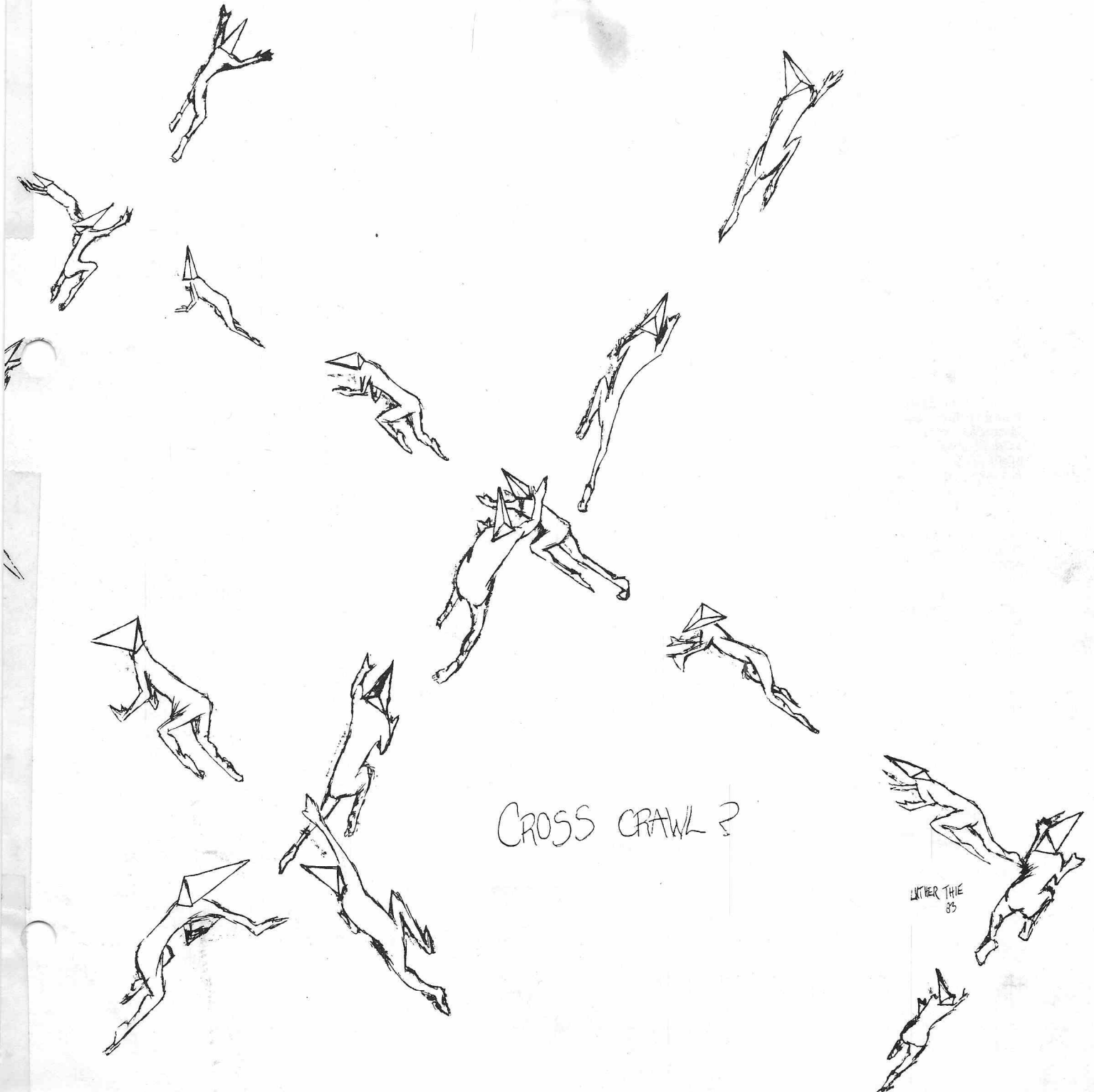


In Touch

May 1983



for Health



CROSS CRAWL ?

LUTHER THIE
83

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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 tax-exempt, 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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In Touch for Health



Volume 8

No. 2

Intention and Active Imagery

By Linda Rodgers, England

Many of us have found, when applying Touch for Health techniques, that it is beneficial to hold in mind the INTENTION to strengthen.

I'd like to share with you an aid to intention that I use both in self-balancing and in balancing others. When I correct, for instance, using the neuro-lymphatic points, I support the intention to strengthen by imagining--visualising--a line of energy, or light, travelling from the contact point of the fingertip and front point into the body toward the corresponding point on the back. (Those times when it is possible to hold both front and back together, I visualise the lines of light meeting inside the body.)

With those people who seem receptive to such an idea, I suggest that they too should focus their attention on the contact point and visualise a line of light entering the body. Other times I simply ask them to focus attention and to watch what happens.

Not only does this technique speed up the process of reaching satisfactory responses, it also encourages the person's active involvement in the balancing process, and gives the often inhibitory mind a supportive task to perform.

Beyond that, I am discovering how to massage purely through thought, through intention and visualisation. Tired, sitting on a long train journey the other day, I gave myself a complete 'psychic' balance.

First, I imagined the muscle test, using the normal movement of the muscle. Some 'appeared' clearly, others seemed wooly. The 'wooly' ones I strengthened, focusing attention on the relevant neuro-lymphatic points. These also seemed somewhat shrouded, or misty. I simply held attention until the image became clear, supporting with visualising the line of light.

Sure enough, on the retest, the movement appeared as a clear image--and I ended up feeling re-vitalised and just as though I'd been give a 'proper' balance. With neurovascular points and acupressure holding points, I visualise energy, or lines of light, welling up towards the contact points.

The visualisations are just a technique, an aid to concentration. Ultimately, what is required is that we open ourselves up to love. Stillness. Attention unclouded by judgement. As we attend to what is, we release our innate ability to achieve wholeness.

In Love, In Touch.

Healing Touch in the Name of Christ

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

Last year in Des Moines, Iowa, at the Aldersgate '82 United Methodist Church Renewal Meeting I presented a program called "Healing Touch in the Name of Christ." It was well received by the over 500 people who attended the two one-and-one-half hour sessions. I have also put on a similar program for the last two years at the United Methodists Prayer and Healing Camp in San Diego.

