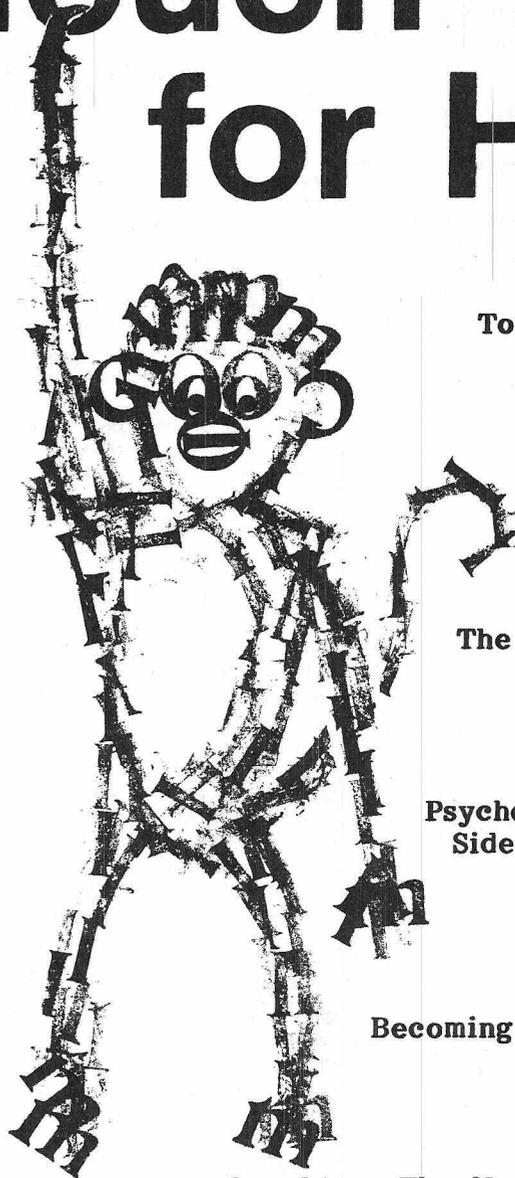


In Touch for Health

June 1983



**Towards Building a Healthy,
Peaceful World!**

HIGHLIGHTS OF THE ANNUAL MEETING

The Hundreth Monkey Syndrome
- Dr. John F. Thie

**Psychological Aspects and Beneficial
Side Effects of Touch for Health**
- Dr. Alice Vieira

Becoming More Human in a Computer Age
- Dr. Richard Byrne

Laughter: The Medicine Everyone Likes to Take!
- Dr. Jim Polidora

Dysfunctions of the 80's and How to DEAL with Them
- Dr. Sheldon Deal

Our International Faculty

Gordon Stokes, Dr. Mary Marks, Yoka Brouwer,
Phillip Crockford, Dr. Bruce Dewe, Nancy Joeckel

And You! - our Most Valuable Players!
will share the spotlight in San Diego at the
Eighth International Annual Meeting
July 12 - 17, 1983

In Touch for Health Volume 8 No.3

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The purpose of In Touch for Health is to disseminate information on research, methodology, results and teaching of self-development programs in health enhancement, both mental and physical. Further, the newsletter is a forum to provide up-to-date information on programs, seminars and activities of the Foundation.

The Touch for Health Foundation is a non-profit educational corporation. Publications of the Foundation include the quarterly newspaper Touch for Health Times circulated to members and all interested persons in Jan, Apr, July and Oct. Foundation membership also includes subscription to the members' newsletter In Touch for Health published in Feb, Mar, May, June, Aug, Sept, and Nov, and the Dec. Journal of technical papers, training information and applications.

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Notes & Letters

Dear John,

The Touch for Health technique has brought hope and results to someone who might have faced life in a wheelchair. My wife Elly and I worked, she as operator and I as surrogate, to balance my friend who is left-side paralyzed. You would be proud to see my wife work - I was, and I'm happy to tell you. I would then do a "Trager Psycho-Physical" technique.

After some weeks he improved steadily. He now goes to the VA Palo Alto Hospital Physical Therapists, who are thrilled at his results. Another Physical Therapist borrowed our manual. I am now teaching my friend's wife the TFH Basic.

There is so much we can do as Touch for Health people - we need only open our hearts and minds.

Yours in Touch for Health,
Bill Walker
Sunnyvale, California

Instructors Rich and Carin Clayton of Los Angeles, California, were seen demonstrating TFH on the show "Frankly Female" hosted by Betty Miles on KHJ-TV!

Dear Mary - I like the new format & articles of In TFH since you have taken over editorship - keep up the good work!

Love & Light,
Clifford Garner, Ph.D.
Santa Clara, California

"...Cherish TFH as it is. However good the technic, the great thing is being able to help and be helped without that patient role getting in the way, which seems to hold the mind into the misery of maladies instead of returning to the pursuits of health and happiness." -- John White, England.

An Open Letter to Mary Marks, D.C., Editor:

The old adage - "if you want something done, and done well, ask a busy person to do it" - could have been created with Mary Marks in mind.

Not only do you excel - with your heart as well as your mind - as a member of the faculty, as a chiropractor and kinesiologist, as a lifelong student of "becoming" (growing, exploring, changing), but now look at what you're doing! You've taken on the editorship of IN TOUCH FOR HEALTH - no small task indeed!

Your fresh style of presenting this publication to us, its readers, is a special joy to me. You have employed a lightness to its character while, at the same time, the material which you publish - including your own splendid articles - is new, stimulating and most helpful to me. Love those ancient prints; wherever did you dig those up?!

Thank you, dear Mary, for making this additional talent of yours available to our TFH family.

Much love and admiration,

Elly Wagner
Westlake Village, California

Mary's Marks

Straight off the editor's desk

Here at the Foundation we've lived a double life. Our heads in the clouds with the dreams of Touch for Health, our feet have been tripping over boards and falling into holes. The year started with a real bang, as the walls came tumbling down around us, plaster crumbling onto our desks, all the drawers and cabinets spilled out, the floors taken up.

Every morning we carried on "business as usual", pretending that all was running smoothly as we searched through piles of records covered with sawdust to find all the important things left from yesterday, awaiting the day's mail to bring the surprises of today.

When the new shelves and drawers were finally in place, we started the sorting and refileing of 10 years of "Touch for Health." We found all kinds of things that had been swept under the rug. We did, indeed, find much that we could only shake our heads over. And we kept going.

We moved our computer files--all our membership records and the addresses of the 25,000 people on our mailing list--to the Thie Clinic's computer so that we could take more personal care of it, cleaning up inaccuracies that have been costing a lot of hurt feelings and a small fortune in returned mail. We changed accounting procedures and are catching up on the referral fees of those of you who got slighted. (If you're among them, please let us know!) And we're looking for new and better ways to keep track of what everyone is doing, to keep supporting our goals.

In taking over the newsletters, I invested in a Word Processor, not only to improve the quality of our publications (next month my new "spelling" program will help even more!), but also to produce the Instructor List. While it still represents a duplication of effort, it's a tenfold improvement over typing the list by hand, as it's been before. Now if we can just find a way to keep the information current, so we know who's really certified, paid-up, with classes actually scheduled. . . .

If you're among those left out for so long, let us know so we can correct it. Your responses on the yellow Instructor's Forms have been a great help. To those who lost patience with us cleaning up our act, we are grateful for the lessons you've taught us about the importance of SHOWING that we care, and deeply saddened that we've lost you, that we let you down. (Have I told you lately that I love you? All of you!) So now that the right hand is listening to the left hand again, let's keep them speaking to each other.

As we prepare for one of the most exciting events in the history of Touch for Health, the 8th International Annual Meeting, I've been reflecting on all these things. Under Elly's leadership, the Annual Meeting Committee has put together ideas, feelings, sharings and carings which truly reflect the new heights to which our organization has risen.

