

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

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:

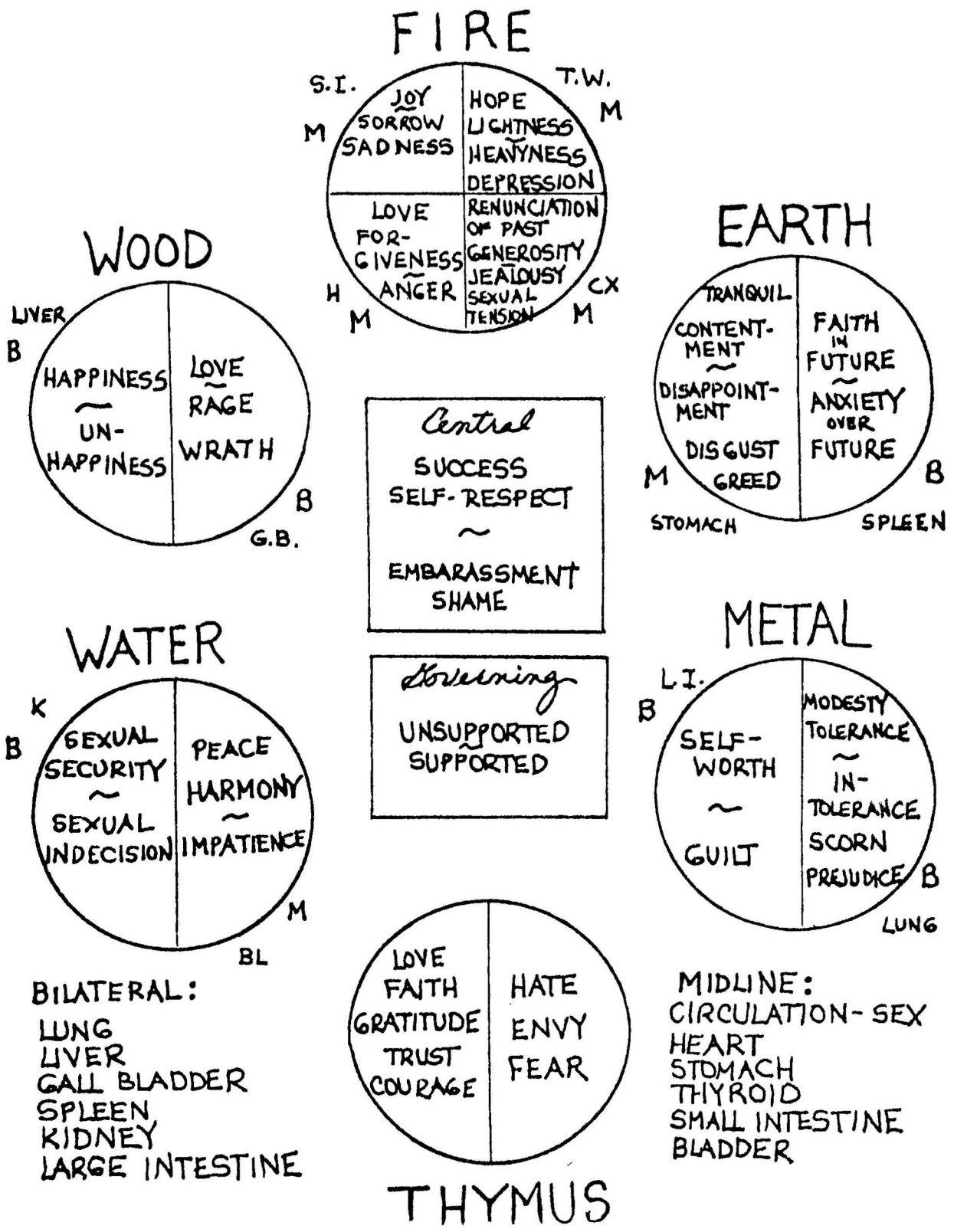
1. Test indicator muscle while pointing to the thymus.
2. Determine which brain is dominant (test indicator muscle while touching right and then left ear)
- 3a. If Right Dominant: test indicator while pointing to alarm points that are lateral, lung, liver, gall bladder, kidney, spleen, and large intestine.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