

**Comprehensive papers presented at the
InternationalTouch for Health® Annual Meeting
dedicated to Holistic health enhancement and research**



3rd International Annual Meeting
of the
Touch for Health Association of America

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We share our love and renew our friendships. We share what we are doing with touch healing and learn from others.

We look forward to the next challenge in bringing touch healing to more and more people with ever increasing effectiveness. We renew our pledge to work for the good of all humanity.

The purpose of the Touch For Health® International Journal is to disseminate information on research, methodology, results, and teaching of self-development programs in health enhancement, both mental and physical. Further, the Journal is a forum to provide up-to-date information on programs, seminars, and activities of the Association and its members. The Journal is published once a year in July.

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Most of the papers presented in this Journal are not edited by the Touch for Health Association. Some articles may not conform to the policies of the Association.

From the President of the Touch for Health Association...

It is with great honor that we bring this Journal to you. This past year has been a challenge for the Association. We have opened a new executive office and have hired all new staff: much has changed. In the process, we have learned some very powerful lessons this year, and they can be summarized best in this statement - 'Together we make the difference!'

I have seen, been part of, and shared in the glory with many Touch for Healthers. Every body is always willing to help, learn and grow. We have literally risen from the ashes, and like the Phoenix, are beginning to fly. Our Association has doubled in size in the first six (6) months of 1993; this is due to all of our combined efforts.

The Touch for Health Journal is an annual compilation of the most recent developments in the field of Applied Kinesiology and Touch for Health. This Journal brings together many innovative thinkers. It is filled with practical information and includes many hands-on exercises that can be incorporated into a therapeutic relationship or within our social and familial relationships. To receive the full potency of the articles herein, or of those to come in the future, attending the Touch for Health Annual Meeting is a must.

Our theme this year for the Annual Meeting is 'Touch for Health and the Family. Touch for Health was created with families in mind. The Associations' purpose is to teach self-help health care to every body, especially mothers and fathers with young children. We believe that family health is necessary for individual and societal wellness.

Again, we are honored to bring this Journal to you. If you would like to receive further information on any of the topics, or would like to contact any of the authors, or would like more information on Touch for Health and the programs we offer, please call us at (310) 457-8342.

Robert A. Aboulaché, M.A.

President, Touch for Health Association of America

*The Touch for Health Association of America
gives thanks to every one who made this
publication possible...*

Thanks!



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The Role of Mind-Body Health in the Development of an Integrative Health Care System

by Robert A. Aboulaché, M.A.

Abstract. The foundation of this paper rests upon the latest developments in the fields of mind-body medicine, psycho-neuro-immunology and health promotion. Research strongly suggests the existence of an interactive system which unites the human inner environment (psychological, neurological, immunological, endocrine and bio-chemical) with the external one (psycho-social and physical environment). The data indicates that mind-body interactions are at the root of both health and disease, and that behavioral interventions have at least as much proof of healing effectiveness as many bio-medical treatments. Inquiry into the practical implications for integrating the mind-body model into our current medical, educational and cultural environments will be explored.

Text

A mind-body approach to medical interventions and health promotion programs empowers individuals and organizations to assume greater responsibility for the development of an integrative health care system. Such a health care system would honor not only the bio-physical aspects of health and illness, but also the psycho-emotional undercurrents inherent within human functioning.

An integrated health care system would contain the necessary components to ensure high-quality, cost-effective and easy-access health care. This would encompass a comprehensive network of: medical groups, hospitals, HMO's, in-and-out-patient facilities, rehabilitation and recreation centers.

In addition, an integrated health care system would incorporate a congruent message of personal self-management in health and illness. Any health care system that does not incorporate self-management, education and wellness at its core is sure to rot. The heart of any health care system is in those who access and deliver the care. Self-management authorizes one to be active in their well-being and participatory with their healing.

In a mind-body model of health care, health or disease is the end result of a complex interaction between our inner and outer environments. Factors such as: genetics,

age, sex, physical dexterity, nutrition, personality, environment, bacteria, viruses, carcinogens, medical care, culture, socio-economic factors, and a host of other influences, contribute to the onset of health and disease.

Working with the mind-body model, we must keep sensitive to the various interactions occurring in our inner and outer environments. This is a big step for many people, but not beyond their reach. Education is central to the integration of a health care system that incorporates a wellness paradigm of self-management. Doctors, legislators, practitioners and the general public must be educated in the developments occurring in the mind-body research arena.

Recently, an increase into the investigation and integration of mind-body medicine has evolved. However, the challenge in researching mind-body phenomenon is dealing with "noisy systems" or complex interactive systems. In mind-body research we are forced to pay attention to whole system issues. One cannot make the same measurements of complex noisy systems using the same methodology we have developed in our current scientific world view of specification.

In order to make sense of the complexity, science has re-organized itself and began

integrating separate systems. Psycho-neuro-immunology (PNI) is the first of several research methodologies that have risen and are currently under investigation. PNI has broken the noisy system into three avenues of measurement (psychological, neurological and immunological). PNI has been highly successful in charting the fluidity of mind-body interactions. In its findings PNI has confirmed the age old wisdom that the mind-and-body are one interactive whole. It is through the PNI research that bio-feedback and mind-body health have evolved. PNI has conclusively proven (bio-chemically) that the mind and body are in continual communication and that our perception directly influences our state of health and well-being, as well as assist in the healing of illness.

Furthermore, according to PNI research, we may be on the verge to discovering another human system - the healing system. Other factors merge into this healing system; bio-energy medicine and transpersonal psychology have shown to play fundamental roles in a persons overall well-being and healing potential. Research indicates that patients with a "fighting spirit" (who have hope) have better recovery and longevity rates than their "stoic" (i.e. compliant) counter parts.

When PNI is collated with the research in the effectiveness of health promotion programs, one finds a consistent validation of information. Cancer patients that attend self-management and wellness programs improve significantly compared to those who are passively treated. Moreover, patients who undergo extensive self-awareness and health promotion training continue to stay healthy and active in their lives. Even patients who have died after attending the self-management programs, have been documented as stating that the program helped them heal and be at peace with their disease.

Although health care has always been aware of the complexity of interactions involved in healing, it has not always synergized its healing effort with conviction. Present medical care, focuses on relieving symptoms and resolving the apparent problem. Many

doctors still prefer to sweep the mind-body phenomena under the rug of supposed quackery.

The refusal to change and expand our understanding has been evident throughout human history. A classic example is Gregor Mendel's discovery of the gene in 1865 - a discovery which lay dormant for some thirty-five (35) years before it was rediscovered and brought back into the mainstream. In 1869, Fredrich Miescher had discovered DNA in the cell nucleus and speculation began that it might have some function in heredity. Oswald Avery's discovery in 1944; that DNA was in fact the material responsible for heredity was not recognized until eight to ten years later. The idea was not actually accepted until 1952, when bacterial infection experiment by Alfred Hershey and Martha Chase conclusively showed DNA to be genetic material. Therefore, eighty-seven (87) years later, we "discovered" the hypothesis of Gregory Mendel to be true. Fortunately, this scientific lag-time has allowed us to learn more and filter through the myths of healing.

The time factor and evolutionary understanding that research generates is what has fostered medical advancement to its present day heights. Certainly, more research must be developed and explored with the mind-body model and its integration into our health care system. However, since the origin of our current Western medical system (Hippocrates 400 BC), and from the genesis of the Eastern energetic medical system (2000 BC), mind-body healing was acknowledged and emphasized as crucial and central to healing.

Unfortunately, we face the same difficulties our fellow healers confronted during their era; a capacity to understand the full "magical" inter-connectedness of our mind and body. We are on the verge, however, of discovering some clear biological pathways of mind-body interaction. It is these pathways and bio-chemical understanding that has propelled research in PNI.

In order for us to fully understand the mind-body implications, we need researchers with

the background necessary for proper evaluation of the data accumulated. It won't matter how good any of these data are, if people assigned to evaluate these studies do not have the right background to do so. We need an eclectic research team that includes; medical doctors, psychologists, physiologists, epidemiologists, as well as specific personnel which specialize in the respective fields being researched. Furthermore, the researchers and evaluators of the data being collected must be well versed in the present findings in the mind-body model of health.

Once we develop a team of researchers and publish their results: education of the medical community, the legislative executors and the general public must be undertaken. However, this educational effort must be appropriately given to the respective audience in an objective and opened ended manner. Mind-body medicine may never be conclusive, it will, however, be illusive to the truth that our state-of-being directly and indirectly affects our health, well-being and our disease states.

Dr. Mae-Wan Ho of the Open University in England recently explored the fundamental changes occurring in science and wrote; "A global phase transition is sweeping across many disciplines from mathematics to physics to biology and sociology. It may be characterized as an emphasis on integration over fragmentation, on cooperation rather than competition, on dynamics and process in place of the static and mechanical, on non-linear distributed interrelationships and emergent properties of collective wholes, instead of linear, unidirectional or hierarchical control of incidental parts. Most significant of all is the acknowledgement of a reality in which we as scientists and human beings participate, for this may put an end to centuries of abstractions that have alienated science from humanity and humanity from nature."

We are faced with meeting the edge of our rational and our irrational minds, our bodies and our spirit, our individual ego and our collective unconscious, our relieving of pain and our deliverance in healing. We will

never succeed until we learn to appreciate life, seek to understand its ways and always honor, respect and learn from nature as it manifests within and around us.

There are many obvious triumphs of scientific medicine, yet there is a growing concern about runaway costs in medicine, about unhappy patients being treated in rather un-humanistic ways, as well as an increase in medical malpractice claims. While it has become too easy to engage in medicine bashing, it would seem important to examine some of the issues involved and even more appropriate to seek their respective solutions.

Health care in its present form is managed in an "illness based reality." In other words, our medical system is designed to treat illness once it appears in the body and to diagnose its physical manifestation. Medicine, in its current stage of development, offers little to assist those who have "pain," but no "physical" component to diagnose why the pain is there. Patients are thus left to believe that their pain is psycho-somatic and that they are creating the whole thing in their minds. Since there is no "illness" to label the patients pain, little or no treatment is offered. This emphasis in finding the bio-chemical outcroppings of disease is what prevents us in fully appreciating the power behind our mental ability to both harvest healing and induce illness.

Although it is of utmost importance for medicine to not pursue blindly the mind-body model of health care, it is equally wise to open the boundary of what health and disease are. This major frame of reference and perceptual change is the first and most necessary step in developing an integrative health care system. Once our paradigm of health care is altered, so will our understanding of health and disease changed.

In a mind-body model of health care, we expand our "illness based reality" to include a "wellness based reality." A wellness based reality recognizes the many layers of health and illness. Health is looked upon as the efficiency of the body's ability to utilize energy (physical, emotional, mental and inter-relational). Preventive health care thus

goes beyond simple self-diagnostic procedures of self-breast exam, etc. and into the healing of our selves and how we interact with others.

The high cost of our current health care causes us to integrate a model that emphasizes preventive care. Financial incentives are given to those organizations that can keep people healthy and expense of health care delivery down. Hence, the recent emphasis on HMO's. The mind-body model augments high-quality, cost-effective health care by empowering patients in self-management.

A medical health organization operating within the mind-body model will honor and build upon the natural human tendency to feel life. The center will have courses, workshops and counseling to help clients resolve their relationships with their dysfunctions (even before they show symptoms). Moreover, each health care provider would be trained to acknowledge and act upon the healing of the individual; physically, emotionally, mentally, and spiritually. Recently, this healing/learning environment has been shown to augment healing in cancer and heart disease patients.

Accessing managed care organizations with the mind-body model will take education and research. Once we gather the data and prove the effectiveness of the mind-body model, the health care crisis will understand its resolution. The resolution depends on proactive consumers who are deliberately choosing health and healing. This health-conscious consumer will be encouraged by their health insurers and providers toward continual self-awareness and self-management.

A Final Comment

There is great promise for practical, responsible, clinical and integrative applications of the research conducted in mind-body health, PNI and health promotion. However, more studies that monitor the inner environment during behavioral interventions are needed.

Honoring the integrative processes of a mind-body model in health care and health promotion can enhance the delivery and health status of the individual and society. Programs that recognize the interrelationships and the complexities of the mind-body model include individual health enhancing procedures and society-wide health promotion efforts.

The future of health education is in developing an integrated health care system which enhances the public's health and improves medical interventions. Our role as public health educators is to continue to recognize the multiplicity of the human experience and direct the health care debate towards an integrative model of wellness.

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Working with Chakras

by Elizabeth Barhydt, MS, MT, and Hamilton "Hap" Barhydt, PhD

Abstract. Techniques for finding and balancing chakra disturbances are described, with emphasis on the use of symbols. The relationship between bilateral muscle weakness and chakra imbalances is also discussed.

Introduction

Detection and correction of chakra imbalances can be an integral and significant part of the Touch for Health synthesis. We find that basic emotional disturbances seem to be held in the musculature and related meridian system and that deeper level emotional and spiritual disturbances, often related to world view or core belief systems, seem to be held in the chakra system.

The following finger modes are involved:

1. For basic emotional problems: thumb pad on ring fingertip pad. (Generally balanced by lightly touching the ESRs)
2. For emotional problems from the past: thumb pad on ring fingernail. (Generally balanced by Bach Flower essences or various age regression techniques.)
3. For chakra imbalances: index fingertip pad on thumbnail. (Balancing techniques are discussed in the following.)

Sometimes you will find that one of these finger modes creates a weak muscle response in a strong indicator muscle in the clear.

Other times a weak response can be triggered in a strong indicator muscle by activating an emotional or core belief system disturbance. Then the appropriate finger mode will restrengthen the indicator muscle response.

In the case of chakras, viewing a symbol, visualizing a color or a combination of colors, listening to disturbing music, or thinking a thought may elicit an imbalance. We primarily use symbols for detecting and correcting chakra imbalances, as originally discussed in our paper titled *Universal Symbols* presented at the 1989 TFH annual Meeting (ref 1).

Background

Visual Symbols are basic to our thought processes. Spoken language, a unique part of

our human heritage, becomes even more powerful as we use symbols to record our thoughts in written form. Our dreams are primarily visual, and although we don't always recognize it, they are also highly symbolic. Our basic experience of reality is what we experience in our "mind's eye", a primarily visual experience.

What we may not realize is the pervasive subconscious effect certain symbols have on our meridian energy system and thus ultimately on our feelings and actions. These symbols seem to be universal in nature, perhaps related to Carl Jung's concept of universal archetypes deriving from a universal consciousness (ref 4).

Kinesiologist John Diamond has done more recent work on images that created energy imbalances (ref 3). The imbalance created by many of these images turns out to be a chakra imbalance.

In our work, we have found four general classes of symbols:

1. Those that indicate various states of electromagnetic balance or integration.
2. Those that trigger chakra imbalances.
3. Those that have a positive or balancing effect.
4. Those that are neutral, that is, have no apparent effect.

This paper deals with the second class of symbols that trigger chakra imbalances.

Chakra Balance Symbols

Many common symbols have the property of inducing chakra imbalance and central meridian reversal. (Central meridian reversal often results from a chakra imbalance and in these cases can often be best corrected by balancing the chakras.) In our experience, there is always a stressing emotion associated with a chakra imbalance. The emotion

associated with any particular symbol is usually the same for everyone.

The chakra imbalance induced by each symbol occurred at some specific past time in the person's life associated with a stressful situation involving the emotion represented by the symbol. This point in time represents a paradigm (or world view) shift triggered by the incident. This in turn sets up a new behavior pattern that causes the person to react in a stressful manner to subsequent situations involving similar emotional content. Correcting the chakra imbalance induced by any particular symbol will neutralize the paradigm shift and render this type of situation less stressful in the future.

These symbols are tools to access unconscious programming that is generating emotional stress and causing the person to behave in a nonconstructive fashion. Correcting the chakra imbalances will enable the person to perform in a less stressful, more constructive fashion.

Any particular emotion may have several different symbols associated with it. Balancing one symbol usually does not balance other symbols, unless one symbol is contained within the other symbol as a component part. Thus the different symbols are accessing different paradigm shifts, even though the same emotion is involved.

Perhaps the best known of the chakra balance symbols is the 3-tined fork, the classical "devil's pitchfork". Dr. John Diamond first pointed out the effect of this symbol on a person's energy in his book, *The Body Doesn't Lie*, (ref. 3). He included a black and white reproduction of the famous painting by artist Grant Wood, *American Gothic*. Almost everyone will initially muscle test weak while viewing this painting. By selectively masking various areas of the painting, you can show that it is the pitchfork, not the stern faces of the farmer and his wife, that causes the weak muscle test. Our investigations have shown the weak muscle test response results from chakra imbalances induced while viewing the painting or the 3-tined fork symbol.

We first became aware of the usefulness of using this and other symbols in energy balancing at a weekend workshop conducted

by Dr. Diamond in Los Angeles in June, 1983. He also taught us the usefulness of age regression in neutralizing imbalances generated by symbols.

Correcting the chakra imbalances will balance the response to viewing the symbol. Perhaps the most interesting way in which to balance chakras is through age regression. The idea behind this technique is that the chakra imbalance reflects a deep-seated paradigm shift (i.e., an internal and probably subconscious shift in world view). If desired, the specific incident that triggered the paradigm shift can be determined by muscle testing yes-no questions after using muscle testing to determine the precise recession age.

The specific emotion associated with a particular chakra imbalance can be determined by muscle testing. The emotion most often associated with the 3-tined fork is "fear of the known."

Examples of symbols that trigger chakra imbalances are shown in Figure 1, along with the emotion most commonly evoked by the symbol. The first symbol is John Diamond's 3-tined fork. The other symbols in Figure 1 we discovered for ourselves by trial with common symbols, particularly those that seem to affect our energy level and by visualization.

Actually we have identified more of these symbols than are shown in Figure 1 (see ref 1). Some of the symbols are totally different; and some are more complex symbols that contain a basic chakra balance symbol within their patterns. The symbols shown in Figure 1 are the basic set we work with in a typical chakra balancing session.

The 3-tined fork is perhaps the most pervasive in our culture. It appears in many forms and can be buried in a more complex symbol. Just holding up three fingers will do it. The fork handle is not required, but there must be 3 tines of approximately the same length. Either an up or down orientation will trigger the response.

A number of fascinating examples of dysfunctional core belief systems and deep rooted emotional trauma that trigger chakra imbalances are described in detail in our 1989 paper on *Universal Symbols* (ref 1). This paper also illustrates the use of chakra

imbancing symbols by corporations to sell products and governments to control behavior.

Muscle Testing With Symbols

To use the symbols from our papers on the subject; draw each symbol on a plain, unlined 3x5-inch card and note the emotion on the reverse side.

Use a balanced indicator muscle. Have the testee look at the selected symbol and retest the indicator muscle. If the indicator muscle now tests "weak", place the switched off signal into hold with one of the signal lock techniques. (We use a vertical stroke up the center of the forehead.)

The chakra imbalance can be confirmed by retesting with the chakra imbalance finger mode, placing the index finger pad on the thumb nail. If the indicator muscle changes state (i.e., strengthens), chakra imbalance is confirmed.

Once a chakra imbalance is locked in as a weak muscle response, the particular chakras that are out of balance (there is often more than one) can be determining by CLing each chakra in turn and looking for the weak indicator muscle response to turn strong. This is handy for demonstrating that chakra imbalances are indeed present.

The central meridian reversal can be confirmed by stroking the central meridian in the reverse direction and retesting. If the indicator muscle changes state, central meridian reversal is confirmed. Stroke the central meridian in the forward direction to restore switched off muscle response.

Test for the emotion involved by asking various emotions until an emotion that switches the indicator muscle on is found. Sometimes several emotions are found to be active; so it pays to continue through your list of emotions even after the first emotion is found. Usually one of the emotions that switched the indicator back on is the emotion commonly associated with the particular chakra symbol being used.

Correction

Often a chakra imbalance can be corrected by holding the chakra finger mode in both hands and lightly touching the ESR points (much like the Frozen Muscle Basic Balance, ref 2).

However doing an age regression as described below may give a stronger, longer lasting balance.

Continue to hold the switched off indicator muscle signal in signal lock.

Ask the testee to allow his being to go back to that time when the world view shift occurred and to confirm by allowing the indicator muscle to switch on. Once the indicator muscle switches on strong, you know the testee is at the correct past time. We usually muscle test to find out the age at which the weak response first occurs.

The testee should be coached that it is best not to try to force this to the conscious level; rather it is best to relax and allow the process to happen. However it is OK if he does receive a conscious recollection of the time or the incident.

Balance by holding the ESR points until the stress is released as indicated by pulses.

Then suggest that the testee return his being to the present and retest the symbol.

1. If the indicator now tests strong, you are done.
2. If the indicator still tests weak, repeat the correction procedure, asking the testee to allow his being to go back to another time when the symbol was not stressful.

Note: When we first started doing this balancing, we determined the emotion, the person involved, and the incident, using muscle testing as a "yes"/"no" indicator, before balancing with the ESRs. We found this interesting, as attested by examples discussed in our *Universal Symbols* paper (ref 1). However we have since discovered that balance and correction of the dysfunctional or traumatic paradigm shift causing the chakra imbalance can be corrected without this probing. FURTHERMORE the testee is often better served by leaving this information, now suitably neutralized, in the subconscious realm unless they spontaneously recall without coaching. Bringing this information explicitly into the conscious realm may trigger unwanted new problems.

Bilateral muscle weakness

Bilateral muscle weakness has been attributed to spinal fixations by Dr. George Goodheart. A bilateral muscle weakness occurs when the

corresponding muscle on either side of the body tests weak when tested individually. (Wait at least 10 seconds between tests to avoid being misled by sneaky reactive muscle weakness.)

Dr. John Thie found that these bilateral muscle weaknesses could be corrected by rubbing a corresponding vertebra in the up and down direction when standing, or back and forth when lying down (ref 5). When Dr. Thie first discussed this protocol with us at the Italian IASK-TFH meeting in October 1991, he put forth the idea that bilateral muscle weakness may be associated with chakra imbalances.

We found in preliminary tests that the chakra finger mode tested weak when bilateral muscle weakness was present and that the bilateral muscle weakness could be corrected by lightly touching the ESRs while holding the chakra finger mode with both hands as described above.

We also tried working the other way around one time. With the chakra finger mode testing weak, we did a quick 14 muscle balance looking for bilateral muscle weakness. In this case we found the latissimus dorsi to be bilaterally weak and corrected the weakness by rubbing up and down on T-7 (see Dr. Thie's diagram in ref 5). Upon retest the chakra finger mode then tested strong.

Summary

An activated chakra imbalance may show up as a balanced indicator muscle testing weak in the clear. Presence of a chakra imbalance is confirmed if indicator muscle strengthens when using the chakra fingermode, index finger pad on thumbnail.

An activated chakra imbalance may also show up with a balanced indicator muscle testing strong in the clear. Presence of a chakra imbalance is indicated if indicator muscle weakens when using the chakra fingermode.

An activated chakra imbalance may also show up as a bilateral muscle weakness while doing a routine 14-muscle balance or other muscle testing procedure. Presence of a chakra imbalance is confirmed if the bilaterally weak muscles strengthen when using the chakra fingermode.

Latent chakra imbalances can be activated by viewing a symbol, visualizing a color or a combination of colors, listening to disturbing music, or thinking about something that triggers a dysfunctional core belief. We primarily use symbols, as shown in Figure 1, for detecting and correcting chakra imbalances.

An activated latent chakra imbalance is confirmed by an initially balanced indicator muscle testing weak after activation and strengthening again with the chakra finger mode.

For convenience on correcting an imbalance, it is helpful to place the weak indicator muscle response into signal lock. We prefer "zipping up" the forehead.

We prefer to balance by using age regression to that time when the dysfunctional paradigm shift in the core belief system occurred.

Charka imbalances can also be corrected by using a "Chakra Basic Balance" exercise, that is, touching the ESRs while holding the chakra finger mode in each hand.

Charka imbalances can also be corrected by finding and balancing the corresponding bilaterally weak muscle pair, using Dr. Thie's correction, rubbing on the appropriate vertebra (ref 5).

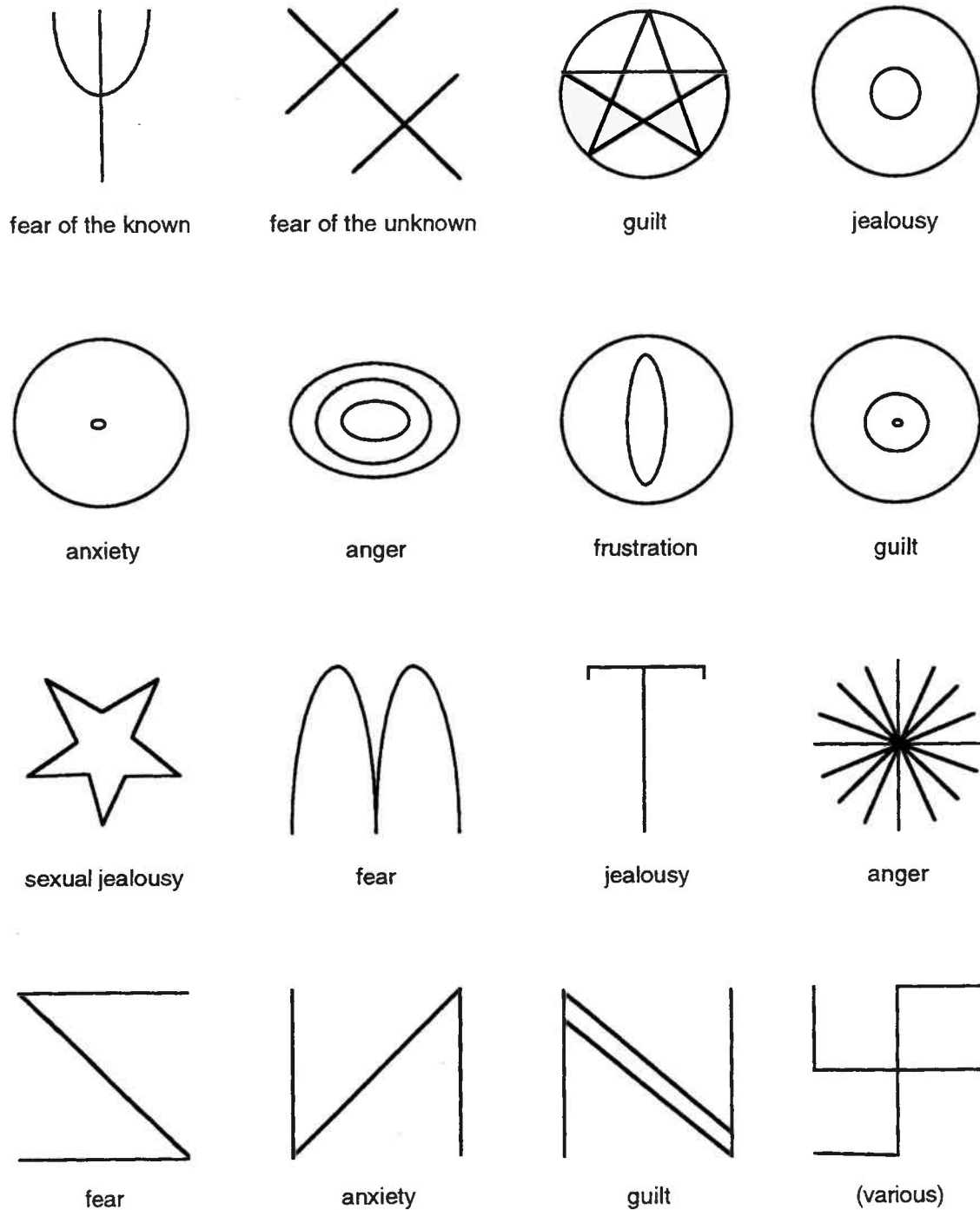
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Magical Child

Figure 1. Typical Chakra Symbols (by Hap and Elizabeth Barhydt)



How to Work with Difficult People

by Elizabeth Barhydt, MS, MT

We have all tried to make our lives work and to be "effective." We have tried to find love, peace and happiness. We have tried by attempting to get "enough" from the outside world; by acquiring "enough" money, by getting an education, by finding the "right Job", by attaining prestige, by accumulating lovers, by vowing marriage, by having children.

We have also tried by controlling our behavior by trying to be a "good person", doing the "right" things. And even when our lives were seemingly going well there was still a certain hollowness, the feeling that "there must be more to life"

And so the search to avoid fear and anger, to find love and peace continued. We read or heard about higher consciousness, spirituality, and love. It all sounded good. But our minds questioned, "What do I do when I feel afraid or angry?" How do I obtain and feel love in my life. And then we ask, "How can we get along with difficult people?"

First of all there is no such thing as difficult people. A person who is difficult is only a person who behaves differently from our model of how they should be behaving. What we have a tendency to say is that we cannot communicate. If a person agrees with you then you can communicate. If they don't agree with you, then you cannot communicate, and you label them as a difficult person. If everyone agreed with us, life would be great, but also boring. Remember from their point of view the "difficult person" may be doing just fine and may be thinking about how difficult you are.

1. Do not play judge. We are often not aware of how much we judge. We think that people are not using their heads when they do not think the same way we do.
2. Accept people for what they are, not what you want them to be. Remember that life may be very difficult for them

3. Everybody is our mirror. What we may not like about them reflects something we may not like about ourselves.
4. If someone calls you stupid and you react to it, what you are really saying is, "Maybe I am stupid." If there was no doubt in your mind, this would not bother you. Actions are rarely at fault. It is only are reactions that cause the problem.
5. Every interaction with another person involves a relationship. All that differs is the degree of involvement.
6. Trust is the basis of every working relationship. Evolve outer honesty into ever deeper levels of inner honesty. Take responsibility for how you feel without blaming.
7. When you can love and accept a person only if they are able to act in a fashion that fits your addictive programming, you are treating them as an object to be manipulated.
8. Remember that everyone is doing in their lives exactly what they need to do. It doesn't mean anything about you.

