

**comprehensive papers presented
at the annual meeting
of Touch for Health®,
holistic health enhancement and research**



15th International Annual Meeting

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July 10-15, 1990**

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Welcome to In Touch With The 90's

The walls that make up our world, perceptually and politically, are coming down. We are re-evaluating the beliefs we have chosen that created the world we lived in. In this time of shedding old inefficient ways of structuring our world, we are also developing new patterns -- new ways of dealing with old problems. It is essential that we act from our collective wisdom, and remember the lessons we've learned along our journey.

We have undergone many changes throughout our evolution as an educational institution, and we believe that a quantum leap in growth is fast approaching. This year's Annual Meeting theme, **In Touch With The '90's**, is inspired by the profundity of our present situation -- worldwide. It is of no doubt that this era will determine the future of earth's history in a big way.

Every turn of a century has marked a great time of change and transformation in human history. The advent of the 20th century marked the industrial age. We are now entering the 21st century, and with the information and communication age well underway, our accumulated knowledge is growing geometrically. Every arena of human understanding has and will continue to be greatly effected by this paradigmatic evolution.

Our international arena of natural health care professionals are on the cutting edge of humanity's evolutionary unfoldment. This is evident from our pursuits with internal and external homeostasis. We are proud of our efforts and are happy to have you as part of our family.

This journal is filled with practical information, and includes many hands-on exercises that can be incorporated into the therapeutic relationship, as well as our social and familial relationships. They are *in touch with* humanities growth in *the 1990's*. The journal is rich with information that will guide our awareness of our relationship with the innate intelligence which we behold. We must trust in the feedback that the body is giving us if we are to reach the level which we strive for. We believe that this compilation of papers is a rich source to help you attain this new level of wellness. If you are a health professional, this journal will strengthen your competence and confidence while helping others. If you are a lay person interested in helping yourself and/or loved ones, you too can benefit from the richness of this journal. Moreover, attending the Touch for Health International Annual Meeting is guaranteed to encourage the resourcefulness of these new applications of Applied Kinesiology.

The Touch For Health Foundation is dedicated to bettering our conditions here on planet Earth through supporting the health of individuals by natural means. We are of the belief that within each human being are the answers and solutions necessary for their optimum wellness: physically, emotionally, mentally, spiritually, and as a society. We believe that the innate intelligence found with every living organism is interacting with the universal intelligence that is governing our biosphere. This helps us learn from our body, mind, and spirit, just how to heal ourselves and our community.

We thank you for supporting the Touch For Health Foundation, for without your cooperation we could not exist. We pray that health is nurtured in your life. With all our loving hearts, God bless you, and may you live a happy and healthy life.



Robert A. Aboulaché, M.A.
Annual Meeting Chairperson

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*Nothing here below
is profane for those
who know how to see.*

*On the contrary,
everything is sacred.*

- Teilhard de Chardin -

Touch for Health in the 90's

by John F. Thie, D.C.

What is it going to be like being part of the Touch for Health Synthesis (TFHS) in the nineties? It's going to be very exciting! We are going to be realizing things on a conscious level that we already know on a deep level. One of the most exciting things that we will be realizing is that Darwin's idea of evolution, long accepted as the scientific model for the origin of species, is undergoing a continuing process of change. Just as the Cartesian theory of reductionism is no longer considered the only truth, the notion of the "the survival of the fittest" is changing from warlike competition to a holistic cooperative selective process.

We know that Cartesian reductionism is a heuristic truth and useful for some things. Darwin used this theory to split nature into parts to understand the whole of nature. We know that reductionism was an idea that helped build our modern industrial society; however it is no longer entirely suitable. We must again recognize that we need to look at the whole of nature, understanding that nothing in nature is without the purpose of the whole.

In California we have an initiative measure on our November ballot which will change how the whole world looks at what we are doing to our foods and our natural resources. It is called Green initiative. Its effects are going to be as profound as the changes that have taken place in Eastern Europe in 1989-90 so far. It is looking at how we must cooperate rather than compete.

In the Touch for Health Synthesis we are recognizing that cooperation is what is absolutely necessary if we are to grow. We recognize that conflict is not the way of nature. All nature is made to cooperate. It just seems at times like conflict. On the grand scale it is planned that everything can survive and prosper. The mythology that war is natural is going to be supplanted with the truth that love is the real and most powerful force. When we look at how God made nature, we see that it uses extraordinarily ingenious techniques to avoid conflict and

competition and that cooperation is extraordinarily widespread throughout all of nature.

Robert Augros and George Stancius write about this in their book *The New Biology*, pointing out in many different areas the way that God has planned for nature to prevent competition.

Geographically nature separates the different species and types of plants by the oceans and various regions. In the health fields we also see that separation is a form of cooperation. We do not have everyone needing to know everything that everyone else knows. In the TFHS, when new ideas seem to be in conflict, people seem to separate themselves temporarily. We see that how some appear to separate themselves and their ideas from the rest of the TFHS is really only an illusion, because we cannot really be separate from anyone we have known; they are permanently part of us.

We can look at our short courses which have been developed and are continuing to be developed and see how ideas from people who have not attended our meetings for some time are really still here with their ideas being expressed in new ways making new realities.

When we look at the PHP program, we can see how many people are part of our programs through this development of the TFHS. The cooperation that is part of what we all are doing shows how conflict is really not part of us, but cooperation is our goal.

We also see that different niches are created in nature where different species live in the same habitat. Augros and Stanciu say in *The New Biology*,

"In ecology there is the principle of the niche: Whereas the habitat is, in effect, the address of the organism, the niche is its profession, how it makes its livelihood -- whether it's a scavenger,

whether it produces its own food as plants do, how it uses the environment, what kind of energy it uses.

"Each species has its own unique niche. And because of this, one species does not compete with another, even if it is living in the same area -- in the same way a mechanic and doctor living in the same town are not in competition with each other."

In the same way a chiropractor and a TFH instructor are not in competition with each other. It is only in the mind of these people that they cannot cooperate because they have the false belief that there are not enough people wanting to improve their health and wholeness for both of them to prosper.

Spatial division is another way that nature allows for differences. In the joining of the sea with the land, the water of the river flows into the sea and the water of the sea flows into the river, creating an invisible but very rigid barrier to the types of fish and other water creatures, because they can live in only certain degrees of saltiness. In the same stream there are both trout and catfish, but not in the same place. Trout need a great deal of oxygen, but the catfish needs much less; so the trout chooses the rapids and the catfish the bottom of the smooth slow moving areas. In TFHS we see those that strive on teaching one to one and those that teach classes. They can be in the same area. In the medical and dental fields we see buildings with hundreds of doctors and many of the same specialties. They have learned to cooperate sharing the parking lots and the hospitals. In these same areas we have TFH instructors, many times, being able to cooperate with these doctors on the same patient/client/people because they are not doing the same things.

Another way nature has built in cooperation is through the establishment of territory. It is similar to niche. It is the way a male animal establishes a place large enough for the survival of itself, making sure that enough food is available in that area. Then he attempts to attract a mate to this territory to reproduce their own kind. In this territory other species also exist and live. The territorial challenges we see in the nature films are not really forms of competition. The

challenger is really only asking "is this territory occupied or not?" If you look at these films carefully, you always note that the owner of the territory wins and there is no fight to death. In the TFHS we see that we cooperate with the other health professions. We do not teach you how to fit braces for teeth or do surgical repair or broken bones. In fact most of the people that come to us would not be wanted by dentists or medical doctors as their problems with lacking of wholeness usually do not respond to the dental, chiropractic, or medical treatments.

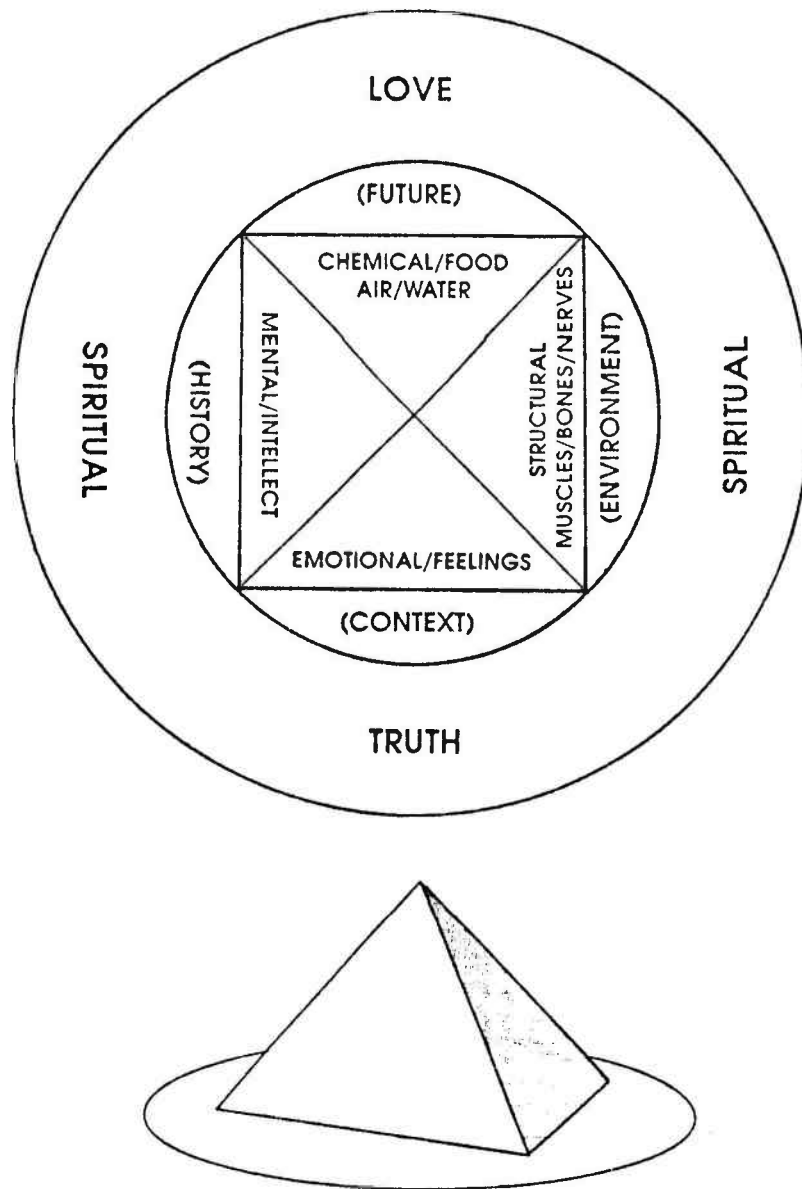
Nature knows that fighting is foolish -- it is a waste of time. We in the TFHS know that competition is a waste of time in the health field. We want to and do cooperate with others since we see the value in what they are doing. We believe that there is no one way that everyone and everything can be made whole. There can be help for people in all of the different systems of health and disease care; no one system has all the answers. Each of the systems offer something of value. When the TFHS was not available, people did get better when they were touched by hands, eyes or voices, were given substances by mouth or by injection, or were treated by massage or machines. We are all so different that there are many ways that can help us become whole or healthier.

In my chiropractic practice I give a free "Spinal Care Class" where I tell my patients how they can take care of their spine. I explain how they can get subluxations that block their energy balance. I also show them the diagram, *The Basis of Health*, shown on the following page. It comes from my annual meeting presentation three years ago.

IN NATURE EVERYTHING IS RE-CYCLED. There is no such thing as waste in nature. We need an abundance of species. If one species lived alone, it would exhaust all the nutrients and would have no way of converting its waste products into food; thus it would die. We in the TFHS must look more and more to how we are cooperating with the greater good for mankind, as well as ourselves, in everything that we are doing. We need to look at how we can look with wonder on our differences and see how they are only different ways of touching and healing. When one looks like it contradicts

what we are doing, we need to understand that it only looks that way because we don't know enough about it. When it comes down to the final analysis, it is the agape love of God that we allow to work through us that

does the healing and not anything we do on our own. When we get that principle in mind and know it deep down inside ourselves than we can say, "Isn't that great. I didn't know it would work that way."



The Basis of Health

Intention

by Robert A. Aboulaché, M.A.

Abstract. Our intention guides the course of the healing that occurs both within ourselves and the people we interact with, personally and professionally. Intention is manifest in our body as tension, our perception as purpose, our spirit as aspiration, and our relationships as design. By working intentionally with intention, we become the driver of the natural process of manifestation. We utilize the power that is always present, yet not always promoted. This paper will outline, through interaction and information, the process of intention and how to apply its power in the healing relationship.

Background

Being human is truly wonderful. And, Touch For Health expresses this wonder magnificently. Every time a reflex point switches on a muscle, or an unlayering of emotional turmoil is unmasked through an identification using the 5 elements, my inner experience is one of awe.

Perhaps my greatest inspiration is when asking a patient non-verbally, or through finger modes, a question, and there is a change in muscle response. This process of "just thinking something" and somehow transferring it to another person amazes me.

Prior to learning Touch For Health, I studied extensively the arts and sciences of being human. I received a graduate degree in Clinical Holistic Health Education and Counseling. I studied various health fields from physics to metaphysics, from movement to altered states of consciousness, and from the Eastern and Western traditions. I learned to discover answers through my own inner processes: physical, emotional, mental, and through the dynamics of the subtle movements of my inner being.

When discovering Touch For Health, and then assimilating it into my prior learnings, a beautiful synergy of human healing potential emerged. Fortunately, I worked, studied, and read extensively about Touch For Health through working at the TFH Foundation. I learned through my successes and failures, and those of the people around me using the Touch For Health synthesis. I have seen "miracles", heard stories that boggle the imagination, and experienced the magnificence of Touch For Health.

At present, I have decided to focus my energies on what intrigues me the most about TFH - **intention**. Through our intention we determine what we are testing for; finger modes are a perfect example of this. What I have collated is a synopsis of the studies of human movement, thought and action, and touch healing. I trust the reader will discover a greater depth in the process of intention within us, and how this transfer of energy is transmitted.

The Body Of Life

My greatest learning has been that *life must be appreciated, more than it needs to be understood*. If we lived by this notion, we would discover a greater richness to our existence. We would experience our aliveness and our dynamism and thus enter into a sacred relationship with the substance of life. This will not only be healing for ourselves, but will also heal the planet simultaneously. Touch For Health is excellent in promoting an appreciation to the dynamics of life by trusting in the feedback that our body gives us and in creating a greater sensitivity to our internal experience.

However, most of us prevent ourselves from truly experiencing the richness of life through our pre-conceived notions of how it should be, by accepting into our lives what others tell us what is "true", or from our familiarity breeding non-awareness. The mind is truly a double edged sword. It is our greatest gift, yet it is often our greatest deterrent from really appreciating life. Thus it can keep us from true health and vitality. However, when we use the mind and body and its ability to appreciate and accentuate *what is*, we then

have the creative force of life working through us.

Our intention is the guiding force in being able to appreciate life, experience aliveness, accentuate healing, and effectively channel the creative forces available to us. Intention, whether conscious or not, is more than thinking something in our head, it is actually manifested in our body as tension, in our perception as purpose, in our spirit as aspiration, and in our relationships as design.

From Intention to *In-TenShin*

In order to outline the power and meaning of intention, I have re-organized the spelling so that we may see its strength at a glance. I have written intention as *In-TenShin*. This is an obvious play on words, and is crucial in summing up the meaning of this lesson. There is actually five forces governing *In-TenShin*. They are:

1. In tension: to be in cooperation with your tension.
2. Intention: to act with purpose.
3. The Japanese word *Shin* is (*hsin* in Chinese) meaning Heart-Mind.
4. The use of *Italics* represents action and movement.
5. The actual word *In-TenShin*, pronounced intention, demonstrates the unity of this process.

In order to fully appreciate this play on words and the deeper processes of *In-TenShin*, we must expand our mind to include our body. When we can experience thoughts as actions, and feelings as shapes, we are at a better position to appreciate *In-TenShin* and accentuate its power. And through this profound and simple appreciation of our inner processes, the Presence that is Being will become evident in our life and provide an extra healing force that will assist us in living in optimal wellness, or giving to our clients a greater dose of healing energy.

For a greater understanding into the process of intention within and around us, an alchemist's point of view is necessary. We must break *In-TenShin* down into its several divisions (as listed), and then through our discoveries accentuate its processes. After we

complete this procedure of breaking down, we must reunite the divisions and allow the process of intention to unfold within our actions, with greater intent and power of presence.

In tension

First of all, we must experience our mind manifest in our body. We must be aware that thoughts do have reactions in our body. These reactions come in the form of felt sense experiences. What follows is the first of several experiments. Their essence is simple: the capacity to perceive a difference engenders the possibility of making a difference. In order for this field of possibility to emerge, a quiet receptive state of mind is recommended.

The following experiment will demonstrate the tension of *In-TenShin*. Let us use *lifting our finger* as a metaphor for an intention to do something.

Just lift your finger.

Now let it fall.

Lift it again.

And let it fall again.

Lift it half as much.

And let it fall.

And half as much.

And let it fall.

And half as much as that.

And fall twice as far.

Continue this until you are hardly moving it at all, and yet you can still feel the build up of tension and its release.

Were you able to notice that just *wanting* to lift your finger is accompanied by a build up of tension? Tension forms the fabric of experience. It is not that you are tense, it is *how* you are tensing that makes the difference. It is your use of tension that contains the keys to both your greatest strengths and greatest weakness. Tension can create imbalance, but tension is also the

driving force of the more subtle energies that live within us. Let us continue:

Now, just want to lift.

And let it fall.

Just want to lift.

And let it fall.

Want half as much.

And let it fall twice as far.

Want even less and less.

And let it fall deeper and deeper.

Were you able to notice that just *thinking about wanting* to lift was enough to generate a build up of tension? How gently can you think and still feel? What kind of tension is created when we ask a question internally, or through a finger mode, and then check the muscle response? Could we purposely enhance this tension so as to create a greater and more efficient channel for our questioning or healing? This is the essence and purpose of this paper.

Tension is the substance of strength. There is strength in *lifting*. There is strength in *wanting*. There is strength in *thinking*. The meaning in which we give the tension, through our *In-TenShin*, is the guiding force of how that strength is manifested. Whatever our intention is, determines what we test for. The more deliberate our *In-TenShin* is focused, the greater transference is shared.

Intention

Considering our body of experience to be an organized field of energies, we could observe the energetic correspondences of our thoughts and actions. The above exercise demonstrated this to be so within our body. We know this response also extends beyond our personal body because we see it evident whenever we test another through asking questions or surrogate testing. We muscle test, or check reflex points on the body, and we are able to identify various imbalances and corrections in or through another person.

We are able to influence the body's balance through a combination of touch and intention, as well as extensively mapped out body dynamics (reflex points, 5 elements, meridians, etc.). Our intention is our purpose for what we are testing, or correcting. If our intention is to have a certain response by touching someone, we create the forces within us to actually check for that response. We also influence the persons body we are working on through this process of intention. In the Touch For Health synthesis we have honored this process of intention by creating finger modes (in PHP), by incorporating reflex points, and by testing for changes in muscle response through questioning.

By being aware of our body energy flows, we can find that there is an actual muscular response to each of the finger modes programed, or each of the questions we think. This is just as true for our unconscious intentions, as it is for our conscious ones. To avoid such subtle distinctions, conscious and unconscious thoughts, from negatively influencing the healing relationship, I have incorporated the word '*Shin*' from the Japanese (*hsin*, in Chinese).

Shin

A central concept of Chinese medicine is *hsin* (or *shin* in Japanese). These words, are usually translated as "consciousness", or more basically, "the heart which is also mind", or "Heart-Mind." This Heart-Mind organizes itself through the neuro-muscular system. We might say *the brain is the flower of the nervous system, as the heart is the root of the muscular. system*

Our emotions are often associated with our heart and muscular system. We know that emotions are held in the body tissues, primarily the muscles, yet they affect all other levels of our being. We can unmask these emotional holdings through various massage and/or movement techniques.

The heart, according to the Chinese, is the root of consciousness. Consciousness is more than just mind, it includes all our energetic sensations, subtle and gross. *Hsin* is the center in which all human endeavors emanate from and return. Of the three primary centers in our body, belly, heart, and

head, the heart center is in direct relationship with the hands. Even the motor-sensory cortex of the human brain devotes an extraordinary amount of space to the hands. Our capacity for sensitivity and control through the medium of the hands is unparalleled in nature. It is for all these reasons that *hsin*, or *shin*, is used in *In-TenShin*.

All of our felt experiences are embodied in our neuro-muscular system. To illustrate this, let us proceed with another experiment. As you enter each feeling state through reading, i.e. thinking the statements, notice the muscular balances shift and change:

Imagine being happy. Really happy.
Absolutely incredibly happy.

*Notice how every muscle in your body
adapts itself to your mood.*

Imagine being sad. Very sad.
Profoundly sad.

*Notice how every muscle in your body
adapts itself to your mood.*

Imagine being scared. Truly scared.
Terrified.

*Notice how every muscle in your body
adapts itself to your mood.*

Imagine being at peace. Really peaceful.
Blissful.

*Notice how every muscle in your body
adapts itself to your mood.*

Imagine your favorite mood.
Really get into it.

*Notice how every muscle in your body
adapts itself to your mood.*

Every emotion and every mood has its own neuro-muscular signature. When we consider our mood to be in our mind and body (neuro-muscular system), we have greater leverage for the act of transformation. This somatic view of human experience opens the door to greater energy, strength, and transformative powers. Let us try another experiment:

Imagine one of your least favorite moods.

Move your awareness to the points of tension, and relax them.

Notice your mood.

It is hard to hold a negative state when you let go of (muscularly) holding on. Try this exercise with some positive moods and they just get better. The mood of relaxed attention is powerful indeed. This has profound healing potential on its own -- one that can be incorporated into any therapeutic relationship. However, when we utilize this natural human process of mind-body alteration, and apply it with touch healing, we have greater healing abilities at our disposal. We can purposely align our mental and emotional nature (*Shin*) with our intention and amplify our intended response, whether it be for healing or accessing information.

In-TenShin

We are now better equipped to work intentionally with *In-TenShin*. We have established a greater understanding of the processes involved in intention. Now, as alchemist's we must bring together that which was never separated.

In summary, our experience is somatically expressed in thoughts, feelings, and body tensions. They are written into the fabric of our being through our neuro-muscular system. These energetic streamings, when brought to our awareness, can be accentuated and thus amplified in strength and purpose. To do this, we need to incorporate a mood of relaxed attention, of being fully present to ourselves and the feedback we are receiving internally and from those we work with. We also need to feel the body streamings, allow its movement, and direct its flow with our intention.

If we consider ourselves as creatures of flesh, then not until we touch another's skin have we actually touched. If, instead, we consider each other as a field of intelligent energy, then there exists many boundaries, or 'skins', some further into space and others deeper inside. At each layer there is a world of response. As perception and control within the field of one's personal life grows, it becomes more and more possible to communicate these harmonic patterns to another, through the medium of touch.

There are many layers of touch. We can get in touch with our internal environment, through our awareness. We can touch, or be

touched by someone with beautiful words. We can touch and be touched by someone through our skin, and with our hands, and direct our intention through various levels of response. This requires that the heart and the mind work in concert for a common purpose, be it receptivity or creating a certain response.

Touch is both an art and a science. Touch can be used to reveal the energetic confusions within a body. Touch can be used to reconnect the various parts of us with the whole, or to reunderstand the relationships involved, and reweave the many layers of our being into a more unified, healthy and balanced state. Different purposes require different actions and modes of perceiving.

Touch For Health has flourished in mapping out various procedures in helping ourselves and others to attain a balanced state of being. Whether we want to fix a particular problem or symptom, balance the systems of muscle, bone, or energy, teach the mind through the body, open the body-mind to the deeper energies of soul and spirit, or facilitate the evolutionary process of and through an individual, Touch For Health is ideal for all these endeavors.

In Touch For Health we have collated many principles and systems of health care to summarize various possible interventions that can lead one towards greater health. However, when we are in actual contact and relationship with another, it is essential that we remain open to the feedback we are receiving from their body of experience, as well as our own. The toucher and the touchee are joined like yin and yang. One can touch already knowing what to do. One can touch without desire, and by listening be shown the way. Our intention will be the guide to both our receptivity, as well as our ability to give and accentuate healing.

If, for example, we are working on a neurolymphatic point on the body and there is great tenderness being experienced, an avenue of action is to touch more tenderly with greater intent. Our *In-TenShin* becomes the driving force, not the hard physical contact. This will yield the same healing response, allowing their body to respond not only to the actual physical contact, but also to the more subtle forces which are also

penetrating their being. The more gently we touch and the more directed it is by pattern, the deeper are the effects.

Since we are incorporating the Heart-Mind, our intent is layered with compassion. Therefore, all we touch with *In-TenShin* is given in love and respect for another's process, or field of experience. The challenge for us is to remain present to this compassion within us and in relationship with another.

Relationship As Design

The clearer the purpose of our relationship with another is, the greater possibility we have to experience that which we intend. In the therapeutic relationship, our clear roles and purposes create the environment which nurtures a giving (therapist) and receiving (client) of healing energy. The clearer the roles are, the greater influence one has.

Of course, for any working relationship to be optimal, a balance between purpose and openness through the medium of communication is necessary. Again, the toucher and touchee are in constant communication, as are yin and yang. However, the design of a relationship determines the direction in which that relationship will flourish. Thus, when we intentionally create an environment which nurtures a healing relationship, intrapersonally, interpersonally, and with the actual physical surroundings, we have utilized the naturally occurring components which outline a successful healing relationship.

In Summary

There is much to say about intention and healing. This paper has briefly outlined the depth of possibility which exists. We have great accessibility to the healing potential within us and with others. We can accentuate the healing possibilities with the added components of our awareness, and deliberate actions.

When we use intention as described in *In-TenShin*, we greater utilize the already existent forces at work. By being in cooperation with our tension, acting with purpose, using our Heart-Mind, and applying

this action in our touch relationships, we have opened the door of intention and promoted its power. We deliberately utilize the forces which the medical community is so fearful of using, and we show them that we are aware of this natural component, and use it to our advantage.

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Balancing For I Love and Accept Myself On All Levels

by Steve Ariss, RK, and Suzanne Ryder, RK

It is our belief that we have no innate desire to be sick, unhealthy, or unhappy. However, due to stress, confusion, trauma, and guilt that results in poor self-esteem, lack of confidence and faith in ourselves and our health, we do often seem to work against ourselves on some level and block our true healing potential. These blocks stand in the way of our maximum healing potential and permit us to hang onto or hide old feelings and patterns that need to be released.

Balancing for "I Love and Accept Myself on All Levels" is designed to solve this problem and gives us access and permission to remove such blocks. If we truly love and accept ourselves, we would do everything in our power to promote our healing process. Many of our clients have made tremendous leaps in health as well as self-esteem after being balanced for this statement. You will find as you do this kind of balance that your testing will feel and be more accurate. This is mostly due to the improvement in co-operation on all levels as the body and brain integrates and decides to work with you not against you. Balancing for "I Love and Accept Myself" restores one's self esteem and self worth and gives people more confidence in themselves and their health.

Procedure

1. Balancing in the Clear: do a straight 14 muscle balance in the clear.
2. Explain and Demonstrate the Affirmation Mode to Client: show the client how their arm is strong when stating something that is true. For example, say, "My name is (use correct name)." and arm should test strong. Say, "My name is (use incorrect name)." and arm should test switched off.
3. Test a muscle for each meridian while making the statement, "I Love and Accept Myself on All Levels," before pushing on the muscle. (Make note of all under energies.)
4. Test for over energies.
5. Decide which meridian is the key.
6. Physically balance and challenge the key meridian.
7. Test the neurovascular on the head for the key meridian that you have just balanced and challenged while making the statement, "I Love and Accept Myself on All Levels," before pushing on the muscle..
8. If neurovascular tests off, this means that some part of the person being balanced does not believe that they deserve to love and accept themselves
9. Age recess to see when this pattern started.
10. Hold the neurovascular point on the head of the person being tested and have them repeat the affirmation, "I love and accept myself on all levels," over and over again.
11. Retest while still holding the neurovascular point and making the statement once again. It should now test strong.
12. Retest any other muscles that were previously switched off while repeating the statement.
13. Assign homework - hold the key neurovascular point on the head and say, "I Love and Accept Myself on All Levels," two times a day for two to three minutes for about four weeks.

Extra Comments and Observations:

After going through this procedure once, you will find that you can do the whole thing over again in a week or two, and another key meridian will show up. This is the next layer. We check this each time someone comes in to see us until we can not find any meridian that does not accept the statement.

If you know how to age recess and find emotions (e.g., One Brain Barometer or Bio-kinesiology Emotions), you would have the person say "Because I Love and Accept Myself on All Levels I Choose to Be _____".

When testing in the affirmation mode, if people test switched off with "I Love and Accept Myself," they will usually also test switched off on one or more of the following:

I Deserve to be Healthy.

I Deserve to Be Happy.

I Deserve to be Loved.

I Deserve to Love.

I Deserve to be Free of Guilt.

I forgive Myself on All Levels.

I deserve to be Successful in All Areas of My Life.

Etc.

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The Basic Balance Concept

by Elizabeth Barhydt, BS and Hamilton "Hap" Barhydt, PhD

Abstract. The fundamental conceptual differences between the usual specific balancing procedures and the recently introduced basic balancing procedures, including the Five Finger Quick Fix, the Reactive Muscle Basic Balance, etc., are discussed. The usefulness of basic balancing procedures in shortening therapeutic balancing sessions and in developing self-help balancing techniques is described.

Most balancing procedures used in Touch for Health, Applied Kinesiology, and related disciplines are what we may call a "Specific Balance". By this we mean that the procedure balances a specific imbalance condition. For example, when we use neurolymphatic or neurovascular reflexes to balance a muscle or meridian, we muscle test first to determine which muscle or meridian we wish to balance and then use the **specific** reflex for that muscle or meridian to induce the balance. Similarly, when we correct reactive muscles by the standard technique, we muscle test to find the specific muscle pairs that require balancing, and balance those **specific** reactive muscle combinations. When we balance electromagnetics, we have separate **specific** balancing procedures for switching, ionization, gaits, cloacals, etc.; again this requires muscle testing to determine the appropriate balancing procedures.

As the knowledge and technology of Touch for Health and related disciplines expands, the number of observable imbalance conditions and balancing procedures for them expands rapidly. For example, the **introductory** ICAK (International College of Applied Kinesiology) course is 100 hours long. Without some way to organize this vast pool of knowledge, thorough balancing sessions become quite lengthy.

Perhaps the first breakthrough to simplify this morass of knowledge is the concept of muscle testing for priority, described in *Dr. Sheldon Deal's AK Workshop Manual* (ref. 6). The basic idea in priority testing is that an imbalance must be a priority before the balancing procedure will "hold". If an imbalance is not a priority, then some other imbalance must be corrected first. The bonus in priority testing is that we often find that

after correcting a priority imbalance several other imbalances that were not priority also self-corrected. Thus by using the priority concept we have already reduced the number of balancing procedures required to achieve a balancing goal. Often we gain even more than we realize since there may have been other non-priority imbalances that we didn't even detect with our muscle testing that also self-corrected.

The second major breakthrough in muscle testing came with the introduction of finger mode testing by Dr. Alan Beardall. The implementation of finger mode testing into the Touch for Health curriculum is described by Dr. Bruce and Joan Dewe in their new *Professional Health Provider Workshop* (ref. 5). Finger mode testing allows you to determine the priority balancing procedures very rapidly, further reducing the time provided for an effective in-depth balancing session.

Note that the original priority test described by Dr. Deal in ref. 6 has since been replaced by a finger mode test that is described in ref. 5.

These two techniques, priority testing and finger mode testing, give the skilled professional and lay health provider two very powerful tools for in-depth balancing sessions. But there is also a need for simple tools for people who do not have the time and interest to acquire the necessary knowledge and to develop the necessary skills to do in-depth balancing and for people who do not have another person available to help with the muscle testing.

As we have traveled continuously around the wonderful USA in our motorhome for the past 6 years, visiting 45 of the lower 48 states, we were constantly finding people with chronic stress and pain that can be

helped immeasurably with energy balancing, but do not have access to people who can help them in this way and are not able or motivated to take Touch for Health or other courses in energy balancing. Most of these people want to be fixed and fixed now. "Don't bother me with a lot of details". We found lots of people interested in a 1-hour "fix me" balancing session.

We often did not stay in a single locale long enough for follow-up sessions over a period of time. Since we viewed ourselves more as educators than as teachers, we were concerned with teaching the people that we worked with simple techniques for maintaining the balances that were established in the balancing sessions. We developed the practice of handing out exercise sheets that described many of the balancing procedures used in the session.

This worked well up to a point, particularly for electromagnetic balancing including right-left brain integration, that responding well to repeated exercises. However, when we first started this practice there were some imbalances, most notably reactive muscles, that could not be balanced without a lot of muscle testing to determine the **specific** muscles, meridians, structure, etc., that required balancing. Since balancing reactive muscles was one of our most effective tools for clearing up long standing aches and pains, we were strongly motivated to find a better solution. This ultimately led to the concept of a "Basic Balance". A **basic** balance is a balancing exercise that will correct all currently active imbalances in a particular category of imbalance (i.e., electromagnetics, reactive muscles, over/under energy muscles, structure) without the need to muscle test to determine **specific** balancing procedures.

The first **basic** balance that we discovered we called the "Five Finger Quick Fix" (ref. 1 and 2), since this single, simple balancing procedure corrected so many imbalances, the entire electromagnetics group (ref. 6), including brain integration and switching in all 3 directions, so quickly and easily. We subsequently found that this name was somewhat misleading, since it implied that this balancing procedure was a "short-cut" and thus not as effective as doing the balance

the long way, i.e., correcting each individual balance in priority order. However our experience with the Five Finger Quick Fix is that, by simultaneously correcting all the electromagnetic imbalances activated at the time the balance procedure is performed, the balance is generally quite stable and long lasting.

Note that in stressful situations, it is helpful to repeat the exercise regularly over a period of time to enable the person to build up their resistance to stress.

We are very much indebted to Rick Utt for the ideas that led to the discovery of the Five Finger Quick Fix, both his idea of using Pause Lock to put a particular "file" on-line (using the computer analogy) and his idea of using a Pitch-Roll-and-Yaw Balance (ref. 8) for the brain control functions (that is, a three directional balance analogous to balancing an aircraft auto pilot). In doing the Five Finger Quick Fix we open the "electromagnetics file" by using Dr. Sheldon Deal's screening test for electromagnetics, that is, placing five fingers on the body (ref. 6). Then we balance the overall electromagnetics file by activating the kidney meridian (for right-left), the central meridian (for up-down), and the governing meridian (for front-back). This is accomplished by placing the five fingers of one hand around the navel to open the "electromagnetics file" and to provide a neutral reference point for balancing the three meridians and using the other hand to stimulate the upper ends of the three directional meridians. In this way we are balancing the entire "electromagnetics file", that is, all currently activated imbalances in the electromagnetics category, with a single simple but sophisticated procedure. Thus we can see that how by its very nature the Five Finger Quick Fix is a **basic** balance.

Note that if you do this balance with the palm of the hand, rather than the five finger tips, over the navel, you are correcting right-left, up-down, and front-back switching only. Since you have not opened the entire electromagnetics file, the balancing exercise will not balance the other imbalances in the electromagnetic category.

After our initial success with the Five Finger Quick Fix, we wondered if the basic balance concept could be extended to other areas. We were particularly concerned about reactive

muscles since we found that reactive muscles were the root cause of so many different problems including jaw problems, vision problems, ear problems, and balance problems, as well as a large proportion of arm, shoulder, back, and leg problems. Yet few people were doing reactive muscle balancing, because this was considered "too difficult" and time consuming. In our experience, we were doing more reactive muscle balancing than anything else and having great success in clearing up stubborn problems. We wanted to find a technique that would simplify and shorten the reactive muscle balancing and would enable people to balance themselves without muscle testing.

We discovered the Reactive Muscle Basic Balance in April, 1988 (ref. 3). As described in ref. 3, this balancing exercise involves deeply massaging the five element points around the navel with five fingers of one hand while lightly touching the neurovascular stress release points on the forehead (often called the ESR points) with thumb and two fingers of the other hand. Apparently massaging the five element points in this way activates all the electromagnetics files as well as all the meridians and thus all the muscles in the body. Then touching the stress release points at the same time induces the stress between the activated muscle groups to be released. Time has shown that this exercise works very consistently and effectively as long as you understand that it only corrects reactive muscle pairs that are currently activated. This means that often a bit of cleverness and body awareness is required to assure that the reactive muscle pairs causing the problem are appropriately activated.

This balancing exercise illustrates one important feature of **basic** balances as we know them. The imbalances that you are seeking to correct must be activated first. If you don't activate them by muscles testing, then you must activate them by some other means, body movement, or thought, or environmental exposure, etc. Of course much of the time the imbalances for which correction is sought are already activated without doing anything special. Once activated the normal body-mind intuition will properly direct the energy from the **basic** balance exercise to correct the activated imbalances.

Another important feature of **basic** balances is that they always drive the body-mind toward equilibrium (or balance) so a person cannot harm themselves by doing these balancing exercises. Thus it is not necessary to muscle test to see if a **basic** balance exercise is indicated. Just do the exercise if you feel it may be helpful; it generally takes just a few seconds in any case. This makes **basic** balancing exercises appropriate for self-help and for people who are not confident about muscle testing.

We have described two other **basic** balances, the Frozen Muscle Basic Balance and the Structural Basic Balance, in the 1989 *TFH International Journal*, (ref. 3). After publishing the original description of the Frozen Muscle Basic Balance referenced above, we found that action of the Frozen Muscle Basic Balance is actually much broader than implied by its title. When all frozen muscles (by this, we mean all over energy muscles) are brought into balance, then of necessity all under energy muscles are also brought into balance. Similarly when all muscles have been brought into energy balance, all meridians have been brought into energy balance because of the explicit relationship between muscle energy balance and meridian energy balance (ref. 7). Thus we can call the Frozen Muscle Energy Basic Balance an Over-Under Energy Muscle & Meridian Basic Balance.

These two **basic** balances are based on a common principle, lightly touching the stress release points on the forehead while holding the finger mode for the desired type of balance. It is appropriate to note that the neurovascular reflexes for stress release on the forehead, noted in the *TFH Handbook* (ref. 7) primarily for emotional stress release, are useful for many different types of stress.

Using the same principle, it is possible to evoke **basic** balances for other classes of imbalance, such as chakra imbalances, for example, by using the finger mode for that type of imbalance.

A more extended description on how to combine **basic** balance concepts with other effective self-help balancing techniques is found in our book, *Self-Help for Stress and Pain* (ref. 4).

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Note: The *Self-Help for Stress and Pain* book is available at the THEnterprises book store.

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Dealing with Environmental Sensitivities

by Elizabeth Barhydt, BS, and Hamilton "Hap" Barhydt, PhD

Abstract. Environmental sensitivities can cause a wide variety of reactions such as sneezing, coughing, tearing of the eyes, gastric distress, etc., to more generalized reactions, such as tiredness, confusion, learning impairment, etc. This paper describes muscle testing techniques to check for environmental sensitivities and energy balancing techniques to neutralize these sensitivities.

Environmental sensitivities are most obvious when they cause specific reactions, such as sneezing, coughing, tearing of the eyes, gastric distress, etc., but environmental sensitivities can also result in more generalized reactions, such as tiredness, confusion, learning impairment, etc. Environmental stress can often have a debilitating, disorganizing effect on the nervous system. People often don't notice these effects. They can be subtle and cumulative.

A person with a learning difficulty already has a problem with their neurological organization. As a result, environmental factors may have a significant effect on further degrading performance. This is especially true when it comes to reading and writing, since these are neurologically demanding tasks.

Hap has long been plagued with environmental sensitivities, initially foods, then plants, and then a continually growing list of factors as his immune system became more and more overloaded. His symptoms could be controlled by various medications, but he disliked taking drugs on a continuing basis. Encouraged by the pioneering work by Paul Dennison, Steve Rochlitz (refs. 9 and 10), and Jimmy Scott (refs. 11 and 12), we started to experiment with procedures that would work for us. As with our other work, we centered our efforts on techniques that were suitable for self-help.

We have since used these techniques successfully with many other people. Typical examples include:

- Cliff, who woke up with a headache every morning due to sensitivity to his bed pillow,

- Vickie, who found her office fatiguing due to sensitivity to the fluorescent lighting, the contents of the air filter, and the lacquer finish on her desk,
- Anne, who was tearing and sneezing after trying some new cosmetics,
- Ryan, who was asked to leave school because of improper behavior and was able to return after learning with his mother's help to balance himself to his school room environment and to his food.

The balancing procedures neutralize the environmental sensitivity immediately and provide nearly instantaneous relief from the symptoms.

Typical examples of environmental sensitivities include:

Lighting: Fluorescent lighting, even full-spectrum, can switch off many people. Test under natural lighting, and then test while looking at the fluorescent lamp. Experiment to see if the color of the light makes any difference.

TV & Computer Video Tubes: The radiation and flickering from these devices can be disturbing to your brain and nervous system. You will find that the switching-off effect may vary according to the distance from the screen.

Colors and Patterns: Generally speaking, reds, yellows, and oranges are more disturbing. Blues and greens generally have a more calming effect, but some people will switch off to these colors. Color combinations may also cause problems even when the individual colors do not. Patterns in pictures and illustrations may also cause problems.

Sound: Certain types of music have more of a calming influence; other music is more disturbing. Usually it is the anapestic beat typical of rock music that is disruptive, and more harmonic music with an even beat, such as classical baroque and folk music, is more calming.

Fabrics: Some people are so sensitive that even wearing certain fabrics can cause difficulties. Synthetic and animal fibers are most likely to cause problems. Also of concern are dyes and chemicals added to affect the body and finish of the fabric.

Plants, Animal, and Foods: There are many types of plant, animal, and food sensitivities resulting from contact or breathing in odors and other emanations.

Chemicals: Paints, glue, building materials, aldehydes, agricultural chemicals, cleansers, personal care products, cosmetics, etc.

Airborne Chemicals and Particles: This category includes dust, molds, vehicle exhaust fumes, agricultural odors, toxic chemicals, etc., in solid and gaseous form.

Environmental Sensitivity Testing

Since the body-mind has a way of compensating for environmental disturbances in order to remain strong, it is best to muscle test first "in the clear" outside the influence of the environmental factor, and then to retest in its presence.

We find that for purposes of testing and balancing environmental sensitivities can be divided into two basic types: electromagnetics and sounds, which we will call Type A, and chemical, which we will call Type B.

Type A: If you are testing electromagnetics (lighting, color, pattern, computer, TV, wrist watch, high tension wires, transformer vaults, etc.) or sounds:

- Remove the environmental factor for 30 seconds or more. In some cases this may require looking at a neutral surface, e.g. white or gray, or leaving the room or turning off the lights or the machinery producing the environmental factor.
- Check the test muscle to make sure that it is balanced.

- Then restore the environmental factor and muscle test again and note if the muscle switches off.

- If the test muscle remains switched on, check the test muscle again while holding five fingertips against the body.

Note: This step uses the Five Finger Electromagnetics screening test (refs. 1, 2, and 3) to check the possibility that the environmental factor may have induced Central Meridian Reversal or some other bio-electric switching disturbance that prevented the test muscle from switching off.

- If the test muscle switches off for either test, the person being tested is sensitive to that environmental factor.

Testing and balancing **Type B** sensitivities requires collecting of samples of suspected environmental factors. For example, if you are balancing environmental sensitivities to plants, you must collect a sample of each plant that is suspected of causing a reaction. Once collected, these plant samples can be dried, saved, and reused. Once you have a collection of common plant materials that cause environmental sensitivities in your area, you can share that with other people. Much the same can be done with fabrics, plastics, and animal materials. Foods are better used fresh.

Airborne Particles and Chemicals are **Type B** sensitivities; however it may be difficult to impractical (smog, for example) to get effective samples. The most practical sources are the filters on air circulation devices and air ionization devices.

We collect airborne samples by using an air circulating fan with a removable air filter. We run the fan for several hours in the area containing the airborne chemicals and particles that we desire to test and neutralize. Then we remove the filter and hold this against the testee's navel to determine a possible environmental sensitivity.

Note: Actually you may want to do a before and after test. The filter may already contain chemicals and particles to which the testee is sensitive before running the fan in the test area. In such a case we would balance to the filter first and then run the fan in the new area to determine if any additional sensitive chemicals or particles have been picked up.

To test a **Type B** sample:

- Check the test muscle to make sure that it is balanced.
- Place a sample against your navel, muscle test, and note if the muscle switches off.

Note: Reflex points for all the meridians are located around the navel, which was your connection point to your source of life, your mother, before your birth; so putting the sample here in effect checks it against all parts of your body.

- If the test muscle remains switched on, check the test muscle again while holding five fingertips against the body.
- If the test muscle switches off for either test, the person being tested is sensitive to that environmental factor.

Environmental Sensitivity Balancing

The balancing exercises described below will balance only the particular environmental factors present. It is possible to balance several factors at one time, but factors not present will not be balanced.

To balance a **Type A** environmental sensitivity, place yourself in that environment and continue with the following balancing procedure:

- Do the **Five Finger Quick Fix** (refs. 1, 2, and 5).

Note: The Five Finger Quick Fix, also known as the Electromagnetics Basic Balance and as Trilateral repatterning, balances all the electromagnetic imbalances (ref. 13) triggered by the environmental factor being neutralized

After balancing, retest to confirm that the environmental sensitivity has neutralized. If the factor has not been neutralized, there may be one or more **Type B** factors also involved.

To balance a **Type B** environmental sensitivity, place yourself in that environment and continue with the following balancing procedure:

- Hold a sample against the navel with one hand and stroke up the center of the forehead from the browline to the hairline with the index finger of the other hand; then put the sample down.

Note: Stroking up the center of the forehead temporarily locks in the imbalance signal from the suspected environmental factor (like the HOLD button on a telephone) so that you no longer have to hold the sample next to your navel and thus have your hands free to do the balancing exercises (ref. 7).

- Then do the **Frozen Muscle Basic Balance** (refs. 3 and 5), while humming a single note and rotating your eyes around the periphery of your vision field with your head held erect and motionless. First rotate the eyes up and to the left, going around in a complete circle. Then rotate them up and to the right continuing in a complete circle in the opposite direction.
- Complete the balance by doing the Five Finger Quick Fix.

Note: The humming and eye rotations help to activate various brain centers which control the body-mind response to the environmental factor. The Frozen Muscle Basic Balance (which we have since realized is actually more appropriately called the Over/Under Energy Muscle Basic Balance) balances all the over and under energy muscles and meridians triggered by the locked in signal from the environmental factor being neutralized.

After balancing, retest to confirm that the environmental sensitivity has been neutralized. We have found this procedure to work over 90% of the time. But if the factor has not been neutralized, try repeating the balancing procedure using the **Structural Basic Balance** (refs. 3 and 5) in place of the Frozen Muscle Basic Balance. This will correct most of the cases not corrected by the Frozen Muscle Basic Balance.

We have found that it is best to limit the number of Type B balances done at any one time. The balancing procedure can be momentarily energy draining as the body readjusts to its new response to the environmental factor. Sometimes it is appropriate to lie down and rest for 20 or 30 minutes while the body responds to the balancing exercise.

On rare occasions there will be a healing reaction (Herkseimer effect) to Type B balances where the response to the environmental factor will intensify and then disappear.

If you have extensive food sensitivities, we suggest doing a Type B balance at mealtime with the entire plate of food just before starting to eat. If you forget and have a reaction to the food you just ate, the balance exercise usually works just as well using the dirty plate. (There seems to be enough of the food energy remaining on the empty plate to balance your reaction to the food.)

Occasionally successful environmental balancing can be a little more complicated. Recently we bought a new set of cotton-polyester bed sheets and pillow cases. We muscle tested them in the store still in their cellophane packages with no ill effect, and washed them before using them. However Hap had an immediate strong reaction to the new bed linens on the first night he attempted to sleep on them. Doing both the Type B procedure using both the Frozen Muscle Basic Balance and the Structural Basic Balance and the Type A procedure did not correct the problem; so he spent the night on the sofa. Hap noticed that the bed linens gave off an odor that was unpleasant to him; so the next day we ran an air circulation fan with a filter that Hap had been previously balanced to over the bed for several hours. Upon retesting Hap was sensitive to the filter, and he rebalanced himself to the filter using the Type B procedure with the Over/Under Energy Muscle Basic Balance. He then lay on the bed sheets and found that he was still reacting to them, although much less strongly. He repeated both the Type A procedure with the Five Finger Quick Fix and the Type B procedure with the Frozen Muscle Basic Balance while lying on the sheets. This completed the neutralization procedure, and he has since been able to use the sheets and pillow slip without any adverse reaction. After the completion of the balance, he barely noticed the odor from the sheets that had previously been very strong and overpowering.

So if the basic Type A and Type B procedures don't seem to do the job, try other variations until the problem is licked. Another approach is to put the signal from the environmental factor on Signal Lock (by stroking up the forehead, spreading the legs, etc.) and to use finger modes to find the priority balancing techniques.

Color and pattern sensitivities can be related to *Chakra Imbalances* (refs. 8 and 4 respectively) established by past traumatic experiences. Such experiences may be called paradigm shifts, reflecting a world view shift triggered by the traumatic experience and stored in the chakra system. These sensitivities can be neutralized by doing an age recession to that time when the paradigm shift occurred, using muscle testing to find that age where the muscle test turns strong, and then doing a Type B balance.

Environmental Sensitivities occur when the stress caused by the environment exceeds some threshold level. Our individual threshold levels vary depending on our state of health and the strength of our energy balance. The length of time that the balancing of an environmental sensitivity will hold depends on these same factors. Some balances may last a lifetime after a single balancing session; others may be short lived. For those factors that do not stay in balance initially, repeating the balancing exercises over a period of time will gradually build up the strength of your tolerance to that factor and improve the length of time that the balance will hold. It is possible for these balances to become permanent when your tolerance level becomes high enough.

Caution: Although these techniques will enable you to greatly reduce or neutralize the stress caused by many environmental factors, but common sense still tells that in the case of factors known to be toxic and to be capable to inducing long term health problems it is best to minimize exposure to these factors, even though you may have balanced yourself to these factors. This is particularly important in regard to foods.