She has accomplished this under the most adverse conditions--bringing the planners and volunteers out to work at a time when all of us seem to be going through tremendous changes--and always during the worst of the rains. She has elicited the cooperation of the much-overworked Foundation staff, who themselves were coping with months of remodeling and construction while trying to keep the normal operation of the office running. And she's drawn people from all over the world, during one of the worst economic crises of recent times.

We have before us a gathering of minds, bodies and souls (did I leave anything out?) ready to give us their all. And I think we're ready for them! If you weren't sure about coming this year, it's time! And if you're among those who must stay behind to keep the fires burning, we'll bring it back home to you. Look out, World! Here comes TOUCH FOR HEALTH!

Dear Instructor, New Member, Colleague, Friend,

Please consider this a personal letter to you.

I want to share the excitement and significance of the upcoming Annual Meeting, now only weeks from now.

Exciting because of the enthusiastic response from all over the U.S. and many other countries in the world. Exciting because of the unprecedented number of excellent presentations on the program - varied, innovative, dramatic - on videotape, slides, and live demonstrations.

Significant because of two factors: 1) It is obvious that TOUCH FOR HEALTH is now "all grown up." Many of you have shared our growing pains and you, too, are experiencing growth in your personal and professional lives. 2) with pride, TOUCH FOR HEALTH is making significant contributions worldwide "towards building a healthy, peaceful world!" Under the dynamic leadership of Dr. John Thie, TFH is a highly respected entity in the holistic health field.

Thanks to the creative energies of our committee, the Annual Meeting this year promises to reflect the growth and depth and humor of what TOUCH FOR HEALTH is all about.

To the first timers - those who have not attended our annual meeting before - we offer a special welcome and will make every effort to make you feel, very quickly, like an old member of our international family.

So -- if you haven't already done so, please join us. As our flyer states, this joyous event will be the Best Buy in the Whole Wide World!

There is still time to fill out the reservation blank below, include your \$25 deposit, and return it to us promptly.

Wherever you are in the world, we promise you an exhilarating experience!

Kelly

Elly Wagner
Annual Meeting Chairperson

Use this Registration form or include this information with your deposit.

Name _____ Phone _____

Address _____

City _____ State _____ Zip _____

Nickname for nametag _____

Conference Fees:
_____ \$140 Members _____ \$170 Non-members

Accommodations (includes meals):
_____ \$137.50 Double; _____ \$172.50 Single

_____ \$7.50/day if staying off campus, no meals

Enclose \$25 non-refundable deposit.
Foreign currency: Bank Draft in U.S. Funds only.

Send to: Touch for Health Foundation
1174 N. Lake Ave.
Pasadena, CA 91104 USA



The Charted Course

by Peggy Knorr

So many times in Basic Touch for Health classes, instructors hear themselves assuring their students, "It'll all come together by the end of the class." The information in a TFH class, to a new beginner, often seems disjointed and unrelated to a whole. Rules are learned and then those pesky "exceptions to the rule" keep spoiling it all, not to mention that information which doesn't seem to have any rules. The student's mind is continually trying to arrange information into categories and to find relationships, so it can understand and commit it to memory.

The actual 'doing it' and being 'done to' is magic. The body experiences and remembers, but cognitive learning is also imperative, and to some 'visual' people it is of the utmost importance. If a balance can be gotten between the two, it is the easiest way, of course.

In my own experience, when I first came into Touch for Health, practically at its inception, when it was called "Health from Within," the cognitive part was a real struggle for me, to put it mildly, and was so for a long time. I think the only muscle name I knew at the time was the Biceps, and that didn't appear in any of the literature! So I was a rank beginner.

At that time there was no first Touch for Health

Helping Hands

Numbers of Basic TFH Students Taught
This Year, Rosters Counted to May 15th:

Peggy Maddox - 361
Clifford Garner - 259
Alan Parker - 139
Russ & Camie Smiley - 135
Spiros Lenis - 132
Ellen Landa - 101
Jo Pugsley & Doris Stenzel - 96
Dag Galteland - 86
Susan Urbisci - 82
Elly Wagner - 79
Jane Faint - 79
Jerry Koch - 70
Debrina Woods - 69
Rosemarie Michelsen - 68
Heidi Stromberg - 67
Daniel Schaaf - 67
Donna Eden - 63
Millicent Kasper - 57
Marion (Pat) Hafley - 53
Dominique Dufour - 50

Thank you's for the donations
recently received from:

Irene Gauthier
Jan Westwater
Lynn McDermott
Don Lochman
Joan Hulse
Marion (Pat) Hafley
Jack Caraco
Peggy Maddox
Elly Wagner
Morris Knapp

Tied for First Place for
personally registering
5 students in ITW's:
Betty Sider
Bill Cooper
Carol Albee

Second Place: (4)
Elizabeth Barhydt
Carole Mathes

Numbers of 6-Month
Basic Memberships
for Their Students:
Jim & June Dyer - 18
Carol Albee - 5

Book, no revised expanded edition and therefore no Wheel Order of testing and balancing. I took my Basic course with Mary Marks, and in no time at all let myself be persuaded by Pat Gill (Mary's wonderful and delightful mother) to take the Instructor's course, the first ITW ever offered.

In those days, in the basic course, our "book" consisted of hand-outs, loose leaf papers of 13 muscles: Latissimus Dorsi, Pectoralis Maj. Clavicular, Rectus Abdominis, Quadriceps, Fascia Lata, Psoas, Pect. Maj. Sternal, Popliteus, Deltoid, Subscapularis, Teres Minor, Gluteus Medius and Sacrospinalis, in that order.

In the advanced course we got 22 additional muscles, hand written, with no actual pictures of the tests, and seemingly (to me) no particular order - certainly not any Meridian/Wheel order. In the Instructor's Course there was no Instructor's Manual - this came some months later.

I mention all this so as to give a feeling for where I was coming from at that time, not in any way to downgrade anything, even myself! It was a good start and we did a lot of learning with John Thie and Mary Marks, and with Carrie Thie who gave use a lot of good active listening skills in communication. There was much infectious enthusiasm from everyone involved. It was a good course.

At that time the first Touch for Health Book was in the writing, and when it finally made its appearance it was helpful, to say the least! (But still no wheel order!) I still found myself floundering around, trying to get it into my head...trying to teach it...dropping it...picking it up again...and so on and so on...With the Revised Expanded Edition (with the wheel!) and two ITW updates later, it began to start clicking into place. As with the invention of the wheel in human history, the invention of the TFH Wheel to me has been of the greatest importance in the learning and teaching of Touch for Health.

I was not completely out of the woods, as the Updates presented me with much stuff I had to forget and re-learn, and loads of new material. I found myself being envious and feeling inadequate when I saw what other instructors were accomplishing, but always the fascination of the subject never let me drop it completely, and I kept at it.