At the Aquaduct Conference in March I conducted a four day program on the same subject, the longest program on the schedule. I used the Bible and the Touch for Health book as resource materials. (My seminars are not called "Touch for Health" as I include material that is not in the Touch for Health book or Instructors course, but the background material always mentions my connection with Touch for Health.) The conference was taped in both audio and video. I have accepted an invitation to return next year to repeat the program.

I will be speaking in late August in San Diego at the Aldersgate '83 Christian Renewal Program which includes many speakers on healing as a part of the Church's mission. Any and all of you would be welcome to register for this conference. The cost of the conference last year was \$105 for Thursday evening, Friday, Saturday, and Sunday morning, including room and meals. If you would like to attend this year, write to Tom Tyson, New Life, Inc., Route 7, Box 244, Chapel Hill, North Carolina 27514.

It is one of my dreams for as many people as possible to have available to them the tools of Touch for Health. I believe that one of the

existing institutions that can help this happen is the church, in all denominations and cultures. I've had such a warm and loving reception, I would encourage you to share Touch for Health at your churches.

The churches are an ideal place to do a regular Touch for Health course. The people are already wanting to find ways of serving one another. They usually have buildings in which classes can be held, and they have many forms of communication to reach their members and others of the community.

You can utilize the Touch for Health tools, as I have done, in an existing healing program, making it even more powerful. The techniques of Touch for Health are very compatible with all the healing methods that I've studied over the years. The concepts of wholeness and health being of the same root word, and the concern of all the religions that the body is the temple of the soul, makes it an important part of everyone's life to take care of themselves while in this world. The techniques taught in Touch for Health are a valuable asset to all.

If you are now already teaching some or all of the TFH tools in your church, let me know about it. I would like to gather information on how many of us are using Touch for Health in a spiritual setting. Let us hear from you about what you are doing with your Touch for Health tools, and how and where you are teaching. Send along any newspaper clippings, mailers, or notices in other publications about what you're doing. We really find it helpful, and it gives us great joy to read your news.

Self-Balancing

Good news for all those TFH-ers who say they can never find anyone who knows enough TFH to balance them.

By Phillip Crockford, Faculty

The best way to learn to balance is to learn to balance yourself. It's as easy as 1-2-3!

1. Ask someone to help you balance yourself. Tell them you need assistance getting your muscles tested so you can find out some things about your energy levels, and that you may be able to use some help rubbing points, etc.

2. If they agree to help you, put your arms and legs in position for the tests, and tell them how and when to push. Take care to have them push in a way that works for you.

3. When you find one of your muscles weak (It's up to you to decide), show them how and where to touch your points. Continue until you balance all 14 or 42 muscles, or until you run out of your allotted time.

There are issues of responsibility:

You have to take care to let the other know any reason for caution (e.g. whiplash, trick knee).

You have to gauge your own strength.
Hint: if you have to try too hard, it may be because the muscle is weak.

You're the one who has to remember to keep your ankles uncrossed and your hands off your body.

This way of balancing yourself is surprisingly easy. It's not difficult to find someone who is willing to assist you. The other person may know nothing about muscle testing--they don't need to. You just need to be able to tell them what to do and how to do it. There is a bonus for them in seeing you look and feel better. They'll probably want you to help them balance themselves in return and may want to come to your class!

Working this way, you will tune in to your system's needs more quickly than you would by waiting for someone to come along and work on you. The next step, showing someone how to balance themselves, is an easy one. Have fun!

EVERYDAY SELF-CARE

Emotional
Release
Points



With your index and middle fingers, hold the frontal eminences on forehead (about an inch below hairline).

Use for any emotional stress or upset. Also while arguing or after confrontations.

One side Other side

Hold
navel

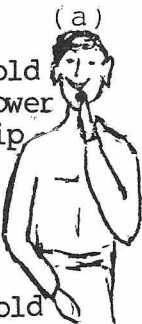


With one hand (index & middle fingers) on your navel, place other hand (index & middle fingers) at indentation at left base of skull. Repeat at indentation at right base of skull.

For improvement in overall balance, neck discomfort, head fuzziness.

Hold
lower
lip

Hold
pubic bone



Hold
upper
lip

Hold
tailbone



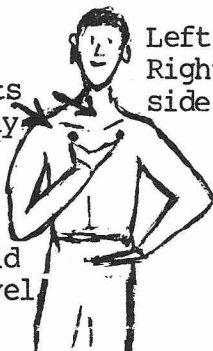
(a) One hand at pubic bone, other just below lower lip (use index & middle fingers). (b) One hand at tailbone, other just above upper lip (use same fingers).

(a) This connects the Central Meridian. Connects many balancing points up the front of the body. A strengthener of coordination of forward movement.

(b) This connects the Governing Meridian. Connects many points up the back. For strengthening balance in backward movement.

Rub
points
firmly

Hold
navel



Left &
Right
side

With one hand at navel, use other hand to stimulate the two points at K27 (Kidney 27), located just below collar bone.

A general muscle toner, improves peripheral vision. (You will note one side will generally be more sensitive than the other.) These are "alternators" allowing energy to flow from one side of the body to the other. Chinese acupuncture says they are the "home of associated points." These are excellent before cross patterning exercises.



The head is held back
over soft surface.

Lying on your back on a bed or sofa, extend your head over the side of the bed and allow eyes to roll gently from side to side.

This can triple your energy level! Removes neck and upper shoulder tension, allowing free flow of energy from head to rest of body. Babies do this eye track

ing for nerve development.

Dyslexia Update

by Paul W. Dennison, Ph.D.

In the March '81 issue of *In Touch for Health*, Dr. Paul Dennison announced the results of his preliminary research into the causes and treatment of Dyslexia, a learning disability resulting in "word blindness." Dyslexics do not remember or recognize words and get easily confused when processing verbal information. It is now two years since that article first appeared. The following article brings us up to date on Dr. Dennison's more recent discoveries.

When I wrote my first article on Dyslexia for *In Touch for Health*, I was elated about the relationship between energy balancing and the elimination of the symptoms identified as Dyslexia in most of my remedial reading students. I was especially excited about the relationship between posture and Dyslexia. I found that I could give people the responsibility for their own muscle balancing, raising their energies sufficient to overcome learning handicaps through breathing exercises, yoga postures and cross-crawl patterning! (See ITFH, March, 1981).

