

Step 10 Abdominal region - Inhale and tighten your stomach muscles hard, then exhale and relax. You will begin to feel your entire body slipping into a deep relaxation.

Step 11 Right thigh - Tense the muscles in your thigh as hard as you can and inhale. Hold that for a few seconds, then gradually release the breath and the muscles.

Step 12 Right calf - Inhale as you tense the calf muscle and pull your toes toward you for a moment, then relax slowly.

Step 13 Right foot - Increase the tension in your foot by pointing your toes away from you as you inhale. Exhale and allow your foot to become very relaxed.

Step 14 Left thigh - Follow the same procedure as Step Eleven.

Step 15 Left calf - Follow the same procedure as Step Twelve.

Step 16 Left foot - Follow the same procedure as Step Thirteen.

When all the steps have been completed, repeat the entire procedure, then lie quietly and enjoy the sensation of relaxation. One sign that your muscles are deeply relaxed is a feeling of warmth or heaviness in them. You're now ready to begin your sleep learning lesson.

Autogenic Training

While Progressive Relaxation requires your active physical participation, Autogenic Training is a passive relaxation technique. Developed in Germany in 1910 by **Dr. Johannes Schultz**, Autogenic Training is based on a set of exercises that combine autosuggestion and relaxation. Instead of the tensing and relaxing of muscles practiced in Progressive Relaxation, Autogenic Training attempts similar results—heaviness and warmth of the limbs— through the repetition of key phrases. These can be repeated either orally or mentally.

Whether you are seated or lying down, make yourself as comfortable as possible. The surrounding environment must be peaceful and quiet. Begin repeating the following phrases to yourself, either aloud or mentally, in a slow, soothing manner.

"I feel quite quiet.... I am beginning to feel quite relaxed.... My feet feel heavy and relaxed.... My ankles, my knees, and my hips feel heavy, relaxed, and comfortable.... My solar plexus, and the whole central portion of my body, feel relaxed and quiet. ... My hands, my arms, and my shoulders feel heavy, relaxed and comfortable.... My neck, my jaw, and my forehead feel relaxed.... They feel comfortable and smooth.... My whole body feels quiet, heavy, comfortable and relaxed....

"I feel quite relaxed.... My arms and hands are heavy and warm.... I feel quite quiet.... My whole body is relaxed and my hands are warm, relaxed and warm.... My hands are warm.... Warmth is flowing into my hands, they are warm ... warm."

This technique may take some practice before you achieve success, but the time spent in preparation will be worth the results. You will find it helpful to concentrate on each part of your body as it's mentioned during the exercise.

Relaxation Response

Another passive relaxation technique, developed by Dr. Herbert Benson at Harvard's Thorndike Laboratory, is the Relaxation Response. Based in part on Eastern meditation practices, the Relaxation Response offers a simple yet effective formula for achieving relaxation.

As with any relaxation method, you will require a quiet environment in which to practice. You will have to concentrate your attention on a single object, concept, or symbol; a simple one to use is the word "one." A third required ingredient for success is a **passive** attitude in which you can put all other thoughts out of your mind. No distractions. In Dr. Benson's own words, "A passive attitude appears to be the most essential factor in eliciting the Relaxation Response." Finally, you should be in a comfortable position. Dr. Benson recommends that you not lie down because the Relaxation Response elements will induce sleep. Of course, for our purposes, lying down is exactly what we should be doing. Once you have accomplished this condition, you are ready to begin the Relaxation Response.

Lie quietly and close your eyes. Relax your muscles, beginning at your feet and progressing up to your face. Allow them to remain relaxed. Breathe through your nose as you become fully aware of your breathing. As you breathe out, say the word "one" silently to yourself.

Breathe in ... breathe out "one."

Breathe in... breathe out "one."

Breathe in... breathe out "one." Repeat this for ten to twenty minutes. You may open your eyes to check the time, but refrain from setting an alarm clock or other device that will disturb the setting.

Achieving a state of relaxation that will help eliminate the tension and stresses resulting from our daily routines will contribute toward successful sleep learning. All the techniques mentioned here will help you achieve this state.

Little particles of inspiration sleet through the universe all the time travelling through the densest matter in the same way that a neutrino passes through a candyfloss haystack, and most of them miss.

Even worse, most of the ones that hit the exact cerebral target hit the wrong one.

For example, the weird dream about a lead doughnut on a mile-high gantry, which in the right mind would have been the catalyst for the invention of repressed-gravitational electricity generation...was in fact had by a small and bewildered duck.

...Why the gods allow this sort of thing to continue is a mystery."

- TERRY PRATCHETT



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