We would be particularly concerned about factors that do not stay in balance after repeated balancing. This probably indicates a high level of toxicity and a good reason for avoidance.

Technical Note: Our original technique for balancing Type B environmental sensitivities was to determine the priority over energy meridian by muscle testing and then to tap the upper ends of the meridian while humming and doing eye rotations. Note that this is quite similar to Roger Callahan's Five Minute Phobia Cure (ref. 6), suggesting a close relationship

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between phobias and environmental sensitivities from a body-mind energy point of view.

Tapping the upper ends of a meridian appears to work by balancing over energy in the meridian related to the factor being balanced. The Frozen Muscle Basic Balance also corrects meridian over energy conditions.

Note: Some of the material in this paper has been previously published in the copyrighted book, "*Self-Help for Stress and Pain*", by Elizabeth and Hamilton Barhydt (ref. 5).

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How to Increase Your Business while Increasing Effectiveness by Integrating the Bach Flower Remedies

by Jessica Bear, PhD, ND

This paper is directed toward learning new innovative ideas of application of the Bach flower Remedies; creating a multiplicity of new variations of integrating the Remedies into your specific field of knowledge and business, while increasing effectiveness.

The Bach Flowers are very effective in stimulating business, because the Remedies address very simply basic wants, needs and desires for the public in general in an more accepted approach into the natural healing fields.

When I started out on this strange journey of the ultimate study of mankind, including all areas of the kinesiological fields toward understanding the varied aspects of life holistically; mentally, emotionally and physically; I did not think that it would be those "Flowers" that would change the direction and focus of my business and life. As a matter of fact, while studying the Remedies I made mention that "I was just learning this information for the fun of it." Since then the Bach Remedies have been the most important factor in increasing my business to capacity.

My experience from when I was just beginning and up to the present time, has been that this strange field of natural health is still very scary for many with whom we share our ideas. Watch! Many still think that we are very crazy yanking on someone's arm and crazier yet, that we are receiving information from this unintelligent arm. I know how difficult it can be to convince others that you are not talking to their arm but to the inner intelligence of who they are. Well, at this point we are assumed totally crazy and need of altering the color of our coats to white. This is where Bach Flowers come into play. I have found them to be the perfect tool to bridge the gap toward accepting a more natural approach. Even though the concept of the Remedies may be difficult to fathom, their application is very acceptable to the general public; that is, the

public is conditioned to just take a substance to heal their ills.

The Bach Flowers have been used for over 50 years and are officially recognized as over-the-counter homeopathic remedies and are listed with the Homeopathic Pharmacopeia of the United States. The Remedies are non-toxic and non-habit forming.

The public is also not "touch conditioned." It can be very uncomfortable for many to accept someone actually touching them, especially the opposite sex. Whereas, the Remedies can be given in a safe, talking, counseling, non-tactile atmosphere.

A Bach Flower Counseling session offers a break from the standard, typical kinesiological session of standing on your feet pushing, pulling and tugging. I also make my consultation sessions very friendly by offering the client some tea or coffee, relaxing on comfortable chairs away from an office environment. A time to get acquainted while noting constructive investigative information toward the priority objectives; seeking the root cause.

New Ideas for Bach Remedies

I have spent most of my time creating ideas based on the application of the Bach Remedies and exploring how to make them very useful in everyday life. For example my book titled *Bach Flower Formulas* (ref. 3) lists the use of the remedies in common areas of life where there is a demand and desire from the general public. What a door opener toward creating more business! The Formulas categorize the Remedies in specific areas: toward achieving more success, attracting relationships, releasing relationships, breaking habits, increasing learning abilities, improving study habits, alleviating depressions and so forth. I find that most people are concerned with one or more of the above objectives. I think even you will agree

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that the above formulas also address issues in your life. Give the public what it wants and your business will be booming! The Remedies work. I could bore you with all the success stories of the Bach Remedies but I will let you discover them for yourself.

To help you further understand how I have placed the Remedies in formulas, I have listed a condensed version of a few of the remedies in the Success Formula:

Wild Oat opens doors of opportunity when seeking new employment or increases your present volume of business.

Wild Rose creates charisma, magnetism, attract-ability and approach-ability, attracting and gravitating business your way

Vine promotes leadership abilities gaining the respect in your chosen field.

Clematis initiates "the get-up and go" attitude, preventing procrastination. Dreams need to be realized and materialized.

Gentian prevents self-doubt, guard against discouragement. To be successful one must exemplify a steadfast attitude in an inconsistent world.

Larch increases self worth, self esteem and confidence. TAKE A RISK...Become a self-starter!!

To stimulate business, begin by arranging short one-half hour talks during company weekly business meetings, using the Success Formula as a topic. Many organizational meetings welcome a guest speaker and often are required to engage a speaker for the meeting. Also, most men and women's business clubs do require a speaker at each meeting: and what a perfect topic to discuss--Success!!

Practical Uses and Applications

Practical Uses and Applications of the Bach Flower Remedies (ref. 4) is another book designed to familiarize you with the uses of the Bach Remedies to further assist your client in other areas of their life; thus expanding your expertise in a multiplicity of others wants and desires. In other words,

being of greater service in additional areas of their life.

There are over 1000 new ideas of applications of the Remedies including over 250 ideas for our animals and plants. Listed below are just a few examples of the Remedies in action:

Gorse helps decrease those dark circles around the eyes; especially those who admit "there is nothing that can be done for me, my entire family has those dark circles." This statement of hopelessness and futility further confirms the need for the Remedy, Gorse. (Suggested application for optimum results when applied topically under the eyes.)

Crab Apple is a must for clearing up eruptions on the face and skin. Crab Apple is a necessary assist for any kind of infection, flue or cold; expediting the healing process. (Used both topically and internally.) Also Crab Apple for rape victims to help them feel clean and worthy again.

Beech increases tolerances toward pollens and allergens, especially if complaining about their allergies and all of the accompanying symptoms.

Agrimony helps people open up and discuss the issues at hand. Helpful for those who have a difficult time getting in-touch with themselves and their problems. Agrimony can save a lot of time by allowing them to realize and face the problem; facilitating a release of emotions.

Willow is great for those clients who are very reluctant to admit an improvement.

Heather helps the counselor to be a better listener. To hear the client's wants and desires without interruption; allowing the client to feel special, not the counselor.

Application to Dysfunctional Co-dependency

I have also written a booklet for the Co-dependent (ref. 5), that is, for the enablers, the controllers, and the mediators or middle men. The focus is toward understanding the

different roles and emotions of all parties involved in a dysfunctional cycle. This booklet explains the function of each Remedy and it's potential to solve the problems pertaining to the role each individual portrays.

For example: The Minulus Remedy type is very shy and timid (the enabler), and can be manipulated by the Chicory Remedy type (the controller), with the Scleranthus Remedy type being stuck in the middle, (the mediator), always trying to make peace between the enabler and the controller.

Ninety five percent (95%) of the population is co-dependent or dysfunctional in one way or another. I believe there is a real market and need in society to introduce others to alternative healing avenues. The Bach Remedies are great tools to empower the co-dependent to be able to open some doors of communication. Once they have grown in confidence in this style of healing, they are more apt to be open to other forms of healing their conditions. As kinesiologists, we know that the cellular memory needs to be addressed. It has been my experience that once a level of competency and confidence has been established people are more apt to continue with further in-depth learning sessions.

Bach Flower Power

The Bach Flowers are a valuable tool in our tool chest of knowledge. *Bach Flower Power* (ref. 7) is a comprehensive study of the Remedies. Dr. Edward Bach based the 38 remedies in correlation with order of acupuntural law, understanding the law of proper power placement. For example there are king, command, and servant points of acupuncture; and the law of herbs also follows this chain of command, as does life in general. The Remedies also have a chain of command, an order of power and purpose. Bach Flower Power teaches this system of properly combining the Remedies, in a synergistic approach that increases their effectiveness. When properly combined the Remedies square their power. This system has proven very effective time and time again by further expediting the healing process.

By knowing the Remedies in depth it can add to your overall understanding of hidden

emotions that become obvious to the trained Bach Flower counselor. (There are at least three levels of the personalities of the remedies to be understood). This knowledge is necessary to explain in detail the depth of the emotional involvement; increasing the ability to access long term emotional traumas by understanding the personality of the Remedies on the third level.

The Remedies are so very versatile. They can be integrated into most any kind of practice in use today. Of course, we know, as trained Specialized Kinesiologists, that the Bach Flowers can be an option if the priority is the emotional mode. However, I do not limit the Bach Flowers only to the emotional mode priority.

For example, if you are trained in the 12 Step program, there is a corresponding Bach Flower to assist in overcoming and expediting the healing process for each and every step, or . . .

For those who have interest in astrology and are privy to impending, so-called "troubled" months ahead, take the Remedy to overcome or protect against the negative planetary influences. I believe the knowledge of these sciences was to made known to prepare mankind for up-coming challenges; not to succumb to the negative influence, but to overcome. Take the appropriate remedy to create the "passover effect" in conquering the up coming challenges. In short, the Bach Remedies offer solutions to astrological influences, or ...

For those working on releasing the inner-child. or ...

For those who do rebirthing to help lessen the trauma while facilitating a more in-depth release, and on and on . . .

No matter what your specialty is, the Bach Remedies are very easily integrated into whatever your previously learned skills might be.

As a Specialized Kinesiologist, I am never without a bottle of Bach Remedies in my hand. The Remedies are integrated into every step of the session, greatly cutting my working time and production to produce

more effective results. Often I do the counseling while I am in session, thus increasing the overall effect while increasing business at the same time.

Since the Bach Remedies are continued on an everyday basis, this adds to a on-going healing effect with optimum results, while further assisting my clients to accept responsibility for their own healing process.

Other ideas of increasing business:

Have small in-house get-togethers to illustrate the uses of the 38 Remedies while integrating other areas of your expertise. (Remember, once you have your foot in the door, others are more apt to listen to other healing options).

Arrange small lectures for many of the various specialty groups that may be of interest to you. For example, instruct animal rescue groups on the advantages of using the Bach Remedies on very disturbed, hurt, terrified animals. Or help abused children or adults to reshape their lives with the assistance of the Bach Remedies.

Discuss a particular formula for a specialized group.

The Remedies are truly God sent!!!

P.S. Don't forget to take your own formula to achieve the desired results you want in your life.

Note: The Bach Flower books by Jessica Bear are available through the THEnterprises book store.

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About the Dolphin Teacher & Full-Spectrum Music

by Cressandra Cobb

On January 10, 1990, my life was transformed by a school of wild dolphins in Monterey Bay. As soon as I saw them joyously leaping in and out of the surf, I telepathically asked their permission to muscle test them. They consented, delighted to find someone who could talk their language: ESP. On a scale of 1-5, they were Level 5, which is optimum for the five priorities I use in testing humans (who average Level 2-3).

Dolphins have long been acknowledged as beings on a higher level than humans: their brains are bigger in proportion to their bodies; throughout history they have saved humans from drowning; they never fight, except to defend their young from shark attack; they cooperate in everything they do; they communicate by ESP; they love to play and enjoy life; and they understand the oneness of ALL.

In addition to permitting me to muscle test them, the dolphins gave me two very important messages for all humanity:

UNCONDITIONAL LOVE FOR EVERYONE AND EVERYTHING

(including world peace and disarmament)

PROTECTION OF THE PLANET

(oceans, rainforests, ozone layer, children, animals, etc.).

I have since made some major changes in my life and have decided to call my video tape, *The Dolphin Teacher*, in honor of their perfection. For several months I have been working with the idea of making a video that would help people to take full responsibility for their personal growth without the aid of a practitioner. I was looking for a simplification of the many goals that come up in Touch For Health balancings. It seemed there must be certain key affirmations that would include all the varied problems of human beings. And so I went from muscles to meridians to chakras, and finally to subtle bodies, represented by the five fingers of the

hand (the thumb being etheric and the fifth finger physical). Most of the information was received through meditation while asking yes/no questions of my Higher Self, confirmed through finger testing (my method of muscle testing myself). Following are some of the results:

1. Etheric Body - 7th (crown) chakra
no counterpart in meridians;
love for mother & wife,
receptive (feminine) energy;
music; ears; hearing;
openness with ALL.
2. Spiritual - 6th chakra
Gall Bladder, Liver, Lung, Spleen;
voice, touch;
love for father & husband;
expressive (masculine) energy;
protection.
3. Mental - 5th chakra
Control, Governing, Kidney;
L & R brain hemispheres;
back brain; organization;
eyes; memory.
4. Emotional - 2nd, 3rd & 4th chakra
Heart, Bladder, Circ-Sex,
Triple Warmer, Stomach;
smell; dyslexia; substance addiction
5. Physical - 1st chakra
Small Intestine, Large Intestine;
taste; money.

So far I have found no problems that do not fall within one of these five priorities.

The Dolphin Teacher is a video tape and booklet which gives simple directions for muscle testing, enabling anyone to choose which priority needs upgrading. People will notice an immediate and continuing improvement over the 28 day period they work with their affirmation-song. Before muscle testing, it is helpful to say or think the Lord's Prayer as this balances the meridians, making muscle testing more accurate.

While raising the level of a priority will help the related condition, bringing the priority to Level 5 will be the most help that can be given. This method should in no way interfere with medical advice as it is in the realm of faith healing and should be used in cooperation with a doctor. It is the patient's ability to take personal responsibility that can work with the outside medical help to bring about a total healing.

In addition to the 5 priorities, there is the option for unconditionally loving a "problem person." The effect of raising consciousness from Level 1 to 2 is amazing -- hatred and resentment are supplanted by a new, positive feeling so that harmony and honesty can reign. Raising one level is usually enough, but sometimes it is a good idea to pursue the affirmation for 1-2 additional rounds of 28 days, especially if the person happens to be a spouse. Once all the priorities are raised to Level 5, there is no further need to use the love affirmation. Loving things or qualities is covered by the priorities, so it's a good idea to muscle test which priority is involved and then work on it.

Each priority has five aspects which are the same as the priorities, namely, etheric, spiritual, mental, emotional and physical. They all work together and overlap, so that often upgrading one will help another. Just as the ring (emotional) finger is joined to the middle (mental) finger, the emotional body is weak. Often these two work together, as in dyslexia, where the problem seems to be mental, but is really emotional. As the third finger is stronger than the fourth, the mental body can exert control over the emotions.

Music is a very powerful agent for consciousness change as it is in the etheric realm, as are the ears and the sense of hearing. Full-spectrum music is determined through muscle testing to see if it nourishes both sides of the brain/body, meaning that it is centered. It could be called androgenous as it is yin/yang (feminine/masculine) balanced. It facilitates the acceptance of the affirmation by both sides of the brain/body (test each arm, or verbalize, to determine if both sides are affected). The more chakras involved increases the value of the music. Any music that has yin/yang energy at the heart and the back brain is nurturing (test by touching each

chakra, or by visualizing light at each chakra, while asking if the music is yin, yang, or centered).

Most of the great classical composers have written full-spectrum music, some more than others. Stephen Foster's songs are mainly full-spectrum, as are the songs of Harold Arlen (*Wizard of Oz*), Cat Stevens, and the Black spirituals. Bach and Beethoven wrote yang music, but as they matured, most of their music was full-spectrum. Handel and Chopin wrote yin music, but also developed yin/yang. Like bird song and whale calls, a very healing and rare music affects only the heart, back brain and 12th chakra (over the head). Mozart is the best example of this "tri-spectrum" music, and my father, Scribner Cobb, also wrote in this mode. A great deal of research is needed to do justice to all the composers, and to the great healing potential of music. Any contributions are welcome.

Most "hard rock" is yang, affecting only the first two chakras and the back brain with loud, violent noise. As it does not engage the heart at all, and the back brain has only yang energy, it should not be listened to because it reverses the flow of meridian energy, fostering aggression, violence, and the drug/alcohol reaction of escape from its tyranny (and the tyranny of the competitive, warlike world which it reflects). Much New Age music is only yin, promoting relaxation, but also spaciness and apathy. It's okay as long as it engages the heart and back brain with both yin and yang energy. In the *Dolphin Teacher*, the full-spectrum melodies (Michael Row Your Boat Ashore, Amazing Grace, He's Got the Whole World in His Hands, etc.) address the etheric, mental and physical aspects of the priority.

The Tai Chi exercise is based on the Tibetan infinity symbol, a horizontal Figure 8. This, combined with shifting the weight from side to side, makes a simple exercise that promotes beneficial change in the emotional aspects of each priority. The exercise can be done while seated or lying in bed. The three deep breaths at the end of each of the three segments within the session serve to center the consciousness on the affirmation.

The white (or clear) quartz pebbles, whether real or imagined, reinforce the spiritual aspect

of the priority. They can be bought, or picked up in the hills or on the beach.

The 28 day schedule has been found to achieve permanency for one priority level. The first week is 4 times a day (about 20 minutes), the second, twice a day (10 minutes), and the 3rd and 4th once a day (5 minutes). Thus one priority can be upgraded every four weeks, and one round of each of them is completed in 5 months. They can be done consecutively or spaced apart.

It may seem a slow process, but the exercise is simple and the results are immediate. When all five priorities are brought to Level 5, human beings can be as loving, cooperative and happy as the dolphins, and our planet can start to recover from the onslaught of humanity's masculine, warlike competition and greed.

The Dolphin Teacher video cassette and handbook are at the THEnterprises bookstore.

Ionization and the Hydrogen atom; THE DOORWAY TO DIGESTION

by Sheldon C. Deal, D.C., N.M.D.

Abstract. Digestion truly begins with the acid-alkaline balance in the body which in turn is determined by the presence or absence of hydrogen. An extensive tabulation of the different combinations of acid or alkaline urine and saliva and the ramifications thereof is presented. A parallel is drawn between pH and ionization and how to test for these kinesiologically.

Background

We are actually walking chemical laboratories. There are a great many atomic elements involved in the many chemical reactions that take place in the body. None is more heavily involved than HYDROGEN and it is not always involved as an atom. Sometimes it is in the form of an ion. An ion is an atom which has lost most of its parts or has gained some extra ones. An atom which has gained too many electrons is a negative ion. A positive hydrogen ion has just one proton. The involvement of this hydrogen ion in the nutrition of the body is so important that a special means of measuring it was developed and called the "pH scale".

The chemistry definition of pH is "the pH is the logarithm of the reciprocal of the molar concentration of the hydrogen ion". (ref. 3) By keeping this definition in mind you can appreciate the significance of small changes in pH readings. For example, 6.0 is not just one times more acid than 7.0, but rather 10 times, and 5.0 is 100 times more acid than 7.0.

With pH paper in hand the physician has untold possibilities of gaining insight as to the patient's body chemistry function, and with a little knowledge, what to do about it to bring it into optimum balance. The urine, the saliva and even the feces can be measured and monitored with little effort. Due to the low cost of the pH paper and the ease of performing the test patients can even take these measurements at home and report the finding to their physician. The pH reading is not a measurement of the amount of acids and alkalines found in the body, but is a measurement of the resistance between the two. Basically the urine is a reflection of the

left side of the body and the saliva is a reflection of the right side of the body. Your digestive system has two sets of enzymes and secretions. One set is very acid and the other set is very alkaline. These two sets must be balanced for the maximum nutritional efficiency to take place within the body. The gastric juices of the stomach are the main source of your acid secretions, whereas the liver, bile and the pancreatic secretions are the main source of your alkaline secretions. If a person was too alkaline it would mean that the liver, bile and pancreatic secretions were too strong. If a person was too acid the gastric juices of the stomach would be too strong.

Once the pH starts to improve, digestion becomes more efficient. The person is going to be picking up more vitamins and minerals from their food which had been spilling off into the urine. As these things start to occur you are going to begin to understand why we refer to the pH as having power or energy. The pH of your digestive system is really the key to good nutrition, which of course, affects the entire body for good.

Some authorities state that alkaline enzymes are necessary for the assimilation of the water soluble vitamins such as the B and C families, while acid enzymes are necessary for oil soluble vitamins such as A, D, E, K and F. According to "Applied Nutrition" by Hawkins (ref ?), the saliva represents the retention values such as the retention of minerals; whereas, the urine represents the elimination of minerals. If the urine pH is the furthest off from normal, the body is not retaining its minerals. If the saliva pH is more alkaline than the urine pH is acid, we would say that the pH is trying to build up a

mineral reserve. If the person is double alkaline (urine and saliva), then the body is still trying to build mineral reserves. If a person is double acid it would show the body not being able to retain minerals, probably for many years and is seen in various types of arthritis. If the urine becomes alkaline and the saliva is acid (reverse split), this indicates a very serious stress upon the body. The body is losing strength at both ends and drawing upon its own reserves. Another theory is that when the urine is farther out of balance than the saliva, it indicates a metabolic problem. When the saliva is further out of balance than the urine, it indicates a respiratory problem.

What is normal:

To pursue this we need to establish what is normal or ideal for the urine and saliva pH. Plus we are going to break it down into eight basic combinations. These are as follows:

1. Both pH's are too alkaline.
2. Both pH's are too acid.
3. Urine only is too alkaline.
4. Saliva only is too alkaline.
5. Urine only is too acid.
6. Saliva only is too acid.
7. Urine is too alkaline and saliva is too acid.
8. Urine is too acid and saliva is too alkaline.

The normal range of the difference between the two pH's is .5 to 1.5. The farther apart they are the most exhausted the patient is. The best combination is for the urine to be slightly acid and the saliva to be slightly alkaline. The greater the gap between the pH's numbers, the greater the gas we will find being formed. The normal range of urine is 6.2 to 6.6 with 6.4 being ideal. The normal range of the saliva is 6.6 to 7.0. (ref. 1)

The eight basic combinations:

We will now talk about the eight basic combinations, giving some examples of each and their ramifications. Following this we will provide you with a chart for dietary corrections of each combination. The kidneys are the most important organ in the urine pH regulation. The thyroid, adrenals, lungs and lymph system all work together to maintain this function. Exercise is one of the best

ways to promote the flow of lymph to help absorb oxygen which seems to balance the pH. However, there are many other things involved in the pH balance which has to do with food. The saliva pH's usually indicate the condition of the liver and pancreatic enzymes. When we suggest the use of certain foods to bring the pH's back into balance, it does not necessarily mean that the foods are acid or alkaline, but rather, the food's chemical reaction within the body. If a person has a pH of 6.4 for both the urine and the saliva and they are extremely ill they may need immediate medical attention. You never want the saliva to become more acid than the urine. This is called a reverse split.

The saliva pH is basically an indicator of the condition of the liver; particularly the bile, but also can indicate secretions of the pancreas and large intestine. The saliva is the end of the lymph system. There is twice as much lymph as there is blood. Many feel that the saliva is indicative of the acid level of the blood since they seem to run parallel. The saliva basically reflects the amount of CO₂ that is produced by the tissues in relationships to the amount of oxygen that is consumed. When the CO₂ is too high in the blood stream you find the saliva pH becoming more and more alkaline. The higher the alkalinity the more energy metabolism problems are involved. Since the saliva represents the right side of the body this indicates that the carbohydrate and fat metabolism will be affected.

I. Both pH's are too alkaline:

Obese people usually have high alkaline saliva and urine. If both the urine and saliva pH are alkaline then conception will not take place. If conception is desired, then the pH should become acid. If they become alkaline after conception then the pregnant woman may crave pickles or citrus fruit which can help rebalance her pH's. The double alkaline people will crave sour things. Double alkaline people have a very slow digestive system and are probably constipated. Prune juice should be used freely. Double alkaline can produce pain and/or numbness in the left arm and should have vitamin E and dolomite added to the diet. Both pH's being high can indicate heavy metal poisoning. Vitamin C is good for the double alkaline patient. Double alkaline

patients can use more fiber in their diet in form of bulk; such as bran and psyllium. If the body is too alkaline you can add phosphorus. Iron is recommended for double alkaline pH's. By adding sulphur foods which are high in acid and low in amino acids will help raise nitrogens.

II. Both pH's are too acid:

Acid urine and acid saliva (double acid) is found in the person who is having stomach ailments and irritated intestinal wall. If the body is too acid you need calcium.

III. Urine only is too alkaline:

If the pH is too alkaline, the digestive enzymes are weak and slow and so there is not enough power to break down the more complex atomic structures. The person with high pH's may have regular evacuation, but the slowness of this digestive process results in a gradual building of undigested material that literally coats the walls of the intestines with plague. So a highly alkaline pH is a precursor to a slow metabolism. This coating of the bowel can affect the brain and many other organs. This person could be eating too many cooked foods or junk foods. This pH would result in prostate congestion, low sex drive and fatigue. Men will have backaches and women will be nervous, tense and excitable. This is often due to a lack of phosphorus and/or digestive enzymes and germanium. In an alkaline system you cannot absorb zinc, copper, iodine and iron. These conditions start at about 7.4. Alkaline urine results from an over excitability of the central nervous system, and in extreme cases it can even result in convulsions and respiratory problems. Alkalinity restricts the production of white blood cells and enhances the proliferation of red corpuscles. This also indicates a torpid (toxic) liver. There is also a tendency for low HCL, bladder stones, acute indigestion, parasites and skin problems. This condition results when magnesium and sodium are expelled. Osteo arthritis can also result. A pH of 6.8 or above would indicate a need for colonics and zinc especially in men. If they swing into alkaline range of 6.6 to 7.0 then add prune juice after breakfast.

IV. Saliva is too alkaline:

Overweight people usually have an alkaline saliva. The liver has become overactive in producing alkaline enzymes. The more alkaline the saliva is, the greater the liver problem. This is the opposite extreme of the liver problem with an acid saliva. At a pH of 7.4 to 7.5 we start to see a problem with anemia because iron cannot be assimilated. The spleen is affected also and problems start to manifest like bronchial problems, asthma and upper lung problems. By this time vitamin A is not being assimilated. Copper is needed to assimilate vitamin A and help assimilate iron; as is molybdenum. At 7.4 the kidneys are under stress probably due to dehydration. This person needs to drink more liquids. If the pH gets up to 7.7 or 7.8 there is a real danger of hemorrhaging especially if there is an acid urine. A saliva pH of 8.0 or above can indicate scarring of the liver. The adrenals may shut down at 8.2 resulting in acidosis and a coma. If the saliva is above 7.3 or below 5.5, Mexican foods, hot peppers and horseradish will stimulate the flow of lymph.

V. Urine only is too acid:

When the pH gets too low on the acid side, this will predispose a person to being a fast metabolizer. These same enzymes are reacting too fast so that the food moves through the body so fast that the body cannot assimilate the necessary nutrients. This is usually true of people who are eating from morning till night. So highly acid systems tend to leach the minerals out of the body; whereas, alkaline systems try to store them up. Below 5.6 the person becomes more nervous and emotional. Below 5.2 the digestion is so fast the person can hardly assimilate anything. These people are usually heavy meat eaters and crave alot of sweets. Acidity in the urine means too much cell destruction is going on. These people are usually sluggish. Diabetics fall into this category. Headaches are often a result. The fatiguing effect on the body is due to lack of oxygen. The lower the pH becomes the more tired and irritable the person becomes. They usually have low back pain. According to nutritionist, Clarence Johnson, the ICV can be affected as well as being subject to

diverticulitis, eye problems, vitamin D deficiency and arthritic tendencies. Calcium creates an alkaline effect, therefore, acidity in the urine indicates a calcium deficiency. A high phosphorus content can be indicated by acid urine. Acidosis actually means that the body is becoming more cannibalistic. Alkaline secretion of the gastric system along with an acid urine creates gas. Never give lecithin if urine is below 6.0, only if over 6.4. It causes an acidifying affect on the body. Below 4.8 the person is extremely tired and in a danger zone. Give vitamin D, fish, sunshine and zinc.

VI. Saliva only is too acid:

If the saliva pH is below 6.2 the liver and pancreas enzymes are speeding up the movement of food. The liver is toxic and the bile is weak and the system is loaded down with contaminating materials. Lymph congestion usually follows and acid saliva and the alkaline enzymes in balancing gastric juices have lost their effectiveness. Thus, a person is not getting much energy out of their food. These people cannot handle fats. There is also a reflection of junk foods or high phosphorus content in their diet. The emotions of fear or worry can also make the saliva acid. Tobacco adds to this condition. Acid saliva also indicates the calcium reserve is used up. Dental decay is common in these people. Cancer has been found in people with an acid saliva as well as glaucoma. These people will have a sympathetic dominant nervous system and are on the hypo side. Allergies often accompany acid saliva; especially potatoes, wheat and even some dairy products. If the saliva gets down to 5.4 to 5.7 they will be very nervous. At 5.2 we usually see the sclera turning yellow. Saliva below 6.4 means extreme stress is taking place. You should recommend cream cheese, bonemeal and glandulars such as liver, spleen and thymus. With a pH below 6.4 do not let them fast on liquids only, but rather add 6 to 10 grams of vitamin C.

VII. Urine is too alkaline and saliva is too acid:

Acid saliva and alkaline urine are found in people with lung problems. These people are

often diagnosed as having emphysema or asthma. If the urine is above 8.0 and the saliva is below 6.4 the same person may be experiencing lymph shutdown and mucous membranes are dry and shutdown. This person needs vitamin A. The saliva becomes thicker as it becomes more acid. Vitamin A helps this also.

VIII. Urine is too acid and saliva is too alkaline:

An urine pH of 5.4 and a saliva pH of 7.8 has been found in individuals with leukemia. An extremely acid urine and an extremely alkaline saliva can lead to hemorrhaging anywhere in the body. (5.8 urine and 7.9 saliva for example). Vitamin A and D taken together can help pull the pH's together. Manganese also helps pull the numbers together.

Feces pH can also be measured:

If a person is having a hard time breaking down their fats, have them check to see if their fecal matter floats when they have a bowel movement. If it does, then you know that they are not breaking down their fats. The normal pH of a person's fecal matter is 6.8 to 7.0. If the pH is 7.0 or above this would indicate that the person was low on HCL and that the bile was very low. Another test for normal HCL is to do the beet juice test. Drink 4 ounces of beet juice. If the color red passed off in the urine, then the person is low in hydrochloric acid. Hydrochloric acid should break down the red color in the beets in the stomach. If the pH is 6.7 or below it indicates that the pancreatic activity is low. Alkaline tightens up the parasympathic nervous system to raise blood pressure. If pulse pressure is low (less than a 40 point spread) add potassium. This also helps low blood pressure. Safe levels of fluids intake daily would be one ounce for every two pounds of body weight. If you weigh 160 pounds then consume 80 ounces of liquid per day. You can tell if there is a pancreas shutdown by a layer of fat on top of the urine. If the person is dehydrated, it will alter the urine/saliva pH equation and it will be hard to find a test muscle that is strong in the clear.

Measuring ionization to help determine pH:

By measuring kinesiologically the ion balance in a patient's body we can gain insight as to their nutrition needs and consequently their pH levels as the different nutrients will either raise or lower the urine pH. For this purpose we use the urine pH of 6.4 as a starting point.

If the field of otolaryngology it has been shown by instrumentation that the nasal cycle changes approximately every 20 minutes (ref. 4) meaning that we receive a preponderance of our air we breathe in through one nostril for 20 minutes and then it changes over to the other nostril for 20 minutes etc., etc. This would explain why we all have had the experience of having one nostril occluded during an episode of acute rhinitis only to find that suddenly, with no apparent explanation, the occluded side opens up and the previous patent side becomes occluded. This research also showed that the amount of air passing through the nostril was not dependent on nor in proportion to the size of the lumen of that nostril. (ref. 4) This same instrumentation showed that positive ions came through the right nostril and that negative ions came through the left nostril. Thus it becomes established that the turbinates of the right nostril form an ionization chamber specializing in positive ions and the turbinates of the left nostril form an ionization chamber specializing in negative ions. (ref. 4)

The above data is a good basis for why it is important for us to have a balance of positive and negative ions. Such as a weather front moving through the area where we live which is preceded by an abundance of positive ions and succeeded by an abundance of negative ions, or being around electrical equipment or internal combustion engines which gives off an abundance of positive ions. If we have a balance of ions in our body to start with, then we are not bothered by a temporary exposure to a preponderance of one kind or another of ions. But if we have an imbalance of positive or negative ions to start with and then we are exposed to a condition such as above where there are a preponderance of one kind or another of ions. Then we become further

imbalanced as the original condition becomes exaggerated.

In applied kinesiology it has been established that if a patient breathes in through the left nostril and out through the right nostril and this weakens a previously strong indicator muscle, that patient is low in positive ions. An interesting observation in this patient is that they will therapy localize with the palms against the body only. If the condition is reversed, meaning that breath in through the right nostril and out through the left nostril weakens a previously strong indicator muscle that patient is low in negative ions and will therapy localize only with dorsum of the hand against the body.

So for therapy localization purposes only, it is important to establish whether or not there is an ionization problem in the patient. I have had a few patients who were low in negative and positive ions and hence would neither therapy localize palms up or palms down! When you fix this kind of patient that other doctors have failed on, you are a hero. The obvious advantage here, is if you will; establish ionization first in your patient then you do not have to therapy localize everything twice, meaning once palms up and once palms down.

I have had some remarkable success with patients who remarked to me that their symptoms came only when it rained or that they felt particularly elated or particularly depressed at the beginning of a storm or at the end of the storm, or that weather changes always made a difference in how they felt, just by checking and correcting ionization.

The original correction for this condition was to have the patient breathe in through one nostril only according to which side they showed a need for. More recent investigation shows that breathing in through the right nostril only, activities the left brain and thus is conducive for stressing left brain activities and vice versa, meaning that breathing in through the left nostril only activates the right brain and is conducive for stressing right brain activities. (ref. 2) The catch to all this is that it has a temporary effect only.

It was Dr. John Stoutenburg who established in the early 1970's that the taking of calcium would provide positive ions and that the taking of potassium would provide negative ions. The big advantage being that now the correction would stay fixed.

Current observations:

Since I do a lot of work with nutrition in my office I have been exposed to the work of Dr. Herschel Robertson from Higgensville, Missouri, I became aware that there is a difference between having too many negative ions or not enough positive ions, which previously was treated as the same condition. Or vice versa, that there is a difference between having too many positive ions or not enough negative ions which also was previously treated as the same condition.

This can be established kinesiology by having the patient breathe in through one nostril only and testing your indicator muscle and then having the patient breathe out through one nostril only and testing your indicator muscle. Whereas before this was all one test. Now we can establish if the condition is due to too many positive ions (breathe in through the right nostril only) or is the condition due to too few negative ions (breathe out through the left nostril only). Perhaps the condition is due to too many negative ions (breathe in through the left nostril only) or it could be due to too few positive ions (breathe out through the right nostril only).

It has been established that one form of a particular mineral has a positive reaction in the body and raises the pH whereas another form of the same mineral has a negative reaction in the body and lowers the pH. It was on this basis that I established which form of the mineral to use by breaking down the ionization testing into the above four parts. By following these methods I found that too many positive ions would respond to potassium gluconate, but would not respond to potassium citrate for example. I found that too many negative ions would respond to calcium gluconate, but would not respond to

calcium lactate for example. I also found that too few positive ions would respond to calcium lactate, but would not respond to calcium gluconate for example. And finally I found that too few negative ions would respond to potassium citrate, but would not respond to potassium gluconate, for example. (I keep repeating, "for example," since there are other forms that will also work.)

For the purpose of learning this phenomenon and using these principles in your office I have devised the chart shown on the following page.

Conclusion:

The indication of all this may be overwhelming, but the testing procedure is simple and is not time consuming at all. With pH paper handy in your office and a few muscle tests you will have gained great insight into the patient's chemistry and what to do about it, even if you have to refer to the charts contained in this paper, as I do. Remember to be able to pick the correct calcium or potassium supplement not only improves the patient's ability to utilize calcium or potassium, but also improves the utilization of all nutrients due to the changing of the pH. So we are really fine tuning the entire body chemistry, and that is worth doing.

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NASAL IONIZATION, MINERAL BALANCE and pH DIRECTION		
Excess negative ions	In through the left nostril	Raises pH Calcium Oxide Calcium Carbonate Calcium Gluconate
Deficient positive ions	Out through the right nostril	Lowers pH Calcium Lactate DiCalcium Phosphate
Excess Positive Ions	In through the right nostril	Raise pH Potassium Oxide Potassium Carbonate Potassium Gluconate
Deficient Negative Ions	Out through the left nostril	Lowers pH Potassium Citrate Potassium Aspartate

CHART FOR DIETARY CORRECTIONS	
<p>1. To acidify both pH's</p> <p>Watermelon Seed Tea Yellow Dock Apple Cider Vinegar Cranberry Juice</p>	<p>5. To alkalize urine only</p> <p>Black Cherry Juice Apple Juice Bananas Acerola Powder</p>
<p>2. To alkalize both pH's</p> <p>Chaparral Lemon Juice & Water Dill Pickles or Vinegar Prune Juice Apricots Apple Cider Cauliflower and Corn</p>	<p>6. To alkalize saliva only</p> <p>Green Peas Strawberry Guava Juice Cataplex F</p>
<p>3. To acidify urine only</p> <p>Arrowroot and Cornstarch Popcorn Walnuts Corn Syrup</p>	<p>7. To acidify urine/ alkalize saliva</p> <p>Red and Green Cabbage Hominy Any bread toasted Baked Beans Cornmeal Cottage Cheese White Sugar</p>
<p>4. To acidify saliva only</p> <p>Sauerkraut Asparagus Goat's Milk Onion Powder</p>	<p>8. To alkalize urine/acidify saliva</p> <p>Blue Cheese Fresh Carrot Juice Tomato Juice Fresh Orange Juice</p>

ACID-ASH OR BASE-ASH FOOD GUIDE

When food is dried to an ash, the reaction will be either acid, alkaline, or neutral.
The following Chart is useful in regulating the food intake in this regard.

(1) FRUITS Alkaline Ash	(2) VEGETABLES Alkaline Ash	(3) STARCHES Acid Ash	(4) PROTEINS Acid Ash	(5) NEUTRAL Ash
Apples * Apricots Bananas Berrirs Citron † Cranberries Currants Grapefruit Grapes Lemons * Melons Oranges Pears Persimmons Pineapple † Plums † Prunes Tangerines	Almonds Artichokes Asparagus * Beans, lima Beets Beet tops Brussel sprouts Cabbage Carrots Cauliflower Celery Cucumbers Endive Lettuce Limes Mushrooms Olives, ripe Onions Parsley Peas, fresh Peas, dried Peppers, sweet * Potatoes	Bran Bread, white Bread, rye Bread, whole wheat Corn, dried Cornstarch Crackers Flour, white Pastries Spaghetti	Bacon Baking powder biscuit Barley Beef Cheese Chicken Clams Crab Duck Eggs Fish Lamb Liver Lobster Oysters Pork Scallops Shrimp Veal	Butter Buttermilk Corn Oil Cottonseed Oil Cream Custard Honey Ice Cream Lard * Milk, whole Olive Oil Onions Sugar Syrup

* Reduces acidity of urine

† Increases acidity of urine

Recommendations:

1. Eat only foods listed in Column ____.
2. Eat only one of the foods in Column ____ at any one meal.
3. Do not eat foods in Column ____ until advised.

For further information, see "Biochemistry" by Kleiner and Orten, 6th Edition

CARBON DIOXIDE

PATHOLOGICAL RANGE 24 - 32

INCREASE

ALKALOSIS:

- A. Above 32 mEq/L
- B. Due to tetany, acute vomiting, excessive alkali therapy, oxygen therapy, hypercorticoadrenalism, typhus fever, pyloric obstruction, congenital intestinal alkalosis, emphysema and other respiratory conditions.

(Order Pulmonary Function Test)

DECREASE

ACIDOSIS:

- A. Mild acidosis: 18 - 24 mEq/L
- B. Moderate acidosis: 14 - 18 mEq/L
- C. Severe acidosis: less than 14 mEq/L
- D. Found in diabetes, nephritis, severe diarrhea, hemorrhage, eclampsia, renal rickets, and many toxic conditions; also occurs after severe exercise, excessive intake of acidifying salts, and anesthesia.

OPTIMUM CARBON DIOXIDE VALUES (26 - 28)

Lung Assessment (O₂ - CO₂ Activity)

Elevated CO₂ = Alkalosis

Decreased CO₂ = Acidosis

Related Tests: Chlorides, Sodium, Potassium

Elevated CO ₂ values may indicate the need for the following nutrients:	Depressed CO ₂ values may indicate the need for the following nutrients
Lung Vitamin A Pyridoxine B ₆ ⁺ More Grains & Dairy More Deep Breathing	Lung Vitamin A Adrenal More Fruits & Vegetables Less Grains & Meats More Deep Breathing

The More Mode

ST + PE Finger Pads to Thumb Top

an optional TFH 3 technique

by Bruce Dewe, MD

One of the questions that students frequently ask is

"How do I know if I have rubbed the neurolymphatic long enough?"

Using a special finger mode can give the answer quickly and easily. Finger modes are like a shorthand language that enable muscle testers to communicate with the bio-computer without asking questions out loud. They function as a universal tactile language. Finger modes were introduced to kinesiology by the late Dr. Alan Beardall of the USA and have been developed into a complete biological-computer database by Dr Bruce Dewe and his wife Joan Dewe, MA. This is taught in the Professional Health Provider (PHP) program from which the following material is taken.

Two chiropractors, Dr. Franks and Dr. Cohen, developed this basic mode. The pad of the middle finger (known as the PE or personal ecology finger) is placed on the thumb nail and the pad of the index finger (known as the ST or structural finger) on the nail bed. Change in an indicator muscle will now show that, "Whatever you are doing, more is needed." The mode has been further developed by Andrew Verity and Don Viney to show whether it is "more of the same" or "something else needed."

Example:

1. Correct a weak muscle with NL. Now it test strong
2. Check the "More Mode." Indicator Muscle (IM) change = more is needed



diagram by Marty Hildreth, Iowa

3. Lift one of the fingers off the thumb.
 - (a) With only structure finger only on, IM change= more of same needed
 - (b) With PE finger only on, IM change = more needed, but a different correction

Memory Peg:

ST finger only = more of **Same**

PE finger only = more of something **Else**

Dr. Dewe's 1989 update. You may photocopy this for your students to paste into their TFH Green Books.

Reactive Self Images

by Bruce Dewe MD and Joan Dewe MA

In our other paper, *Roles under Stress*, we refer to the fact that time or energy spent in one role may be at the detriment of another role. It is often the case that the person wants to spend more time in another role, but seems to sabotage all attempts to "find time" for the second role. I'm going to spend time learning ballroom dancing, but I never get around to it. Frequently there is a reactivity problem involved. For example, it may be that my image as "Church Elder" is switching off my image of myself as a "social type" That is, "social type" is reactive to "church elder".

Finding and dealing with this reactivity can be life changing at the least or result in total liberation at the best.

Testing:

1. Make a list of self images/roles. See *Roles under Stress* for ideas.
2. Put reactive mode in person's circuit retaining mode. (As a WEAK indicator muscle, IM.)
3. Find the strong reactor self image, and put that in your circuit retaining mode. (This is the one that makes the IM come STRONG.)
4. Find the reactive self images. (These will make the strong IM weak.)
5. Find the emotion involved with the reactivity. You may use the Five Element emotions or the Behavioral Barometer of Stokes/Whiteside (see the 1989 International TFH Journal.)

Correction:

1. Find which meridian the strong reactor is locked into (by IM change when you CL the alarm points).
2. Take the strong reactor self image out of your circuit.
3. Tap the beginning of the involved meridian while the person does eye rotations and says.. "I let go of putting too much (little) energy into ...(e.g. chiropractic)..."
4. Test IM and say the reactor self image ...(e.g. chiropractic)... and put this back into your circuit as a WEAK IM.
5. Temporal Tap and say, "I allow myself to see myself/function more (or less) as a ...(e.g. song writer)...."
6. Close Circuits.
7. Retest.

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Roles Under Stress

Finger mode EM # 14

by Joan R Dewe MA and Bruce Dewe MD

Each of us has many roles in our life. At the simplest level, as well as the role of son or daughter we play the role of sibling (brother sister). Our reactions or responses to situations may be completely different depending on what role we are in. The timid child at school is often a boisterous child at home. The diffident man at work becomes the aggressive father at home where he has less competition.

As well, many of us enjoy different roles in work and socially. The medical doctor becomes a Jazz group player two evenings a week and a golfer on Saturdays. The amount of time and energy one role takes/demands may vary and may infringe on other roles in a subtle way that affects our performance in the role. It is hard to be the "sexy wife" when there are three children under four fighting in the bath as dad comes in the door from work. This is further developed in our other paper-Reactive Self Images.

Testing

1. Have the person list their various roles in life. They may need help.

mother, daughter, daughter-in-law, sister, wife, lover, teacher, neighbor, church member, professional partner, public speaker, writer, healer, counselor, colleague, chairperson, workmate, artist, health person, athlete, TFH Instructor, Professional Health Provider, inadequate person, etc.

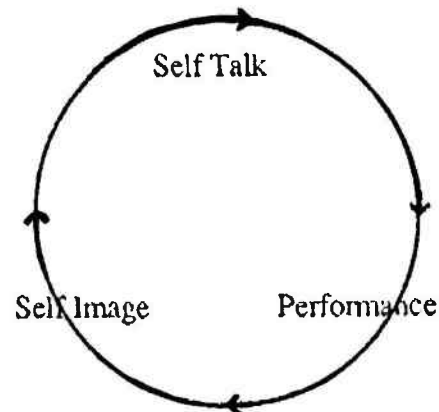
Do not forget that some roles have subroles: eg "mother", nurse, taxi driver, cook, coach, confidant, laundry-maid, cleaner, gardener, manager, accountant, dressmaker, etc.

2. Find the roles under stress by muscle testing.
3. Find the priority stressful self image/role.

4. Find the emotion involved with the stress. Use the 5-element emotions (or if exposed to the Behavioral Barometer, use the Stokes/Whiteside chart in the TFH Journal 1989)

Correction

Discuss the issue while holding ESR points and the occiput.



1. Have awareness of current self-talk
2. Implement new self talk with positive emotion.
3. Visualize performance enhanced because of new self-talk.
4. See the new self image because of enhanced performance.
5. Recheck emotion (and mode).

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Marketing Your Seminars

by Vicki Fletcher

Abstract. There is no magic involved in booking and conducting successful seminars. What it takes is careful planning, a viable list of prospective attendees, perseverance, doing the necessary work, and a professional attitude and manner. To give seminars on a routine basis requires a systematic approach, broken down into single steps and done daily. Once you develop your routine, you'll learn to make promotion a way of life.

It doesn't take magic to book and conduct successful seminars. It does take careful planning, organization, perseverance and doing the actual work. It's a matter of breaking the job down into small segments and then doing them in order, 1-2-3.

In-depth planning is the first step to a successful seminar. This starts with designing your actual program and the need to get down to specifics:

What are you going to teach?

What materials will you need to facilitate your presentation?

How long will the seminar be?

Set a definite time, date and place where your seminar will be held.

What expenses will be involved and how much money must you earn to make the seminar worthwhile?

Lastly, decide how much you will charge and what your minimum attendance must be to make the seminar worthwhile.

Prospect List

Every successful seminar starts out with a list of prospective clients. Most people have their own lists, but for individuals who are starting out, or for those who want to add new names to their lists, the Touch for Health Foundation is a good place to start.

Upon request, the Touch for Health Foundation will provide a computer list of names of people who have taken seminars in the past year or two in your area or who have

expressed an interest in Touch for Health programs. The fee is a modest 10% donation for every person who signs up for your classes. This creates a win/win situation for both you and the Foundation. You get a viable list of prospects. The Foundation gets money it needs to operate.

Lists can also be obtained through working and networking with other holistic health instructors and chiropractors in your area. It is also important to keep a notebook with you at all times to write down the names of individuals who express an interest in your programs.

Update your lists constantly. As you add new names and make phone calls, strike the name of any person from your list who doesn't appear interested. It's demoralizing to you and a nuisance to them. Go for top clientele. The constant supply of new people you meet will keep your first seminar freshness and enthusiasm alive.

Once you have planned your seminars and have your lists ready, it's time to start marketing. A good rule of thumb is to put in the same number of hours marketing as you plan for the seminar. For example, you would market a three and one-half hour seminar for three and one-half hours, a fifteen hour seminar for fifteen hours, etc.

Don't get discouraged if a longer seminar doesn't fill up in the first couple of days. It doesn't take long to get ten or more people interested in a 3-1/2 hour seminar for \$35, but a 40 hour seminar for \$500 will take considerably more effort.

Steps to Marketing Your Seminar

1. Flyers & Demos

Once you have your list, draw up and mail out a flyer to the names on your list a week before you start telemarketing.

Free demonstrations are a very effective tool to initiate interest especially for the large seminars. These demos can be conducted in your home or where the seminar is to be held. The demo should offer something beneficial to everyone in attendance to hook their interest and prove the classes are valuable. Provide attendees with a preview of things to come and demonstrate how the program will help each individual specifically.

2. Make Promotion a Way of Life

Carry a notebook with you at all times with a list of all upcoming seminars and classes. Every time someone expresses an interest, immediately tell of upcoming classes and ask if he/she wants to be notified. Then write that person's name under that class.

Never miss an opportunity to sell people on your seminars. Your enthusiasm and knowledge can frequently help you book individuals on the spot. Tell those you don't sign up that you'll call them before the class starts.

Then call these people first when it's time to start marketing. It makes the getting started process easier when you don't have to start "cold turkey." Also, by routinely generating interest in your classes as you progress to your seminars, you may find you have some of your classes filled by the time you normally start the telemarketing.

3. Follow Up

A week after the flyers have been mailed, make up a calling schedule setting aside two to three hours of uninterrupted telemarketing time a day. It is important to have several scripts that you alternate between and set aside different times of the day in which to make your calls. Also, have a chart to keep track of each call.

Daily record:

- a. Time of day the calls were made.
- b. Number of people who you called (even those who were not home).
- c. How many people you actually contacted.
- d. Finally, list the names of the people who were interested and how many you booked for the seminars.

The above list is important for two reasons:

1. When the 2-3 hours are completed you can see on paper what you have actually accomplished for your efforts (i.e. talked to 50 people in two hours). Without this reminder, you may lose perspective and feel you have wasted your time.
2. After several days, you can use these lists for comparison to see which hours of the day are the most productive and which sales presentation was the most effective. This enables you to make the most productive use of your telemarketing time.