Since that article was published, I have had the opportunity to further study Dyslexia through the evaluation and counselling of over one thousand individuals across the United States. The result is a new understanding of "switching" as the term is used by Applied Kinesiologists. I explain it as "switching off", and the correction for it is "switching on", which is the title of my book (available from TH Enterprises).

Although there are no two people who are exactly alike, Dyslexics share many common patterns. The most common pattern associated with Dyslexia is "switching." There are several tests for "switching." *Touch for Health* teaches the Visual Inhibition test and the correction by massaging K-27 while holding the navel. This will "switch on" most dyslexics and improve their performance and ability to learn. The improvement is only temporary, however, as these acupressure points treat the symptom, but not the cause, of the disability. The cause lies in neurological patterns of breathing, moving, and experiencing which must be corrected before "switching off" and dyslexia can be eliminated.

In my book, *Switching On*, I have demonstrated that the dyslexic literally "switches off" his right cerebral hemisphere when attempting to decode or encode symbols. This pattern of using only one hemisphere, the left cerebral hemisphere for reading and writing, is learned by the individual. It is necessary to teach him to learn to use both hemispheres if he is going to be able to read. The right hemisphere is necessary as this is the perceptual, spatial, visual, and associational part of our consciousness. It is in charge of receiving information in large chunks without needing to analyze it. The left brain is necessary for learning new skills and new information and works like a computer breaking data down into small bytes. It can analyze beautifully but not synthesize, a right brain skill necessary for reading.

At birth our left and right brains are quite separate. Our first movements are one sided only. We use one eye at a time to see and one ear at a time to hear, switching from one to the other. As we develop strength in our necks and

begin to creep and crawl, we learn to coordinate the two sides of the body and the brain hemispheres, begin to learn to cooperate, sending information through the corpus collosum, a bundle of nerves which connects the two sides of the brain. If a child crawls on hands and knees sufficiently, the brain gets programmed that it is preferable to solve problems bilaterally. The result is vision with both eyes fusing two images to one properly, hearing which remembers the sound as well as the information, and physical and mental health which results from a creative, stress-controlled existence. If the person has crawled as an infant, then cross-crawling will switch him on for reading and writing. Cross-crawling re-activates the neurological programming learned by the infant that might have been temporarily forgotten during the initial reading instruction which rewarded left brain achievement only.

If a child walks early, however, and does not crawl on hands and knees for a sufficiently long period, he learns that it is preferable to use one hemisphere at a time to solve problems. Using two hemispheres at a time is uncomfortable and stressful, and the result is poor vision, poor auditory skills, stressful living leading to degenerative diseases and unhappiness. A person who does not crawl may learn to read without symptoms of dyslexia, but needs to switch from one brain side to the other constantly to do so. Most dyslexics are people who, in fact, did not have sufficient experience crawling. They prefer to use one hemisphere at one time and remain in the "switched off" state during reading, unable to access the right brain at all. The solution is to provide crawling experiences again.

Crawling and patterning have been used by numerous educators for decades to help these learning-handicapped people. In some cases it has helped, but the results have been disappointing for the majority of people who have spent countless hours and thousands of dollars on these programs.

A recent discovery at my office is proving to be the answer for those people for whom patterning has not helped. The results have been permanent and are producing welcome changes and benefits to all who experience the technique. Here is how it came about:

As a routine part of my examination I check to see if the individual is a "homolateral" crawler or a "heterolateral" crawler. I ask the person to cross crawl, lifting opposite arms and legs as if walking in place for 20 or so steps, and test an indicator muscle. [A muscle which tests strong initially.] If the muscle tests weak, I suspect a "homolateral" person who did not crawl as an infant, as the alternating arm and leg movements should strengthen indicator muscles as they switch on the brain hemispheres. I then ask the individual to do the same-side crawl, lifting first the right arm and leg and then the left arm and leg for 20 steps. If these movements produce a strong indicator muscle, I further suspect a homolateral person, as this "switching" from one hemisphere to the other necessary to do this movement will produce a weak indicator muscle in a person whose hemispheres are balanced.

To further identify the homolateral for perceptual skills such as reading, I use symbols. The heterolateral, who crawled sufficiently as an infant, will strengthen while looking at an X, which matches his ability to cross-crawl and →

"switch on" both cerebral hemispheres easily. The homolateral will strengthen looking at two parallel vertical lines, 11, which matches his tendency to prefer a homolateral crawl, one side at a time, and to use only one cerebral hemisphere at a time. The X will weaken the homolateral as balanced hemispheres are unnatural to him. The two parallel vertical lines 11 will weaken the heterolateral, as "switching off" one side of the brain is not natural for him at his level of development.

When I found someone who would be identified as a homolateral crawler, I would prescribe cross-crawling alternating with homolateral crawling. Often I would prescribe patterning for the difficult cases. This is done lying on the back, turning the head toward the dominant arm when it is raised. This proved successful in a matter of days or weeks with most of the children, if they did my other exercises as well. The teenagers and adults were more set in the homolateral ways and needed something more. Although proficiency and coordination would improve, the muscle testing would prove that they were still "homolateral" in their preference. They would prefer to "switch off" to think than to "switch on" both sides of the brain.

I did my best for these people and worked around the problem, seeking the answer at every turn. Then one day the solution came to me in the person of a middle-aged woman who was dyslexic and a homolateral crawler. We will call her Sue. Sue had no problem with the homolateral crawl and even seemed to enjoy it. The cross, heterolateral, crawl was extremely difficult for her and she hated it. I observed her physical changes going from one to the other, and while watching her eye movements, the solution came to me as a hunch! When Sue crawled on one side, she was right brain dominant and able to move by instinctive reflex without conscious thought. Her body took care of itself and her eyes told me so as they moved to the left. (Whenever the right brain is switched on and the left brain is switched off, our eyes move to the left.) I confirmed this with the brain dominance muscle test. When Sue cross-crawled, she became left brain dominant. She needed to think consciously about her body and to analyze her movements in order to succeed, and her eyes told me so by moving to the right. (Our eyes move involuntarily to the right whenever the left brain is switched on and the right brain is switched off.) I confirmed this also with the brain dominance muscle test.