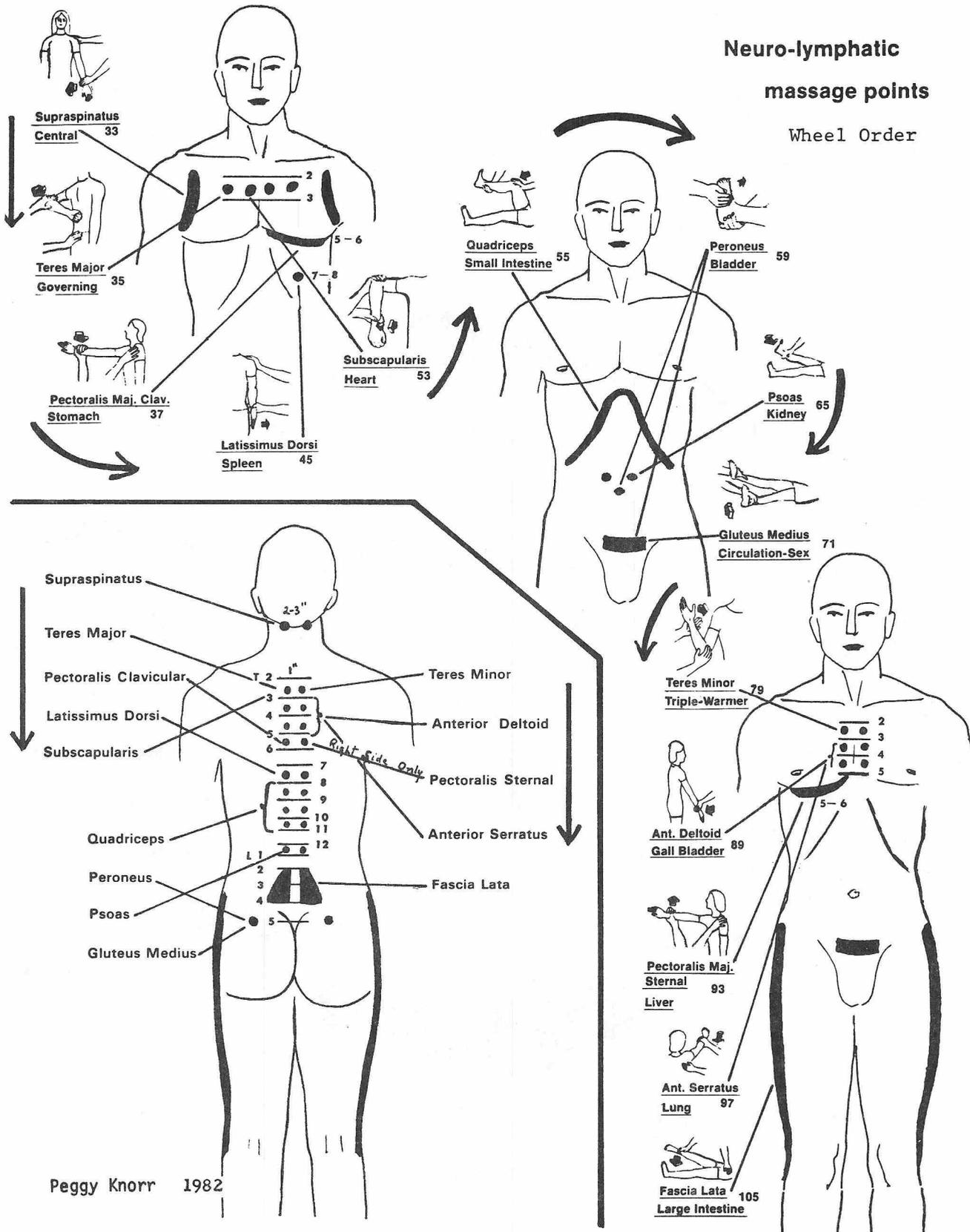
Finally I put myself at the very basic level and devised ways of assembling the material which so many people have contributed to the advancement and development of Touch for Health. Out of the fun and self-instruction of painstakingly playing jigsaw-paste-up with dozens of TFH diagrams and concepts, the following charts began to shape up. They have been enthusiastically received by my students. I hope they prove as helpful to many other people as they have been to me in the making of them. As I continue to clarify and hone my understanding it is possible I will change them and will also be working on new ones with additional information. My thanks to all those people whose work I have arranged in my way!

Peggy Knorr is a Certified Touch for Health Instructor and is teaching in the Whittier/Orange County area. She was born in India, raised in England and came to the United States as a war bride at the end of World War II. Peggy has been extensively involved with body therapies for the last two decades, including Bates Natural Vision Education, Movement/Dance Therapy and T'ai Chi Ch'uan, all of which subjects she has been teaching for many years. At an age when many people start thinking of retiring, Peggy is becoming more involved than ever.

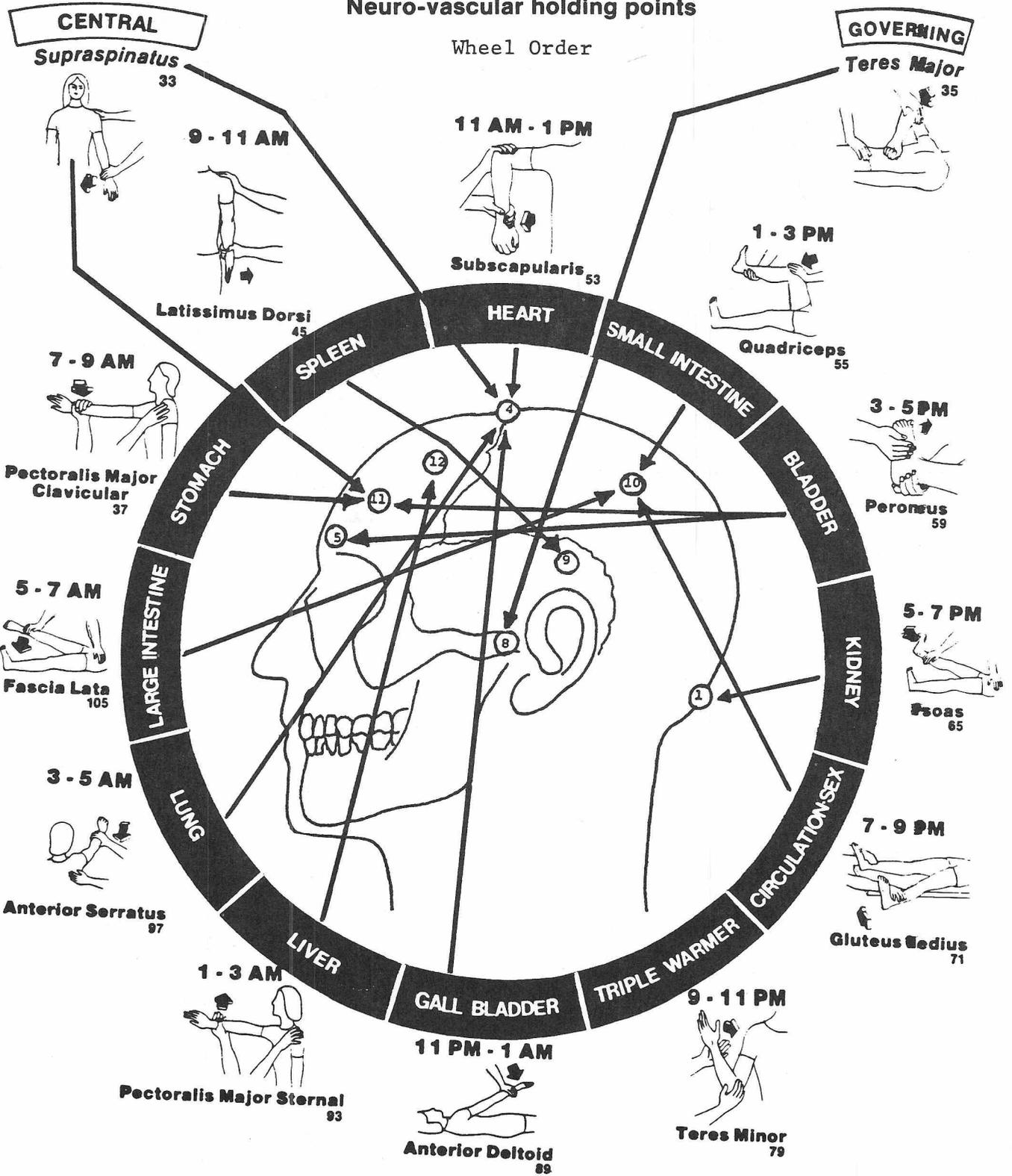
The charts printed here are just a sampling of her collection. For more information about her other materials, contact Peggy at 10238 Regatta Ave, Whittier, CA 90604, (213) 941-5662.