Think of life as you would a garden. Each person gets to plant anything they want in their garden. If you didn't like what your neighbor planted, would you go into his garden and pull out every thing you did not like. Of course not! Then why do we try to go into that same neighbors head and take out all but what we agree with? Everybody is doing what they need to do, and this means nothing about us.

Use your past experiences as a ladder instead of a crutch. You can turn bad experiences into positive learning experiences. Don't look at what went wrong, but what you can do about it now. Turn every disadvantage into a positive potential. Concentrate on figuring out what will work better the next time, on

how you can do things differently to achieve a more constructive outcome. It is not the foolishness in taking the wrong turn, but in continuing once you realized you were on the wrong road.

When become aware of your own feelings, stop running on automatic drive, and start taking control of your own life with positive feelings, you will be surprised at how much easier it is to deal with difficult people.

1. Put out for what you want from a clear mind space (no blaming, no accusing, no demanding).
2. Better yet feel good about what you want.
3. Accept what you get at the present moment for now.
4. Delete the need to defend and remember the phrase there are two sides to every coin. That is not to say you have to like what is happening. You can even keep your opinion that what has happened was not right.
5. Turn up your love even if you don't get what you want. But you do not have to create suffering over something you cannot change, Give the other person permission to see things as they want to see them.

Another way you can learn to handle difficult people is to answer the following questions. There are no Right or Wrong Answers.

1. What separate feelings am I creating?
2. Do I perceive something in the other person that I don't like?
3. Am I taking responsibility for creating my feelings?
4. Am I trying to justify or explain my position?
5. Am I blaming the outside world for my emotions?
6. Am I trying to get the other person to change?
7. Am I being totally honest about my feelings with the other person?
8. Am I trying to make myself look good?

9. Am I holding on to being right?
10. Am I trying to get the other person to agree with me?
11. Do I want the other person to realize that they are wrong?
12. Am I trying to hide any of my true feelings?
because I'm afraid the other person will reject me.
because I don't want to hurt them.
because I think that they cannot deal with this.
13. Do I understand the model I have of how the other person should be? or how I should be?
14. Do I really want to feel closer, or am I enjoying my separate feelings?

You may find that you can get what you want another time. Look for a workable compromise. Try to develop win-win situations

Remember "All the world is a stage, and we are merely players acting out our roles." Sit back and enjoy the TV soap opera of your life.

Do not take life too seriously. Look for the humor in it all. Laughter is often the best medicine.

Remember to take responsibility for your own feelings because **it is your own programming that creates your actions and also influences the reactions of people around you.**

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BACH FLOWER PERSONAL PROFILE

by Jessica Bear

The goal of a Bach Flower Counseling session via the kinesiological model, is to locate the Bach Flower Remedies that will assist the client toward maintaining a balanced emotional state of well being.

To the adept student of the Bach Flower philosophy, the combination of Remedies that are affirmed fleshes out an all-inclusive embodiment of the accumulated emotional events of an entire lifetime. The combination of the Remedies becomes an animated representation that expresses the accumulation of an individual's powers, weakness, achievements and failures but, most important, the motives behind them! The individual Bach Remedies are merely bits of information, whereas, the combination of Remedies offers a more wholistic view toward understanding one's purpose in life, and possibly, the key to what is blocking them from achieving it!

STEP 1. PRIORTIZE TO DETERMINE KEY PERSONALITY TRAITS

Using a clear circuit indicator, muscle check to locate the Key personality types, implementing the Wheel of Emotions Chart, by determining whether the person is an:

Enabler

Mediator

Dominator

The 12 Personality types are numbered from 1 to 12. Mustard is the 13th personality type, but is not contained within the 3 major categories.

For example, let's say the Dominator Category is affirmed. The Dominator Category begins with Impatiens #9 on the Wheel of Emotions Chart. (You can either individually state the names of the Personalities or refer to them by number.) After analysis, the Vervain #10 personality type is indicated. However, Centaury in the Enabler Category is affirmed as well as Agrimony in the Mediator Category.

Enabler

1. Mimulus

2. Gentian

3. Cerato

4. Centaury

Mediator

5. Clematis

6. Agrimony

7. Scleranthus

8. Water Violet

Dominator

9. Impatiens

10. Vervain

11. Rock Rose

12. Chicory

DOES NOT HAVE A CATEGORY

13. Mustard

Note: There should be only one true personality type. If unable to prioritize only one personality type, this could be due to another's influence upon this person that is so overwhelming as to overshadow their true personality, so effectively that the body is unable to determine its own true personality. In our example Centaury #4, Agrimony #6 and Vervain #10 were all affirmed. It follows that if there is only one true personality type, then there are two extra personality influences, vibrationally, hanging around that under normal muscle monitoring procedures should have prioritized the ONE true, individual, personality type. In this case apparently the body/mind was not able to separate or distinguish its own true personality from the imposter. These phantom personalities could most commonly be from one's parental influences. (This aspect will be further discussed with the client in Step 6.)

The process of eliminating the phantom personalities is best facilitated by having the client administer each Remedy individually, one at a time, by placing a few drops in the palms of their hands and rubbing some on the pulse points of each wrist, patting gently about the face and then cupping their hands over the nose and mouth while breathing in deeply. The Remedy bottle can also have effective results if held by the client, however, I personally prefer to use the above

topical application process. Again, the results when the Remedies are merely verbally stated is often ineffective because the outside influences from pseudo-personalities have become part of them, therefore, it is common that they affirm the pseudo personality as one of their own.

To apply this procedure to our example, the Remedy Centaury #4 could be applied first. This would be to determine if Centaury is a true or a facade personality. The Remedy would momentarily diffuse the influence, if this is a pseudo-personality type. Upon re-monitoring, if the Centaury Remedy response is now negative, this would lead to the conclusion that Centaury is not the TRUE personality, but merely an influence acting upon them, causing an interference with their true personality. (Take note of these strong influencing personality types because they will be discussed with the client in Step 6).

The same application process would then be repeated with the Agrimony Remedy to further determine if this is their true personality. If Agrimony is a negative response, take note of this, and then have the person continue the same application procedure with the Vervain Remedy. Finally Vervain is affirmed and now emerges as the TRUE personality.

STEP 2. LOCATING THE HELPER REMEDIES

After affirming their key personality, the next step would be to determine if a Helper Remedy is required to further assist this type. (Remember, the Helper Category functions as a wise counselor to direct the True Personality on its destined course without the influence from genetic drags and from the sins of the father). If so affirmed, then verbally state if the Helper Remedy is of High Color, Pale Color, or Wild Oat: (The Helper Category has visual indications that are recognizable by their color and stature.)

PALE COLOR

1. Olive
2. Gorse
3. Oak

HIGH COLOR

4. Vine
5. Heather
6. Rock Water

FOR ANY TYPE

7. Wild Oat

There can be more than one Helper indicated that could be necessary to assist and maintain the indicated Personality type which, in this example, is the Vervain personality type. Also, the necessary Helper Remedies can be from both color categories depending upon their genetic influence from both parents.

Let's suppose, continuing with our example, that it was affirmative for both Pale and High color; indicating the Oak Remedy under the Pale category, and Rock Water under the High Color category.

STEP 3. LOCATING THE ASSISTANT REMEDIES, THE SPRAYS OF EMOTIONS

For simplicity, to determine which of the remaining 18 Remedies, or assistants, would best facilitate balancing the True Personality, they are categorized for use in kinesiological prioritization according to Dr. Bach's Seven Basic Emotional Conditions:

- I. OVER CONCERN FOR THE WELFARE OF OTHERS.
- II. FEAR
- III. LONELINESS
- IV. NOT SUFFICIENT INTEREST IN PRESENT CIRCUMSTANCES
- V. OVERSENSITIVE TO IDEAS AND INFLUENCES.
- VI. UNCERTAINTY
- VII. DESPONDENCY/DESPAIR.

The Assistants are numbered 1-18 under their corresponding Emotional condition.

- I. OVER CONCERN FOR THE WELFARE OF OTHERS.
 1. Beech
- II. FEAR
 2. Aspen
 3. Cherry Plum
 4. Red Chestnut
- III. LONELINESS
No assistants
- IV. NOT SUFFICIENT INTEREST IN PRESENT CIRCUMSTANCES

5. Chestnut Bud
 6. Honeysuckle
 7. White Chestnut
 8. Wild Rose
- V. OVERSENSITIVE TO IDEAS AND INFLUENCES.
9. Holly
 10. Walnut
- VI. UNCERTAINTY
11. Hornbeam
- VII. DESPONDENCY/DESPAIR.
12. Crab Apple
 13. Elm
 14. Larch
 15. Pine
 16. Sweet Chestnut
 17. Willow
 18. Star of Bethlehem

The first step in determining the personality's Assistants would be to assess which major category or categories are indicated to assist this personality type. Let's suppose, Fear and Oversensitive to Ideas and Influences is affirmed. The next step would be to determine the specific Assist Remedy with in the Emotional Category by muscle checking numbers 2, 3, 4, 9 and 10. To complete our example, let's conclude that Cherry Plum #3 and Holly #9 are affirmed.

STEP 4. THE SUMMARY

Here is a sample Personality Profile to illustrate the method.

A. Personality type: Vervain

1. Influential Personalities
 - a. Centaury
 - b. Agrimony

B. The Helpers: Oak and Rock Rose

C. The Assistants: Cherry Plum and Holly.

What pertinent information can be extrapolated from this combination? What does this indicate about this person? What questions could be asked?

A. Personality Type: Vervain

The Vervain personality types are very intense, even fanatical and are usually overly-enthusiastic concerning their philosophical view on life. They assume it is their duty to

force one and all to practice the Vervain's beliefs in an attempt to save the world.

B. When the Vervain Personality is combined with the Oak Helper this could indicate to the facilitator that this Vervain personality has taken upon their shoulders an extreme load of responsibility. The out-of-balance Vervain type who commonly have a messiah complex, already think that they were sent here to save the world, but a Vervain-Oak type could literally work themselves to death. They could simply snap like the Oak tree, possibly causing a major illness such as a heart attack or stroke.

If this person was also affirmed for the Remedy Rock Water, wow! The Rock Water types are unyielding and rigid in their beliefs. Therefore, this Vervain who thinks that they were born to save the world, and as a result, assumed an overly-responsible Oak attitude, is also further pressured to appear perfect to the world by forcing themselves to live by some high standard of life which could include strict adherence to a religious or physical life style. It might appear that this person does not know what the definition of "fun" is.

C. As you remember, the Assistants that were affirmed were Cherry Plum and Holly. Added to the above Vervain Personality, Cherry Plum is for remaining in control. It could also, conversely, denote an inability to remain in control; however, because this person is expressing the over-responsibility demonstrated by the Oak type, this would support that this person is exhibiting the Cherry Plum aspect of over control. The controlled Oak, Rock Water, Cherry Plum type was reared to believe that it was improper to be emotionally demonstrative. They were reared to perform accordingly as to what was expected of them. So, this naturally very enthusiastic, overly responsible person, who feels bound by strict adherence in accordance with man's rules and regulations, now believes (via outside influence) it unacceptable to freely express themselves and therefore cannot allow this behavior for fear of being a failure. But, once in a while, when this type reaches the boiling point, they will lift the top off the roof, and then return to their forced, controlled state of being until they reach the limits of their patience again.

Another scenario of this combination could be that this control is only for the benefit of others and, when behind closed doors, they subject their loved ones and abuse them with their fanatical and inhumanely strict views, thereby, forcing the entire family to be just as miserable as they are. And so the saga continues

The Remedy, Holly, assists in releasing or expressing the anger, however, the true action of Holly is to assist the personalities toward truly believing (be-living) in themselves. This makes it possible for the person to listen to the advice of others impersonally while adopting a "thank you for sharing" attitude. However, it is apparent why this example personality has been under such extreme stress and tension: it is evident that this soul assumed that nothing was correct and concluded that all things must change to be acceptable through the worlds eyes. Their life style required very strict rules, and so their natural life style must have been incorrect and unacceptable, and on and on. In an attempt to appear of value to themselves and others they reacted by burdening themselves by being overly responsible.

Anger is a healthy recognition that somewhere in life, something is unacceptable. The facilitator can assist others toward defusing anger by recognizing those areas that cause anger. We know that most of the time it is a recurring, old program that was never defused. During Step 6 it will be demonstrated how this can be discussed more specifically with the client.

STEP 5. DISCUSSING HEALTHY OPTIONS

Once the facilitator has confirmed the areas in the client's life that appear out-of-balance, causing the stress in their life, and determined the particular Remedies to best address their needs and were affirmed as in this case Vervain, Oak, Rock Water, Cherry Plum and Holly), then the facilitator might explain what the client might expect from the Bach Remedies.

For example:

You would inform this Vervain personality that they may begin to state the issues in life less intensely and take time to relax and enjoy

life, realizing that all of life does not have to have a monumental purpose connected to every action. Perhaps the purpose is just to enjoy life for a while. The Vervain Personality, being Helped by Oak, will help them realize that being overly responsible is also out-of-balance for all parties involved. Explain that some of their family members will have to make some decisions on their own. Remember, the Oak types have a tendency to snap, so remind them to take some weight off their shoulders and allow others to do their part also. The Rock Water Remedy would have the effect of helping the Vervain type to be more "flow-with" and to realize that the purpose for rules is to establish guidelines that can be interpreted differently, being adjusted to each personality's needs and desires to maintain a general balance in life. Humans are such an odd group, and it's very difficult to always place them in the right box; some of them only fit into a round box! But, that does not make them wrong or unacceptable, it simply makes them different; and different is good!

You would go on to inform this client that Cherry Plum assists in "letting go and letting God," allowing the little ego to relinquish control to the Higher Self, which could prove to be an adventure! It would be important to note that Cherry Plum can be the most "reactive" of the Remedies, when emotions have been accumulated over a lifetime and have been dammed up. The Remedies which command the Higher qualities, might release an unnatural control. Watch Out!! Therefore, have them inform their friends and family members that they may be releasing some "old stuff" and not to take anything personally.

Explain that, Holly will assist them in accepting their new self. Note that Holly can also be a "reactive" remedy and that their reaction might be anger because Vervains (now free) tend to vocally express the things in life that are unacceptable to them, but assure them that this reaction usually lasts only a few minutes and that the results are worth every second they endure it.

Encourage this person by telling them that they can finally have some enjoyment in life by letting go of all that responsibility from the world and focusing on being responsible for the most important person in their life's

journey, themselves. Healing begins with themselves. This person will, of course, still be of great assistance to one and all, but maybe they will be more aware of their limits, thereby maintaining a healthy, calm countenance.

STEP 6. THE INFLUENCE OF ENCROACHING PERSONALITY TYPES

Remind the client that true happiness can only be attained if they are true to themselves; that they can never be happy trying to act like someone else, in an attempt to appear like them, in order to gain their love and respect; and that they will only be happy when they are respected for who they are.

In this case, the encroaching or pseudo personalities were Centaury and Agrimony. However, the student of Bach Flowers is aware that the Remedies within the Helper category serve to indicate all are all genetic influences affecting upon the personality type which in this case were Oak and Rock Water.

As a result, the facilitator might want to discuss with the client where these personality types have been present in their life. To assist them in making this determination, the facilitator would describe the personality type of the Centaury, who is naturally servile and finds it difficult to say "no," thereby, easily relinquishing their will power to others. The client might say, "Yes, yes, that is my mother. She is such a wonderful person. She is very strong and active in the church. She takes care of many homeless families, sometimes even denying herself some necessities in order to help them. She exhausted herself often, because she could not say no to the church or the families that she was helping. She is such a Saint!"

Note that the client perfectly described the Centaury-Oak type personality. The facilitator should then ask the client, "Do you imitate your Centaury-Oak mother in your life?" The client laughs and answers, "Yes I do! No wonder I hate doing all the stuff that my Mom did. I always felt that I was never as good as her and that I should be. I was trying to be acceptable to God by animating her and I realize, now, that her life is not natural for me. I am a valuable person. I was given my own special gifts to be of assistance to

others. I must be true to me and accept my uniqueness if I am to be happy.!!!"

To probe further, the facilitator would describe the Agrimony personality type who is the individual that has difficulty emotionally expressing themselves. They fear that if others know too much about them, they will no longer be respected and loved. Therefore, they remain quiet about their private, personal lives, acting cheerful and denying anything to the contrary. However, those close to this type realize how restless and tormented they are. The client, at this point, might respond by affirming, "You just described my father! He was that cheerful person until he started drinking and then all hell let loose. Luckily, this did not happen too often, but when he did drink he would lose control and become abusive, especially to Mom, but she never complained. His father, my grandfather was a very strict man and ruled with an iron fist, and so I understood why my father acted the way he did, as he was never allowed to express his opinion without getting punished. The entire family had to live under the strictness of my grandfather. Luckily, we moved away from him when I was young."

The Grandfather was, therefore, the Rock Water influence upon the family.

The next question posed to the client would be, "Now, how do the Agrimony and Rock Water, pertain to any of your actions in life?" The Client answered, "Well, I guess that I might be the Rock Water type when it pertains to eating flesh food. I am very strict with my diet; I am a vegetarian. I believe that eating meat is cruel and unnecessary. The world would be a better place without this need to kill things. I now realize that I have difficulty discussing my personal history. I am very vocal on world affairs, but I really don't allow anyone into my personal life."

STEP 7. POSSIBLE PHYSICAL CORRELATIONS

Take note that the Vervain Remedy shares energy with the triple heater meridian, the thyroid, the cell salt, Silicea and much more.

For more information refer to the Bach Flowers in Therapy Workshop Workbook.

Data Gathering:

(Stroke up once on forehead midline for weak MT response.)

Weak RT LT

I'm 100% willing to let go of problem:

Physical level: %
Emotional level: %
Mental/Intellect: %
Spiritual level: %
Financial level: %
Social level: %
Creative level: %
Any other level: %

I'm 100% willing to accept benefits of change:

Physical level: %

And can implement or manifest the changes:

Emotional level: %
Mental/Intellect: %
Spiritual level: %
Financial level: %
Social level: %
Creative level: %
Any other level: %

I, (all your names), want to and wish to clear this issue. RT LT

I, (all your names), would like to clear this issue BUT.... RT LT

I, (all your names), believe and know I can clear this issue. RT LT

I, (all your names), am ready and deserve to clear this issue. RT LT

I, (all your names), have the energy & will to clear this issue. RT LT

Age regress: non-specific age specific age
(could be multiple ages)

Behavioral Barometer:

CONSCIOUS
SUB-CONSCIOUS
BODY
CHOICE/NO CHOICE

Major Emotional:

Relationship Words:

"little" word:

Correction:

Ask WHAT WILL CLEAR THIS ISSUE?
(Zip up two strokes on the midline of the forehead for each strong muscle test)

SUB-FILES to Clear the Issue:

SPIRITUAL
SELF-CONCEPT
EMOTIONAL
STRUCTURAL
CHEMICAL
PRIOR DECISIONS
SEXUAL
FEARS
GROUNDING
WITHHOLDING

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Enhanced Learning In The Classroom

by Jan Cole

To most of us in Touch for Health, Enhanced Learning techniques in the classroom are not new. My own students have used them for the past ten or so years with varying success. I would like to share some of the ways we have incorporated muscle testing and Enhanced Learning (Brain Gym) exercises in our classroom.

During Back-to-School night, the parents are asked to sign a packet of the different kinds of activities and requirements in my classroom including a section on nutritious snacks and several articles on nutrition's effect on learning. One is a previously published story of eliminating milk and adding vitamins to my nephew's diet which resulted in grade changes from D's and F's to A's, B's and C's.

Another section includes two examples describing creative relaxation activities we might use. Following is an example of personal background and information on Enhanced Learning techniques which are included in the parent packet:

Enhanced Learning or Brain Gym

I have had over 900 hours of training in Touch for Health, Applied Kinesiology, Biokinesiology, Health Kinesiology, and Educational Kinesiology-Enhanced Learning techniques in the last 16 years. I was invited to teach some of this material for teacher credit at Adams State College. In Feb. 1991 I joined 7 others in Moscow to bring similar information to Soviet Union doctors, nurses, educators, and others. These wonderful techniques are taught and used worldwide.

I am willing to share my time and experience with my students who may have difficulties in school. We would also like to learn the EK and Enhanced Learning techniques, beneficial to all people, for use in our regular classroom day. I am pleased to tell you that the Educational Kinesiology program was recently chosen as one of the top 12 programs representing "Successful Learning Innovations" in the U.S. for 1991. The program is difficult to explain on paper, so please feel free to join us and experience

these exciting methods. An example: LAZY 8's improve crossing the midline of the brain necessary for reading, taking tests, and eye-hand coordination.

Over a period of several weeks, my students learn to muscle test, check for switching, test goal statements related to reading, writing, spelling, or math and many of the Brain Gym exercises. We vary the testing and activities we chose to do daily, as 4th graders are easily bored and in time some become resistant participating.

We keep enlarged, laminated posters of the exercises, basic goal statements and a list of tension tamers permanently mounted above the bulletin board. Each child has the opportunity at some time to choose and lead the exercise, statement, or tension tamer they'd like the class to do. They are free to do any of the activities quietly during the day whenever they feel the need to. As a class together, we use a variety of music from pops to polka when we do cross crawls.

Throughout the day, I might remind them how one of the exercises will make a difference in what they're attempting to do so that they begin "to know, to sense, to feel" how doing Brain Gym can make a difference without having to muscle test every time.

Each student has a ME booklet for self-evaluation to record their successes and improvements, particularly in math and spelling. I have been complimented many times by my colleagues and my principal for the improvements this particular group of children has made in listening skills, academic performance (8 of them have been non-workers in previous years), and behavior. Though not an ideal class, they, indeed, have come a long way. Much of it, I know because of the Enhanced Learning techniques and my own kinesiology repatterning method.

Following is Ricky's story. He was a major behavior problem who would not do his school work when he arrived last fall.

Ricky is a 9 year old difficult student in my classroom. His year as an 8 year old in 3rd grade was fraught with constant turmoil and disciplinary action. An entire staff team (social worker, school psychologist, nurse, LD teacher, speech therapist, the principal, his teacher, specialists from other schools, his parents, and the police) were invoked in assessing Ricky's problems and finding solutions. A few of his behaviors included daily four letter words and "flipping the bird" to his teacher and peers, continual hostility, threats to kill the music teacher and others, little or no work produced, 17 write ups to time-out as a disciplinary action.

He was placed in my room as a 4th grader this past fall with some of those same behaviors exhibited in the first weeks of

school -- a real button-pusher. As soon as possible I completed a repatterning statement at home on myself for accepting him for who he was. Almost immediate changes were noticed. Several weeks later, with parent permission I repatterned Ricky with a basic self-image repatterning statement, used several Enhanced Learning exercises with him and the class. I also gave his parents articles, books and tapes related to nutrition and behavior. The effects have been profound. Other teachers and the principal have continually asked what did I do with Ricky? Though not a model student, Ricky is calmer, less surly, less sassy, and less argumentative. I seldom hear his foul mouth. He has new friends AND he is producing. His grades have jumped to A's, B's and C's.

Statistical Computations on the Utilization of Bach Flowers

by Clovis Horia Correa

During the last five years we have been using intensely the Bach Flowers in our Institute, in Rio de Janeiro. Our basis way of working with Bach Flowers (from now on BFs) is derived from Three In One Concepts definitions.

Last year, in our Conference, Ms. Jessica Bear, Ph.D., ND, presented one extremely interesting study about BF, name "the Wheel of Emotion". This study caught our attention because in our Institute we were not having results that would fit into the "Wheel".

So, we decided to make a statistical computation on that to see which were the BFs that our clients needed more and how that would fit into "The Wheel".

1. The Sample

We used the annotations on the consultation sheets of our clients, starting from five years ago. In this sample we had 168 (one hundred sixty eight) women and 79 (seventy nine) men, total of 247 (two hundred and forty seven) persons.

2. How we use BFs in our Institute

When we work with one client, after having defined " the main problem", basically, we muscle test the 17 (seventeen) digitals as defined by Three In One Concepts (from now on 3 in 1), and, when we have the one that corresponds to BFs, we go "by the numbers" until we have the priority.

From this moment on, we use the BFs in one way a little bit different, because, as we have five senses, we think that we have to check which was the sense that was blocked. Sometimes the client blocked more than one sense, or even all them. So, we ask/test the muscle "TAKE"?, "SMELL"?, "TACT"?, "HEAR"?, "READ"?

- If we get "TAKE" as the answer, then the client should TAKE the BF. Then we ask/test how many drops of the BF, but, even here, we have to "refine" our information. It is our experience that, to the body, there is a difference if it 'takes' a BF over the tongue, under the tongue or

defused in water (in his case, usually a cup of coffee with some water and the drops of BF) - REMEMBER: the body/mind is extremely precise in what it wants! The most usual answer, for our clients is defused in water.

- If we get "SMELL" as the answer, we have to check how many drops on a piece of paper and how many times this paper should be 'smelled'. Here, again, there is a little trick from the body - if we ask/test if we can use the same paper for both nostrils, sometimes the body says NO! Then we have to prepare two different papers - one for the right side of the body and one for the left side of the body! REMEMBER: the right side and the left side of the body are different! The most usual answer, for our clients, is to use the same paper.
- If we get "TACT" as the answer, then we ask/test the body where to put some drops of the BF: Head?, Trunk?, Members? - upper/lower, right side/left side/both sides, and how many drops on the point, One point quite common to appear is Tsing Points.
- If we get "HEAR" as the answer, then we read to the client a text related to the BF. We, usually, read the text prepared by Gordon Stokes and Daniel Whiteside, from 3 in 1 Concepts.
- If we get "READ" as the answer, then we give to the client the text of 3 in 1 Concepts to read. Here, again, there is a "refining" that should be done - it should be checked if this reading is aloud or in silence.

Looking to the BFs as a conjunct, the statistical computation shows that "TAKE" and "HEAR" amounted to more than 70 % (seventy) of the utilization of the BFs. In fact, for 6 (six) BFs this amount arranged from 70% -80%, for 19 (nineteen) BFs it ranged from 80% -90%, and 14 (fourteen) BFs it ranged from 90% - 100%.

But, to us, much more important that this is the fact that for All the BFs except CERATO and CRAB APPLE, to HEAR was extremely

more important than to *TAKE* the BF. In our point of view, this derives from the fact, since we are born, we are always hearing 'NOs' and other unbalancing words. To counteract that, to *HEAR* the "right words" can bring to the Conscious Level of Energy what is happening deep-inside the body/mind and help the body/mind to move back to balance. Another part really important in this computation is that, when you don't want to SEE something, you just close your eyes, but when you don't want to HEAR something, YOU WILL HEAR IT, AS YOU CAN'T CLOSE YOUR EARS.

% of HEAR (cases greater than TAKE)	
%	Q
30-40	1
40-50	8
50-60	18
60-70	9
70-80	1

Note: even when the percentage of Hear was as low as 30%-40%, the percentage of Take was less than it. The rest of the utilization of the BFs was divided for TACT, SMELL, READ.

3. Statistical Computations

The total amount of annotations computed was 2,118 (two thousand, one hundred and eighteen). To our surprise, we got 5 (five) BFs that were extremely more needed - that means more than 100 (one hundred) annotations. The figure that follows shows these computations.

GROUP OF THE BF's MORE NEEDED				
BF	Q	% of total	HEAR %	TAKE%
RESCUE	152	7.3	58	30
SCLERANTHUS	125	6.0	58	38
MIMULUS	117	5.6	59	37
AGRIMONY	114	5.4	46	43
ROCK WATER	113	5.3	56	31
SUB-TOTAL	621	29.6	-	-

With these five BFs we gave almost 1/3 of the utilization of the BFs.

If we add to these BFs, the second group of the more needed, that are other five BFs, we have:

GROUP OF THE BF's MORE NEEDED				
BF	Q	% of total	HEAR %	TAKE%
WILD ROSE	82	3.9	61	30
IMPATIENS	81	3.8	66	38
CHICORY	75	3.5	58	37
HONEYSUCKLE	72	3.4	58	43
GORSE	66	3.1	39	31
SUB-TOTAL	376	17.7	-	-
TOTAL	997	47.3	-	-

Then, we can say that half of the BFs needed by our clients correspond to only 10 (ten) BFs. That means, until now, that there is not one even distribution on the need of the BFs. Some of them, especially the first five ones, are much more frequently used by our clients.

It should be noted, too, that there is one gap between the first and the second group, as the first group has a range of 5% to 8% (106 to 169 annotations) and the second group has a range of 3% (63 to 85 annotations). In our point of view, this shows that the first ones are really more needed.

Using " The Behavioral Barometer" from 3 in 1 Concepts to analyze the basic emotions of these groups of BFs, we have:

FOR THE FIRST GROUP		
BF	AREA	EMOTION
RESCUE	CONSCIOUS	ANTAGONISM (+ FEAR OF LOSS)
SCLERANTHUS	BODY	ATTUNEMENT
MIMULUS	BODY	ONENESS & SEPARATION
AGRIMONY	CONSCIOUS	ANTAGONISM
ROCK WATER	CONSCIOUS	RESENTMENT

as it can be seen, there is not SUBCONSCIOUS emotion cropping out in this group; and the emotions are concentrated, basically, in CONSCIOUS/ANTAGONISM = BODY/ATTUNEMENT + INDIFFERENCE.