When Sue looked at the X she tested weak and became left brain dominant. When she looked at two parallel lines she tested strong and became right brain dominant. When testing the heterolateral, the opposite is true. Cross-crawling produces right brain dominance, as does looking at the X. Homolateral crawling produces left brain dominance, as does looking at two parallel vertical lines. The integrated person finds it an instinctual reflex to move in the normal walking gait using both cerebral hemispheres together simultaneously. It is the special case when he must concentrate and analyze his body and use only one hemisphere at one time.

From my work with Sue I recognized that, during those critical creeping and crawling states made famous by Drs. Doman and Delacato, we learn to change over from right brainedness for one sided movements necessary for the survival of

the newborn infant, to left brainedness for integrated, bilateral, bihemispheric movements necessary for the normal development of the adult. It is not just left brainedness and right sidedness that develops from crawling, but hemispheric integration which is spontaneous and natural, like breathing.

Returning to Sue, it then occurred to me that I should ask her to cross-crawl and purposely switch on her right brain and switch off her left brain by moving her eyes to the left. She did so and tested strong on cross-crawl for the first time in her life! I then asked her to homolateral crawl and move her eyes to the right, thus switching on her left brain and switching off her right. She did so and tested weak on this movement for the first time in her life. It wasn't fun any more. She repeated the above for reinforcement, commenting that cross-crawl was getting easier, and homolateral crawling seemed a bit more complicated. I noticed improved breathing and circulation in her face and a look of peace and well-being in her posture.

Later, I asked her to cross-crawl without any instruction about moving her eyes. Now the indicator muscle stayed strong no matter where she moved her eyes. The right brain was activated by the cross-crawl movement. When asked to do a homolateral crawl, looking anywhere, she now tested weak. One sided movements now produced left brain dominance in a matter of minutes. A lifetime pattern had been changed for the better.

In addition, to prove the relationship between perception and the self-concept, the X now made her strong and right brain dominant. The two parallel lines made her weak and left brain dominant.

Yes, the results were permanent and lasting. Sue tested heterolateral from then on. She tested strong always on cross-crawl and X and weak always on homolateral crawl and two parallel vertical lines. Cross-crawling was now therapeutic for her as it is for the normal heterolateral. If she switched off for some reason, the cross-crawl balanced her immediately. Dyslexia was soon not a problem for her as she quickly learned to read with two eyes, two ears, and her whole mind and being. Other emotional and health problems become more manageable as well.

The above "homolateral correction" has been repeated since with thousands of my private clients and clients of students who have learned the procedure in my seminars. It is always done with the same ease, even when the person is poorly coordinated and at first is unable to cross-crawl at all. I simply pattern them manually with the right brain turned on for cross-crawl and turned off for homolateral. When the reflex is learned, they stand up and start to cross-crawl, to the amazement of everyone witnessing the transformation.

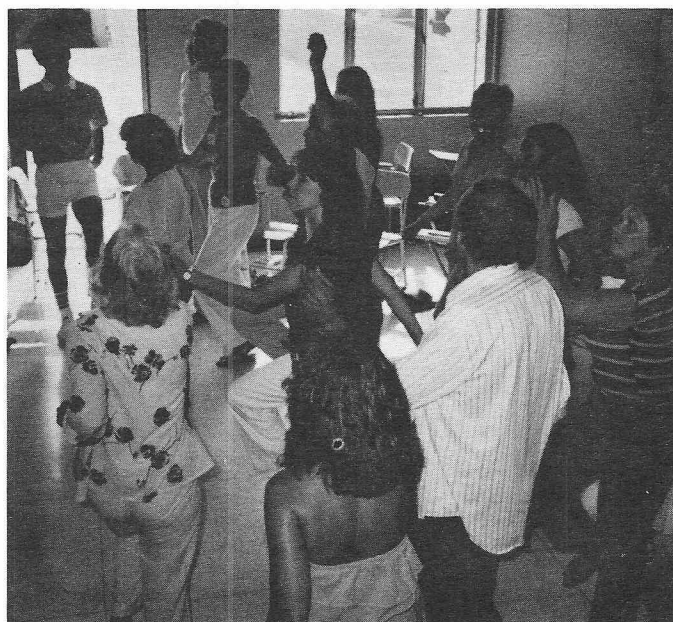
The correction is thorough and fast because, evidently, it is meant to be. The miracle which is the human body is designed to move spontaneously and easily. It can only do so when moving the whole body makes us right brain dominant. For the homolateral who did not crawl spontaneously as a baby, the left brain may never allow the right brain to switch on. They will march from now to forever and never move their eyes to the left. It would never occur to them or feel right. Then, when we suggest it, the natural development which has been in check is able to unfold.

Dennison Laterality Patterning

1. Identify homolateral preference.
 - a. Cross-crawl - indicator muscle weak
 - b. X - indicator muscle weak
 - c. 11 - indicator muscle strong
 - * 2. Patterning
 - a. Cross-crawl holding eyes to the left
 - b. Homolateral crawl holding eyes to the right
 3. Retest
 - a. Cross-crawl with eyes normal - indicator strong
 - b. X - indicator muscle strong
 - c. 11 - indicator muscle weak
- * Lefthanded people may need to look in opposite directions, right for cross-crawl and left for homolateral.

For more information about this procedure or other procedures which are helping people overcome Dyslexia and other learning disabilities, please write to:

Paul E. Dennison, Ph.D.
Dennison Learning Seminars
P.O. Box 5002
Glendale, California 91201
Phone: (213) 846-9721



Keep Up Your Cross Crawl, Even With Your Hands Full

By Bernard Miller, England

Cross crawling has been enormously beneficial to me personally. It has improved my balance and coordination in every sphere; however, I'm one of life's "carriers of packages". Two days after my ITW, as I trudged down my local high street carrying two boxes in front of me, three bags unbalanced over my shoulders and a folder under my arm, I could feel all the benefits of the cross crawling drain rapidly away.

What seemed necessary was to maintain the cross crawl flow even if I was not able to maintain the movements, so I tried something new.

As I put my left foot forward I imagined that I was swinging my right arm forward and said mentally, "right arm forward." As I put my right foot forward I imagined swinging the left arm forward and said mentally, "left arm forward." Within a few steps I could feel the cross crawl coordination returning.

I have suggested this to other 'cross crawlers' I know and they all claim to have felt the benefits. However, it is rather clumsy to keep saying "left hand forward, right hand forward." I have discovered that after just a few seconds the whole procedure can be shortened to:

1. SWING LEFT LEG FORWARD (imagine swinging right arm forward) and MENTALLY SAY "RIGHT."

2. SWING RIGHT LEG FORWARD (imagine swing left arm forward) and MENTALLY SAY "LEFT."

It is very important to visualise the arm movements which you are not doing.