Neuro-lymphatic massage points

Wheel Order



Neuro-vascular holding points



Observation of an Instructor Workshop

by Barbara Buchanan, University of Arizona

In this excerpted report, submitted in partial fulfillment of requirements for doctoral studies in Education & Anthropology, Ms. Buchanan discusses her observations of a TFH Instructor Training Workshop in action. While each ITW has its own personality, the teaching style and format is typical of workshops presented by any of the Foundation Faculty. Independent instructors employ many of these same teaching principles and may find these guidelines helpful in their own classes.

This report of supervisory observation differs from more traditional or routine observations in three ways: (1) they did not take place in a public school classroom, but in a non-formal instruction setting; (2) the content of the instruction was in an area of non-traditional self-care health instruction; (3) the observations were made primarily of the modalities employed in the teaching rather than the content, and of the modalities of the interactions rather than the content of the interactions.

I train teachers in the Hill model of Cognitive Style Mapping [one of the educational tools utilized, in varying degrees, by TFH Faculty]. During training of elementary and junior high teachers I became aware of a real need to define patterns of cognitive learning styles already in use in the classroom at the beginning of the implementation period, and second, as the implementation progressed, to aid supervisors and teachers in defining the expansion of the number of styles used.

The expansion of styles is desirable. Typically teachers employ a limited range of teaching styles in the classroom. For many students, this is not a problem. For students who are experiencing difficulty in the learning process, an expansion of the styles employed by the teacher (and accepted as responses from the students) often increases not only comfort in the learning environment, but increases achievement as well. For high achievers and the gifted, it provides an opportunity to explore challenging modalities of learning that they have not usually employed.

The teacher who was the subject of this observation is Dr. Mary Marks, Chiropractor, an Instructor Trainer for the Touch for Health Foundation in Pasadena, Ca. She has been active in incorporating cognitive style information, superlearning techniques, and neurolinguistic programming in the Touch for Health workshops.

The Touch for Health program involves the learning of a large quantity of factual material which must be inter-related in a complex pattern and applied to a massage-like technique performed on family or friends. The scientific validity of the Touch for Health program is not at issue here. The important issue is that a large body of material has to be learned and integrated in a short period of time. Consequently, Dr. Marks has become quite adept at incorporating a wide range of cognitive styles in her instructional process as a way of facilitating learning. Her classroom would provide a rich field for observation.

The process began with my contacting Dr. Marks, who was conducting an Instructor Training Workshop in Tucson at the time, and requesting an opportunity to observe her instructional setting. I explained to her why I wanted to observe and what I would be looking for. When we met, Dr. Marks shared with me the content of the day's class, the planning book she uses in her teaching, the cognitive style maps of the students in the class, and her general impressions of the class and its response to the material being covered.

We arrived in the classroom a few minutes early, and I had an opportunity to choose from among three seats that were not habitually taken by class members, and to look around. When the class began, Dr. Marks introduced me as the person who had asked their permission to be allowed in class. The class then began.

I observed for a period of about 90 minutes, talked with the students during the 20 minute break, observed again for a period of about 40 minutes, and then met with Dr. Marks for lunch and a discussion of my observations. After lunch, I went back to the class briefly, explaining more fully my role and answering a few questions about cognitive style. Then I left. Using my notes, I took another hour and a half to analyse and code my observations into rough form.

The effects of the observation activity on me were expected, but impressive, nonetheless. I attempted to address all the items in the observation guide, although I knew that the information would be more than I could process. I felt that I needed to take maximum advantage of the opportunity to observe Dr. Marks. In some instances I was able to code styles as I observed; in others I was able to make brief descriptive statements which would remind me later of the styles apparent in the instruction. The wide range of teaching methods employed by Dr. Marks in every exercise was so impressive and appealing that several times I found myself joining in the lessons rather than observing dispassionately. On completion of the observation, I was exhausted!

The effects of the observation on Dr. Marks and the class apparently were not so severe. The results of the observation indicate that Dr. Marks indeed provides a stylistically rich environment in which to learn abundant and complex material. A verification of this impression was provided by students with whom I talked during the break. I commented that they must be tired, in that they were in their sixth day of intensive training, with two days left to go. One student responded that, on the contrary, they left each day as refreshed as they had come, that learning in the way Dr. Marks conducted the class was easy and not demanding. Another student noted that although he had been considered a 'slow learner' in school and generally found classes hard, he had no difficulty learning the material in the class because "of the ways she teaches it."

Based on my experiences here, I believe that any increase in the amount of information on the cognitive styles of their students, clearly and immediately available to teachers and supervisors alike, would be useful and helpful.

Continued, p.10



8th International

TIMES	TUESDAY JULY 12	WEDNESDAY JULY 13	THURSDAY JULY 14	
6:45 AM				
7:00				
7:30				
8:00				
8:30				
9:00				
9:30				
10:00				
10:30				
11:00				
11:30				SKILLS AUCTION
noon				
12:30 PM				
1:00	<p>Registration and Reception 1-5 pm and After Dinner</p> <p>(airport pickup 1-5 pm only, at Travellers Aid at airport)</p>			
1:30				
2:00				
2:30			FREE TIME! BANQUET	
3:00				
3:30				
4:00		*Color for Health	*Determining Amplitude Through TFH	
4:30		*Nutrition & Weak Neck Muscles	*Stress-Free Learning	
5:00		*"Untestable" Subjects	*Energy Flow Stirring	
5:30	<p>DINNER 5 - 6:30 pm</p>	*Laser & Nutrition in TFH		
6:00			DINNER	
6:30			5:30 - 6:30 PM	
7:00	<p>Opening Ceremonies</p> <p>John F. Thie, D.C. The Hundreth Monkey Syndrome</p>	SING!	SING!	
7:30		*New Energy Block Detection	*A Child's View	
8:00		*Positive TFH Results with Hopeless Cases	*TFH goes to South Africa	
8:30		*Healing Energies Through Laying on of Hands	*TFH in China	
9:00			Dr. Alice Vianna "Psychological Assistance" Beneficial Side Effects of Touch for Healing	
9:30				
10:00 PM				

Annual Meeting

FRIDAY JULY 15	SATURDAY JULY 16	SUNDAY JULY 17
morning activities: Yoga, Meditation, others		
B R E A K F A S T 7:00 - 8:00 AM		
nces, the International Faculty ials to classes --with emphasis	*Design of Research Projects in Nursing Utilizing TFH Workshop *Awards Dr. Richard Byrne "Becoming More Human in a Computer Age"	TFH Faculty Questions & Answers Dr. John F. Thie Closing Ceremonies - during which we bid a warm, sad, joyous fare- well to new and old friends in a special way - until next year!
L U N C H noon - 1:30 PM		
CE - SWIM - REST - SIGHTSEE ENJOY!		Post-Conference Workshops will be held independent of the Foundation or TFH Annual Meeting. Scheduled as of this printing: Dr. Paul Dennison Update on correction of Dyslexia and other learning dis-abilities; Stress-free Learning Dr. Jimmy Scott Latest on Nutrition & muscle testing for allergies and intolerances; New Techniques for Corrections Dr. Wayne Topping Creative Health Through Nutrition - a beginner's course in Biokinesiology
cids g ion	*Teaching TFH in Graduate Nursing Program SKILLS AUCTION	*The Eight Extra Acupuncture Meridians *Importance of Goal Setting
		Joyous Celebration! 5:30-7:00 pm DeLuxe Bar-B-Q Dinner
FH 1 2	"I want to Live" - vocal by Frank Mahony (Song by John Denver) *"No Other Generation" videotape *China - Health Care Today, '83 - Emphasis on Cancer Dr. Sheldon Deal "New Crop of Dysfunctions in the '80's - and How to Deal with Them"	Entertainment! TFH International Community Dr. Jim Polidora "Laughter - the Medicine Everyone Likes to Take" Dancing - Movement facilitation led by Jim Polidora

Summary of Cognitive Learning Styles

Learning is most natural when the educational activities complement the student's innate style preferences.