FOR THE SECOND GROUP		
BF	AREA	EMOTION
WILD ROSE	SUBCONSCIOUS	ASSURANCE
IMPATIENS	BODY	ONENESS (+ SEPARATION)
CHICORY	CONSCIOUS	ANGER
HONEYSUCKLE	CONSCIOUS	WILLING (+ ANGER)
GORSE	SUBCONSCIOUS	FEAR OF LOSS

In this group there is one interesting concentration of emotions as they are CONSCIOUS/WILLING + ANGER = SUBCONSCIOUS/ASSURANCE + FEAR OF LOSS = BODY/ONENESS + SEPARATION. *All the second group has the same kind of emotion.*

If we look to both groups together, we can see that the basic emotion is the one that appears clearly in the second group, to which we will add RESCUE (FEAR OF LOSS) and MIMULUS/ONENESS + SEPARATION of the first group.

4. The Statistical Computation compared to " The Wheel"

Among the BFs of the first group we have 3 (three) BFs that belong to "The Wheel"). They are AGRIMONY and SCLERANTHUS - Mediator area, and MIMULUS - Enabler area

In the second group we have IMPATIENS and CHICORY - Dominator area.

One important part in this comparison is that we did not have all the "Wheel" as a priority. Even when we compute the second group, we will have about 50% (fifty) of the more needed, and only 5 (five) of the 12 (twelve) BFs of the "Wheel". If we look to the following figure, we can see that some of the BFs from the "Wheel" are among the least ones needed by the clients of our Institute.

We recomposed the "Wheel" using the statistical information so that we could see in terms of percentage, how the "wheel" fits into the statistical computation.

THE WHEEL RECOMPOSED					
ENABLERS	%	MEDIATORS	%	DOMINATORS	%
MIMULUS (A)	5.6	CLEMATIS	1.1	IMPATIENS (B)	3.8
GENTIAN	1.4	AGRIMONY (A)	5.4	VERVAIN	0.9
CERATO	2.2	SCLERANTHUS (A)	6.0	ROCK ROSE	2.3
CENTUARY	2.6	WATER VIOLET	1.2	CHICORY (B)	3.5
TOTAL	11.8	-	13.7	-	10.5

Note: (A) = first group of BFs more needed, (B) = second group.

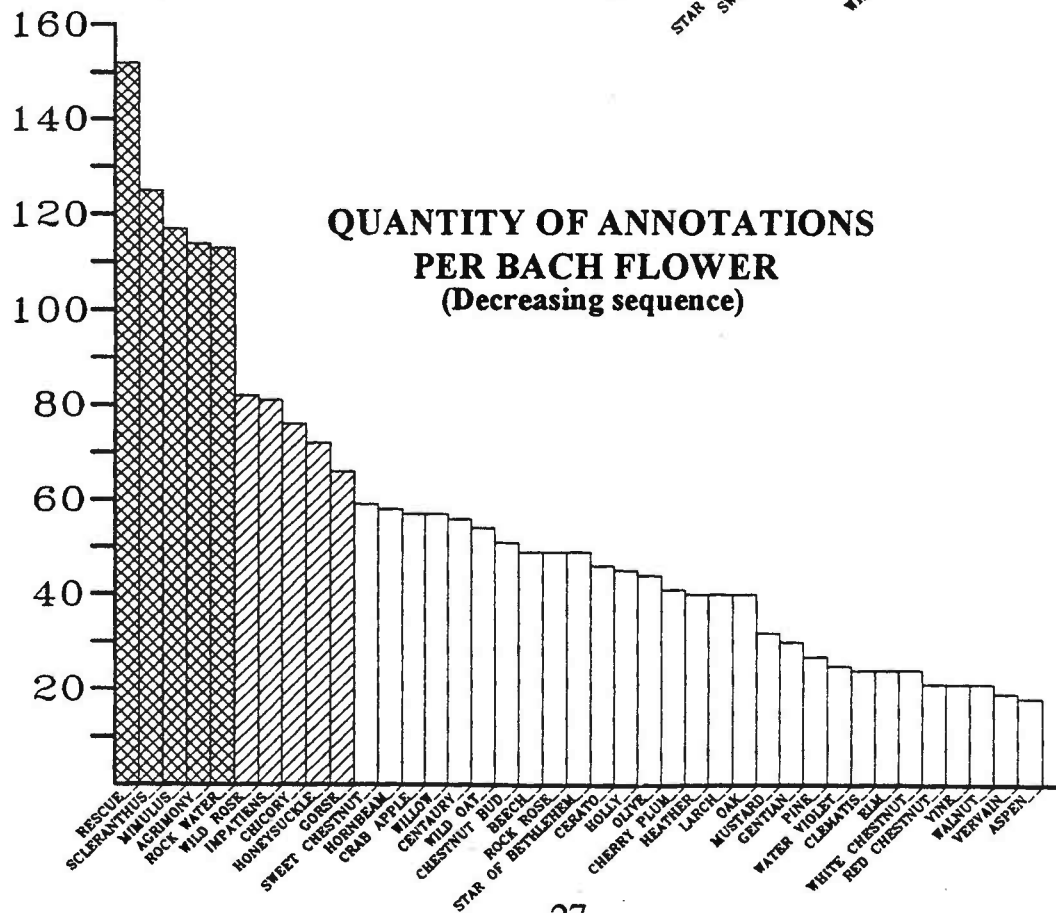
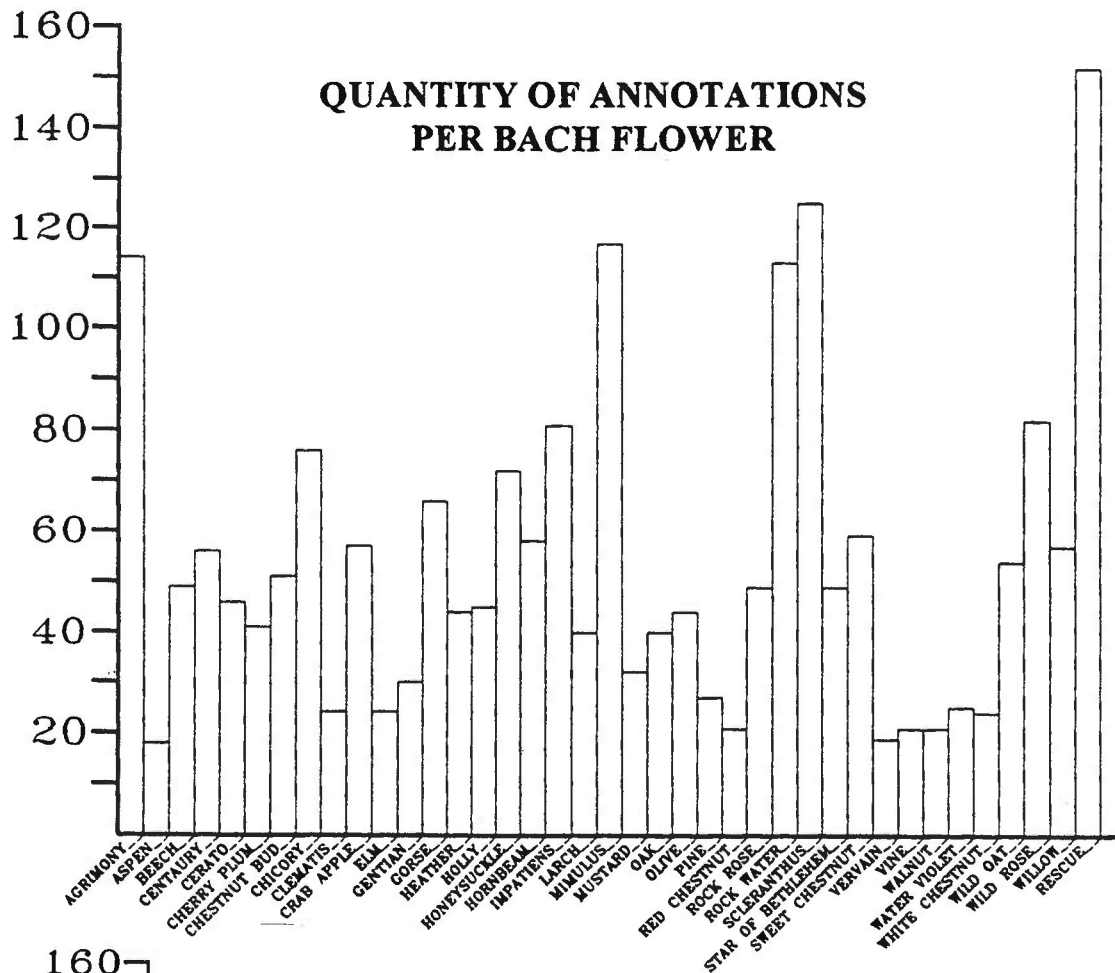
5. Conclusions

- a. The BFs indicated in the "The Wheel", until now, are not the most needed among the ones that were used by the clients of our Institute.
- b. Although this, three BFs of "the Wheel" belong to the group of the five most needed - one Enabler/Mimulus and two Mediators/ Agrimony and Scleranthus, but no one Dominator.
- c. The first group of the most needed -five BFs - amount to 1/3 of the utilization of the BFs. If we add to this group the second group - five BFs also - reach almost 50% (fifty) of the utilization of the BFs
- d. Until now, there is one clear tendency to utilization of the BFs of the first group, and somehow of the ones of the second group, and there is no evidence that this tendency is going to change.
- e. We could not come, until now, to one point in which we could say why this is happening.

- One possibility could be because " The wheel" is *I AM* and we are working on *I FEEL*. If this is right, maybe the body/mind cannot stand as first approach what *I AM*. For this reason, the emotional tension charge should be defused first until the body/mind can understand and accept WHO I AM, and after having defused HOW I FEEL, because I AM WHO I AM.

- Another possibility to explain the most needed is the situation of our country, Brazil. As the BFs talk of emotions extremely correlated to what is happening in the country" RESCUE/Emergencies; SCLERANTHUS/doubts: MIMULUS/shyness + rejection; AGRIMONY/world too troublesome + tormented; ROCK WATER/not being flexible in face of the situation; WILD ROSE/lack of self-assurance + apathy; IMPATIENS/rejection + impatience; CHICORY/denial of kind of life wanted; HONEYSUCKLE/ can't face the problems + can't look forward positively; GORSE/given up + feel hopeless.

STATISTICAL COMPUTATION OF THE UTILIZATION OF THE BACH FLOWER				
NAME	QTY	%	OBSERVATION	Σ %
More than 5%				
RESCUE	152	7.3		
SCLERANTHUS	125	5.6	Mediator	
MIMULUS	117	5.6	Enabler	
AGRIMONY	114	5.4	Mediator	
ROCK WATER	113	5.3		
SUB-TOTAL		29.6		29.6
From 4 to 5%				
	-	-	-	29.6
From 3 to 4%				
WILD ROSE	82	3.9		
IMPATIENS	81	3.8	Dominator	
CHICORY	76	3.5	Dominator	
HONEYSUCKLE	72	3.4		
GORSE	66	3.1		
SUB-TOTAL		17.7		47.3
From 2 to 3%				
SWEET CHESTNUT	59	2.8		
CRAB APPLE	57	2.7		
HORNBEAM	58	2.7		
WILLOW	57	2.7		
CENTAURY	56	2.6	Enabler	
WILD OAT	54	2.5		
CHESTNUT BUD	51	2.4		
BEECH	49	2.3		
ROCK ROSE	49	2.3	Dominator	
STAR OF BETHLEHEM	49	2.3		
CERATO	46	2.2	Enabler	
HOLLY	45	2.1		
OLIVE	44	2.1		
SUB-TOTAL		31.7		79.0
From 1 to 2%				
CHERRY PLUM	41	1.9		
HEATHER	40	1.9		
LARCH	40	1.9		
OAK	40	1.9		
MUSTARD	32	1.5		
GENTIAN	30	1.4	Enabler	
PINE	27	1.3		
WATER VIOLET	25	1.2	Mediator	
CLEMATIS	24	1.1	Mediator	
ELM	24	1.1		
WHITE CHESTNUT	24	1.1		
SUB-TOTAL		46.3		95.3
From 0 to 1%				
RED CHESTNUT	21	1.0		
VINE	21	1.0		
WALNUT	21	1.0		
VERVAIN	19	0.9	Dominator	
ASPEN	18	0.8		
SUB-TOTAL		4.7		100.0



Prejudices

by Susanne Degendorfer

Since you all have gained experiences with muscle testing, you know, of course, our personal prejudices which we come across once in a while. I am pretty sure that many of you found something that helped you a lot so that you now believe that this must help everybody - for example a diet, testing colors and so on.

One of the most common prejudices is either; "Men are better than women," or "Women are better than men" but seldom we will test strong on "Women and men are equal".

The reasons for these results are generally to be found in our childhood, in the family in which we grew up. "Better" corresponds with the side which imposed us more, that is either the father or the mother, of the female or female's behavior father or our mother. Therefore it is also possible that my mother mainly lived her female aspects - that is more the activities or the left brain hemisphere - and my father especially high intuition - that is primarily the activities of the right brain hemisphere. In case my mother with her lived "male" energy should have made a greater impression upon me, in all probability I will test strong on "Men are better than women". Thus, brothers and sisters can show different patterns.

It is interesting for us now what this fact means for ourselves. If we have a prejudice regarding this, we reject either our male or female side, that is that we do not know all parts of us and that we do not live all of them.

In general, our first role models are our parents. We try to follow their habits. This pattern goes on in the kindergarten and then in school with teachers and friends. As a teenager, we are mostly looking for models like football stars, basketball stars, actors, groups and so on that we admire and imitate. As an adult we should have found our own identity.

Normally we are able to tell the individual pattern by a person's behavior, appearance, and movement. Did you ever see a "female" man or a "male" woman? - I think you have.

You know, of course, that our left brain hemisphere represents our male side and our right brain hemisphere our female side.

When someone lives in his left brain hemisphere more than his right, logic comes first. Controlled behavior and arguments are typical as well as sentences like "Can't you stick to logic?" "Why do you always react emotionally like now?" and so on. In contrast to that a right brained person would utter for example: "Well, you know, that is absolutely no problem." "Well, you know, if we miss the train today, tomorrow is another day. That's the way it is". "It can't be helped, I am afraid, so what."

When talking about appearance, I think of the hair-cut (male, female), of clothes (pants, skirts, shoes) of jewelry, make-up and so on. Male or female movements determine our way of walking, our gestures and so on.

Summing up, we may proceed as follows:

We test the term "Men and women are equal", when:

- a) Someone appears pretty male or female as to his/her behavior or movement
- b) Someone acts more left brain or right brain dominant
- c) Someone is homolateral or
- d) The TFH balance shows very different results concerning the both sides of our body.

The test itself (if necessary with special issues) begins with testing the sentence:

"Men and women are equal".

If the answer is "no", we test the terms:

"Men are better than women"

"Women are better than men".

There are three possibilities for correction:

- 1. I want to see, if someone is able to express his male or female side in the form of moving. To this, I symbolically choose the way of walking. I want the

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client to walk extremely male or female
begin with the alternative which tested
strong, because this sequence is much
easier and most comfortable for the client.

2. Dennison Laterality Repatterning

3. 14-muscle-balance

I am pretty sure that we will find more and
more persons within ourselves, and we can
be happy now to learn to live them.

Conflicting Ray Aspects

Thumb to Spiritual #12 (Em #12 + El #12)

by Gregory Gralton

Alice A. Bailey's books comprising her *Treatise on the Seven Rays* give extensive information about the seven rays. In his books, *Chakras - Rays and Radionics* and *Radionics: Science or Magic*, David Tansley considerably simplifies Bailey's interpretation of the rays.

The following is an extremely simplified account of a subject that Tansley suggests could occupy a life-time of study.

Rays are considered to be quintessential manifestations of the universal mind. Rays, of which there are believed to be seven, encompass all forms that exist in the universe. Everything in nature including mankind is located on one of the seven rays of energy.

It is believed that we as humans exist predominantly under the influence of second ray energy, the ray of Love - Wisdom. Within that context however, we are influenced at a soul level (transpersonal) and at a low self level by an assortment of various ray energies that give each of us our uniqueness. Each ray governs a particular chakra in the body through which distribution of energy is made. Each ray predisposes one to certain strengths and weaknesses. It follows that we incarnate at a transpersonal level into unique beings under the select ray energies for our experiences on the earth plane. Our choice of ray energies gives us our spiritual psychological and physical natures with our inherent strengths and limitations.

Briefly, a summation of each ray as it influences us is as follows:

The First Ray of Will or Power

Special Virtues: Strength; courage; steadfastness; truthfulness arising from absolute fearlessness; power of ruling; capacity to grasp great questions in a large minded way; handling men and measures.

Vices of Ray: Pride; ambition; willfulness; hardness; arrogance; desire to control others; obstinacy; anger.

Virtues to be acquired: Tenderness; humility; sympathy; tolerance; patience.

Glamours: Love of power and authority; pride; selfish ambition; impatience and irritation, self centeredness; separation; aloofness.

The Second Ray Of Love-Wisdom

Special Virtues: Calm; strength; patience and endurance; love of truth; faithfulness; intuition; clear intelligence; serene temper.

Vices: Over absorption in study; coldness if wisdom aspect is over emphasized; indifference to others; contempt of mental limitations in others.

Virtues to be Acquired: Love; compassion; unselfishness; energy.

Glamours: Fear; negativity; a sense of inferiority and inadequacy; depression; constant anxiety; self pity; excessive self-effacement; inertia and ineffectiveness; poor self image.

The Third Ray - Active Intelligence Higher Mind

Special Virtues: Wide views on all abstract questions; sincerity of purpose; clear intellect; capacity for concentration on philosophic studies; patience; caution; absence of tendency to worry himself or others over trifling matters.

Vices: Intellectual pride; coldness; isolation, inaccuracy in details; absentmindedness; obstinacy; selfishness; over critical of others.

Virtues to be acquired: Sympathy; tolerance; devotion; accuracy; energy; common sense.

Glamours: Always being busy; materialism; preoccupation with detail; efficiency and self importance through being the one who knows; scheming and manipulation of others; deviousness; self interest.

The Fourth Ray - Harmony Through Conflict

Special Virtues: Strong affections; sympathy; physical courage; generosity; devotion;

quickness of intellect and perception.

Vices: Self centeredness; worrying; inaccuracy; lack of moral courage; strong passions; indolence; extravagance.

Virtues to be acquired: Serenity; confidence; self control, purity; unselfishness; accuracy; mental and moral balance.

Glamours: Diffusion of interest and energy; impracticality and glamour of imagination and grandiose schemes; changeableness; vagueness and lack of objectivity; constant inner and outer conflict; causing argument and acrimony; dissatisfaction because of sensitive response to beauty and that which is higher and better.

The Fifth Ray - Lower Concrete Mind

Special Virtues: Strictly accurate statements; justice without mercy; perseverance; common sense; uprightness; independence; keen intellect; perceptive mental penetration and application.

Vices: Harsh criticism; narrowness; arrogance; unforgiving temper, lack of sympathy and reverence; prejudice.

Virtues to be acquired: Reverence; devotion; sympathy; love; open-mindedness.

Glamours: Constant analysis and splitting of hairs; criticism over emphasis of form; cold mental assessment and disparagement of feeling; intellectual pride; reason, 'proof', and intellectuality are sacrosanct.

The Sixth Ray of Devotion

Special Virtues: Devotion; single-mindedness; love; tenderness; intuition; loyalty; reverence.

Vices: Selfish and jealous love; over leaning on others; partiality; self deception; sectarianism; superstition; prejudice; over rapid conclusions; fiery anger.

Virtues to be acquired: Strength; self sacrifice; purity; truth; tolerance; serenity; balance; common sense; flexibility.

Glamours: Fanaticism; possessiveness and over devotion; narrow-mindedness; love of the past and existing forms; reluctance to change; rigidity; too much intensity of feeling; hero worship.

The Seventh Ray of Ceremonial Magic or Order

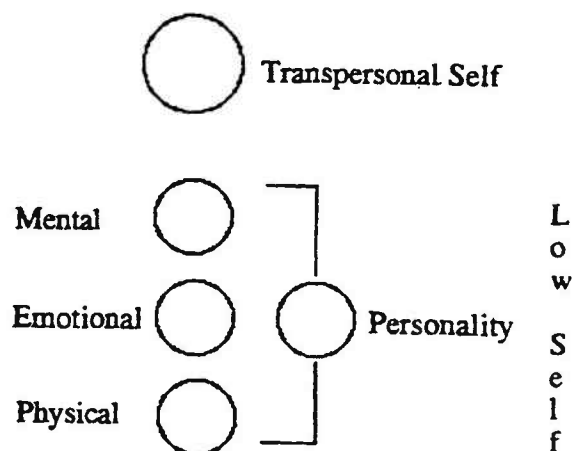
Special Virtues: Strength; perseverance; courage; courtesy; extreme care in details; self reliance.

Vices: Formalism; bigotry; pride; narrowness; superficial judgements; self opinion over indulged; fussiness; over fastidiousness; excessive organization.

Virtues to be acquired: Realization of unity; wide-mindedness; tolerance; humility; gentleness; love.

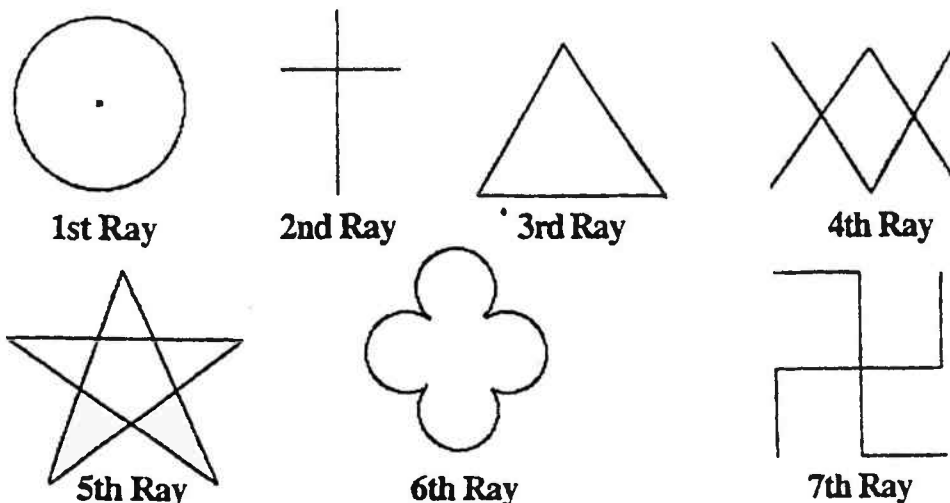
Glamours: Rigid adherence to law and order; over emphasis on organization and form; love of the secret and the mysterious; psychism; the glamour of ceremony and ritual; deep interest in omens and superstition.

Subtle Bodies of Man



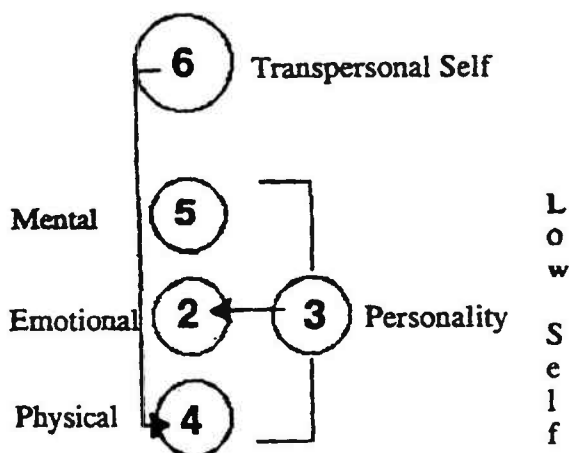
The chart represents the subtle bodies of man. The large circle the Transpersonal Self or Soul, the three smaller circles below representing the mental, emotional and physical/etheric bodies. The circle to the side within the brackets represents the overall ray that governs the personality. Each ray gives rise to certain characteristics, it has its special virtues, its vices and glammers. The second ray for example is known as the ray of love-wisdom. It is the ray upon which many healer/teachers incarnate. It gives calm strength, love of truth, patience and a serene temper. Its vices are over-absorption in study, contempt of mental limitations in others. Glammers are fear, a sense of inferiority, constant anxiety, inertia and self-pity.

Symbols Representing Each of the Seven Ray Energies.



Tansley suggests that symbols should be used to determine the rays because he feels this enhances "... the intuitive grasp of information from the Universal Mind by way of the right mind-brain hemisphere".

Ray Profile



We incarnate with a specific assortment of ray energies influencing our soul and low self. Resistance, or energy 'blockage' is encountered when the odd ray energies 1-3-5-7 meet the even ray energies 2-4-6 and vice versa.

The transpersonal or soul works predominantly through one of the low self bodies. The personality which is a summation of the low self also works predominantly through a specific body.

The Ray Profile example shows a 6th ray transpersonal, a 5th ray mental, a 2nd ray emotional, a 4th ray etheric/physical and a 3rd ray personality.

In this example, the personality is working through the emotional and the transpersonal is working through the physical. Major blockages may exist between the transpersonal and personality, and the personality and the emotional as they are influenced by conflicting ray energies, resistance being encountered at any interface between odd and even ray energies.

Tansley points out that "a most fruitful" source of physical and psychological ill health is the resistance of the personality ray to the soul ray.

Disharmony due to conflicting ray energies in our Ray Profiles, we contend, is a bottom line source of imbalance within our being. Therefore, from the Ray Profile we are able to identify by way of the Seven Ray Characteristics, Specific Vices or Glamours that are opposing development or expression of Special Virtues or Virtues to be Acquired. We are then able to take steps to address this imbalance.

Method of Testing

Preliminary Evaluation:

1. Formulate a Ray Profile using the symbols. While looking at each symbol test for Transpersonal Self Ray, Mental Body Ray, Emotional Body Ray, Physical Body Ray and Personality Ray.
2. Put the Transpersonal Ray symbol in circuit and find which body changes the I.M. Close circuit. This is the body through which the Transpersonal predominantly works.
3. In the same way, find the body through which the Personality works Close circuit..
4. Find the priority disharmony in the Ray Profile i.e. either Transpersonal and its subtle body or Personality and its subtle body, or Transpersonal and Personality. They will be odd and even rays.
5. Establish the 'initiator' in the priority relationship i.e. the Transpersonal / Personality / subtle body.
6. Refer to the Seven Ray Characteristics to find the 'initiator' vice or glamour characteristic and the virtue or virtues to be acquired of its partner.
7. Find the emotion.

The Balance:

1. State the initiator (vice or glamour) and put in circuit. Find the chakra that changes the I.M. (Test the chakras from the back of the body). Close circuit.

2. Put the chakra in circuit. Find the colour that changes the I.M. while being held on the chakra. Close circuit.
3. Use Temporal Tapping, eye rotations and affirmation e.g. "I let go of too much/little (vice/glamour), and allow myself to feel more/less (virtue/virtue to be acquired)n.

Re-evaluation:

1. Check the chakra
2. Check the emotion.
3. Check the mode.

Balance Option:

Put the mode in circuit and DD.

For further information, please contact:
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Children Are People

by Carol Hitz

One pediatrician used to say, "Be careful what you say to or about your children, they may live up to your expectations." The same doctor said, "It is good for caregivers to get out of their homes at least once a day for a change of scene and recharging."

In a local store, recently, I was horrified by what a young Father said to his three young children in a cart, "If you don't sit down and shut up, I will cut off your legs."

In a grocery store parking lot last summer, I was aghast when I heard a baby crying, non-stop, from an unsupervised car. Windows were slightly down and I kept my eyes fixated on this car for fear that someone would reach in and kidnap this precious bundle. I couldn't stand it any longer after about ten minutes and I rushed over to the telephone booth to dial 911, only to be told that by the time they got there the car and people would be gone. I assumed it was against the law to leave children unattended in a parked car.

I overheard another Mother tell another person that her child was a klutz and never did anything right. As I looked over at the child, I noticed her little lips quivering, her eyes tearing. It was as if that lady had put a knife in my heart.

Also overheard in a parking lot another parent says to their son, "If you don't shut up and quit crying, I'll give you something to cry about." Another Father says to his son, "You are going to get the belt when you get home."

Children are literalists and believe what they hear. They get the message that they aren't worth much with the above responses. You and I both have heard messages like that. We might wonder how we can help or change messages that would be harmful to children.

If we as parents and caregivers don't give the children permission and protection, than who will? Being a parent or a child can be tough, but it can be more rewarding and fun with a few tools. No person alive will be 100% perfect with parenting and controlling anger.

Imagine as an adult receiving messages that are critical or discounting, being constantly overlooked or being compared to someone else. Do those kinds of responses improve your self-esteem, or performance? Children don't come knowing how to react and they will look to us for modeling and example.

So many people abuse and neglect because that has been done to them. Some parents even think that they have to toughen their son or daughter up for the grown-up world. People who have been abused and neglected may over-eat, have low-self-esteem over-drink, turn to drugs, irresponsible sex, or punitive religions, become super-achievers, or become low achievers to numb their pain. One may get even with themselves or someone else.

Before change is possible, one must know they have a problem, admit it, and understand that it is a sign of strength to ask for help and treatment. This is the first generation that has the tools and technology to alter unhealthy behavior. No more excuses. We can now be pioneers in this most important calling of parenthood, teaching and caregiving.

Abuse is an active assault against a child, to be put to bad use, to do wrong, to injure, to dishonor, to cheat, improper treatment, improper use, insulting.

Neglect is when a child is deprived of essentials such as food, water, clothing, shelter, appropriate mental and emotional stimuli.

Parents who have been abused and neglected as children or have been abused by their husband, wife, or significant person, will likely perpetuate this behavior on an unconscious level unless intervention or help is sought. It is like an illness that needs treatment because it affects families and society at large significantly. Often children, even though they know they are being abused, will not tell because they fear being taken from their family. Any family is often seen as better than no family at all. Also if a child tells the family secret, he risks being taken from the family and placed in foster

care, or worse yet, ostracized by others for being different. The stakes are high.

It is said that all problems have solutions. Along with solutions comes new problems, and problems are where we find them. The paradox is, the more love one has for oneself, the more love one has to give to others. Everyone matters and deserves love and validation.