It helps also to set up a daily contest and compete with yourself. Try to outdo your best effort each day. It makes telemarketing more fun.

Keep control of the conversation when talking to potential clients. Talk about positive things such as:

What's new in the field.

What the Foundation has done.

New techniques you have learned.

Ask what they already know about holistic programs.

The key is to get people to speak positively. Don't let them concentrate about things that are going wrong in their lives. This builds up sales resistance. People who feel everything is going wrong don't feel they have the power to help themselves.

4. Best Leads for Potential Clients

Although telemarketing is the most effective method of marketing small seminars of ten or more people, there are other ways to generate new clients:

a. Advertise in newspapers.

Small, local newspapers provide prospective clients.

In large metropolitan areas, it is usually more productive to advertise in the small newspapers that cater to a particular section of town or interest group than the large daily newspapers unless you are planning a seminar with thousands of people in attendance.

The ad, itself, should concentrate on the free demonstration instead of trying to sell people on the workshop. Box display ads that would say, "Free demonstration about energy work," or "Free demonstration on how to reduce stress," (listing the location) are particularly effective.

b. New clients can also be obtained by going door-to-door inviting people to a free demonstration. Never go door-to-door trying to sell anyone on a workshop. Leave the sales presentation until after you've shown them what you can do for them at the demo.

c. Students who have taken the seminar previously are very important prospects that many people overlook. Chances are that many of them have gotten busy and have forgotten much of what they learned. Allow them the opportunity to refresh their knowledge by auditing the class at a special price (i.e. a \$40.00 for a \$125.00 class). Once their interest is rekindled, it's easy to sell them on additional seminars to advance their knowledge, particularly when they see their friends sign-up.

5. Where to Conduct a Seminar

Chiropractic offices are usually the best place to conduct a Touch for Health seminar. A seminar in chiropractic office gives the chiropractor exposure as well. Frequently you can work out a mutually beneficial business arrangement with one or more

chiropractors whereby you get paid to help them promote themselves at seminars of their own as well.

6. Don't lower the price if the seminar isn't filling up.

Frequently individuals will panic if their seminar isn't filling up as rapidly as they expected, and they reduce their price. This is a mistake. If you aren't going to make any money on your seminar, don't have it. Lowering your price will hurt your chances of having successful, money-making seminars in the future. Also, if you give seminars and don't earn money, you'll burn-out quickly. If you are ever tempted to lower your prices, stop and do the following:

Add up:

- The time you've spent marketing
- The cost of the materials and supplies
- Location fee
- Refreshments
- Phone
- Advertising
- Printing costs
- Postage
- P.I.N. \$ (10% sent back to the TFH Foundation)
- Cost of TFH annual meeting to get updated information
- Annual dues to the foundation

Once you have determined what the seminar is going to cost you, you are in a better position to resist the urge to reduce your fees. If that's not sufficient, then make up a list to acknowledge to yourself that you are valuable and that what you are giving people has value also. Realize that a person could easily spend \$125.00 on a new article of clothing and that is all he/she has to show for it. The information individuals would gain from one of your seminars, however, would benefit them for the rest of their lives.

Don't get discouraged too easily in your early marketing efforts, and don't be afraid to give it a try.

"The greatest mistake is to do nothing because you think you can only do a little."

Many people are afraid to get on the phone because they fear rejection. Remember people aren't rejecting you. They are only rejecting an idea, or an approach you may be using.

Don't set up a judgment until you have completed your designated time commitment (i.e. 15 hours of marketing for a 15 hour seminar). At that time, if you haven't made your quota don't say, "No one's interested." Realize the subject is of interest to people, but maybe your sales presentation is lacking. That's why it's important to vary your approach as you go.

"It's just as difficult to reach a destination you don't have as it is to come back from some place you've never been."

Too many seminars never get off the ground or fail because of inadequate preparation. People are too vague or don't put in adequate effort. They just send out some flyers to see what happens but don't bother to do the follow-up. They don't plan it. Set up a definite time and place for the seminar or carry through. If they don't get a good initial response in the first couple days, they give up too easily and call it off.

Remember it takes practice to make perfect. You don't sit down at a piano and play Beethoven after the first lesson. You improve only with practice. Keep track of what was said when someone signed up versus what

you said when "no one was interested." Then use the successful approach, vary it, modify it (when necessary) to fit individual needs

Finally, be professional. Remember seminars must be interesting and entertaining as well as informative. Have a professional manner, voice and appearance. Use charts. Provide refreshments and background music. Have the latest newsletters from the organization and a picture album of the annual meeting laying about. Have flyers out on advance classes along with teaching manuals so prospective clients can see what those classes will be like.

Don't just sell one class. Prime people for the next and the next. No one will learn it all in ten or fifteen hours. That's only a start!

It's important to let people know in the beginning that this is something they must incorporate in their lives. They will become more sensitive to their bodies. It's a new way of thinking and eating. Also, it's important to stay around people who are in the program or they will lose it like anything else. One must stay involved to stay motivated.

Constantly think in terms of marketing. It takes work to make a seminar successful. Polish your speaking ability and approach, do the work that is required and you will find that you, too, can routinely schedule and conduct successful seminars and bring about the career of your dreams.

Being Fully Present

by Grethe Fremming and Rolf Hausbøl

Everybody knows the dis-ease we experience when we are sick. The majority of people consider sickness as negative and try to avoid it in many ways. Have you ever considered the positive aspects of disease? Disease is basically disharmony which creates congestion of every emotionally, mentally and physically. Disease has "always" been with us, although expressing itself in different ways. Not only is man sick, every kingdom, animal, plant, and mineral, and the very earth itself, shows signs of disharmony. Every change of form requires a dying process. Old patterns and forms must give way for new patterns and forms to develop.

Thus the disintegration of forms is a necessary evolutionary process. By not resisting but flowing with the process we recreate harmony. Isn't this what we call acceptance? Acceptance does not mean to lean back and just let it happen, but rather to use consciously all our inner potentialities to see what to learn and gain. By looking behind the phenomena of physical life, we may discover that consciousness and life-quality is more important than form and physical existence.

In our work we see that every disease contains a "hidden" wisdom and that disease often disappears when understanding is brought about. In this way disease is being transformed to a positive learning process by an expansion of consciousness, in addition to the well known fact of being a cleansing process.

Man is energy, Disease is an energy-imbalance. We utilize this knowledge in our Touch for Health work. By ancient wisdom energy is divided into 7 aspects, notes, vibrations, colors, or qualities - the 7 Rays:

Ray of: Expressed in our lives as:

- | | |
|------------------------------|------------|
| 1. Will and Power | politics |
| 2. Love and Wisdom | education |
| 3. The Higher Mind | philosophy |
| 4. Harmony through Conflict | art |
| 5. The Lower Mind | science |
| 6. Devotion | religion |
| 7. Ceremonial Order or Magic | finance |

The energy works through our electromagnetic or etheric body. The Qi energy is coming into our body through the Pranic Triangle where it is regulated to fit our physical body so that we do not get too much or too little energy. From the Pranic Triangle it is distributed through the nadies (the blueprint of our nervous system) and from here through our 7 main chakras to their relating glands and organs.

If we look for the chakra and the ray involved in connection with a physical symptom, we are looking for a very deep and important source of imbalance, and we can now work with the aspects of the ray to help the person to an insight with regard to his problem. In this way healing takes place according to his conscious understanding of what the imbalance can teach him.

In our research and development of Transformational Kinesiology we have found that people often partially identify themselves with other people. Especially when we have a difficult time with somebody, feel very sorry for somebody, or are upset with somebody we "take" the other person's thoughts and feelings to the exclusion of "our own". Apparently we copy some of the other person's energy pattern and even feel sick and are apt to develop similar symptoms. We may feel confused and have no clear perception.

Another problem is identification with ourself in the past or with our anticipation of the future. If we once had a traumatic experience and another situation comes up now that activates this old pattern, we are apt to react like we did at that other time. We feel sorry for ourselves, life is hard, and so on.

This recurrent identification problem is really part of the eternal question, "Who am I"? In normal life (exoterically), "I" is the personality and identifies with different parts of this personality i.e. thoughts (mental body), emotions (astral body), and physical body. Looking at it from an esoteric point of view, "I" is the soul, and we strive for a very long period fully to express this inner core.

It is said, "Man be thyself". This means to express the inner core through our physical, emotional, and mental bodies without identifying with these, because this in fact is the real problem of not being "I".

Test for Being Fully Present

1. Do the normal clearing tests (water, overenergy, switching).
2. The person states, "I am (name) here and now. Test right and left IM (Deltoid).
 - a. If IM switches off on one side only, brain integration stating: "I am. _____ here and now". Re-test.
 - b. If both IMs switches off, do eye rotations using the same statement. Re- Test.

The above is a superficial correction and can be used as part of a clearing procedure. If you want to go in depth, you can use verbal testing to find the identification problem so that it becomes conscious to the person. This has in many cases a profound impact upon the person's life!

Solar Plexus Imbalances

The Solar Plexus is the center that is in a state of imbalance for most of humanity today. It controls the liver, the pancreas, the stomach, nervous system, and a great deal of the abdominal area. The Solar Plexus is among many imbalances always involved in digestion problems. Esoterically the Solar Plexus has a special connection to our emotional body with its affections, cravings, low blood sugar problems, allergies, etc.

Ties

When people get together in any kind of relationship, we have certain expectations which often are not met. We try to change other people, we demand, we become dependent, and sooner or later we find ourselves in a restricting situation.

The following is just an example of one of the many ways in which the Solar Plexus can be out of balance.

Solar Plexus and Ties That Bind

1. Do the clearing test (water, overenergy, switching).
2. Always work with a goal.
3. Test IM while placing 5 fingertips on Solar Plexus on the BACK of the person (about T 10 and T 11)).
4. If the IM tests off, make the fingermode thumb to little finger with the right hand. Pause lock if the IM switches on.
5. Test verbally as thoroughly as possible which relationship he is ready to release. Take notes of important statements concerning the belief system. Talk with your friend about it and go on talking and testing until IM stays switched on when you are stating, "This system is ready, willing, and able to release the person".
6. Hold the frontal eminences while the person is visualizing the other person as clearly as possible. Let him talk aloud or just think about the relationship. Let him see the black figure of eight between the two of them binding them together. When he feels ready to untie it, let him do it. The visualization is like unplugging an electric cord from the receptacle. It is important that your friend understands what he learned from the other person so that he feels thankful. When freeing the other person from the tie it falls automatically from himself. Now he draws around the person a golden ring of light and finds himself in a similar ring of light. The rays from the rings form a bridge upon which they can meet without binding each other.
7. Retest statements. Retest the Solar Plexus. Negative statements should have reversed. The Solar Plexus should now test strong.

We feel convinced that kinesiology is being used more and more because it is a most excellent tool for the expansion of consciousness, the prevention of disease, and for healing.

The Use of Quartz Crystals in Kinesiology

by Robert Alan Frost

Abstract. Quartz crystal has many useful applications in the art of healing. Crystals may be used to improve concentration, to prevent switching, to absorb negative energies, to trace meridians, and to stimulate acupuncture points. Crystals may be programmed with a chosen remedy or influence and carried for continuous application. Crystals may also be used to deliver the energy of a remedy into the body without the possible toxic effects of actual ingestion.

As crystals tend to gather, store, and give out whatever influences they receive, it is wise to cleanse and purify them before each use. The mental intention to cleanse and recharge them is the most important factor. Most any ritual applied with this intention is effective. One traditional method is to place the crystals in flowing water for some hours followed by sunlight. Squeezing the opposite long sides and shaking the old influences out of the crystal (three times for all six long sides) works well.

Double-ended quartz crystals (with pyramidal points on both ends) are especially powerful. One held in each hand (or in the gloves during activities such as driving a car) increases wakefulness and concentration and also helps to stabilize one's energies which helps prevent switching. One can learn to feel this effect. To do so, first sit quietly and access your inner state. Then hold a double-ender in each hand and notice the difference. Repeat the cycle a few times. Personal experience so gathered is worth more than verbal descriptions.

American Indian shaman use a quartz crystal with one especially large flat face on the pointed end (a "shovel") to draw negative or disease energies out of the body. They hold the crystal with the large face oriented toward the disturbed area and appear to suck with the mouth through the crystal as if it were a hollow tube. Often they then cough and spit out some foreign substance apparently sucked out or materialized in their mouth or throat. This is a primitive but sophisticated, parapsychological technique. The clever kinesiologist will find ways to apply portions of such ancient techniques.

Tracing the meridians (as taught in Touch for Health) with a crystal pointed at the meridian line provides an energy boost to this useful technique. Specific acupuncture points may be stimulated without needles using the point of a crystal.

Crystals may be programmed with a chosen influence and then carried. This provides also an excellent opportunity for the placebo effect. Although the crystal alone does have profound effects, do not disdain the chance to identify positive, desired changes with the crystal before it is given to the client. Then when the client looks at, feels, or thinks about the crystal, he will automatically think of the desired changes.

To program a crystal with a color, place a piece of transparent colored plastic (available from theater supply stores) upon the crystal and place both in a strong light. To program the crystal with a musical note, vibrate the crystal with the chosen tone. One good way to do this is to touch the base of a vibrating tuning fork to the crystal. The energy of chosen substances (medicines, essences, other gemstones, etc.) can be programmed into a crystal by placing a bit of the substance on the crystal and squeezing the crystal.

This may be quite convenient for the kinesiologist who wants to give something to the client but has only one sample which he wishes to keep. As with cleansing the intention to program the crystal is the most important factor. Stay quite focused while programming.

Placing a substance at one end of a crystal and pointing the other end at the client will produce the same effect as when the client holds the substance. This effect may be used

to aim the chosen substance's energy at a chosen site (for example, a chakra) during a treatment. A flower essence may be so oriented toward the place where you sit and work. This effect functions even at great distances from the crystal. However, the effect lasts only while the crystal is aimed at the person receiving its influence. Holding the chosen remedy and a crystal between the two hands, with the remedy in one palm and the crystal pointed from the remedy toward the other palm and the crystal pointed from the remedy toward the other palm, delivers the influence so that it lasts even when the remedy and crystal are put down.

These are only a few possible uses of crystals in kinesiology. Experiment with these and with your own ideas. Anyone sending data concerning their own findings will receive a report of our gathered findings. Send data to: Robert Frost, Hochstrasse 56, CH-4053 Basel, Switzerland.

Temporal Tapping

by Robert Alan Frost

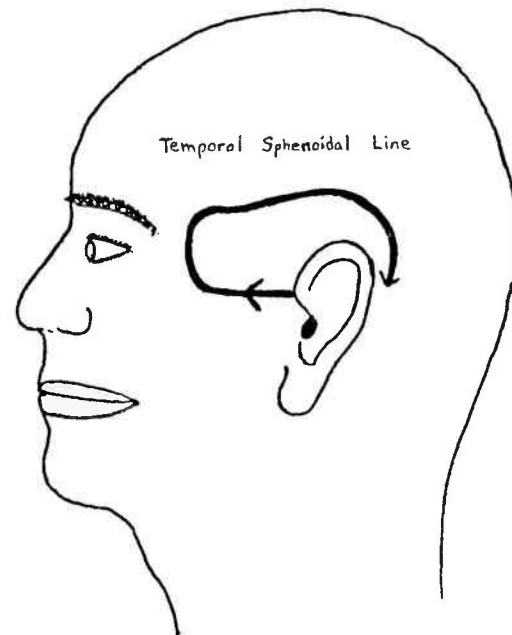
Abstract. Temporal tapping may be used to control involuntary bodily functions such as gagging and bleeding, to test for hemisphere dominance, to determine if a statement is true, to reprogram the brain to change habit patterns, to test if a particular muscle-meridian complex has been completely corrected, to test nutritional supplementation, and to perform structural corrections without the need for chiropractic adjustments. Temporal tapping simplifies and increases the effectiveness of many other techniques. Its use is recommended to every student of kinesiology.

Postural analysis, the meridian system, and palpating the line around the temporal and sphenoid bones are the three main diagnostic tools of the applied kinesiologist. The use of the temporal sphenoid line in diagnosis requires both sensitivity and persistence to master. However, this same line has several simple and effective therapeutic applications in the technique called **Temporal Tapping**. George Goodheart developed temporal tapping and its applications in Applied Kinesiology.

Temporal tapping is performed by tapping smartly along the temporal sphenoidal diagnostic line beginning in front of the ear and continuing forward, up, and around the whole line. The tapping should be done with the palm surface of the fingertips. To perform the temporal tap upon yourself, tap the right T line with the right fingertips and the left T line with the left fingertips. When temporal tapping someone else, use your right fingertips (palmar surface) on their left TS line and your left fingertips on their right T line. If temporal tapping is performed with the back side of the hand (the knuckles) the hand used is reversed in all cases due to the reversed polarity of the two sides of the hand. Tapping must be done firmly enough to penetrate curly hair or thick hairdos and to spring away from the skull after each light blow.

Before, during, or immediately after temporal tapping, some sort of sensory input is given. It may be visual (something to look at or read), auditory (heard or spoken yourself), or consist of some sort of therapy localization or other therapeutic maneuver. Temporal tapping appears to help the given sensory

input to pass the normal filtering mechanisms of the brain with the strength necessary to create the desired effect.



To use temporal tapping effectively, it is necessary to know the pattern of cerebral dominance. In a normally organized right handed, left hemisphere dominant person, a positive or true statement will be accepted (will not weaken an indicator muscle) when given with temporal tapping on the left side of the head. A negative or untrue statement will be similarly accepted when the right side is tapped. Those with the functions of the two cerebral hemispheres reversed (with the verbal function on the right side) will respond

oppositely in the above tests. Thus, temporal tapping may be used both as a test of cerebral hemisphere dominance and to determine if a chosen statement is true. Individuals with mixed dominance or neurologic disorganization may not respond to temporal tapping until corrective treatment has been given.

Use of the following test will determine if temporal tapping can be effectively utilized and how it must be performed. Find a strong indicator muscle in your test subject and test that it is not blocked (that it will test weak when a negative stimulus is presented). Tap the left TS line with the palm surface of your right fingertips. While tapping, say aloud, "This muscle now tests weak" and retest. If the muscle does now test weak, the subject is normally organized and may be temporal tapped as described in this text. If the muscle still remains strong, tap the right side of the head with the fingertips of your left hand and again give the statement. If the indicator muscle now weakens, your subject has reversed function of the two cerebral hemispheres and should be temporal tapped on the opposite side to the descriptions in this text. This condition is seldom found and when so, mostly in left-handed people. If neither side weakens the indicator muscle, check for and correct neurologic disorganization.

If the jaw is pulled back, or the posterior portion of the temporalis muscle (which pulls the jaw back) is hypertonic, temporal tapping will not be effective. Therefore, observe that the subject does not pull the jaw back during temporal tapping. To test if the posterior portion of the temporalis muscle is hypertonic, have the subject place two fingers into the belly of the muscle above and behind the ear. If this therapy localization weakens an indicator muscle, that portion of the temporalis muscle is hypertonic and requires spindle cell pinching treatment. After such treatment, the therapy localization to the belly of the temporalis muscle will no longer weaken the indicator muscle, and temporal tapping should function normally.

Although temporal tapping is often effective with only a positive suggestion, or with the tapping of only one side of the head, it is more effective when the suggestion is given

in the positive and negative form while tapping the appropriate sides of the head.

Statements given must be understood by and be believable to the person receiving the treatment. With these statements we are dealing with the reprogramming of the subconscious mind. The subconscious mind has often been compared to the mind of a five year old. Therefore, the suggestive statements should be simple, direct commands. The Statements to the left side should be positive and rational. Those to the right should be negative, emotional, and authoritative, as when a parent says to a child, "You are not going to do x (or you will be punished)." The wording is quite important. The positive statements (which are given while tapping the left TS line) should include one of the following phrases: "You will get along fine without. . .", "You can do without . . .", or "You will find it easy to. . .". The negative statement used while tapping the right TS line should include "You do not need to. . .", "There is no need to (for). . .", or "There is no reason to. . .". If you are doing this on yourself, replace the word "you" with the word "I".

So much sensory information reaches our brains each second that without filtering out and ignoring most of it, we would be overwhelmed. However, this same filtering mechanism diminishes the effect of affirmations. Temporal tapping appears to temporarily reduce or turn off this mental censoring mechanism. Affirmations are then directly accepted into the subconscious mind with full power. Behavioral changes then more easily follow.

In using temporal tapping to overcome unwanted habits, it is necessary that the subject wants to change and believes in the possibility of the change. Preliminary work to establish these criterion will result in greater success with temporal tapping.

For example, to eliminate a smoking habit, one should first build up the desire to do so. This may be done negatively by looking at photographs of the lungs of lung cancer patients, or listening to emphysema patients breathe. Positively, one may consider pleasant breath odor, and the ability to run or make love with great stamina. To help believe

that you can stop smoking, talk to and be with people who have done so. Such a support group can be very helpful in the transition to being a non-smoker. Careful preliminary work in establishing the criteria of desire and belief will result in greater success in the use of temporal tapping in creating behavioral changes.

Train the subject to perform the temporal tapping upon himself. Then, when the desire to smoke again arises, he may temporal tap and give the suggestions himself. George Eversaul recommends vitamin, mineral, and glandular supplementation during the transition to being a non-smoker. He also gives an excellent discussion on troubleshooting and difficulties with the use of temporal tapping in his manual, *Dental Kinesiology*.

A most useful application of temporal tapping is in the control of involuntary functions such as gagging and bleeding. The gagging reflex provides an excellent example of the usefulness of temporal tapping. First, test how far a tongue depressor or something else can be placed back into the mouth until gagging occurs. Tap the left side and say, "You will get along fine without gagging" or "You will find it easy to have these dental tools in your mouth". The right side is temporal tapped with a statement such as, "There is no need for you to gag." Then demonstrate that the same instrument may be placed much further back into the mouth without eliciting the gag reflex. This is very useful for various dental procedures.

Bleeding during oral surgery may be similarly diminished. The first attempts at this were not successful because statements such as, "There is no need to bleed during surgery" were not believable and therefore not accepted. When the phrase was changed to "... to bleed so much during surgery" it was accepted and blood flow was greatly diminished. This demonstrates the need to make all suggestions used in temporal tapping believable.

Temporal tapping is thus effective in bringing suggestions into the nervous system for the control of involuntary functions of the body. Although the effect only lasts about one half of an hour, this is long enough to perform

needed operations and other therapeutic measures.

Temporal tapping may be used to determine if all the factors directly affecting a muscle-meridian complex (the neurolymphatic and neurovascular reflex points, meridian alarm points, etc) have been adequately treated. A muscle may test strong in the clear yet test weak when one of its related treatment points is touched. This is called a hidden muscle weakness. Using normal techniques, it would be necessary to test all of the possible treatment points to a specific muscle to be sure there are no hidden weaknesses. This technique may be simplified with temporal tapping.

To do so, first see that the muscle tests strong while the subject touches one of the related treatment points. Then while having the subject continue to touch the treatment point, the TS line on the left side is tapped. If the muscle weakens after the tapping, there is a hidden weakness that must be located and treated. When all hidden factors have been correctly dealt with, touching a treatment point and tapping the left TS line will no longer weaken the muscle. Thus all direct influences affecting the muscle-meridian group may be detected with temporal tapping. Should the muscle weaken or other related problems return after treatment, possible indirect causes such as cranial faults or neurologic disorganization must also be evaluated for lasting results.

Temporal tapping may be used for the testing of the need for nutritional additives. To do so, first be sure that all neurolymphatic, neurovascular, and meridian alarm points for the chosen muscle test strong. Next, have the subject touch two of these points simultaneously, temporal tap the left TS line, and retest the muscle. If the muscle now weakens, some sort of nutritional supplementation is required. Check a list of possible nutritional supplements for the particular muscle. Have the subject chew one after another until a supplement is found which causes the muscle to return to strength (with the double therapy localization and the TS line tapping). This is the needed nutritional factor.

Temporal tapping may be used as an alternate to chiropractic corrections. After diagnosing a specific structural problem, the patient is put into the proper correction position, for example, with the pelvis correctly upon treatment blocks for the correction of pelvic faults). Then, instead of adjusting the fault, temporal tapping is provided upon the left side of the head. Often, without further treatment, the desired adjustment is already accomplished. It appears that temporal tapping alerts the nervous system to the need for the correction indicated by the treatment position and that the nervous system then corrects the structural problem without the need for chiropractic adjustment.

This use of temporal tapping has been developed and applied to many various problems by Dr. Bruce Dewe in the *Professional Health Provider* program. He also finds that the inclusion of the emotional finger mode (thumb to ring finger) plus eye rotations and visualizing an X both increases the effectiveness of temporal tapping and eliminates the need for negative affirmations. His technique is to tap both sides simultaneously (with emotional mode, eye rotations, and visualized X) while stimulation

the problem or while giving a positive affirmation only. Temporal tapping has so many useful applications that its practice and mastery is recommended for all kinesiologists.

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God in the Five Elements

by Ray Gebauer

Abstract. In our pursuit of personal integration, the issue of God cannot be ignored indefinitely. At some point each honest person must ask the question, "How or where does God fit into my world view and into my personal life?" However, the limited focus of this paper is to explore this essential question only as it relates to the Five Element Model we all use in TFH, and primarily in reference to the associated emotion of each element. Specifically three areas will be explored: First, we will examine the concept of God reflected in the five elements. Second, we will discuss our five potential positive spiritual responses within this model. Third, we will look at how these five responses can be distorted or imbalanced, and the important implications of this in our daily living.

I see the Five Element Theory as fairly comprehensive and amazingly accurate model from which we can derive very useful direction. It includes the five basic emotions we all experience: Sympathy, Grief, Fear, Anger, and Joy, but its implications extend beyond physical and emotional issues. It is intended to be a wholistic understanding of the world and how its various aspects interrelate. Since an intelligent Being designed this world, and us in particular, in His image, it would seem reasonable that His nature would also be reflected in the physical world. This is clearly verified in the Bible: "SINCE THE CREATION OF THE WORLD, HIS INVISIBLE ATTRIBUTES, HIS ETERNAL POWER AND DIVINE NATURE HAVE BEEN CLEARLY SEEN, BEING UNDERSTOOD THROUGH WHAT HAS BEEN MADE." (Romans 1:20) So let's gaze at God the Creator through the grid of the Five Elements.

The Earth Element emotion is that of "sympathy". This includes all the "caring" emotions such as "empathy" and "compassion." The very foundation of any relationship with a personal God begins here, with the fact that God cares about us, and has compassion and empathy for us. Perhaps the most well known verse in the Bible contains this element, "GOD SO LOVED THE WORLD THAT HE GAVE ..." Even the common imagery of "mother earth" is relevant. God's nature, like that of a caring mother, is that He desires to be our "Protection", our "Rock" of safety, our salvation and refuge. "WE HAVE A HIGH PRIEST WHO SYMPATHIZES WITH OUR

WEAKNESSES ... DRAW NEAR TO RECEIVE MERCY." (Heb. 4:15-16)

The Metal Element emotion is "Grief". Certainly there is no stoicism in the person God of the Bible: "MY SORROW IS BEYOND HEALING, MY HEART IS FAINT WITHIN ME. FOR THE BROKENNESS OF MY PEOPLE I AM BROKEN; I MOURN, DISMAY HAS TAKEN HOLD OF ME. IS THERE NO BALM IN GILEAD?" (Jeremiah 8:18-9:1) Jesus, the God-Man showed His grief as He wept at the tomb of His friend Lazarus. We are admonished to be careful not to grieve the Holy Spirit of God (Ephesians 4:30) . God's grief is born out of His compassion (Earth element) for us. As a personal Being, God experiences much grief and sorrow because He sees what we so often do not, that our misjudged decisions often lead to much unnecessary pain and alienation from Himself. To not have relationship with a people about which He cares is painful and the cause of His grief.

The Water Element emotion is "Fear". Because "fear" is the response to an unavoidable potential loss, God, being all powerful, by definition is not subject to losing anything outside of His control. Therefore He can not experience "fear". But just as the vast ocean of water is awesome and fearsome; so is the living God. Any rational human has a healthy fear of the ocean IF he understands it; for he knows it can easily overcome him if he is not in harmony with it. So it is with God. If we recognize Him to be an infinite, awesome Being, anyone in their right mind would have fear of

Him, knowing that disharmony likewise can bring destruction. Thus the water element speaks of God's awesome power, His limitlessness, His Majesty and Holiness. Therefore, certainly God is to be revered and feared. "FOR GREAT IS THE LORD, AND GREATLY TO BE PRAISED; HE IS TO BE FEARED ABOVE ALL GODS. SPLENDOR AND MAJESTY ARE BEFORE HIM." (Psalms 96:4-6) "WHO WOULD NOT FEAR THEE, O KING? INDEED, IT IS THY DUE!" (Jeremiah 7:6-7)

The Wood Element emotion is "Anger". This emotion also includes the elements of "zeal" and "passion". Numerous times in the Scriptures, God is angry because of injustice, or His people's refusal to honor Him with relationship and obedience. Instead we insult the Creator of the Universe by wanting to be independent of Him. Supposing our way is better than His, and thinking we don't need Him. "KISS (HONOR) THE SON, LEST HE BE ANGRY AND YOU BE DESTROYED." & "GOD HAS INDIGNATION EVERY DAY." (Psalms 2:10-12 & 7:11-12) The positive side of this element is God's zeal. When Jesus angrily drove the money-changers out of the temple, it is said of Him, "ZEAL FOR THY HOUSE WILL CONSUME ME." (John 2:13-17, Isaiah 9:7)

The Fire Element emotion is "Joy". Like the other four elements, this is a commonly ascribed attribute of God. God's greatest joy is in having intimate relationships with His children. "THE LORD YOUR GOD WILL REJOICE OVER YOU WITH SHOUTS OF JOY." Zephaniah 3:17. Jesus speaks of God's joy, "THESE THINGS I HAVE SPOKEN TO YOU THAT MY JOY MAY BE IN YOU, AND THAT YOUR JOY MAY BE MADE FULL!" (John 15:11) Also, God is said to be a "CONSUMING FIRE". (Heb.12:29) This describes the process of purification that creates joy, "CONSIDER IT PURE JOY WHEN YOU ARE PRESSED UPON WITH PROBLEMS, KNOWING THE TESTING OF YOUR FAITH PRODUCES ENDURANCE, THAT YOU MAY BE MATURE AND COMPLETE LACKING IN NOTHING." (James 1:2-4) Processing through our problems (challenges) can make us aware of our weaknesses and faults, which we may then discard in our journey toward greater wholeness and maturity, which brings joy.

As in both nature and in ourselves, all five elements are essential for balance and harmony with God as well. However, because the Five Element model was based on observation of nature which is of course finite, it by definition is inadequate to fully explain and express the nature of an infinite God. For example, it does not even address His Sovereignty, His Omnipresence, His Forgiveness, Righteousness, Wisdom, Patience, Perfection, Immutability, Goodness and Grace, Absoluteness, etc. Nevertheless, it is still very useful even though God can not be contained by any "box" or model.

Now let's examine what our choices are in responding to this God described by, though not limited to, the five elements.

When we respond to God through the Earth element, we experience His compassion, "emotional protection," as a type of "Mother Earth." "HE ONLY IS MY ROCK AND MY SALVATION, MY STRONGHOLD; I SHALL NOT BE SHAKEN!" (Psalms 62:5-8) In this experience of security and acceptance, we are able to relate to others with compassion: "PUT ON A HEART OF COMPASSION." (Colossians 3:12) Thus in the Earth Element we not only receive what we need from God (compassion, acceptance and protection), but we in kind reflect this one of the five essential aspects of His nature.

When we respond to God through the Metal Element, we experience grief. Just as He grieves over a lack of relationship with His created ones, it is proper for me to grieve over both my lack of relationship with Him, and the cause of it: my self-centeredness (sin). So I respond to my Holy Creator in humility and repentance. "SORROW THAT IS ACCORDING THE NATURE OF GOD PRODUCES A REPENTANCE LEADING TO SALVATION (wholeness/harmony/healing) THAT IS WITHOUT REGRET." (II Cor. 7:10)

In the Water Element we see God's awesome greatness, His Majesty and His infinite power. Unless we somehow can avoid seeing this, our only rational response is bowing down before Him in worship and fear. "THE FEAR OF THE LORD IS THE BEGINNING OF WISDOM, AND THE KNOWLEDGE OF THE HOLY ONE IS UNDERSTANDING." (Poverbs 9:10) Can we ever mature beyond needing "fear" in our lives?

Of the most perfect man to live (Jesus), it is written, "THE SPIRIT OF THE LORD SHALL REST UPON HIM, THE SPIRIT OF WISDOM AND UNDERSTANDING, THE SPIRIT OF COUNSEL AND STRENGTH, AND THE FEAR OF THE LORD; AND HE WILL DELIGHT IN THE FEAR OF THE LORD." (Isaiah 11:2-3) Also II Cor 7:1. So to be in balance spiritually, and to be in harmony with God, this kind of fear must be fully integrated into our lives if we are to respond properly to this infinite holy God.

The Wood Element provides us with yet another non-optional way to respond to God. Here I can experience anger and zeal. It is a sign of death or denial to have no anger or zeal about something. I need to be angry over the injustices in the world such as starvation, crime pollution and evil. I need to have zeal to take strong action against it. Because a holy god hates injustice, I need to hate it with the same zeal He does. In the same way, I need to have passion and zeal for both God Himself, in knowing Him intimately, as well as for His kingdom and purposes.

When we respond to God in the Fire element, we experience the ecstasy of Joy! This joy is independent of circumstances and situations, but finds its source in intimacy with a personal God. There is a shallowness in "joy" that is based on anything else, including achievements, possessions, control, fame, etc. In sharp contrast is the joy that is generated in a close relationship with a spouse or best friend. Only the depth of an intimate relationship can produce full joy. "IN THY PRESENCE IS FULLNESS OF JOY." (Psalms 16:11) Actually experiencing the presence of God creates joy, whether in worship, meditation, or in healing power. "THE KINGDOM OF GOD IS NOT EATING OR DRINKING (externals), BUT RIGHTEOUSNESS AND PEACE AND JOY (internals) IN THE HOLY SPIRIT." (Romans 14:17) So it is not through morality, right principles, or even serving others we have lasting joy, but in doing these same things for God's glory and because of our relationship with Him.

Just as ALL the elements of physical health are needed, such as air, water, food, exercise, and sleep, so it is for our relationship with God. We must relate to Him

in all five dimensions, and not mistakenly suppose we can pick and choose the ones we prefer. If we value balance, harmony and growth, we must embrace ALL of God, His entire nature, whether we fully understand it or not (being finite, we can not anyway). Interestingly, "love" can not be wholly contained in any one of the five elements. In the Earth element, the dimension of love that is evident is empathy, compassion and mercy, as well as the protecting aspect of love. In the Metal, we see the grief that comes from the loss of a loved one (without love, there is no basis for grief). In Water, we experience fear due to the possibility of the loss of someone or something that is dear to us, such as a child or our own life. In Wood, we discover anger when there is a violation against a person or principle we love and zeal when we press ourselves to give to or help a loved one or a just cause. In Fire, joy comes naturally as we experience closeness and intimacy in our relationships. One of our highest goals, love, is therefore only obtainable in its fullness in All five of the elements.

Identifying Imbalances

As in any good TFH balancing, we must now identify the state of imbalance (or "weakness") that may occur in each of the five elements as we seek to relate to God. There are at least 3 types of imbalances: deficiency, excess, and misdirection.

In the Earth element, an imbalance of excessive focus on compassion may exist that can create the serious neglect of other equally important elements. As this is true in our human relationships (sentimentalism), an exclusive focus on God's compassion (usually inaccurately referred to as "love") leads to a denial or minimization of the other elements. Of course, a lack of experiencing God's compassion is equally detrimental. However, a more subtle and equally dangerous imbalance is a misdirection of compassion. Instead of receiving God's compassion/empathy and giving it freely to others, a person can direct all his empathy toward himself in "loving" himself in self-absorption and self-protectiveness. "Empathy" toward others is reserved for the times it is convenient or when it is given to gain approval or an advantage. As with every

good thing, compassion/empathy is diluted and polluted, when it is contaminated with self-centeredness. This puts us out of harmony with others, God, and even ourselves, so often without even any awareness on our part.

In the Metal Element, grief can easily become imbalanced. In a state of excess, we find ourselves suffering with unresolved guilt, depression, doubting that God loves us, and unwilling to release the past. We are unable to fully experience anything else until we have fully forgiven others and ourselves. This person may feel God is an unrelenting policeman in the sky rather than a Father of mercy and grace. Yet, in contrast, or even at the same time, this person may have a deficiency of grief in his relationship with God. Instead of humility, sorrow, or any repentance, there is an attitude of independence, of not needing God or of being accountable to him, and even an air of pride and self-righteousness. The only time "sorrow" of any kind is felt is sorrow over not getting what was wanted. Again this distortion is caused by a self-orientation mentality, if not toward people in general, at least in response to God. Humility is inherently necessary for healthy grief.

The proper balance of "grief" in this respect is so important that in the most famous address given by one man to others, the Sermon on the Mount, the first three of the eight beatitudes refer to this: "BLESSED ARE THE POOR IN SPIRIT BLESSED ARE THOSE WHO MOURN (i.e. in repentance over their sin) BLESSED ARE THE GENTLE/HUMBLE ..." (Matt. 5:3-5) In fact, "GOD MAKES WAR AGAINST THE PROUD, BUT GIVES GRACE TO THE HUMBLE." (James 4:6-10) What we all really need is more grace, and NOT having God against us! Let's be sure to stay in balance on this one!

The Water Element also has great potential for serious hidden imbalance. The most obvious is excessive fear, including the fear of rejection, or failure, of success, of sickness, of being insignificant, of not being good enough, etc. There can be an excessive unhealthy fear toward God, such as thinking that God is always angry and/or punishing for past mistakes. On the other hand, there can be a state of reckless fearlessness that

endangers one's life or health. In a similar way, a lack of a healthy fear toward God has serious consequences. It is first of all, certain evidence that a person has chosen to ignore Who God really is. He has either denied or lost touch with the fact of God's awesome greatness, His infinite Power and His Majesty. It is obviously unwise and dangerous to ignore the Creator of the Universe to whom we are accountable. Because we were created for His purposes, when we leave Him out of our lives, not only is God grieved and offended, but we are actually robbing ourselves of fulfilling our greatest potential that comes with being in harmony with God's plans and purposes.

Because we were designed to have a certain amount of fear in our lives, rationalizing away the fear of God does not really eliminate fear at all, but merely shifts it toward something else, such as a fear of not being accepted, or successful, or loved, or having worth or value. Another problem is a tendency toward relativistic thinking, rejecting absolutes. This person increasingly becomes more and more self-orientated, self-focused, and thinking that he does not need God. A balanced spiritual and emotional life must include this foundational element of the fear of a holy and awesome God.

In the Wood element, we frequently see in people two extremes. A person can be aggressive, demanding and controlling, or passive with no purpose or direction in life. A person who has anger toward God or people is a person with a demanding attitude that things should go his way (arrogance). A person with no "anger" energy is not committed to anything and has no drive or meaningful purpose in life. Yet even in a person with zeal for worthy causes, such as TFH, or a political cause, there is the danger of having substituted "good" for the "best". A person's greatest zeal and priority needs to be directed toward God, in knowing Him, and for His purposes in this world. And we must be careful that our zeal is not merely focused on ourselves, on achieving what We want for ourselves. If we are to be consumed with zeal, let it be for no less worthy person than the living God. He not only deserves more than a passive faith and acceptance, but we find that it is in our own best interest to respond to God with zeal and passion.

In the Fire Element, an excessive amount of joy is not very common. Most of us suffer from a lack of it. It is hard to have too much joy; but when joy becomes the primary response to every situation in life, there has to be some serious denial of reality. For most people with an imbalance of joy, it is either in the direction of too little, or it is a case of it being based too much on anything else but a relationship with God. If I don't have enough joy, I am overly focused on MY needs and desires not being met. This again is an evidence of the contaminating effect of self-centeredness. Real JOY is not found in hedonism, or in the illusion of control, or getting what I want. It is experienced in relationships, and most importantly in my relationship with God as I experience both security as I trust Him, and intimacy as I pursue Him with all my being. If I have an abundance of joy, but this has nothing to do with responding to God, I am still out of balance with God in the Fire Element. The greatest joy, in quality and duration, is in personally knowing God as our Father.

Let us be careful to not limit God by our finite understanding or our biases of what we think God should be like. God is not created in our image, but we in His. If we are to fully experience all that He is, and if we are to move closer to greater balance, integration and harmony, we must respond to Every aspect of His nature, as exemplified by the five elements.

I trust that the relevancy of these concepts is obvious. However, may I suggest two specific ways to use this. This understanding of God can be included in your awareness when you are being balanced or balancing another, especially when the emotion of one of the elements is on line. Additionally, of course, the focus of the balancing can be the person's spiritual relationship with God.

The second way of using this is something I do on almost a daily basis. When I pray to my Father, I ask Him to show me how I am out of balance in Each of the Five Elements, and to "balance my heart" accordingly. For

example, I ask God to give me more compassion (Earth element) for those with whom I interact, and that He would give me the grace to rely more on Him as my "protection" (emotional) instead of me being defensive and self-protective. I ask that instead of my heart being hard (to protect me from pain), that it would be soft (as fertile earth), and that He would be my Rock and Security.

Then I ask God to show me what I need to see in my life for which I need to repent (Metal). Usually it is some varied form of self-centeredness. I ask Him to help me to humble, because He only gives grace to the humble, but opposes the proud.

As I contemplate God's greatness, awesomeness and majesty, I ask Him to give me "fear" (Water) of Him as previously explained. I strive to maintain that balance of seeing who I am (my smallness) in light of Who God is (His greatness).

Then I ask God to give me His Zeal (Wood). I tell him I want to have zeal and a passion for knowing Him and following Him in everything I do that day. I recognize that I all too often have a lot of zeal (or anger) for my own agenda rather than for His. I ask for zeal to love and serve others selflessly just as His son did.

Finally, I ask my Father for the experience of His presence, so that I may enjoy intimacy and closeness, and the power and joy of abiding in His presence through His Spirit (Fire).

In conclusion, I strongly encourage you to explore the significance of the five element emotions in your life as it relates to knowing and responding to the God of the five elements and of the Universe. This five element model can be a very useful tool in examining the degree of balance and integration of God's character in your life. The implication of this level of balance can be eternal.

Getting in Touch with Your Patients

USING TOUCH FOR HEALTH

by Norma Harnack, R.N.

While nursing has come a long way since the days of Florence Nightingale it is just beginning to acknowledge its role in the healing process. By declaring the art of nursing a separate entity that empowers healing, nursing begins to define its role and its autonomy. One of the oldest methods used to describe healing is TOUCH. At one time touch was thought to be magical in its ability to heal. We now know that touch stimulates certain endorphins which can inspire healing to take place. As we begin to define what is specific to nursing through the nursing diagnosis let us include one of its most basic elements, TOUCH.

Touch is perhaps the most significant aspect of non-verbal communication. The sense of touch is developed in utero and precedes the development of speech as a form of communication. Touch remains with us throughout life as the most significant contributor of our direct experience. The importance of touch as a necessary physical stimulus cannot be denied. Touching promotes a physiological response in an infant that stimulates mental and physical growth. In the absence of tactile stimulation babies fail to develop normally, in some cases they die. This malady, known as maternal deprivation, is an example of what happens when there is an absence of touch in the environment. When do we stop needing this all important factor in our lives? Never! The need for touch is a constant influence throughout our lives. The satisfaction of this need far outweighs the fear of closeness or rejection as we seek to satisfy it through our experience

Touch conveys multiple communications and elicits just as many responses. Through our touch we can communicate empathy, trust, encouragement, security, as well as comfort and caring. Touch creates a connection between two (or more) people and allows them to establish an immediate rapport. Touch can provide the distinction between self and others, self and the environment.

Touch communicates feelings between people when mere words are not enough. Without touch, Helen Keller may have never learned to speak. It was touch that replaced her sight.

The therapeutic use of touch in healing is essential to the practice of nursing. Your touch can communicate hope and caring to a fellow human being. No patient has ever been rallied from the depths of disease without it. Touch can convey to a patient the message to hang in there, that help is on the way. My stepfather was recovering in the intensive care unit following a stroke he had suffered at home. My mother, who was his constant vigil was sitting by his bed when he called her name, made a deep sigh and appeared to stop breathing.

My mother, crying, wandered aimlessly toward the nurses station. One of the ICU nurses saw her approaching and went hurriedly to her side. The nurse asked my mother what was wrong. "It's Mr. Price," she warbled. "I think he is dead!" The nurse did not wait for these last few words to leave my mother's mouth. She pushed my mother aside, rushed into my stepfather's cubicle, and called his name. To my mother's amazement the nurse began pounding on my stepfather's chest and telling him that he couldn't, and she was not going to let him, die. And he didn't. At that point in time, that nurse's touch did more for my stepfather than any medicine or treatment. The nurse used all the tools she had available to bring my stepfather around. I feel that touch is the most powerful healing tool nurses can independently offer their patients. The back rub, the hand on the shoulder, a squeeze of a small child's or elderly patients hand can stimulate positive endorphins which promote the healing process and life itself.

Searching to enrich my own nursing practice lead me to *Touch For Health*. The methods of touch therapy outlined in *Touch For Health* are easily infused into patient care. They are simple but specific noninvasive touch

techniques that can benefit the patient. They can become assets to the practice of nursing as an independent tool that the nurse can initiate.

The Nursing Diagnosis

Nurses create the context for the nursing diagnosis by utilizing the nursing assessment. A good nursing assessment is always wholistic. Nurses traditionally evaluate physical, cognitive and emotional levels of the person. Identified deficits, on any level are considered symptoms or potential problems for the individual. The definition and recognition of deficits or symptoms are the basis of the nursing diagnosis. Nurses use the nursing diagnosis to treat or prevent problems with nursing interventions. Once a nursing diagnosis has been defined a nursing intervention or treatment can be designed. Treatment may include executing medical orders, but the nursing diagnosis should be approached with a nursing treatment or intervention that is derived from the domain of nursing.

According to Campbell, in *Nursing Diagnosis and Intervention in Nursing Practice*, through your touch you express concern and human relatedness because the expression and perception of emotional feelings can be activated through stimulation of skin nerves. The skin is the largest organ for sensory input and has a very large representation in the brain. Those who are deaf and blind rely primarily upon the skin for information. The sensory efforts of the skin are in action constantly even while we are sleeping.

The ability of the nurse to be in touch with the individual, as a whole human being with a past a present and a future, with relatives and children, a home and a job, is specific to the domain of nursing. Patients rely on the ability of the nurse to assess their health status because they are unfamiliar with the workings of their own bodies. They rely on nurses to interpret for them the medical findings and the hospital jargon in order that they can begin to understand and participate in the resolution of their health problems.

Nursing Interventions

Nursing interventions are autonomous actions performed by the nurse to alter a perceived or known deficit in the health status. Nursing interventions can be observational or abstract. They should be measurable and specific to the individual. The nursing intervention is arrived at by looking at the desired outcome or goal for promoting, maintaining or restoring the individual to total health. Interventions lend themselves to the preciseness of documentation because you record the specifics of when, where, how, and the results of the action. Documentation allows you to record and monitor the intervention so it can be altered to fit individual needs and indicate progress. Documentation also supports your actions and judgements as well as justifying the time spent in carrying out each intervention. Nurses are entrusted with the responsibility of making a nursing diagnosis in order to assure continuity of good patient care.

Unfortunately, being thrust into the role of patient can throw a person out of touch with their own personal reality. Being diagnosed as having a definite health problem often throws a person into a state of shock. Anytime you are in a state of shock whether it is physical, mental, chemical or thermal the body computer reacts by going into its shock mode. When the body is in distress listening becomes a very low priority. Words defining or educating them in regard to their illness often fall on deaf ears. An example of this is when the doctor gives the patient the diagnosis. When the doctor leaves, the patient turns to the nurse for an interpretation of the events. The nurse attempts to clarify the information only to have the patient repeat the same questions upon the arrival of the family. This event repeats itself until everyone is exhausted and the patient says "well, you all just do what's best". The person loses more of his personal identity as he is cast further into the role of patient. He is dependent on someone or something outside of himself to heal him. He is unable to participate in his own process. His hospital stay is longer because his level of understanding makes it more difficult to educate him, more difficult to assure his ability to function when he returns home.

Sometimes this extension of "patient" remains after discharge. So we "help" him by referring him to home care, until he comes back to us again.

Touch as a Nursing Intervention

How can you as the patient advocate and educator be more effective? You can begin by touching the patient. Our body language sends and receives messages, used adroitly can also break through defenses. Stand next to the patient. Distance can be interpreted as isolation or authoritarian and cause the patient greater stress. Place your hand on the patients arm or shoulder, or just take his hand. Your touch signifies your willingness to be involved. Touching helps re-orient the patient to present time and helps him to maintain his focus and his sense of balance.

Since 1981, I have used a system of organized beneficial touch methods I learned from "Touch For Health". One of these methods, a simple technique called "Emotional Stress Release", will yield results in 20 to 30 seconds and can be utilized the entire time you are working with a patient. Touching the forehead in this manner appears to improve circulation in that area of the brain increasing the available oxygen and thereby assisting the return of cognitive thinking.

Below is an example of how to express touch in the nursing orders:

Nursing Diagnosis: Impaired Cognitive Ability - Related to situational stress.

Etiology may include: Depression as a response to a situational stressor, ineffective coping mechanisms or emotional impact of medical diagnosis.

Nursing Intervention: Utilization of touch especially on the frontal eminences, active listening and therapeutic verbal communication.

Nursing Goal: To establish effective communication with the patient to prevent or reduce anxiety, promote and enhance the patient's sense of integrity and balance, educate and support the patient.

Using Emotional Stress Release with Your Patient

One area that is especially responsive to touch are the frontal eminences also known as the forehead. These points require simple contact with the pads of the fingers touching and slightly stretching the skin. You can also use the palm of one hand to cover both points by resting it lightly on the forehead. This can be initiated after you have established contact through your initial touch. Continuing to maintain physical contact, place the other hand on the frontal eminences. Using active listening you can then ask the patient if he or she understood what the doctor was saying. You might initiate conversation by saying "this must be very stressful for you".