USE OF SYMBOLS - language

TAL - Words you hear or say
TAQ - Numbers or relationships you hear or say
TVL - Words you see
TVQ - Numbers or relationships you see

SENSORY QUALITIES used & noticed

QA - Hearing sounds
QO - Smells
QS - Taste
QT - Touch & Temperature
QV - Sight & Visualization
QP - Combining styles into complex tasks

QUALITATIVE CODES - self & environment

QCES - beauty, order, esthetics
QCET - relating to personal standards & ideals
QCKH - doing things "right"; correct form
QCS - self-awareness & self knowledge
QCTM - awareness of timing & time intervals

QUALITATIVE CODES - interaction with others

QCEM - empathy, aware of feelings of others
QCH - dramatic, deliberate behavior; role-playing
QCK - body language, facial expression
QCP - social distance ("space") & ease
QCT - influence in convincing others

CULTURAL INFLUENCES on one's ideas & beliefs

A - valuing associates, peers or friends;
prefer informal groups
F - family or authority orientation;
formal or structured relationships
I - independent; alone

STRUCTURE OF INFORMATION for understanding

M - definitions, rules, categories
D - differences, contrasts, opposites
R - similarities, relationship of parts to whole
L - appraisal by using M, D, & R equally, together
K - deductive reasoning, logical sequence

The Classroom Observation Form

(Observations incomplete in some areas. Comments reflect what was seen in this environment, not necessarily ideal.)

THE TEACHER - What styles does the teacher use...

1) in dress and personal appearance?

Casual, clean, trim, not bright (QCES,A,QCEM,R; minor QV)

2) in relationship with the students?

R(humor),TAL,QCEM,QCES,QCK,QA (calm voice)

3) to demonstrate enthusiasm (or lack of) for the ongoing activities?

Laughter, joking(D), QCK, QA, R, QCEM

4) to pay attention to the physical/emotional well-being of the students?

Introduce guest(QCEM); Water provided (QS); Temperature good (QT); Everyone in casual dress (QCES,QCEM,QT)

5) to gain more information about the student?

Reference to Cognitive Style Maps (TVL); Observation (QV,QCEM); Asking students (TAL)

6) to free students from embarrassment, insecurity or tension?

"We got it."; "Thank you"; minor M (no "That's right"); Music (QA,QCES); Balance of A,F,I. The class is amazingly free from tension, and it is hard to see why for lack of contrast.

7) to facilitate growth of the group as a social unit?

"Wins" (QCEM,QCES); Use of muscle names as identities; Practicing testing & balancing (A,I)

8) to recognize and provide for individual differences in skill level? in learning style?

Proper form (QCKH); Facial expressions (QCK)

9) to maintain constructive work in small groups? By what styles are the groups constructed?

moves from group to group as teacher (F); allows freedom (I); encourages work together (A), choose own groups. Does not acknowledge questions until finished with current discussion, then goes immediately "F". Order, niceness (QA,QCES).

10) to manage the classroom?

Activities (QT,QCKH,QP); Reference to page #'s and visual aids (TVL); Opportunity for student to know own capabilities (QCS); Good pace, orderly presentation (QCES); Little criticism or un-niceness (QCEM); Balance of A,F,I.

11) when using the materials and equipment in the classroom? (not answered)

12) to indicate short and long range plans? to make them with students?

Teacher's schedule book (R,QV,L,QCTM); List of possible activities (M,TVL); What to do if it fails (D); What actually going to do (R,D).
Chart listing course subjects: (TVL,QV,R).

13) when teacher appears most competent? confident?

Demonstrating (TAL,QCK); Balancing (M); '5 Elements' lesson (QCH,QCK,L,QV)

14) to introduce new ideas or imaginative approach to teaching?

See activities already listed

15) to cause the entire class to be responsive?

The simultaneous multiplicity of styles detailed elsewhere.

THE CLASSROOM

1. How is the classroom environment conducive to accommodating styles? What styles are apparent? Couches (A); Individual soft chairs (I); Tables for 2 (A); Teacher's table in front with charts (F). Well coordinated decor (R,D,QCES); Charts up (TVL,QV,R).

2. What types of material and equipment are in evidence and what styles are apparent in them? Tape recorder (QV,TAL,I,QCEM,QCK), picture charts (QV,R,TVL,L,M,D), word charts (QV,TVL), table for demonstrations (QCKH,QV,QCK,TAL, QCEM); books (TVL, QV,M,R)

3. What styles are apparent in instructional or display materials that are...

- (a) student made: Sign-in sheet of names written in color (QV,R,TVL)
- (b) teacher made: Charts (TVL,QV,R,L,K)
- (c) commercially made: color (QV); circles, pictures (R); good design (QCES); faces of people (QCEM).

THE STUDENT - What styles are most apparent...

1) in the most enthusiastic participants in the lesson? All students were enthusiastic.

2) in the least enthusiastic participants in the lesson? I did not see any un-enthusiastic students.

3) to indicate they know what they are doing and why they are doing it?
QCK - facial expressions & body language - quiet, intent

4) when engaging in creative activities?
Did not see "creative" activities in this lesson, in the sense of the students being creative.

5) in the things students do to relieve tension?
Throw pencil - I need a break earlier (QT); Got a drink (QS,QT); Mostly tension was relieved by physical activity at intervals (QCKH, QCP)

6) in the evidence (or lack) of student self-discipline?
QCES - orderly procedures; M - follow rules; QA - quiet talking, sensitivity to sound.

THE LESSON - What styles are used...

1) by teacher in evaluation of lesson, to elicit signs of progress in the knowledge or skills being taught?
Simon Says (TAL,QT,QV,QCKH,D,M); 42 Muscle Dance (QCKH,K,L,QCK,TAL); Balancing (QV,TAL, QT,QCK)

2) in any tests or examinations? What relationship does this have to the content? Are they used as teaching devices or just for evaluation?
Did not see any test or examination of students. In this lesson, students were asked to practice skills the way they would use them rather than write or tell about it.

3) by students, to indicate that the work is or is not appropriate to their skill level?
Did not see any evidence of being inappropriate. Comment at break by student: "The way Mary handles this class, there aren't any slow students." Eyes alert (QV); participation.

4) by students to indicate that the lesson is or is not appropriate to their styles? (not answered).

5) in activities provided for students to apply their skills?
See #1; Muscle testing practice: Mary demonstrated, they wrote (TVL,QCK,R,M,QV,L,K)

6) in activities used to stimulate student interest and challenge different abilities?
All activities in this class stimulate student interest.

7) to direct lesson toward a definite objective?
In "5 Elements" lesson: M, D, R, TAL

8) in redirecting the class towards objectives when digression occurs? Digression was not apparent.

9) to encourage participation by all students?
QCK - smiles; "circles" (M,F)

10) to test understanding rather than mere verbalization of the correction answer?
In this lesson, verbalization of the correct answers was the objective - a lot of memory involved.

11) to encourage higher level discussion rather than a recitation of facts?
Did not see that here; this particular lesson this was not appropriate.

12) in classroom activities and homework activities? How do these complement or conflict with lesson content?
No homework. See activities - styles complement content.

13) by teacher when giving direct help with study habits?
Review of 42 muscle dance: K, QV(watching & pictures), QCK, TAL

14) in the conditions given for the development and completion of assignments?
Pause time for writing; free time at breaks & after lunch. (QCTM)

15) in class or homework activities, to make use of or consider the real-life and community of the students?
R (in humor); TAL,TVL,AV,M,D,R,L

16) to connect the subject matter with student needs and interest? (not answered)

17) to encourage the students to go beyond the text in seeking information?
NA - Students were mastering the text, which is considerable.