Sadly, in U.S.A., one child every four hours a day is dying of child abuse. When we are kind, gentle, supportive, empathetic to children, it is as though our own inner child gets another opportunity to be reparented and empowered. We all need reasonable boundaries and limitations with reasonable consequences.

Children will strike back if they are not heard. Sometimes they will do criminal behavior to release those pent-up feelings, or you may notice them being over-rebellious or overadapting.

Everyone deserves to be heard and honored, because every life matters and counts. Our families are our best teachers. Our families will take us places that we never dreamed we would be going.

Parents, children, teachers and caregivers can make it a game to go for the highest and best in each situation. Test and see if what you are about to do is illegal, immoral, or harmful to oneself or others. Then proceed with choice and new attitudes as we model healthy behavior and support and empower one another.

Let's not dwell on the pathology of the earlier responses, but let's examine some healthier responses to both parent and child for a win/win situation. Life is pretty much a do-it-yourself project with the Higher Power. We have brains that can be creative and do a better job. We can change our minds with new information and still save face

The man, who threatened to cut off his children's legs if they didn't sit down in the cart, might have practiced empathy and said something like this, "You children have had a busy, and exciting day, and you must be tired." He could have gently taken them and firmly sat them down. If they didn't comply, he could have said, "Because we are tired,

we are going to leave and go home and come back earlier in the day." He could have told them their behavior was unacceptable and then found at least one thing about what he appreciated about the children to tell them as he left and was going home. Each parent definitely needs to set boundaries and limits with reasonable consequences. Give children some choices in stores. "This is how much money we have, and you can choose this article or that and we don't have enough money for that article or toy. We could work and save up for the more expensive item. What do you think about that? What would you like to do?"

In the car situation where the baby was left unattended, the baby needed to be taken in, left with a trusted older person or left in a licensed day-care center.

The klutz example could be solved by pointing out the positive aspects of what the child does well and than model or show one thing at a time that leads towards more graceful and confident behavior.

When a child any age is crying, a response like, "Sounds like you are feeling sad, scared, confused, disappointed, and it's ok to cry." "You will probably feel better after you do." "Would you like to talk about it." Then don't judge as they talk, let their feelings be OK.

This is where the active listening principle of, "Sounds like you may be feeling _____." (Let them agree or disagree.) I'm curious what you need from me." (Let them tell you, without judgment.) Then tell them what you are willing to do and not do. Get their feelings about what they might be willing to do to change if they can in this situation.

Responses to other adults and children like: "This is what I appreciated about what you said and did." "This is the way I might have done it." "This is what I didn't care about." "Let's work together to find better ways." These responses go along way in creating winning feelings not only in children but also in adults. Usually there is a desire to do better because one feels supported with those kinds of responses. It becomes easier to take risks, win a few and lose a few, and still remain an OK person.

Belts, belittling, rejecting, discounting are never acceptable. These threats create powerless, angry children, who will often strike back in very unacceptable ways. It is never acceptable to leave a child unattended during these confusing times when we are not sure who the enemy and friend are.

In order to avert abandoned feelings when leaving a child, it is OK to say: "You feel sad and scared when Mom, Dad or caregiver leaves. These feelings are normal." "I will be back." The caregiver needs to acknowledge children's feelings as legitimate and then being supportive and loving take them into an activity. One three old girl use to say to her parents, "See you when you get back, Mommy and Daddy, and have a good time." Sometimes letting them know that children and parents need time off from each other and that they can love and care about one another during that time as well. This teaches children the truth of life.

Some of the most important gifts we can give our children are problem solving, conflict solving, communication skills. Let each child know that both their positive and negative feelings are OK and that they will not be used against them. We are raising children to be adults when they are on their own. Children do matter. They are loved and cared about no matter what they do or don't achieve.

If you are abused, if you are abusing, if you see your grown children abusing their children, you might say, "What I did to you was not right or acceptable? It is not appropriate or acceptable to do the same to your children." Only we can stop abuse by seeking professional help.

When you or I see people abusing or neglecting, we might intervene and see if there is some way we can be of help. We could attend parenting or anger management classes, see a therapist, seek a support

system like Parent's Anonymous. We could call Children's Protective Services for advise and help. There are many wonderful books to read to give us new insights about parenting and grandparenting.

When dealing with children, we might attune to them, listen to their agenda from time to time, see if we might identify what we think they are feeling and needing, and then check with the child to see if that is their truth. We should never ask a child to do what we aren't willing to do ourselves.

Children are people like us, who deserve to be seen, heard, and honored. They deserve our best. What we put out comes back to us. Can we do any less? Training along with support and counseling can be our best allies for healthy family life. We can teach everyone about choice. If it isn't illegal or immoral, will not hurt God, self or others, then we can proceed with choice without consequences or harm to anyone.

Exercises:

- 1) Break up into a family with Dad, Mom and child. Let grown children tell you how it was, what they were feeling or needing then, and how they would have liked it to have been. Father put back up against Mother as she cradles grown child to her bosom. She than without judgment gives back to the child what they wanted. She may say something like, "You are beautiful, wanted, loved unconditionally, and I am here for you." Take turns and trade off till each person has had a turn at each role.
- 2) Set your inner child on an imaginary chair and tell that inner child what it would like to hear. Give Touch for Health balance before and after exercise. Use frontal eminences in painful trauma, use active listening, and find how they might have liked it to be different.

The Dysfunctional Inner Family

by Frank Mahony

The following is taken from HYPERTON-X 4 WORKSHOP,
RELEASING LIFE EXPERIENCES AND EMOTIONAL ELEMENTS

In working with the physical body life experiences and related emotions arise and must be dealt with. Early-on I recognized the power of working with symbols and creating ritual. I recognized that :

*The inner language of the body is symbolic
and the need is ritual.*

If we honor this, we can work very quickly, deeply, and profoundly. One of the methods that evolved is what I call HARMONIZING THE INNER FAMILY.

The Family Within

I have found it most effective to deal with specific issues if we have each part of one's personality represented by a member of the INNER FAMILY, which can include, but is not restricted to:

- Parent-Child-Adult
- Higher-Middle-Lower self
- Male and Female
- Intellect
- Mental
- Physical
- Spiritual
- Emotional
- Artistic
- Intuitive
- Astral
- Divine
- Soul
- Guide, etc., etc.

Any member of the inner family may be primarily involved with the life issue that is being dealt with. To get more clarity, have the person visualize his inner family. He may have to imagine being in a special place like a garden, dining room with a large table, standing in a circle, etc.

Ask each member to come forward, or make themselves known when called forth. For example, ask the spiritual self to come forth, then the intellectual self, and so forth.

For any issue ask to see what that self looks like. Is it in harmony with the rest of the family, is it bigger, smaller, timid, afraid, belligerent, angry, etc. Find out what is needed to bring this member into balance and harmony.

Test on such statements as:

"I FEEL COMPLETE!"

"MY INNER FAMILY IS IN HARMONY!"

Some times there needs to be acceptance of one inner family member by one or more of the others, or the total self. This may require symbolic transactions, or some interface between the parties involved. Maybe one party needs to express less control.

People often react to life in the context of which ever member of the inner family is the CONTROLLER. So they act and react emotionally, intellectually, mentally, intuitively, physically, spiritually, etc. We should be able to react in a balanced way that is appropriate to the situation with all parts accessible. But if one is locked into one part being the controller this person will react to every situation one dimensionally.

For instance, if the Emotional Self is the controller the person is on a constant roller coaster. Everything is a big emotional experience, either totally awesome, or deeply depressing. They LOVE IT! or they HATE IT! and these states of mind can change from moment to moment. Life is just a series of mountain highs and valley lows. This type is very susceptible to illness as the emotions overwhelm the conscious and critical mind and go straight into the body. They need to take classes on, "What To Do Until The Intellect Arrives!" They often need a rescuer, a shoulder to cry on and someone to show them the way back. They often play the perennial victim.

If the INTELLECT is the controller the person will want to investigate all possibilities before

making a decision or taking action. This person is often afraid of making mistakes, or they want to see if there is a better way, so decisions are usually long coming. Procrastination is the order of the day. One electronic firm had a sign in the lab that read, "There comes a time in every project when you shoot the engineer and get on with the project!"

If the MENTAL self is the controller, decisions are bottom line, based purely on logic. Mr. Spock of Star Trek. Cold calculations with no room for emotions or procrastination. "If it makes sense do it!" The mental self would say, "It is more economical to tear the building down and build a new one with modern facilities and low maintenance costs than to repair and refurbish the old one." The EMOTIONAL would cry out, "It is an outrage to tear down a building that has such cultural importance and historical value. It must be saved at all costs!" The INTELLECTUAL would sift through both arguments and want further studies made before making a decision.

The INTUITIVE person deals with life based on feelings. Something either feels good, bad, right, wrong, etc. Decisions are spontaneous and inconsistent. "This time we're going to do it differently." Although there was nothing wrong the way "it" was done the last time, this time "it" doesn't feel right. You never know what to expect or which way they will go.

The PHYSICAL type solves everything in a physical way. The two fisted, shoulder to the wheel, guns and guts, John Wayne model. "Let's take that hill, pilgrim!" Blast it away, tear it down, bulldoze it, then just build a new one. If anyone gets in your way or steps on your toes, punch out his lights! Get it done no matter what! Nothing is too big, too heavy, too fast, maybe too slow so lets give it a push, or shove it over the edge, out of the way, no we don't need paper work or permits, ZAP! POW! BASH! and it's done!

The SPIRITUAL types walk two feet off the ground. They carry twenty pounds of crystals in their pouches, which gives off a study low hum and causes street lights to dim, to keep from floating off to Mercury where the astral body moved ten years ago. Their past lives start in a galaxy far, far away

and reads like a historical anthology. Nothing happens until they finish meditating, the candle burns down, and the last reverberation of the bell fades away. "Just one more mantra one hundred OHMs, and we can open the blinds, but not before I channel my spirit guide Ardfax." This one is concerned about saving mother earth but may have an incense polluted house and suffer incense lung. Decisions and relationships are not possible without an astrological forecast. Put it all in Buddha's hands. Conversations may be peppered with, "Well that's not what my guru said, my guru is E.F. Bagwantoomany and he said..."

These are some illustrations, somewhat exaggerated, that demonstrates how people relate to life when the inner family is out of balance and the need for Harmony of the inner selves. Any similarity to persons living or dead is probably accurate. Anyone you know?

On one occasion, a lady had just gone through a divorce and said she felt disconnected and incomplete. She was depressed and had very low energy. She tested weak on, "I FEEL COMPLETE!" The process revealed that her astral body was detached. The problem was related to having to leave her house where she had created a beautiful garden. She said her heart was in her plants and was afraid all her plants would die.

Testing revealed that her Astral body was at her house because she could not let go of her plants. First, she had to recognize that plants don't live for ever and that she gave her plants the best of herself, and that she could create a new garden. Then she visualized a little heart coming from each of her plants into the Astral body. Then she was able to call her Astral body back, after which she was a totally different person, full of energy and very happy. Yes, she tested strong on feeling complete. Perhaps this was just a metaphor, but something significant took place in just a few minutes. These experiences never cease to amaze me.

Any part of the self that has been the controller is threatened by making a change, because this was the part of the self that the person depended upon for strength. So the

benefits of the change needed to be brought into focus.

For instance, many times the spiritual and the intellect have to be brought together in harmony before the body will accept the spiritual connection. The intellect is too fearful of being abandoned if the person suddenly goes into a spiritual mode which the intellect cannot relate to. It must be pointed out that under stress the intellect is often lost anyway as the body triggers into fight or flight. The spiritual side brings in the inner strength and knowledge to deal with life stresses, which then keeps the intellect more accessible. Therefore the intellect is actually strengthened by accepting spiritual energy. By allowing all parts equal accessibility the whole self is strengthened. Sometimes we are more physical, or mental, or intellectual, spiritual, etc., but all parts should be accessible.

On several occasions there was an intruder (entity if you will) in the esoteric coal pile. They were asked why they had come and what they needed. If we could give them what they wanted we did (love, healing, peace, etc.) and were then politely, but firmly told they must leave and were sent off with love.

Harmonizing the Family Within

This can be done any number of ways. One way that has proven effective is bring the family to a round table, or into a circle. Feed them, welcome them, ask their names, bring in spiritual energy. Another way is to have the family line up front to back with "YOU" in front, all facing the same way. A beam of light from the spiritual source or the Universe, whatever, passes through all third eyes. When that is done all bodies become one.

To be more specific, use Asking The Body Questions. First establish a "YES / NO" response. To do this establish a strong Indicator Muscle (IM) response in the clear (without asking for information). Then state:

"Give us a YES response please!" - Test IM.

"Give us a NO response please!" - Test IM.

My intent is to ask the body if it agrees with the following statements, not if the statement is stressful. If you are not clear on this you

may get erratic responses. Always be clear on your intent and if the person being tested has muscle testing background, be sure you are both in agreement on the concept. Also I give the person the choice of repeating the statements or to understand that the statements are dealing with his/her state of mind. It is also suggested that certain statements or questions should be stated both in the positive and negative state. This will expose any inner conflict or sabotaging. For instance a person may test strong on, "I want to quit smoking!" - "I don't want to quit smoking!" There is an obvious conflict that may be preventing the person from achieving a conscious goal. It may be one member of the inner family that is the culprit. Use any method you chose, but the following is my way.

Suggested Statements and Procedure

Sometimes a person may feel disorganized and generally "not all together!"

An opening statement would be:

"I feel complete!" - Test IM

"I Don't feel complete!"

"My Inner Family is in harmony!"

"It is not in harmony!"

"Is there a life issue involved that would be well served by addressing the inner family?"

If the test indicates the person does not have all members of the inner family present, take roll call in a sense, by asking via ABQs:

"We are dealing with only one member of the Inner Family!"

"Are we dealing with more than one member of the Inner Family?"

Test on each member to see who is not present, or needs to be dealt with in some way. Some times one part of the person may need acknowledgement or acceptance. Also, have the person imagine, or visualize the inner family and the member that is involved and ask how they/it look. Happy, sad, mad, left out, in harmony, etc. Encourage inner dialogue between the person and the member. Have him ask the inner member what it needs (love, acceptance, acknowledgement) or wants, and to express feelings, etc. If this

can be achieved the person will have an increased awareness about self and ability to deal with inner issues as well.

After identifying the member(s) and the issue, ask such questions as:

"What is required in this issue? Age regression, Expression of Emotions, Feelings, State of Mind, etc.? Does something have to be released - brought in? Acceptance by self - other members of the inner family?" etc.

Closing Affirmations

After the issue has been resolved, ask if the balance is complete and accepted. If not, more clearing may be needed, but usually the body just needs time. Ask:

"Is the body processing?"

If the answer is YES, ask how much time is needed and if there is any thing specific that the body needs. (Energy, rest, nourishment, touch, etc.).

This above process has proven very effective in generating many happy inner family reunions, with no food fights.

For more information, you may contact me at

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Reactive Symbols

by Gail McKerrow

Abstract. The use of symbols to clear multiple reactive patterns is described

Introduction

Reactivity is a term widely used in Kinesiology. A very simple definition is that this is a process in which something may function perfectly well on it's own, but will show impaired activity when functioning in relation to something else. Muscles, organs, meridians, auric bodies, emotions, chakras and self-images all can be reactive to each other. Anything can switch off anything! This reactivity is one of the major reasons that often balances don't last.

Some people show a "reactive tendency". I have worked on clients for several months clearing one reactivity problem after another.

Recently, however, I have been working with a technique which has astounded me with it's simplicity, and yet it would appear to bring about a very deep and long lasting level of correction.

Case History

Nancy, aged 56 years, had suffered from chronic fatigue, painful muscles, lack of co-ordination and periodic depression for more than fourteen years. She had consulted numerous orthodox medical and complementary practitioners before being referred to me by a nutritionist who suspected that Nancy's problems may have an emotional underlay. Unmarried, Nancy had devoted her life to caring for her parents, both of whom died just a few months before her first symptoms appeared.

Procedure

Immediately, Nancy showed a marked reactive tendency. I cleared a multitude of reactive muscles, emotions, chakras, etc. over and over again at different ages, and yet she showed little sign of improvement.

One day I was balancing her using the Professional Kinesiology Practitioner finger modes (ref. 3) to show the priority for correction. The reactivity mode, hand flat above head (ref. 1), came up, but none of

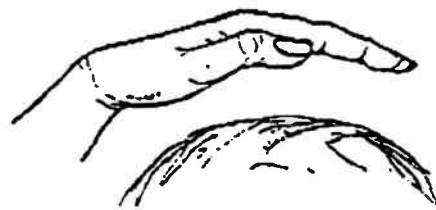


Figure 1. Reactivity mode test.

the submodes would show to identify the actual reactivity problem. After eliminating switching, etc., I asked the finger modes to show me the problem, and the mode for symbols, emotional 6C, (ref. 3), came up. On holding the mode in the reactivity position (over the head), the muscle switched off. I was dealing with reactive symbols, a completely new concept for me.



Figure 2. Emotional finger mode.

For anyone not familiar with working with symbols, the technique is usually used in one of two ways:

1. There are some symbols in common usage which induce chakra imbalance and central meridian reversal in some people. On identifying the stressful symbol we can diffuse the negative effects.
2. An appropriate symbol can be an extremely powerful way to infuse a positive state of mind.

Symbols have been used by healers throughout history and are used in various

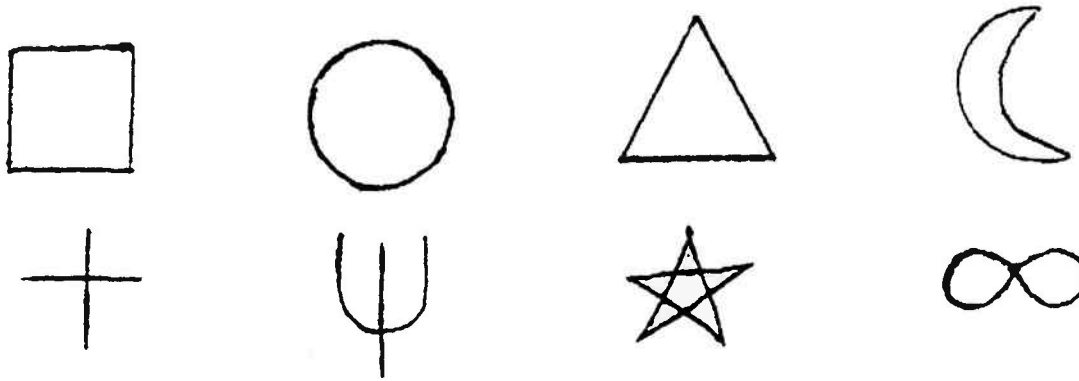


Figure 3. My usual symbols.

branches of kinesiology. I tend to work usually with only the few basic shapes shown in Figure 3.

What I had apparently found was that Nancy was having a problem with one or more symbols switching off one, several, or perhaps many other symbols. However, what did this actually mean in relation to how Nancy was functioning?

I carried out a series of pretests for clarification. I found numerous reactive chakras, emotions, muscles and auric bodies, which I checked out individually, and then demonstrated that the submode for meridians was also active. How would I correct these?

I spread my symbol cards out face up and had Nancy look at each in turn until I found one that reversed the reactivity mode. The square symbol (the reactor) was switching off **all** the other symbols. I identified simple Emotional Stress Release as the priority correction and held her points for more than twenty minutes while she looked at the reactor symbol. She became very distressed, but said her mind was blank. She could not express what she was feeling.

Afterwards, the square was no longer showing as a reactor, but one of the other symbols was still switching her off; so we had her look at that symbol while holding her ESR points. The imbalance quickly cleared. I checked the need for age recession etc. but the mode had already cleared.

Findings

I was incredulous to discover that **all** my pretests had cleared.

The changes in Nancy were profound. Most of her symptoms had resolved within a month. I checked with her three months later in a follow up session and found that she was still continuing to improve.

Conclusion

I have repeated the technique with several clients with the same results and have asked several other kinesiologists to try the process.

I now find that I usually work with only four symbols. In about 90% I find the square to be the problem (reactor) symbol. Often the client has to draw a symbol and carry it around or look at it for a time each day as positive reinforcement.

The balance would appear to hold and I look forward to receiving feedback from others trying out the technique.

Procedure Review

1. Switching, PACE, etc.
2. If not part of full balance, ask permission to address the issue.
3. Check Reactive Symbol Mode (hand flat over head while holding the mode Emotional 6).
4. Put in circuit or hold mode, and muscle test until a reactor symbol reverses mode (indicator muscle switches on).
5. Put switched on indicator in circuit.
6. Check for reactivities among other symbols. (will switch off)
7. Check for priority method of correction. Usually ESR.

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8. Check for need to find involved emotion.
Use PKP emotions chart, Behavioural Barometer, or your own method.
9. Carry out any desired pretests
10. Correct - hold ESR points, etc. Possible strong emotional release.
11. If any symbol is still switching off, hold ESR points while client looks at symbol.
12. Recheck mode. If not clear, check for another reactor and repeat process.
13. Check if process is complete or if age recession, etc., is needed.
14. Recheck pretests
15. Celebrate!

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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.

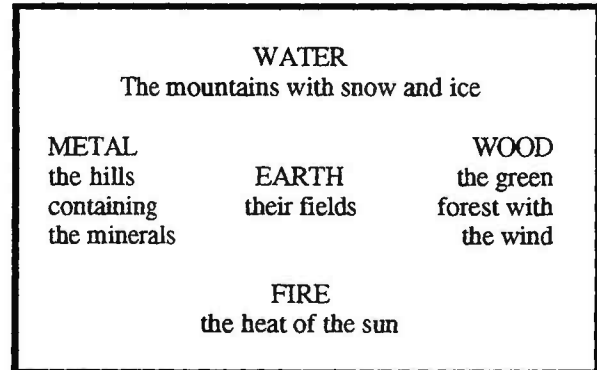
So we are coming back to the sedentary people, the people from the 1st culture. They were living on their fields, planting seeds, and waiting for and needing water and sunlight for their seeds to become mature plants. They were looking around to the east, the south, the west, and the north.

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.

LOWER BACK PAIN PREVENTION AND TREATMENT

by Kate Montgomery

Certified Sports Massage Therapist and Health Educator

At one time or another, you probably have strained or even injured your lower back. You most likely stopped doing what caused the injury, took an anti-inflammatory (such as IBpropin) and a muscle relaxer prescribed by a physician, ice the area and lied down to rest. Hours later, stiff and sore, you may have felt a little better. But in the following weeks and months as the pain recurs, you wonder if your life has changed forever.

Lower-back pain can be one of the most debilitating and stressful ailments you'll suffer. The good news is you don't have to fall victim to it, and there is a solution for it!

As a Massage Therapist, I would like to share my solution for lower-back pain. Over and above structural misalignment, it is the posture muscles that cause lower-back pain. These muscles, the quadratus lumborum (the primary back posture muscle) and the iliopsoas (the front posture muscle) lie deep, next to the spine and support the body as you stand.

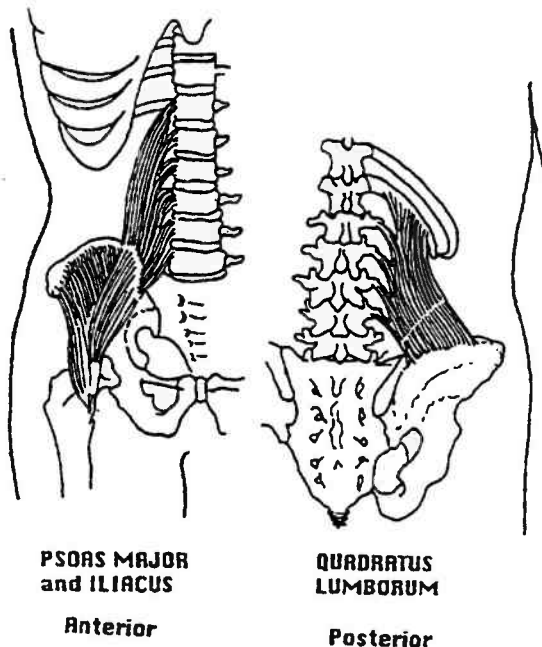


Figure 1.

Certain movements, such as lifting objects incorrectly, repetitive twisting motions (such as when playing golf), constantly carrying a heavy object primarily on one side (such as a child or backpack) or lack of exercise to strengthen the muscles or emotional trauma can cause the back posture muscle to go into spasm and tighten up. That can cause trigger points, hypersensitive areas, to develop along the spine (note x's on the illustration), which do not allow the muscle to lengthen and relax. You can determine where your trigger points are because they will be painful to the touch.

When people let chronic back pain persist for months or years, structural misalignment can occur. A chiropractor should be sought to correct the situation. A chiropractor versed in applied kinesiology and cranial therapy. When realigning the body, the skeletal, muscular and nervous systems need to be done at the same time to insure overall healing and balance within the body.

But, if you take care of the spasm immediately by releasing trigger points, the muscle fibers lengthen and the pain recedes as the muscle relaxes. And structural problems may not result. (Remember, every situation is different, so listen to your body.)

By following a few simple and easy steps, daily, you can prevent chronic back pain.

Here are steps to identify your trigger points and relieve yourself of lower-back pain.

The Low-Back Ritual

- Identify the muscular imbalance. (Therapist assessment)

Muscle test:

- Quadratus Lumborum
- Iliopsoas
- Piriformis
- Sacral alignment
- Trigger point assessment

Self-Correction:

- **Release trigger points in the quadratus lumborum muscle.** Standing, find the end of the lower rib cage in the back. Place your thumbs under the last rib and press into the spine. If there is soreness or pain, this is a trigger point. Work your way down, pressing into the spine, until you reach the top of the hip.

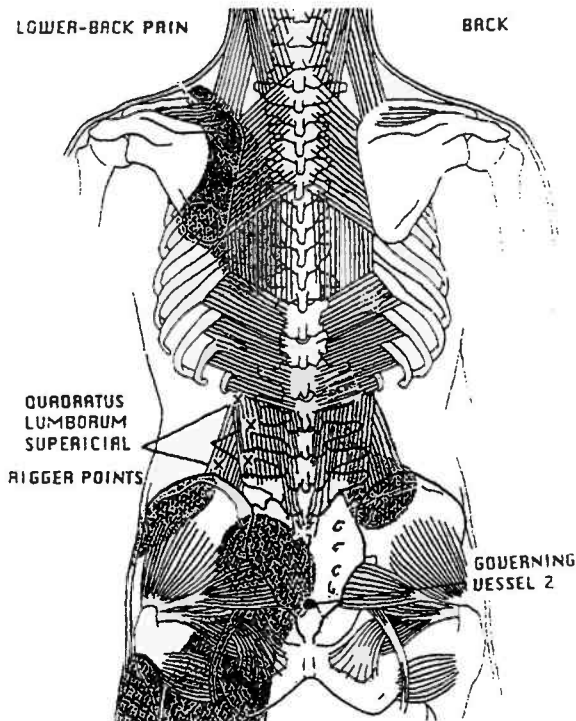


Figure 2. (note x's on illustration)

- Hold each point for at least 90 seconds or until the pain subsides.
- After releasing all the trigger points, self-stretch - perform side-bends to stretch the low-back muscle. Do them slowly and do not bounce.

- **Release trigger points in the iliopsoas muscle.** Lying down, face-up, knees bent, feet flat on the floor. Apply pressure to the belly of the iliopsoas muscle. If it is painful that is a trigger point. It may also feel tight. Hold pressure as you raise your leg up and down. Do this until the trigger point releases. Repeat and do the opposite side. Self-stretch by hanging leg over bed or table or standing and leaning slightly backwards with leg extended.

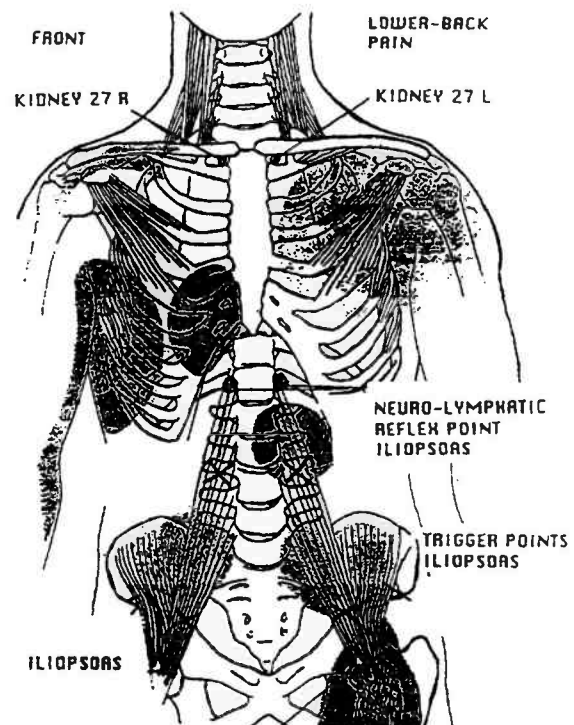


Figure 3

- **Release trigger points in the piriformis muscle.** Lying down, apply pressure with a wooden dowel or tennis ball in the middle of the buttock muscle. If painful that is a trigger point. Hold pressure until pressure is only felt and pain has been alleviated. Self-stretch by performing the Respiratory Spinal Extension. Lying on the floor, arms extended out from the body, bring leg over the other, knee toward the floor in a spinal twist. Diaphragmatically breathe and hold stretch. Repeat and do the opposite side.