Patient Daily Assessment - Using Meridian Massage

Assessing the patients physical status on a daily basis can easily be accomplished during the daily bath by utilizing the meridians. Meridians have been used in oriental medicine for thousands of years. Meridians are specific energy pathways that indicate the flow of energy throughout the body.

Although they have been known for thousands of years, science in this culture has only recently began to study meridians. Meridians have been traced with electricity and seem to follow very closely the nerve pathways. The meridians indicate that energy flows in a specific route and this flow is the same for all humans. You can utilize this natural pathway to make a total body assessment while giving the bath. Using this natural energy path can provide a stimulus that will help make energy use more efficient.

Using a gentle stroking over these pathways during the bath heightens your awareness of the patients physical status as well as influencing the patients feeling of well-being, gives the patient a sense of relaxation and increases the patients energy level.

Gait Points - Getting in Step

Nursing Diagnosis: Impaired Physical Mobility - Related to alterations in lower limbs

Etiology may include: Neuromuscular, musculoskeletal, or situational pathophysiology. Characterized by total or partial inability to move autonomously due to pain, weakness, mechanical or medical restrictions and limited range of motion.

Nursing Goal: Prevention of complications associated with impaired mobility such as decreased circulation, edema and peroneal nerve damage (foot drop). Promotion of optimal level of function and endurance. Education for adapting to alterations in mobility.

Suggested Nursing Intervention: Tactile stimulation by firm pressure massage of the dorsal and ventral gait reflex points on the feet.

Patients who are reluctant to move about post-operatively or because they have been bedridden often lack the ability to coordinate the muscles necessary to promote the ordinary sequence of walking. Interruption of the normal stimulation of the gait reflexes through walking may cause the patient to feel uncoordinated. Studies done on the neurophysiology of the mechanisms of walking indicate that multiple neuro-musculoskeletal responses are necessary for the normal gait pattern to occur. These studies also indicate that the functioning of the gait or walking mechanism is directly related to pace or use as a stimulus. Interruptions of the normal gait pattern whether traumatic or superficially imposed can cause defects in this system. Certain forms of patho-physiology can also be observed through observation of the gait pattern a person exhibits. Deviations in the normal gait pattern are indicative of a loss of proprioceptors and exteroceptors. The loss of spontaneity and ability to perform with ease can be directly associated with the lack of stimulation to the neuro-muscular mechanisms involved. The gait mechanism is also directly involved in influencing the stimulus and tone of the musculature of the legs and hip. Certain receptors, in the foot, when stimulated, cause facilitation of the of the extensors while others located in the medial

or lateral aspects cause facilitation of the adductors or abductors.

The lack of stimulus to these reflexes, in a bedridden patient, may cause a temporary loss in the ability to walk. The patient trying to ambulate after a long period of bed rest may find it takes effort to coordinate movements necessary for walking and maintaining balance. When these reflexes are ignored on a long term basis the ability to walk could be lost permanently. Since the stimulation of these reflexes have a profound affect on other leg and hip functions they should not be ignored even in the patient for whom there is no expectation of walking.

In order to restore or maintain the sense of purpose to those muscles it is necessary to influence them. This can be accomplished by positioning, various support techniques and by massaging the gait points on the feet. Once you have identified a need for this specific intervention it can be incorporated into the bath routine and used as frequently as the patient will tolerate it or as often as it is requested. The specific points to be massaged are located between the toes and arch of the foot, sometimes referred to as the "webbing" of the foot. Massage BOTH feet using firm steady pressure. Massage these points starting at the top or arch of the foot working downward, towards the toes and back up. It is a good idea to include separating the toes and gently massage each toe.

Neuro-Lymphatic Massage

Nursing Diagnosis: Tissue Perfusion, Alteration in peripheral circulation; Related to impaired mobility.

Etiology may include: Physiological, situational or maturational changes that induce weakness and fatigue or impose limits on physical mobility.

Nursing Goal: Prevention of complications associated with decreased tissue perfusion such as loss of motor and sensory function, tissue necrosis, coolness of skin, claudication, higher susceptibility to infection and edema.

Suggested Nursing Intervention: Neuro lymphatic massage, tactile stimulation by exerting firm direct pressure massage on specific areas on the body.

The movement of skeletal muscles plays a significant role in our circulatory system, especially the lymphatic system. In the vascular system, circulation is controlled by the pumping action of the heart with venous return assisted by muscle movement. The lymphatic system relies on lymphatic pumps or valves located throughout the system and the contraction of muscles. The lymphatic system acts as a drainage system for the body carrying off toxins and waste. The lymph also carries proteins, hormones and fats to all the cells as well as produce antibodies and white blood cells. The lymphatic pump, which becomes very active during exercise, is only minimally effective when the muscles are not being used. When the muscles are being used, the amount of circulating lymph volume is increased and the chances for infection or edema are decreased. Also during physical exercise, blood is drawn to the muscles and vascularity is enhanced.

When the body is at rest or immobilized for long periods of time the effectiveness of both the vascular and the lymph system is decreased. Muscular activity is very important and must be performed by the body in order to elicit the correlative responses, one of which is to assist the circulation. Muscle cells have a very high irritability status that allows them to respond to stimuli without losing potential. This characteristic of muscle cells allows for the desired effect to occur with minimal stimulus. When the body is unable to initiate muscular activity on its own, no stimulus occurs to provoke the desired response. By stimulating the neuro lymphatic areas on the surface of the body a pseudo activity is initiated that causes the muscle to respond. Stimulating these areas increases muscle activity and enhances peripheral circulation. Increasing the circulation promotes blood and lymph flow which increases reabsorption and decreases edema while stimulating the immune system.

Neuro-Lymphatic Reflex Points

These reflex areas are located mainly on the chest and back. They act like circuit breakers or switches that get turned off when the system is overloaded. The location of these points does not seem to correspond to the position of the lymph glands, but rather influence the related muscular activity. The points are sometimes tender and the tenderness is usually greater in the front than on the back. The areas which are found to be the most sore seem to be the ones in greatest need of massage. Massaging these areas can easily be incorporated into the bath routine. Using a firm, gentle massaging motion over the neuro-lymphatic points during the bath stimulates the functions of the lymph system.

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A Decade and Half of Movement

by Richard L. Harnack, M.Rel.

History & Background

Since 1975, I have been fascinated with the amount of information about motion and emotion which is stored in the muscles. My earliest introduction to the basic concepts and understandings of this phenomenon came from the writings of Wilhelm Reich, Alexander Lowen and Stanley Keleman.

When I started my training in Aikido, I learned that calmness and harmony in action were not only possible, but necessary to the development of graceful and effective movement. By the time I found Touch For Health, I had been doing Aikido for 3 years and had direct experience of how body movement is affected by and affects attitude and emotional tension.

In 1979, at the Touch For Health Annual Meeting in Asilomar, I saw Billy Riley demonstrate the use of muscle testing to determine when myo-fascial release was appropriate. Consequently, I became interested in how the reactive muscle and the myo-fascial releases could be used in injury rehabilitation and performance enhancement. I began to use these in combination with great effect.

When Paul Dennison, Ph.D., introduced the concept of homolateral muscles, several pieces of information began to come together for me. I had always known the brain affected muscle movement and that the muscles affected the functioning of the brain, but when Paul demonstrated the homolateral muscle release, I was impressed with the ease of movement this release was able to create.

Principles Of Movement

During the past decade, I have been looking at the various relationships involved in movement. Below are some general principles I feel are important to understanding movement.

Movement is all or nothing. We either move or we do not. While we may contemplate and visualize moving gracefully and effectively,

until we actually commit to the movement, we have no idea as to how well we can actually move.

For example, we know from Positron Emission Tomography (P.E.T.) that roughly 60% - 75% of the neurons required for any given movement fire when simply thinking of the movement. While this is exciting, it is the other 25% - 40% of the neurons which actually perform the movement. Hence, while we can visualize to our hearts content, until we perform the movement we have no kinesthetic knowledge to inform us.

Muscles are most effective when working in congruence. When I first learned about our skeleto-muscular system in college, the language used to describe the muscles was based upon a model of conflict. Thus, muscles were described as being Antagonists, Agonists, or Synergists. Even in Applied Kinesiology, these terms were used. Yet, looking at how we move, I have come to the conclusion that there is only one type of muscle movement -- congruent.

Congruent movement is graceful and powerful because your muscles and brain are working in an integrated and harmonious manner. This understanding comes from Aikido wherein the cardinal principle is to harmonize.

For example, the Quadriceps and Hamstrings are often listed as being "opposing" muscles. Yet, in all standing, walking and running, these two muscles must continuously work together. If they did not work together, then knees would give way far more often than they do. At some points both of these muscles are "switched on", in other movements one must release so the other can complete an action. In this sense, these are not "antagonistic" muscles as much as they are complementary.

It is these two understandings, movement is all or nothing, and, muscles are most effective when working in congruence, provide an understanding for reactive

muscles, homolateral muscle correction and myo-fascial release.

Neuro-Muscular Relationships

The basic neuro-muscular structure is found in the nerves coming out of the cranium, neck and spinal column and innervating the various muscles and organs along their path. The chart shows this relationship for the 42 muscles we test in Touch For Health. These nerves perform two basic functions -- moving information from the brain and spinal column to the muscles and organs, and, moving information from the muscles and organs back to the spinal column and brain.

"A motor skill is a group of simple, natural movements combined in a new or unusual manner to achieve a predetermined objective...The proprioceptive reflexes mediated at the spinal and lower brain levels...must be integrated into larger, coordinated patterns at centers in the brainstem, cerebellum, and cerebral cortex ...the proprioceptive reflexes, important as they are, require interregulation from superior sources. The very nature of skilled movement makes this self evident." (Gowitzke & Milner, p.317)

Performance Enhancement

There is another perspective I operate from -- that of performance enhancement. Performance Enhancement continually asks the

question, "How can I reduce tension, improve movement and increase neuro-muscular integration?" (Actually, the question is more like, "How can I move more powerfully, smoothly and gracefully?")

To this end, I have combined information about the cranial and spinal nerves with what we know about reactive muscles, fascial release and homolateral muscle correction, to bring about quantitative and qualitative changes in movement integration. The procedure which follows brings about dramatic postural and movement changes.

Benefits

The major benefit of this procedure is the increase in fluidity and ease of movement. It also allows any prior training in the movement to become more fully accessible by your whole neurology. The changes brought about are felt internally and externally. As the muscle circuits open up and become more clear, major shifts in the posture and proprioception occur.

Conclusion

In combining these three procedures, the overall goal and purpose is to increase freedom and ease of movement. As you use this procedure more, you will also find that many "emotional" tensions also release and become more "easy". Use it and enjoy!

MOVEMENT RELEASE

1. Evaluate posture and movement.
 - a. Notice the amount of inhibition if apparent.
 - b. Rate on a scale of 0 - 10 for any pain or discomfort.
 - c. Do the movement and test related indicator muscles.
2. Balance and correct all muscles.
3. Re-evaluate the movement and discomfort levels.
4. Determine the priority area to work first.
 - a. This can be done by using the following statement,
"The priority area for correction is (above the waist, below the waist, at the waist, etc...)" and test an indicator.
 - b. Circuit Locate by touching the various areas and testing an indicator.
 - c. Confirm priority by touching specific area and challenge with breath holding, eyes right, eyes left.
5. Once the priority area is determined, look at the spinal nerve chart to locate related muscles. Test these muscles.
6. Locate an age and an emotion associated with this specific area, use either the list below, or the Three-In-One Concepts Behavioral Barometer, or your favorite list.

Joy/Anxiety
Sympathy/Compassion
Grief/Regret
Fear
Anger
7. Using an indicator muscle, state,
"The priority correction for this muscle is (reactive muscles, myo-fascial release, homolateral muscle)."
8. Do the priority correction. See the steps for reactive muscles, fascial release, and homolateral muscles at the end of this article.
9. Determine next priority, if any and correct.
10. Recheck the age and emotion. Do Emotional Stress Release if necessary.
11. Re-evaluate the movement and discomfort.
12. Re-check the muscles along the spinal nerve, is there any noticeable difference?
13. Determine if there is a second area which needs to be corrected. If so, repeat the above steps until all challenges show clear.

REINFORCEMENT

Once the above procedure is completed, you may want to visualize the movement and check to see if there is any stress involved. This can be very valuable in working with demanding physical performance. The benefit is that not only are the muscle patterns more efficient, but then the emotional patterns can also support the changes.

1. Visualize doing the movement perfectly. Test an indicator.
2. If the indicator "switches off" on the visualization, check for an age and emotion.
3. Once you have located an age and emotion, hold the Emotional Stress Reduction points while reviewing the movement.
4. When you feel complete, recheck the visualization, age and emotion.
5. If the muscle still "switches off", check for another age.
6. Repeat until all ages are clear.
7. Visualize doing the movement perfectly again and retest the indicator.

MUSCLE & SPINAL NERVE LIST

C = Cervical, T = Thoracic, L = Lumbar, S = Sacral

<u>Muscle</u>	<u>Spinal Nerve</u>
Sacrospinalis	C1 - L5
Neck Extensors	C1,C2,C3,C4,C5,C6,C7,C8,T1
Neck Flexors	C1,C2,C3,C4,C5,C6,C7,C8,T1
Lower Trapezius	C2,C3,C4
Middle Trapezius	C2,C3,C4
Upper Trapezius	C2,C3,C4,C5
Diaphragm	C3,C4,C5
Levator Scapulae	C3,C4,C5
Anterior Deltoid	C5,C6
Brachioradialis	C5,C6
Middle Deltoid	C5,C6
Posterior Deltoid	C5,C6
Rhomboids	C5,C6
Supraspinatus	C5,C6
Teres Major	C5,C6
Teres Minor	C5,C6
Anterior Serratus	C5,C6,C7
Pectoralis Major Clavicular	C5,C6,C7
Subscapularis	C5,C6,C7,C8
Pectoralis Major Sternal	C5,C6,C7,C8,T1
Coracobrachialis	C6,C7
Latissimus Dorsi	C6,C7,C8
Triceps	C7,C8,T1
Opponens Pollicis	C8,T1
Tranverse Abdominals	T1,T2,T3,T4,T5,T6
Quadratus Lumborum	T12,L1,L2,L3,L4
Rectus Abdominis	T5,T6,T7,T8,T9,T10,T11,T12
Oblique Abdominals	T5,T8,T9,T10,T11,T12,L1
Iliacus	L1, L2,L3,L4
Psoas	L1,L2,L3,L4
Gracilis	L2,L3,L4
Quadriceps	L2,L3,L4
Sartorius	L2,L3,L4
Anterior Tibial	L4,L5
Adductors	L2,L3,L4,L5,S1
Fascia Lata	L4,L5,S1
Gluteus Medius	L4,L5,S1
Gluteus Minimus	L4,L5,S1
Popliteus	L4,L5,S1
Gluteus Maximus	L5,S1,S2
Hamstrings	L5,S1,S2
Peroneus	L5,S1,S2
Piriformis	L5,S1,S2
Posterior Tibial	L5,S1,S2
Soleus	L5,S1,S2
Gastrocnemius	S1,S2

REACTOR/REACTIVE MUSCLE REPATTERNING

The steps listed below are the basic repatterning procedure. Keep in mind the muscle we are looking for is the one which causes the greatest number of muscles to "switch off".

1. Balance. It is best if all 42 muscles are tested and balanced.
2. Locate the general area in which you suspect the reactive muscle to be.
3. Test all of the muscles in the area and any others you may suspect are related, in the "clear". Look at spinal nerve chart for other possibilities.
4. Next, test the suspected reactor muscle, then quickly test another muscle. If the second muscle "switches off", it is the reactive.
5. Make a list of all of the reactive muscles "switched off" by the reactor muscle.
6. Go to the belly of the reactor muscle. Going in the direction of the fibers, push the muscle spindle together until the muscle tests "switched off".
7. Quickly test all of the reactive muscles which were "switched off" in relation to the reactor muscle.
8. Test the reactor muscle. It should now be "switched on".
9. Challenge by testing the former reactor to the former reactives. All of the muscles should now remain "switched on".

HOMOLATERAL MUSCLE REPATTERNING

This correction, discovered and described by Dr. Paul Dennison, is a powerful tool for "clearing" muscle circuits for ease and grace of movement.

To Check For Homolateral Muscles:

1. Test and balance all muscles.
2. Cross crawl (opposite arm/leg). Test muscles. Note which remain "switched on" and which "switched off".
3. Do homolateral (same arm/leg) movement. Test muscles. Note which "switched on" and which "switched off".
4. Make a list of the muscles which "switched on" with homolateral crawl. These are the homolateral muscles.

To Repattern Homolateral Muscles:

1. Cross Crawl up to 25 repetitions with eyes UP LEFT, sometimes UP RIGHT, while humming. [Note: the number of repetitions can vary and you may want to test for it, however 25 repetitions will definitely repattern.]
2. Test the homolateral muscles. They should now be "switched on".
3. Do homolateral movement up to 25 repetitions with eyes DOWN RIGHT, sometimes DOWN LEFT, while counting.
4. Test the muscles determined to be homolateral. They should now be "switched off".

To Anchor the New Pattern:

1. Sensing your hemispheres in your right and left hands bring them together, feel your hemispheres integrating.
2. Cross crawl moving your eyes in all directions. Test the previously homolateral muscles. They should be "switched on" without any tensions or "tightness".
3. Do homolateral movement moving your eyes in all directions. Test the previously homolateral muscles. They should now "let go" in a relaxed manner.
4. Cross crawl briefly to "switch on" or allow the relaxed state continue a while longer, your muscles will reset on their own.

MYO-FASCIAL RELEASE

Our muscles are held together by sheathes called fascia. These sheathes relate to the overall "elasticity" of the muscle. Sometimes the fascia is not as elastic as it could be. The Myo-Fascial Release helps restore the muscle's elasticity.

To check:

1. Test and balance all muscles.
2. Select the muscle(s) you want to release. [Note: If you have previously done the Reactor/Reactive Muscle Repatterning, start with the reactor.]
3. Test the muscle(s) "in the clear".
4. Put the muscle(s) into extension for about 5 - 10 seconds, bring it back to test position and test.
5. If the muscle(s) tested "switched off" after being in extension, then move to the correction phase.

To correct:

1. Put the muscle(s) back into extension.
2. With your thumbs, gently and firmly "iron" along the length of the muscle(s) going with the direction of the fiber. Make certain the person is exhaling. Do this 3 times.
3. After "ironing", put the muscle back into extension for 5 - 10 seconds, and test again. It should remain "switched on".

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Teach for Joy

Toss Out the Tabla Raza Now!

by Edna Harr

By the way of introduction, I will tell you that I have literally taught all my life and that includes teaching for five years in Jefferson County Public Schools as a lay teacher for the alternative school and as an English tutor for non-English speaking children in another half dozen traditional schools. I have really learned how to teach through my team teaching experience at the alternative school. I am always looking for ways to improve my teaching and have continued to collect ideas. Here I will present the ones that I use a lot for your consideration, because they work for me.

At some point, I realized that you cannot really "teach" anyone anything. That "teach" is a transitive verb in our language (and the other three that I am familiar with) is ridiculous and shows to what degree our civilization has become so arrogantly left-brained. This idea feeds into the bizarre notion that people of any age come to us, the Great Ones, with empty minds (the tabla raza concept), and we write upon them. Now I ask you in all seriousness, have you ever met anyone with an empty mind? Even when you look into the eyes of a healthy newborn, there is Somebody looking back at you and not an empty mind.

What we can do, however, is provide the environment, the materials, the ideas and the model so that people may learn. We can even entice them into learning, but we cannot stuff it down their throats.

So I have wandered from camp to camp, collecting ideas that worked for me from NLP, Superlearning, Edu-K, great teachers in the field, brain research, meditation, and more. Briefly, I have come up with ways to provide people with an experience involving all of the body-mind-spirit that is hard to resist because it is joyous and allows the whole system to function as it was meant to. By the way, if you aren't having great fun teaching, forget it until you figure out how to EN-JOY yourself.

Basically there are three essential pieces to teaching: the teacher, the environment, and the student. If any of these parts are missing or dysfunctional, learning does not occur, and infinite variations of these parts exist.

As teachers . . .

we have the greatest control over this piece, or do we? If we use our skills as balancers to clear our subconscious minds of our own garbage, yes, we can. How do we recognize an ideal teacher, and how can we integrate that mode into our existing system? The Superlearning people have delineated an ideal teacher in terms of what actually works to get information across. One of the factors that they find very important is that the teacher be an authority. Of course this means a grasp of your subject, but in our field we are a bit luckier in that really what we have to know is how to use and explain to others how to use *The TFH Book*. I often look things up in the book while teaching, even if I already know them, because it is less intimidating to students than showing off my great memory, assuming in any case that I indeed have one... Getting them to be familiar and **comfortable** with using the book is a great service to them, simply because it means that out there in the field, confronted at some time with an unhappy muscle, a pain, whatever, they might actually think of using the book rather than thinking to themselves how they wished they had paid more attention in TFH class, but can't quite remember the spot, wouldn't want to rub the **wrong** spot, well never mind, an opportunity for all of us is lost.

Another aspect of the idea of teacher as authority is to dress a tad better than the students. As those of you who know me well know, I am not the clothes horse of the family. I'd be happy in sweats and tennies, caftan and barefoot, hair down, whatever. I'm kinesthetic, and how it feels on me matters more than how it looks. Nonetheless, I own a few Big City Woman disguises, which I always use when teaching, hair up,

respectable shoes and all. Like it or not (the truth is, it's a societal quirk with no Real Meaning). In this time and place, people cannot hear you if you shock their sensibilities; so I put on my disguise and go teaching.

Perhaps the most important aspect to an inspired teacher is the gentle correction, with the emphasis on gentle. It's tempting for us all to show what we know, and this is appropriate at times or your students won't be back. But at the same time a balance must be struck between the urge to give information and the essential quality of maintaining the student in a safe environment that does not stress his ego, but rather supports his natural ability to play and hear easily. I'm sure you each remember a time when you gave (God forbid) a wrong answer and the teacher's response was to correct you in some less than gentle way. Often I would then retreat into my internal conversation ("How could you be so dumb?") and actually miss the right answer when it was given. Moreover, I might stay there at some level for the rest of the class, unable to fully participate and learn optimally from then on. A famous educator said "Children (people) don't give wrong answers, we ask the wrong questions." This is a good idea; think about it. I actually practice saying things I've thought up or collected from others until they are second nature. Phillip Crockford says "That's one way to look at it." (And if it's appropriate with a student you know is generally confident, and you explore that thought, the supposedly wrong answer, you may find it is correct and a view point that you missed!) Another one is, "That's true, and I'm actually looking for something else." Or, "I guess I asked the wrong question, although I like (love!) your answer." Or perhaps, "How did you know that! It's actually the answer to the next question I was thinking of asking." Or simply, "Yes! and...?" to elicit more information from the person speaking or even someone else. If all else fails, "Great! you were listening when I talked about ..whatever.. and right now I was thinking more about ...x..." Here's the point: you simply never negate a student, which means you never say, "No." What! Not even if they're WRONG??? No, especially

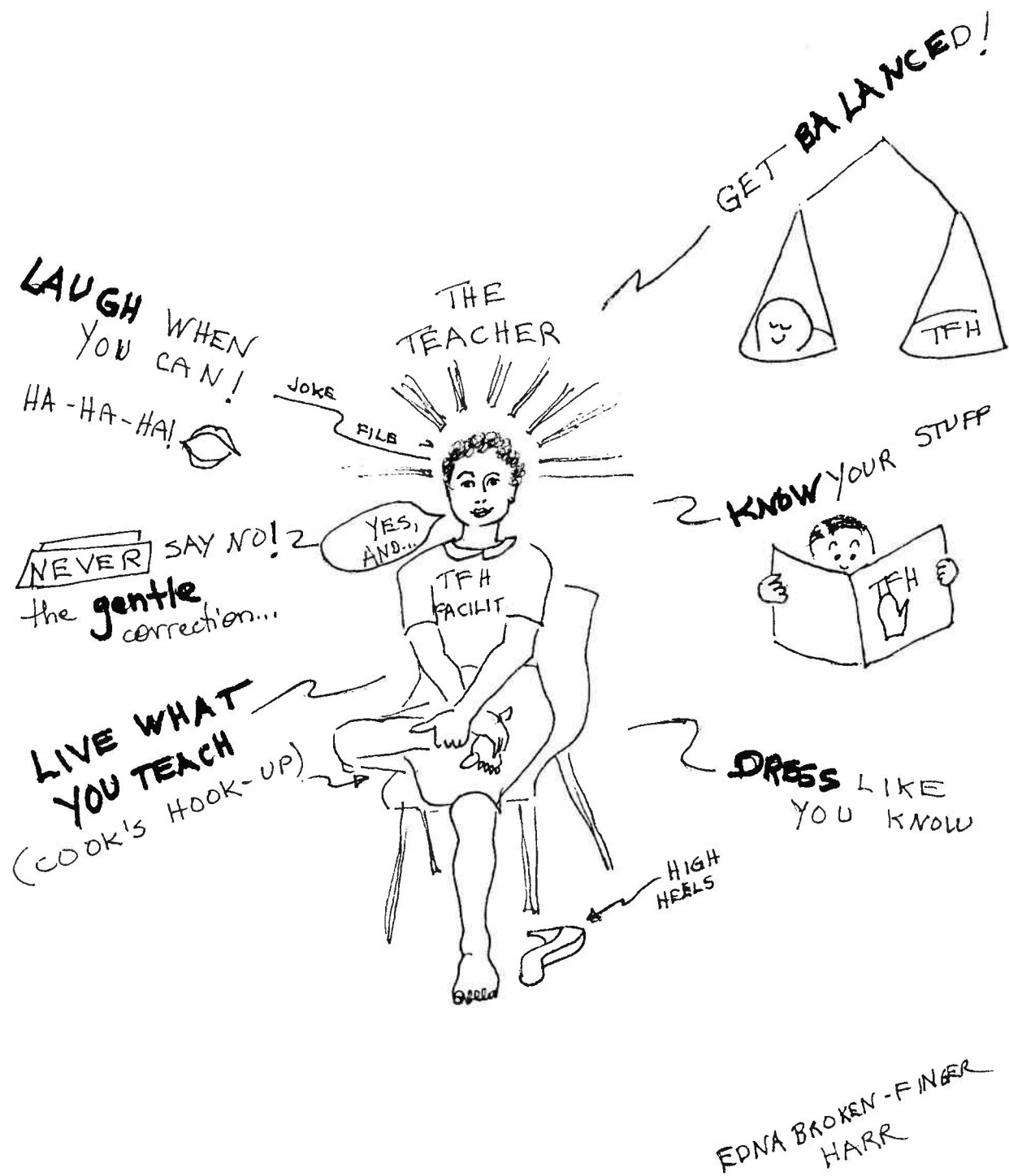
not then. Many opportunities will arise in class to **clarify** information.

Know that whenever there is a choice between giving information and honoring your student, honor your student; the information can wait. The probabilities are that a need to give out the information is your own ego needing to be wise. Just give it a hug and send it to the library. This is one of the qualities that is the mark of the compassionate teacher.

So, what to do? First go get a balance for things like "I release the need to be right." "I release the need to make others wrong." "I honor my student more than my information." "I am a sensitive and compassionate teacher." "I easily think of what to say instead of 'no'." Etc.

Incidentally, giving up our culture's propensity toward saying "no" to people over whom we have authority will feel amazingly good, once you get the hang of it. I can actually feel peoples' energy field contract when I do say no to them as an authority, and then mine contracts back! Ouch. And, whoops, there goes the flow... Parents can get really good at this starting when babies begin grabbing everything. Better than saying no is to have an ample supply of brightly colored intriguing things at hand and entice the child to swap. You do the same thing with older people, who are as vulnerable as children when learning... , but at a more sophisticated level.

A third aspect of a teacher is modeling (living) the behavior you wish to transmit to the student. In TFH this is the best part. This means we get to get ourselves balanced, touched, rubbed, held, pain and fears released, beliefs changed, whatever! It's usually pretty easy for me to find a little pain or an unhappy muscle, but if not there's always the fourteen to check and there's nearly always one of them sleeping on the job... This also means letting the students see you as vulnerable and human. Won't this destroy the authority figure? No. In fact it adds to the total picture the students have of you as once having been where they are and having moved to a working knowledge of your topic.



Last but not least is to have a gentle but active sense of humor. I collect stories, teaching stories on myself and others, and toss them in whenever it feels right. I have a joke file and bring a folder of cartoons from the newspapers labeled "endorphin releasers: please help yourself."

SO...
BALANCE
KNOW YOUR STUFF
DRESS LIKE YOU KNOW
NEVER SAY NO
LIVE WHAT YOU TEACH
LAUGH WHEN YOU CAN

The environment

is the next place to consider. Create a beautiful, relaxing environment that appeals to all of the senses. This is important because it is part of increasing the associations and connections that serve as anchor points for the new information and allow the students to integrate it easily and gently into their systems. It also helps the body-mind computer "get it".

I usually carry an incandescent lamp and use a paper ring with liquid incense which I put on a good half hour before anyone gets there. That way, it is usually well dispersed before anyone with allergies can contact it, but leaves enough of a scent in the air for the brain to react to the smell subconsciously. The lamp carries a reminder of a home environment with it. Whenever possible, I avoid florescent lighting because it irritates me. I prefer natural lighting.

I play alpha tapes in the background to induce an alpha brain wave in the students. I consider this aspect so critical that I actually hand-carried two mini-speakers and a Walkman to Chile when Ilsa and I taught down there. This alpha brain wave, slower and calmer than beta, is optimum for learning and for teaching. One can be enthusiastic and lively without being hyper. Beta is known to be a brainwave that encourages split brain function, whereas alpha allows whole brain processing, as well as access to the subconscious mind where ninety percent of learning takes place anyway. Of course people stay conscious at this level, and it is

not like deep hypnosis where you might be able to reprogram people to be chickens. I often muscle test the group to determine what time increment to stay in alpha, running from one hour to an hour and ten minutes. This is the amount of time the adult Western brain comfortably focuses or concentrates. I actually use a timer, and when the time is up, I require two minutes of dance. This is not a break for eating, drinking or bathroom, which I expect my students to take care of as needed. I put on many different kinds of dance tapes and lead cross crawls, K-27's, lazy eights for ears, eyes and so on. This timing and leading the brain waves seems to be a critical piece for people, and I get many comments from people who say that they leave class feeling more refreshed than when they came in and that things "just seemed to flow into (their) head."

In Denver, I bring fresh flowers to the classroom. When I travel I bring a brass vase and a cardboard tube of silk flowers in case it is too difficult to get fresh ones. This says to my students that I honor them. In the actual teaching process, I use a wonderful device known as "mind maps." I have included some (primitive, I broke my drawing finger after Christmas) examples of mind maps for you in this paper. Very briefly, the topic is in the center, surrounded by key words that explain it as well as simple illustrations which you may color to easily remember the gist of this paper. (No stick figures, please; these turn off the right brain!)

I also bring things to eat, popcorn, deli breads, crackers, vegetable spreads. I avoid fruits and cheeses because they make some people sleepy in the afternoon. Of course I see that there is good drinking water available.

The charts available from the TFH Foundation hung around the classroom serve as great subliminals, and, as I teach, I use large mind maps, which I hang around the classroom. Often I plan my graphics ahead and pencil them in lightly. Forget the myth that you must be a Leonardo Da Vinci to do this. It's OK to start with stick figures (like a skeleton) .. Just remember to round them out before you trace them in class. Again, practice and be playful.



The material itself insures an adequate amount of touch and physical movement beyond the required dance. The dance is required nonetheless because I clearly see that movement enhances learning. I have this theory that our brains are actually located in the gluteus maximus. If your students sit too long, constricting their brains, their ability to learn drops off significantly.

SO...

HELP MAKE CONNECTIONS

VISUAL

AUDITORY

GUSTATORY

OLFACTORY

KINESTHETIC

The students themselves . . .

are the variable that seems most beyond our control, and in a sense it is. However, if you keep in mind that the students are not unlike us and need more support, an appropriate environment, a gentle authority, and a good model, you can provide those aspects of learning that encourage the students to operate at their best.

The first thing I do before class is meditate or pray to get myself into a quiet, open, clear space. I deliberately put aside my own problems and bring myself fully into the present moment. Sometimes, this seems impossible. In that case I include a statement about my current state ("I'm feeling ... for example, scattered, ... today"), and I ask for their help ("and I'd like ... for example, for you to gently point out to me if I get off track"). This works better for me than trying to pretend that I'm not feeling what I'm really feeling. If I pretend, it usually comes out in some less desirable way, and the students will often blame themselves. This arouses their egos, which will react with either hostility or depression, depending on their patterns. Telling the truth sometimes requires a balance, since it is probably the most courageous thing you can do with your life.

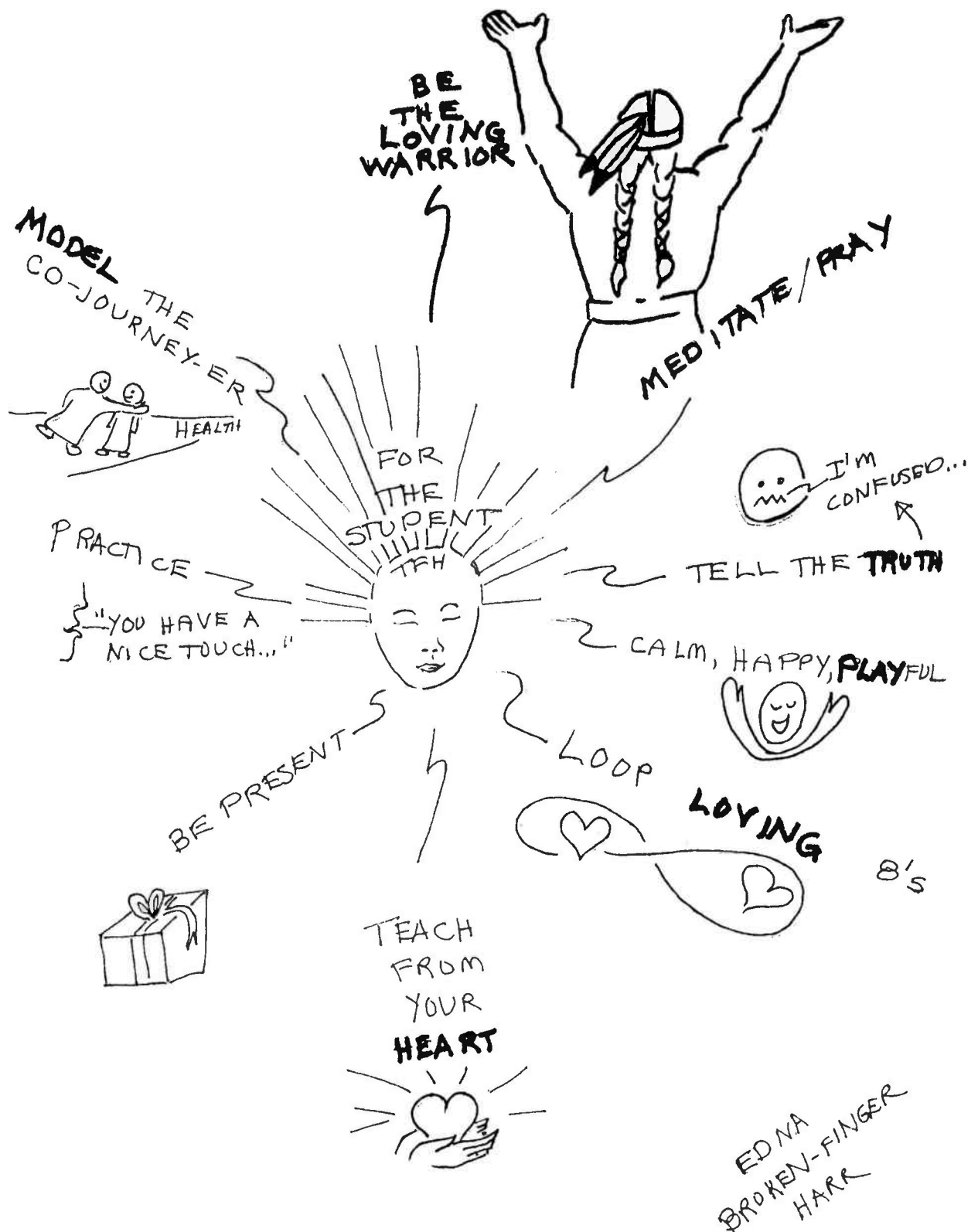
I found a wonderful use for figure eights, which I use just after I meditate as people are coming in. In my mind, I loop figure eights of light between my heart chakra, my soul, and God, and then between my heart chakra

and each person's heart chakra, their souls, and God, asking God to be in charge of this process so that it is done in whatever way is appropriate for each individual. In this way I am able to teach from the heart center on a consistent basis.

Depending on the group I have, I will ask the students to take a few moments of silence, to bring themselves to be fully present. I often help them out by asking them to park outside whatever might bring them tension, just for the duration of the class. In this way they give up nothing. If after class, they find they still need whatever that is, they can pick it up again before they go home. And who knows, they might find out they really don't need it after all. To offer more help with being fully present, I do an opening circle ("I'm Edna, and I'm here because I love to teach, ... " for example). It is also very effective to invite the students to remember a time when they learned easily and to muscle test that frame of mind into the present.

All of these techniques are for bringing yourself and your students to be fully present. I cannot overemphasize the importance of doing this, one way or another. It is critical to recognize that in this age of information there is so much competition for our attention that it is very difficult for most of us to concentrate fully on the moment, to say nothing of the interference caused by personal crisis. If the person has had a run in with their boss, or even something minor like having someone cut them for in traffic before class, it usually takes them twenty minutes at a minimum to stop running that scene in their heads and actually be in class. Twenty minutes! That means that even if they look like they are with you, they are wandering out the window at every opportunity and not concentrating on the material you present.

On the care and feeding of the student's ego-personality, it is easiest simply to avoid arousing the student's defenses. One does that by providing a safe environment and using the gentle correction. A safe environment includes permission (and of course modeling) to relax, to have fun with each other and the material, and to be playful (some may need to know that this activates



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whole brain learning) with a guarantee that this does not include making fun of other people or using sarcasm (this means you occasionally have to be able to speak privately to someone who hasn't out grown that) and a fairly relaxed type of confidentiality so that nothing embarrassing goes out of class.

As a rule, you can't do or say too much to maintain your student's self images, and what ever you do or say must be sincere. They sense a white lie in a nanosecond, and this casts doubt on everything else you do. Recapturing their trust after that is very difficult. So if you sense any discrepancy in yourself when you think about saying something supportive to another, great!, another opportunity to balance has just come your way. I practice saying supportive things to people in front of a mirror or with a friend. Make up a list of believable things you would like to hear about yourself, and go from there.

We all have ego barriers, and in as much as they allow us to develop as individuals, they are appropriate. However, they also function (as Dr. Dewe says) to protect the you that they know and that does not include a you that is comfortable and fluid with new materials and ways of being. Think about what we ask of people as we teach Touch for Health as a new way of being: the health practitioner, the teacher, the facilitator, a co-journey-er in the process of healing. How to move around these new roles? The ability to guide people through a light meditation using the alpha music while describing the benefits of these changes and how they look-feel that is different, loving, and powerful is very helpful. Modeling this behavior is essential, and we all all slide into old behaviors. If you can use that moment, draw attention to it, smile at yourself, and gently correct yourself out loud to the students ("Did you just see me fix that person??? Maybe I'd better hop off my medical model here and get myself balanced!"). This can be an incredibly powerful lesson for all. It requires warrior courage, but is worth throwing yourself out there, believe me. So where to find warrior

courage these days? Really this means loving yourself enough to know you can do this and thrive AND enough to know you can afford to be generous with your love for others. Putting your mutual learning experience before your pride is a very loving gesture. It is that loving gesture that is the matrix of the warrior courage.

SO ...

MEDITATE/PRAY

TELL THE TRUTH

LOOP LOVING EIGHTS

TEACH FROM YOUR HEART

BE PRESENT

PLAY

PRACTICE REAL COMPLIMENTS

MODEL THE CO-JOURNEY-ER

BE THE LOVING WARRIOR

These are the most useful pieces I have gathered in my wanderings. I don't use all of them all the time, and sometimes I use something different a time or two. I am willing to try on any harmless behavior at least once. I have to say that sometimes I've had my doubts at first about even what were to later become my favorite pieces. But I'm an abyss leaper by nature. (The try-anything-harmless-once type.) I realize that not everyone is, and they still may be great teachers. I invite you to explore these ideas by calling me or by practicing with your trusted friend or by abyss leaping.

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Five Element Tapping

by Marcia M Hildreth & Arnetta E. Hildreth

Five element tapping is another quick, effective do-it yourself balance that works well for "sending" and also for plants and animals.

As with so many other AHA's that have surfaced in our midst, this balance grew around partially digested information from others. Marge Murray's Candida Balance and Norma Harnack's work with the 5 elements both preceded this form.



Arnetta was working with a student who had symptoms of candida overgrowth and extreme sensitivities to swimming pools. to demonstrate the candida balance. She asked the body and received directions to tap around the navel (the position of the 5 elements) and how many revolutions. When that was cleared, she asked about clearing for the other sensitivity. Body replied to clear with more 5 element tapping followed by ESR. WOW! So the process developed itself. With a series of tapings, the woman was able to sit comfortably at the edge of a swimming pool for the first time in years.

5 element tapping couldn't be easier, Have a clear indicator muscle (or use self testing). If you use PHP skills, the finger modes is EL 3C, if not, ask if 5 element work is a priority for the problem. Proceed (if yes) to ask how many times around to tap, (usually clockwise) and what to follow up with. ESR or Cook's hook-ups are usual.) That's it!

To share the effectiveness of this simple technique, we were with a client at our chiropractor's office where they used homeopathic remedies. They used a Vega machine to locate the body's current problem areas to work with. The woman in question had a very high mercury level. We asked if we could correct that level, and they said, "Sure." At that point, we were asking the woman's body how many revolutions and what to follow with. Then we asked if we

could do it to the surrogate (me), and the body replied affirmatively. So the 5 element tapping was done by Marcia. Half an hour later we rechecked the woman's indicated mercury levels and found that they were no longer a problem.

Since that experience we began doing a lot of surrogate work, "sending" to people distant from us. With Marcia holding the image of the person to work with, Arnetta muscle tested Marcia as a surrogate, and we proceeded as before. We have no firm idea if the work did make a difference for the people, but we feel that we did. Closer to home, we have worked with each other to keep discomforts or beginning symptoms (flu, colds, etc.) from becoming full blown. And we've worked with animals and plants when they appeared in need. There have been good, visible results. It works well to keep spider mites at bay, and we've used it to heal "war wounds", abscesses, etc. for the cats.

A neighbor uses 5 element tapping to deal with her hogs. She used it to successfully settle a problem hog who needed an injection. After tapping (on herself as surrogate) she was able to enter the pen and complete the injection. Prior to tapping, the hog was behaving aggressively and out of control. She's used 5 element Tapping for her show horse to keep her less agitated at shows, and she uses the tapping generally for herself and her family.

Dissolving Negative Energy Fields As A Priority for PHP Balance

by Marcia M. Hildreth & Arnetta E. Hildreth

We have been dissolving Negative Energy Field/s as the suggested priority for goal balance, using Professional Health Provider (PHP) techniques. In the course of the balancings we have done for the past several months, Spiritual 7 1/2 D (the PHP finger mode for spiritual energy fields) has only come up four times, twice in dying people and twice for a single client in past times. We didn't think it was terribly relevant to working with the goals our clients presented until Marcia's cat told us otherwise.

A friend and her two children were visiting Marcia. Her youngest son was a tremendously active and potentially destructive child. Marcia balanced him for self-control because he was so out of control. Meanwhile Marcia's cat, Macho, would not go anywhere near the boy, even spending the nights in sub-zero temps. His response to the boy was nearly paranoid, and this is a usually mellow cat. In frustration Marcia finally asked the finger mode Spiritual 7 1/2 d and got a resounding "You Betcha!" We did a balance as soon as possible, and with more than a little trepid-ation and fear of the unknown. As soon as the balance was done there was a change in how the cat responded to the boy. That was our first experience.

Much question/answer work with self testing followed. We began hitting the mode FIRST, as soon as a client came in. This mode was always active in each and every client, and when asked if this was a priority (over and above other considerations), the body answered, "Yes". We are reminded of the Scriptural passage telling of Jesus calling to the demons to come forth. It seems the NEFs (Negative Energy Fields) remain in hiding until the finger mode "calls them forth".

In asking questions of the client's body intelligence we found that every presenting problem, be it physical, a disease process of discomfort, or a mental condition; depression etc, or a compulsion/addiction, all were directly related back to the NEF! And so, in

our minds, we began picturing the NEF as being rather like an umbrella of negative energy that hangs over folks with little drips of that stuff percolating down into every essence of life! Thinking if that ugly sucker is neutralized or dissolved, what then can the body/being achieve for itself in balance and growth? I don't have the answer, but I have the HOPES

— A Negative Energy Field
and related symptoms...



Because we are working with forces we know very little about, we are careful to cover as many bases as possible for our collective safety and well being. We have a crystal that has been programmed to hold a positive field around each of us and in our

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work area. And we all connect with Higher Intelligence

In addition, we ask several times during a balance if anything is needed. Often water will be necessary. After the balance we drink clear water, and we have been resting if there is time. Once we did 14 NEF balances in one day, and it took us three days to regain our former energy levels. This is hard work for our beings, and is not to be taken lightly. At times our clients have experienced temporary worsening of their conditions, whatever they may be. One woman had thoughts of suicide; sleep disruptions are common and so are nightmares. At all times do as much as possible to protect yourself and your client.

Because we are dissolving and not just cutting NEFs loose, the time limits are close together. It has taken up to two weeks for 1 NEF to be taken care of. Often there are more than one, but they seem to be "smaller" and of less consequence. They seem to be attached mostly to the head and upper torso. "Little ones" dissolve faster than the primary NEF. For some people the primary has been part of them since conception. We have the feeling also that the "little ones" rather come and go as the state of the being is in flux. Emotional upsets seem to give a "hook" for them to grab on to, but they also seem to

leave just as readily. Even though this work is on a spiritual plane, we feel that the ratio of parasitical life parallels the physical plane; some 85% of our planet's life forms are parasites. It only makes sense that we would be dealing with these suckers.

While none of this information is cast in concrete, still we have the feeling that this may be a large area to research for us all. It seems that if NEF's are so common (we are finding them to be so) and if their negativity is so all pervasive; then how can we be sure who is it that pulls the trigger in a mass murder? Or who is unresponsive to each other's suffering? Who rapes? Who molests? And who cares?

We wish we could give you glowing results, but it is too soon to know. One client who was released called us to say she never felt such Peace! Others note no difference, but asking the body through muscle testing tells us that there has been change. This will not be a cure-all, but will make the rest of the energy balancing work potentially easier and more effective. I hope other PHP'ers will consider using this priority in your work, and that you will share your information back to us.

Golgi Tendon Organs and Spindle Cells

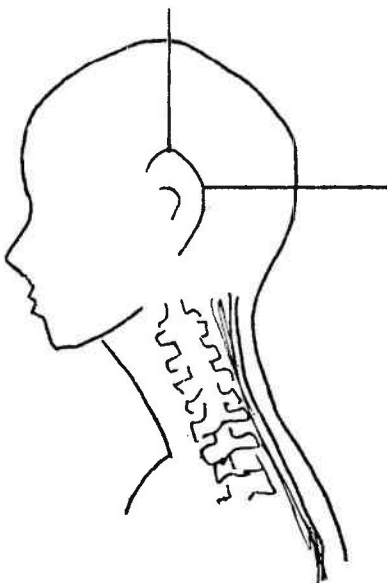
by Ann Holdway

For most of us the first time we hear the words "Golgi tendon organ" and "spindle cell" is in a Touch for Health class when we come to learn of them as part of a Touch for Health technique and possibly not much more than that. I would like to expand your knowledge by sharing with you some background information on these very important reflexes and the role they play in our bodies.

These two types of nerve cells, the Golgi tendon organs and spindle cells are part of the body's protective reflex system. Let's take a closer look at the role they play in our everyday lives.

Spindle Cells

Our heads are held in an upright position by the tension maintained by the neck muscles, despite the natural tendency for the head to tilt forward. That's ten to twelve pounds being supported by these muscles. If you fall asleep in a sitting position the muscles in the neck relax and the head falls forward. This unexpected stretching of the neck muscles brings the spindle cells into action, they contract, which causes the person to jerk their head up. This protective reflex action has probably saved the lives of many a tired motorist and woken up many a bored listener.