19) to diagnose individual or group difficulties?
TAL, TAQ, TVL, TVQ, QV, R (examples); Cognitive Style Mapping

20) to help students become self-evaluative?
(not answered)

List the types of learning activities in evidence and the styles apparent in them.

Practice balancing: A,QCKH,QP,QCEM,TAL,QCK,QT
42 Muscle Dance: QCES,QCH,QCKH,QCK,TAL,M,D,R, L,K,F
Song - TAL,QA,QT,QCKH,QP,F
Cross-crawl exercise - QCKH,QP,QCES,QCK
Lecture/Illustration - TAL,TVL,QV,R,L,D,M,K,QCEM,QCES

List the types of learning outcomes in evidence and the styles accepted for each of them.

Balancing - QCKH,QP,QT,QCK
Show & Tell - QA,TAL
Drawing Meridians - QV,QT,QCES high or low
Label muscle tests from pictures - TVL,QV

History of Applied Kinesiology

The source of Touch for Health

By John F. Thie, D.C., Foundation President

In the early part of the 1960's, George Goodheart made a discovery in his private practice of chiropractic that seemed so elementary and fundamental to the manipulative practice of healing that he felt it was necessary for him to share this information with others.

This discovery was that what appeared to be muscle spasm was not an over tight, pathologically contracted muscle, but a normal muscle that did not have opposing muscles doing the necessary counter pull. By examining the patient for the inhibited muscle function and directing the treatment to that correction, rapid changes in the body posture could be made. Goodheart gave the name "Applied Kinesiology" to this approach of examining the body to determine muscle inhibition.

This type of kinesiological examination follows the standards set up by Kendall and Kendall in their work on muscle testing, except that much more minor variations in the muscles were considered significant in the diagnosis and treatment.

Postural analysis, always a significant part of Chiropractic practice and procedures, took on much more importance as changes in the posture appeared almost instantaneously.

The reaction of the patient knowing that his body was responding in a very rapid way, from methods that were unsuspected prior to this time, caused great enthusiasm on the part of both the practitioners and the patients. Patients with intractable frozen shoulders, chronic sciaticas, palsys and other difficult cases in the musculo-skeletal conditions of the body and other organ systems, seemed to get almost miraculous results.

Goodheart, in his enthusiasm to share this knowledge, accepted speaking engagements from coast to coast at State and National conventions and special seminars sponsored by chiropractic organizations. His presentations and monographs were accepted with enthusiasm.

He had added a visual and mechanical technic to the practice of chiropractic, which seemed to prove, with testing of the patient, that what the chiropractors and osteopaths had been doing for 100 years with good clinical results could now be demonstrated readily to the patient and doctor. When the muscle balance was restored, improvement in the clinical picture often occurred simultaneously.

In June of 1965, Goodheart and I became acquainted personally when he appeared on the American Chiropractic Association program in Los Angeles. As a subject of his demonstration, I personally experienced the dramatic changes that can take place in the ability of the patient to control the strength and function of isolated muscles.

The following year, Goodheart was invited to California by the California Chiropractic Association, and I spent the two one-day programs as Goodheart's assistant. Since that time, Goodheart and I have been close friends and worked to develop the concept of applied kinesiology and methods of presentation that made the material a practical clinical approach for all the health professions.

As Goodheart returned each year, his presentations were a delight to his audiences, as he seemed always to have a new wrinkle to his presentation - a new idea that was a part of the already existing knowledge but in a dramatically different and exciting way, with the

possibilities of helping patients with difficult problems by the use of applied kinesiology.

Complaints began to be heard among the doctors learning the technics - "I see him do it, but I can't seem to make it work in my office...His material is not clear...It is difficult to understand...He's a great showman, but..." Many did not return for subsequent lectures. Many of us urged Goodheart to change his presentations from lecture demonstrations to a workshop format, so that they would be able to utilize it in their practices on the next day.

Goodheart was amenable to this idea, but it was difficult for everyone to test the same muscle, which was necessary to develop the skill in feeling the differences in muscle strength. As Sheldon Deal of Tucson, Arizona, later was to demonstrate, the differences were minor compared to the dramatic differences as appeared from the stage.

Deal showed that the differences between what we considered weak and strong muscles were all probably less than 20%. This difficulty led me to attempt, when sharing this information with others when Goodheart left each year, to utilize acupuncture sedation points to inhibit the muscle function so that all members of the workshop could develop the skill in feeling the variation in the muscle strengths, and the restoration of the muscle strength by the acupuncture stimulation points or other technics.

Goodheart adopted this format for his California seminars and the groups then grew again. As the success of the workshop method grew, more workshops by chiropractors teaching other chiropractors grew, and Goodheart encouraged this development by naming study group leaders in various areas, where persons interested could learn the material that he had originally presented, in a paced, workshop style.

Having discovered the difficulty of teaching this material myself, and at various other meetings speaking to others designated by Goodheart as workshop leaders, I encouraged Goodheart to make the study group leaders a formal organization and volunteered to put the first meeting together.

This first meeting of Goodheart Study Group Leaders was held in Detroit, Michigan, in the summer of 1973. The criteria for attending this meeting was that you were personally designated by Goodheart to be a Study Group Leader and that you would present a paper on the methods that you used in teaching classes in Applied Kinesiology or some original finds in AK.

The meeting was a great success, and another meeting was scheduled for the summer of 1974, where plans were begun to make the organization formal. The name "International College of Applied Kinesiology" was chosen, and ideas regarding its structure were presented.

At this meeting it was also decided that a second meeting each year be held where papers would not be required but could be presented. This would be more social with time to meet informally while enjoying a pleasant atmosphere. The winter meeting was held in Florida in November 1974.

At that time, I was authorized to proceed with by-laws under the general provisions of the Touch for Health Foundation of Pasadena, California, but I later discovered that Goodheart and other members of the group had serious objections to having the ICAK a part of the TFH

Foundation. At the 1975 meeting of the group, in Gaylord, Michigan, the proposed by-laws were adopted eliminating the sections that made the ICAK part of the TFH Foundation.

The following officers were elected: John F. Thie, Chairman; Bert Hanicke, Vice President; Nancy McBride, Secretary; Walter Schmidt, Treasurer; and George Goodheart was appointed Chairman of the Research Committee and serves as a member of the executive board in that capacity.

The first meeting under the new by-laws was held in San Juan, Puerto Rico, in November, 1975, where plans were laid for cooperation with the Touch for Health Foundation. Other memberships were opened to charter provisions providing papers were presented to the education committee.

The Foundation sponsored the first Touch for Health/AK nationally advertised programs. These included the leaders in the AK movement who taught a complete program. This brought together not only members of the chiropractic and medical professions, but also dentists, nurses, physical therapists, athletic coaches, trainers, educators and lay public.

Speakers on these programs included Drs. John Thie, George Goodheart, Sheldon Deal, LeRoy Perry, Victor Frank, Fred Stoner, Nancy McBride, Jerry Deutsch, Alan Beardall, Katherine and Terry Hovey, and many others who later developed much of what is now the basics of AK.

In the summer of 1976, the first members of the International College of Applied Kinesiology were certified as Charter Diplomates. This group represented three countries--the U.S., Canada and Australia. Among this group was John Diamond, M.D., who was later to write the very popular book, Behavioral Kinesiology. Dr. Diamond has continued to research the function of the human body, mind and soul using muscle testing, although he has not remained active in ICAK.

The course of study for becoming a diplomate was developed and standardized. After four years as Founding Chairman, I stepped down and Dr. Bert Hanicke of St. Louis, Missouri, was elected. Dr. Hanicke served as chairman and was followed two years later by Dr. Sheldon Deal of Tucson, Arizona, a member of the Board of the Touch for Health Foundation.