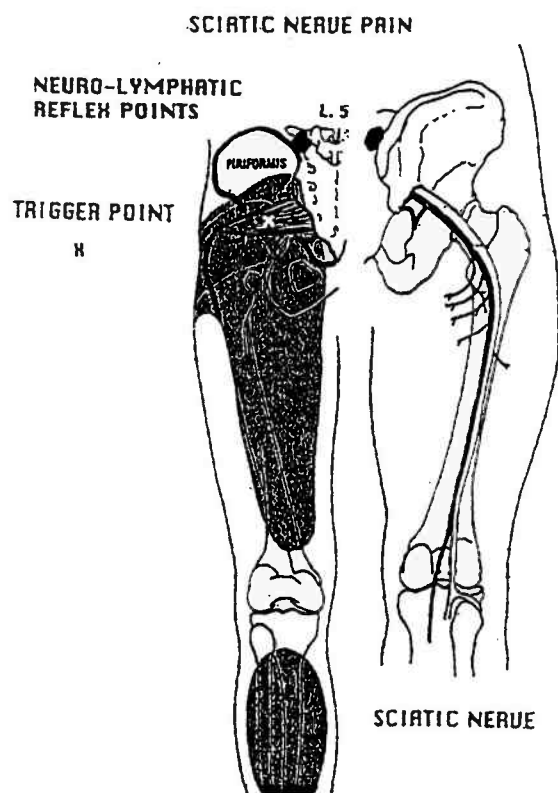


Figure 4

- **Sacral Rock.** Rock on the sacral bone to re-establish sacral balance between the two hip bones.
- **Diaphragmatically breathe** (belly breathe) throughout the entire process.
- **Rub the neuro-lymphatic reflex points** for each of the above muscles and the buttock muscles. Rub specific points for drainage of the lymph that causes pain and swelling in the lower back. .

Rub the top of the coccyx, Governing Vessel-2 and Kidney-27 on the Right and the inside of the lower one-third of the inner leg. See Figures. 2 & 3.

- Retest the muscles for strength and energy.
- **Take a hot Epsom Salts bath** (two cups) for 15 minutes. Epsom Salts helps to draw poisons and toxins from sore muscles and relax the muscles and the nervous system.
- **Drink water.**

No More Back Pain!

For more information, you may contact me at
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Breathing Sounds Balance FOLLOWING THE THE FIVE ELEMENTS

by Camille Mouflier

In her book *Brain Reflexology* (ref. 1) Madeleine Turgeon presents a breathing sounds skill for healing diseases. I drew my inspiration from her work and developed a breathing sounds balance following the five elements.

Test:

When you know where are the under energy and the over energy on the five elements card, find the muscle you are going to work with.

Then have the person hear the sound according to the under energy meridian (use a chromatic pitch):

Wood	La	a
Fire	Do	c
Earth	Fa	f
Metal	Sol	g
Earth	Re	d

If then the muscle tests strong, you can use this correction.

Correction:

1. "Bring out the sound" of the element of the over energy meridian which feeds

or controls the under energy meridian, as follows:

- a. The testor emits the sound with the chromatic pitch in a continued and repeated way.
- b. during the emission of the sound the testee

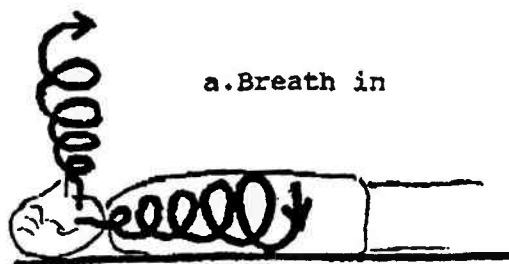
* "breathes in the sound" having it vibrate all along a spiral which brings it from the inside of the body towards the respiratory system, curling on itself on the right side (clockwise cycle, as to screw on a bottle cap).

* "breathes out the sound" having it vibrate all along a spiral which brings it from the respiratory system towards the outside of the body, uncurling itself on the left side (counter clockwise cycle, as to unscrew a bottle cap).

Repeat 3 times (or test how many times).

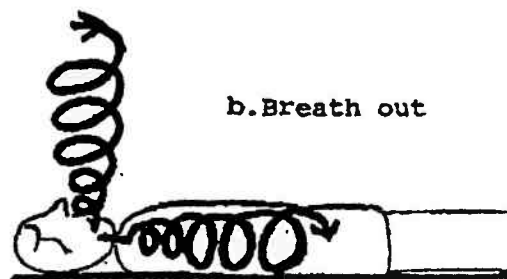
NB - If the under energy is not preceded by an over energy, ask the person to breathe out the sound of the element controlling the meridian you are working on.

b. Breath out



1. Bring out the sound

a. Breath in



2. Enter the sound

2. "Enter the sound" of the under energy meridian as follows"

a. The testor emits the sound in a continued and repeated way.

b. During the emission of the sound the testee

* "breathes in the sound" having it vibrate all along a spiral which brings it from the outside of the body towards the respiratory system, curling on itself on the right side.

* "breathes out the sound" having it from the respiratory system towards the inside of the body, uncurling itself on the left side.

Repeat 3 times (or as tested).

Control:

1. The muscle you were working on is now strong.

2. The muscle remains strong when the person hears the sound of the element the muscle is part of.

People who are more auditive than visual will take more advantages from this skill than from breathing colours balance (previously presented here at T.F. H. Meeting 1991).

It will come natural for them to breathe sounds. Not the same for visual people!

Reference

1. Madeleine Turgeon, *Brain Reflexology*, La Reflexologie du Cerveau, edited by de Mortagne, 1988.

Boundary Balancing - Self Within the Family

by Mary Louise Muller

What Boundary Issues Are

Boundaries are crucial to our functioning and self-concept. It's important to know where we begin and end and where other people begin and end. Most of us have a problem with this. We either take on other people's feelings, thoughts or needs, or we try to impose our beliefs, feelings or needs on them. Boundary issues are common in close relationships such as the family.

A goal of all kinesiology systems is to create a sense of self that has integrity. Integrity comes from the Latin root "integritas", which means completeness and purity. Integrity for an individual in a family means the ability to maintain sense of self while existing in an interactive environment.

Let's look at an individual in a family who has a healthy boundary. Picture a person surrounded by an aura or field that is strong and whole. This boundary enables the individual to filter both what he or she allows in and what she or he puts out. There is then a choice about what to take on from other people and what to impose or expect of others.

One way to better understand integrity is to look at the problems created when it is not maintained. Picture a person with holes in the aura or field or no aura at all.

Healthy Boundary

Holes In Boundary

No Boundary

Lack of boundary can result in two types of problems.

When the lack of boundary allows all sorts of things to come IN without choice, this is an INCOMING boundary issue. We could call this person the Sponge. The Sponge takes everything in - other people's feelings, the way other people think, other people's timing, other people's needs. There is no filtering of what comes in and this results in a lack of sense of self while feeling overwhelmed.

When the lack of boundary allows all sorts of things to go OUT without choice, this is an OUTGOING boundary issue. We could call this person Great Expectations. Great Expectations wants everyone to be the way they "should be", do things when G.E. expects them to, and think and feel the way G.E. wants them to. It might be said that G.E. has an overextended sense of self. G.E. may be experienced by others as overwhelming, while at the same time feeling overwhelmed himself and frustrated by his inability to control people and things.

These are the two basic results of lack of boundary. However, we can combine them in any unique individual way. It is not uncommon to find a person with 50/50 INCOMING/OUTGOING. This person we might call the Push Me-Pull You. He or she is busy either taking on other people's stuff or deciding how other people "should be".

The Sponge

Great Expectations

Push Me-Pull You

Now that we've looked at the imbalances, let's look at how a person with healthy boundaries would interact. This person knows how she or he feels and thinks, and, at the same time, can allow others to feel and think their own way. After listening to someone else, the healthy person can CHOOSE to change thoughts or feelings appropriately. When someone else wants to do something, the person with healthy boundaries can evaluate how this fits with his or her own needs and choose what to do. This person maintains sense of self while respecting others.

When we look at various patterns related to dysfunction in family issues, we realize that boundary is a key. The child that wants to fix everything for mom or dad, the overly manipulative mother, the angry insensitive father- all have issues with boundary. Healthy boundaries give an individual a sense of well-being, equanimity and zest for life. The healthy individual loves both self and other without enabling or imposing.

Balancing for Boundary - How to Get the Issue On-Line

It's easier to understand these things than to change them. The root causes of our boundary patterns run deep. Generational and pre-birth programming are common sources. Balancing for boundary helps to create conscious, subconscious and cellular alignment for healthy relationships. It enables individuals to choose a new way of interacting without the blocks to healthy boundary behavior.

To get this issue on line, state, "We have permission to work with this individual's boundary balance." After an affirmative response, check whether this boundary issue is in relationship to a particular individual, with people in general, or with a thing. Some examples of things with which we may have boundary issues are organizations, work, car, home.

Check how many dimensions are affected. There are 15 core dimensions that come in three categories. The person may have some extras that aren't on the list. You can find extra categories in some creative way, often through the Barometer or Five Element Emotions Chart

<u>1- Basic</u>	<u>2- Sense</u>	<u>3- Other</u>
Physical	Auditory	Family
Electrical	Kinesthetic	Financial
Emotional	Visual	Sexual
Mental	Taste/Smell	Educational
Spiritual	ESP	Social

Once you have determined the number of dimensions affected, determine the percent of boundary that exists for each of these dimensions. 100 per cent would be a full boundary that is intact and clearly gives the person a sense of self and of choice. Also check whether the boundary issue is incoming, outgoing, or a mix.

Discuss the boundary issue and see what it means to this person. To help explain the concept of boundaries, you can draw the example of either a house with a fence around it or a cell with a healthy cell wall. The boundary gives the individual the ability to determine what comes and goes. When the boundary is lacking, the individual either takes on or gives out without choice.

Restoring the boundary restores the ability to self-determine and choose. Boundary issues are often tied into immune deficiency issues. In this case the cell analogy is especially appropriate.

Healthy Cell
50% Boundaried Cell
No Boundary Cell

Healthy House
25 % Boundary House
No Boundary House

Balancing for Boundary - Balancing Techniques

We just discussed pre-checks to use to get the issue "on line" or "on the computer screen". Now, use whatever balance system you choose for the balance menu. Make sure you use a system that includes age recession options. Three in One, Edu-K, PKP and similar systems are all effective.

One especially effective technique to add to your balance menu is "boundary tapping". Boundary **tapping** is applied to the top of the sternum on the midline. Sometimes it is done very lightly and sometimes with more vigor. The sternum makes a nice hollow thumping sound and the person often feels the boundary coming in place. It is no accident that Tarzan thumped his chest and said, "Me Tarzan, You Jane." He knew his boundaries and had his sense of self in tact.

This tapping directly effects the sternal energy which is related to red blood cell production. It resonates into the thymus energy which is related to immunity, the larynx energy which has to do with self-expression, the hyoid which relates to centering, the heart which relates to love for self and others. It's intention is to be more than a "thymus thump" . I usually differentiate between this and any thymus circuit location or stimulation by keeping the thymus test and stroking slightly to the left.

This comes up in finger modes under Three In One Concepts' Venous-Arterial Flow. I circuit locate for the thymus by stroking down slightly left on the sternum and for boundary tap on the mid-line of the sternum.

Anchoring the New Boundaries

After completing the balance, again check the readings on the boundaries. Confirm whether they have shifted to 100 %. If the boundaries have not come to 100%, ask whether there is homeplay, process time or further balance needed. Have the person picture and sense the new boundaries. Check whether they need a resource or homeplay to help maintain boundaries

Include in your homeplay options such as:

- life action
- place(more or less time in a place,
different way of being in a place)
- person(more or less time with a person,
different way of being with a person)
- affirmation
- visualization
- boundary tapping

The Results

The results of this balance are often amazing. A number of my clients have felt major life shifts from creating either general or specific boundaries that they had been unable to

create previous to this balance. People find they have a new type of relationship with their mother, spouse, job or whatever has been a boundary issue. They feel more empowered to be themselves, interact with others without losing or imposing themselves, and to make choices from their inner knowing and being.

I am open to answering any questions related to this balance and would be happy to hear of results from this balance-

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Murrieta, CA 92563 909-677-0652

Recommended Reading:

1. Bradshaw, John, *Bradshaw: On The Family*, Health Communications.
2. Melody, Pia, *Facing Codependence*, Harper, SanFrancisco.
3. Rosenberg, Jack, *Body, Self and Soul-Sustaining Integration*, Humanics.

Movement for Intelligence, Longevity, Creativity and Communication

by Paula Oleska

In this paper we are going to explore four crucial aspects of movement in our life. The subject is vast and this presentation will be brief (in order to keep you interested). It may however inspire you to pursue this subject creatively on your own.

1. Intelligence

"Movement is the door to learning! To live is to move.... We are all learning blocked to the extent that we mastered the art of not moving," says Paul Dennison, Ph.D., the creator of Brain Gym®. (ref. 3)

Movement is one of the key intelligences described by Howard Gardner in his pioneering book. Obviously, movement intelligence is more primary than the verbal one. In some African tribes the intelligence of a man, especially of the chief, is measured by his ability to dance. Wouldn't it be fun to have our leaders go through that test? And how about you? Would you pass? Is it not interesting that one can be a kinesiologist (specialist in movement) and not move?

When we look at infants or small children, they move so easily, wholeheartedly and vigorously. They climb, fall, slide, run; they love to be picked up and swirled around; they love to be upside down. We were like that at some point. What happened? Let's look at school. What command do you remember hearing frequently? If your experience was like most people's, the words were "sit still." We all have had at least 12 years of that training.

Some educators have remarked that children entering school draw like geniuses, but when leaving school, most cannot draw at all. Could there be a connection? Keith Johnstone, a writer and an acting teacher, describes his epiphany watching a poetic image in an old movie, where a man transformed by ecstasy begins to dance.

"The dust swirls around his feet, so that he is like an Indian God, like Siva — and with the man dancing alone in the clouds of dust

something unlocked in me. In one moment I knew that the valuing of men by their intelligence is crazy, that the peasants watching the night sky might feel more than I feel, that the man who dances might be superior to myself — word-bound and unable to dance. From then on I noticed how warped many people of great intelligence are, and I began to value people for their actions, rather than their thoughts." (ref 4)

New scientific research indicates that there are receptor sites for neurotransmitters in all the muscles and joints — practically in all tissues. Our body is truly a thinking body emphasis — it just thinks non-verbally. To stimulate that thinking we need movement, both internal and external. Internal movement is provided by such experiences as the Touch for Health muscle balancing cycle. TFH restores the communication between the brain and the muscles — helps the body use information more efficiently. It also restores proprioception, the ability of the body to be aware of its parts by feeling. Certainly important for dancing. Many kinesiological procedures stimulate this internal movement.

External movement can be provided by exercises such as Brain Gym® or cross crawl, which coordinate different parts of the brain so our potential is better utilized. Emilie Conrad Da'oud, a movement teacher and innovator, however, warns that repetitive movements, such as most of the current exercise systems, actually extinguish intelligence.(ref 2) They limit the body's ability to respond and to create new neurological connections. She therefore created a new system, called Continuum, which induces micro-movements and a wave-like pattern throughout the whole body. Using these principles she was able to help quadriplegic patients regain movement.

2. Longevity

If movement can restore life in a paralyzed person, how about its ability to extend life in a healthy person?

As people age, they often assume a characteristic posture. What makes them look old is:

(a) **stiffness in their ankles.** They start to shuffle. Now, you do some foot exercises. How are you doing in this department? Feet and ankles need to be flexible to properly support the weight of the body. If they are not, we will stiffen up somewhere to maintain balance; we may lock our knees and thrust the pelvis back. That will eventually create

(b) **inflexible neck.** Turning of the head is crucial for hearing and memory (an early reflex called "tonic"), as it activates the ear that turns toward a sound. The connection between the ear and the brain is so important that the ear specialist and musician Don Campbell says it is "the ear that builds the brain." (ref 1) Let us help our ears do that throughout our lifetime — let us do the auricular exercise from Touch for Health or Elephant from Brain Gym® and other neck exercises.

Another important factor in longevity is a flexible spine, as it allows the flow of the nerve impulses through the spinal cord. Use your favorite method of achieving that flexibility.

3. Creativity

Each culture moves in a specific pattern and therefore creates a definite postural tendency in its members. European culture moves upward and so does its American descendent. In all folk dances in Europe the torso and the head are upright, pelvis held in line with the shoulders and there is a lot of footwork and jumps. Just think of a waltz, a jig, a tarantella or Balkan circle to see that those are the common features. All dancing is beautiful by itself. However, this unmitigated tendency to go upward has created a situation where it is easier for the government to fund space programs than to take care of the Earth. This tendency also limits our personal ability to express creatively through the body — if there is only one choice, there is no choice. The white culture needs to learn from other cultures: African, Latin, Middle Eastern, Oriental in order to transcend our cultural limitations. To become fully creative we need to feel our hips, shoulders, heads to move

spontaneously and fluidly. You can use your favorite form of balancing to achieve this end.

4. Creativity

Finally, movement is our first communication skill. A baby expresses everything through body language, facial expression and sound. Body language still accounts for 70% of the first impression, specialists say. And yet, we are so disconnected from that form of expression we have to read books to understand it. A child's face is transparent — it expresses all its thoughts and feelings. We do not want to be so vulnerable, so we learn mastery.

Make a sad face. Make a happy face. Make a childish face. How does that feel? How often do you do that? Tell someone you love them without using words. Say "I'm sorry" with your little finger. Use your toes to tell a friend that you care. It will probably make you both laugh. It will also make you both feel closer. Communicating with the body creates intimacy. It helps resolve conflicts. If a picture is worth a thousand words, a gesture is worth a few pictures. It provides the language for the times when there are no words.

Movement is the key to being alive, creative and expressive. Shall we dance?

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1. Campbell, Don, *The Intuitive Gate*, Conference, San Francisco, Aug. 1991.
2. Da'oud, Emilie Conrad, workshop, N.Y., Oct. 92 based on her research in UCLA in the 70s..
3. Dennison, Paul E., Ph.D., and Gail Dennison, *Brain Gym Handbook*®, Educational Kinesiology Foundation, 1989, p. 1.
4. Johnstone, Keith, *Impro*, Routledge, 1991, p. 18.

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Presented at the East Coast IASK Meeting, November 1992

Holistic Balance for the 6 Stages of Nutrition

by Sharon Promislow

Our goal: to remove all energy blocks we have acquired that are impacting and perhaps sabotaging our best efforts to physically improve our digestive and nutritional wellbeing with better lifestyle choices.

As practitioners and individuals concerned with our own well being, we spend much time worrying over nutritional education and choosing foods to provide the building blocks for cellular health. We know that we can better serve our physical body by feeding it the proper fuel to support and nourish the cellular activity necessary for healing, growth and good health. We are concerned about our food sources, and carefully weigh the need for supplementation to provide our bodies the proper balance of nutrients.

However, the old maxim "We are what we eat" must be expanded to "We are what we eat AND what our body can digest, absorb, circulate, assimilate and eliminate." Just because we eat it doesn't assure our body is getting the good of it.

We think of our body's nutritional processes as being out of our conscious control -

governed as they are by complex reflex adrenal and chemical orders. No matter how careful we are about what we put in our mouths, there is no assurance that this food actually becomes nutrition for the cells of the body unless a complex symphony of weights and balances is playing in perfect harmony.

In our kinetic work, nutritional issues have come up for biochemical and structural correction in the context of specific emotional, physical and performance issues, but most of us have never consciously **and specifically** identified and defused the emotional energy outages around the whole nutritional process as the issue itself.

We know the brain is more than willing to correct imbalances which it identifies as nonserving. The more imbalances we pre-identify, the more movement we get from our correction. This balance is designed to put the nutritional process up for an examination that triggers and identifies all the life issues to which it is reactive - to pinpoint and eliminate the energy imbalances surrounding all six stages of the nutritional chain.

Procedure

This balance has been written to support less experienced practitioners with a step by step protocol. Experienced practitioners are invited to go directly to the pre-assessments, and to put them in the context of your own balancing methods.

A. PRELIMINARIES

1. PRE-CLEAR MUSCLES (However you feel appropriate)

a. Hydration:

Tug hair - Drink Water

b. Overload

1. Push with alternate hands

- Brain Buttons

2. Verbal: "Yes Yes, No No"

- Brain Buttons

3. Five Fingers pointed into body twice

- Quick Fix

c. Overenergy:

Zip up... down ...up
-Cook's Hook Ups or meridian flush

d. Clear Circuit

Pinch Spindle cells in belly of muscle - check that both contraction and extension of the muscle release. Switch back on by pushing spindle cells apart.
- Hypertonic release.

2. PERMISSION TO WORK WITH THIS PERSON

☐ Yes ☐ No (If 'no', do not Balance)

3. PERMISSION TO BALANCE ENERGY ON THE 6 STAGES OF NUTRITION.

☐ Yes ☐ No (If 'no', do not Balance)

4. IS THERE AN EMOTION TO BE IDENTIFIED?

☐ Yes ☐ No (If yes, identify the emotion from one of the following:)

☐ **a. Five Element Emotions.** use PKP expanded chart, or test (arm will fall, indicating negative emotional charge on)... "Sympathy ...empathy ...grief... guilt... regret ... fear...anxiety...anger... rage....joy ... love ...hate ... embarrassment...respect ... shame...support." _____

☐ **b. Behavioural Barometer** _____

☐ **c. Barton's Biokinesiology organ emotions** _____

☐ **d. Other source from your knowledge** _____

5. % NEGATIVE EMOTIONAL CHARGE : _____ %

6. % POSITIVE EMOTIONAL CHARGE: _____ %

7. PERMISSION TO DO THIS BALANCE GENTLY

☐ Yes ☐ No (If 'no', defuse willingness for balance to be easy and respectful - issues of deserving life to be easy and other key core beliefs are involved. Use frontal occipital holding or correction of choice. NOTE: Issue of 'Gentle' can be a major, full balance in itself if never previously dealt with.)

8. 100% WILLING TO ACCEPT AND 100% ACTIVELY DETERMINED TO SEE THE BENEFITS OF THIS BALANCE IN YOUR LIFE ON ALL LEVELS.

☐ Yes ☐ No (If 'no' determine _____% of willingness, and defuse, using frontal/occipital holding or correction of choice to achieve %100 willingness)

B. PRE-ASSESSMENTS: Test by Headings: Test in depth wherever there is stress.

1. ☐ 6 STAGES OF NUTRITION *

☐ **1. Diet.** ☐ The basic nutrients vital to good health are available to me every day.

☐ I make choices that serve the highest good of my body. ☐ I am nourished on every level. ☐ I am successful. ☐ I am supported. ☐ I attract positive influences.

☐ **2. Digestion** ☐ My body has all the acids and enzymes in proper balance and successfully breaks down complex foods into the building blocks that my body can use for energy and tissue building. ☐ I chew each mouthful well. ☐ I metabolize perfectly ☐ I am content with what I have. ☐ I am grateful.

☐ **3. Absorption** ☐ My body absorbs the products of digestion - simple sugars (from carbohydrates), amino acids (from proteins), and fatty acids (from fats and oils) ☐ vitamins, minerals and other beneficial nutrients pass through the lining of the intestinal wall and are taken directly into the bloodstream with ease. ☐ I easily absorb what is new and beneficial. ☐ I am active & productive.

- ☐ **4. Circulation** ☐ My blood and circulatory system functions effectively, transporting the absorbed nutrients to each cell of my body. ☐ I have clear, healthy arteries and veins. ☐ I am kind & understanding. ☐ I move ahead.
- ☐ **5. Assimilation** In order for the body's cells to grow, repair and rebuild themselves, proper assimilation is essential - the delicate process of passing nutrients through the membranes which surround each living cell. ☐ My cells receive the vital lipids, sterols and amino acids to support the cell's ability to assimilate nutrients. ☐ I can get the good of my nutrition into the cells of my body. ☐ I easily assimilate.
- ☐ **6. Elimination** ☐ My body efficiently eliminates waste at the cellular level, and completes the metabolic elimination through the skin, kidney, lungs and colon.
☐ I choose high fibre foods. ☐ I drink enough water to keep me healthy and hydrated
☐ I eliminate what is no longer required. ☐ I reject and eliminate toxins effectively
☐ I joyfully release the past to make space for beneficial change. ☐ I have self control.

NOTE Priority Stage of Nutrition (1-6) _____ %NEC _____
Priority Statement _____ %NEC _____

2. ☐ AFFIRMATIONS AND SABOTAGE PROGRAMS ** Note all outages

- ☐ 1. I have a right to be here and to be fed and to be taken care of
- ☐ 2. I have a right to abundant energy
- ☐ 3. I deserve satisfying relationships
- ☐ 4. I am capable and lovable
- ☐ 5. Letting go is safe, fun and easy
- ☐ 6. I am willing to release all guilt and fear
- ☐ 7. My physical health helps me to concentrate
- ☐ 8. The food I eat contributes to my health
- ☐ 9. I like my body
- ☐ 10. I can get the good of my nutrition into the cells of my body
- ☐ 11. It's OK for me to be responsible for my own needs, feelings and behaviour.
- ☐ 12. I can trust my inner wisdom.
- ☐ 13. What I say is important
- ☐ 14. I release judgement of myself
- ☐ 15. I release judgement of others.
- ☐ 16. Everything is easy.
- ☐ 17. Everything is joyful
- ☐ 18. I am easy to know and understand

More statements are necessary? If so, define them:

- ☐ 19. _____
- ☐ 20. _____ etc. _____

NOTE Priority Statement(s) (1-20) _____ %NEC= _____ %
 _____ %NEC= _____ %

3. ☐ TOUCH FOR HEALTH TESTS

- ☐ one or two priority muscles. ☐ 14 muscle. ☐ 42 muscle etc.

NOTE: Priority Muscle: _____

4. ☐ MORE PRETESTS ARE REQUIRED? IF SO, DO OTHER RELEVANT

- PRETESTS FROM YOUR KNOWLEDGE i.e.** ☐ Circuit Locate ☐ Alarm points
☐ Sensory tests ☐ Nutrition points etc.

C. CORRECTION ***

- 1. PERMISSION TO AGE RECESS** ☐ Yes ☐ No. If yes, determine relevant age by counting backwards in 10 year chunks, from present time all the way back to conception if necessary. **AGE:** _____. Is this age of cause or best understanding? ☐ Yes ☐ No
If yes, you will only have to defuse at this one age.

(IF YOU DO NOT HAVE PERMISSION TO AGE RECESS, YOU WILL HAVE TO DEFUSE IN PRESENT TIME FIRST, AND THEN ASK AGAIN FOR PERMISSION TO AGE RECESS.)

DEFUSION: AT AGE _____

- 2. IS THERE A DIFFERENT EMOTION TO BE IDENTIFIED AT THIS AGE?**

☐ Yes ☐ No (If yes, identify the emotion from one of the following)

☐ **a. Five Element Emotions.** use PKP expanded chart, or test (arm will fall, indicating negative emotional charge on)... "Sympathy ...empathy ...grief... guilt... regret ... fear...anxiety...anger... rage....joy ... love ...hate ...embarrassment ... respect ... shame...support. " _____

☐ **b. Behavioural Barometer** _____

☐ **c. Barton's Biokinesiology organ emotions.** _____

☐ **d. Other source from your knowledge.** _____

- 3. DIFFERENT % NEGATIVE EMOTIONAL CHARGE ?** _____ %

- 4. DIFFERENT % POSITIVE EMOTIONAL CHARGE?** _____ %

- 5. ALLOW TESTEE'S SYSTEM TO CHOOSE APPROPRIATE CORRECTIONAL PROCEDURES FROM YOUR KNOWLEDGE:** Let your intent be the most gentle, effective & respectful correction: (It can be as simple as ESR head holding). eg:

☐ **TOUCH FOR HEALTH** ☐ 14 muscle ☐ 5 Element ☐ 42 muscle ☐ PKP modes etc.

☐ **STRESS RELEASE** ☐ ESR ☐ Eye Rotation ☐ Temporal Tap etc.

☐ **BRAIN GYM** ☐ Action Balance ☐ Wonder Balance ☐ X- Span Balance ☐ Advanced

☐ **ONE BRAIN** ☐ Basic Exam ☐ Advanced Digits ☐ Structural Neurology etc.

☐ Hyperton-X ☐ Reflexology ☐ Biokinesiology ☐ Nutritional Education etc.

First Priority Correction _____

Second Priority Correction _____

Third Priority Correction _____

- 6. When correction is complete at this age,** check that the Emotion is now in Balance, 0% Negative Emotional Charge and 100% Positive Emotional Charge.

- 7. If you have balanced at age of cause, INFUSE positive sense input** before you return to present time, anchoring your balance each 10 years. (If you did not balance at age of cause, request permission to go there now, and get all emotional and stress information again, then rebalance with priority corrections chosen by testee's system, **repeating steps 1 to 7 until age of cause is defused, and you have infused and returned to present time.**)

- 8. In present time check if that emotion is now in balance, with 0% NEC and 100% Positive Emotional Charge.** "Totally clear of stress in the present, and the past."

D. FUTURE PROGRESSION Do you need to identify a date in the future when testee can have full realization of the benefit of this balance? ☐ Yes ☐ No

If yes, identify the date (more than 1 day, 2 days, one week etc: should be no more than 6 weeks in future) Date_____. Frontal/Occipital Hold while testee imagines being at that day in the future, and looks "back" and verbalizes all the positive changes which have arisen from this balance. When complete with positive visualization, ascertain that emotions are in balance and 0% Negative Emotional Charge, 100% Positive Emotional Charge. Return to Present Time and have testee stamp feet for grounding.

E. POST TEST all pre-assessments switched on -Statements and physical tests - that were previously stressed. Check all are now 0% Negative Emotional Charge, 100% Positive Emotional Charge.

F. HOME SUPPORT for the new integration Ascertain what affirmations or techniques may be necessary... how many times a day... for how many weeks.
Encourage testee to notice changes that occur in body functioning for additional anchoring.
Home support_____

BALANCE IS COMPLETE, and will profoundly support the biochemical improvements we create for our bodies through careful nutritional choices.