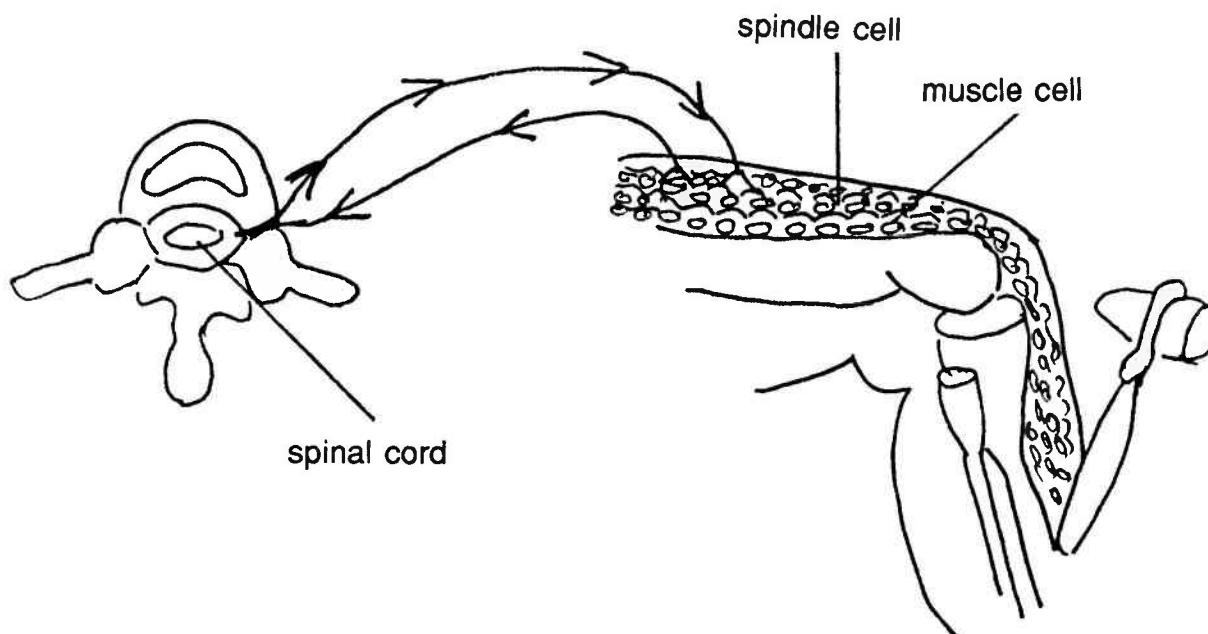


Spindle cells are long narrow cells that lie parallel to and are connected to the muscle cells throughout the muscle. They passively follow the movements of the adjacent muscle cells. When a muscle stretches, so do the spindle cells. If a muscle stretches too much so as to run the risk of injury, the spindle cells respond by sending a signal to the muscle to contract. This keeps the muscle from being injured. This protective mechanism is also known as the stretch reflex. The nerve impulses send messages to the spinal cord of the Central Nervous System. These messages travel to the brain and then back to the muscle which then contracts in response. The muscle spindle cell also responds when a muscle is stretched unexpectedly, but it will allow voluntary stretching when the movement is not too sudden.

When a doctor taps the ligament just below the knee cap, the muscle cells stretch. The spindle cell's reaction to this unexpected stretching is to protect the muscle by contracting, this is what makes the knee jerk. The delay between the tap and the kick is an indication of the time it takes for the nerve impulse to travel from the spindle cell to the spinal cord, to the brain and back to the muscle.

Stretching

Suppleness and flexibility is a measure of the maximum range of movement we have in our joints and muscles. Suppleness declines with age; so maintaining flexibility is vital for an active old age. We can learn a lot by observing animals. Watch a cat and a dog stretch. They do it spontaneously, never over-stretching, not too quick, just naturally tuning up the muscles which they will be using. This is why, when you are carrying out stretching movements, you need to move into the position and just hold that position. Do not bounce or jerk. Fast or jerky movements can bring the spindle cells into action, but you can then bounce through or override this protective message, which has made the muscle contract, causing tiny tears



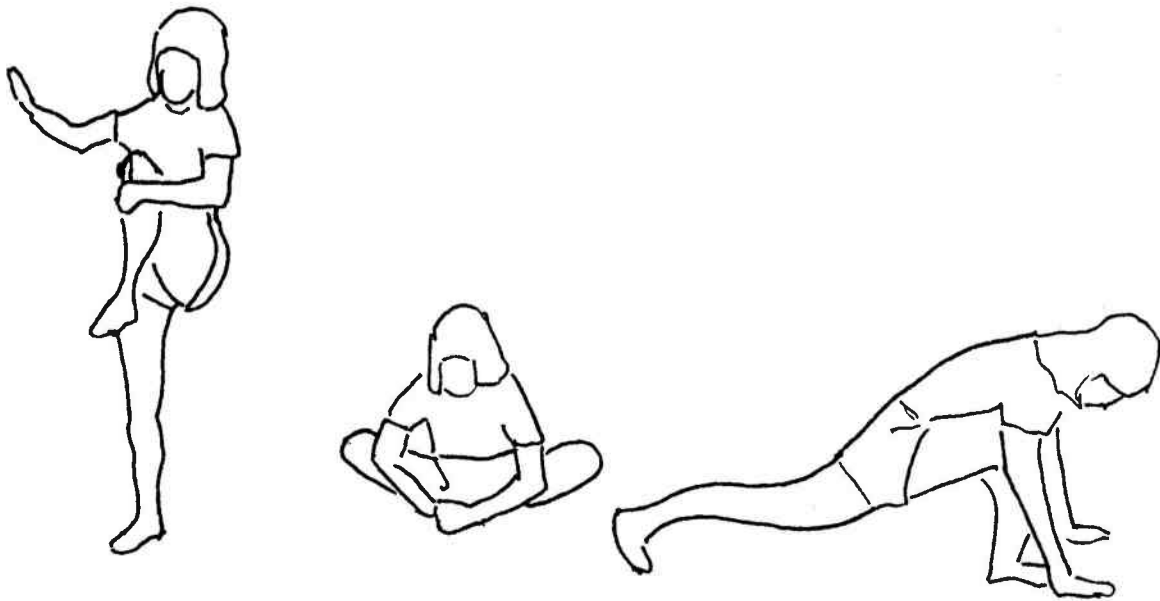
in the muscle fibres. This is the main reason why bouncing movements are not recommended. These tiny tears can lead to the formation of scar tissue in the muscle with a gradual loss of elasticity. It is a bit like putting the handbrake on in your car for added protection and then forgetting about it and driving off with the hand brake still on. I guess the drivers among us have all done this at some time.

What is happening when you hold a stretch? Static stretching has an effect on the soft tissue elements of the muscle, fascia, collagen, ligament, and tendon. When a person eases into a static stretch and holds the position, a number of things start to happen. First, the spindle cells quickly get used to that position and their role. This is called "desensitization". The spindle cells are not shocked into producing a reflex contraction since there has been no sudden movement, such as happens with bouncing type movements. The muscle relaxes in that position, and the soft tissue (collagen) starts to give. After about six seconds the muscle fibers also give. These changes in muscle physiology are sufficient in themselves to result in increases in flexibility. Beginners especially should be encouraged to relax or stretch only to the point of mild discomfort.

Muscles can be stretched further by increasing the tension in the muscle, that is, tension caused by elongation or stretching. This brings into action the inverse stretch reflex or as we know it the Golgi tendon organ reflex. When enough tension is created in the muscle either through contraction or stretching, the Golgi tendon organs are "fired" because of the change in length of the muscle. Some people think this a new discovery. In fact it has been used in physiotherapy work since the 1940's and is known as PNF (proprioceptive neuro muscular facilitation). Physiotherapists use PNF when they are working to restore an injured muscle to it's natural length. This technique is also used in flexibility training and is sometimes called the contraction-relaxation-stretching method.

Stretching is easy to learn and feels good when done correctly:

1. Stretch only after the body has been warmed up.
2. Ease into the stretch to the point of mild discomfort, not pain.
3. You should feel a pull or tightness in the bulky part of the muscle.
4. Start with easy stretches, hold 8 to 10 seconds.



5. Developmental stretches can be held for 15, 30, 60 seconds. Only carry out these movements when the body is thoroughly warmed up. Choose positions in which you can relax and stay comfortable for the length of time needed. As the muscle relaxes take the stretch a little further.
6. Breathe normally.
7. Work within your range of movement.
8. Stretching before and after your workout will keep you flexible and help prevent common injuries.
9. You need to stretch daily if gains in flexibility are to be achieved.

TFH Spindle Cell Technique

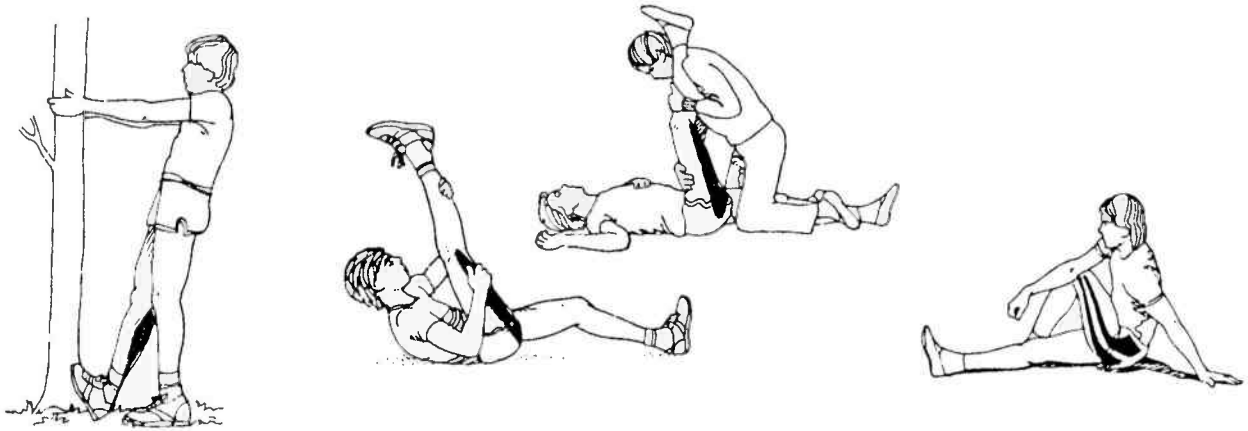
We work on spindle cells in TFH in reactive muscle repatterning. When we perform this technique, we go to the belly of the muscle and working in the direction of the muscle fibers we push the spindle cells together, working in the direction of the muscle fibers, to switch the muscle off. Pushing the spindle cells together crowds the cells and causes them to send the message to stretch and relax. If we were working on the spindle cells to switch on or strengthen that muscle we would pull apart at the belly of the muscle, again working in the direction of the muscle

fibers. Pulling apart causes the spindle cells to send the message to contract.

Golgi Tendon Organs

Golgi tendon organs are located at both ends of the muscle at the origin and the insertion. The Golgi tendon organs consist of fibrous capsules which are situated in the tendons near the origin and insertion points. These capsules are sensitive to both muscle strength and contraction, but cannot distinguish between the two. Golgi tendon organs also keep the Central Nervous System informed of the tension in the muscle. If the tension is too high, an impulse is sent from the Golgi tendon organ to the spinal cord to inhibit the muscle from contracting which would otherwise lead to increased tension; thus the muscle relaxes. This mechanism works like a safety valve to prevent damage to the muscle and the muscle attachments to the bones at the origin and insertion points due to over-contraction.

When sufficient tension is created in a muscle, the Golgi tendon organ will respond, causing the muscle to relax, and thus enabling the muscle to stretch further. This is what happens with PNF (proprioceptive neuromuscular facilitation). The method used in exercise training is for the person to take the muscle they are stretching as far as is



comfortable and then to tension that muscle group for about six seconds, usually by using an external resistive force, which could be a friend or wall. It is also possible to use your own body resistance. This produces an isometric or static contraction, and the belly of the muscle is somewhat shortened. When the contraction is released and the stretch position is resumed, it should be possible to reach further into the stretch than before.

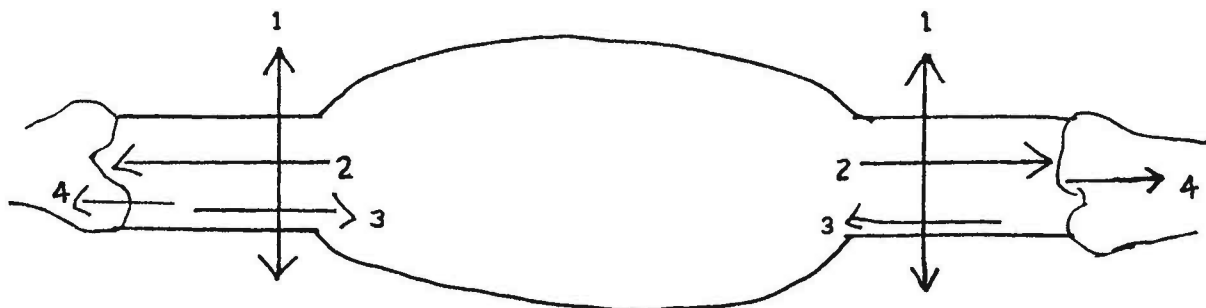
TFH Golgi Tendon Organ Technique

We work on the Golgi tendon organs in TFH in origin and insert in massage. Golgi tendons can be manually stimulated, and we use this technique in a variety of ways in Touch for Health to help the body.

1. Origin-insertion massage to wake up or switch on a muscle: we work across both

ends of the muscle on the bone. This will switch on or strengthen the muscle. Use firm pressure.

2. To release an over tight muscle we place a hand on the origin and insertion of the muscle and pull or push apart. This sends a message to that muscle to relax and lengthen. This technique can be very useful when working with opposing muscles if one of the pair is overly tight. Muscle groups work in pairs. When one is contracting, the other is relaxing. Therefore, if the muscle group that should be relaxing and letting go, has started out with too much tension in it, there will be an imbalance in the movement and neither muscle group will be functioning properly.



3. A muscle can be too long or stretched. To correct this you place a hand at each end of the muscle and push towards the middle of the muscle. This will strengthen or switch the muscle back on. You are sending a message for the muscle to contract.
4. Another way of working with the origin and insertion of the muscle is when a muscle has been overworked, strained or injured so as to cause minute tearing of the muscle fibers. It has been found to be beneficial to apply firm pressure to the attachment, usually the origin, to re-establish contact, i.e. pushing the muscle fibres back on to the bone rather like pinning up wisps of hair that have gone astray.

Summary

Therefore when we use the Golgi tendon organ and spindle cell techniques in Touch for Health, what we are doing is interrupting the signal being sent to the Central Nervous System and sending a new message so that the muscle responds appropriately.

In our everyday lives these protective nerve impulses play a significant part as defence mechanisms in the body. If they cease to function properly, the risk of injuries is greatly increased. Those of you who exercise or train regularly need to be aware that, when you are tired or cold, the protective reflex signals travel at a much slower rate.

Body Brain Balance

by Warren Jacobs, M.D.

As I sat down to write this paper for the annual Touch for Health International Journal, I reached into my briefcase for something to write on and found a somewhat used spiral note pad that I had used some time ago at my office.

In search for an unused page, I flipped through, and a series of words in a child's handwriting caught my eye.

LOVE	<i>Love</i>
PARENT	<i>Parent</i>
REMEMBER	<i>Remember</i>

Let me explain how these words got to be there:

They were written by a good looking, intelligent boy of 11 or 12 years who reported serious difficulty at school with reading and writing. As many of you have no doubt already perceived, I had him run through the alphabet, muscle testing an indicator muscle on each letter, and found him weak on L, P, and R. He had responded to my instruction to write the first words that came to mind beginning with these letters, first in Block letters and then in Cursive. It was of some interest that his identical twin brother did not share the learning disorder; so much for the theory of an inherited organic etiology for his problem.

He seemed to enjoy the correction using his entire body as a pen, and his clasped hands with extended arms as a nib to repattern these letters. On retest he was strong on the words that had previously made him weak. His response to my question as to the significance of the three words was the appearance of a series of huge tears dropping down his cheeks from each eye. He then related the following family history.

He, his twin brother, and a younger sister were the children of a single parent mother who remains addicted to heroin. With no contact with mother in the past year, it was

this very week that she was to visit him here in California.

As for his father, he stated that Grandma, with whom he lived now, had a man friend. As to his real father, his mother wasn't sure just which man was his father.

I did some brain gym with him and gave him a copy of *E-K For Kids*. I gave him three future visits for follow-up. At last report he was doing fine in school. His mother came in with him during one visit, and she was as reported above.

Now-

Are there more kids like this out there? Who would like to share the joy of a child and a mother discovering that he or she can do what others do: read, write, and speak with confidence in place of strain? What does it take to obtain these simple skills and understanding? Most of us already have these skills. How do we reach these folks?

We have to let it be known that we are available. Start with one person, others will surely follow. Surely some acquaintance, someone in the family, or a friend. Go on, and make a difference in someone's life.

I would now like to share with you another joy I have had this past year. It has to do with what I have implemented from what I appreciated in John Diamond's book, *Life Energy*. Notice I said, "Implemented."

We all know lots, but until we implement what we know and put it to good use, it seems to me that we and others don't really benefit.

In August last year, in a PHP class with Bruce Dewe at Pasadena, I found Bruce using a set of positive-negative emotions from the five element chart, and they seemed to be quite effective. Bruce gave credit to John Diamond, M.D., a New York psychiatrist, and so I obtained Diamond's book, *Life Energy*, from the THEnterprises

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book store (next to the Touch for Health Foundation). The best \$16.95 I ever spent.

Dr. Diamond sets great store by the Thymus gland. This is the gland that sits just under the upper portion of the breastbone. A finger pointing to this gland with a simultaneous indicator muscle test will test weak if the person is stressed. Next, by placing a hand near the right and then the left ear and making an indicator muscle test at each site in turn, one can determine which brain becomes dominant when under that stress. If the right brain is found to be dominant (that is, to be switching off the left brain) by touching in turn each of the alarm points that are laterally located while testing an indicator muscle, we identify the most superficial stress emotion and ask the testee if this is significant. The procedure goes as follows:

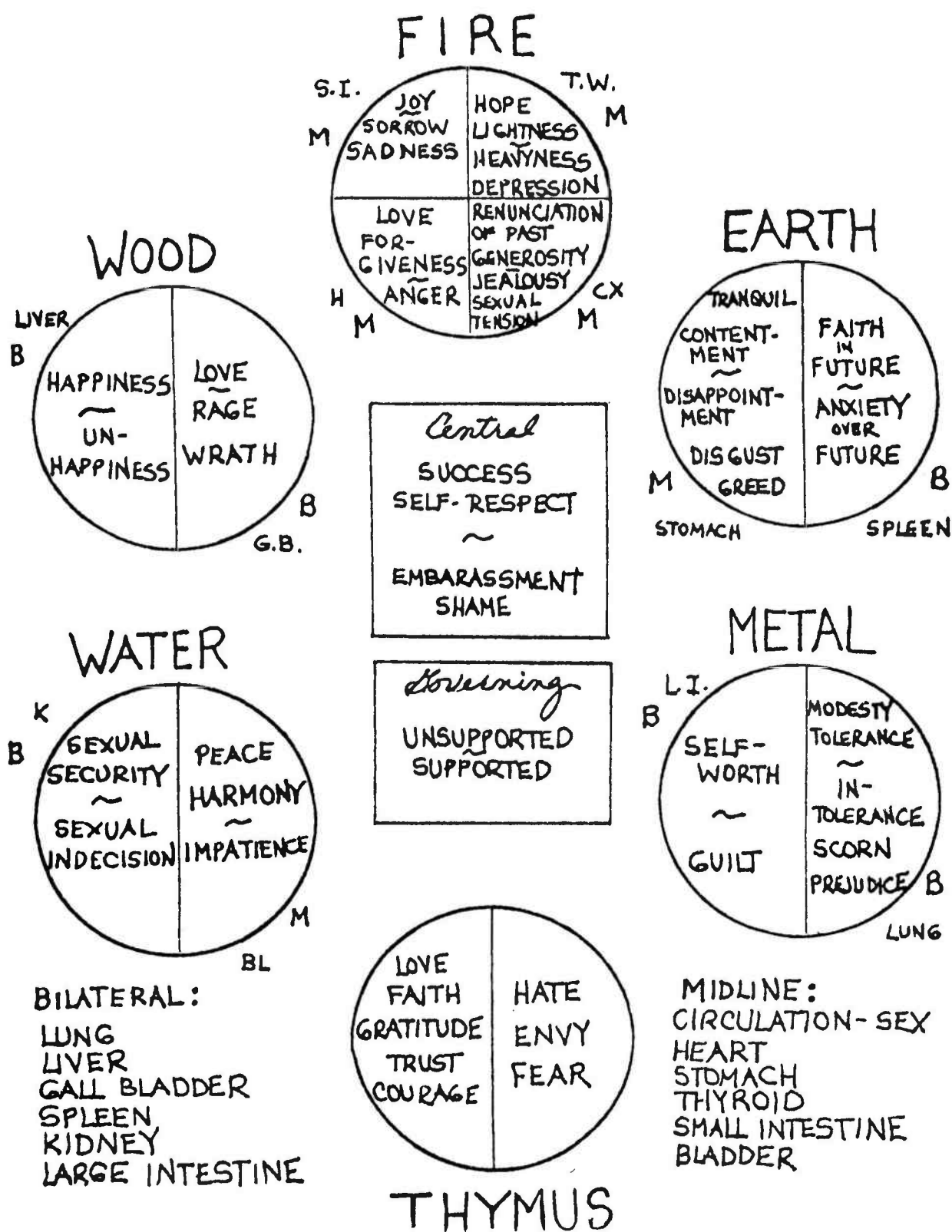
1. Test indicator muscle while pointing to the thymus.
2. Determine which brain is dominant (test indicator muscle while touching right and then left ear)
- 3a. If Right Dominant: test indicator while pointing to alarm points that are lateral, lung, liver, gall bladder, kidney, spleen, and large intestine.
- 3b. If Left Dominant: go directly to centrally located alarm points, circulation sex,

heart, stomach, triple warmer, small intestine, and bladder.

4. With the superficial stress identified, ask testee if negative emotion associated with that meridian (see chart on next page) is appropriate. Muscle test with indicator to determine the most appropriate emotion from the choice listed by Dr. Diamond.
5. Ask testee to look at appropriate picture, as in Dr. Diamond's book and muscle test.
6. Ask testee to state appropriate positive emotion.
7. Retest the picture.
8. Retest the right ear and left ear.
9. Retest the thymus. If it still weak, repeat the procedure to identify the next superficial emotion.
10. Repeat the procedure until the thymus test strong.

Now-

Those of you who would be interested in experiencing this balance subjectively find a like minded partner, and I'll run through it with you right now. Perhaps you will find it useful and fun.



Adapted from Life Energy by John Diamond, M.D.

Holistic Healing In Nursing

by Ilsa K. Jakobovits, R.N.

The first time I heard about "Touch For Health" was from another nurse, in November of 1985. I was taking care of a patient with a pulmonary problem. While he was being given an intravenous infusion he became very nauseated. I mentioned this to one of the nurses and she suggested we use his "stomach meridian" to decrease the nausea. The nurse explained that she'd learned this method from a course she'd taken called "Touch For Health". I watched, in fascination, as she traced an invisible line on the patient and voila! the nausea was gone. I was impressed and curious about this noninvasive method of helping the patients. I called the "Touch For Health" Foundation and obtained the name of a local instructor. Before long, I too had knowledge of these wonderful methods. I was anxious to try them out with my patients, but I was quite hesitant at first. After all, what would the patients think? What would my colleagues think, especially the doctors?

Seeing the results from using my "touch" with the patients, I began to use it more and more. My colleagues also became aware of the difference this "touch" was making. Slowly but surely, I began to release my own fears about using the techniques. When I began to accept its effects, so did my colleagues.

In this world of rapid technology, sophisticated medicines, therapies and treatments, it is easy to forget that the body has power to heal itself. Often as health professionals, we forget the importance of mind and spirit in the healing process. By using *Touch For Health*, and other methods detailed in this presentation, the body is allowed to call upon its own ability to heal itself. These methods will help the patient to heal faster by helping them to switch on their own healing power. At first, it may seem to require more of your time. With practice you will become more sure and adept at using this material. A little time and your special "touch" will make a tremendous difference with every patient you come in contact with.

You can use these methods on yourself and your patients. Used daily, they help you to stay healthy, prevent disease, and heal faster, using the body's own natural chemistries and healing power.

My advice to all of you is to try it, you can't do anything wrong. Trust yourself and your "Higher Power" as you reach out to someone with your special touch.

How to Use These Methods

In preparing yourself, it is very necessary to:

- A. Have a clear mind and healthy body. You should not attempt any healing work if you are tired or ill.
- B. Intend to help someone. Energy follows intention.
- C. Be committed to using these techniques at every opportunity. The more you use them the more proficient you will become.
- D. Wash your hands. Hand washing is always important! Use cold water. Start at the elbow and proceed to the fingertips. Repeat the hand washing before and after each encounter with a patient. Touch the metal faucet to disperse of unwanted energy from your activity.
- E. Shake your hands frequently, (like you were shaking off something that was clinging to them).
- F. Be grounded. This is very important! Ground yourself frequently throughout the day. Grounding helps you to stay in balance. If you are unfamiliar with grounding see references for details. Otherwise, use any method you know that works for you.

Some examples for visualizing that you are grounded in healing are:

1. Imagine a golden cord that runs down your spine. Wind it around your hips. Now imagine the center of the earth. Hook the cord onto something a stable object (like a rock or tree).
2. Imagine a golden light that enters through the top of your head. This light winds around your body, like a spiral. It runs down your arms and out through your fingertips. This light protects your energy as you act as a channel for the Universal Power of healing. When you are using these procedures check your grounding frequently. If you feel dizzy while using these methods, ground yourself again or remove your hands from the client. Take some deep breaths and shake your hands. Send your golden cord back down to the center of the earth. Proceed if you feel you can continue.

Before using these procedures with a patient for the first time you should:

- A. Ask Permission: Ask the person or patient if she/he would be willing to try a pain relief method related to acupressure. Explain to them that you will be touching them very lightly on their body to help them relieve any pain or discomfort. You can tell them that sometimes it takes a few minutes for the body to readjust itself to encourage them to give it a chance to work.
- B. Assurance: Assure them they will still be able to get their pain medication if they feel it's needed.

(In situations where a pain medication is contraindicated or not ordered, Touch For Health is a very effective alternative to offer.)
- C. Assessment: Ask the patient to define his level of pain by asking him to rate how he feels on a scale from one to ten.
- D. Evaluation: When you complete a procedure ask the patient again to rate his level of pain. (If the pain or discomfort is still above four, you can try another procedure, or wait for a while and recheck with the patient.)

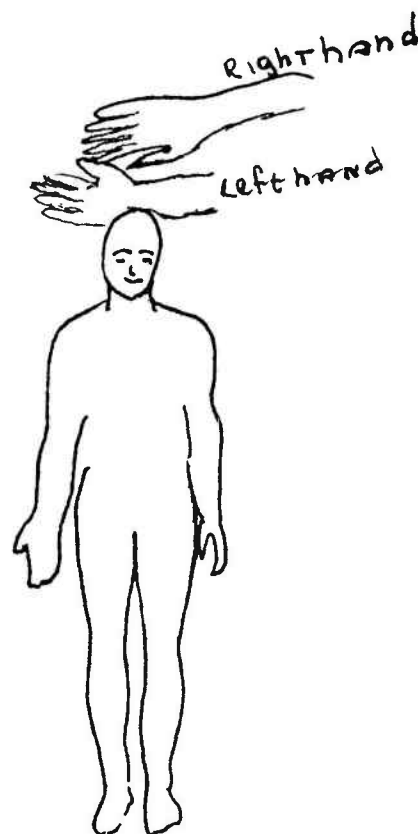
Always thank the patient for trying this as an alternative to chemical pain control.

Obvious relief of pain, stress or discomfort is not always demonstrated immediately by the patient. Results show that some change, however subtle, will occur. Sometimes they will feel more relaxed and sleep for a while. Once in a while they will say they don't feel anything. Even so they will remember your very special TLC.

Using the Meridian Brush

(See page 17 in the TFH book.) This procedure will work through covers and even casts!

With the flat of your hand or pointing with your fingers, trace every meridian slowly. Do both sides of the body at the same time. Start with the stomach Meridian.



Beginning with the head, trace a line on both sides of the body, down to the toes, and back up to the clavicle. Begin again at the top of the trunk going down the inside of the arms, to the fingertips, up the hands to the outside of the arms. Next, trace down both sides of body, to the feet. Starting with the feet trace your way back up to the clavicles. From the upper chest go down the inside of the arms, to the fingertips, back up the outside of the arms to the cheek bones. Beginning with the head again go back down the front of the body to the toes. Starting with the feet come up the front of the legs to the chest. Trace down inside of both arms to the fingertips. Trace up the back of the hands, outside of both arms to the chest wall. Last, trace a line up the center of the front and back of the body.

If the patient is unable to turn over to trace any of the back meridians I trace it in my mind while I am tracing a corresponding area. The changes I have witnessed while using this procedure occur in about 90% of the cases. They include feelings of relaxation, relief of pain, improvement in skin color and relief of nausea.

Deep Meridian Massage

Rub your hands together briskly. Place both hands about ten inches above the head, with the left hand under the right hand. (Placing the hands in this manner is very important for the transfer of energy.) Move your hands slowly down over the face and chest to the pubic bone (i.e. tracing the Central Meridian backwards) your right hand follows slightly behind the left hand. Finish by quickly tracing the Central Meridian from its starting point. Repeat the procedure, this time moving your hands from side to side across the chest and abdomen until you reach the lower abdominal area; now trace the Central Meridian very quickly in back up to the face. I have found this energy tracing reaches a deeper level.

Neuro-Vascular Holding Points

(See page 24 in the TFH book.) Using the neuro-vasculars will increase the blood supply to the brain and encourage the nourishment of all the organs of the body.



Using the pads of your fingertips, lightly touch each point for ten seconds.

Meridian Sweep

Same as Meridian Brush but using a sweeping motion at the ends of each Meridian.

Emotional Stress Release (ESR)

Holding stress release points on the Stomach Meridian (Considered to be the stress meridian).

On Thumb

On Head



On Knees



These points are extremely helpful when our patients have difficulty going to sleep or they are nervous about being in the hospital or their disease condition. They would benefit from using these points prior to having an invasive procedure or surgery. Teach it to the family. Use it on yourself by connecting your thumb and ring finger and placing the pads of your index and middle finger on the points described.

This procedure can be used very effectively with Guided Imagery. For example:

1. Close your eyes. Relax by taking some slow, deep breaths. At the same time, very lightly touch your frontal eminences.
2. Think of a problem. While reviewing in your head the problem see it grow smaller and smaller, until it is the size of the head of a pin. Blow it out of the windows of your mind. Hook it to a cloud to be carried away, don't leave it in the room! It can be catching!

You can vary the use of imagery by having a person slip into a cartoon figure. Project that figure onto a screen on the wall of your mind. Have this cartoon figure go through the stress-causing problem, moving rapidly back and forth. Now shrink the figure and blow it out the window. Bring the figure back onto the screen coming in from the left side. Have him go through the problem very slowly while walking backwards. Have the figure take care of the problem in a very relaxed way. Then have the cartoon figure walk back into the body.

If you walk a patient through a procedure or a surgery with this method, they will be more confident and relaxed before and after the procedure. Have the patient add that "he has an excellent doctor with the necessary skills to take care of his problems, that his body has a tremendous power to help heal itself" or whatever is appropriate for the situation.

ESR Points with Sun-Energy Imagery

Help the patient to relax. While you are holding his ESR points tell him to imagine a big sun about 2 feet above his head. Tell him it is his sun. Have him engrave his name in the sun. Then tell him to direct the bright, yellow rays of energy through the top of his head. Tell him to see it trickling into every cell of his body, giving them healing energy and warmth. Hold ESR points for 2 minutes or more.

When using this method it is a good idea to replace the pain, stress or negative energy you are focusing on, with something positive. This technique can be used any time

as often as needed. It can be utilized alone or with help from another individual.

Headache Points

Ask the person where the headache is located in his head. Ask them if they know the cause of the headache. This allows them to focus on the source of the headache and begins the healing intention. Listed are several different methods for relieving headache pain.

1. For medication related headaches, use the accupressure point known as the Gallbladder point. It is located on both thighs just about where the middle finger would rest if the person was standing up. Rub for 7 seconds, release for 7 seconds, repeat 3 times.
2. Major toxin-release point: This point lies in the fleshy part of the hand, between the thumb and index finger. Hold with firm pressure for about 30 seconds.
3. Touch the neuro-vascular points located at the temple area of the skull on both sides of the head. Hold very lightly for about 10 - 30 seconds.
4. Hold your hands about 1" away and parallel to the head of the patient. Maintain that position for 20-30 seconds, or whatever time is necessary until the headache is relieved. If you and the patient are right handed hold your right hand on the right side of his head. If you are right handed but the patient is left handed, hold your right hand on his left side.

If you and the patient are left handed then your left hand goes to the left side of the head.

5. Hold the head placing your left hand on the forehead and your right hand on the back of the head, cradling the head lightly with the outside of the hand.
6. Rub the big toe (it represents the head in foot reflexology).

Using the Meridian Trace on the Arms

Before starting an IV, it is a good idea to trace the Meridians on the arm you want to start the IV in. Focus especially on the meridian close to the vein you want to use. It will help to decrease the pain of the needle stick.

Meridians and Neuro-Lymphatics for Diabetics

I tell people with Diabetes to use these techniques to help stimulate pancreatic and liver function. Rub the inside of the big toe and the side of the chest about two inches below the armpits. Then rub between the 7th and 8th rib on the front left side of the chest. Also rub the notches that form the protrusions of the clavicle bone. These are the end points of the spleen meridian and its neuro-lymphatic points, and the end points of the kidney meridian. They should do this several times a day. (I have no research results on using this).

Neuro-Lymphatics for Stomach Problems

For stomach problems such as nausea, pain, or heart-burn, you can teach people to massage the beginning and the end of the stomach meridian (begins on both sides of the face at the cheekbone beneath the eyes and ends at the second toe on both feet).

Tibetan Energy

For this you have to determine the correct direction through muscle testing. It is best to use a surrogate if the patient is unable to participate or you can act as the surrogate. Trace a figure eight (8) on the patient. Whatever direction causes the muscles to remain strong, you should then trace the figure 8 in that direction. Do this several times. Please refer to the Touch For Health book on page 122 for more details.

Therapeutic Touch

Sometimes I just hold my hands about 1 to 2 inches above the painful area of the patient until I experience a sensation of pulling or heat or a general prickling or pulsation. After the sensation of heat, or prickling, or

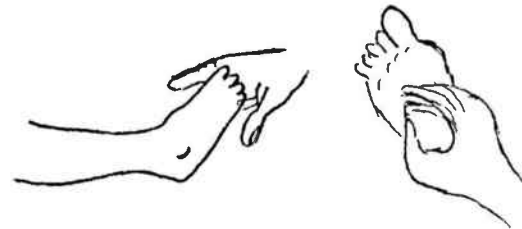
pulsation stops, I keep my hands there a little longer to send healing energy to that area.

Contact Stimulus

A simple, yet very powerful, method to relieve pain.

Left Hand

Right Hand



Hold your left middle finger and thumb about 2" apart around the toes of one of the subjects feet. The thumb should be on the heel side for the length of time necessary (from 1 minute to 1 hour.) You are drawing pain or negative energy out with your left hand. Give positive energy back to the body by holding all fingers of the right hand together and touching the heel of the same foot for a few minutes. You can do this same procedure on the head of the person.

Magnetic Energy Modality

In this procedure the left hand draws negative energy out and the right hand gives positive energy. For pain on the extremities hold hands parallel around the painful area until any specific sensation stops, like heat, prickling, pulsating, etc., then move your hands towards the feet or hands of the patient in a sweeping motion, then shake your hands (as described in step D, under self preparation).

Hold your right hand on the front and your left hand on the back at the same level, about 2" away, until the pain is gone. Always shake your hands and run cold water from your forearm down to your fingertips. Touch a metal faucet after you finish to disperse negative energy.

Important Exception

NEVER use your right hand over the Heart Chakra (center of the chest) or the Solar Plexus (center of the abdomen)! Always use

your left hand there because stimulation in those areas could produce cardiac arhythmias.

In Touch For Health we do not treat an "upset stomach" or any other pain or symptom. What we are doing is helping the whole system to find its own balance. So the body will be able to take care of problems by itself.

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Easy Chakra Balance

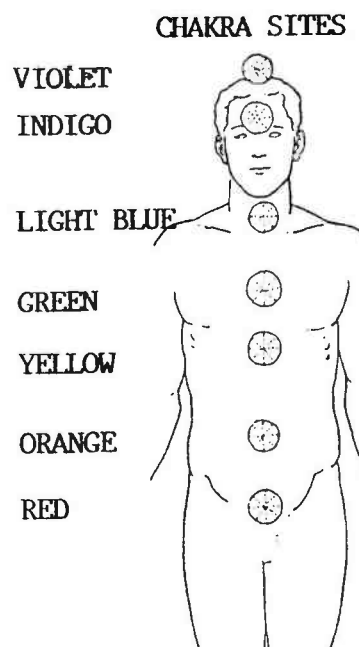
Using Muscle Testing and ESR

by Shirley Schultz Lee, RN.

Abstract. By combining a very near hands-on-touching with muscle testing to indicate the chakra imbalance and using ESR to clear any negative emotional residual from the balancing process, a dynamic yet easy return of balanced energy of the chakras can be attained.

After performing a 42 muscle balance, 5 element ESR, conscious ESR of the past, and present and future, or a 5 minute phobia cure, a testee sometimes would still be off in the emotional realm. In studying the book, *Hands of Light*, I felt the need to do a very near hands-on-touching and to balance the chakra energy using muscle testing to determine chakra energy. However, I felt also that the testee needed to be cleared of any residual negative emotional energy from the chakra balance using a process that I had developed. Therefore, ESR can be used effectively to clear any issues the chakra balancing may have evoked but not resolved on a conscious level, thus allowing the testee to achieve an optimum state of well-being.

1. Balance an indicator muscle. The supraspinatus or latissimus dorsi work the best. The testee can be lying down, face up or standing.
2. State, "This body is willing and ready for testing and balancing of chakra energy." Test IM. If IM on, proceed with balance. If IM off, do ESR to be "willing and ready".
3. State, "Think, feel, or see the color red". Test IM. If IM on, state the next color, then retest, orange, then yellow, and onto green, light blue, indigo, violet, followed by the higher vibrations of pink, gold and white. Testee can close eyes to facilitate the think, feel, see process.
4. If IM off on any color, have the testee close eyes and state, "If any thoughts or feelings come up in your mind, allow them to surface." As the testee is doing this without verbalizing, the testor makes a clock wise motion with the flat of their



right hand within 2 inches of the body over the appropriate chakra area while holding the left hand palm up. Do the circular motion at least three times if you feel it appropriate. Next, gather the negative energy by making little circles within a larger circle motion. Then grasp the energy as if picking it up, moving the right hand off from the testee and shaking the negative energy to the floor three times. Do right hand motion over the chakra area three times total, and each time release the negative energy to the floor.

5. Retest as in step 3. If IM still off, repeat step 4. If IM on, state, "If any thoughts or feelings came up, think about them now." Retest. If IM off, use ESR clearing to finish process of chakra being balanced. If IM on, do next chakra color, following sequence of colors in step 4.
6. To do back chakras, have testee lay down, face down or remain standing. If lying down, use lat muscle for indicator and repeat steps 3,4,and 5. Colors of pink, gold, and white may be omitted.
7. After final chakra clearing, state, "This body is balanced;" then test. "This mind is balanced;" test. "This spirit is balanced;" test. If IM off on any of these statements, do ESR; then state, "This

body is all and one with the universe. Go in peace."

This chakra balance may be used alone or with other processes.

After the initial chakra of red is done, it is not necessary to state "think, feel, see the color ". Just stating the color and giving a bit of time, the testee will elicit an appropriate response as the chakra is tested. After the chakra balance, it works well to explain the basic characteristic of the chakras that were off and now balanced.

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Healing and Wholeness

By Betty Lue Lieber, M.S., MFCC

Abstract. The influence of the healing facilitator is undeniable as the power of words, thoughts and actions impact the client who comes for help and learning. Loving thoughts bring strength and wholeness while fearful, judging thoughts may bring weakness and dis-ease. It is the responsibility of the healing agent to be present, trusting, clear of his own issues, and fully extending love with faith in the Power of the Divine.

Introduction

The return to wholeness is a remembering of the natural state of being in which we were created. This return is facilitated by the life experience of unconditional love, inner peace, and joyful expression.

Our bodies are an outer expression or manifestation of our inner state of mind. Our physical form represents our accumulated experiences, thoughts, feelings, attitudes, and judgments. As we clear this outer screen or physical body we return to a natural state of inner peace and wholeness. We know healing is making happy, lightening up, coming to peace, freeing our energetic flow.

The healing facilitator primarily brings an example, a loving relationship, and the experience of happiness, with a light-filled mind, inner peace, and free-flowing energy. The healing relationship is grounded in unconditional love, freely giving oneself, and trusting in the wholeness of the other no matter what the appearances may be.

This loving experience of freedom and trust reminds the recipient of what is true and what is possible. It is the free-flowing love that heals, for in love we remember who we are and what we truly want, and we choose again for the highest and best.

Touch For Health makes the individual aware of his or her own inner knowledge and personal freedom of choice in life. The energy balancing process assists the being in remembering our wholeness, in learning to trust our inner knowing, and in clearly expressing our freedom of choice.

When we listen within and freely choose to live as we are uniquely called, we experience peace of mind, and we live in wholeness.

The Influence of the Healing Facilitator

The *Webster's Dictionary* defines **heal** as: "to set right, to rid of sin and anxiety, to restore".

A Course In Miracles says: "All healing is essentially the release from fear", "To forgive is to heal" and "To love your Self is to heal your Self". (ref. 1)

Edgar Cayce says: "All healing of every nature is the attuning of the body to the Creative Forces of the Divine within by whatever means may be used to coordinate physical, mental and spiritual". (ref. 2)

According to George Vithoulkas in *The Science of Homeopathy*, "Health is freedom from pain in the physical body, freedom from passion on the emotional level and freedom from selfishness in the mental sphere having as a result total unification with Truth". (ref. 3)

My research on healing and wholeness has been primarily life experience, observations, experiments and collecting stories from others. My graduate thesis was to research what teaching methods created the greatest reading achievement in first graders. Children learned best from the most attentive and loving teachers no matter what their style of teaching. Children of all ages naturally gravitate to and learn from adults who are gentle and responsive. I, myself, have consciously chosen physicians and healers who are attentive, positive, reassuring, and

trust me with responsibility for my own healing.

In my psychotherapy practice, clients consistently report responding immediately with dramatic improvement in emotional, mental and physical health in one or two visits when other therapies have been ineffective or taken months or years. It may be that my attitude as a facilitator of wholeness, my degree of trust and my detachment from outcome effect the client's experiences.

Over a 10 year period with staff members, counseling interns and trainees, I have experimented with the attitude and thinking of the therapist and its impact on the client. The simple processes offered in this paper are to give the reader an opportunity to explore for yourself your own understanding of healing and of yourself as a healing facilitator.

To Facilitate Healing:

1. Be fully present.
2. Trust you are helping by being present and peaceful.
3. Believe in the client and extend love to them.
4. Be open to whatever you are guided to do or say in love.
5. Know that the client in the healing process is returning to their natural wholeness.
6. See the client as you see yourself, with love and trust in their process.

To Interfere with Healing:

1. Be distracted (look at notes, be thinking about the last patient, be caught up in your own mental process, etc.).
2. Doubt your ability to help.
3. Judge the client - feel sorry for them or be critical with what they did to make themselves this way, etc.
4. Have beliefs, opinions and expectations about what is wrong and what is needed to fix the patient.
5. Decide what is wrong, how to fix it and how long it will take.

6. See the patient as separate from you, as sick or lacking, and yourself as whole and the savior.

In our experiments, when the counselor, healer or facilitator varied in their focused loving, positive, trusting thoughts and began thinking distractive, judgmental, negative or doubting thoughts, the client always noticed a difference. It might manifest in their breathing, verbalization, attitude, thinking, or energy level.

When two come together for the purpose of greater love and wholeness, all things are possible. During supervision of interns and trainees, we noticed that when there is a conflict in the goal of the healing facilitator and the patient, it may take a long time to come to the joined purpose which fully allows healing to occur.

A Practical Demonstration

Interference With Healing

1. Think about what is "wrong" with the client.
2. Think about how long it will take to have them get well.
3. Doubt whether or not you can help.
4. Think about your own problems or things unrelated to the session.
5. See the client as a victim, feel sympathy for them.
6. Experiment with feelings of doubt, fear, judgment, separation, fixed beliefs or opinions, expectations, etc.

Have a third person muscle test the client and the practitioner after doing each of the above.

Facilitate True Healing

1. Think about the wholeness of the client.
2. Think about their wellness now.
3. Know you have already helped with your thought, and trust in the power of God, Infinite, Source.
4. Focus with innocent love and joy.

5. See the other as being clear, strong and responsible for their own process.
6. Experiment with feelings of faith, love, peace, joining, neutrality, openness to possibility, no need to know, a quiet mind, etc.

Have a third person muscle test the client and the practitioner after doing each of the above.

Clearing the Healing Facilitator

A healing facilitator is one who makes it easier to return to a state of wholeness. Judgment, fear, separation, conflict all slow down the energy flow and make things more difficult. To open the flow within ourselves, mind, body and Spirit, is the facilitator's responsibility.

To prepare ourselves to be fully present for another, trusting in God as Source, generously extending love to the client, joyfully open to whatever is called forth, having patience and faith in the healing process, and defenselessly and honestly joining the client in their healing journey is the greatest gift we can give ourselves and those with whom we work.

Since we all project ourselves, our past, our values, judgments and beliefs onto others, seeing all things through our own set of filters, perhaps the first step in being a helping agent is to know ourselves. Be honest about our own areas of need, and be aware that both client and facilitator are frequently healing together.

The Clearing Process

As a preparation, use the following (or similar) list of characteristics to help discover and clear emotional and energy blocks.

Trust	Honesty
Tolerance	Gentleness
Joy	Defenselessness
Generosity	Patience
Faithfulness	Open-mindedness

1. Muscle test to find the degree to which you currently embody or embrace each quality.
2. If not 100%, get the emotion.
3. Use whatever balancing skills you currently have to clear the energy blockage (age recession, emotional defusion skills, TFH balancing, PHP skills, Frontal / Occipital holding, etc).
4. Re-test as in #1. If not at 100%, check the emotion. If emotion is not clear, repeat step 3. If emotion is clear, test for another emotion and repeat step 3.
5. Check the emotion to be sure its clear.

Daily Clearing Techniques

Some other techniques which may serve the healing facilitator on a daily basis:

1. Prayer and meditation.
2. Deep breathing.
3. Forgiveness.
4. Get balanced (14 muscle, 5 Element, PHP, etc).
5. "Quick Fixes" from Hap & Elizabeth Barhydt's *Self Help For Stress*.
6. Self-balancing using Bruce & Joan Dewe's *Professional Health Provider* skills.
7. Affirming what you want to be and what you want to give your clients.
8. Have constant reminders of the Truth always in your presence.

Remember, the healing agent has a responsibility to give the very best. Give the quality of presence and healing you personally want to receive from your own healing agents.

1. Be conscious.
2. Be present.
3. Be trusting in the process.
4. Extend love.
5. Be clear of your own issues or energy blocks.

I have found it valuable before any session with a client to focus on the following selection from A Course In Miracles:

“I am here only to be truly helpful.

I am here to represent Him Who sent me.

I do not have to worry about what to say or what to do, because He Who sent me will direct me.

I am content to be wherever He wishes, knowing He goes there with me.

I will be healed as I let Him teach me to heal.”

Know that the only mistake we ever make is when we forget to love. I Love You.

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Good Grief

by Toni Lilley

As happy normal human beings our lives are enriched by those things that make life meaningful - a home, wife or husband, children, friends, a satisfying job, material comforts, money and security. When we suffer the loss of anything important it is vital that we deal with it appropriately in order to enjoy continuing health and happiness. Naturally if the loss is great, the effects are deep, throwing us into grief and despair. Often, because we have little experience of deep loss, we can become more anxious, which drives us into deeper despair and despondency.

These losses do not need to be great for us to go through the 'grief process'. And people will deal differently with loss. Some of these can be:

death of a spouse, child, close relative or friend,

loss of a girl/boy friend

divorce

loss of a job

failure in school or job

loss of home and security

moving away from the area in which you have lived

change of management/boss

being passed over for advancement

retirement

child leaving home

loss of a family pet

loss of social stature/self esteem

miscarriage

broken engagement

loss of happy expectation

loss of health, eyesight, limb, etc.

loss of youth

loss of material possessions

Some of these listed are 'little griefs' but the way we handle them will probably be indicative of the way we handle the big griefs when they come along.

Based on studies carried out, patterns can be seen to emerge. The idea of stages of grief was first presented by Dr. Erich Lindemann, Professor of Psychiatry at Harvard, who described the grief process in an article entitled "Symptomatology and Management of Acute Grief" published in *The American Journal of Psychiatry*, September, 1944. This showed the difference between normal grief reactions and abnormal or morbid grief. He also showed the importance of helping the grief-stricken person face up to the struggle of working through their grief. The person has to "extricate himself from the bondage to the deceased and find new patterns of rewarding interaction." Lindemann then described five things he saw in acute grief:

- (1) somatic distress,
- (2) preoccupation with the image of the deceased,
- (3) guilt,
- (4) hostile reactions, and
- (5) loss of patterns of conduct.

We can expand on these five stages and the following are considered normal processes through which people must go in order to deal with their loss. They may not necessarily go through all of them or in the order in which they are listed. Also, it is sometimes impossible to see each stage clearly as the person merges from one stage to another.

Stage 1 - Shock

In cases of severe sorrow and tragedy, we are sometimes temporarily anaesthetized in order to deal with the experience. This saves us from having to face the reality all at once. This may last anywhere from a few minutes to a few hours to a few days. If it goes on into weeks professional help should be sought.

The shock may involve complete withdrawal from reality or more commonly, a sense of serenity and even the outward appearance of happiness. In the case of a newly grieving widow, she may seem to be radiant and happy at the gathering after the funeral but in actual fact is in a temporary state of shock. This allows her to cope until the next stage. Her friends will realize that in the near future she will require support when this strong exterior may break down. Through this time she should be encouraged to keep active and continue to make decisions for herself. To take over for her at this time may hinder the grief process.

Stage 2 - Expressing Emotion

When the person begins to come out of the initial shock there may be times in the succeeding days and months when the person says "I just can't believe it has happened". Intellectually they know it did happen but emotionally they have trouble accepting it as reality. Emotional release comes when it begins to dawn on us how dreadful the loss is. Sudden realization may come at any time so that there is an uncontrollable urge to express grief. This is to be encouraged as it is what we are supposed to do. Crying is a healthy expression that washes away grief as well as cleanses the spirit.

In our society where men are often made to feel that it is 'unmanly' to cry, they will hold themselves tense and refuse to let go. This will be detrimental to his health and will hinder the grieving process. He should be encouraged to go off and let his grief take its natural course. Conversely, if the person, male or female gets stuck in weeping for too long that too will retard the healing process.