The Touch for Health Foundation continued its programs for the layman's use of Applied Kinesiology, as well as advanced courses for Registered Nurses. (Where nurses are required to complete post-graduate training, the Touch for Health courses are approved to provide these Continuing Education Units.) The layman's text Touch for Health was utilized by many members of the ICAK to train their assistants and to give to their patients, so that the patients could be more effective in their home care.

Dr. Fred Stoner, a Founding Member of the Board of the Touch for Health Foundation, wrote his text The Eclectic Approach to Chiropractic, the AK methods practiced by the large Stoner Clinic in Las Vegas, Nevada. Dr. Stoner now heads a number of clinics around the world, all utilizing the Applied Kinesiology approach.

Dr. David Walther developed one of the outstanding seminar programs in Applied Kinesiology, along with the first textbook for the 100 hour course, allowing for uniform presentation of the AK materials. Dr. Walther has continued to research and develop these methods and to interest many other members of other health care professions.

In Oregon, Dr. Alan Beardall documented the manual testing of over three hundred muscles of the body. Some of these are not yet in standard medical anatomy texts, as his approach is so new that until the AK methods were

developed, the medical field had no need for the isolation of these individual muscles. A former associate of mine, Dr. Victor Frank of Tujunga, California, has a specialized AK methodology which he calls "Total Body Modification," dealing with patients who have allergies, in a very rapid fashion.

These are just a few of the highlights of the development of Applied Kinesiology, its growing use and sophistication. Research is continually being conducted by the members and diplomates themselves, as well as the organization funding research in institutions of higher learning.

Remaining as Chairman of the ICAK for the past four years and leading the group to new heights of success, Dr. Sheldon Deal personally developed advanced techniques and applications of AK. A member of the Board of Trustees of the Touch for Health Foundation, he and other members of the TFH staff felt the need for a chiropractic assistants program. Doctors utilizing AK procedures could have their assistants trained to be effective in aiding the doctor in diagnosis and treatment of patients utilizing the AK treatment procedures.

This course had been encouraged by Dr. George Goodheart, also a founding member of the TFH Foundation Board, although in recent years his very busy schedule caused him to have to resign from this position.

Dr. Deal's program, used in his Tucson office, has been said to be one of the greatest developments in AK because it has taken the materials of all the members of the ICAK and put them together in an easy-to-use, organized fashion. Using this procedure, the doctor can cover all the diagnostic points of AK in a short period of time, allowing the costs to the patient to be kept to a minimum--a very important consideration, as many doctors are very concerned over the high cost of rendering such comprehensive, quality health care in their practices.

The International Board of Applied Kinesiology has been functioning since the 1977 meeting, examining candidates for diplomate status and certifying their credentials. Candidates have come from Australia, Belgium, France, Canada, and other countries as well as the U.S. The AK movement has developed so rapidly in Canada that in the last two years an official national organization, AK Canada, was developed.

The ICAK has continued to be a truly multi-disciplinary organization composed of DC's, MD's, DO's, DDS's, and Clinical Psychologists. Membership is limited to those who are licensed to diagnose as well as treat, in the jurisdiction in which they practice. If they practice in an unlicensed jurisdiction, they must be eligible to be licensed in the jurisdiction where they received their training.

Touch for Health continues to be separate in corporate structure from the International College of Applied Kinesiology, but in spirit supports the aims of the organization and encourages eligible professionals to join the ICAK and learn to help their patients utilizing the tools of AK.

As George Goodheart said, "The body heals itself. What we have tried to do for the professional, John is doing for the interested lay person. We can only keep what we give away. Knowledge renews itself, and by its dissemination more knowledge will be gained, and the public will be doubly served."

The New Applied Kinesiology Diagnostic Program

Reprinted from "The Dynamic Chiropractor"

Recognizing the value of integrating Applied Kinesiology with chiropractic diagnosis and treatment, Dr. Sheldon Deal and the Touch for Health Foundation have created a program to do just that. Now doctors and their assistants can use AK to enhance the most effective treatments developed by chiropractic pioneers.

Dr. Deal is Vice-President of the Touch for Health Foundation, a founding member and current Chairman of the International College of Applied Kinesiology, and has authored numerous books and papers on natural health care as well as AK. Over the past 18 years, Dr. Deal has developed special AK methodologies for diagnosing patient complaints during the initial examination.

The two-day doctors' course simplifies these methods so that any chiropractor can now add AK to patient examination and treatment using Dr. Deal's personal procedures. The program is designed to increase cost effectiveness in use of time and techniques. Utilizing what he calls "short cut methods," doctors can determine whether cranial faults are the primary pathologies which need first correction, or whether spinal subluxation is first priority.

Some topics covered in this new training are: Priorities; Electrical Testing, in which Dr. Deal makes clear the concept of positive and negative ionization effects on the body as well as how to balance them; Gait Reflexes, which cause recurrence of subluxations when the patient walks; Hyoidal Subluxations, which can keep structural adjustments from maintaining correction; and how to restore balance in each of these areas.

Under mechanical correction, the course presents easy methods for diagnosing low back problems and correction of Category I, II, and III of low back pathology. Dr. Deal also simplifies the correction of the multiple symptom-causing Hiatal Hernia, so prevalent in geriatric patients.

For the experienced kinesiologist, this is an opportunity to learn Dr. Deal's personal methods and office procedures.

For doctors and their assistants who are not familiar with AK, and for those who want hands-on practice of all these diagnostic mechanics, a special four-day program precedes the two-day doctors' course. This workshop prepares doctors and their assistants to correct muscle weakness using the neurovascular and neurolymphatic systems as well as emotional stress release procedures. In addition, attendees learn motor skills necessary for utilizing AK, under the direct supervision of Touch for Health Foundation Faculty members.

The Foundation's Training Director Gordon Stokes and Dr. Mary Marks created a special workbook to cover materials in both courses. Illustrations clarify basic points, and exact explanations for all corrections are spelled out concisely.

The full six-day training is essential for those assistants whom doctors want to participate in muscle testing and preliminary examination, thus increasing the quality of such examinations and at the same time decreasing required doctor/patient time. Information on the dates of Dr. Deal's workshops for integrating AK into chiropractic procedure is to be found [in this issue], or by contacting the Touch for Health Foundation.

The **DOCTORS APPLIED KINESIOLOGY PROGRAM** (16 hours) teaches identification and correction of cranial, TMJ and pelvic faults including Categories I, II & III; extremities; electro-magnetic problems - ionization, switching, centering (hyoid, gait and cloacals), acupuncture; ileocecal and Houston valves, hiatal hernia, adrenal syndromes, nutrition and much more. Treatment procedures include determining priorities of correction. \$200; \$30 deposit (Student doctors \$50, \$25 deposit; assistants/spouses with doctor at Doctors Course \$100, \$25 deposit) including text Basic AK Workshop Manual by Gordon Stokes and Mary Marks, D.C.

The **CHIROPRACTIC ASSISTANTS COURSE** (45 hours), taught in conjunction with the Doctors AK course, trains the doctor's assistant to perform the applied kinesiology examination above, in addition to a basic physical with vital signs and laboratory work-up. It also includes testing of 42 muscles and energy balancing. \$350 (\$50 deposit) including the text Basic AK Workshop Manual by Gordon Stokes and Mary Marks, D.C.