Notes:

* Concept of 6 stages of nutrition and diagram from Canadian Neolife Distributor Manual.

* * Affirmations and Life statements drawn in part from work of
Jan Cole, M.A., .Reprogramming Negative Personal Life Controllers, 1989,
Dr. Bruce and Joan Dewe, M.A., PKP level III, 1991,
Modified from meridian goals developed by Marguerite Murray, presented at TFH A. M, 1988
Dr. Wayne Topping & Robert Walden, Ex Smoker's Handbook, 1992.

* * * Correction Format draws from Three In One Concepts "Tools of the Trade", a strongly recommended course to master processes of Behavioural Barometer, negative and positive emotional charge, age recession, defusion, infusion and future progression.

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The Dancing Wu Li and Touch for Health

by Jim Reid, D Min

Einstein said, "Most of the fundamental ideas of science are essentially simple, and may, as a rule, be expressed in a language comprehensible to everyone." In February I was invited to attend a meeting of people who are doing or are interested in, for a variety of reasons, non-traditional types of healing. Present were about a twenty medical doctors, both homeopaths and allopaths, a veterinarian, several physicists, several psychics, a chiropractor, and myself. It was at this meeting that I was introduced to Bell's theorem which I will explain and demonstrate later in my presentation.

For the last several years various speakers in our meetings have made reference to quantum physics, but my desire to know more about the subject wasn't peaked until this meeting. One of the physicists turned me on to a book entitled *The Dancing Wu Li Masters*. Wu Li means patterns of organic energy, but it also means nonsense, my way. I clutch my ideas, and enlightenment. A group of prominent physicists have decided that Wu Li is the best way to describe quantum mechanics. A "quantum" is a quantity of something, a specific amount. "Mechanics" is the study of motion. Therefore "quantum mechanics" or Wu Li is the study of the motion of quantities.

Now we are talking about things on a subatomic level. On a subatomic level, the smallest unit scientists could find was called a particle. But then someone came along and proved that it wasn't a particle at all, but a wave that was moving. After repeated experiments scientists have decided that it is both. On the subatomic level we cannot know both the position and the momentum of a particle with absolute precision. The more we know about one, the less we know about the other. This is called the Uncertainty Principle. Some physicists believe that the particle they measure in their experiments didn't exist before they began the experiment. This leads to the possibility that OUR REALITY IS WHAT WE CHOOSE TO MAKE IT. As incredible as it sounds, this is possible in the world of Wu Li.

In a theology class many years ago, we discussed "creation out of nothing." That, we decided, was how God created the world. Quantum mechanics proves that indeed the world is created more out of nothing than anything else. If we wanted to see the atoms in a baseball, we would need a baseball the size of the earth. The atoms would be the size of grapes. To give you an idea of how much of nothing is in an atom, consider our universe's most common atom the hydrogen atom. It has one electron. If one stood at street level with a grain of salt representing the nucleus of the atom, the electron would be a microscopic spec on the roof of a fourteen story building. That's a lot of nothing.

No wonder quantum mechanics views subatomic particles as "tendencies to exist." The author of the book says, "It may be that the search for the ultimate 'stuff' of the universe is a crusade for an illusion." Or as he says in another place, "Research for the ultimate stuff of the universe ends with the discovery that there isn't any." From a biblical perspective, Col.1:15-16 says, "... all things were created ... visible and invisible ... and in Him all things hold together."

Not only is everything made out of nothing, that nothing is conscious. At least one group of physicists came to that conclusion. E. H. Walker said, "Consciousness may be associated with all quantum mechanical processes." A single photon was fired at a film through a pin prick in a piece of paper. The light traveled in a straight line. When a second hole was pricked in the paper and the photon was fired at the film, it made no difference which hole the photon went through in the paper, it struck the film half way between the two holes in the paper it traveled through. The conclusion by more than one physicist was that the photon was "aware" of the other hole.

Now Bell's theorem says, "Everything in a field knows everything about the field instantaneously." That's one of the reasons

why we get all of those "intuitive" flashes when we are working on a client.

Demonstration

1. Enlist another muscle testor to work with me on opposite sides of a divider so that one cannot see the other.
2. Get two volunteers, one of which has pain somewhere.
3. Have other muscle testor works with volunteer with pain.
4. I will ask my volunteer if he/she is willing to surrogate for the other volunteer. If yes, proceed, if not get a different volunteer.
5. Get a number from 1 to 10 on the pain of other volunteer.
6. Have other testor test bilaterally anterior serratus, PMS, PMC, anterior deltoid, latissimus dorsi, and unilaterally

quadriceps, gluteus medius, psoas, fascia latta

7. As each muscle on volunteer number one is tested, I will test the same muscle on volunteer number two with hopefully the same results.
8. After all muscles are tested, I will do a time of day balance on my volunteer who is surrogating for the other volunteer who has pain.
9. Now second testor retest all muscle on second volunteer. They should all be in homeostasis. Ask about volunteer's pain which should be diminished or gone.
10. Bells theorem allows us to balance people at great distances just so a field is established. I have been using a telephone to establish a field, but one can do the whole experiment mentally as we did here.

There Is Only LOVE

by Geraldine Rhoades

Dr. Richard Gerber in *Vibrational Medicine* writes, "It is most important that we learn to express love in our relations to others - parents, family, spouses, children, friends, associates, patients, clients, and especially toward ourselves. This is perhaps the greatest lesson human beings need to learn and there would be far less suffering and illness if we could all learn to love each other and forgive ourselves for our mistakes." He also writes that our physical selves are fed not only by oxygen, glucose, and chemical nutrients but also by higher vibrational energies which endow us with life and creative expression. Each physical body and personality is an extension of a higher spiritual consciousness. While our bodies may be transitory, the experience and knowledge gained as we are in physical form is everlasting.

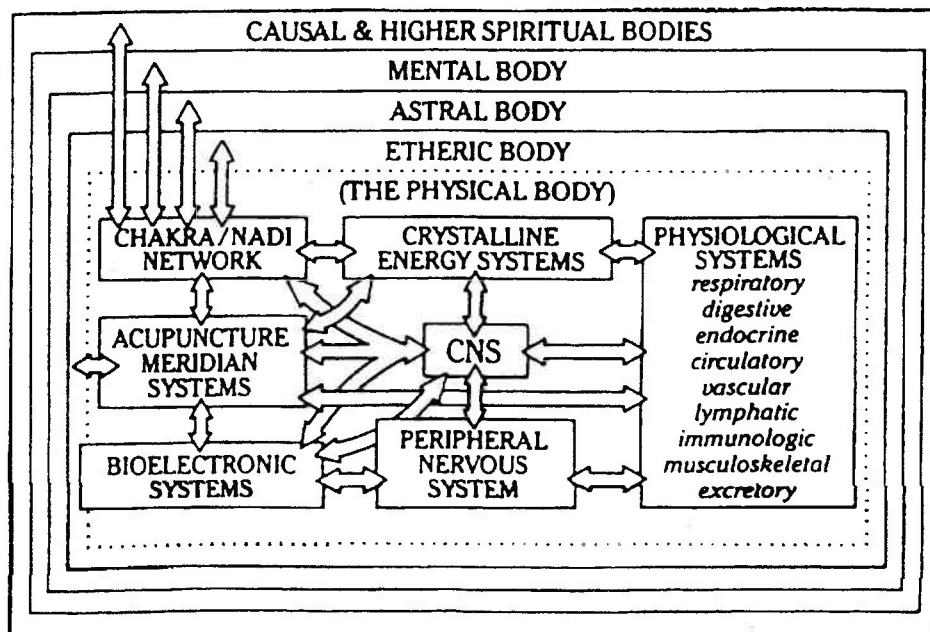
The integral mechanisms which regulate the flow of higher energies into the physical form consist mainly of the chakra, nadi system and the physical/etheric interface which consists of subtle energies including the meridian acupuncture system. The higher vibrational input to the chakras and known meridian channels (and possibly as many as 72,000

more energy channels interwoven with our nervous system) provide a subtle nutritional and organizational influence to the cells of our bodies helping to maintain order and balance at the molecular level of expression.

Health, according to Dr. Gerber, is a function of proper alignment, balance and coordination of the higher subtle energies with the physical vehicle. "We are multi-dimensional - physical, etheric (vibrational), astral (emotional), mental, and causal (spiritual). The causal (spiritual) body deals with the essence of substance and the true causes behind the illusion of appearances. This is where total healing takes place."

When Jesus Christ was asked what the essence is in his many teachings he responded simply, "Love thyself; love each other as thyself." We heal spiritually within our true essence of unconditional love. We are not separate for we all have the same essence as does all creation. We have purpose here in body in this world - the purpose of expressing our beautiful uniqueness of love. To be, to serve, to teach only love.

THE HUMAN BIOENERGETIC SYSTEM



from Vibrational Medicine - Richard Gerber M.D.

In the T.F.H. paradigm the tools we have to serve ourselves and each other are awesome gifts of love and I am eternally grateful for T.F.H., Applied Kinesiology, P.H.P., Hyperton-X, Edu K, Brain Gym, Self Help for Stress and Pain, Transformational Kinesiology, Biological Kinesiology, Physiological Kinesiology, Psychological Kinesiology, Maximum Athletic Performance, Stress Without Distress, Spirituality Lost and Found, any gifts that I have forgotten to mention, and those that are yet to be expressed.

It can be overwhelming and overloading when we consider the complexity of the human body, emotions, mind, and spirit and all of the tools available for healing. However, in and of our essence we have all we need for healing ourselves and others over and over, deeper and deeper - LOVE.

Dr. Thomas Close, D.C., with whom I work in Colorado, told me that when he enters a room to be with a patient he puts all of his "learned tools" in his back pocket and out of his mind. He takes a deep breath and prayerfully asks that he be there to serve. I believe that in serving ourselves and others

we receive and give what is needed. All the tools we have to help heal ourselves and each other through T.F.H. and Kinesiology are awesome gifts. Through the biofeedback of muscle testing and response we receive what we really need to know to heal.

Dr. Close also shared that his patients tell him what they want and he prayerfully asks that he may facilitate their needs through Network Chiropractics. Too, Sophie Burnham, who wrote *A Book of Angels*, told me during one of her workshops that she was told by an angel that it was very important for us to ask for what we want so angels and guides can help us with our needs. It is in the asking, in the supplication, that angels receive the vibrational energy they need to help us.

All we have to do then is to receive. And there is nothing that is impossible that is truly expressed from and of our essence. Our lifetime challenges are to release anything unlike love - judgement, greed, power, envy, lust - in order to manifest fully our authentic selves in LOVE.

In conclusion I would like to share the poem I read in San Diego, 1991, at the International T.F.H. Convention.

Be Good To You

Be yourself - truthfully. Accept yourself - gratefully.
Value Yourself - joyfully. Forgive yourself - completely.
Treat yourself - generously. Bless yourself - abundantly.
Balance yourself - harmoniously.
Empower yourself - prayerfully.
Love yourself - wholeheartedly.
Give yourself - enthusiastically.
Trust yourself - confidently.
Express yourself - radiantly.

- William Arlthur Ward

References

1. Burnham, Sophie, *A Book Of Angels*, Ballantine Books, N.Y., 1991
2. Eadie, Beny J., *Embraced by the Light*, Gold Leaf Press, Placerville, Ca., 1992
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Energy Is The Answer

by Luis Beltrán Rivera, N.D.

Humanity is plagued by all sorts of sickness, malignancies, viruses, etc. The scientific community is actively searching for new and sophisticated drugs and treatments to counteract these. Lately, they are focusing their intellects toward the development of technological equipment designed to study and treat the intricate human body machine. Achievements and mistakes are harvested along the road of investigation.

I am not in a position to criticize, reject or accuse science for their mistakes. After all, they are working with their human intellect (the lowest mental vibratory division): focused towards the human body which is the lowest and most dense of all energetic bodies that comprise the human being. On the contrary, I applaud and greet their many achievements.

Yet, I firmly believe that they are mistaken in their one way direction search for the answer to human well-being. Their efforts should also be directed towards the energetic behavior of the body. As they do this, they will find that "sickness" does not exist, no matter how they are named, catalogued or described, they just do not exist. All of these conditions are due to an imbalance of energy. Once the interference, distortion or interruption is detected and the proper flow of energy is restored to the affected area on the body, the condition is corrected, in many cases. instantly. **So, the answer to the well-being of the human body is energy and the expertise manipulation of it.**

As an active Touch for Health instructor and applied kinesiology practitioner. I am in constant search and research of the never ending behaviors of the many energies that maintain the human bodies in constant motion and function giving it life.

After practicing a few years with the first and second sides of the TFH triangle (structural and chemical) as designed by Dr. John F. Thie (God bless him for the rest of his days and after), I found it was too much work for me (on heavy weight bodies I felt like an ant trying to pull a loaf of Italian bread). I decided to look around in the mental side of

the triangle and I started to discover quite a few things at first, and lots of things afterwards. And, this is what I want to share with you all. Here I go ...

Entering into the mental side is like moving into a new dimension. Surprising events take place on this higher body and once you learn to work with the powers you find you will never want to get out. In this mental world lies the answer to the energy behavior mentioned before: it gives and takes orders; retain and discharge energy; stores and dispatch thoughts, emotions and instant solutions to the energy pattern of our body and surroundings.

It is a difficult task to try to explain here all of the experiences and possible discoveries I have made since I started with the mental search and research. All I can do now is give you a list of my achievements and some of the information I picked from other writers.

1. Body Energy Fields

The body is divided into four energy fields:

- a) front right side is positive (+)
- b) front left side is negative (-)
- c) back right side is negative (-)
- d) left back side is positive (+)

Using this knowledge as a starting point we now know that the palm of the right hand is (+) and the back is (-) Vice-versa, or the left hand.

Applications of energy using our hand must be carefully studied. Applying palm of right hand (+) to other person's positive (+) side will create an excess of (+) energy on that part of the body. The same applies to negative (-) left palm of hand to a negative (-) body field. An overcharge of negative (-) energy on the body causes the affected area to **shrink and never** causes pain. On the contrary, a positive (+) overcharge causes pain and swelling.

Since pain is **always** an overcharge of positive (+) energy in a given muscle or fleshy area, it is balanced by applying negative (-) energy to the area. This can be done placing either your left (-) palm of the

hand or the back (-) of your right hand above the area and do a circle-motion counter-clockwise as many times as needed. Balancing is usually done in a few seconds and pain disappears at once in most cases.

2. Body Energy Levels

A higher frequency of energy is always positive (+) in relation to a lower one. Our body and being are composed of a multiple aches of frequencies very well inter-related and integrated into each other.

The most commonly known are, starting from the lowest:

- a) physical
- b) auric
- c) etheric
- d) astral
- e) mental
- f) spiritual
- g) universal

According to this arrangement, each lower frequency i.e. positive (+) until the next in line charges it. The balancing procedure is to first balance the energies of the lower body and keep it balanced for the next up-the-ladder frequency to integrate into it. It's the domino effect working: Once the lower body is balanced, it drains energy from the higher source, and then from the next, and so on.

This explains why you do not have to touch the physical when balancing meridians. It also explains why the lower body is affected by the use of mental energy directed through the neuro-vascular system specially the ESR's.

3. The physical energy field

The physical energy field ends at skin level where it integrates into the auric field. The auric is an ecto-plasmic energetic body with no cellular structure (it can be seen with proper training and can be photographed). This field extends from two to 18 inches away from the physical body, depending upon the development of the spiritual body. The closer you get to God, the larger your auric body.

4. The etheric body

The etheric body is the third energy field of ourselves. The energy of this field is condensed into a frequency extending from

19 to 48 inches away from the body. It integrates into the lower auric field and is charged by the astral field. The etheric body gets its energy from the atmosphere and other energy frequencies surrounding our home planet.

Here I should have gone to the next astral field, but I have given preference to the mental field which is at a higher level. Later we will touch the astral because in order to understand the astral we must first learn some more about the mental.

The astral field integrates with the etheric below and the mental above. When the mental takes over, it commands all the lower fields and projects its own positive (+) and/or negative (-) vibration through them. These vibrations are known as "thoughts". Thoughts are either positive (+) or negative (-), whatever the contents of the thought regarding yourself or life as whole. A positive (+) or negative (-) condition will be manifested in the physical body.

When properly directed, the mental energy will balance all lower fields, aromatizing them with the higher positive (+) vibration on the higher fields. When this is accomplished, the so called "miracles" start to manifest as instant healing.

I imagine the mental protection as a beam of multi-color light that can be directed to a specific point or all over the whole.

The directed mental energy can be controlled at will and used as a fantastic health restoring instrument, or as a satanic destructive machine, it's your choice! The final results depend on which intention you have applied. Dr. Thie says that "intention" is a way to restore health to ourselves... He is right.

If you have understood and assimilated what I have explained up till now then you are ready for what's coming.

Tibetan Energy

Dr. Bruce Dewe gave us the preliminaries of tibetan energy. God bless him. We learned to detect and correct the electric energy "distortions" on the electric field of our body. Brushing, testing, doing the "8" figures, etc. was too much work for me. (I felt like an athlete doing his morning push-ups.) So I ask the mental for a short cut and found it.

a) I found that every pattern can be tested, and it's distortions corrected simultaneously. While placing the left hand over the occipitals and the atlas and the right hand over the ESR's, direct your thought to each pattern in a numerical sequence. The original 18 patterns can be subdivided into four smaller ones, giving us a total of 72. As you sub-divide you assign a number to each subdivision.

b) After these 72 patterns, there are numerous patterns on higher frequency levels. I have discovered up to number 150. The higher the number, the higher the frequency.

Each one of these 150 patterns is composed of many frequency levels that must be balanced if needed. After doing the first correction to the distortion of the mother pattern, I have worked up to number 1,000 frequency level on some patterns. Again the higher the number, the higher the frequency. Here also to detect and correct "distortions" you must direct your thought to every numbered frequency.

c) When mental projection is used on areas highly affected such malignant tumors or organs in critical condition, you will find the high frequency of any given pattern will be much higher and, if persistent, you may come up to work with the number 50,000 level. This is because the cellular, molecular, atomic, and sub-atomic structure of the area are energetically "distorted".

There is no doubt, if you concentrate upon the direction of your mental projection, each level, pattern, frequency, and field **will be** restored to normal functioning from the furthest cell of the toes to the roots or the crown hairs. (Author's note). This is so if directed to plants and animals.)

d) I have not given much attention to the auric field since this is a connecting field between body and etheric. It's sort of a messenger. It's function is similar to the nervous system, whose main responsibility is to carry information from the brain to the body and vice-versa.

e) The etheric field is the third energy power from the bottom up. It is exactly the same as the physical body in it's energetic patterns. It's atomic structure is of a higher frequency and matter is not present. Any distortion on this field will be manifested in the physical field as a "sickness" or an energetic imbalance. To prevent this manifestation, all we have to do is detect and correct the etheric's energetic "distortion". How is it done?

Using the indicator muscle test, place the right hand face down, two to six inches above the physical body. Run your hand over the entire body. The indicator muscle will indicate the dysfunction on the affected area.

To correct: Place hands as indicated front and back and start focusing your mental beam at number 300 energy level, and work up to 1,500 level. To save time you can check levels in group of 100's at a time. There seems to be no sub-levels or sub-frequencies in this field. If they exist, I leave it up to you to find them. Don't leave all the work to me! Please remember that the distortions detected on this etheric field have not yet manifested on the physical body, but there is no doubt that this body will be affected sooner or later.

How soon? Well, you can go to the brain computer and ask. The indicator muscle will transmit the answer. telling you the approximate date in the future. The timing will depend upon the care given to the whole being between detection and manifestation. If proper balancing is done, the manifestation will never materialize. This is not "prediction", it is exact information given to you by the brain computer.

5. The astral field and chakras

The astral field is the fourth energy power of our body system. I mentioned it before. It integrates with the etheric below and with the mental above. It is subjected to the will of mental energy. This field is action and is part of the energy produced in our solar system. The sun and the planets are energy masses answering to the same positive (+) and negative (-) principle that keeps the whole

universe in motion. Human beings as part of this solar system are definitely affected by this energy. As our etheric energy is affected by weather conditions of our planet, so is the astral energy affected by the constant rotation of the planets and displacement of our solar system thru space.

As we reach certain spots in space in our voyage thru it, changes take place in our bodies. Remember that the earths our solar system and our galaxy are constantly moving thru space at a definite rate of speed producing enormous waves of energies which are part of the whole universal macrocosm. These energies, especially the planetary, which we call astral, causes magnetic changes in our plane which affect each form of life at all times, creating an imbalance which is passed down to the etheric and further down to the physical.

When balancing a body, always remember that this chain of energies is there and if you do not succeed with bio-magnetic balance, step up the ladder to etheric and on to astral.

Astral energy finds it's way into the physical body thru specific spots where it accumulates to form a deposit from which it will be distributed as needed to all parts of it. These deposits are called "Chakras" by the esoteric community. Any physical condition will cause and excessive consumption of energy, the corresponding deposit creating an imbalance of this deposit. To detect this imbalance, I use the opponens-pollicis-longus as an indicator muscle focusing my mental beam to each of the eight known deposits Chakras, starting from the bottom up as follows:

Chakra 1: 12 inches below feet

Chakra 2: 2 inches above pelvic bone

Chakra 3: 2 inches below sternum. over stomach

Chakra 4: In the middle of the chest

Chakra 5: In the middle of the throat

Chakra 6: In the center of the eyebrow, at pituitary checking point

Chakra 7: 1 inch above eyebrow, at center of forehead - pineal gland checking point. Also known as the third eye.

Chakra 8: 12 inches above head

If any of these points indicate they are weak, proceed to balance. Balancing is done in a few ways:

- a) Place left hand on forehead, over ESR. right hand one inch over the Chakra doing circular motion clock-wise. **Never do counterclockwise movements**, as this will deplete the deposit below your hand creating a chaotic imbalance. Do as many motions as needed, until indicator muscle shows it is fully charged.
- b) The feet Chakra can be charged by mentally circling on it while holding ESR's, or circling with your right hand 12 inches below the feet while your left hand is held with palm up and fingers pointing to space.
- c) All Chakras can be charged by placing left hand over body (few inches above) with fingers pointing up, and right over the spot doing the clock-wise circles two to six inches away from the body.
- d) With both hands facing down to the body, at a distance of over 24 inches, do a full circle enclosing the whole body, moving hands up the front right side and down the left front side. This circle is done on the air a few times. It will cause astral energy to blend into the etheric, balancing this latter to permit the energy flow down to the physical.

I have found frequency distortions of astral energy circuit levels starting at the range of 100,00 to the one million frequency. Please note that as we climb up the energetic ladder, the higher frequencies appear.

There is still a higher energy field, the spiritual, in which the frequency pattern goes up to one billion and perhaps more. About this field I will inform you all on a future date.

Remember that correcting all distortions at any level on any field can be done mentally, following the numerical program you choose and focusing your attention to a particular level at a time.

Up to here, I have given you the more outstanding points of my work with the energetic body. The mental and spiritual

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fields are still and will always be open to research. I expect all of the Touch for Healthers to start looking into them. Once we understand the whole procedure to balance all (seven) fields, we will be worthy of being called "the children of God". May he bless you all now and forever!

The Pre-Natal Somatic Integration Process™

by Patti Steurer and David Fuerstenau

StarFire

Abstract: The Pre-Natal Somatic Integration Process™, defuses identity issues arising during the pre-natal period. This confusion can arise due to the developing child being completely physically identified within the mother, therefore not aware of its own separateness and ability to discern between its mother's and its own feelings, beliefs, blood chemistry, etc.

The pre-natal period creates the foundation for relationship patterns throughout the developing child's life. The first ever bonding event is conception, which results in the independent zygote. The zygote then bonds with the mother by implanting in the uterine wall. These events, and the manner in which they occur are the first learning for the new being as to how life will be. At this point a longer term bonding and relationship begins, during which the learning is anchored, and the first experiences of the influences of daily life and its stress begin. Much fascinating research is being done on the intrauterine development of humans, and on the effects of sensory environment and stressors on the developing child. One discovery is that as awareness develops sensorally and cognitively in children during gestation, they bond with their mother (and father) on different levels, through the various senses. The quality of this bond is influenced, among other things, by the awareness of and attention to the developing child by the parents. Traumas or stress that occur for the parents at this time also are experienced by the child, through the developing senses and on the chemical level through the placenta and umbilical cord connection.

Children are not aware until birth (and then abruptly) that there is a true separateness between themselves and their mother. In utero, there is little or no distinction for the child between its mother's and its own identity. Results from this confusion include the child experiencing and identifying with its mother's emotions, beliefs, chemistry, habits, etc. Throughout life, people may experience in themselves emotions and habits that are actually their mothers, which were transferred across the placental connection in utero. People can live out these patterns

without ever distinguishing them as their mother's, rather than their own. Making this distinction and establishing a clear identity as separate from one's mother while exploring the pre-natal experience can unwind life-long patterns on physical, emotional, mental and spiritual levels for many people.

An example: One man's father died while he was in the womb, and his mother did not complete the grieving process before he was born. She experienced a great deal of sadness during the remaining gestation time. When he was an adult he became aware of a general feeling of sadness, and couldn't discern what could be causing it in his current life. Through breath therapy he was able to distinguish the feeling of sadness as not his but his mother's, and was able to work with the sadness until it became complete for him, on the physical level. Following this awareness and completion he no longer had the experience of this unconnected sadness in his life. In addition, he was able to see that from his pre-natal experience he had developed a pattern of relating to others as if they were already leaving, and in fact he would leave relationships before others could leave him, so he could avoid at least some of the sadness. With this awareness he was able to create relationships that lasted.

From our experience with breath and movement therapies and study of human development, we developed in 1989 a Somatic Integration Process that accesses the prenatal period of development. Many people have experienced energetic and emotional shifts, and increase awareness of personal patterns through this process. The main benefits can be described as a mental sense of freedom and shifts in relationship patterns. Additional benefits include marked changes in blood chemistry, emotions and beliefs.

The process combines several different movements which are done in an adaptation of the repatterning format designed by Dr. Paul Dennison, PhD. The process is enhanced when done in water (such as a hot tub or heated pool, at body temperature), but can also be done with the client in a supine position out of water. If not done in the water it's better to do this process on a mattress or pad on the floor, rather than on a table, because some phases are quite active.

The first movement, the Dart fetal movement, was identified by Dr. Dart, an M.D. It is an homologous movement, rather than either homolateral or crosscrawl movement. Dr. Dart noticed this movement being done by babies in the womb during the third trimester, and observed that it has a natural pulse of ebb and flow, unless the child was stressed by some influence. The movement ceased, for example, when chemical stress (alcohol, cigarette smoke, etc.) or emotional stress (fear or anger) was introduced through the mother. This movement is used in place of the crosscrawl movement in the repatterning.

The second set of movements were identified by Thomas Hanna, developer of Somatics. These are his Red and Green light reflexes, which are stress responses in the body. These also are homologous movements, and they take the place of the homolateral movements in the repatterning.

We have not devised a finger mode for this Somatic Integration Process, although it would come under the structure/index finger mode. It can be done as a balance alone, or it can be part of another balance. Clearing tests, permission and a clear verbal goal statement or intention should be created in either case. The overall intention of the process has to do with the realization of self as connected to the Divine, in whatever form is appropriate for the client, and as separate from mother. Confusion (or forgetting) our innate connection with the Divine arises in the womb due to stressors and the crossing of the placental connection by body chemicals such as neuropeptides, and other chemicals such as alcohol. Birth (which has often been shocking until the recent discoveries about this very phenomenon) reminds the child that it is a distinct, separate, incarnate being who is connected to its mother, not part of its mother. The lingering effects of whatever

stressors have been present during gestation which interfere with this individuation process are addressed through the Pre-Natal Somatic Integration Process.

Doing this process in the water creates a state-bound learning recall situation, stimulating the prenatal experience. The process for the client is usually non-verbal, as the intrauterine time was also non-verbal. The water will have the effect of softening the release of the stress, as if it soaks away the stress, with the result often of a blissful state at the finish of the process. The client then often feels very connected with the Divine, within and without.

Set The Stage

The goal of this process is to remember and bond with oneself as whole, complete, individual and divine, and to bond with the Divine. Take time before starting for the client to set clear intentions in regards to this process. If the parents are available for questioning, it is valuable to inquire prior to beginning the process about stressors present for the parents during the client's gestation. This Pre-Natal Somatic Integration Process will take approximately one hour. Be sure the client takes plenty of time to do each phase until it is complete. Muscle test each stage for completion and readiness to proceed to the next step.

When this process is done in the water, the following logistics apply. If possible have a male and female holding the client on either side, each having one hand at the neck and shoulders and the other at the low back. If a third person is available, they support the head. Allow the client's body to be surrounded and supported by water. Be sure they are only touching other human bodies, and not the sides or bottom of the pool, etc. It is the supporters' job to keep the client safe, i.e. water out of nose and mouth, and not banging against sides or bottom of pool. Additionally, supporters send love to client non-verbally and without active touching).

Please refer to the handout for diagrams of the following described positions.

Phase 1

Do the following Dart fetal movement until it feels smooth, easy, effortless and the body is

relaxed. *Client maintains the hands with cortical thumbs (hands in a fist with the thumb inside the other fingers) and eyes closed throughout the Dart movement during Phase 1.* The tempo and rhythm of this movement is very slow and even, like a very slow, relaxed breath. There is a slight pause between every movement. Begin in the neutral position: supine, head resting on supporting surface, cortical thumbs tucked, arms bent at elbows so hands are near shoulders, knees bent so feet rest on supporting surface.