Stage 3 - Depression and Loneliness

"No one knows how I feel" is a common expression when utter depression and isolation come over us. It is true that no-one knows *exactly* how we feel as we each face the same kind of loss in different ways. But this is a normal reaction after any significant loss or tragedy. What we need to remember is that one day the depression *will* pass. "This too shall pass" is a simple phrase that is comforting at times when stress, depression and loneliness seems to make everything appear black.

Stage 4 - Guilt

Normal guilt is usually felt around the loss of a loved one when the thought that we could have been kinder, more loving and affectionate, etc. while the person was alive consumes us. Feeling guilty out of all proportion to our own involvement in the problem is neurotic guilt and will hinder our recovery. Unresolved guilt and misunderstood emotions can make us miserable for years or may manifest themselves in physical symptoms of distress. Facing both normal grief and neurotic grief is important in dealing with this stage of our problem.

Stage 5 - Physical Symptoms of Distress

In Touch for Health we know so clearly how unresolved emotion can be the precursor to physical problems in the body. This is especially so at times of grief and stress. Often a visit to the doctor will not show any physical reason for the discomfort but the pain is very real. Body and mind together can perform miracles in healing the body and the person must be helped to understand the role of unresolved emotion and be balanced in order to deal with the problem.

Stage 6 - Fear and Anxiety

When we can think of nothing but our loss we can become anxious and fearful. Anxiety attacks can raise blood pressure and increase heart rate so that we become even more fearful about our physical wellbeing. It becomes difficult to concentrate and we lose our effectiveness. Imagination runs riot and

all sorts of unpleasant thoughts come to us. If what we have lost has been part of our lives for a long time it is hard to believe that life will be OK without it or them. Fear of the unknown or something we don't understand can almost paralyze us so that we are unable to function normally. It becomes easier for us to withdraw and stay at home rather than go out into society again. Using ESR and defusing the fear is important at this time so the person can get on with their grief work.

Stage 7 - Anger and Resentment

After we are able to deal with our emotions and fears it becomes easier for us to express the strong feelings of hostility and resentment of which we may not have been aware. When something precious has been taken from us we sometimes go through a stage when we need to place blame on something or something related to the loss. A healthy expression of anger is encouraged particularly if the person can be encouraged to shout or punch a pillow. Once again, holding in these very strong emotions will be damaging to the person and will make the grief process harder to go through.

Stage 8 - Hope and Readjustment to Reality

We are never sure how long grief will last. No two people will grieve in the same way. But at last we begin to feel more in control of our lives and we glimpse a little hope that things are returning to normal. It feels safe to begin to return to activities and work again. We can suffer setbacks when things remind us about our loss but the fact that we have come through will allow us to finally get back to living our lives. We may feel that things are not the same as before and to a large extent this is true. We have had to deal with living with our loss and adjusting accordingly. We are different people and depending on how we handled the experience, we are stronger or weaker, healthier or sicker.

Balancing Using the Five Elements

We can use our understanding of the Law of Five Elements when balancing someone who is dealing with loss. After a fourteen muscle assessment we can get a better idea of where

the person is. We can't automatically assume the person will be in metal, dealing with grief, guilt regret. Often if the person is in shock, they can appear to be jovial and on the edge of hysteria, a way of controlling grief. Empathy/sympathy at this time can lead them through to appropriate grief via the Shen cycle.

As an example, we remember the new widow (Metal) who becomes fearful and anxious (Water), magnifying her fears out of proportion with strange sounds in the house at night only to realize they have been there all along but unheard and unnoticed while her husband was there with her. With this realization come anger and resentment (Wood), that he could leave her alone to cope in the world. Gradually interaction with family and friends allows her to return to normal living (Joy) and finally she is able to empathize with others in a similar situation (Earth).

Balancing Procedure

Use the goal *"I am at a place of peace over my loss"* and after a fourteen muscle balance use the Law of Five Elements to determine the meridian for correction. Check by circuit locating the neurolymphatics and testing the under energy muscles. This meridian's element and its emotion shows where the person is, or may be where they are stuck. At this point you can also test to see which correction is appropriate for the person.

Correction Options

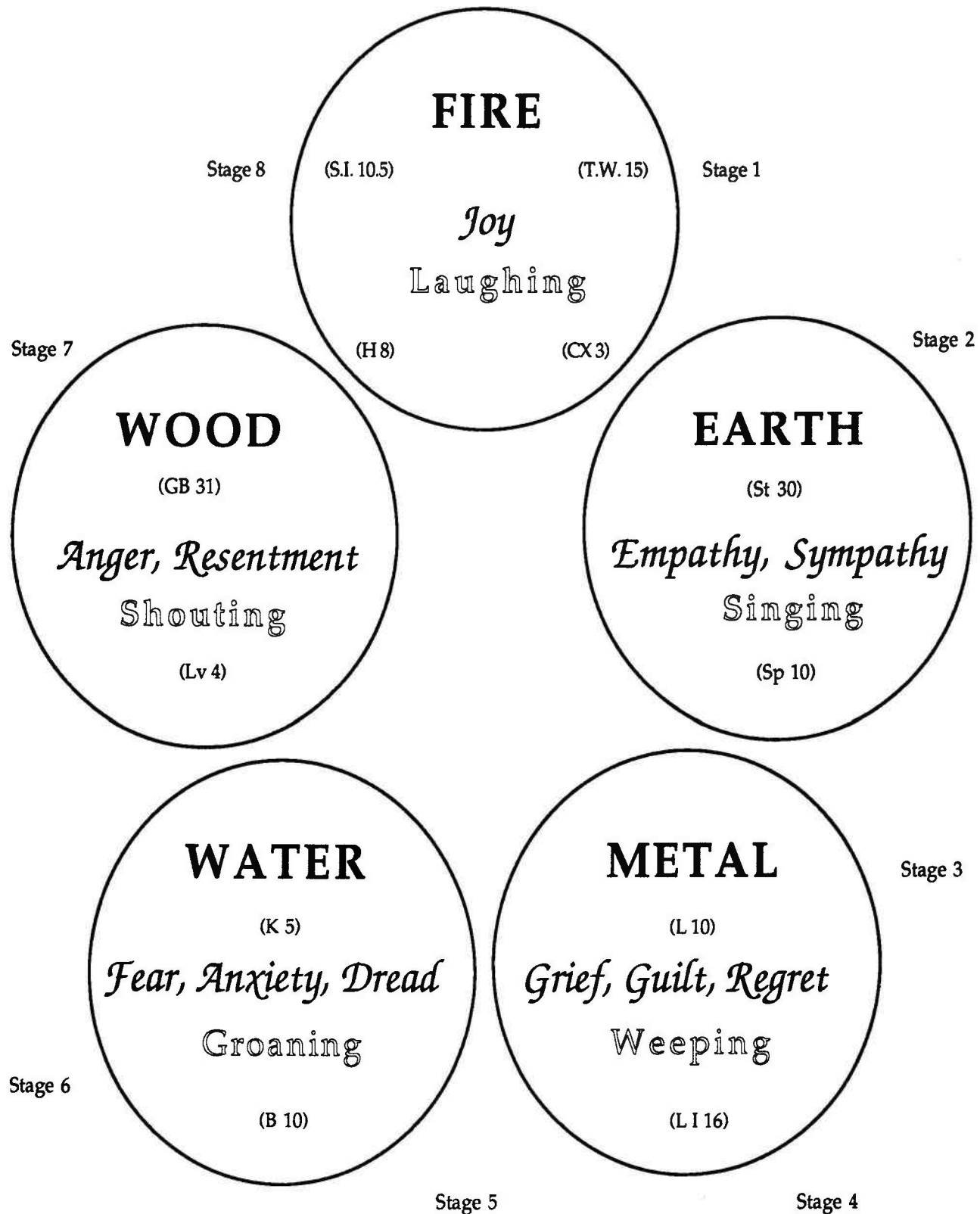
A Sound Balance using the Law of Five Elements is especially effective and understanding the Ko and Shen cycles is essential. If the person needs to shout, they may attempt to bypass the emotion by laughing, or by lapsing into crying in order to control the anger, particularly if they are unused to expressing this emotion.

A simple 14 Muscle Balance and E.S.R. is a powerful way to raise the person's energy and provide an outlet for any unexpressed emotion. Active listening is especially important at this time.

Neuro Emotional Reflexes from the Professional Health Provider III Course are

also powerful. These points require hard sustained stimulation for 40 seconds and the person needs to be aware of the emotion of

the element while the correction is taking place.



Hear Ye! Hear Ye!

Hypertonic Middle Ear Muscles - Test and Correct

By Frank Mahony

Object: Identify and correct hypertonic muscles in the middle ear.

The ear is one of the major areas of sensory processing critical to sound and balance, and in so doing interacts with other major systems of the body. But, like the eyes, it is most sensitive and vulnerable. Two muscles of the middle ear, the stapedius and the tensor tympani, have been identified as being involved in protecting the inner ear from loud noise damage.

There are three tiny bones in the middle ear which transmit sound waves to the inner ear where sound is converted into electro-mechanical energy. These bones are called the stapes, malleus, and incus. Movement of these bones is modified by two of the smallest and quickest acting muscles of the body; the stapedius and the tensor tympani. Part of the role of these muscles is to dampen external and internal noise. The latter include the voice, screams, laughter, coughs, sneezes, chewing, and other body noises.

According to research by Metz (1946) and Wever and Lawrence (1964), the stapedius muscles contract and stiffen the middle ear bones, thus providing a dampening effect, particularly to loud, low frequencies. The tensor tympani is believed to be more involved with pressure and touch. (As always, there is some disagreement among researchers as to the precise purpose and function of this delicate apparatus).

When one thinks of loud low frequencies, heavy metal rock and roll music comes to mind as being a major threat to the well being of the very delicate miniscule bones and muscles of the middle ear. The latest rage among the young and well healed audiophile is to install the most powerful stereo system possible in their cars, and drive with the sound cranked up to maximum, often with the windows closed so as not to be disturbed by outside noises, like emergency sirens on ambulances and fire trucks. I have seen, felt,

and heard these mobile sound chambers with the volume so high that the windows and metal panels were actually vibrating with that driving base sound that seems to be an addiction of its own. While being near one of these cars you even feel the compression from the intensive base sound!

On another occasion I was in a sound recording class where we were recording a rock group. The musicians were separated as much as possible so that each instrument could be recorded separately and electronically souped-up, or distorted in some way so that you can't recognize what it is. You wonder why they chose to play that instrument in the first place since they always seem to want it to sound like something else, preferably from outer space. The musicians can't hear each other, so each musician is given a head set so they can hear the other instruments just in case they might not be playing the same tune, but more likely to make sure that someone isn't playing louder than he is. The rock drummer complained that the sound level in his head set was so low that he couldn't hear, a common phenomenon among rock musicians, rock fans, and sound technicians. We turned up the volume, but the drummer still complained. Since the equipment checked out OK, I put on his head set to see if his was faulty. Not only was it working, but the volume was so intense that I felt like both of my ears had been painfully squashed into the center of my head! These are just a few examples of sound pollution that is causing serious problems particularly with the rock and roll generation. But music isn't the only threat. There is the problem of everyday sound pollution in the workplace, with home appliances, traffic noise, etc., that are keeping our very sensitive auditory mechanisms under constant attack. When muscles are abused, overstressed, fatigued, etc., in my experience they become hyper-

tonic expressed in pain, weakness, and/or restricted range of motion.

From my hypertonic frame of reference, it occurred to me that these muscles could easily become hypertonic, and in some way cause a disturbance in the role of the middle ear responses, or, Acoustic Reflex Threshold (ART). If this is true, the following procedure may have far reaching benefits in a number of ways.

In Australia, I was reviewing information given to me related to the middle ear which I had been carrying with me for several months, but had not had an opportunity to give much attention to. A student then arrived with his wife, and they inquired as to what I was so deeply engrossed in. When I told them, I was informed that the lady had a mild, but nagging, stuffy earache lasting several days. I then improvised the following challenge and correction, which gave her immediate relief. My esoteric friends will now state something about how the Universe provides when needed, whether summoned or not. Who knows, but many similar coincidences have occurred which seemed to have pulled me onto the path which I now find myself. I will be terribly disillusioned if I one day find that this is all the work of some poltergeist who was having a slow day at the office.

In addition to the stiffening action of the middle ear muscles, there is also a ligament that attaches to the malleus and the temporal mandibular joint, called, conveniently, the mandibular-malleolar ligament (Walther, in *Applied Kinesiology Vol I*, and Upledger, in *Cranial Sacral Therapy II - Beyond the Dura*, refer to muscle fibers of the lateral pterygoid muscle passing through the interarticular disc of the TMJ and attaching to the malleus. It is not clear if this is the same tissue by different names or not.)

The purpose of this connecting tissue is not clear, but obviously movement of the jaw would evoke some response in the middle ear, possibly involving head righting and balance, but may also be providing information to the mechanism to dampen sound while chewing or shouting. I remember films showing members of World War II army artillery crews being taught to

open their mouths and scream as loud as they could to protect their hearing when firing the cannon. (This could explain some of the rock singers style which may be the body's defensive mechanism making a last ditch effort to save something). The TMJ-malleus connection could give further importance to the relationship of TMJ dysfunction, ear pain, balance, and organizational deficits. With all of the above in mind, the challenge and correction involves:

Test. The subject places one finger gently into the opening of the ear to amplify body sound, but not so as to create a vacuum.

The therapist tests the Indicator Muscle as he applies gentle pressure in various directions on the subject's hand, which pushes the outer ear about, theoretically extending the middle ear muscles. Repeat while subject hums softly at a low pitch.

Repeat with the jaw thrust forward to involve the malleolar-mandibular ligament. A weak IM indicates that there is hypertonicity in the direction that evoked the weak IM response.

Correction. Subject places fingers in ears in such a way as to magnify inner sounds. Then the jaw is thrust forward and down, but the lips are held together, also to magnify inner sound while humming.

Subject then applies gentle pressure in the direction that evoked weak IM response, and hums softly at a low pitch for six seconds. If any discomfort is experienced, as in all HYPERTON-X work, the maneuver is adjusted to eliminate the discomfort, or is stopped completely.

Repeat Test Procedure. If IM tests weak in any direction of stress, repeat correction. If IM still tests weak, the body may be processing (clearing emotions or settling energies), or there may be some emotion that needs to be cleared.

I have been teaching this procedure since early 1987 and the results vary from minor changes to very profound. It has been helpful in relieving chronic conditions of the feeling of inner ear congestion, pain, headaches, diminished hearing, tinnitus, and dizziness. On several occasions the subjects experienced

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improvement in vision. One person, deaf since birth, was able to hear her own voice more clearly.

I have found this simple procedure to be quite useful on many occasions and I am happy to share it with you. I would appreciate some feedback with your experiences and any variations that you develop.

As the old cheer goes,

"HEAR YE! HEAR YE!"

Good Luck!

How to Evaluate Aerobic & Anaerobic Systems

by John Varun Maguire, LMT

Dr. Philip Maffetone, chairman of the Athletic Advisory Board of the International College of Applied Kinesiology, has done extensive research to develop the material discussed in this article. I highly recommend his book on the subject, *Everyone Is an Athlete*.

The Difference Between Aerobic and Anaerobic Exercise

Most types of exercise can be aerobic or anaerobic depending on the body's need to convert energy. In aerobic exercise fats are used as the energy source. If sugar or glucose are used as the energy source, then the activity becomes anaerobic.

Some activities, such as weight lifting, are always anaerobic. Racquetball, tennis, basketball and similar sports are usually anaerobic.

The level of heart rate determines whether or not you are using your aerobic or anaerobic system. Doing an activity such as running, biking or swimming at a lower heart rate makes it aerobic, while doing the same activity at a higher heart rate makes it anaerobic.

There is not a clear cut line between aerobic and anaerobic states. Biochemically both aspects exist at all times. However, the predominance of one over the other is what we are considering when we examine the two.

The Aerobic System

Improving one's overall health, weight, fat metabolism, enhancing athletic performance or dealing with any health problems all relate to the aerobic system. This system is influenced by the structural, chemical and mental sides of the triangle of health.

The aerobic system is made up of the aerobic muscle fibers and parts of the nervous, endocrine and circulatory systems. It allows much of the body's metabolism to take place, especially fat metabolism.

The system runs on fuel that includes dietary fats, their chemical end products, and key nutrients. When these combine together properly they produce a chemical balance which is necessary for good hormonal function and all related metabolic processes.

When the aerobic system is working properly, the body is utilizing more fats for energy and the blood sugar is stable. This stability means moods will also be stable due to the brain's reliance on blood sugar as a primary fuel.

Muscle Types

There are three types of skeletal muscle in the body: aerobic (slow twitch or red fibers), anaerobic (fast twitch or white fibers), and mixed. All muscles have a combination of these with the aerobic fibers being most numerous.

Aerobic Muscles

For the aerobic system to function well and to experience health and fitness, the aerobic muscles must be used. Proper exercise will increase energy and endurance.

The aerobic muscles utilize fatty acids as their dominant source of energy. This biochemical process occurs in the cell's mitochondria. The aerobic muscles are slower in action than the anaerobic muscles, but they can maintain activity for longer periods and thus contribute to endurance. The red color of these fibers is due to the higher myoglobin content which relates to iron. These muscles use sodium as an electrolyte.

Anaerobic Muscles

The anaerobic muscle fibers use glucose as an energy source. They are much fewer in number than the aerobic fibers and are fast acting, utilized in sprint events. These fibers have much less blood and lymph supply than aerobic fibers and are only able to maintain this activity for a short period of time. Pantothenic acid is a key nutrient for anaerobic muscle use as is potassium.

Aerobic

Myoglobin (red)

Iron

Slow moving

Endurance

Fatty Acid

Sodium

Anaerobic

No myoglobin (white)

Pantothenic acid

Fast moving (speed)

Short lasting

Glucose

Potassium

Balancing Aerobic and Anaerobic Activity

A balanced exercise program stimulates all three types of fibers. Between 80 and 90% of exercise and activity should be of the aerobic and mixed fiber type.

Hormonal Factors

The entire hormonal system helps to support the aerobic system. The adrenal glands produce aldosterone, which allows the kidneys to regulate sodium, an important nutrient for the adrenals, aerobic fibers, and water balance. The glucocorticoids produced by the adrenals help to regulate blood sugar and reduce inflammation. Adrenalin and estrogen also help the aerobic system.

As a regulator of metabolism in almost every cell of the body, the thyroid plays an important role in the aerobic system. If a person has even a subclinical hypothyroid state, he or she will have almost no desire for exercise. Therefore, thyroid function must be improved before encouraging an exercise program.

The Relationship of Stress to the Aerobic System

When under any type of stress the adrenal glands produce higher levels of epinephrine (adrenaline) and lower levels of norepinephrine. Prolonged or frequent periods of this state can cause health problems. Anaerobic activity will also produce this chemical state, whereas aerobic exercise will produce the opposite chemical state (normal epinephrine levels and a higher norepinephrine level), which enhances health.

States of Imbalance

There are four conditions of imbalance with regard to aerobic and anaerobic exercise. The first two are most common: aerobic deficiency and anaerobic excess. Aerobic excess and anaerobic deficiency are rarely seen.

The Aerobic Deficiency Syndrome

This syndrome is what Dr. Maffetone calls any factor that decreases the functioning of the aerobic muscle fibers.

The most common causes are:

- under use of aerobic muscles
- over use of anaerobic muscles

Other causes include:

- fatty acid deficiency
- dietary fat imbalance
- iron, copper, and/or other specific nutritional imbalance related to the aerobic system

Symptoms of the aerobic deficiency syndrome may include:

- fatigue
- low blood sugar
- depression and anxiety
- fat metabolism problems
- pre-menstrual syndrome
- circulation problems
- recurrent exercise injuries

People who have an aerobic deficiency syndrome also commonly have the following:

- hormonal imbalance
- deficiency in factors related to essential fatty acid metabolism
- improper iron metabolism
- poor exercise habits

Blood Lactate Levels:

Aerobic muscles convert fats into energy. Anaerobic muscles convert glucose into energy with lactates as a by-product. Lactate is a waste product that becomes a toxin if the

body can't get rid of it and it builds to excess. This is another reason why it is important to have a balance between aerobic and anaerobic activity.

General muscle soreness following exercise is usually caused by high blood lactate levels. This can also produce recurrent injuries, panic attacks, PMS, an abnormal increased heart rate, muscle cramping, shortness of breath and an inability to exercise at an aerobic level.

The Anaerobic Excess Syndrome

This is the second most common problem. This occurs with people who are anaerobic most, if not all, of the time in their workouts, generally avoiding warm ups or warm downs.

These people have frequent injuries and may experience exhaustion, cravings for sweets, and difficulty waking up in the morning. Further testing may reveal adrenal insufficiency, blood sugar imbalances, high cholesterol, triglyceride, and LDL levels with a low level of HDL and liver dysfunction.

Aerobic Excess

An aerobic excess is seen in a person who follows a strict aerobic exercise program for over six months to a year without ever incorporating anaerobic work. The symptoms are similar to an aerobic deficiency.

Anaerobic Deficiency

This can also occur when too much aerobic work is done for several months without anaerobic exercise. To balance the body chemistry, do anaerobic activities such as lifting weights or working out with a higher heart rate (i.e. running, biking, aerobic dance, etc.).

Testing for Aerobic and Anaerobic Excess and Deficiency

Aerobic exercise further balances the body in a person who is basically healthy and fit. I personally noticed that I had much fewer muscles that tested weak after I began aerobic training than I had had previous to training.

Dr. Maffetone has developed some simple tests to determine imbalances in the aerobic and anaerobic systems.

The Aerobic Challenge

If the necessary ingredients are present for the aerobic system to work correctly, aerobic exercise should provide immediate benefits for any person.

The following screening procedure can be used to assess the aerobic system:

1. Do a postural analysis to find possible muscle imbalances.
2. Find one or more inhibited (weak) muscles.
3. Find one or more normal (strong) muscles.
4. Have the person stimulate aerobic muscle activity by slowly raising and lowering the lower limbs eight times while in a supine position.
5. Immediately re-test the indicator muscles.
6. If the aerobic system is working properly, most if not all of the original inhibited muscles will test strong, and the strong muscles will not change. As with any neurological challenge, the improvement in muscle function will generally last only a few seconds.

Aerobic Deficiency

If the inhibited muscles did not strengthen after the aerobic challenge, this indicates a deficiency in the aerobic system. Aerobic exercise will not benefit the person until the structural, chemical and/or mental imbalances are corrected.

Once these imbalances are found and corrected, the aerobic challenge will then strengthen any previously inhibited indicator muscles. Note that the muscles that originally were inhibited may now test strong due to correcting the imbalances. Common problems can be small intestine malabsorption (quadriceps), improper liver function (pectoralis major sternal) and missing nutrients (carnitine, B6, iron and niacin).

Aerobic Excess

If the aerobic challenge produces no improvement in the previously inhibited muscles, yet the previously strong muscles test weak, there is an aerobic excess. This is a rare occurrence that is seen in people who are following a regular aerobic exercise program for eight months or longer and have not introduced any anaerobic work into their routine.

The correction for this is to simply include some anaerobic activity for a period of time. This could be 30 minutes twice a week of one or more of the following: moderately fast running, light weights with high repetitions, racquetball, or other hard, higher heart rate activities. It is important to warm up and warm down aerobically. This program should be continued for a minimum of about six weeks to a maximum of about 12 weeks.

The Anaerobic Challenge

In a similar manner we can screen the anaerobic system to assess its condition. Anaerobic muscular activity is generally more rapid and powerful. Upper body muscles tend to be more anaerobic in nature and therefore provide the best anaerobic challenge.

The following screening procedure can be used to assess the anaerobic system:

1. Examine the posture for muscle imbalances.
2. Find two or more weak muscles.
3. Find two or more strong muscles.
4. Have the person simulate the anaerobic system by tightening both fists and rapidly flexing and extending the biceps and triceps alternately as fast as possible for eight seconds.
5. Immediately re-test both groups of indicator muscles.
6. This anaerobic challenge will produce no change in muscle strength in the person with a normal balance of aerobic and anaerobic function.

If you get different results, look below to determine the imbalance.

Anaerobic Excess

This is the most common occurrence in which the anaerobic challenge will weaken the strong indicator muscles while not effecting the previously tested weak ones.

The person who exhibits an anaerobic excess is usually one who has overdone anaerobic exercise without even realizing it. This is common in people who lift weights or who run with their heart rates too high.

It is beneficial for people in this category to build an aerobic base without any anaerobic workouts for a minimum of two to three months.

In this state there is an excess of lactic acid or lactate in the system. Nutritional factors which are commonly needed to balance this are: pantothenic acid, niacin, biotin, B-1, B-2 and B-6. Magnesium, molybdenum and phosphorus are commonly deficient minerals.

Anaerobic Deficiency

In this uncommon state, which is similar to aerobic excess, the previously weak indicator muscles test strong, with no change in the previously strong muscles. This person has usually done too much aerobic work over a long period of time, with no anaerobic work to balance it, and needs to do some anaerobic activity immediately. Lifting light weights, playing racquetball, running moderately hard, or doing some similar activity for 30 minutes two to three times per week for six to twelve weeks will be of benefit. These workouts should include a fifteen minute warm-up and a fifteen minute warm-down of aerobic activity.

Computing Your Heart Rate For Your Aerobic/Anaerobic Line

1. Subtract your age from 180
2. Modify this number by selecting the appropriate category:
 - a. If you have, or are recovering from a major illness or surgery, or if you are on medication...
subtract 10
 - b. If you are new to exercise, have been exercising but have been injured or

are going downhill in your training or competition, or if you get sick frequently or have allergies...

subtract 5

- c. If you have been exercising for up to two years without any major problems and have not been sick more than twice a year..

subtract 0

- d. If you have been exercising for more than two years without any problems and are making progress in competition without injury...

add 5

3. For example, if you are 30 years old and fit into category b:

$180 - 30 = 150$, then $150 - 5 = 145$ beats per minute is the maximum heart rate that the body can maintain to exercise in an aerobic state. Exercising above this heart rate becomes anaerobic.

Using a heart rate monitor is an excellent way to monitor your aerobic/anaerobic state. Set the monitor for a high pulse of the number calculated in the above table. Set the low pulse for 10 below the high. If you get outside this range, the monitor will give you a signal.

If you do not have a heart monitor, a simple formula is to divide the number in the above table by six and take your pulse for ten seconds. In the above example, the aerobic ceiling is $145 \div 6 = 24$ beats per ten seconds.

Another guide to being in an aerobic state is that, when you are aerobic, you can still carry on a conversation. If you are unable to talk without being out of breath, you are in an anaerobic state.

Building an Aerobic Base

To be most successful, every exercise program requires that the individual begin by building an aerobic base. This consists of

exercising for a period of time doing aerobic workouts only without anaerobic activity. This period may be from two to eight months, during which time an improved aerobic system is developed. Doing any anaerobic activity during this time may jeopardize the building of the aerobic base.

Building an Anaerobic Base

After an aerobic base is built, one, two or sometimes three anaerobic workouts per week can be done to build an anaerobic base.

This program can be continued for five to twelve weeks for optimal results. After this time, a return to the aerobic base is needed to continue progress. A general guide is to have three months of aerobic and three months of anaerobic in alternating cycles.

A person who has built a good aerobic base for the second time can do a short easy anaerobic workout two or three times a month during the aerobic period with little adverse affects on the aerobic base.

The anaerobic system may peak around age 18 or 20, whereas the aerobic system doesn't peak until you are 35 to 40 years old.

Conclusion

By evaluating and balancing the aerobic and anaerobic systems, you can be successful in developing an exercise program. If you build and keep a good aerobic base, you can enjoy the benefits for years to come. Not only will it make you a better athlete, it will also burn off excess fat, improve your immune system, give you more energy and keep you relatively injury-free. Therefore, to achieve optimal health and fitness, it is important to develop both the aerobic and anerobic systems.

Reference

Maffetone, Philip, DC, *Everyone Is an Athlete*, David Barmore Pub, 1989

Erasing Phobias, Addictions and Obsessive Behaviors

by Thomas R. Margrave

Abstract. The phobia correction technique is a potent and effective tool with applications in a wide range of situations. It is under-utilized largely because the foundational concepts are not understood. Two key concepts are anxiety and reversal. Understanding the nature and effect of anxiety allows a broader application of the technique. A greater appreciation of the significance of reversals and their elimination, helps the practitioner identify and resolve unconscious self-sabotage while enhancing the overall effect of the phobia technique. An effective procedure for the application of these concepts is also essential.

"This morning, I walked up to the elevator in the building where I work, pushed the button, watched the door open, then close. I must have stood there for at least five minutes. Then, without really thinking about it, I pushed the button again and entered the elevator. What a power rush! ...the panic I've always felt of being trapped without anyone knowing where I was, wasn't there. I exited the elevator feeling like such a strong person. Words can't express how jubilant and whole I felt. Again I was reduced to tears of joy."

The above paragraph is excerpted from a letter written by a woman who, for 23 years, had been unable to ride an elevator alone. She learned the phobia correction at a workshop I teach entitled:

Erasing Phobias, Addictions and Obsessive Behaviors

I have been having outstanding results with the class. I want to share with you some of the distinctions and understandings that have contributed to that success.

Where We're At

Many people within the Touch For Health synthesis are already familiar with the phobia tapping techniques pioneered by Dr. Roger Callahan. In fact, Callahan presented his work at a TFH Annual Meeting a few years ago. The phobia technique is part of the TFH Facilitator program, and Callahan's book was sold by the TEnterprises Bookstore for a long time.

In spite of these facts, my experience is that very few Touch For Health instructors use or teach the techniques and, when they do, they may get less than the desired results. Our treatment of the techniques in the Facilitator Manual is perfunctory. There is no mention of applications other than phobias and it fails to explain the underlying concepts that make the phobia correction so powerful.

Achieving clarity concerning two of these important concepts made a big difference for me. The way we think about things often has a major impact on how well we can use information. The two concepts are anxiety and reversal.

Looking At Anxiety



ANXIETY • is the body's physical/emotional response to two concurrent and conflicting conditions—the presence of a

perceived threat (either physical or emotional) and the absence (or perceived absence) of any means to achieve a positive outcome in response to the threat.

Why is this significant? The above definition allows us to distinguish anxiety from fear. Fear is an appropriate response to perceived threats and unfamiliar experiences and is part of the body's normal protective reflex. As long as you are living and growing, you will experience fear. See Joan Dewe's excellent contribution *Breakthrough the Boundaries of Fear* in last year's TFH Journal.

Anxiety occurs when a fearful, threatening situation apparently has no positive resolution. In the environment in which humans evolved, most of the threats were of a physical nature. Physical threats, such as an attack by a wild animal, tend to be resolved, one way or another, rather quickly. It therefore evokes fear, not anxiety. Emotional threats, on the other hand, are often long-term and unresolved. They seem to comprise the majority of the threats faced by modern human kind.

Consider the employee who daily contends with an overbearing, irritable, unreasonable boss. His instinctive response to this challenge to his self-esteem and emotional wellbeing, is to confront his tormentor or remove himself from the situation—the same fight or flight reflex that comes on line with a physical threat. But neither confrontation or quitting seems to offer a positive outcome. The result—an unresolvable emotional threat that evokes feelings of anxiety.

Strategies For Dealing With Anxieties

Everyone has developed ways of handling the anxiety in their lives. Some methods are empowering and life sustaining, others are not. Phobias, addictions and obsessive behaviors are strategies for dealing with anxiety. These behaviors effectively deal with anxiety in the short term but are ultimately counterproductive and limit the individual's experience of life.

To ensure that we're talking about the same thing, let's get some working definitions of phobias, addictions and obsessive behaviors:

PHOBIA • an unrealistic or irrational fear that, in some way, interferes with or limits an individual's experience of life.

ADDICTION • the habitual use of any substance to the detriment of the individual. Addiction is characterized by a strong, compelling urge to use the substance of abuse.

OBSESSIVE BEHAVIOR • an habitual behavior pattern that creates problems in or interferes with a person's life. The individual experiences a powerful desire to continue the behavior in spite of its negative effects on his or her social, domestic or work relationships.

Essential Time Orientation

Again, the underlying, condition that motivates these behaviors is anxiety. The behaviors are simply strategies that are effective at reducing anxiety in the short term but which exact a heavy toll down the line. Stokes and Whitesides, in their book *Structural Neurology* (revised edition), also indicate that each of these behaviors has a unique association and relationship to time:

Phobias - Focused in the Past A phobia is an extreme avoidance reaction to a current, anxiety provoking stimulus based on its similarity to a traumatic experience from the past. For the phobic, in the presence of the object of his fear/hatred, the present moment doesn't exist—he is locked into the traumatic past.

Addictions—Focused in the Present. Addictions are used to ignore painful, anxiety provoking feelings and experiences that have their basis in the past. It is an attempt to remain focused in the present moment by using the pleasure of the addictive substance as a distraction from the anxiety.

Obsessive Behaviors—Focused in the Future. Obsessions are habitual, ritualistic or compulsive behaviors. The purpose of these behaviors is to control the future and thereby reduce the anxieties associated with it. What's happening in the present moment only has significance in the context of its effect on the future. Now is never enough. Things will be OK if I can only work harder, make more money, bed more partners, keep

the house cleaner, be more perfect—or whatever.

Each of these patterns of dealing with anxieties are learned behaviors with their roots in the past. They are very effective at reducing or eliminating anxiety in the moment. In the process, however, they leave the individual feeling that they are out of control, have no power and above all, have no choice.

Restoring The Power Of Choice

One of the ways that individuals can regain control, reassert their power and restore their ability to choose, is to address the effects of anxiety on the body's energy system. Anxiety creates a disturbance and imbalance in the energy system. It shows up as an over energized meridian that relates directly to the anxiety. Our experience indicates that approximately ninety percent of the time this comes up on the stomach meridian, about seven percent of the time on spleen meridian and the remaining three percent on one of the other meridians.

The over-energy state can be normalized by tapping the end or beginning point of the affected meridian while thinking of the object of the phobia, the addictive urge or the obsessive compulsion. Think of the tapping as draining the over-energy. This effectively lowers the anxiety level and reduces or eliminates the feelings of compulsion. Conscious choice in the moment is restored and appropriate, life enhancing options are now possible.

When dealing with addictions it is ultimately more effective to think of the source of the anxiety while tapping the affected meridian rather than the addictive urge. Likewise, when dealing with obsessions, it is more effective to focus on the underlying anxiety rather than the compulsive urge. This requires a good degree of self-awareness and sensitivity, however. Very often, a component of addictive or obsessive behaviors is a state of denial and being out of touch with feelings.

If you are unable to identify the underlying anxiety, don't worry about it. Just have the individual think of the addictive urge or

feeling of compulsion while using the meridian tapping technique. If you want to take your compulsive behavior defusion skills to an even deeper and more effective level, consider Three In One Concept's Structural Neurology class. It combines digital prioritization, age recession and other skills to defuse the compulsive behavior at the age of cause.

Subtle Shades Of Self-Sabotage

At the beginning of this paper, I mentioned that clarification of two important concepts enabled me to greatly improve my ability to use the phobia (addiction and obsession) correction technique. The first concept was anxiety and the second is reversal. When Callahan discovered the phobia correction, he found that it had no effect on a significant portion (about 40%) of the people with whom he worked. Further research enabled him to identify the source of this problem.

He found that sometimes a person's stated desire ("I want to overcome my fear of cats.") disorganized the system and caused a switched off response from the indicator muscle. On the other hand, the negative statement ("I do not want to overcome my fear of cats."), allowed the system to remain organized and caused the indicator muscle to stay switched on. Callahan named this contradictory response psychological reversal. Because we are not psychologists, and we want to avoid even the appearance of prescribing and treating, we will simply call it reversal.

Here is Callahan's definition of reversal:

REVERSAL • is a condition in which a person states that he or she desires to achieve a specific goal but his or her actions, major motivations and especially results are contrary to the stated goal. Superficially, he or she strives to achieve the goal but inevitably, grossly or subtly, sabotages his or her own every effort. Others have called it self-sabotage, loser syndrome, self-destructive behavior, and death instinct.

Essentially, reversal is the result of a conflict between different levels of awareness. Reversal seems to result from an unconscious tendency toward self-denigration, expectation

of failure and a lack of self-acceptance in one or more areas of life. If, for example, I want to quit smoking, I may view my addiction as despicable and an indication of weakness. If I try to quit and fail, this confirms my suspicions that, in this area of my life at least, I am essentially loathsome and destined to fail.

My self-talk, or stream of thoughts that I think, when I smoke, will reflect and reinforce my decision to look at myself in a self-denigrating way. In essence, I am holding outside the circle of self-love and self-acceptance, the part of me that finds comfort and shelter from anxiety in that simple activity. While being held in contempt, the aspect of self that enjoys smoking has no reason to cooperate in ending the addictive behavior. It knows from past experience, that anything to do with quitting smoking results in more hatred directed its way.

Getting Out Of Reverse And Back Into Drive

This speaks beautifully to the need for love and acceptance for every part of ourselves. It also points out that when we want to make changes in our behaviors, the source of our motivation is important. If our motive stems from self-contempt, it will be much more difficult to accomplish than if the impetus comes from a desire for self-improvement as an expression of self-love.

Callahan found that with reversal present, the phobia (addiction and obsession) correction technique is totally ineffective. How then, do you deal with reversal. Not surprisingly, the procedure that eliminates the reversal (or reverses the reversal, if you will) is a dose of self-love. Making a statement of self-acceptance such as "I deeply and profoundly love, accept and respect myself even though I am addicted to cigarettes" while tapping the small intestine 3 acupuncture point (SI-3), effectively takes care of the reversal, at least temporarily.

Because the self denigration, expectation of failure and negative self-talk are habitual behaviors, elimination of the reversal may be only temporary. If the reversal returns, simply use the affirmation of self-acceptance

and the SI-3 tap again. The affirmation can be used as a take-home exercise to be used any time the individual notices negative self-talk or negative feelings towards self. Eliminating the reversal will last longer if used with age recession as indicated in the procedural section below.

Eliminating reversals is a very potent tool. You may want to spend some time examining and clearing reversals in any area of life using the procedure outlined by Joan Dewe in her paper entitled *Clearing Sabotage Programs* in last year's TFH Journal. It is important to remember that no lasting progress can be made in any area of self improvement in the presence of a reversal. Clear any reversal on an issue before using any other correction.

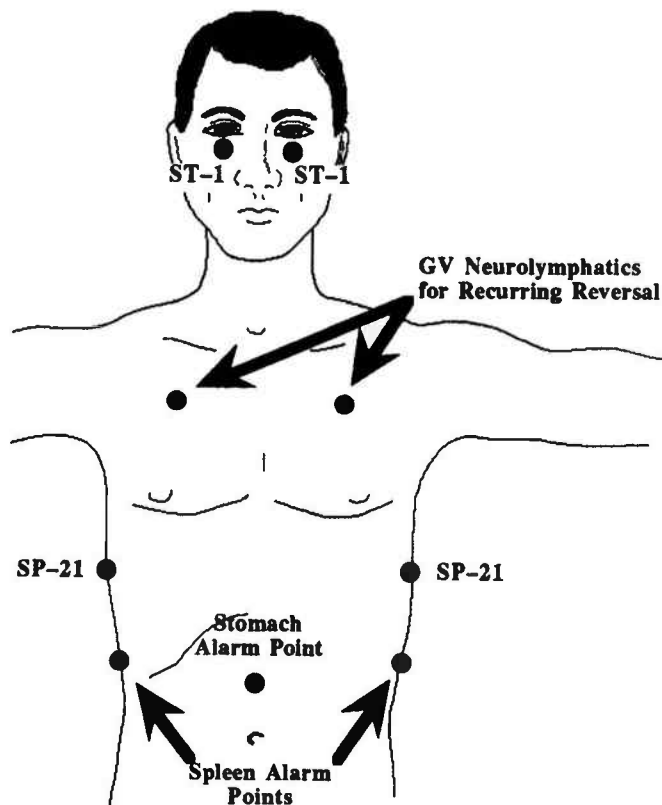
Before I outline the phobia, addiction and obsession correction procedure, I want to provide some definitions of terms I use:

MAJOR CORRECTION • the technique for eliminating over-energy that causes the feelings of anxiety and results in the phobic, addictive or compulsive behavior. It involves tapping the end or beginning points of the affected meridian while thinking about the object of the phobia, the addictive craving or the behavioral compulsion.

GAMUT CORRECTION • reinforces and deepens the major correction by activating and involving different portions of the brain. It is used when, in the absence of reversal, the major correction no longer produces significant decreases in the level of anxiety.

MINI-REVERSAL • is a reversal that occurs during the middle of the major correction. If the major correction and the gamut correction produce no further reduction in the anxiety level, the presence of a mini-reversal is indicated. A mini-reversal is cleared in the same way as a regular reversal. No further progress will occur until it's corrected.

RECURRING REVERSAL • is a reversal that reoccurs immediately after it is corrected. A recurring reversal can be cleared by vigorously massaging the front neuro-lymphatics for the governing meridian (see the illustration on the next page) while repeating a statement of self-acceptance.



PROCEDURES

I. EVALUATION

Do a Touch For Health balance, then:

1. Get a clear indicator muscle, check for overload (switching), hydration and over energy on the central and governing meridians.
2. Identify and think of the phobia, addiction or obsession and test the indicator muscle—it will switch off. If not recheck your indicator muscle for blocking.
3. Determine which meridian is over energized by the anxiety or craving:
 - a). Place hand over the stomach meridian alarm point, think of the phobia, addiction or obsession and test indicator muscle.
 - b). If indicator switches back on, use the beginning or end points of the stomach meridian for the Major

Correction. 90% of all phobias over-energize the stomach meridian.

- c). If the indicator stays switched off, place hand over a spleen meridian alarm point, think of the phobia, addiction or obsession and test indicator muscle. If indicator switches on, use the beginning or end points of the spleen meridian for the Major Correction.
- d). In the rare instances that the indicator still doesn't change, check the rest of the alarm points and identify which one causes an indicator change. Use the end or beginning points of that meridian for the Major Correction.

4. Ask the individual to subjectively evaluate the intensity of the phobia, addiction or obsession on a scale of 1 to 10, where 1 is unnoticeable and 10 is unbearable. This will be your baseline for later comparison.

II. MAJOR CORRECTION

1. Check for and (if present) correct reversal (see Section III on Reversal below).
2. While thinking of the phobia, addiction or obsession briskly and solidly tap the appropriate points (as determined above) at the beginning or end of the stomach or spleen meridians. The intensity of the phobia, addiction or obsession will begin to reduce immediately.
3. If the intensity of the anxiety or craving doesn't reduce, check for mini-reversal and (if present) correct (see Section IV on Mini-Reversal below). If you had to correct for reversal under step 1 of this section, correct for recurring reversal (see Section V on Recurring Reversal). Repeat step 2.
4. As you proceed, notice that the tapping quickly reduces the intensity of the anxiety or craving. Tapping alone may be enough to bring the phobia, addiction or obsession to the level of a 1. More commonly, you will notice that the anxiety or craving reduces significantly but that the tapping doesn't bring it to the level of a 1. At this point, use the Gamut

Correction (as described below) & then continue tapping as in step 2 of this section, until you reach an intensity level of 1.

5. If at any time during the Major Correction process, the level of intensity refuses to reduce, repeat the Gamut Correction. If that doesn't work, re-check for mini-reversal and correct.

III. REVERSAL

1. To check for reversal ask the individual to say "I want to overcome my _____ (stating the exact nature of the phobia, addiction or obsession)." For example, "I want to overcome my addiction to alcohol." If the indicator muscle stays switched on, a reversal is not indicated. If the statement causes the indicator to switch off, correct the reversal. You can make no further progress until the reversal is corrected.
2. Age recess to the best age to clear the reversal by saying, "Take yourself to the best age to clear this reversal. Show me that you are there with an indicator muscle change." It is not necessary for the individual to verbalize or even consciously know what age is on line.
3. Verify the presence of the reversal at that age by repeating step 1 of this section.
4. Tap the small intestine 3 (SI-3) acupuncture point on either hand briskly and solidly 35 times while repeating the statement "I deeply and profoundly love, accept and respect myself even though I am _____ (stating the exact nature of the phobia, addiction or obsession)." For example, "I deeply and profoundly love, accept and respect myself even though I am addicted to cigarettes."
5. Verify the defusion of the reversal at that age by repeating step 1 of this section. The indicator muscle will now stay switched on.
6. Instruct the person to return to the present time. Check that the statement is still clear.
7. Proceed to Major Correction.

IV. MINI-REVERSAL

1. It is not uncommon during the Major Correction process for the level of intensity, after reducing significantly, to resist further reduction even after the Gamut Correction. If this occurs, check again for reversal.
2. If reversal is present, you have a mini-reversal. You can make no further progress until it is cleared.
3. Age recess to the best age to clear the mini-reversal by saying, "Take yourself to the best age to clear this reversal. Show me that you are there with an indicator muscle change." It is not necessary for the individual to verbalize or even consciously know what age is on line.
4. Verify the presence of the reversal at that age by repeating step 1 of this section.
5. Tap the small intestine 3 (SI-3) acupuncture point on either hand briskly and solidly 35 times while repeating the statement "I deeply and profoundly love, accept and respect myself even though I am _____ (stating the exact nature of the phobia, addiction or obsession)." For example, "I deeply and profoundly love, accept and respect myself even though I am terrified of terriers."
6. Verify the defusion of the reversal at that age by repeating step 1 of this section. The indicator muscle will now stay switched on.
7. Instruct the person to return to the present time. Check that the statement is still clear.
8. Return to Major Correction and continue.

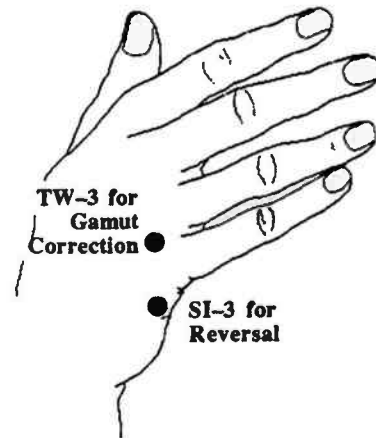
V. RECURRING REVERSAL

1. Occasionally, after you correct a reversal and then continue the Major Correction, there will be no change in the level of intensity. Recheck for reversal.
2. If reversal is again present, you have a rapidly recurring reversal - you can make no further progress until it is corrected.

3. Age recess to the best age to clear the recurring reversal by saying, "Take yourself to the best age to clear this reversal. Show me that you are there with an indicator muscle change." It is not necessary for the individual to verbalize or even consciously know what age is on line.
4. Verify the presence of the reversal at that age.
5. Massage, with deep pressure, the front neuro-lymphatic points for the governing meridian while repeating the statement "I deeply and profoundly love, accept and respect myself even though I am _____ (stating the exact nature of the phobia, addiction or obsession)." For example, "I deeply and profoundly love, accept and respect myself even though I am obsessed with cleaning house."
6. Verify the defusion of the reversal at that age.
7. Instruct the person to return to the present time. Check that the statement is still clear.
8. Return to Major Correction and continue.

VI. GAMUT CORRECTION

1. It is very common during the Major Correction process for the intensity level of the anxiety or craving to reduce quickly and significantly but less than completely. For example a phobia originally at 9 may quickly reduce to 5 or 6 but then resist further reduction. In this or any similar situation, use the Gamut Correction.
2. Age recess to the best age to do the Gamut Correction by saying, "Take yourself to the best age to do the Gamut Correction. Show me that you are there with an indicator muscle change." It is not necessary for the individual to verbalize or even consciously know what age is on line.



3. Locate the triple warmer 3 (TW-3) point on either hand and tap briskly and solidly 15 times for each of the following steps:
 - a). hold eyes open
 - b). hold eyes closed
 - c). point eyes down and to the left without moving your head
 - d). point eyes down and to the right without moving your head
 - e). rotate your eyes in a complete circle in either direction without moving your head
 - f). rotate your eyes in a complete circle in the opposite direction without moving your head
 - g). hum a tune—any old tune will do
 - h). count or do times tables
 - i). hum again
4. Instruct the person to return to the present time.
5. Return to Major Correction and continue until the level of intensity reaches 1.

Final Thoughts

Phobias may be simple or complex. A simple phobia can be defused with one run-through of the above procedure. In the case of a complex phobia, each aspect of the phobia will need to be defused. For example, a phobic fear of flying may have several components. It may involve fear of airplanes, fear of getting on airplanes, fear of getting lost in the terminal, fear of take-offs, fear of landings etc. Each of these aspects will need to be addressed separately.

Addictions and obsessions may take repeated corrections every time the addictive urge or behavioral compulsion appears. No muscle testing is necessary if the individual with the compulsive behavior takes responsibility for their own correction. They simply need to ensure that there is no reversal present by making the statement of self-acceptance and tapping SI-3. Next they tap the previously identified meridian end points for the Major Correction. If the anxiety level isn't reduced completely, they can do the Gamut Correction procedure and then come back to the Major Correction.

Consider using the phobia technique in any anxiety provoking circumstance. I use the tapping to drain off the over-energy whenever I feel it in my body—before a major presentation or test for example—with excellent results. I've found that using this procedure has also helped me to "tune in" to what my body is telling me about the circumstances and situations of my life. By knowing clearly what is threatening and anxiety provoking, I have more options for handling the situation.

If you learn and follow the steps detailed above, you are almost certain to have extremely positive and completely

satisfactory results. If you are interested in sharing these techniques with your students or clients, I have published a workbook, titled *Erasing Phobias, Addictions and Obsessive Behaviors*.

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Colorful Stress Release for Physical and Emotional Pain

by Kay E. McCarroll, DHP, MC.