I hope other people find it as useful as I have.

Book Review

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

The Body Says Yes by Priscilla Kapel is a valuable addition to the library of any body work practitioner. I urge Touch for Health instructors to add this to their collection of resources. It offers an outline for teaching the Touch for Health techniques to practitioners as post-graduate study or as a portion of the regular massage curriculum.

Priscilla Kapel is a long-time certified Touch for Health instructor who has been searching for meaning, as we all are doing, and has put together what she has learned into a clear book. The illustrations are excellent, as prior to Priscilla's entering into the health field she was a professional artist with advanced training, giving her the unique ability to put her concepts into both pictures and words.

She has combined Reichian and Oriental concepts of the body and integrated them with Western biological and Medical concepts. She gives the sources where her current ideas had their birthing, thus allowing the reader to follow up by going back to the original works.

I believe that anyone working with muscle testing would benefit from reading the sections "General Discussion" and the "Guide to More Technical Details." For those interested in massage techniques, the muscle testing section, which approaches it by body areas, will be of benefit. This can be of special advantage in evaluating injuries and chronic post-injury conditions.

Congratulations, Priscilla, on a job well done!



Who's Doing the Balancing?

By Phillip Crockford, Faculty

We all want to make the best use of Touch for Health—to make a difference by helping others to relieve pain and suffering, to remove physical and mental obstacles to health and well-being.

One secret of doing this effectively is to give people power over their own health by showing them how to take care of themselves.

Touch for Health is an excellent way to do this, and to do it as fully as possible we must ask ourselves: who is doing the balancing?

It's easy to fall into the "therapist" model with Touch for Health, where you are the expert doing the techniques on someone else, testing their muscles, rubbing and holding their points, to restore balance. There's nothing wrong with this way of doing things; however, there is another way which makes everyone more powerful.

WHO IS DOING THE BALANCING IS THE PERSON DOING THE GETTING WELL--the same person who is getting their muscles tested. You, the person pulling the arms and legs, are no longer the therapist. You are assisting the other person to be their own therapist, that is, to balance themselves.

Instead of you telling the person to "hold" their limbs, they take charge of their own health by telling you when to "push." Instead of you saying, "I'm going to rub the neuro-lymphatic points for you," you say, "These are your neuro-lymphatic points. You can rub them yourself if you want to." Instead of telling the other whether their muscles are weak or strong, you can facilitate them in judging for themselves and in choosing the correction techniques that work best for them.

This new way of doing things doesn't mean that you can't give the other person the benefit of your advice and experience, or that you won't rub their points. It does mean that you deeply and fundamentally recognize that they are in charge, and that they are the ones doing the getting well.

As with the "therapist" model, the net result is people who look and feel better. The difference is that with this "self-balancing" model, it's very clear that they got themselves that way. This doesn't diminish the value of your contribution. In fact, it makes it even greater!

Touch CLASSES for Health

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, D.C.

| | | |
|-----------|------------|--------------|
| MTTh | 6-10pm | May 2,3,5 |
| Th | " | May 12,19,26 |
| Sa 6-10pm | Su 9am-6pm | May 21,22 |
| MTTh | 6-10pm | June 6,7,9 |
| TWTh | " | July 19-21 |
| MTW | " | July 25,27 |
| " | " | Aug 1-3 |
| Sa 6-10pm | Su 9am-6pm | Aug 13,14 |
| TWTh | 9am-1pm | Aug 16-18 |
| MTW | 6-10pm | Aug 22-24 |
| " | " | Aug 29-30 |
| TWTh | " | Sep 6-8 |
| F 6-10pm | Sa 9am-6pm | Sep 9-10 |
| W | 6-10pm | 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.

| | | |
|----------|---------------|----------------|
| M T | 6-10pm | May 9,10,16,17 |
| M-Th | 9am-1pm | May 23-26 |
| " | " | June 13-16 |
| 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.

| | | |
|----------|---------------|------------------|
| W Th | 9am-6pm | May 11-12 |
| F 6-10pm | Sa&Su 9am-4pm | May 27-29 |
| 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 |

at the FOUNDATION

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

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

May 13-21
June 3-11
July 22-30
August 5-13
August 19-27
September 16-24

BELLINGHAM, WASHINGTON

June 17-25

NEW YORK - in the Catskills

Sept. 24 - Oct. 2

UNIVERSITY OF SAN DIEGO

July 1 - 9, 1983

PHILADELPHIA, PENNSYLVANIA

October 7 - 15

SPECIAL INTEREST SEMINARS - A practical, educational and entertaining series of one-day workshops (6 hours) conducted by renowned leaders in their fields, open to all persons interested in personal growth and professional enhancement. No previous training is necessary to attend these courses. \$50 (\$15 deposit).

Sunday June 12, 9am - 4:30pm

Dr. Mary Marks presents an introductory, in-depth program, "Postural Precision." A Chiropractor and member of the faculty, she offers a wealth of information on posture, muscle control, and the internal mechanisms of proprioception.

Experience new ideas in "normal" postural positioning and explore how the body recognizes its posture status. Learn techniques which will help the communication between "body" and "mind" and increase the body's ability to self-regulate.

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

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 & 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 at Doctors Course \$100, \$25 deposit) including text Basic A.K. 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 text Basic A.K. Workshop Manual by Gordon Stokes & 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 (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.)

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.

DR. THIE'S FREE LECTURE SERIES explores some new and exciting possibilities in his perspective on health issues. Offered at Thie Chiropractic Corporation, 1192 N. Lake Avenue, next door to the Foundation. Call (213) 798-7805 for reservations.

Monday Evenings, 7pm - 3:30pm

May 16 - HYPOGLYCEMIA
June 6 - ALLERGIES
June 20 - ARTHRITIS

Touch for Health Reference Cards

By Judy Pagnotta, R.N.



When I was faced with learning all the techniques involved in balancing out the 42 muscles for TFH, I went into a state of depression. At that point, a friend of mine said, "What you need is a set of reference cards that you can have with you all the time, and then just flip through them when you have a minute."