- a. Begin simultaneously. Right leg crosses over left leg at the ankle, right arm crosses over left arm at the wrist, and the neck and head curls forward to the chest as the knees and hips bend up towards the head. Breath is drawn in during this phase.
- b. Return to neutral position, uncrossing arms and legs, relaxing head and feet to supporting surface as the body unfolds. Breath is exhaled during this phase.
- c. Repeat the movement with the opposite leg and arm crossing over (left over right). Breath is again drawn in.
- d. Return to neutral position, breath exhales.
- e. Continue alternating the curled in position with the neutral position, while alternating right over left, left over right. While the person is crossing and uncrossing in this way, the therapist and/or others present hum on a continuous, single pitch. When this movement feels effortless for the client, this phase is complete.

Phase 2

Do the following startle reflex movements until they feel effortful, uncomfortable and consume lots of energy. Client will likely feel exhausted. The tempo and rhythm is fast and staccato, with clear stops between the two positions as they alternate. Both movements are sharp, with a slight pause in each position. Begin in either of the startle positions or in the neutral position.

- a. Fingers, mouth and eyes wide open, quickly extend the arms to the side and

legs wide apart, arching the spine so the stomach is forward and the neck and head back. Breath is sharply drawn in.

- b. Fingers, mouth and eyes remain wide open, quickly curve the spine and contract the stomach and chest in, the head, arms and legs back to center. Breath is sharply exhaled.
- c. Continue alternating these two positions with a sharp transition between the two, until it feels effortful for the client. The therapist and/or the others count aloud beginning with one, two, etc., in loud, clear, crisp monotone throughout.

Phase 3 Integration metaphor

In a relaxed and supported position, client extends the arms out to either side of the body. In one hand they imagine holding one side of their body and brain, and in the other hand the other side of their body and brain. One hand also can hold the divine part of themselves, the other the human part of themselves. The client takes all the time needed to bring their hands together, melting any resistance to the fullest integration of body and mind, soul and body, feeling the integrity within themselves, blending themselves for being ... (goal) ... whole, complete, individual, separate, divine and bonded with _____ as their source.

Phase 4

Client repeats the two startle movements as in Phase 2, this time while looking in all directions with eyes both open and closed. Be sure to make eye contact with the therapist (or people supporting). Client continues these movements until they feel effortful, uncomfortable and consume lots of energy. They will probably feel exhausted.

Phase 5

Client repeats the Dart movement as in Phase 1, while looking in all directions with eyes open and closed, and making eye contact with the therapist (or people supporting). Client continues until the movement feels smooth, easy, effortless and their body and breathing is relaxed.

Final Integration and Grounding Phase

- a. Give plenty of integration time. If requested, hold the client for a while, very simply, without stroking or verbal communication, as they feel the internal sensations of bliss and harmony that result from this process, and eventually,
- b. Send them on their own for a walk (or swim through the water) as they notice the bliss within and without.

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Prosperity

by Gordon Stokes

I just returned from two months in Europe. **Watching TV, the news was about how terrible the economy is in the United States, Brazil, Europe — the world.**

So I thought to myself, Who makes the recessions? God didn't declare, "Now we're going to have a recession." So who creates this situation? We do. Who is going to change it? We are.

How many of you would like more students for your classes? How many of you would like more clients? Then, I want to ask you, Where is your focus? Whatever you focus on with intensely of emotion is what you're going to manifest.

I'll bet you could feel depressed if you wanted to by focusing on all the things that are not working in your life. Try it. What happens to your body, your face, your feelings?

Recently, I read a Snoopy cartoon. Snoopy, with his head down, was saying, "This is my 'depressed stance.' When you're depressed, it makes a lot of difference how you stand."

Then with head held high, he continues "The worst thing you can do is straighten up and hold your head high because then you'll start to feel better."

And finally with head down again, he concludes, "If you're going to get any joy out of being depressed, you've got to stand like this."

You could focus on something you've felt bad about and bring back those bad feelings right now. Or, you could focus on what hasn't even happened yet and feel bad about that. But think about it. You could also focus on what you feel good about! Great about! and the change will reflect in your body. You could focus on what hasn't happened yet and feel elated about that, too.

Now your focus is not a true reality. It's only your perception of reality. Many times our reality is a distortion of the truth. Your focus

determines whether your reality is good or bad.

Focus on where you want to go, not on what you fear. It's important to take control of your mind — even your emotions. And you can do this with concentration and determination.

People say to me, "So and So is using your material in his workshop," or, "Someone is using the Barometer as part of her program." Well, I think about that, then I think about where I want to put my focus. Now I could focus on contacting those people and spending my energy stopping them from using the material. Or I could focus on where I'm going and what I'm doing. Where do I want to put my energy is the big question. I believe it's more important to put my energy on creating something new. This is where I get my fulfillment, my energy, my life, my **action** — creating the kind of life I want to experience.

The small things we do EACH day are what matter. Not the big things that we expect or want to have happen.

You want more clients, more students? How many people did you talk to today about what you do? One? None? You might ask yourself each morning, "What am I going to do today to help my business? What can I do differently from what I've been doing?" It might be talking to clients and asking them for referrals or a letter on what changes they've had by seeing you. Write an article for a newspaper. Contact a radio or TV station. Get focused. Be so determined in your mind and body that you won't take less than the success you want.

When you think about it, we should have so many students and clients that we're turning them away.

So you don't sabotage your focus. Watch what you're saying to yourself through your mind chatter. Whatever you say to yourself is the self-image you have. The self-image you have is the way you perform, and the way you perform is the way you talk to yourself.

If you want to change your self-image,
change your self-talk. If you want to be a
success then act like one, feel like one, talk
like one - BE ONE.

Self-Image

Self-Talk

Performance

DEFUSION EXERCISE

DEFUSION:

NEC on doing what I know I should do to
be a success.

PEC on doing what I know I should do to
be a success.

MT to determine how much money you
feel comfortable in making.

Defuse.

Age progress 3 months from today.

What do you see yourself doing?

Whatever you see yourself doing is where
your focus is.

If you don't like what your seeing, change
your focus.

The Psychology of Cancer Prevention

by Wayne W. Topping, Ph.D., LMT

Western medicine is rapidly changing its ideas regarding the origin and prevention of cancer. Just twenty years ago most physicians ridiculed any connection between what we eat and the development of cancer. Now our leading cancer scientists attribute 35 percent of all cancer to nutritional factors and we are learning more about the necessity of having adequate fiber, vitamin A (or beta-carotene), vitamin C, vitamin E, selenium, the cabbage family, and soybean products in the diet.

Much of the general public naively believes that there is little you can do to prevent getting the BIG C. Yet, in 1984, Margaret Heckler, former Secretary of Health and Human Services, said "We now know that fully 80% of cancer cases are linked to lifestyle and environmental factors, and we know that the most important causes of cancer are the ones we can control or influence." (ref. 1).

Recent breakthroughs in the exciting new field of psychoneuroimmunology — the study of mind-body relationships — are fast proving that the mind/brain and nervous system, the endocrine system, and the immune system are tightly interconnected, thus providing the scientific foundation for the mind/body link that most Eastern medicines have always espoused and that was once recognized but lost by Western medicine.

Western medicine will increasingly have to accept that psychological factors can also play a big role in helping to prevent cancer. As Henry Dreher states it: "Cancer is not something we catch from a carcinogen; it only develops when our defenses are incapable of eliminating carcinogens from the body, or cancer cells once they have developed." In this paper, we'll look at psychological factors—early childhood experiences, personality characteristics and distress—that knock out our defenses against cancer.

The "Cancer Personality"

Cancer is one of the top killers in our western world so it isn't surprising that much has

been written concerning the connection between emotional states and cancer. However, what is of surprise is that this relationship was first recognized so long ago and was more popularly held in the past.

The Roman physician and anatomist Galen was one of the two most important physicians and medical scientists of all antiquity. Galen's influence was such that his views held sway over Western medicine for almost 1400 years, from the time he lived (A.D. 130-200) to A.D. 1700. He observed that women who suffered from melancholy — sadness and depression — had a greater tendency to develop breast cancers than did women of more positive disposition and outlook.

A century ago, Sir James Paget stated: "The cases are so frequent in which deep anxiety, deferred hope and disappointment are quickly followed by the growth and increase of cancer that we can hardly doubt that mental depression is a weighty additive to the other influences favoring the development of the cancerous constitution."

Most of the cancer experts of the later 19th and early 20th centuries apparently agreed that there was a connection between emotional states and cancer. However, the development of general anesthesia, new surgical procedures, and radiation therapy led to the generally held belief that physical problems required physical treatments. Thus medicine forgot the emotional connection and research linking cancer and emotional states has been occurring since, primarily within the field of psychology, not medicine.

One of the biggest contributions to recognition of a "cancer personality" has been by Lawrence LeShan, Ph.D., author of *You Can Fight for Your Life*. LeShan has recognized a basic emotional pattern for the cancer patient that consists of three major stages. (ref. 2)

The **first phase** involves a childhood or adolescence marked by feelings of isolation. Usually during the first seven years the individual learns that intense and meaningful

relationships are dangerous and bring pain and rejection. Sometimes the sense of rejection is apparently accentuated by a specific event. The child feels that there is something wrong with him and this colors his entire life. He is usually a "loner" with few friends, and any relationships that are developed are usually superficial.

The **second part** of the pattern is centered upon the period during which a meaningful relationship is discovered, allowing the individual to enjoy a sense of acceptance by others (at least in one particular role) and to find a meaning to his life. The relationship or relationships entered into at this time become the central focus of their life. In a sense, having at last found an outlet for their emotions, they over compensate for their earlier years of isolation by tending to "put all their eggs into one basket".

The **third part** of the pattern occurs when that central relationship is lost. Now the person experiences a sense of utter despair, connected to but going beyond the childhood sense of isolation. The relationship has made it possible for them to forget their feelings of self-contempt, to repress their sense that there was something wrong with them, something that made them unacceptable to others. However, now that the relationship has ended, the conviction that life holds no more hope becomes paramount. Within six months to eight years, the person is diagnosed as having terminal cancer. Their fatal disease is seen as just "one more example" of the hopelessness of life for them.

In fact, death is often seen as the only release out of this emotional straight-jacket they find themselves in.

This basic emotional life history was found to prevail in 76% of the cancer patients studied by LeShan. Among the non-cancer control patients, this emotional pattern was found among only 10%.

LeShan found that a basic element in the emotional life of cancer patients was what he termed "despair". It was observed in 68 out of the 71 therapy patients studied, yet it was found in only three of the control group of 88 persons.

A slightly modified version of LeShan's emotional life history has been used with

cancer patients by O. Carl Simonton, radiologist and oncologist, and Stephanie Matthews-Simonton, psychotherapist, and is described in their book *Getting Well Again* (ref. 3) During their research and experience working with terminal cancer patients, the Simontons have formulated a five-step psychological process that they have found to precede the onset of cancer. Although similar to LeShan's model, it is sufficiently different for us to take the space to describe these five steps here.

1. Experiences in childhood result in decisions to be a certain kind of person. In our early childhood years, we make decisions based on our limited range of experience that begin shaping our personality. We see something negative and tell ourselves that when we grow up we will never do that. Or, we see someone or some act that we admire and we determine that we are always going to behave that way.

Many of these decisions are positive and have a beneficial effect upon our lives. Some seem to be the best decisions that could be made at the time and do allow the person to weather difficult situations. However, by the time we reach adulthood, these decisions, no longer conscious, are no longer appropriate ways of handling the different circumstances we now find ourselves in. In fact, some create much stress for us.

For example, children growing up within a family where there is much fighting may decide that expressing hostility is bad. Consequently, they resolve to always be good, pleasing, and cheerful, no matter what their true feelings are. To be loved they must be untrue to themselves.

2. The individual is rocked by a cluster of stressful life events. Much research indicates that major stressful events often precede the cancer. The critical stresses identified by the Simontons are those that threaten the individual's identity, such as the death of a spouse or loved one, retirement, or the loss of a significant role.

What happened in the four years prior to the cancer provides us with the short-term psychological predisposing factors. In her book *Biotypes*, Joan Arehart-Treichel (ref. 4) describes two studies that verify this step in

the Simontons' model. Thirty of a group of 32 patients had developed cancer up to four years after one of several major losses-death of or separation from a loved one, loss of a job, a fall in self-esteem, inability of a wife to have children, lack of hope of having a grandchild, a change in home, and so forth. Sixteen of these 30 patients had suffered three or more such losses within the same time span. A similar study a decade later on 61 cancer patients produced the same striking results. Fifty-seven of the 61 patients were adjusting to one or more personal losses that had arisen during the four years prior to the onset of cancer.

The same pattern applies to children also. A study at the Albert Einstein College of Medicine in the Bronx found that children with cancer had twice as many recent crises as other children matched to be similar except for their disease. Another study showed that 31 of the 33 children with leukemia had experienced a traumatic loss or move within two years before their diagnosis. (ref. 5, p.75).

3. These stresses create a problem with which the individual does not know how to deal. What the Simontons say here is so significant regarding my own research that I am going to quote them regarding this third step. "It is not just the stresses that create the problem, but the inability to cope with the stresses given the "rules" about the way he or she has to act and the role decided upon in early life. When the man is unable to permit himself close relationships, and therefore finds meaning primarily in his work, is forced to retire, he cannot cope. The woman whose principal sense of identity is tied up in her husband cannot cope when she finds out he has been having an affair. *"The man who learns to rarely express his feelings finds he feels trapped when in a situation that can be improved only if he will express himself openly."* (emphasis added)

4. The individual sees no way of changing the rules about how he or she must act and so feels trapped and helpless to resolve the problem. The individual may not see that change is possible, or may even feel that to change significantly is to lose his/her identity. (Practically all of LeShan's patients felt, to

one degree or another, that to gain what they needed to bring meaning to their lives, they must give up themselves and become something else. Even to consider this solution gave rise to despair.)

Most of the Simontons' patients acknowledged that before their illness became apparent, they had felt helpless, unable to solve or control problems in their lives, and found themselves "giving up". The fact that they had become fatally ill merely confirmed what they already believed about themselves-that their situation had never afforded any hope and they were powerless to do anything about it.

How important is the feeling of being trapped or helpless? American housewives get 54% more cancer than the general population, and 157% more than women who work outside the home. Is this due primarily to the carcinogenic compounds in the kitchen? American cancer researchers apparently think so because most research funding is allocated to search for chemical carcinogens. However, salaried domestics have less cancer than housewives despite working in two kitchens. Dr. Bernie Siegel notes: "Little thought has been given to the possibility that the housewife's high risk of cancer may be due to her feeling trapped and the fact that often she is not living the life she wants but a performance". (ref.5, pg.82)

5. The individual puts distance between himself or herself and the problem, becoming static, unchanging, rigid. Once there is no hope, then the individual is just "running in place", not expecting to go anywhere. Outwardly, he or she may seem to be coping with life, but internally the person feels that life holds no further meaning and just goes through the motions of living. "Serious illness or death represents a solution, an exit, or a postponement of the problem", according to the Simontons. The Simontons emphasize that this process does not CAUSE cancer, rather it PERMITS cancer to develop. It is considered that this giving up on life plays a role in interfering with the immune system and may, through changes in hormonal balance, lead to an increase in the production of abnormal cells. Physically, it creates a climate that is ideal for the development of cancer.

Quite a number of other researchers have uncovered relationships that are in agreement with the models proposed by LeShan and the Simontons.

For example, Dr. Claus Bahnson of the Eastern Pennsylvania Psychiatric Institute compared three different groups: cancer patients, patients with other illnesses, and a group of healthy individuals. Unlike the other two groups, the cancer patients had a history of cold and unsatisfying relationships with their parents. Bahnson concluded that people with this kind of background "are more vulnerable to the effects of loss in later life, because they have difficulty maintaining close relationships and lack an outlet for intensified emotional changes".

This conclusion is supported by a study of 1,337 medical students begun in 1946 by Caroline B. Thomas, M.D., professor emeritus, Johns Hopkins University School of Medicine. Dr. Thomas gave the medical students a number of tests to determine their personality profiles. They are being followed to see what kinds of illnesses (hypertension, coronary heart disease, mental illness, suicide, and malignant tumors) they get. Thomas found that a major difference between the 50 who have thus far developed cancer and the rest of the group was a poor relationship with their parents. Thirty percent of those in the cancer group described themselves as "neither admiring nor comfortable" with their fathers or mothers, five times the rate in the healthy group.

Another significant finding from Dr. Thomas's study suggests that birth order has an influence on cancer susceptibility. None of her cancer victims had been only children. It seems that being an only child can help protect you against cancer. What do only children get that other children generally miss out on? Lavish parental attention and affection. Some would say they are "spoiled rotten". They get all the love that their parents have available for offspring. Thus, excessive love can protect one against cancer, just as being deprived of parental love can increase one's vulnerability to cancer.

Firstborns receive the same attention that only children do until the arrival of a younger brother or sister, and the youngest of the family often tend to receive more than middle

children. Therefore, we should expect the middle children to have the least protection against cancer. LeShan's research found that persons with cancer tended to have had a shorter period of being the youngest child than their cancer-free siblings, especially with another brother or sister often arriving before they reached two years of age.

LeShan found that the cancer patients seen during his research (over 500) all seemed to have more emotional energy than they had ways of expressing it. Their emotions were "bottled up". They were unable to give vent to their feelings and to let other people know when they felt hurt, angry, or hostile. They had difficulty in showing anger or aggression in defense of themselves. They did have aggressive feelings, often quite strong ones, but they were unable to verbalize them.

The Type C Personality

The concept of a "Type C" personality for those prone to developing cancer arose independently of the research we've already discussed. During the 1970s, psychiatrist Steven Greer, at the Faith Courtauld Unit for Human Studies in Cancer and King's College Hospital in London, led a team of investigators that developed a "Type C" profile. The Type C person was loathe to express disruptive or hostile emotions, tended to be "awfully nice", compliant, and afraid to assert themselves. Dr. Bernie Siegel has since described cancer as "the disease of nice people". Do such nice people not feel angry and anxious or do they deliberately suppress such negative feelings? Greer's research has indicated that it is the latter.

Lydia Temoshok, a psychologist at the University of California at San Francisco studied melanoma patients in the early 1980s. She describes the Type C personality as "cooperative, unassertive, patient, [one] who suppresses negative emotions (particularly anger) and who accepts/complies with external authorities". She also noted that this profile "is the polar opposite of the Type A behavior pattern which has been demonstrated to be predictive of coronary heart disease".

The Immune-Competent Personality

More recently, Dr. George F. Solomon, a psychologist and UCLA professor who is

often called the "father of psychoneuroimmunology, has described an "immune-competent" personality that may allow the body's immune system to fend off illnesses as varied as rheumatoid arthritis, lupus, chronic fatigue, viral infections, asthma, allergies, AIDS, and cancer (ref. 6).

Solomon says that the immune-competent personality involves: 1) being in touch with your psychological and bodily needs; 2) being able to meet those needs by assertive action; 3) possessing coping skills, including a sense of control, that enable you to ward off depression; 4) expressing emotions, including sadness and anger, 5) being willing to ask for and accept support from loved ones; 6) having a sense of meaning and purpose in your work, daily activities, and relationships; and 7) having a capacity for pleasure and play.

Preventing Cancer.

For changes in diet, lifestyle, and home and work environment to help prevent cancer, see *Your Defense Against Cancer* by Henry Dreher (ref.1). Here are some psychological suggestions:

- 1) Defuse stress from traumatic childhood events (ref.9).
- 2) Reprogram the cancer personality trait "I don't want to express myself" if it exists (ref.8).
- 3) Teach strategies such as ESR, anchoring, deep breathing for handling stress (ref.7).
- 4) Become more assertive.
- 5) Develop stress "hardiness", control, challenge, and commitment (ref.7).
- 6) Learn to express emotions such as sadness, fear and anger.
- 7) Learn to forgive others and self. Don't hold onto grudges, resentment, or bitterness.
- 8) Ask for and accept love from loved ones when needed.
- 9) Learn to say "no" to requests for favors when appropriate.
- 10) Have a sense of purpose in your work, daily activities, and relationships.
- 11) Use meridian tapping to defuse depression.
- 12) Work on combatting (biokinesiology) liver emotions of despair, hopelessness, helplessness, feeling incapable, and distressed (ref.9, p.142)
- 13) Balance thymus emotions (ref.9, p.140).
- 14) Add fun into your life.

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The Eye Modes Emotional Circle

by Gerardo Vale, MA

Abstract. The daily application of Eye Modes, the Behavioral Barometer, the Symbols and the PKP skills, made it possible for me to find an easy way of defusing the present Negative Emotional Charge (NEC) linked to a stressful situation or relationship in the past. Through "The Eye Modes Emotional Circle" (that represents an insight which evolved from meditation about the process) we can easily defuse the NEC as well as prescribe the specific symbol to infuse a positive state of mind in the client.

The synthesis of the Behavioral Barometer, the Eye Modes, and the Symbols in our daily work, of defusing the STRESSORS of our clients, showed us that "The Eye Modes Emotional Circle" (the chart that we have been using for more than three years, together with the PKP skills) is a valuable tool to simplify and to make easier the process of defusing the NEC and infusing a positive state of mind by using the needed symbol.

"The Eye Modes Emotional Circle", as a tool of work, gives us at a glance all the information we need, as well as a whole view of the system of defusing EYE MODES and SYMBOLS, which facilitates the process, since it is unnecessary to talk so much with clients, especially if it is difficult to induce them to talk about their problems.

Beginning the process, the Emotional Mode is the first step. If we are working with a client and the Emotional Mode (thumb to ring finger) comes out, indicating a priority, we next test the Emotional Minimode # 2 1/2 c. This Minimode indicates the necessity of accessing the stressful memories through the Eye Positions (see PKP II, Bruce Dewe, MD and Joan Dewe, MA). After testing the last Minimode we check to see if the Emotional Minimode # 6c (PKP II) also comes out, showing that the testee needs a symbol as well. Now we have all the information needed to begin working with the process.

In this work we concentrate our effort in showing a system approach of defusing the present NEC linked to a stressful situation or relationship in the past, using both processes together: the Eye Modes and the Symbols, besides the Behavioral Barometer, all

consolidated in a graphic design called "The Eye Modes Emotional Circle"

Testing

1. We use a strong Indicator muscle (IM), making sure that we have a clear circuit.
2. Preliminary clearing: Switching, Dehydration (hair pull), and Zip-ups for Central Meridian (overenergy).
3. We check the modes (Electrical, Emotional, Personal Ecology, and Structural). If the Emotional Mode (thumb to ring finger) changes the IM, indicating a priority, we go ahead.
4. We check the two Emotional Minimodes:
2 1/2c (Eye Positions) and # 6c (Symbols). If both make the IM test weak, we then use "The Eye Modes Emotional Circle", involving the complete process.
5. We test the client asking permission to use "The Eye Modes Emotional Circle" and to defuse gently the stressful situation or relationship "on line". If permission is given, we proceed.
6. We use the Retaining Mode to put the Emotional Minimode # 2 1/2c "in circuit". The IM will now test weak.

Observation: It is not necessary to put the Emotional Minimode # 6c "in circuit".

7. Now we test each Eye Mode, first with eyes open and then closed. The IM will go strong when we test the Eye Mode appropriate to the particular issue. We consult "The Eye Modes Emotional Circle" to find the corresponding symbol related to the eye position that made the IM strong. We ask the testee to look

directly at the symbol and the IM will go strong too. Pause lock the symbol and the IM stays strong. Then we record the information.

8. Next we test for % of willingness to accept the benefits of change in all levels: C/S/B. If the IM goes weak in any level, we correct it by F/O holding and Emotional Stress Defusion skills. Challenge.

Correction

1. We now ask the testee to age recess to the age of cause, and then to defuse gently that stressful problem through "The Eye Modes Emotional Circle", asking for: YES/NO. Since we have permission, before age recessing, we discuss the issue with the testee focusing attention on the meaning of the Barometric words related to the Eye Position in the "Emotional Circle".
2. We begin the Age Recession (in the usual way of "Three In One Concepts"), tracking to the age of cause. When the IM changes, we put that "in circuit". The IM goes weak. We discover the % of NEC and note it down.
3. We retest the Eye Modes to see in what position the IM stays strong. We check to see if the Eye Position now is the same as the Present Time. If it is different, we test for switching and do the necessary corrections. Retest again the Eye Modes in both ways: eyes open and closed, until the Eye Position is the same as the Present Time. This also means that the Symbol and the Barometric words are the same. If, for instance, the Eye Modes do not coincide with that of the Present Time, but appears in a different Eye Position, reflecting a Barometric REFUGE in another level of awareness, it doesn't matter. For instance: let's say the REFUGE, in the present time, reads-out as BODY with the major category ONENES/SEPARATION (looking straight down), but when age recessing to the age of cause the patient looks "up right" and the IM changes, showing a barometric REFUGE in the **subconscious** level of awareness, reflecting the major category ASSURANCE/FEAR OF LOSS, there is no

problem. That is interpreted as a Barometric "Bounce" (See *Advanced One Brain*, by Gordon Stokes & Daniel Whiteside, chapter 1-22.).

Since we have discovered the exact "Eye Mode", the "Symbol" and the "Barometric Words", we find the % of NEC and note it down.

4. Establish the need for practicing the exercise with the symbol (how often, time of day and number of repetitions) to infuse the positive state of mind. Then we ask the testee to read aloud the appropriate text related to the symbol (See chapter 4-36 and 4-37, from *Advanced One Brain*) and discuss the feedback as to how the information relates to present time, right now.
5. Now we do the defusion using the Barometric Words saying: "I feel..." and "I am...", F/O holding, Eye Rotation and Temporal Tapping (PKP I), with the help of the testee.
6. Challenge the Eye Modes, according to the "Emotional Circle" and see the % of NEC left. Apply F/O holding to defuse any % of NEC left.
7. We return to present time and ask the person to visualize the symbol, from the age of cause until the present age, at each interval of 5 or 10 years, associating that symbol with an agreeable situation of his life to anchor the new state of mind.
8. When we get to the present time, recheck C/S/B, the Emotional Mode and the specific Minimodes (2 1/2c and 6c) and the % of NEC of the session. We do the final defusion, if necessary, using F/O holding and ESD skills.
9. We recheck the % of willingness to accept the benefits of change in all levels: C/S/B.
10. We show the testee the process of using the symbol for infusing the positive state of his mind, as homework. "He must trace the symbol on the palm of each hand in turn, in the air, looking through a space made between thumb and fingers and crossing the midline. The tracing of the symbol must be repeated three times

in the air, beginning first with a "small" figure, then bigger and bigger, until the whole body is involved. Finally, we tell the testee to close the eyes and hold the head with F/O holding, while he mentally traces the symbol in his mind. "

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SEPARATION - THE KEY TO INDIVIDUATION

by Alice Vieira, PhD

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"I need and want to make a disclaimer: When I talk about mother or primary care giver, I do not mean REAL MOTHER but mother AS AN EXPERIENCE that did not or could not meet the child's needs." Larry Hedges, PhD, Founder, Orange County Psychoanalytic Institute

"Give your child roots and wings, not loot and things." Denis Waitley, *The Psychology of Human Motivation* tape series

"Parenting is the only relationship whose success is measured by the quality of separation." Sidney Lumet

Numerous authors have written about the first years of life and what it takes for a child's "normal development" to lead to a healthy and productive life. (Erikson, Winnicott, Mahler, Freud, Hedges, etc). There is agreement as to what "normal development" is, for the most part, but accomplishing it is another story.

Tony Robbins, author of *Unlimited Power*, said that 80% of families today are dysfunctional. It is my belief and the premise of this article that this figure is so high because today's children are not allowed to separate from their families of origin. Dysfunctional, then, means that the phase of attachment or separation has not been accomplished in a manner that allows for individuation. Individuation is the emergence of a person in his or her own right, able to search for and attain a meaningful life and to initiate and sustain a process of individual growth toward ever-increasing personal competence and adequacy.

A child needs what child psychologists call an "average expectable environment" and "good enough mothering" in order to grow up healthy. This does NOT occur when:

1. The fine line between giving too much and not giving enough is violated;
2. Parents need a child for their own gratification;
3. The child is thwarted from focusing on developing as a child because he/she is focused on parental needs.

1. The fine line between giving too much and not giving enough is

violated: The child needs its parents to give enough consistency so that the child can develop trust, feel loved, cared for and considered, but not so much that the child is so overindulged that autonomy does not take place.

If we, as children want something for the sake of wanting it (as all children do) and we are indulged every time, we do not learn the essential process of delaying gratification. If, on the other hand, when we want something that is appropriate to need and want, and it is denied us for the sake of denying it or is not given out of neglect, then the child learns that his/her needs are not important.

For us to develop normally and separate from our parents there must be a degree of restraint and consequences for certain behaviors that are deemed inappropriate. An example of this restraint would be when we are prevented from eating all the candy in the bowl on the table. Continuing gratification does not allow for an optimal level of frustration and socialization. As long as continuing immediate gratification exists, the absence of the parent is experienced as a threat and therefore separation is impossible.

On the other hand, neglect of our legitimate needs leads to what psychologists call "learned helplessness," which is the belief that we are at the mercy of external forces, that we no longer have control over what happens to us.

There is a well-known experiment that used two groups of college students to demonstrate learned helplessness. Each group was exposed to a very loud noise in a

room from which they could not escape. The first group was given a button that would shut off the loud noise. The second group was not given a way to shut off the noise. In the second phase of the experiment, the same groups were put in another room. Both rooms were equipped with a button that would turn the noise off. The first group looked for it. The second group, which had **not** been given the way to turn off the noise in the first experiment, did not even bother to look for a way to turn off the noise. As with the second group of college students, children who are not allowed to take control of their lives learn to be helpless. What a child does not get as a child leaves an empty hole inside. Until the loss is grieved and resolved, the child feels helpless and worthless.