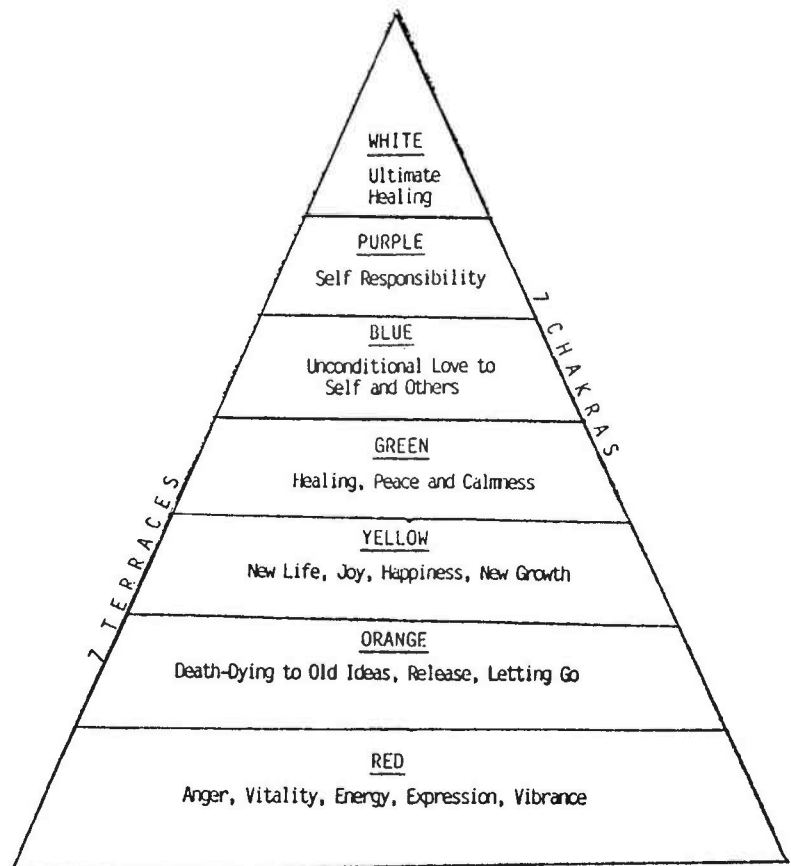
Abstract. This is a new way of applying stress release that I have found to be of great value to the TFHer, the Chiropractor, and the Health Practitioner. Using my own color system as devised by my meditation group (The Inner Light Consciousness), I am able to combine the feeling and emotions of the colors to the pain with Wayne Topping's Stress Release technique and in this way to help people come to terms with their physical and emotional pain. This is a simple and beautiful way of training the client to take care of themselves. I have used this technique with serious accidents, child and adult abuse victims, with children who cannot express their problems, and with general everyday communications and life experience problems. Be colorful - your stresses can paint a beautiful picture.

Back in October 1978 I became involved with a spiritual group called Inner Light Consciousness, developed by an ex-Baptist Minister called Paul Soloman. This non-denominational organization set about to educate people in taking responsibility for their own lives and to open their minds and hearts to healing with the healing energies. Through this process we were all taught a beautiful meditation using the 7 chakras and their specific colors. Each chakra became a garden terrace, covered with flowers of the particular color of that chakra, and each had its own energy and words depicting that life force.

I have found when using Wayne Topping's S.R. (Stress Release) techniques with the colors I am able to take the person far deeper into their subconscious and clear very old and painful memories without them having to go through yet another dreadful experience. It is also a great way to help people communicate on a higher level with their relationships when other means of communication break down.

Ed. Note: The Topping SR technique is basically the same as the TFH ESR with the addition of slow eye rotations around the edge of your visual field. Feel for a forehead pulse while visualizing situation (or color). Monitor MT with PMC muscle. (See Ref.)

The color chart is as follows:



Other colors which I have found to be of great value and meaning are:

- Pink Self love, accepting one's self
- Grey Grief, apathy
- Brown Indecision, not knowing
- Black Transition from one situation to another

When using the colors, I ask the person what color they see around their pain (physical or emotional), and/or what color would they like to give to the pain to heal it.

To give you some examples as to how this works, I would like to share some of my experiences with you:

1. B.J. is a lady from the West Indies living in London with her 20 year old son. She had been brought to the U.K. to look after her father and stepmother's children at the age of 12. She had been dreadfully abused by the father, who did time for his crime. She was banished from the family at the age of 14, spending most of her life in Social Security homes bringing up her son.

She came to me to see if I could help her with a dreadful pain down the right leg, and she was about 70 lbs. overweight. After a few Chiropractic treatments I was able to embark on the Stress problems. By using the eye rotation stress release with colors she was able to begin to look at her life and let go all her pain. She painted the memories with the colors she saw behind the situation, thus diminishing the stress level and giving the healing the situation needed at that time. Slowly, looking at her life now with colors she is beginning to forgive and take charge, asserting herself more in her job and at home with her son. She has also, with the help of a medical doctor, been able to lose 21 lbs.

B.J. still has a long way to go with this ordeal; however, to see the beauty in her face now is just a joy. She now laughs and has fun when we are working together. She uses the colors at home for herself with the S.R. technique whenever she finds herself unable to cope.

2. Children with physical aches and pains are not always able to express that pain may be emotionally based. By asking them to see what color the pain is and then doing the S.R. eye rotations, the results are extraordinary. First you enable them to get in touch with the emotion behind the pain with the color, and then with the S.R. eye rotations you begin to

eliminate all other associated emotions from their past life experiences relating to that pain.

Quite often after releasing the stressful memories this way, children will begin to tell you all about their problems in such a matter of fact way.

After a session I always find the priority color that the person may like to continue to work with. Then suggest they wear something, or buy some flowers, or paint something in that color so that they can look at it for confirmation over the following weeks.

I have found this to be an extraordinary tool to use with rape cases, painful relationship break-ups and child abuse, as well as the every day problems in life.

Let me share some of these ideas with you:

When teaching a S.R. course in England, I was experiencing a difficult lady in the class who questioned everything I was saying to such an extent that it felt as though she was trying to make a total fool of me. At first I placated her with all the "good" techniques a teacher uses, without getting myself upset. Then it got too much for me, and suddenly I thought, "The Colors!" Instantly I saw her with Red and Black around her body. My inner turmoil totally vanished, and I was able to handle the situation without any loss of face to either of us. The rest of the day went along very well and I gave her the 2 colors every time I looked at or spoke to her. Guess what, to my surprise she arrived the next day wearing a black skirt and red jumper!

I have shared this same technique with many people, and they too have found that the person they are having problems communicating with suddenly were wearing the colors they gave them in healing.

There is another way I use Wayne's S.R. technique for pain and this is without the use of color. In my chiropractic clinic I treat many people who have had serious accidents at some point in their life.

Although their body seems to have overcome the impact of the injury they still feel pain. Many Health Practitioners later they end up in my clinic as the last resort.

As first I treat the body with McTimoney Chiropractic and TFH Kinesiology to ascertain that there is no structural problem. Then I ask them if they can still feel the pain. Usually they cannot at this moment and tell me, "I feel pain when I do this or that", etc. The bells start to ring! This could be Mind Pain (or memory pain). After explaining what I am about to do, I hold their ESR points, I ask them to stop me when they feel "the pain" Then we hold that position until the pain has evaporated. We can use color at this point too, if necessary, as the memory may be a traumatic one.

I have found this to be extremely successful with many people. Two cases in particular are:

1. Gill, a skier, had a car accident. She suffered whiplash and could not continue her sport without extreme pain. The Medical Profession had done all they could for her. After 2 more successful McTimoney Chiropractic treatments, she still had pain in the Right side of her neck.

I asked Gill, "Where is your telephone at work situated?", as her job involved a lot of telephone work. It was as I suspected - to the far left on her desk and she had to look and stretch forward to pick it up, thus stimulating the memory of the whiplash in her brain. When we did the S.R. technique while holding the ESR points, we found that the pain in her neck returned whenever she looked up to the far front and left visual area. The pain has not returned at all since this treatment, and that is over one year ago.

2. Dianne - A Company Executive, was caught in what we call a pile-up accident on the highway. She smashed into the back of one car and was hit in the back by another. She had to be cut free of the wreckage. She spent six months healing broken ribs, plus her pride. Then the next 12 months she saw doctor after doctor for

all her body pains. They could not find anything physically wrong with her and told her, "It's all in your mind." This is the very point they missed. It was in her mind, and they did not know how to cope with it.

Dianne was very sceptical of my work as "kinesiology" was not a common word in 1984. However her colleague, who was a friend of mine, knew of this very new work I was doing; so she came with him to see what could possibly be done.

This was when I first found that Wayne Topping's S.R. technique could be used for pain ONLY and NO AFFIRMATION work was needed at all. I started doing the eye rotations with her and suddenly all the pains started to show up in different areas of the brain. After 1-1/2 hours of S.R. on the painful areas, eliminating all traces of pain memory, I took her back through the accident, and she tested so strong (she was totally weak before hand) that she just could not believe it. Dianne was also going through a marriage break-up at the time, and a lot of emotional pain over this was eliminated as well.

To finish in both cases I used a color of their choice to clear the MIND MEMORY totally.

It is very interesting to see people's response when you use the colors and then tell them later what the colors represent. They are then able to relate and take responsibility for their own past in the healing process, and in many cases can relate the feelings of the colors to the "pictures" that rise from their deep subconscious.

This is one of the most beautiful aspects of Touch for Health, and I give it to everyone with love. Use the colors as you find they work for you. Use your own ingenuity, develop new ways - be colorful - your stresses can paint a beautiful picture.

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A Fairy Tale THE STORY OF THE FIVE ELEMENTS

by Dominique Monette, MD

This is a story, an easy way to introduce the five elements in a TFH class.

A long time ago, in China, there were 2 different cultures. The people from the 1st culture were living in little villages, built with houses, and working in the fields around their villages. They were dependent on the weather (rain , sun,...), the seasons, and the climate.

The people from the 2nd culture were called nomads. They too were dependent on the weather and the seasons, but in another way. Always travelling, they were looking at the sky to know where they were and where to go. They had little influence on the development of the 5 elements. The sky is more related to the number 6 (2 times 6 is 12: the 12 meridians, the 12 astrological signs,...) I won't talk about these people; this is another story.

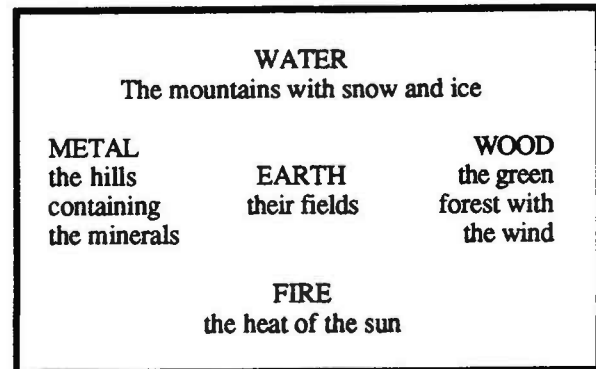
So we are coming back to the sedentary people, the people from the 1st culture. They were living on their fields, planting seeds, and waiting for and needing water and sunlight for their seeds to become mature plants. They were looking around to the east, the south, the west, and the north.

On the West side they were surrounded by hills, and they knew that they could find minerals, Metal, inside these hills. Looking to the East, they saw green woods, large areas of green forests. They didn't know that the China Sea was hidden by these large forests. They just saw the Wood and felt the wind coming through the woods without knowing from where it was coming.

If they looked to the South, what could they see? There was the sun, high in the sky, giving them the same kind of heat as the Fire.

And looking to the North, they could see very high mountains, bringing cold Water and ice to their villages. And this water was a big reason for anxiety in their life.

Finally, standing on the ground, the Earth, and looking around, their view was something like this:



But for them it was impossible to imagine their world to be like that with the sun, giving them the best in their life, placed at the bottom of the diagram. So they decided that its place should be at the top; the sun was almost like a god for them. Therefore they turned their diagram, placing the sun, Fire, on top, and the Water on the bottom; therefore the Wood found his place on the left side and the Metal on the right side. The Earth, the ground where they were living, stayed in the middle.

They began to live with this vision of the world: 4 "elements" plus 1. And their life, their way of thinking, were dependent on these "elements". That was their life, and they explained everything with them: colors, feelings, seasons, climates, directions...

The sun, Fire, was related to the color Red and the feelings of Joy and Happiness. Heat and sun were related to the Summer.

The Water coming from the mountains recovered by snow and ice, received the cold color Blue and becomes a sign of Fear and Anxiety. Survival was difficult during the cold Winter.

The Metal was related to that part of the country where everything was so dry. The

minerals hills, where the mineral-rich ground was found and where it was impossible to live or to survive for a long period of time, was therefore White. All that gave them a feeling of Sadness. The same sadness they felt seeing the Autumn coming.

The Wood, with its wind coming through the trees, was given the Green color, the color of the Spring. The wind was sometimes so strong that they couldn't live with it without feeling a big Anger.

The Earth, their home ground, which was the center of their world, was Yellow and they had a lot of Sympathy for it.

Their natural body feelings told them that they had energy pathways that were reacting on the seasons and also on certain parts of the day. These energy pathways are what we call the meridians. And they felt that during the Spring, they had more energy in the meridians we call Liver and Gall Bladder. In the Summer the energy was higher in 4 meridians: Circulation Sex, Triple Warmer, Heart and Small Intestine. In the Autumn the energy increase was in the Lung and large Intestine meridians. And in the Winter, they sensed the energy increase in the Kidney and Bladder meridians.

And what about the Spleen and Stomach meridians? They were related to the center, the Earth; and the energy increased in those two meridians during a short period (18 days) at the end of the Summer, a time we call the Fifth Season or the Indian summer. These two meridians help the energy to go from the Summer, to Indian Summer, and then to the Autumn.

Therefore the Earth element moved from its central position to a place between fire and metal. And so, finally we arrive to the 5 elements we know.

They first saw their world from their central position, until they related it to their body feelings. And they went from a Static position to a Dynamic circle of energy flow. They were no more looking at the world, they were an active part of the world. And they developed a lifestyle in which everything in their lives found its place in the elements. It became a philosophy. The world outside

became the mirror of their inner world and conversely.

They observed that two laws were needed to maintain the balance of this energy cycle: the Generation law, called the Tcheng cycle and the Control law, called the Ko cycle.

The Generation cycle is like a mother feeding her child: she is giving him milk, but it's important for him to receive the right amount. This is the role of the Control cycle. The Control cycle is the love cycle. The mother loves her child; she doesn't want him to eat too much or too little; she doesn't want him to become ill. Therefore, the love cycle controls the food cycle to keep the child healthy.

In the Law of the 5 Elements the Tcheng cycle is seen like this:

The Wood is feeding the Fire. The Fire by burning is giving ashes to the Earth. In its bowels the Earth makes the Metals. Metal in melting becomes liquid, like Water. And to complete the cycle Water is needed for the Wood to grow.

The KO cycle is seen like this:

The Wood controls the Earth with its roots. The Earth controls the Water by not allowing the water to go everywhere. Water extinguishes the Fire. Fire is controlling the metal by making it melt. And to complete the cycle Metal is able to cut Wood.

These two cycles are important to maintain the balance in the both outer world and the inner world. This is what these ancient Chinese people discovered. This is the philosophy of a balanced life we received from them.

I "received" this story from one of my acupuncture teachers, Dr. Marc Lefevre, MD, from Belgium. I thank him very much for the help this story gave me to introduce the concept of the five elements in a TFH class. It makes the five elements so easy to understand. If you want to, use the story in your turn, make it yours, and share it.

The Spiral of Life

by Dominique Monette, MD

Based on the teachings of the Japanese Shiatsu teachers with whom I lived several years ago, here is a way to expand the TFH wheel and to understand on other levels why this or that meridian is always out of balance in a specific person.

The Vital Circle

The energy enters the wheel through the Lung meridian, Therefore we will start with this meridian for our walk into the cycle of life.

The first thing a baby does after birth is to make borders. He needs to know, even unconsciously, where his limits are, where the inside is, and what the environment is. He needs to be able to exchange, to interchange with the outside. This was the word: **EXCHANGE**. The **LUNG** and **LARGE INTESTINE** meridians have this important function without which it is impossible to live: exchange on a subtle level for the yin **LUNG** meridian with the breathing and on a material level for the yang **LARGE INTESTINE** meridian with the excretion.

When the child is able to exchange, to know where is the inside and where is the outside, the first thing he needs to do to survive is to **OBTAIN FOOD**. We will hear it: I want... He will ask for material food, the function of the **STOMACH** meridian, and for subtle food, the function of the **SPLEEN** meridian.

You will see a lot of occidental people with a spleen imbalance. Just ask them, "Do you think a lot? Do you always have some thought turning in your head?" The answer will probably be: "Yes, how do you know that?" Only because the "spleen person" always **WANTS** to have more/all the information until his head is full or empty because it is too much.

It is nice to be able to obtain food, but you cannot survive if you cannot make this food become yours. The function of the **HEART** and **SMALL INTESTINE** meridians is the

ASSIMILATION. The transformation of what is coming from the outside into me, my blood (**SMALL INTESTINE**) and into **MY** thoughts, feelings... (**HEART**). The **HEART** meridian is really representative of my deepest inner center, and it can be difficult to integrate what is coming from the outside, if I am not in balance and if it's anger, for example, that I receive from the outside. The **HEART** meridian is related to these emotions, these feelings, which are touching me deep inside.

Once the assimilation is made, the baby is able to go into action that he now has the energy for. It is the **KIDNEY** meridian which gives the vitality, the **IMPULSE** to go forward. It is responsible for the distribution into the body of all the food it has assimilated. But the use of this energy, this impulse, needs purity to be optimal. And this is the function of the **BLADDER** meridian, it is **PURIFICATION**. The Bladder purifies the body through urine elimination (material energy), and the body, now purified, allows the subtle energy of the Kidney to go into action, to move forward.

Going forward the baby will meet "the others and the world". He will discover that it's not always easy to meet them. He will need **PROTECTION**. This is the function of the **CIRCULATION SEX** and the **TRIPLE WARMER** Meridians, the surface protection of the being's deepest center. On a material level (climates, viruses,...) with the Triple Warmer meridian, and on a subtle level (emotions, superficial feelings,...) with the Circulation Sex meridian. When this latest meridian is out of balance, you'll often find a person who is touched in his/her feelings and emotions, but not on a so deep level as for the Heart meridian.

Last, but not least, we have the **LIVER** and **GALL BLADDER** meridians. After all these experiences, the baby arrives at the end of the cycle. To continue he has to **MAKE** a **RESERVE** of his energy and to use it properly. He has to make a **CHOICE**. Here is

the big word. This is the end of the cycle. What will I do with my energy? In which direction will I go now? I have so many opportunities, so many directions in which to go! Which decision to take? And imagine what is happening with people having a Liver imbalance? They want to go in this direction, or maybe into this one, or that one,... It's really hard for them to make a choice, to make a decision.

And when we are at the end of a cycle, the first thing we need to start a new cycle is **TO MAKE A CHOICE**. (Therefore I have called this lecture *The Spiral of Life*)

We are now at the end of the cycle. What is this cycle? It is life, and you can find it in every life experience: a job, a relationship, holidays, a phone call, the meeting of a new person, a dream, this lecture,...

The position of the meridians on the body.

Do you know that the position of the meridians on the body tells us about their functions? Look at the **LUNG** and **LARGE INTESTINE** meridians. They are located on the outer side of the arms. And what is their function? Exchange with outside after having established a border.

And what about the **SPLEEN** and **STOMACH** meridians? They are located in the front of the body. They help us to get our material and subtle foods. They serve to take in and bring food to the body.

The **HEART** and **SMALL INTESTINE** meridians, responsible for **ASSIMILATION**, the central control, are located on the most inner part of the arms, the most central part.

Both **KIDNEY** and **BLADDER** meridians, located in the back of the legs, are able to give us a kick, an **IMPULSE** to go forward, into action.

The **CIRCULATION SEX** and **TRIPLE WARMER** meridians are located in the middle of both the front and back parts of the arms. They correspond to the surface, located between the outside (**LU** and **LI**) and the inside (**H** and **SI**). Their function: the **PROTECTION** of the center against the outside.

And where are the **LIVER** and **GALL BLADDER** meridians located? On both the inner (**LI**) and outer (**GB**) sides of the legs, on sides which are opposite to one another. No wonder it's sometimes difficult to make a choice, if we are attracted to one side and to the other.

The Shiatsu Master whose intuition developed this material and its presentation, is called Shizuto Masunaga. He made significant contributions to Shiatsu and created a new way of practicing it. His school is called Iokai Shiatsu. However, I have never met him; he died a few months after I started to learn Shiatsu.

Total Therapeutic Process

by Mary Louise Muller, MEd, RPP.

I've worked in the holistic health field over 18 years and have learned many things to help people. Over the years, my "tool kit" has continued to grow encompassing various ways to work with the body, mind and emotions. Inevitably I've faced the question of which of the many techniques to use, and when and how. More knowledge has at times led to a quandary of which of many things to do.

Then along came The Professional Health Provider system introduced by Dr. Bruce Dewe and Joan Dewe. PHP allows the priority of what, when and how, and includes qualities that provide for a total therapeutic system that is nonintrusive, self-empowering, self-integrating and complete. The specifics that enable that to happen are:

1. Permission and acceptance of the therapeutic work to be done
2. Pre and post checks for monitoring and anchoring
3. Prioritization
4. Emotional clearing or diffusion
5. Access to times, levels and dimensions
6. Goal determination
7. Home reinforcement

A system that includes all these aspects enables us to give a client a tailor fit session that his or her system needs at that moment in time or for some specific goal. Let's look at these aspects one by one considering their significance in a therapeutic system.

1. Permission and acceptance

Many times a person comes in with a specific problem which they find quite annoying, yet they are unwilling on some level to part with it. Many "problems" serve us in some way. Using a kinesiology check with such statements as

"This system is 100 per cent willing to accept the change that will come from this session."

"All parts of this system release the need for this problem."

gives us a clear go ahead.

If the answer is no to either of these questions, then willingness to change must be addressed first. This is the primary foundation. Think of all the work that's been done on people when they were actually resisting the change and how much more they would have benefited if they had cleared that issue first.

2. Pre and post checks for monitoring and anchoring.

These are significant for both client and facilitator. For the client, pre and post checks create a personal connection with the change that occurs, an experience of where they've been and where they've moved to. For the therapist, it is the evidence of the effectiveness of the work that is being done.

With kinesiology, I use pre and post checks of imaging with auditory, visual and kinesthetic qualities included, TFH 14 muscle check, and EduK 8 dimensions.

3. Prioritization - key strategic releases

Many therapists speak of personal healing as peeling the layers of the onion. I enjoyed the vision of one of my clients who felt it was more like an artichoke with the well awaited reward of the heart being in the middle beneath all those layers.

Our body has its own natural sense of order for self healing. It knows which layers on top need to be released before those underneath can fully free themselves.

We can often see the factors underlying a clients dilemma, but they are neither ready to see or change this till we've helped them remove the upper layers that block their vision and abilities. By assisting them in removal of layer by layer, we empower them to move with their own understanding at their own pace.

4. Emotional clearing or diffusion

When Bruce Dewe introduced emotional clearing with each step of a balance in PHP-II, I felt it took my work both as client and facilitator to another level. Being new to the notion of continually finding emotional charge to clear it at each step of a balance, both my partner and I would continually forget. As we'd suddenly remember and access the emotion related to the balance, points of balance would become more tender or release more quickly and inside there would be a sense of accessing and clearing a deeper level.

The bodymind stores the emotional charge within the energy block and it is an essential aspect to be cleared. Bruce found that continual emotional clearing created more lasting change.

5. Accessing times, levels and dimensions

In kinesiology we often see the brain as a biocomputer. Certain programs are cleared and released more easily and completely when we enter the program more specifically where it is locked in. This can be assisted by accessing times, levels and dimensions.

We may clear for the present time and when we ask the system if there are other times to be cleared related to the current issue, the answer is most always yes. Our difficult behaviors in the present come from the roots of the past and these must be also cleared to truly clear an issue. Sometimes the system will even request to clear a time in the future due to the way we have projected into our visions and experiences.

Accessing levels and dimensions is a similar notion to accessing time. Sometimes an issue needs to be cleared at several levels or dimensions to complete the process. At the end of a PHP balance, we confirm that, "This system 100% accepts this change for all times, levels and dimensions."

6. Goal Determination - Accessing the Pertinent Program

We often wonder how the same person can be a great athlete and a terrible student. In a sense that a person's circuitry for being an

athlete is unblocked and integrated, and their circuitry for being a student is blocked and not fully functioning. If we balance that person for an athletic activity, we would find that prechecks were actually very strong. If we state a goal related to academics, we might find the prechecks off in all dimensions. The goal statement creates the ground for the balance. It enables us to help a person for a specific need.

7. Home Reinforcement

When we give the clients things they can do at home to reinforce the new balance, we empower them to help themselves. Ultimately, we want to see less and less of them as they become healthier and more able to help themselves maintain balance.

Bringing these many aspects together into a wholistic system creates what I call "total therapeutic process". The concepts and methods can be integrated with any type of therapeutic work. Many of these aspects are included in systems such as One Brain and Advanced EduK. In PHP, these aspects are brought together in a way that works quite beautifully and includes EduK, One Brain, and other system tools as submodes. Currently I use a combination of PHP, Polarity Therapy and CranioSacral Therapy. The core operational system uniting them is the basic PHP format and finger moding for priority. Both kinesiology checks and cranial rhythm monitoring are used to set priorities and clear emotional charge. It is a wonderful adventure working with people to facilitate positive change using a "total therapeutic process" which is self empowering, non-intrusive, and deeply healing.

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The Beginning of Good Communication

KNOWING WHAT YOU WANT

by Marge Murray

When I started in my training to become a Facilitator leader, I had the very special privilege of having part of my training come from Carrie Thie. Carrie shared her skills as a communicator with us. She also shared the idea she had had at the birth of Touch for Health -- that Touch for Health would not just include the manual skills we have all found so effective, but would also include the skills that are so necessary to get along in love. These were the communication skills she introduced to us. I am going to be presenting them to you each year in their simpler form.

Communication is the process of passing information and understanding from one person to the other. Communication is only effective when we get the results that we want from the other person. Before we can get the results we want we have to know what we want.

This seems like a silly thing to be addressing. After all, we all know just what we want, don't we? I thought I did until I began looking at this information. I discovered that all along I had been running in circles and acting on childhood impulses and misconception. Once I figured out what it was I wanted. (This changes as we grow.) I became quite organized and efficient. Others understood and supported me more.

When we talk about knowing what we want, it is helpful to know that communication has five levels. Each one represents the amount that one person is willing to let another know who he is. Generally, this also translates to how well a person knows what he wants.

The first level is called "Chit-Chat". If there is any sharing here, it is only by accident. This is the "Hi, how are Ya?" level. The attitude behind chit-chat is selfish. We use it when we are too busy or really don't care about the other person. It includes cliches, idle chatter about the weather or sports, controversy that can't be laid to rest, abusive

language, gossip, and flattery. How many other things can you think of to include here?

The second level includes the exchange of facts and information. Even though this still does not tell much about ourselves, it is a step higher in that it presupposes truth, trust, and acceptance. Often we give this trust to strangers before we give it to someone close. Those close to us seem more likely to challenge us with their own facts or play, "I've got a better one". It is no wonder people do not take time to notice what they want. As children, our facts were usually contradicted by the bigger guys. We came to believe that the way we saw things was not true. We began to accept others knowledge over our own. To be able to communicate on this level, we have to develop self esteem to consider ourselves credible.

As we feel acceptable giving facts, we might venture onto level three. Now we will have to risk sharing part of ourselves as we tell our feeling about others. Even though what we say is truly how we are feeling, again, as children, we had been told we were wrong so often, many of us learned not to feel. We were "naughty" when we hated or were angry and there was something taboo about being in love. No one told us that after we were three or four.

So we become very cautious on this level. We watch others faces for their approval. On this level, we have to teach ourselves that we can have feelings for others and our feelings are legitimate. It doesn't matter what others say about our feelings. After all, we are the ones having them!

The last two levels go together. They are sharing feelings about oneself and peak communication. Peak communication is that rare time when two people know themselves and each other so well that they know what the other is feeling without using words. We will be staying with the fourth level from now on: Sharing feelings about one's self.

This is the mature level of communication. When we can talk to ourselves and others on this level, we develop good self esteem and encourage others to the same end. Believe it or not, it is also on this level that we have our greatest persuasiveness. When we can verbally admit our shortcomings, others begin to accept our influence for the better. This level takes a lot of honesty. It is so easy to be "honest" about others and so hard to be ourselves. Which of these five levels do you do most of your communicating on?

Now we are going to focus on what we really want. Obviously, this will all be done on the fourth level. It will have a lot to do with who we are. Most of us have heard of Maslow's Hierarchy of Needs. It describes the most demanding need as the one NOT met. The most important is SURVIVAL. When that is met, we seek PHYSICAL SAFETY. When we feel safe, we explore how we FIT IN. When we find how we fit in, no matter how poor our interpretation, we develop SELF ESTEEM. Our self esteem is based on our interpretation of how we fit in and comes from our interpretation of the things that are said and the things that happen between ourselves and others. The last step is SELF ACTUALIZATION.

Most of us get stuck trying to figure out how we fit in. When we do not get clear signals, we go back to those old childhood misconceptions:

1. I need attention to fit in, so I order, direct, command, interpret, analyze, diagnose, advise, give solutions and suggest. This makes me feel good, even if they don't take my response. Others are not encouraged. They want to find their own answers.
2. I need power to fit in so I moralize, preach, implore, persuade, lecture, argue, probe, question, and interrogate. This gives me a feeling of power. Others feel helpless, frustrated and put down. They want you to feel that they are ok and these techniques say that you want them to change.
3. If I can't get attention or power, I attempt to fit in by not fitting in. I take revenge. I judge, criticize, disagree, blame, call names, ridicule, shame, warn, admonish

and threaten. I may feel fulfilled in revenge, but others feel rejected, maybe even hated, "Who wants to listen to this?"

4. I fit in by giving up. I praise, agree, flatter, reassure, sympathize, console support, distract, divert and kid. These may seem like effective techniques, but they often hide true feelings. Others recognize them as insincere when they are used often.

Most of these techniques fit in on the chit-chat level even though we get a sense of power when we use them. None of them makes the other person felt heard or accepted for who he is. They all leave the impression that we want the other to change. Words are exchanged, but no understanding, closeness or growth is accomplished. Those techniques most often end up separating people.

To change our communication behavior, we start with our beliefs. Excellence begins when we admit that we can choose what we believe. All beliefs you now hold, you chose at one time or another. The choice may have been subconscious, and subconscious choices build the strongest beliefs. Choice gives power. Power is the ability to change.

What might have shaped the beliefs we now hold about ourselves and the way we communicate?

1. **Environment:** Our position in the family, what happened to us, how we interpreted what happened to us left us with beliefs about ourselves and our abilities. Our parents actions toward us and how we felt about how we were treated also had an effect. What others reenforced by noticing developed our beliefs about how we should act.

Most often our belief was that we were not enough. Others ideas were better than ours. We needed others approval to be ok.

2. **Events:** How we interpreted the things that happened to us gave us beliefs about the world, others and ourselves.
3. **Knowledge:** As we learned, we formed beliefs. Knowledge did not have as much influence as our experiences, but now we can use knowledge to bread the shackles of our limiting beliefs. With this new

knowledge, we can create in our minds the experience we desire as though it were here now. Belief creates potential. Potential helps us take action. Action gets results. If the results come close to the ones we believed they would be, we will develop a stronger belief. If we don't like our results, we can take a different action.

What do you believe about yourself? Here are some helpful beliefs for communication. How do you feel about them?

1. Whatever happens, you are in charge. Taking responsibility is the best measure of power and maturity. By retaining the responsibility, you retain the power to change the results you produce.
2. There are no failures, only results.
3. People are your greatest resource. Serving others first will serve you best.
4. One does not lack resources, but control over them. Effective communication is the best way to control both yourself and others for the benefit of both.
5. Success at anything takes practice and commitment. See if you can think of other beliefs that can be helpful to your growth as an effective communicator.

You are beginning to see who you are. From your list of beliefs, you will take action. The first step is to set goals. These goals will be aimed at who you are, so you will start by determining your purpose. Why were you born? What are you going to contribute to life? What are your talents and shortcomings? What do you want to see as the outcome of your life?

Priorities show our value system. They also help us to know who we are. What is most important to you? What, in your goals, will you work on first? On the conscious level, priorities truly show us how we feel about things.

As children, we chose priorities based on wants. The thing we want most, we want first. As we grow up, especially after we become spouses or parents, we choose priorities based on how they might affect others. This is more of a community

approach and begins to foster effective communication.

As we mature, our priorities become based on our purpose and the goals we set in harmony with that purpose. Here we value every person for the good he has to offer. Our values reflect material success less and acceptance and character building in ourselves and others more. We begin to make choices that delay gratification now for things that bring larger success later.

Human tendency is to feel suspicious and uncomfortable with those who have values that are different from ours. It is as though we have come to think that our values are the only ones worth having. Most of life's conflicts, especially wars, grow out of the differences of values. Improving our communication is going to reduce the number of conflicts in our life since improved communication means more understanding of others, more acceptance of others despite their values and more giving of self.

Letting others know our values will be difficult since no one else has quite the same values. We can make it easier by adopting the attitude that their values are as good as ours. Then we will allow them to be responsible for the judgements of our values knowing that our differences do not devalue either of us. These are the attitudes that are useful for trouble free problem solving.

Values are the most powerful motivating tool we have. There is no close way to bond people other than to align them through their highest values. Common values form the basis for the ultimate rapport.

Thinking about your beliefs, goals, and values is going to give you a good start on knowing who you are. Just thinking about them and becoming clearer as to what they are creates a subconscious directing of self towards them. As we think and meditate on the deeper things in our being, even our impulsive communication begins to build others up. When we build others up, we also build ourselves up.

Touch For Health International Journal, 1990

(This is questionnaire to be handed out during the presentation at the annual meeting.)

The Beginning of Good Communication - Knowing What You Want

1. What do you believe about Touch for Health?
2. What do you believe about yourself in relation to Touch for Health?
3. What can you do for Touch for Health?
4. What can Touch for Health do for you?
5. How will you personally accomplish what you want to see happen?
6. What are your personal goals by priority?
7. Any other helpful questions we come up with between now and then.

Emotional Integration

Healing the Inner Child

by Paula Oleska

Emotional Integration is a process of learning how to make friends with emotions and restore them to their proper place in our experience. This process recognizes the validity of all emotions, seeing them as a very primal language, and it gives them space to evolve and transform by allowing them a direct expression through sound and movement. Encouraging this direct expression in the balancing process can reduce the number of corrections needed and can also allow those corrections used to reach deeper levels of personality. The results tend to be more permanent and the transformation more profound.

Emotions as a language

Emotions can be viewed as a language of the body. A baby communicates with the world through movement, touch and emotional expression. Fear, anger, frustration, joy or sadness all communicate how well the baby's physical and emotional needs are being met. From that point of view, therefore, there are no "negative" emotions--only a more or less intense expression of satisfaction or need.

Just as the development of the cortex complements, but does not supersede, the function of the limbic brain, similarly the development of verbal expression does not supersede the baby's "emotional language". Each of us still has that baby within. That is the Inner Child.

The Inner Child needs healing because the baby's needs were rarely met completely and his/her emotional expression was disapproved of. Thus, very early on, we learned to view the language of emotions as something inferior that needed to at least be controlled if not entirely eliminated. Consequently, as adults we do not consider it appropriate to cry when we hurt, to shout when we are angry, or to jump for joy when we are happy. We have many judgements like "control yourself," "grin and bear it," "don't cry out loud, just keep it inside," (why do you think that song was so popular?) "get

rid of your negativity", etc. We are also ready to pass these judgements on to our children to complete the vicious cycle. And yet without reaching and accepting those deep levels of our feeling and movement expressed by the inner child our vitality is undermined.

Touch for Health and emotions

When we look at the 5-Element chart we can understand that emotions are an emanation of our life force flowing through all our vital organs, and not just some abstraction that happens arbitrarily and can be changed at will. We cannot live our lives without experiencing fear and anger any more than we can live without our kidneys and our livers. The key is balance--dealing with meridians, we know that either a deficiency or excess is detrimental. The same goes for emotions as expressed through meridians. For example, how would you like to go for a dangerous mountain climb with someone who never feels fear?

The truth is we cannot avoid feeling these feelings, but we avoid expressing them. Each emotion has a specific physiological response that happens instantly, and we can either let it flow or block it. Blocking has to be accompanied by a stiffening and numbing of a corresponding area of the body which little by little leads to limiting our ability to move freely and to experience aliveness.

Touch for Health is in a unique position to enhance emotional healing because of its inherent understanding of the meridian flow. If we look again at the 5-Element chart, we will see that, if the energy is allowed to flow freely, we will always end up feeling joy and compassion. This has been confirmed in all the classes where I taught the 5-Element emotional balance. Having gone through tears, groaning and shouting, all participants usually end up giggling. They also report that this is a real high point of the class. The road for experiencing more of joy and love in our lives is not through "getting rid of negativity", but through enhancing the emotional

flow of each element. How do we do that? By allowing each emotion its full expression in a non judgmental, safe environment.

There is now a sizable body of neurological research supporting the thesis that emotional expression is necessary for physical healing. Touch for Health has recognized the importance of emotions in balancing for several years now, especially thanks to the work of Gordon Stokes and Bruce Dewe. Including direct emotional expression in our process will put TFH in the forefront of the healing field and produce even more profound integrative changes for our students and clients. The model I suggest is as follows:

1. **Balance for 5E Emotions.** Check the statement "I accept and express all of my emotions." Repeat with each emotion and its related sound.

Sit in Cook's posture and for each of the emotions. Recall an unfinished situation from the past that called for more expression. Allow that expression now. When complete, move on to the next element until you have gone through the whole cycle, following either the KO or the SHEN flow. It is interesting to start and end with joy. Observe your experience of joy at the end of the cycle. It may be very different from the first one. Sometimes it is also useful to repeat the process while holding the ESR points.

When you feel complete, check all the statements again.

2. **Include direct emotional expression in your balances.** It can reduce the number of corrections and help you or your client discover more insights about the situation. Identify the need underneath the emotion. Balance for the fulfillment of the need.

Example 1. "Mary" comes in for a balance and is very upset over a fight with her boyfriend. As she expresses her feelings by crying and shouting at him (he is not present), she gets in touch with a specific incident from her childhood where an underlying emotional pattern was created.

She identifies the feeling: "I am not important. My needs don't matter." When she feels ready, we balance for a picture of her life where her needs matter and she feels important/considered. This often translates into specific changes in relationships, family and workplace. Since "Mary" went through a lot of changes during her release, the corrections are very simple.

Example 2. "Jack" is in a process of balancing for his goal. Through age regression we are directed to age 12, and he gets in touch with an unresolved conflict with a particularly abusive teacher. As he relives the situation and acts out all the emotions he could not express as a child, his posture changes. He also gets additional "aha's" into how this has affected his life. When he feels complete, we can finish the balance quickly and easily.

Additional benefit from and including this process in the balance is the student's deeper sense of self-acceptance and his/her increased ability to take care of his or herself better. Says Louise, a student of mine who has followed this process for over a year, "Who I am is less scary and more clear. When emotions come up I know what they are ... I know exactly what to do. It is very comforting. I can take care of myself better. I'm not confused about myself any more.

Sometimes emotional expression may also help ground the balancing in the body better. A man who works with me from time to time has experienced many balances with different systems over several years. He has had profound experiences, and yet there was something missing. He complained that he never felt "a real physical difference." In one of our sessions he got in touch with a very frightening childhood experience. When I encouraged him to feel the fear, there first was a fear of feeling the fear (and other emotions as well), in the form of judgments like "I'll be overwhelmed," "I'll lose my mind," "I'll die." etc. We balanced for being able to feel the fear and survive -- it did not take long. Then he was able to feel it -- he screamed for about 10 minutes -- and when he was done, he said, "Wow! I feel a real physical difference!"

To Summarize

The Inner Child within each of us is the key to our vitality, spontaneity and creativity. The Child speaks primarily the language of feelings and is now seriously repressed, as a result of severe past disapproval. Giving the Child an opportunity to express in a safe and accepting environment allows the "negative" emotions to transform, ultimately increasing the joy, love and self-acceptance in our lives. Including the Inner Child and his/her expression in a balancing process will save practitioner's time and effort while giving the student a more profound and more grounded experience as well as more autonomy.

For the practitioner

If you are one of the people who would like to include emotional release in your work, you will need to start with yourself. You will also need to continue to work this way. Learning how to handle the intensity of your own emotions will prepare you to handle it with others and will also give them your unconscious permission to open up the way with you. (See the following paper, *Why/How TFH Works*.) This process is very rewarding, though not easy. But if you start, you will quickly see the benefits both to yourself and to your students.

Why/How Touch for Health Works

by Paula Oleska

I have been occasionally asked by my students, "Do I have to believe in this 'stuff' to have it work for me?" I think the answer to this question has some profound implications for the instructor and the consultant of TFH/PHP.

What makes these systems work for my students is my own understanding and experience with them, which can be also called "belief". My understanding creates specific energy patterns in my field, manifesting as posture and expression. My student's field, interacting with mine, will pick out the information it needs at the moment, since this process happens on the subconscious/body level. The student does not have to consciously know the TFH/PHP procedures to benefit from them. The process of balancing, then, is translating these choices into the verbal level and consciousness. The stronger and clearer my field is, the easier the process of balancing.

As a matter of fact, all healing systems work this way, which explains why they all work, even though they often are contradictory to each other. This approach also explains why within each system some individuals achieve greater success than others.

The understanding of the healing process as an interaction of fields consistent with a number of current scientific discoveries, including Rupert Sheldrake's theory of morphogenetic resonance.

The model of field interaction has specific consequences for all of us in TFH/ PHP.

1. More healing/transformation will occur because of our field than because of our techniques alone. Our Field reflects the totality of who we are. Techniques are very helpful for specific results, but they may not work if we have a blockage in that area of our field.
2. Out of the techniques we have used, the most effective ones will be those that have worked for us, and the ones we continue to use to clear ourselves. The

effectiveness of this approach has been demonstrated, among others, by all 12-step programs.

3. The greatest service we can do for our students is to consistently work on our own unfoldment, enrichment and clearing, so that our field is clear, strong and flexible. We all know that children learn by imitating their parents without evaluating what their parents are doing. I'm not sure if we all realize that our students do the same with us regardless of what it is we teach on the verbal level. We convey subconsciously more than consciously. Just as we help our students clear their subconscious blockages, we need to be willing to be helped that way by someone else.
4. In every TFH class there will be a question asked sooner or later: "Why did it work if I rubbed the wrong point?" It raises the issue of technique versus intent -- which one does the job? In the light of the field model it becomes clear that neither one by itself does the job. Conscious intent may be cancelled by an unconscious blockage. Most of us have also experienced days when techniques do not seem to work, and yet some healing happens. The field model implies that it is the alignment between the intent, the technique and the field that produces the result.
5. Another frequently asked question is "How do I shield myself from negativity?" In the light of the field model shielding is not necessary. The interaction between fields produces transformation both for the teacher and the student. If they interact as equals, the results will be uplifting for both of them. If, however, we have in our field unconscious patterns of fear and guilt that make us act like other people's saviors, then we will "save" them from their unwanted feelings and absorb them ourselves. In my experience, the best way to protect myself is to release the guilt that makes me feel

responsible for my student's results. One of my teachers used to say, "I can't *learn* you anything." When I used to try to "learn them" something, I often ended up feeling drained. The more I release them to have their own experience, the more ease and joy we all experience. In order to achieve that result, I found it necessary (and beneficial) to work on my own issues, clear my co-dependent patterns, restore my boundaries. I do not have to "shield" myself anymore.

Also, why not trust your field? Your field is smarter than you are--after all, it created you without your conscious intent. The field knows how to protect you if you let it. In TFH we restore the proprioceptive balance that can run the body without our conscious control. We could do the same for the field--it definitely knows how to do it. We only need to clear it.

The ideas presented here are a blend of the old (physician, heal thyself), and the new (field theory). That should help them be easily absorbed. Personally, I found that there is more joy for me living my life this way, and I am inviting you to join. Maybe you are already doing it too. Great. There is more on this subject in the following article, *Benefits of the Educational Model of Teaching TFH*.

Benefits of the Educational Model of Teaching Touch for Health

by Paula Oleska

The Educational Model (E.M.) offers tremendous advantages to both students and teachers of TFH. It was initially introduced by Nancy Joeckel and Phillip Crockford several years ago, and officially adopted about four years ago together with the Facilitator Program. It was introduced without the necessary preparation and maybe that is why it is still not very popular. However, the E.M. changed my life and helped me find within TFH the message I was looking to share: personal transformation. I would like to take a closer look at why it may benefit both the TFH Foundation and the people we are trying to reach if the E.M. were more widely used. Let us start by looking at the key issue of ...

Education vs. Healing

Healing implies being healed by someone wiser and more powerful than myself. Often I may not understand how it happened and therefore call it a miracle. I may learn to rely on that individual to help me since I am awed by his powers, which I myself do not have.

Healing has been practiced for thousands of years, and going by the current state of affairs it has not got us very far. Why is it still being done? Because it feels good to the ones doing it. Let's be honest--don't we feel really good about ourselves when someone walks out of our office without the pain they came in with?

Healing calls for techniques that work fast. That tendency brought out the voices in TFH that asked "Why use the cumbersome and time-consuming 14 muscle balance when I can now achieve the same results in 10 seconds?"

Education, on the other hand, recognizes that learning happens over time, sometimes the more time the better. Education is more inclusive, since in a learning process healing will occur, while the reverse is not always true. Between the medical profession and the

myriads of healers of different kinds, including TFH practitioners, traversing the world, we should all be very self-reliant and empowered by now. Are we?

While healing has been encouraged, education has been consistently suppressed throughout history, because all authorities knew that education leads to self-awareness and self-empowerment and therefore is revolutionary. Books were banned, questions were discouraged. Even now most people do not trust themselves to know what to eat, how to exercise, or what to wear.

What does it all have to do with TFH? We have a great and unique opportunity here. TFH provides some very basic, fundamental skills which can instantly shift individuals' trust in their own abilities and provide building blocks of self-awareness that can transform a person's life. Which brings us to the question:

TFH-technique or transformation?

Are we teaching a 14 muscle balance or are we teaching people how to take care of themselves? They are not the same thing.

I think most of us are here because TFH has changed our lives in some way. Therefore, we know that it is a technique that can facilitate personal transformation. The E.M. brings out and highlights that aspect of it. It instantly gives individuals their power back. The key issue is not whether one says "hold" or "push". The issue is who decides what to balance. In the E.M. each student makes his/her own decisions. Students learn how to get balanced themselves using someone else's assistance and therefore they learn:

- a. to recognize their own body responses,
- b. to trust their intuition in making decisions regarding their well-being (what to balance and how),

- c. to focus their attention on their own body and well-being,
- d. to ask for help.

Emphasizing just these four benefits (and there are more), TFH could become a lot more popular. Why? Because these qualities are indispensable in this day and age, and many people are looking for them. Thus, if we taught the 14 muscle balance as a means of increasing people's self-awareness and autonomy, it would become much more powerful. It would reach a wider audience and consequently would also bring more financial return.

Putting TFH on the map of Personal Growth Movements.

One of my students remarked that TFH is a truly consciousness-expanding technique. Unlike most other systems, it does it by feeling, and also by paying attention to the body cues we usually overlook. Now, this is a good selling point.

In recent years there has been a veritable explosion of workshops that promise consciousness expansion, personal transformation and enlightenment. People are willing to pay a lot of money for these benefits. However, despite some good results, none of these workshops address the body, where the changes really need to happen for the results to be permanent. However, TFH does. In business terms this is called the differential advantage -- the thing that makes our service unique and better than our competitors'. If TFH were to capitalize on this, it could start succeeding financially like EST, Lifespring or Insight. (But of course we could to it our way.) It is much easier to interest an average person in such benefits as autonomy or trusting oneself than in an obscure thing like a 14 muscle balance, even though they may end up being the same thing.

New model of teaching

Traditional teaching is based on an authoritarian model of passing knowledge from the learned to the ignorant. The teacher keeps him/herself separate from the students one way or another and usually does not share his/her weaknesses or emotions with

the group. Even such an advanced system as Superlearning considers this a factor indispensable to success.

In E.M. the teacher gets balanced by the students. The teacher, therefore, needs to be willing to reveal his/her weaknesses (switched-off muscles, emotional stress, etc.) I see this as a much more powerful and beneficial model. Students unconsciously imitate our behavior (see my preceding article *How TFH Works*), and so they will be more willing to reveal their weaknesses, an indispensable quality for accurate muscle testing. Moreover, experiencing the teacher as being fully human empowers the students to be fully human themselves, without having to hide behind a front of some sort. Consequently, the E.M. promotes a healthier relationship of equality between the teacher and the students, consistent with the original Latin meaning of the word *e-ducare*, to draw out. True education draws out the latent potential from both the teacher and the student. In order to be a teacher one needs at least one student; in essence one only becomes a teacher in front of students. Recognition of the fact helps us to remain humble, knowing that we need them as much as they need us. Only with this humility can we learn from our students and give them room to learn from each other. This attitude has periodically surfaced through the history of teaching, but it is enough to reflect on our own learning experiences to realize how rare it is. TFH has a tremendous opportunity here. Consistently applying the E.M. could peacefully revolutionize the old hierarchical teaching structures and thus facilitate another transformation. This feature could also become another differential advantage that could increase our earning power even more.

Other advantages of the E.M.

- Once students learn how to get balanced themselves they can easily turn it around and balance others also. The transition the other way is not so easy, witnessed by many, many instructors who rarely got balanced "because there isn't anyone here on my level."

- The E.M. prepares the students to be instructors from the very beginning, since they learn by teaching others. Consequently, it should be easier to teach them. They also have a potential of being more effective as instructors, having used the E.M. for themselves. This factor is important from the point of view of the field interaction model.
- The E.M., more than the old model, is consistent with John Thie's original intent of helping people take care of themselves.

Summary

The Educational Model teaches autonomy and self-reliance. These are important benefits that could put TFH on the map of person growth movements and consequently broaden its outreach and improve its financial performance. I highly recommend that this opportunity be fully taken advantage of.

Pain Techniques to be Taught in TFH 1,2,3

by Jim Reid, D.Min.

I believe that Touch for Health should be practical. It's great to balance ones body's energies. However, in the five years I have been in business I have only had one person walk in the door of my office and ask me to balance his body. Unless one charges an unusual fee, that is not going to be enough business to keep most of us doing this for a living. I have chosen to teach my students various pain relief techniques in each of the three basic TFH classes so that they can go home and do something positive. The following week when they return, they are all excited about TFH and declaring "this stuff really works." Of course, we already knew that, but many who have taken TFH 1, 2 & 3 don't know that. I want to share with you what I do in my office.