Doctors Applied Kinesiology
Friday and Saturday 9am-6pm

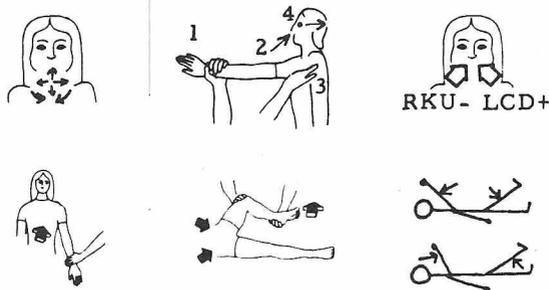
Chiropractic Assistants Course
Monday - Saturday 9am-6pm

PALO ALTO Doctors - June 24-25
Chiropractic Assistants - June 20-25
Hyatt - Rickey's (415) 493-8000

LOS ANGELES Doctors - Aug 26-27
Chiropractic Assistants - Aug 22-27
L.A. Convention Center (213) 741-1151

NEW YORK Doctors - Oct 21-22
Chiropractic Assistants - Oct 17-22
Holiday Inn (516) 678-1300

(Register for class with Foundation;
contact hotel for accommodations.)



(Drawings from Basic AK Workshop Manual)

THE ENTERPRISES STORE

*Touch
For Health
supplies,
health books
and more...*

TOUCH FOR HEALTH/AK

- Touch for Health - (John F. Thie, DC) \$12.95
- Touch for Health Reference Folio - (Drs. John Thie, George Goodheart, Alan Beardall, Orvall Ladd and Leroy Perry, Jr.) \$12.95
- Touch for Health Reference Chart — laminated \$20.00
- Touch for Health Meridian Acupuncture Reference Chart — laminated \$14.50
- Touch for Health Midday-Midnight Law and the 5 Elements — (Gordon Stokes and Daniel Whiteside) \$ 6.00
- Touch for Health Workbook (Mary Marks, DC) \$ 9.95
- Touch for Health Reference Cards — (Judith Pagnotta) \$17.50
- Tuned up Touch — Vol 1. cassette — (Phillip Crockford and Patrick Clark) \$ 8.98

KINESIOLOGY/APPLIED KINESIOLOGY

- Applied Kinesiology — Vol. 1 (David Walther, DC) no discount \$65.00
- Kinesiology, Scientific Basis of Human Movement — (Luttgens and Wells) no discount \$29.95
- Your Body Doesn't Lie — (John Diamond) \$ 2.50
- Muscle Testing Techniques of Manual Examination — (Daniels and Worthingham) no discount \$14.95
- The Body Says Yes, Muscle Testing — (Priscilla Kapel) \$17.95
- Structural Kinesiology — (Jerry Barham and Edna Wooten) no discount \$23.95
- Muscles and Movements, a Basis for Human Kinesiology — (MacConaill and Basmajian) no discount \$23.50
- Muscle Testing, Your Way to Health — (Biokinesiology Inst.) \$ 5.95
- Clinical Kinesiology — (Singne Brunnstrom) no discount \$15.95
- Muscles Testing and Function — (Kendall, Kendall and Wadsworth) no discount \$29.95
- Human Walking — (Inman, Ralston and Todd) no discount \$27.00
- Understanding The Scientific Bases of Human Movement — (Barbara Gowitzke and Morris Milner) no discount \$28.50
- Manual of Structural Kinesiology — (Clem Thompson) no discount .. \$14.95
- MRT — Muscle Response Test — (Drs. Fischman and Grinims) \$ 9.95
- Dr. Deal's Basic AK Workshop Manual — (Gordon Stokes and Mary Marks, DC) \$24.95

Send me Touch For Health/Applied Kinesiology course information

Name _____

Street Address _____

City/State/Zip _____

Phone: area code _____

COD/UPS MC/VISA

Enclosed is \$_____ payment in full. Bill me. I'll pay 10% (minimum \$2.00) shipping/handling charges.
You pay shipping and handling fees.

Residents add 6.5% sales tax.

Payable in U.S. currency.

Classes at the Foundation

All Touch for Health Foundation courses are approved by the California Board of Registered Nursing for the hours shown. BRN #00631, exp. 10/31/84.

TOUCH FOR HEALTH - I (12 hours) is the introductory TFH class for learning basic muscle testing and balancing with the 14 acupuncture meridians, massage reflexes, holding points, and muscle origin/insertion techniques. The course also covers use of the cross-crawl exercise, emotional stress release (ESR), testing for food compatibility, simple pain relief and surrogate testing. \$100 (\$25 deposit) including text Touch for Health by John F. Thie,

TWTh	6-10pm	July 19-21
MTW	"	July 25,27
"	"	Aug 1-3
Sa	6-10pm	Su 9am-6pm
TWTh	9am-1pm	Aug 13,14
MTW	6-10pm	Aug 16-18
"	"	Aug 22-24
"	"	Aug 29-30
TWTh	"	Sep 6-8
F	6-10pm	Sa 9am-6pm
W	6-10pm	Sep 9-10
		Sep 14,21,28

TOUCH FOR HEALTH - II (16 hours) introduces 28 additional muscle tests and concentrates on acupuncture concepts including the midday-midnight law and meridian energy cycle, the meridian massage, use of alarm points related to over-energy, and using meridians for pain relief. In addition, Golgi and spindle cell techniques, checking for visual inhibition, auricular exercise, balancing with foods, and more applications of the ESR techniques are covered. \$125 (\$25 deposit) including text Touch for Health Workbook by Mary Marks, D.C.

F	6-10pm	Sa&Su 9am-4pm	June 24-26
M-Th	6-10pm		Aug 8-11
T-F	9am-1pm		Sep 27-30

TOUCH FOR HEALTH - III (16 hours) develops further skill in applications of Touch for Health with a comprehensive review of the 42 muscle tests and emphasis on understanding balance and coordination through posture analysis, gait testing, reactive muscle problems, and trauma and postural stress release. The Law of the Five Elements, the acupuncture holding points, use of the pulses with pain tapping, and Figure-8 energy balancing are also taught. \$125 (\$25 deposit) including text Five Elements Re-Balancing by Gordon Stokes with Daniel Whiteside.

T TH	6-10pm	June 14,16,21,23
T W	9am-6pm	June 28-29
W Th	"	June 20-21
"	"	Aug 3-4
M-Th	6-10pm	Aug 15-18
W Th	9am-6pm	Sep 14-15
F	6-10pm	Sa&Su 9am-4pm
		Sep 30-Oct 2

The **PROFICIENCY WORKSHOP** (45 hours) is an intensive program to provide the student with an opportunity to learn ALL the Touch for Health techniques in a single course. It is equivalent in scope, content and practice experience to TFH-I, II and III combined, including student participation and review. \$350 (\$50 deposit) including texts.

M	6-10pm	Sep 26-Dec 12
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The **UPDATE COURSE** (20 hours) is designed for instructors to review, through the principles of accelerated learning, the 42 muscle tests with use of the Wheel and Five Elements for balancing. Practice includes reactive muscles, alarm points and over-energy, uses of emotional stress release, pain tapping, and balancing with foods. \$175 (\$50 deposit) including text.

T Th	6-10pm	Sep 13-27
Th	"	Oct 20-Nov 17

In the **INSTRUCTOR TRAINING WORKSHOP** (60 hours), candidates for state-approved certification, having completed study in TFH-I, II and III, learn to present and demonstrate all the Touch for Health skills. In the process, they practice and experience group interaction and problem solving, communication skills, and organizing classes. Emphasis is on creating a positive environment to make teaching easy and natural using accelerated learning techniques. Tuition \$550 (\$80 deposit) including texts.

Friday Registration 5-5:30pm,
Friday class 6-10pm.
Saturday through Saturday Class
9am - 5:30pm daily

PASADENA, CALIFORNIA

July 22-30
August 5-13
August 19-27
September 16-24

BELLINGHAM, WASHINGTON

June 17-25

UNIVERSITY OF SAN DIEGO

July 1 - 9, 1983

NEW YORK - in the Catskills

Sept. 24 - Oct. 2

PHILADELPHIA, PENNSYLVANIA

October 7 - 15

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