There is a lovely true story I heard on the radio some years ago and have related it to many of my clients. A little boy found a caterpillar lying on the sidewalk. The boy picked it up, placing it gently on his jacket. Upon arriving home, he showed his mother and asked her if she thought it would live. His mother explained what it was. Putting it on a bed of leaves and grass, she told the boy he could possibly observe the caterpillar turn into a butterfly. The boy, of course, was thrilled, and eagerly watched it develop. Gradually the caterpillar began the transformation to cocoon, to butterfly. At one point in its struggle to free itself from its cocooned body, the caterpillar seemed to falter, movement then stopped altogether. To the horrified boy one thread seemed tighter than all the other spots on the caterpillar's worm-like body. Thinking that perhaps the struggle had been too much for the caterpillar, the boy got a tiny pair of scissors and carefully snipped that tight thread. Sure enough, the caterpillar's movement resumed almost immediately. Within a few days the butterfly emerged from the tiny cocoon. When it had completely shed its final pieces, the little boy saw the butterfly had but one wing. He subsequently learned that the struggle is what develops the butterfly's wings.

Over-loving, well-intentioned parents sometimes interfere with a struggle that will develop their child's wings.

2. Another aberration in our normal development is when our parents need us for their own gratification. The burden of our parents' dependence on us causes our environment to be other than average.

Parenting is a huge responsibility that persons assume when they decide to have a child. Whether or not it is "rewarding" should depend on what kind of job is done - as with any other job. Parents should not need us

to appreciate them ("you should ... because of all I do for you",)

to like them ("do you love mommy?" or "then I hate you too",)

to be there for them ("you seem to like your friends more than you like your family",)

to support them ("you're my little man...you can be the daddy now...she's like a little mommy, she can do all I do...").

A good example of parents needing a child to fulfill their own needs without regard to the child is the following: As the result of a mixup, a friend of mine was notified late that he had been accepted at the university. In order for him to play on the athletic team he would have had to be there the next day. His parents were on a holiday and when they heard the news decided to remain at the resort, as planned. My friend was in a panic as to how to get up to the university and play on the team. I suggested that we rent a U-Haul and go. We went, moved him into his apartment, and he played on the team. His parents were irate. They felt that they had been denied the experience of placing their child in college. This child and his needs were totally inconsequential to them. He and I were seen by the parents as betraying their needs.

Another example is that of Joseph Kennedy, a narcissistic man who was not able to fulfill his own political desires and therefore looked to his children. No one will ever know about Joseph Kennedy, Jr. who died before his time, but we do know that Jack Kennedy, the 35th President of the United States, pursued his political career (and perhaps his sexual

exploits) because of his father's needs rather than his own.

The tragedy is that we will fulfill any role that our parent needs us to fulfill. I emphasize the word NEED because it may be very different from what the parents consciously say that they WANT for the child. If the period of attachment is determined by our parents' needs rather than our own, then our attachment period will be prolonged beyond what is healthy for us.

I often see clients who have been taught that they need to share their feelings with their children. They call it "being honest with their kids." Unfortunately, it is a way to satisfy parental needs at the expense of the child. An example of what I hear parents saying to kids in service of "sharing their feelings" is:

Child: "I hate you Mommy"

Mother: "You don't hate Mommy - you love Mommy."

or "That hurts Mommy when you say that."

or "Then Mommy hates you too."

The message in the above examples is: Our feelings are wrong, we cause pain when we have feelings, we are rejectable when we have feelings.

An appropriate, healthy response to

Child: "I hate you, Mommy" is

Mother: "You are feeling very angry right now"

or "You are feeling pretty strong about this aren't you?"

or "I'm glad that you are telling me how you feel - sometimes it is hard to find out what those feelings are - good for you!"

or "I can see you are having lots of feelings about this. Can you tell me more about them so we can clear the air?"

The message in these examples is that our feelings are feelings and do not devastate or change the order of things. Instead, our feelings are validated and encouraged.

However old we are we express our feelings in order to resolve our issues so that we can become separate from our parents, to become

a person with separate feelings, separate decisions, a separate self. Only with this separateness will we ever be able to relate as an adult to our parents or to the world at large.

3. Another abreaction is when we are thwarted from focusing on our own development because we are focused on what our parents need. Edith Jacobson (*Self and the Object World*, 1954) postulated that relatedness is essential to development. In fact, it is primary. Our minds are structured according to our experience of ourselves in contrast to others. As we interact, we form beliefs about how relationships work and these beliefs form our future reality about how we will relate to others. It is among the everyday tasks that our developmental tasks have positive or negative outcomes. In order to grow, we need an environment of empathy.

Most of the personal and interpersonal problems people face are due to either attachment issues or separation issues. They are intertwined: the greater the abuse, the greater the attachment. The greater the unhealthy attachment, the less likely that separation will take place. We all have a deep, natural need to be approved of by our parents. The normal time for this approval is during the first 7 years of our lives. **THAT IS THE TIME WE ARE MIRRORED AND VALIDATED. WHEN THIS DOESN'T HAPPEN, WE ARE STUCK WITH THE LIFE-LONG TASK OF DOING EVERYTHING IN OUR POWER TO GET THAT MIRRORING AND VALIDATION.**

In *Choose to be Happy* Kaufman does a great job of describing us as children when we try to express our feelings and are met by an inappropriate reaction from our parents. If, when we are little, our feelings are not accepted as feelings, then we learn that our feelings are not acceptable - i.e. they do not please our parents. We begin looking for our parents' reactions to things rather than asking ourselves how we feel about those things. We begin monitoring what we feel and only worry about whether what we is acceptable. We become what Bradshaw calls "human doings" rather than "human beings."

As children, we should not be made to feel responsible for adult feelings in any manner. If we feel that our exploration, curiosity,

uncertainties, and other emotions are not supported because they make our parents unhappy, then our developmental tasks will not be negotiated with a positive outcome. The result is mistrust, guilt, shame, and doubt about who we are. When our behavior makes our parents unhappy, we feel directly responsible. Making our parents unhappy is TOTALLY UNACCEPTABLE to us.

SEPARATION

Before separation can begin we need to know what it is that we are attached to and what form it takes. Are we attached to being good so that we can finally get approval, being abused, being ignored? etc. We need to know what it is that we are enmeshed in before we can begin the adventure of separation. When someone comes into therapy, I always ask them what event occasioned them to call me. That event is often the most important kernel of the work that needs to be done.

Attachment, in an average expectable environment, is essential for growth. Being attached and taken care of properly is the basis for normal living. Prolonged attachment is what is harmful. A bell doesn't ring when separation needs to begin. Some stages of separation begin shortly after we can distinguish our mothers from other people. Margaret Mahler refers to our first phase of separation around age 2 as reproachment. It is a time when we are independent for seconds or minutes as long as our mothers are there to watch. We bravely move out into the world but quickly look back to see if mother is watching. At the far end of what seems to be an appropriate time for separating is when the government no longer holds our parents responsible for our actions when we turn 18 or 21, depending on what we do.

Many times we marry someone with our parents' exact traits in an unconscious effort to resolve issues with them. The attachment continues in a complicated form.

For example: Many adult children of alcoholic parents marry alcoholics in the hope that they can change their spouse as they could not change their parents.

Howard is the fourth of eight children. His father was alcoholic. Howard was given little attention and spend most of his teen age years depressed. He remembers helping his older

brother hide alcohol so their father would not get drunk. The father died at age 57 and Howard never forgave himself for not being able to save him. Howard married an alcoholic. When she attempted suicide, he brought her into therapy to be "fixed," willing to fix himself as long as the end result was that she was fixed. When I told him that he could not fix her, he was visibly upset. He would not believe this. He stated, "I feel driven to change her. I have to." The issue here is not changing her. It is a deep attachment to his father from which he had not separated. His wife is only incidental to the original attachment - never separated story.

Joan is the oldest of five siblings. Her parents were both only children and, although educated and responsible parents, were unaffectionate, unavailable and uninvolved with the children. Joan was given less attention than the others because she demanded less attention by being "good" and taking care of herself. Even today her mother, who lives close to her, never visits her but drives to see her sisters who live farther away, because "they aren't doing as well as Joan is." Joan is a successful business woman who got involved with a man with whom she began a business. He did not want to marry her and when it came time for a partnership in the business, he passed her over. She continues to be "good," demanding little and taking care of herself. What brought her into therapy was frustrated at being ignored by this man. The issue here is not being ignored by him but rather an unresolved issue with her parents from which she has not separated. This man and the men to follow are only incidental to the original attachment - never separated story.

When the psychodynamic issue is described and we become aware of what we are doing to ourselves, we often respond with disbelief. We cannot believe that there is any connection. When we hear that our parents weren't perfect parents or that we are still involved in some way, we immediately defend them. Howard said, "He did provide for all of us." Joan said, "Although she didn't ever give me her opinion on anything, she had a great sense of humor." When we notice that we begin giving non sequitur defensive statements about the person in the

repeating pattern, we can be sure that the attachment is there. If the timing is right and trust has been established in the therapeutic relationship then we have a good chance of facing the attachment and the need for separation.

Once we decide to separate and face the unresolved issues with our parents, the journey begins. Susan Forward in her book *Toxic Parents* gives a good outline for resolving of such issues:

1. State what happened.
2. State how we felt about what happened.
3. State how it has affected our lives today.
4. State what needs to be done now.

The process of closure with past events requires only that all the appreciations and resentments be clearly stated.

The journey is not easy. It is bucking city hall. It is making waves. It is telling the king he has no clothes. This is tough business. The fantasy of most people is that it is too late, that it doesn't matter anymore, that their parents cannot handle it and it would kill them, that they will lose (or never get) the love they have worked so many years to achieve. It is my experience that most parents are relieved to have the incidents and the circumstances discussed.

The moment of realizing that separation is necessary may feel like a death. When we get separated and reborn into being our own person we will be tested. The tests are when we choose a different type of man - without the unresolved issues - or a different job because our boss is not treating us in a manner that allows us to feel respected. It may be that the new situation feels unfamiliar, uncomfortable and boring. The realization that we need to lay new groundwork for our new identity is a crisis that will need to be weathered.

It is important for us to be clear about what happened as a result of the extended attachment. It is important to remind ourselves of what it did to our lives, or it will creep back in. We need to be longer in independence than we were in attachment in order for it to be automatic.

We hang on to limiting relationships and a lower functioning because we know what is coming next. The outcome is predictable. Living in the present is going beyond the known. To live as our own person means we will not know what is coming next. There is a moment of truth, a crisis that is like a blank space in time. We have to be ready for new, unfamiliar behavior. In Christianity, this black space came after the crucifixion. After Jesus Christ died on the cross on Friday there was nothing. If you were a believer, then Jesus' death was the end unless he indeed could raise himself up again. Without the Resurrection, there would be no Christianity. Without our own resurrection as a self individuated self-in process, there is no separation.

We were manipulated into our attachments by our parents, siblings, and other caregivers, and THEIR needs, expectations, good intentions, meanness and ignorance. We survived. Sometimes, in the average expectable environments and with good enough mothering, we even thrive. But other times, when the environment is not average and the mothering not good enough, we continue in the survival mode. We are constantly vigilant so we will not be annihilated or unloved or, at least, lose what minimal love we have. We remain attached to this quest for approval and survival. Separation and only separation is the key to our individuation.

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UPALSAN (UPPER ALIMENTARY SANITATION): THE LAST FRONTIER

by Kim Vieira,

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Abstract

No organ of the body is as misunderstood, maltreated and fussed over as the digestive tract. Yet it is a key to our very health and well being. Hundreds of products are advertised to relieve "occasional irregularity and constipation." When little transport activity persists, then attention should be made to internal cleansing. Issues will include blockages, imbalances and corrective procedures for cleansing the alimentary tract.

When I graduated from University of California Santa Barbara and began my search for a career, I had no idea I would end up in a business dealing with hypothyroidism, feminine hygiene, kidney and liver toxicity, and constipation.

I cannot believe I am actually discussing the topic of constipation. You see, I grew up as a very naive, protected rich white child. My parents were grooming me to be a tennis pro at the local country club. I was provided with the tennis I needed and the BMW to get there. My family lived in a large house, and while I was growing up I never thought about anyone else going to the bathroom. I was a once-a-dayer: A minor inconvenience and setback to my day. I always had my own bathroom, my little sister had hers, and, well, my parents lived on the other side of the house. I never heard their toilets flush, so I thought it was just me. Occasionally I would catch my dad sitting on the toilet, but he was just reading the newspaper. I did not check to see if the toilet flap was up or down.

My wife Alice threw me into a terrible shock by saying my mother and father probably have sex, too. I just could not picture these functions. I did not know that women passed gas but that's another story.

So here I am talking about a function that every living being and animal performs. They have bowel movements.

No organ of the body is more misunderstood, maltreated and fussed over as the digestive tract. It has been reported that detoxification and elimination is a spiritual event for some people. For others it is an

experience of forgiveness, letting go, joy and hope. For some children it is a passive aggressive activity that allows them to experience some control over their parents. Remember your mother asking you, "Did you empty your bowels today?" "Did you do a little number 1 or was it a little number 2?"

In the book *The Medicine Show* by Consumer Reports, Dr. Walter Alvarez, M.D. made this analogy. "The colon is like a train track and the fecal contents are like freight cars. Occasionally a freight car comes in with such force that it just bumps one out of the station. Then maybe another time a larger force bumps three out and you may have nothing more for days." Some train stations have more activity than others. And others have little activity like an outpost on the prairie waiting for the train to happen.

When too little activity exists in the colon people become constipated, the result of improper eating habits, emotional upset and a breakdown in internal functioning.

Tom Spies, M.D. in a Journal of American Medical Association article said: "Today germs are not any principal enemy. Our chief medical adversary is what I consider a disturbance of the inner balance in our tissues, which are built from and maintained by necessary chemicals in the air we breath, the water we drink and the food we eat." In the Planetary Healers manual, *Survival into the 21st Century*, Viktoras Kulvinskis claims the cause of disease is over-eating and anxiety. "Toxins in the body originate from the wrong choice of foods, worn out body cells, drugs, unloving thoughts, polluted air and water...."

In most cases of illness and ailments, the body is stressed by various imbalances caused by overactivity, noise, lighting, radiation, extreme climate, overeating, sexual excesses, vaccination, toxins, emotional, financial and family stresses. This condition results in a pre-sick syndrome that makes you vulnerable and full of feces - stuck!

When a lack of normal internal functioning appears, attention should be paid. Isadore Rosenfeld, M.D., author of *Symptoms*, suggests a proper diet of roughage to remedy the problem. I believe more than just the addition of roughage is necessary. A lack of proper foods, too many processed foods, starches, sweets, prepackaged foods, coffee, tea and dairy products excess may cause these symptoms.

Being emotionally, chemically, and structurally balanced should be the first order of business. You should also try to eat foods rich with enzymes and eliminate the undigested food from your system. Undigested food forms toxins resulting in waste accumulation which becomes more toxic as it tries to recycle in your body.

When you get sick with a cold, flu or have an open sore, it is the body's attempt to remove accumulated toxins. One process of elimination is through the skin: chills allow you to lose heat; coughing, phlegm and mucus, the runny nose, the watery eyes, all allow the body to eliminate toxins. The liver, spleen, kidney and bladder are all stressed and activated into overtime in order to restore balance to the system. The colon is another crucial way to reduce toxicity by regular elimination.

Problems related to congestion - stagnation - toxicity include:

acne	cirrhosis
abscesses	colds
boils	colitis
eczema	diverticulitis
allergies	drug addiction
atherosclerosis	gallstones
arthritis	gastritis
asthma	heart disease
cancer	headaches
cataracts	hemorrhoids
infections by:	hypertension
bacteria	kidney stones
virus	kidney disease

fungus
parasites
worms

mental illness
pancreatitis
peptic ulcers

Upper and lower alimentary tract blockages can be danger signs that need to be attended to. Constipation, flatulence, diarrhea, indigestion, ulcers, migraines, headaches, lack of hunger and chronic fatigue may be the early symptoms of a number of the above ailments, the very least of which is a cold.

In his book *How to Live Longer and Feel Better*, Linus Pauling had a fellow colleague do 30 studies on Vitamin C. This doctor recommended 600 milligrams of ascorbic acid at the first signs of a cold -- sore throat, headache, runny nose, sneezing, a chill -- followed by an additional 600 mg. every three hours, or 200 mg. every hour and at bedtime 750 mg. The dosage was then reduced to 400 mg. every three hours and then 200 mg every three hours. In this study, 31 out of 34 colds were averted. In another study, 45 of 50 colds were averted.

Vitamin C aids in elimination. Linus Pauling said, "One effect of vitamin C in large doses has been reported by many people. This is its effect as a laxative, its action in causing looseness of the bowels."

Another technique that is emphasized in Touch For Health is water. Six to eight glasses must be taken daily. Dr. Thie recommends a 2/3 of an ounce per pound of body weight of water each day when not feeling good. In the book *Back to Eden*, Jethro Kloss claims, "Water is the essential nutritive material in the course of digestion, so that it can be absorbed into the blood, which carries it to the various parts of the body to repair and remove waste. Water keeps all mucous membranes of the body soft and prevents friction of their surface."

Another product that is very effective in aiding the natural process of elimination is Upalsan. It is an amazing isotonic solution for purging the upper alimentary tract. Upon ingesting of this formula, several actions happen. The liquid is expelled after drawing many toxins through the tissues of the digestive tract. Dr. Jeffrey Bland described the best internal cleansing as one that would cleanse the system from north to south, versus one south to north like an enema. Upalsan is one such product.

All popular laxatives are not what we would consider healthy. The product orange flavored Metamucil is full of dyed food coloring and is 68% sucrose. Milk of Magnesia has been shown to inhibit the metabolism's ability to absorb magnesium. Many experts warn that overuse of laxatives may lead to a very lazy digestive system and inhibit the body's absorption of Vitamin A, D, E, and K.

Upalsan works extremely well in stimulating the tissue to release toxins through the upper alimentary tract. Upalsan, a formula of salts, vitamin C, chlorophyll and rutin (a known tissue strengthener), is dissolved in water and ingested. The blood and lymph are responsible for osmotic pressure. This is like doing a feathery touch over a muscle in spasm to get it to release and relax. If the concentration of salts in the lymph is greater than the tissues then water will pass from the tissues, into the lymph. The Upalsan formula draws and leaches water like a sponge from your toxic tissues into the sewer canal. It draws water from the tissues through the semipermeable membrane into the colon for a quick exit out of your system.

Laxatives, herbs, husks, bulk producers, stool softeners should be used rarely if at all. Experts warn this promotes a "lazy colon".

Balanced energies, correct food intake, and emotional well-being all relate to a good digestive tract. Products like the Upalsan are excellent prior to a cold, sluggishness or digestive disturbance, but not as a daily or weekly event. It is for a clear system, like cleansing the palate for the next entree or like a brand new gessoed canvas for an artist to paint new art.

In the Professional Kinesiology Practitioner (PKP) work, there is a personal ecology finger mode that calls for "general cleanse", indicating when it is necessary to stimulate the elimination system. When this cleanse is for a physical cleanse, several natural techniques are recommended. Water with lemon juice is one approach. Upalsan maybe another. Ask the body what method is most appropriate.

The protocol when using Upalsan needs to be followed exactly. The best results happen only if you follow directions. On an empty

stomach, preferably first thing in the morning, pour the powdered dose into a quart of warm water. Drink fast and don't sip. After ingestion lie on your right side for exactly 20 minutes. This angle empties the solution from the stomach to your small intestine. After 20 minutes be physically active. Do sit-ups, vacuum your carpet, jump or cross-crawl, and then let nature take its course. Results happen. Within 15 minutes to 2 hours the Upalsan should completely flush through your system. A good follow-up is additional drinking water since the solution leeches toxins and water from your tissues, lymph and blood supply.

Whatever method you choose to use to keep a clean colon, the point is to pay attention to your upper and lower alimentary tracts.

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Kinesiological Integration of the Senses

by Renate Wennekes and Angelika Stiller

I hear and see.
I taste and smell.
I feel cold warm, rough and smooth.
I feel my body.
I feel tension, release and movement.

My senses give me a picture of my surroundings and of myself. With my senses I am aware of my sadness, my joy, the birds and the green grass around me or a world that is grey in grey.

The senses are part of everything in our life. They start their work a few days after conception and accompany us until we die. The development of the sensory system during pregnancy and the first years of life engrave the human being. With the help of the senses the child learns to learn, learns how to handle itself and its environment.

Without sensations for the senses we can't survive. Our senses need continuous stimulation. They feed the brain, without them the brain collapses. The development of the brain during early childhood proceeds with the help of the senses. They stimulate the cerebration. If we don't use our senses, the sense organs cripple, the brain atrophies and the co-operation in the body is disturbed.

Our surroundings are more and more depleted of stimulations for the senses. Television, computer and plastic toys substitute the experience of running, climbing trees, balancing, playing and fighting with other children - fifty years ago the children knew about a hundred plays, now they know about five.

When we balance our senses, we stimulate our whole brain, experience ourselves and our environment more intense, and influence our perception and learning behavior.

Each sense has its own importance and is dependant in its work on the cooperation with other senses. So first we work with a single sense and the corresponding sense organ. Then we integrate the cooperation of the senses and the way of perception.

Here we will mainly speak about balancing of the single senses as the pre-requisite of learning and perception.

We have a finger mode for the senses: The thumb loosely lies in the palm on the side of the little finger.



Then we have for each sense a finger mode, some tests (we just mention a few as an example) and corrections (examples, too). The test function is a stress test. The corrections stimulate directly the sense similar to the natural stimulation. Other corrections like TFH, Edu-K, Three in One Concepts can be used, too. They are very helpful to the results of the balance. The finger modes for the senses are a further possibility to balance. They are especially useful to bring more awareness of a sense in every day activities.

Before you test and balance, it's important to ask, whether the work is accepted and the body can use the information for it's well-being

Tactile Sense

The sense organ for tactilely is the skin. It informs us about pressure and touch, temperature and pain. The tactile system is the first sensory system that develops in the womb and it is of extreme importance after birth. The bonding between mother and child and the emotional development depends on touching. The tactile sense is the basic requirement for the awareness of our own body and our ego. I have to feel myself, to know my possibilities and my borders.

The ability to integrate sensory information with the skin is necessary for the balance of the nervous system and emotional and social contacts. The ability to contact without words, to set and overcome borders and the possibility of empathy stands form the tactile sense.

Finger-mode: the upper part of thumb and index finger lie together



Corrections:

- Speak out aloud: "I dare to, want, may, can, will touch, be touched and feel."
- The skin is touched by a person, by things, imagine your mother touching you (ask permission)
- With the skin we touch persons, things, imagine your mother touching you (ask permission)
- Stroking and get stroked.
- Rubbing with a towel or a brush.
- Taking a bath, a shower, creaming.
- Having experiences with material like sand, clay, stones, food on my skin and especially in my two hands and my lips.

Kinesthetic Sense

The organ for the proprioception is in our muscles, joints and tendons. It works closely together with the receptors in the skin and gives us the feeling for our body movement and the position of our joints, so that we can move with closed eyes. The proprioception develops by moving and being moved (the importance of being carried as a baby). The child makes the first experiences in the womb. It is easy to move in the amniotic fluid and to feel the movement of the mother (the importance of the movement of the mother during pregnancy).

Our kinesthetic sense gives us a picture of our body that helps us to plan movement, to adapt, to perform and to control movement. With this sense we develop our laterality and experience the space around us, we recognize our position in space.

The proprioception stands for our self-assessment, for our ability to express ourselves, to take our space and let others

their space and is an important element in our centering.

Finger-mode: the upper part of thumb and little finger lie together



In depth tests:

- Speak out aloud: "I dare to, want, may, can, will move, be moved and feel my body."
- Move
- Be moved
- Imitate movement pressure and traction on the joints

Corrections:

- All ways to move the body like dancing, cross crawl, sports, muscle-testing
- Massage
- Strain and release the body.
- Embracing the hard pressure like encircling the body.

Vestibular Sense

The organ for balance is inside the ear near the organ for hearing. It helps us to feel the movement and the position of our head. It works together with the receptors in the neck muscles and the joints of the neck and informs us about the position of the head in connections to the body.

Tactile, proprioception and balance are the basic senses. They are the first ones developed in the womb and hearing and seeing on their experiences. The main stimulation comes from the movement of the mother. The birth is like a shock for these senses, it is like a big step backwards to cope with the air and gravity.

The conquest of gravity is the main task of the baby during its first 18 months of life. Together with the proprioception, the balance organs help us to regulate the tone and the posture. For our eyes it is the physical orientation system.

The balance system is important for my emotional stability, for my "inner" balance. It stands for the ability to balance, look for new possibilities, learn and change.

Finger-mode: three fingernails of index finger, middle finger and ring finger go in the middle of the upper part of the thumb.



In-depth-tests:

- Speak out aloud: "I dare to, want, may, can will balance, play with my balance, hold my balance."
- Swing and be swung
- Turn and be turned
- Jump
- Have someone move your head

Corrections:

- Swinging
- Being rocked in a chair or hammock.
- Jumping on a trampoline
- Moving the head in all directions, active and passive (when the head is moved, it's good to hold the Positive Points)
- Head-stand (yoga) and/or gravity glider (position of the child before birth).

Auditory sense

The organ for hearing is more known. It lies near the organ for balance and is dependent on its function. Hearing belongs like the eyes to the far senses. The development of the ability to hear goes along with speech development. The ears help us to recognize and discriminate sounds, voices and noises, to hear the difference between loud, quiet, deep and clear and to estimate the distance

and direction of sound sources. Another important ability of the hearing sense is to filter out noises of interference.

Hearing stands for the ability to understand, express yourself and for verbal interaction. More than the basic senses the far senses (eyes and ears) stand for the correction to the surroundings and social needs.

Finger-mode: fingernail of middle finger into upper fold of the basic part of the thumb.



In-depth-tests:

- Speak out aloud: "I dare to, want, may, can will hear, being heard and understand."
- Hear and listen to noises and voices.
- Understand voices and noises.
- The voice of the mother (ask permission!) Tomatis thinks that the voice of the mother initiates the development of the nervous system.
- Hear distances and directions.

Correction:

- Listening to music (Mozart).
- Humming and swaying (stimulation of the balance system).
- Singing
- Tuning of the ear.
- Screaming without sound.
- Hear'ye, hear'ye (correction of Frank Mahony TFH-Journal 1990).

Visual Sense

The organ for the visual sense are the eyes. They work together with the proprioception and the sense of balance. The eyes recognize light and dark, colors, movement in the surroundings and because of the binocular vision; spatial depth.

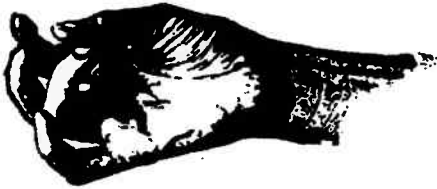
The development of visual perception is not completed before the seventh year of life. The

difference between physiology and perception is very clear: seeing has ~~to~~ to be learned.

There is much research about the abilities of visual perception. It is probably the most popular sense. The eyes help us to recognize where we are in space in reference to objects. The eyes help us recognize objects from all perspectives, to coordinate seeing with the movement of the body and to concentrate on the main visual stimulates.

Seeing helps the ears to contact the environment and to understand. Insight, recognition and the strive for clarity has to do with seeing. What we see and what we don't see has much to do with our development.

Finger mode: fingernail of ring finger on the bony part of the upper part of the thumb.



In-depth-tests:

- Speak out aloud: "I dare to, want, may, can will see, be seen and perceive."
- Following moving objects.
- Following lines in the room.
- Imagine the eyes of the mother/father (ask permission!).
- Adaptive to brightness and darkness.
- Peripheral seeing.
- To see two different pictures in one picture (Vexier picture).

Corrections:

- There are a lot of very good exercises for the eyes from Bates, Goodrich, Dennison, therefore we don't have special corrections.
- Seeing builds on the basic senses, therefore we ask the body to correct the eyes via the basic senses.

Gustatory Sense and Olfactory Sense

Taste and smell belong close together, we know that without smelling, tasting is not very good.

Taste helps us to control food and to start salivation. Smell is very important for our affections and our sexual behavior. This sense is connected with the limbic system and plays a role for our memories. Often we remember things because of smells. These senses stand for the ability to decide what is good for us and what is harmful. Often unconscious, we can "smell" somebody and can get along with them.

Finger mode for smell: finger-nail of the thumb into the soft part of the top of the little finger.



Finger mode for taste: fingernail of the thumb to the soft part of top of the ring finger.



In-depth tests:

- Speak out aloud: "I dare to, want, may, can will smell, be smelled, taste and be tasted."
- Smell friends, enemies and neutral persons.
- Smell your own body odor.
- Smell your mother (ask permission).
- Smell different objects.
- Taste sweet, sour, salty and bitter.
- Taste your skin and mouth.

- Taste your mother (ask permission!).
- Salivation.

Corrections:

- Conscious tasting and smelling with open and closed eyes.
- Breathing through the nose (ionization).
- Stroking of the lips and mouth with the tongue (eights)
- Aroma lamps

How we can work with the senses

In every day life we can be conscious of our senses. We can eat and smell, see and taste. We can go for a walk and listen to the birds, balance over a tree-trunk and see the flowers. We can run, walk, sit, jump and feel our body and be aware of our skin. We can switch on our senses in the morning, welcome them in our life and make a "gymnastic" for the senses

You can make a sense balance. You can use it as a correction within the hand computer. When the finger mode for senses shows up as a correction, you go into the single modes to find the special sense to work with.

Procedure

1. Pace and ask permission to work with senses
2. Finger mode for senses and the special senses
3. Priority
4. In-depth-tests for the priority-sense and you check for this sense:
 - PACE
 - Cross-crawl/homolateral movement

- Compensation
- Burden
- Lived
- Integrated
- Competence
- Cooperation with other senses

5. Acceptance of the correction.
6. Correction.
7. Test of all weak items.
8. Home-play and take in consideration in every-day life.

Much fun with a life with all senses.

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