In TFH 1, the very first night (we meet for 4 weeks) I teach the students this simple but powerful pain relief technique:

1. Ask where the pain is. Be specific.
 2. On a scale of 1-10, put a number on the pain.
 3. Touch the painful area (be specific) while testing a strong muscle. At this point they know supraspinatus and PMC. Either would be suitable.
 4. Testing the strong muscle while touching the pain locks into the client's biocomputer that what we are about to do is for that pain.
 5. Now massage all of the neurolymphatics shown on page 23 of the Touch for Health book. When you get to the neurolymphatic(s) that is/are related to the problem it/they will be very tender.
 6. When you finish page 23, touch again the painful area and retest the same strong muscle used in step 3.
 7. Re-evaluate the pain on the 1-10 scale.
-

On the first night of TFH 2, I teach the Time of Day balance that I taught at the 1988 Annual Meeting (published on page 93 of the 1988 Touch for Health International Journal). It is a two to three minute balance that will not only balance all of the body's muscles, but will also eliminate 60% of all the aches and pains that one encounters at the same time. I discovered this balance as a result of misunderstanding the instructions when I was taught to use the wheel in my original ITW class. The steps by which I came to this discovery are unimportant. The end result is a very important time and pain saver. Here are the steps:

1. Pretest as many muscles as you wish. Note the muscles that are switched off.
2. Massage the neurolymphatics for the central and governing meridians.
3. Check to see what time of day it is. Go to the muscle shown on the wheel chart for that time whether that muscle is switched off or not.
 - a. Massage all neurolymphatics front and back.
 - b. Hold the neurovasculars until a pulse is felt.
 - c. Trace the meridian three times.
4. Retest all pretested muscles. All the muscles should now be switched on.

Then I teach those TFH techniques to use to relieve headaches and stiff necks. They are:

1. Evaluate the headache on the 1-10 scale.
 2. Identify the emotion. Experience and Three in One Concepts training have shown me that many headaches and all stiff necks are dealing with hostility.
 3. Do ESR thinking about the pain.
 4. Do a time of day balance. Re-evaluate pain. Often that is all that is needed.
 5. Strengthen the levator scapulae and neck muscles using whatever TFH method you prefer, whether or not the muscles test weak.
 6. Re-evaluate pain.
 7. If necessary, strengthen upper trapezius.
 8. Re-evaluate pain and check to see if emotion has been cleared.
-

In TFH 2, I also teach how to deal with upper back pain. This is a common problem for bicycle riders.

1. Evaluate the pain on the 1-10 scale.
 2. Identify emotion. It is often unwillingness or anger.
 3. Do ESR, thinking about the pain.
 4. Do a time of day balance. Re-evaluate pain.
 5. Strengthen rhomboids, subscapularis, all traps, sacrospinalis, and occasionally lats.
 6. Re-evaluate pain, check to see if emotion has cleared.
-

In TFH 3, I teach how to deal with lower back pain, hip pain and tingle down the leg. Lower back pain is most often old anger, and hip pain is resentment.

1. Evaluate the pain on the 1-10 scale.
2. Identify the emotion involved.
3. Do ESR thinking about pain.
4. Do a time of day balance. Re-evaluate pain.
5. Strengthen quadriceps, abdominals, adductors, gluteus medius, gluteus maximus, piriformis, quadratus lumborum, and psoas.
6. Re-evaluate pain, check to see if emotion has cleared.

My personal preference in this correction is to use the origin and insertion techniques on these muscles. However, any TFH technique will work.

Finally, I teach the correction for knee pain or "trick knees". Knees most often deal with the fear of loss. The right side of the body is the masculine side, the left side is the feminine side.

Repeat steps 1 through 4 above

5. Strengthen quadriceps, popliteus, sartorius, adductor, and fascia lata using your favorite method. My preference is origin and insertion simply because it is faster.
6. Re-evaluate pain.

Mini Course Sample of Wonderful Touch for Health Brain and Body Balancing Techniques

by Geraldine L. Rhoades

The 1988 and 1989 Touch for Health International Annual Meetings were phenomenally healing and empowering for me. Touch for Health branched out with wonderful new courses that we could learn and share as Touch for Health Instructors. I learned *M.A.P.S.*, designed and taught by John Varun Maguire, *Self-Help for Stress and Pain*, by Elizabeth and Hap Barhydt, *Stress Without Distress*, by Bruce Dewe, M.D. and Joan Dewe, and *Business Breaks*, by Tom Margrave. I left the 1989 Touch for Health conference ready and wanting to share all that I learned.

In fact, I came home feeling just like I do in a delectable store in Colorado Springs called "The Chocolate Factory." With all the wonderful course options I had just received, which one will I choose to teach? Limits are rarely welcomed by me. As in "The Chocolate Factory" I am happiest purchasing samples of many chocolate choices rather than a box of one selection; hence I decided to teach a mini-course sample of some of the wonderful brain and body balancing choices now being offered in the courses I was so blessed to have just learned.

I teach the balancing techniques which I personally use the most from the *Touch for Health Book*, *MAPS*, *Stress Without Distress*, and *Self-Help for Stress and Pain*. I teach this course in 3 1/2 hours using accelerated learning techniques. These techniques have been shown by test measurements to speed up learning as much as 300% with a 90% retention (ref. 4, pg.5) I learned many of these techniques from Dr. Frank Clement at the Boulder Center of Accelerated Learning (BCAL) in exchange for teaching Dr. Clement Touch for Health.

For example, during class I play classical baroque music with a rhythm of 50 to 60 beats per minute to help relax us and keep us comfortably moving right along. I teach by "doing" for with direct purposeful experience, student retention is measured to

be far greater than retention by just listening or seeing. I use visual colored flip charts and usually explain the technique in depth and it's importance **after** the experience of doing the technique rather than before. Also, every hour on the hour we have a five minute class break (even if it's in the middle of an exercise). Music is changed to an upbeat jazz rhythm, and for the first 20 to 30 seconds we stretch and cross crawl. After the break we resume baroque music and have a five minute review of the past hour. This review technique is another proven one for accelerated learning retention. (ref. 4)

I love teaching the sample course. It may vary at times with wants and needs of the class. The outline of what I usually cover is as follows:

A. INTRODUCTION

1. I introduce myself first, covering my background, and then the books and authors. Then I briefly summarize what we'll learn.
2. We'll take some full deep breaths and massage our ears.
3. Everyone introduces themselves and states what they desire to receive from the class, if they choose to.

B. EMOTIONAL STRESS RELEASE (thinking of any stressor)

1. I demonstrate with a volunteer, muscle testing before and after.
2. Option of paring or doing this exercise alone.

C. MUSCLE TESTING AND BALANCING

1. Hydration.
2. Central Meridian energy flow using *Touch for Health Book*.

3. Governing Meridian energy flow using *Touch for Health Book*.
- D. BRAIN ENERGY BALANCE
Self-Help for Stress and Pain.
 1. Basic Balance exercise, pg 19.
 2. Cross Crawl exercise, pg 21.
 3. Infinity-sign exercise, pg 22.
 4. Meta Integration exercise, pg 26.
- E. GAITS & SKULL STRETCHING
Touch for Health Book & MAPS.
- F. MUSCLE ENERGY BALANCE
Reactive and frozen muscles,
Self-Help for Stress & Pain,
pgs 27-30.
- G. STRESS RELEASE
Stress Without Destress,
pgs 12-21.
- H. CLOSE
 1. A relaxing guided meditation on releasing and letting go of negative thoughts and accepting Love (which I cannot describe in words).

2. Each person shares what they experienced in the workshop, if they so choose.
3. I distribute evaluation sheets on the class and schedules for additional classes and then invite everyone to buy the books.

The SAMPLE COURSE WORKS. Touch for Health Instructors have fun! Use my outline or design your own outline of what you want to share. Keep it simple. You will fill your classes, and you will generate Touch for Health 1 Classes too.

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4. Shuster, Don, and Clement, Frank, *Accelerated Learning: the Promise*, BCAL Workbook, 1988
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Touch for Health and the New Luscher Color Test for Conflict Situations

by Alfred Schatz

An easy way to make use of and utilize the five conflict colors of the new Luscher Color Test is to analyze the conflict cause and to make suggestions for a possible solution.

The five conflict colors show us where the problem is. Many years of experience in psychosomatic clinics have shown that the Luscher colors can be used to point out a way for the solution of conflicts. With the Luscher conflict colors it is possible most of the time to unravel unconscious causes of conflicts in private and professional relationships.

The approach is extremely simple.

1. Think of the negative emotionally charged person or situation.
2. While you think of the above situation, you look at each Luscher color card in succession and muscle test each card.

3. Note the color(s) which caused an indicator change.
4. Read the text for the indicated color(s), both paragraphs: conflict cause and recommendations. Notice how each applies to you.
5. (Optional) Age recess to the date when you first learned to react this way. Do this by looking at the indicated color and going back to that age where the color card first causes an indicator muscle change. Use the ESR points and your other skills to defuse the negative emotional charge.

Note: The *Luscher Color Test* book is available through the THEnterprises book store.

Sexuality Part II

Partnership-Profile

by Rosmarie Sonderegger, M.S.

Introduction

Last summer, in *Sexuality Part I*, I emphasized sexual problems and a possible connection to early childhood.

What is of importance to remember is the fact that up to puberty it is the physical power that builds the body and brain and also creates and nurtures our EGO to its physical maturity.

From puberty and for the rest of our lives, Kundalini and sexual energy are subtle twins. Kundalini, standing for **insight, intelligence, the self, and the spiritual**. Sexuality, rounding out our physical development and reproducing our system.

One leading from body attachment to spirit; the other keeping down to earth and in our body.

Our first and most important energy field was and maybe still is determined by our parents.

The goal of this presentation is to get in touch with the energy-fields of our parents as much as they are incorporated in ourselves and release what is inhibiting or preventing a happy relationship and or sexual life. Let's create our own Partnership-Profile!

Short term - long term relationships

What is the difference?

Very often, people say, "We had a wonderful sex life until we decided to stay together ... until we moved into the same apartment ... until we got married ..."

Let us look at what makes the difference:

Long term relationship involves

responsibility
closeness on:
physical

emotional
mental
spiritual
financial ... level

sharing deep feelings

sexuality being part of a whole

in common:

job
children
love
house
experiences
money

Short term relationship involves

no responsibility
closeness on
physical level mostly and only
sharing the fun of the moment
sexuality being THE topic
in common:
just spare time
same interests

Short term relationships can be thrilling. Surprisingly enough they are not deeply satisfying. If sexuality in short term relationships is a problem, last year's paper *TFH and Sexuality* may be helpful (published in *TFH In Touch* magazine).

If we are in a long term relationship, what prevents us from being sexually and emotionally satisfied?

If we would like to be in a long term relationship, what prevents us from doing so?

Maybe the hidden energy fields of our parents within us will tell the truth and allow change.

Behind the Screen

1. Complete the sentence spontaneously
2. Muscle test to verify
3. How was it or would it be for you?
Guess and muscle test
 1. When my parents met, my mother thought of herself as being ...
 2. My father thought of himself as being ...
 3. They both expected from each other the following: My mother wanted my father to be ...
 4. My father wanted my mother to be ...
 5. What my parents didn't tell each other was: My mother kept for herself that ...
 6. My father kept for himself that ...
 7. Money meant for my father ...
 8. Money meant for my mother ...
 9. Money was earned by ...
 10. Who of the two managed money ...
 11. What was moneywise difficult for my parents ...
 12. Decisions concerning important investment were taken by ...
 13. In situations of crisis (illness, accident, conflict) my father reacted in ...
 14. My mother reacted in ...
 15. When my father didn't work, he found most pleasure in ...
 16. The greatest pleasure for my mother was ...
 17. The relationship with friends or relatives was for my father ...
 18. For my mother it was ...
 19. A true man was for my father somebody who ...
 20. In the eyes of my mother being a real woman meant ...
 21. My father appreciated most when my mother ...
 22. My mother appreciated most when my father ...
 23. My mother disliked most, when my father ...
 24. My father disliked most, when my mother ...
 25. My father expressed his appreciation for my mother as a woman ...
 26. My mother expressed her appreciation for my father as a man ...
 27. My mother missed that my father didn't ... her
 28. My father missed that my mother didn't ... him
 29. My father caressed my mother ... (doing what?)
 30. My mother expressed tenderness towards my father ...
 31. To make love to my father meant for my mother ...
 32. Making love to my mother meant for my father ...
 33. The biggest lie about sexuality in my parents life was ...
 34. The tone of the voice when my parents talked with each other was ...
 35. With other people my parents talked as follows ...
 36. Which attitude of manipulation preferred my father: criticizing, avoiding, keeping peace at all cost, computerlike

37. Under the same aspect, my mother was ...
38. The absence of manipulation in their conversation was ...
39. Looking at my fathers willingness and ability to listen, I can say that ...
40. Of my mother I can say that ...
41. In the marriage of my parents ... was the leader
42. The parent who had the saying underpinned the leadership doing ...
43. The other parent reacted to the others leadership-attitude, doing ...
44. My father expressed a NO towards my mother ...
45. My mother expressed a NO towards my father ...
46. In conflicts with each other, my father ...
47. In conflicts with each other, my mother ...
48. The main conflict between my parents was ...
49. Which feeling could my father express best? fear, anger, pain, trust, love
50. Which feeling could my mother express best? ...
51. Which pace was easiest for my father? to come close, to go away, to confront
52. Which pace was easiest for my mother? ...
53. In order to make my father angry, my mother ...
54. In order to make my mother angry, my father ...
55. My fathers life-issue was ...
56. My mothers life-issue was ...

57. Children meant for my mother ...
58. Children meant for my father ...
59. What my father appreciated most in me, was ...
60. What my mother appreciated most in me, was ...
61. My parents encouraged me the least ...
62. The relationship between my parents would have been better if ...

And now? - A lot of information that we got through mind and body

We have the choice:

to talk about the results of the Partnership-Profile with our partner or friend

to balance with all the wonderful techniques we use in TFH

Since we ask the body questions we have to know how to ask. The Partnership-Profile has shown to contain clues of considerable importance.

Last but not least

Let's put sexuality where it belongs.

Sexuality is a means to

- reproduce mankind and the only one (apart from insemination)
- prove manliness/womanliness
Proving involves mostly our Try-Brain-abilities and is not considered a happily integrated state and therefore not fulfilling
- Show and exchange love
This can be done in many ways also: to listen when needed, to balance with TFH, to cook his/her favorite meal
- Detect problems that show up in sexuality and have their roots in Health, communication etc.
- And, and, and
- Chase for the 7th Heaven

Sex is not a means to turn our lives around

Bad habits will not turn into good ones

Bills will not be paid

The scientists John Gagnon and William Simon put sexuality in a bigger context, saying, "Sexuality naturally depends on many different factors. It is something that *is caused more than it causes*. And its value increases with the connection of other human experiences." (ref. 2)

At the beginning of this paper it says: Sexuality keeps us down to earth and in our body - and this is where it belongs.

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Becoming an Ex-Smoker Can Be Painless

by Wayne W. Topping, Ph.D., LMT

Abstract. Experts estimate that up to 38 percent of the population smoke cigarettes. For these people, quitting smoking is the single best thing they could do for their health. With our knowledge of Touch for Health and related kinesiology, we have some wonderful tools to make it easier for people to become ex-smokers. This paper explores some of these tools.

The Challenge

Cigarettes are probably the number one cause of cancer in the United States. Much of this is lung cancer and throat cancer, but smoking also appears to be a powerful factor in bladder cancer. Smoking is a major cause of emphysema and chronic bronchitis and it greatly increases your chances of heart disease, especially heart attack and sudden cardiac death. The pregnant woman who smokes is risking spontaneous abortion, stillbirth, premature birth, and infant mortality. I could go on, but you get the idea. In fact, in their book, *Is It Worth Dying For*, Robert Eliot, M.D. and Dennis Breo state that of the tens of millions of Americans who smoke, "one-third to one-half will die simply because they smoke."

If cigarettes are clearly so detrimental to our health, why do so many people still smoke? Primarily, because once you've become a regular smoker, it is very difficult to break the addiction. Nine out of ten smokers say they would like to quit, and most have tried without success. Dr. Jackie Schwartz, author of *Letting go of Stress*, describes giving up smoking as "one of the hardest things for anyone to accomplish, harder than giving up alcohol or heroin."

Why Does Your Client Smoke?

People smoke for the rewards it brings. For some it is a way to "unwind". For others under stress, smoking can provide a distraction, a temporary reprieve from the stress. It may allow for increased concentration. It may allow one to feel sophisticated, "grown up". It causes an increase in blood sugar levels and resultant

increase in energy levels. Some smoke to help them deal with their anger, and others, because of peer pressure. Some find smoking to be very pleasurable. Many smoke primarily out of habit; they have smoked for so long that it has become automatic to smoke in certain circumstances such as while driving or after meals.

Work with your client to identify as many of the conscious and unconscious rewards for continuing to smoke. Why did he/she begin to smoke? Are those reasons still valid today? For example, Tom began smoking in his early teens, partly as a result of peer pressure but primarily because his parents were strongly opposed to him smoking or drinking. Now he is married, his parents have moved to the same town where he lives, and they are telling him how he should treat his wife, raise his two daughters, etc. He is smoking more than ever. Why? The major reason he began to smoke was to prove "he was boss", to rebel against his parents. Now as he sees them trying to reassert control over him, at a subconscious level, he has a powerful reason to smoke - to show he's boss, to rebel once again.

It is important for clients to increase their awareness of why, when and how often they smoke. If the client's awareness is very poor, it might be a good idea for them to number every cigarette upon purchase, and smoke them in order, recording accurately when, with whom, and in what situation each is smoked. (This method, pioneered by Dr. Alan Best, is described fully in *Stop Smoking For Good* by Zalman Amit, Ann Sutherland and Andrew Weiner.)

Why Does Your Client Want to Stop Smoking?

The major factor someone can have working for them is a strong desire to quit smoking for their own internal reasons.

Jim's major reason to quit smoking is "to stop the missus from nagging!" What chance does he have of being successful? Next to none! What is he going to do next time they have a marital conflict? Probably light up a cigarette to punish her, to get back at her, right? Incidentally, this example illustrates how vital it is that our clients are taught stress management tools such as the emotional stress release techniques (ESR) to handle stressful situations. It is at such times that people are most likely to revert back to past programming and habit patterns such as smoking.

Help the client to build up a list of all the advantages of becoming an ex-smoker - financial savings, fresh-smelling clothing, better sense of well-being, ability to taste and smell food again, no ashtrays to clean out, setting a better example for their children, decreases odds of developing cancer or dying from heart disease, no longer being a slave to a habit, etc. Does your client have more reasons to quit smoking than to continue?

What Will Your Client Substitute for Smoking

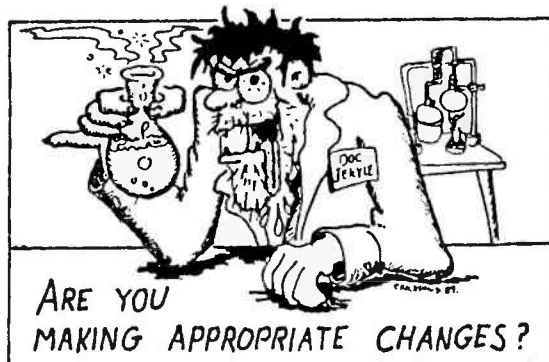
If your client uses cigarettes to block emotional pain, what do you think they are likely to do on future occasions once they no longer smoke? You guessed it! They could use alcohol and illicit drugs to accomplish the same purpose. They will have switched one vice for another.

In stressful situations, they can be taught how to use ESR (with and without eye rotations), anchoring, diaphragmatic breath-



ing, progressive relaxation and exercise. If anger is a problem for them, they can learn to apply Emotional Tapping (Marge Murray, 1989), or counting to ten, deep breathing, doing some cross crawls, or walking to the restroom, etc.

Chewing on a piece of licorice twig or taking a few deep breaths as soon as one feels the craving for a cigarette will usually eliminate the craving. If your client smokes cigarettes to wake up, perk up or increase their energy level, you might suggest that they begin an exercise program. Without nicotine's stimulating effect, there is a strong likelihood that sweets will be used to "kick start" the adrenal, pancreas and liver functions. Those empty calories often lead to weight gain. To avoid weight gain, address the hypoglycemia that has been created by the elimination of tobacco.



Jerusalem artichokes, sunflower seeds, sesame seeds, cashews, brazil nuts, unsalted peanuts, fresh fruits and vegetables, and licorice twigs make better alternatives. Why don't you check to see which ones balance the meridians involved with digestion and blood sugar chemistry? Acupressure points can be used to stimulate liver function and other digestive functions.

Why do Clients Fail to Become Ex-Smokers?

Maybe their commitment to change is not as strong as it could be. Check to see if left and right brains are in conflict regarding their goals. We may have underestimated the strength of the smoking habit. The temporal tap and eye rotation techniques are very powerful in helping to break the habit. The client could not cope with day-to-day stress that was being "handled" by smoking. Use ESR, anchoring, diaphragmatic breathing, progressive relaxation, and exercise as stress reducers. Smoking "friends" sabotaged your client's efforts. Muscle Test - and stress release, if necessary as your client visualizes himself/herself turning down an offered cigarette. Fear of failure and fear of expected withdrawal symptoms can create stress and help create a self-fulfilling prophecy. Work with statements as outlined in *Success Over Distress or Stress Release*.

Balancing the Whole Person

The more out of balance a person is, the more difficult it is for them to make a major shift such as becoming an ex-smoker. Conversely, the more in balance they are, the easier the transformation. Therefore, even if you did little else, doing 14 or 42 muscle balances for an individual as they are going from smoker to ex-smoker should be a powerful assist.

Finally, those of you who know how to do the Educational Kinesiology Wonder, X-Span and Advanced balances can balance your client for being an ex-smoker.

Yes, attempting to become an ex-smoker can be a real challenge, but there is a lot we can do as Touch for Health Instructors to make it a successful attempt!

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The Brazilian Frevo Dance

As an Influencing Factor in Brain Hemisphere Integration

by Gerardo Vale

Introduction

While attending the first period of my acupuncture course at the School of Alternative Therapy in Brasilia, Brazil, there was also being offered at the same time a subject called "Frevotherapy".

Nobody was giving the necessary importance to the subject, although the teacher was very interested and aware about the kind of therapy he was trying to convince the students to accept. Soon, after the first class, I became quite interested in the concept, since almost all the movements involved in that therapy had some similarity with the Cross-Crawl.

On the same day, shortly after class, I decided to have a private talk with the teacher to show my interest in discussing with him some common aspects that I noticed between his therapy and another kind of dance, the Cross-Crawl, that I used in my TFH Classes to check if the brain hemispheres of my students were working in perfect coordination. I also talked about the crossed movements used in both cases: in the Frevotherapy and the Cross-Crawl.

After my explanation, I felt that the teacher did not give much credit to what I had said, probably because my condition of a beginner at the school.

A year later, when I had a little more spare time to dedicate to Frevotherapy, I decided to call again on that teacher and have some private classes with him. At that moment, although my special interest was to go deep into the subject, I did not show him my real intention. In less than a month, after I had won over the teacher's confidence, I was not only able to give a reasonable show of FREVO, but also persuaded him to join my TFH courses.

This year, by January, I was surprised to receive a telephone call from that teacher

telling me that he was interested in also becoming a TFH Instructor.

The Frevo, What is it?

The frevo is a kind of dance that is part of our folklore and had its origin in the cities of Olinda and Recife, located in the Brazilian state of Pernambuco.¹ During the carnivals in those cities the frevo is everyone's most preferred dance. The people who dance the frevo are called "Passistas" and also "Capoeiristas". The Passista,² who from now on will be referred to as the "dancer", is the most common word, meaning the one who dances following the specific rhythm and keeping in step with the frevo.

All over the country it seems that people do not see the frevo as a way of therapy, but as a simple dance like the samba or other kinds of popular dances.

The frevo, in the same way as the Samba, was responsible for the upsurging of a particular group³ formed by people interested in popularizing this kind of dance.

We could say much more about the history and the evolution of it, but our main goal in this paper is to call attention to the therapeutic benefits experienced by those who have frequently practiced this type of dance, which uses many crossed movements, called "frevo dance steps", quite similar to the Cross-Crawl.

Traditional Frevo Dance Steps

In 1984, the leader of the Brazilian frevo, known by the title of Mestre Nascimento Do Passo⁴ and his follower Prof. Jorge Marino, began a survey to see how many types of frevo dance steps were practiced by Brazilian people.

Even though the survey had registered more than 130 frevo dance steps, they decided to define only 8 specific kinds, as follows:

1. The frevo step of persons in their fifties.
2. The frevo step of the drunkard.
3. The frevo step of the caracole.
4. The frevo step of the gymnastist.
5. The frevo step of the puppet.
6. The frevo step of the child.
7. The frevo step of the woman.
8. The frevo step of the "Mestre Nascimento".

As we see there are great varieties of dance steps and movements in the frevo dance. However, in one musical selection we can combine only ten different dance steps and obtain a very good result.

Since not all the dance steps are easy to learn and practice, learning techniques have been developed through physical movements using the energy of the eyes. These techniques, created and organized by Prof. Jorge Marino have made it possible to learn the step movements and the changing positions of balance required by the movements very quickly and precisely.

The process of learning how to dance the frevo at Prof. Marino's classes is very easy, since he teaches in a simple, progressive and didactical way, always beginning with exercises of self-body massage, and giving special attention to foot reflexology, because the feet are the main tool of work used during the dance.

The basic Frevo Dances Steps used in Frevotherapy

The basic frevo dance steps which Prof. Marino uses to teach to his students number twelve, but here for the purpose of this work we will focus only 8 basic movements.

This whole section of Frevotherapy is preceded by a self-massage to activate all the body, with special attention centralized on foot reflexology. After this preliminary care, we begin with the 2 first frevo dance steps to heat up the feet articulations, to release the tensions from the shoulders, and finally,

when the dance is practiced in the evening, to relax the whole body from the stresses eventually accumulated during the day.

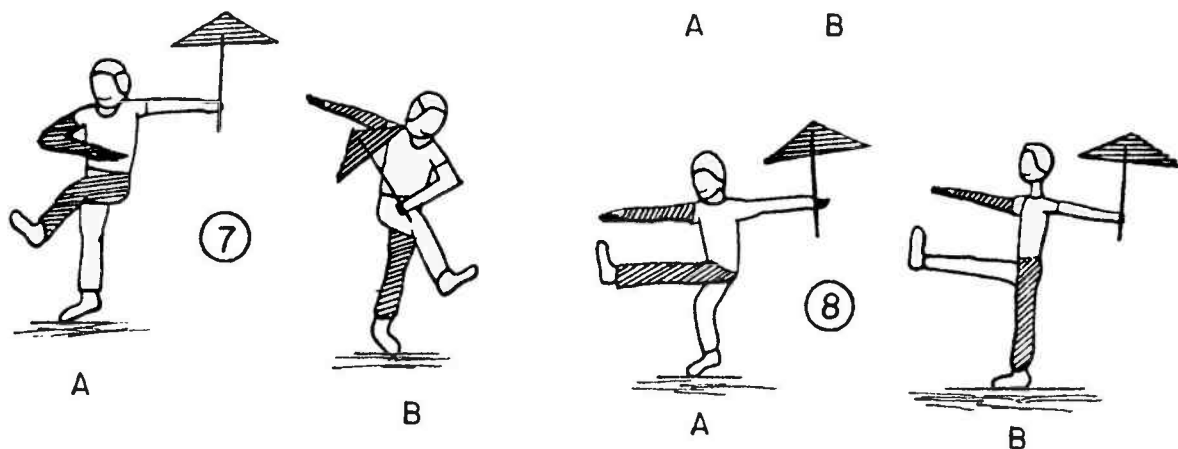
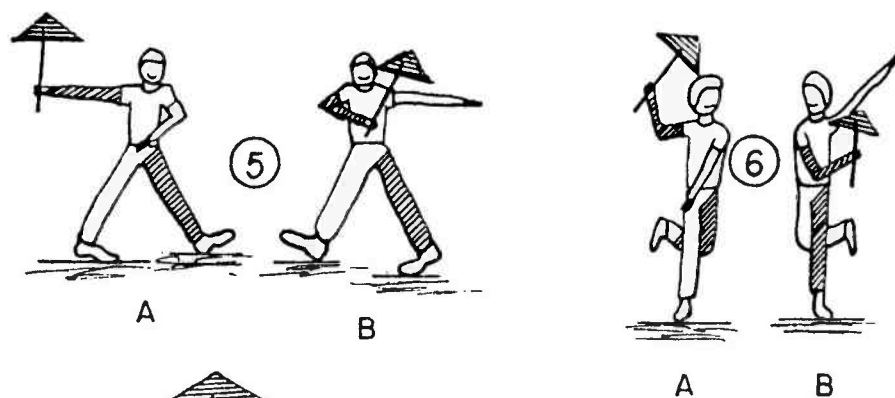
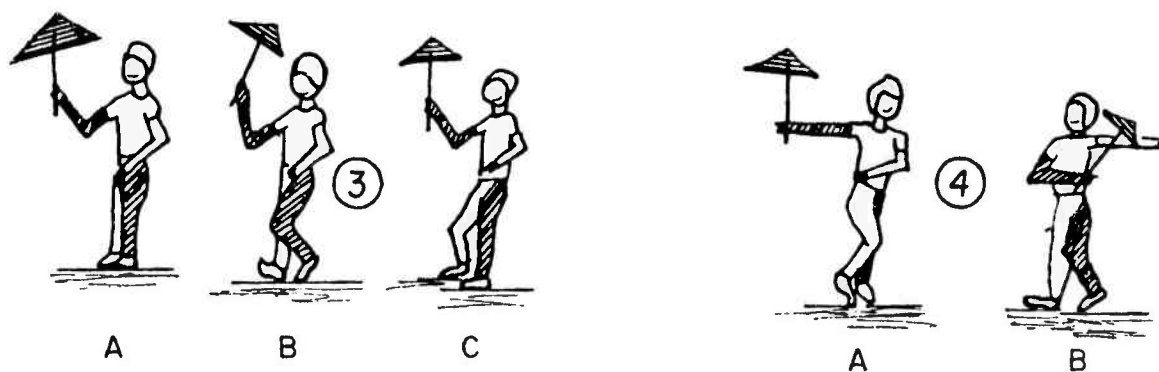
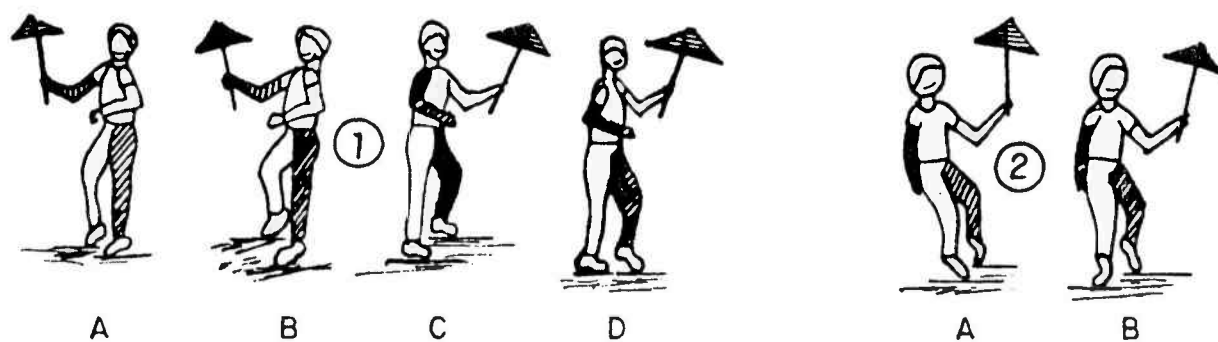
The rest of the frevo dance steps combine the specific rhythm of the dance with some crossed movements similar to the Cross-Crawl. Following this sequence, we will show and describe the basic frevo dance steps above mentioned, as we make some comments related to each movement and its therapeutic benefits in all dimensions of the body.

First: Rhythm

- a. The Goal: This first frevo dance step is the most important one, because its aim is to assimilate the rhythm of the frevo dance and to provide the necessary and quick heating to the feet articulations, shoulders and arms. While beating the rhythm with the feet, the dancer is taught to make good use of the moment to recognize his area and space that he is allowed.
- b. Movements: See figures A,B,C and D in illustration (1).
- c. Therapeutic Benefits: Improvements of the flow of energy in all the meridians that begin or end at the toes and stimulation of the energy of the eyes, ears, lungs, heart and thymus, besides the release of muscle tensions.

Second: The Tip of the Foot at the Toes

- a. The Goal: To heat and stretch the following muscles of the feet: extensor digitorum brevis, extensor hallucis and anterior tibial. The movement induced by this frevo dance step improves the flexibility of the metatarsus and ankle articulations.
- b. Movements: See figures A and B of illustration (2).
- c. Therapeutic Benefits: Stimulation of the energy of the eyes, ears, and breast. The simultaneous up and down movement of the shoulders during the dance contributes to release all the tension located in one's back.



THE CROSSED MOVEMENTS OF THE BRAZILIAN FREVO

Third: To Pretend You Are Going Forward, But In Reality You Return To Original Starting Position.

- a. The Goal: Since this is a relaxing and playful frevo dance step, it gives the dancer the chance to think about the next step and also to rest a little while changing from one frevo dance step to the next.
- b. Movements: See figures A, B, and C of illustration (3).
- c. Therapeutic Benefits: Relief of the tensions located at the upper part of the back region, and activation of the energy of the liver, eyes, ears, and chest.

Fourth: The Foot and Heel Tips

- a. The Goal: to complete the heating of the body.
- b. Movements: See figures A and B, illustration (4)
- c. Therapeutic Benefits: Stimulation of the liver and of the centers of energy of the muscles located at the back body. It is also good for rejuvenation.

Fifth: The Bolt

- a. The Goal: To develop the coordination of the physical movements.
- b. Movements: See figures A and B of illustration (5)
- c. Therapeutics Benefits: Harmonization of the left-right brain energy and stimulation of the energy in the vision, audition. It is also good for rejuvenation

Sixth: Saci ⁵

- a. The Goal: To open space in a crowd, especially at clubhouses during the carnival parties. This exercise is excellent to remodel the waistline and the legs.
- b. Movements: See figures A and B of illustration (6).

- c. Therapeutic Benefits: Activation of the energy of the back muscles of the body and balancing of the nervous system, besides the stimulation of the energy of the ears, eyes, nose, brain, hypophysis, and pituitary glands.

Seventh: Kicking to the Side

- a. The Goal: To also open the space in the crowd and to exercise the movement coordination.
- b. Movements: See figures A and B of illustration (7)
- c. Therapeutic Benefits: Activation of the muscle energy of the back body, balancing of the nervous system, and stimulation of the energy in the vision, hearing and brain functions.

Eighth: Kicking to the Front

- a. The Goal: The same as described in the preceding frevo dance step
- b. Movements: See figures A and B of illustration (8)
- c. Therapeutic Benefits: Balancing the brain hemispheric energy and stimulation of the energy in the vision and hearing as well as the energy of hypophysis and pituitary glands.

Conclusion

In accordance with Prof. Jorge Marino, all his students of Frevotherapy are unanimous in declaring that just after the first couple of weeks of practicing the frevo dance, the positive results are clearly felt, especially in the physical body. The greatest evidence in this dimension of the body is the increase in vital energy, reflecting in the general health and well-being. And after a month or more of practicing the frevo dance, other results are registered, like "losing weight, decreasing of tensions, postural and body flexibility improvements" and also, in many cases an appreciable improvement in the sexual performance.

The therapeutic benefits of the frevo dance I have experienced up to now correspond with and even transcend those reported by Prof.

Jorge Marino. After less than a couple of months of Frevotherapy I began to feel a considerable enhancement in all my organic functions and in the general well-being, besides a significant improvement in the physical and intellectual activities, without mentioning other positive results with sensible reflexes in the emotional field.

In my opinion, the frevo dance can be used as an alternative to Dr. Paul Dennison's *Brain Gym*, because people who practice it usually show high levels of improvement in the performance of their physical and intellectual activities. It seems that the variation of crossing movements they do when they dance have the power of creating the same results like those afforded by Edu-K exercises.⁶

Even though nothing has been mentioned about brain hemisphere integration in the frevo dancer's reports, I have come to objective conclusion when muscle testing children who practice frevo dance and have some dyslexic problems. At the end of some sections of Frevotherapy, after muscle testing them, I have verified that they presented a new and different result in their right-left coordination.

That was the reason why I have begun working with the hypothesis of Frevotherapy being an interesting and exciting alternative to Dr. Paul Dennison's *Brain Gym*, since this dance with its crossed movements has the power of conditioning and reinforcing the brain hemisphere integration as well as providing effective and satisfying physical exercise.

Notes

1. The state of Pernambuco is located in the Brazilian northeast region.
2. Capoeirista is the person who practices "capoeira", which is also considered a kind of exercise practiced as a way of self-defense like judo or karate.
3. School of Frevo is the name of the particular group formed by people who take part in the carnival party.
4. Mestre Nascimento is the leader of the frevo dance and he lives in Recife, the capital state of Pernambuco, Brazil. The frevo dance step created by him received the name "Frevo step of the Mestre Nascimento."
5. A small, one legged pipe-smoking negro who sets snares for travelers.
6. EduKinesthetics = Movement = Frevo dance.

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Diet and Weight

by Robert Waldon, ND, and Betty Lue Lieber, MS, MFCC

Abstract. Emotional heaviness and "waiting" may create weight issues. By accessing our reasons for excess weight, releasing limiting beliefs and clearing sabotage programs, acknowledging and changing inappropriate eating patterns, and affirming for our best self expression, we "lighten up".

Introduction

Most of our clients who come to us with "weight" issues have tried dozens of diets and therapies for their problem with little or no success. The obese clients (those 100 to 250 pounds overweight) are usually beset with many emotional blocks and physical limitations in their own abilities to cope with their excess weight, and food intake is usually not the main problem.

With the help of several unique approaches (*Thin Within, The Only Diet There Is*) and our own inner guidance and experience, we have created a simple workshop which accesses major stresses and related emotions, and begins to open the natural flow of Self-love, respect, and choice to the participants.

We now offer this workshop to all of you to explore and experiment and develop new, effective methods to assist people with this painful and sometimes extremely limiting problem. This material will also provide a wealth of material to use in private balancing and clearing sessions with clients allowing you to go into much greater clearing than is possible in a group setting.

Before exploring or clearing any of the following areas, it is important to muscle test the individual to be certain it is appropriate. If not, they may either not need that area or not be ready for it yet in their own "energetic priority system". Either way, you move on to the next area and check that. We have listed the items which come up the most often or are the most universally applicable in each area. You may wish to expand the lists in response to knowledge of your client gained from previous work or their history form.

Once you begin work in an area, you will need to ask the being (muscle test) or simply choose from your available skills which

clearing techniques will be most effective to remove the energy blockage and the stress present. For workshop settings, simple skills such as finding the emotion, Frontal/ Occipital holding, eye rotations, temporal tapping, etc. are taught and have a powerful effect. In private consultations you will use age recession, 14 muscle balancing, 5 Element balancing, defusion skills, the Professional Health Provider skills taught by Bruce & Joan Dewe, etc. In this presentation, we have listed only basic techniques which would be useful for a general public workshop.

I. Teach muscle testing and finding emotions

For public workshops, we teach simple clear circuit muscle testing using the Deltoid or Anterior Deltoid as an indicator muscle. We also teach a simplified 5 Element emotion chart. In your own work, you can use an expanded 5 Element chart, the Behavioral Barometer, or any other emotional chart you are familiar with.

II. The value of being heavy, fat, obese, etc.

Being heavy, fat or obese comes from a decision we made on a subconscious level. Accessing the reasons for our decision, the degree of stress, the related emotion assists the being in making a new choice when appropriate. Sometimes the client's needs call for age recessing to clear the stress. Muscle test each statement to check for stress. Clear each as it comes up or test them all and check for priority one(s) to clear.

1. To protect me from abuse - sexual, physical, emotional, etc.
2. To hide my true feelings.

3. To keep me from being promiscuous, a sexual explorer.
4. To keep me from leaving my mate.
5. To keep me grounded on the planet.
6. To get even with parents.
7. To keep me "weighting", a delaying factor.
8. Holding back on power.
9. To have a more (or less) feminine body, breasts / hips.

III. Body Image and Attitude

How we see our body affects the energy flow and balance. Judgments and fears seem to block flow. Love and peace seem to return flow to its natural state. Defusing stress on our current body size and shape and on our ideal body size and shape seems to allow the client to be at peace and at choice again, opening them to self-love and a positive attitude.

1. Visualize naked body now.
Test, get emotion, clear, re-test, check emotion.
2. Visualize ideal body.
Test, get emotion, clear, re-test, check emotion.

IV. Eating Habits and Emotions

Releasing stress and negative feelings about our eating habits opens the way to freely making new, healthier choices.

1. Overeating - emotion
2. Sneak eating - emotion
3. Dieting - emotion
4. Guidelines For Conscious Eating (test for priority, get emotion, educate, repeat for any other priorities). See attached list for descriptions.
 - a. Eat only when truly hungry.
 - b. Eat exactly what you want.

- c. Eat only what really tastes good.
- d. Eat with no distractions.

V. Attitudes and Beliefs

Key sabotage programs or conflicts can be simply accessed and cleared with the PHP techniques introduced by Bruce and Joan Dewe in the 1989 Journal article and presentation to the International Convention.

1. I deserve to have the body I want.
2. It's safe to have the body I want.
3. It's safe, fun & easy to lose weight.
4. It's safe to go for it.

"In spite of this conflict in attitude about, I deeply and profoundly love, accept and respect myself." (TT & eye rotations)

VI. Cravings and Allergies

The being already knows what changes they need to make in their diet. Being in the presence of another person (you, the healing facilitator) and bringing it to the conscious level using kinesiology creates agreement and support for the client to make the appropriate changes. For those with PHP skills, those specific clearing techniques can be used at this point. Otherwise, basic Touch For Health food testing, finding blocked emotions, defusing stress in addition to the "educational" element helps facilitate the process.

1. Allergenic foods cause hunger
2. Sugar & wheat
3. Food allergies
4. Food additions, deletions and substitutions.

See attached food list. Test some.

VII. Hypothalamic Weight Set

With injury, illness, stress, heavy judgments, repeated dieting, etc., our body can become confused about weight and come to erroneously believe that we should weigh considerably more than might be appropriate (and work very hard to have us stay at that weight). In the *Professional Health Provider* III program, Bruce and Joan Dewe introduce

a powerful technique to reset the hypothalamus for the body's ideal weight and to reset the Satiety center so the client will be satisfied with the appropriate amount of food. In the absence of these skills and for public workshop purposes, we muscle test for each of the "settings", find the emotion involved and use simple defusion skills to clear the emotion.

1. Current weight
2. Current weight set at _____.
Get emotion.
3. Ideal weight is _____. Get emotion.
4. Satiety center set at _____.
Get emotion.

VIII. Affirmations

The client's energy chooses the most appropriate affirmations to clear the remaining energy blocks at the source. We have found it speeds the process considerably to combine eye rotations and temporal tapping with the use of affirmations which

are done verbally. It is also valuable to have the client simultaneously write and speak the affirmation several times each day (multi-sensory approach). You may notice, when writing and speaking affirmations, that your mind comes up with all of the "yes, but's" from your past. It's good to hear them or write them and then gently let them go.

1. Review attached list.
2. Muscle test for appropriate, strengthening affirmations, application and duration of use.

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PRINCIPLES OF CONSCIOUS EATING

1. Eat only when truly hungry

Ask yourself, "Am I truly hungry or just wanting to eat to take care of some other feeling (like fatigue, disappointment, loneliness, etc)?"

2. Eat exactly what you want

No substitutions. If you want a certain brand of something, go to the store. A small quantity of exactly what you're craving works where lots of a substitute still won't satisfy you.

3. Eat only what really tastes good

Take one bite of the desired food in your mouth. Taste it thoroughly. If it is perfect and tastes good, eat it with joy. If not perfect, spit it out (do not swallow) and ask again "What do I really want?"

P.S. I lost 10 pounds in 2 weeks doing just this. BL

4. Eat with no distractions

No TV, radio, reading, conversation. Focus solely on the joy and satisfaction of eating. Sit down and treat yourself to the pleasure of feeding yourself exactly what you want in a relaxed environment.

**Diet & Weight Reset
Workshop Outline**

- I Teach muscle testing & finding emotion**
- II The value of being heavy, fat, obese, etc. (get negative charge on each, find priority, find emotion, test for best clearing technique)**
 - 1. To protect me from abused - sexual, physical, emotional, etc.
 - 2. To hide my true feelings.
 - 3. To keep me from being promiscuous, a sexual explorer.
 - 4. To keep me from leaving my mate.
 - 5. To keep me grounded on the planet.
 - 6. To get even with parents.
 - 7. To keep "weighting", not going for it.
 - 8. Holding back on power.
 - 9. To have a more feminine body, full breasts / hips.
- III Body Image and Attitude**
 - 1. Visualize naked body now. Test, get emotion, clear, re-test, check emotion.
 - 2. Visualize ideal body. Test, get emotion, clear, re-test, check emotion.
- IV Eating Habits & Emotions (Test, get emotion, clear, re-test, check emotion.)**
 - 1. Overeating - emotion
 - 2. Sneak eating - emotion
 - 3. Dieting - emotion
 - 4. Guidelines For Conscious Eating (test for priority, get emotion, educate, repeat for any other priorities.
- V Attitudes & Beliefs**
 - 1. I deserve to have the body I want.
 - 2. It's safe to have the body I want.
 - 3. It's safe, fun & easy to lose weight.
 - 4. It's safe to go for it.

"In spite of this conflict in attitude about, I deeply and profoundly love, accept and respect myself." (TT & eye rotations)
- VI Cravings & Allergies (find emotions, age recess?, PHP allergy-clearing?)**
 - 1. Allergenic foods cause hunger
 - 2. Sugar & wheat
 - 3. Food allergies
 - 4. Food additions, deletions and substitutions. Food List. Test some.
- VII Hypothalamic Weight Set (when part of a balancing session, do the re-sets)**
 - 1. Current weight
 - 2. Current weight set at _____. Get emotion.
 - 3. Ideal weight is _____. Get emotion.
 - 4. Satiety center set at _____. Get emotion.
- VIII Affirmations**
 - 1. Review list.
 - 2. Muscle test for appropriate, strengthening affirmations.

Weight Affirmations

It doesn't matter if it is more or less food.

It is not what you eat that harms you; it is what you believe about food.

Food only does to your body what you instruct it to.

1. My body automatically processes whatever food I intake to maintain my perfect weight and health.
2. My perfect weight is _____ lbs., my perfect size is size _____.
3. I, _____, like my body; the more I like it, the more lovable it becomes.
4. Everything I eat turns to health and beauty.
5. Everything I eat turns into my healthy and well-proportioned body.
6. I am highly pleasing to my grandmother and my parents whether I eat or not.
7. As long as I am maintaining my perfect weight, I am eating enough.
8. I'll be healthy regardless of what I eat.
9. Everything I eat is good for me or I wouldn't put it in my mouth.
10. I have the right to feel good about myself regardless of how I look.
11. I have the right to feel beautiful regardless of how I look.
12. I am a feminine, sexy lady, and I can handle it.
13. God created my body to be an instrument of pleasure.
14. I enjoy being a woman.
15. I have a right to use my body to win a kind and loving man.
16. I no longer desire to be overweight.
17. I have the right to lose weight whether it pleases my parents or not.
18. I have the right to enjoy what I'm eating in full view of everyone.
19. There is no longer any connection between what I eat and my weight.
20. I now feel good about myself whether I eat or not.
21. I deserve all the attention and love I can get without performing.
22. Eating and gaining weight is a poor way of getting attention.
23. I can eat anything I desire without any unpleasant consequences.
24. I am learning creative new interesting ways to get attention.
25. Expression of my real feelings gets me attention and love.
26. I deserve all the sexual pleasure I can get.
27. I can achieve my perfect weight and maintain it without effort.
28. I no longer have to copy people I love to prove that I love them or to get their love.
29. The more I use my body with every passing year, the stronger it becomes.
30. Whatever exercise I do is enough to maintain my perfect weight and health.
31. As long as I get out of bed once a day, I am getting enough exercise.
32. I am now getting power from imitating God rather than my mother.
33. I am creative enough to get rejected whether I'm skinny or fat.
34. I have the right to prove my mother wrong in regard to weight.
35. Losing weight is a big gain for me.
36. The more weight I lose, the more health, money, beauty, energy, sex and men I gain.
37. I have the right to be prosperous no matter how much I weigh.
38. I can maintain my perfect weight whether I feel good about myself or not.

Weight Affirmations (Continued)

39. I deserve the pleasure of eating and the pleasure of a beautiful body.
40. The more I experience pleasure from eating, the more beautiful I become.
41. The more pleasure I allow myself to experience, the more pleasure I experience.
42. I deserve to be rewarded with love from God and other people every time I experience pleasure and satisfaction.
43. I have the right to say no to people without losing their love.
44. Infinite intelligence within me always does the right thing to maintain a strong and agile and healthy body.
45. All fats automatically balance themselves.
46. I now have enough time to enjoy eating while I am doing it.
47. That which is pleasurable to me no longer has any undesirable consequences.
48. I am developing moderation - which is the ability to stop doing something when I know the results are undesirable.
49. My life and health are sustained by the light of God.
50. My cells are susceptible to suggestion.
51. All food is good for me.
52. My living flesh is always obedient to my mind. To produce a change in my body is simply a matter of finding the instructions I have been giving it and changing those instructions.
53. I have the willingness to give up my stuckness. I can now imagine immediate results.
54. I have the right to enjoy chocolate or leave it alone.
55. I can enjoy a great variety of things and food.
56. I am now experiencing so much success and satisfaction that I no longer use food as a substitute.
57. As long as I continue to eat of the tree of life, I will survive and prosper and all my problems will starve.
58. I have the right to indulge myself fully without any undesirable consequences. I also have the right and ability to abstain.
59. Socializing has nothing to do with my weight.
60. My cells are well behaved.

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