Well, the 'a-ha' hit, and I made up a set of cards that resided in my purse. They were pulled out whenever I had a spare minute, while waiting for the kids at some lesson, during breaks or lunch, etc. They collected everything from mustard to dog tracks, but they worked! It was amazing how much I had picked up in a short time.

From this success came the idea that if they helped me, they would probably help others. Thus, the idea for the set of Touch for Health Reference Cards for 42 Muscles was born. They have been used as an easy reference for an unfamiliar muscle while balancing someone, as a teaching aid in my TFH classes, and as a quick review of the 42. My students even made up games to play with the cards.

So here they are—see how many ideas you can dream up for them, but most of all relax and enjoy while you learn!

Touch for Health in Public School

By Marilyn Howell, New York

I have taught science at Brookline High School for over a decade. As a biology teacher, I was aware of the overwhelming emphasis on external observations in the traditional curriculum. Even when students learned about the human body, they were outsiders. They were not exposed to their own rich potential for internal awareness and control. Therefore, between classes about cells or genetics or worms or frogs, I gradually introduced lessons which centered on my students as the subjects of experiments.

The lessons began with a physiological question which could be answered through direct experience. Initially, I used Touch for Health as a resource for generating hypotheses. Can rubbing specific points on the back increase the strength of the deltoid muscles? Can holding sugar weaken the Latissimus Dorsi? The questions stimulated my students' interest not only because they were personal, but because the answers were often surprising. The experiments evoked excitement and controversy—the elements that have always inspired the world of science.

To answer the novel questions we used double blind procedures to reduce problems of bias. We collected data from a variety of subjects. Students' families and friends were often "subjects" of our procedures. This served to spread interest in the school and community as well as add to our cumulative data.

The experiments were unique in other ways. They raised more questions than they answered. Are tactile and kinesthetic observations as valid as observations based on vision? Are the responses of the subjects influenced by unconscious assumptions of what they expect to find? As we grappled with these issues the

process of science became tangible and real.

I believe the emphasis on discovery was an important key to the acceptance of Touch for Health in the school. Because each technique was introduced as a subject for inquiry, rather than part of a proven system, accusations of hereby were avoided. As data accumulated in support of a particular hypothesis, the word spread that "this stuff really works!" The ground work was laid for using Touch for Health as a whole.

Now Touch for Health is an important part of a separate science course I initiated. Body/Mind Research was designed to develop students' human potential and their skills as scientists. They document the changes in themselves as they experience various body/mind technologies. Not only do students record their own experience, but also participate in the organizing and evaluating of class data. The research projects are then shared with the class so that each student can learn from the experiences of others. The accompanying article, written by a current student, focuses on the impact of Touch for Health on attitudes and relationships.

This year, my students helped me spread Touch for Health farther in the school system. I was giving a series of workshops on body/mind education to a Brookline elementary school faculty. The highlight for many educators was the day I brought a group of students to use Touch for Health with them. As one teacher put it, "Being with those kids and experiencing their enthusiasm and skill and sensitivity has had a huge impact on me. They're learning something very valuable and they've made me want to know more."

Body/Mind Students Learn With Touch for Health

By Cynthia Glazer, Student
Brookline High School, New York

My Touch for Health background began with class instruction. Marilyn Howell, our teacher, demonstrated the basic dynamics of the techniques and we took it from there. We spent several class sessions developing and refining our own methods so we would be able to take Touch for Health outside of the classroom to our families and friends. The books were given to us as "gifts" before our two week winter vacation. We were asked to create our own Touch for Health experiences and write about them. There were no pre-formed hypotheses to prove; the results were open ended.

After returning from vacation, I decided to study the collective experiences of my peers. The papers were creative and diverse.

Initially many students had a difficult time accepting the validity of the Touch for Health techniques. After using them, however, there were significant attitude changes:

I had trouble believing that one's body energy can generate into another by no physical touch... I realized I must set aside my temporary belief and think positively. The next time I concentrated and felt like I was an artist and that every stroke of my hand was as important as the next.

I tried running the meridian with a different attitude... I synchronized my breathing with [subject]... I concentrated on giving... I ran the meridian slowly and carefully... He tested stronger on both sides of his body.

Other students simply stated newly formed attitudes and insights:

The more time and energy invested, the better the results... There seems to be no limit to what our bodies can learn or rather, re-learn to do.

I can see myself as a living, breathing, receiving, transmitting conscious being with the capacity to dig inside and see what makes things tick, and what doesn't.

Perhaps the most important and challenging thing for one to do is to integrate the things one learns and apply them to one's life as a whole. Some of the students described ways in which they applied Touch for Health in their everyday lives:

Before I [run] a race I do exercises to relax my breathing and strengthen my body. I have other people on the team run meridian lines to strengthen particular muscles... I feel I have added to my sense of well-being in general.

Thor (a dog) had been coming down with fits of a muscle tremor in his neck... We looked up meridians and opposing muscles and did massage, and it worked! The tremors stopped and Thor fell asleep for an hour.

Many students talked about how Touch for Health allowed them to become closer with the people they worked with:

The person who is actually doing the techniques is learning and teaching at the same time. He/She is not learning only how to perfect the art of the technique, but also how to give, share, heal and care for another person.

I always felt more comfortable with a person after doing Touch for Health and could get to know them better.

I met and spent a lot of time with my Aunt... Touch for Health interested her and brought us together.

It [Touch for Health] helps to express love and the need for caring for others.

I wish all schools would require a classroom the youngest age up that worked on the methods of touch because it helps eliminate the feeling of total separation from one person to another.

I feel myself opening up a little more to other people and I am feeling good.

One thing that stood out in my mind after reflecting on the Touch for Health papers written by my peers is that practically all of them, regardless of any pre-conceived opinions, experienced significantly positive attitude changes. Those students who described self-awareness and growth in their relationships with others have convinced me that our exposure to Touch for Health has been rewarding for the individual and important for the sense of community that evolved in our classroom.

In conclusion, I'd like to quote a student who expresses what many of us now feel:

"Thanks to Touch for Health I am beginning to realize that the body may not be something to dissect, pull apart, and add to, but a whole, a bodymind to coordinate, balance, and experience through self exploration."

Touch for Health is a package of techniques which enables us to take responsibility for our own health and that of our families and friends. John Thie and others at the Touch for Health Foundation have taken it upon themselves to establish a structure which encourages the free communication of this knowledge to everyone interested.

--Richard Beale, Editor
British Touch for Health Association

The Foundation has received a face-lift, and lifted as well are our spirits as we function in this new environment. We're becoming more efficient and thus more effective in serving the instructors and members. As we clean out old drawers, files and closets, we're finding all kinds of skeletons—letters we should have answered, addresses that should have gotten changed, lost communications and forgotten friends.

As we turn over a new leaf, we're cleaning up our act! Those of you who have for so long been misplaced, we'd like to put you back on top. Printed on these pages are names of hard-working, loyal supporters of Touch for Health who deserve much more than a line of type. Let us know when it looks like we've slipped up again. We're listening!

Active TFH Instructors

omitted from the April "Times" listing:

ALASKA, KETCHIKAN - Don Lochman(II) PO Box 7922
CALIFORNIA
BEVERLY HILLS - Yvonne Hendricks, RN (II,III) (213) 659-4156
ENCINITAS - David Brooks (619) 735-6679
EUREKA - Heidi Stromberg (II) (707) 443-7978
FRESNO - Christine Dobesh, RN (CEU's) (209) 264-2570
LAKEWOOD - Juliana Derrig (213) 425-1223
LOS ANGELES - Hap Barhydt (213) 641-0567
 - Yvonne Hendricks, RN (II,III) (213) 659-4156
 - Roberta Leong (213) 463-2814
PICO RIVERA - Leo Rovin (213) 723-1183, 692-0525
SAN DIEGO - Rosemarie Michelsen (619) 298-2068
COLORADO, AURORA - Clifford Lorenzen (303) 341-1963
BOULDER HEIGHTS - Allen Gordon & LaVonne Schmitt (303) 442-3726
HAWAII, HONOLULU - Debrina Woods (808) 942-3786
LOUISIANA, GRETN - June Byers (504) 394-2040
MAINE - BATH - Craig Lee Williamson (207) 442-7746
MASSACHUSETTS
KINGSTON - Jacqueline Helvitz (617) 585-8634
MICHIGAN, REDFORD - Susan Urbisci (313) 535-5958
MISSOURI, ST. LOUIS - Bitsy Ellis Jensen, RN (314) 644-6741
MONTANA, HELENA - Susie Wintersieck (406) 443-7919
NEVADA
RENO - Jane Rubinstein (II,III) (702) 329-3299
 - Marjorie Tsuda, RN (II,III) (702) 323-6400
NEW YORK
NEW YORK CITY - Meredith Maislen (212) 684-0289
PARKSVILLE - Jesse Morris - (914) 292-5383
WHITE PLAINS - Olive Traynor (916) 997-1747
OREGON
BEAVERTON - DR. BETTY RADELET (503) 646-8707
PORTLAND - ELVA EDWARDS (503) 666-3264
PENNSYLVANIA
ELVERSON, POTTSTOWN - Gloria Takach, Dorothy Bean & Ilona Eagle (II) (215) 323-4389, 469-6870, 323-6759
FURLONG - Charlotte Vandergrift (215) 598-3955
PHILADELPHIA, ROSE VALLEY - Karen Carlson (215) 566-6049
UTAH
SALT LAKE CITY - Suzanne Clegg (801) 328-3557
WASHINGTON
BELLINGHAM - Gary Bianconi (206) 671-3194
 - Jean & Sharilyn Loop (206) 676-9459
SEATTLE - Robert Shane (II,III,CEU's) (206) 282-9079
SPOKANE - Judy Pagnotta, RN (509) 466-9668
AUSTRALIA
ACT - MACQUARIE - Donald McDowall, DC
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ADELAIDE - Barry Summerfield 269-1572
CANADA
ALBERTA, EDMONTON - Devon Mark (403) 487-6492
ONTARIO, THUNDER BAY - Heidi Ship (902) 423-4407

Every year at the TFH Annual Meeting those people who have contributed significantly to the growth of TFH around the world are given recognition for their efforts. Some have given time, others financial support, and many have been an inspiration to others in their commitment and dedication. This year, as we come to the count-down, see where you stand in the race to make this the biggest and best year ever in getting Touch for Health to the people!

SPONSORS

ITW's in their area:

Carol Albee, Missouri
 Susan Urbisci, Michigan
 Wayne Topping, Washington
 Barbara Festa & Jesse Morris, New York
 Sister Mary Em McGlone, Pennsylvania

CA/AK Courses:

Bill Tooman & Ann Wutkowski, Chicago
 Laurie Evans, New York

Helping Hands



STUDENTS

Number of TFH-I students taught by instructors submitting rosters to the Foundation since July, 1982: (240 instructors reported; top 14% shown)

312 Peggy Maddox
 177 Cliff Garner
 139 Allan Parker
 132 Spiro Lenis
 86 Dag Galteland
 86 Ellen Landa
 82 Susan Urbisci
 79 Jane Faint
 79 Elly Wagner
 70 Jerry Koch
 69 Debrina Woods
 64 Daniel Schaaf
 63 Heidi Stromberg
 61 Rosemarie Michaelson
 53 Marion (Pat) Hafly
 53 Jo Pugsly & Doris Stenzel
 50 Dominique Dufour
 48 Al Dickenson
 48 Arnetta Hildreth
 47 Sally Burgess
 46 Carol Craig & Arvis Talley
 45 Rose Ellen Biggers
 43 Llyan Washburn
 41 Bonnie Epstein
 41 Jan Cole
 41 Ann Connor
 39 Natalie Davenport
 39 Leonard Boone & Bob Walden
 38 Barbara Hanna
 38 Betty Sider
 38 Becky Hartle

DONATIONS
 (Since July, 1983,
 order of amount)

Elizabeth Barhydt
 Hap Barhydt
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 Myrl Cole
 Dag Galteland
 Paul Dennison
 Nutri-Dyn Products
 Elly Wagner
 Wayne Topping
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 William Derrig
 Marjorie Ragon
 Erma Crabill
 Carol Craig
 Marguerite Murray
 William Walker
 Judy Pagnotta
 Don Lochman
 Robert Scott
 Bernice McCullough
 Rose Ellen Biggers
 Kim Vieira
 Suzanne Clegg
 Irene Radamski

VOLUNTEERS

Regular Volunteers
 at the Foundation:

Elizabeth Barhydt
 Theresa Van Ornum

STIMULATING PROGRAM DEVELOPING FOR 8th INTERNATIONAL ANNUAL MEETING

University of San Diego, July 12 - 17

An enthusiastic response has been coming in on the Call for Papers forms, which include presentation outlines by Touch for Health Instructors in many parts of the world.

"We're elated by the fresh, stimulating and informative topics which will be presented at the Annual Meeting," reports Chairperson Elly Wagner. "Because of time limitations and duplications in some cases, unfortunately some of the papers may not be used, but you never know - some last-minute cancellations may allow for substitutions," Elly added.

Some of the highlights of the Conference:

- Reports from China, Indonesia and Scandinavia
- TFH with Children; Stress-free Learning; new TFH Teaching Aids
- Balancing "Untestables", 8 Extra Meridians, and other energies
- Lasers; Nutrition; Research; Goal Setting

Also, in the Update program for Instructor recertification, the Faculty theme this year will offer unique ways of presenting TFH material, with emphasis on fresh technology, innovative methods, and new knowledge based on 'round-the-world experiences.

Presentations by Trustees and Guest Speakers:

- The Hundredth Monkey Syndrome
- How to DEAL with the New '80's Dysfunctions
- Psychological Aspects & Benefits of TFH
- Laughter: The Medicine Everyone Likes to Take!
- Becoming More Human in a Computer Age

BABYSITTING!

In answer to the inquiries we have received, the University of San Diego informs us that there are many students who would be happy to perform that service for a modest fee. You need to make your arrangements directly with the University, and also contact us at the Foundation, well in advance.

HOUSING ACCOMMODATIONS

You'll be pleased to know that there will be adequate double occupancy rooms so that more than two-in-a-room will not be necessary. However, we do need to know your roommate preferences prior to June 1st.

REGISTRATION

Fees:

Conference \$140 Members
 \$170 Non-members

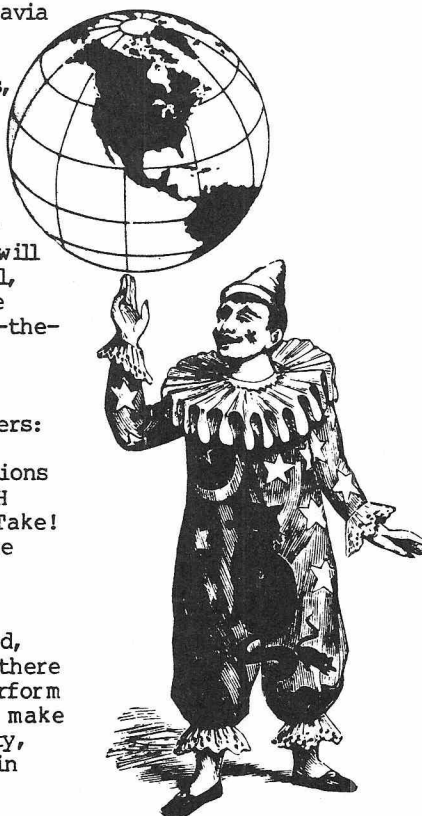
Accommodations \$137.50 Double Occupancy
(incl. meals) \$172.50 Single Occupancy
Off-campus charge: \$7.50/day, no meals

Send \$25 non-refundable deposit to TFH.

ATTENDANCE

Our efficient and hard-working office staff is smiling these days. Elizabeth Gunn and Denise Lavallee want you to know how much they appreciate your early reservations. If you haven't already done so, please send your reservation deposit - or preferably half of the Conference fee - at your earliest convenience to avoid the last-month crunch for processing same. Already we have more than 150 reservations including persons from 13 countries! In addition to those listed last month in the TFH Times, also attending are:

Elizabeth Barhydt, CA
Hamilton Barhydt, PhD, CA
Dominic Burke, IA
Julie Clarke, CA
Natasha Clarke, CA
Erma Crabill, CA
Juliana Derrig, CA
Dr. William Derrig, CA
Robert Ellebracht, CA
Judy Epstein, AZ
Linda Goode, CA
Mary Gosse, CA
Glenda Harrison, CO
Bonnie Hayes, GA
Henny Moniz de Aragao
Jose' Moniz de Aragao
James Neal, PhD, CA
Douglas Ragon, CA
Marjorie Ragon, CA
Carolyn Reuben, CA
Gladys Stern, CA
Gregory Stonne, CA
Dee Strohecker, CA
Ronnie Strong, CA
Frances Tibbetts, CA
Marjory Tsuda, CA
Richard Utt, AZ
Barbara Wainscott, CA
Mary Watson, CA
Jan Westwater, WA
Peter Wilhelmsson, Sweden
Justene Withey, CA
Frances Woollard, HI



SKILLS AUCTION

If you have services or products you would like to offer to the Auction - massages, color consultations, fine art (painting, drawing, etc.), knitted or crocheted "things", music or dance lessons, counselling, and many other creative offerings - please let us know by sending a note to the Foundation, attention Skills Auction, or to Coordinator Pepper Brydon, 2040 S. Longmore #38; Mesa, AZ 85202

Funds from the Auction are earmarked for the Scholarship Fund. This Fund entitles interested and community oriented persons to attend TFH classes who would otherwise be unable to.

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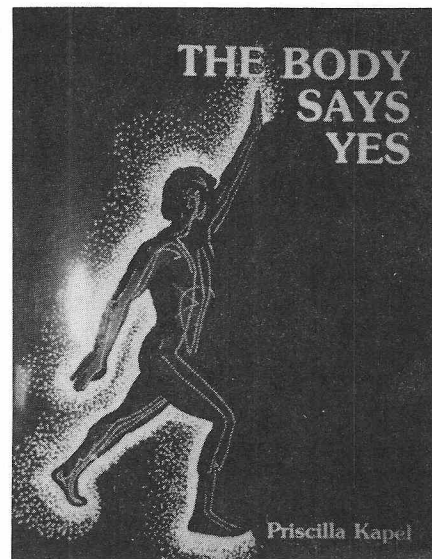
AN EXCELLENT VIEW OF TOUCH FOR HEALTH CONTRASTED WITH OTHER HOLISTIC DISCIPLINES, INCLUDING BIOFIELD AND REICHIAN THERAPY. SEE DR. THIE'S REVIEW IN THIS NEWSLETTER. EXCELLENT ILLUSTRATIONS.

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