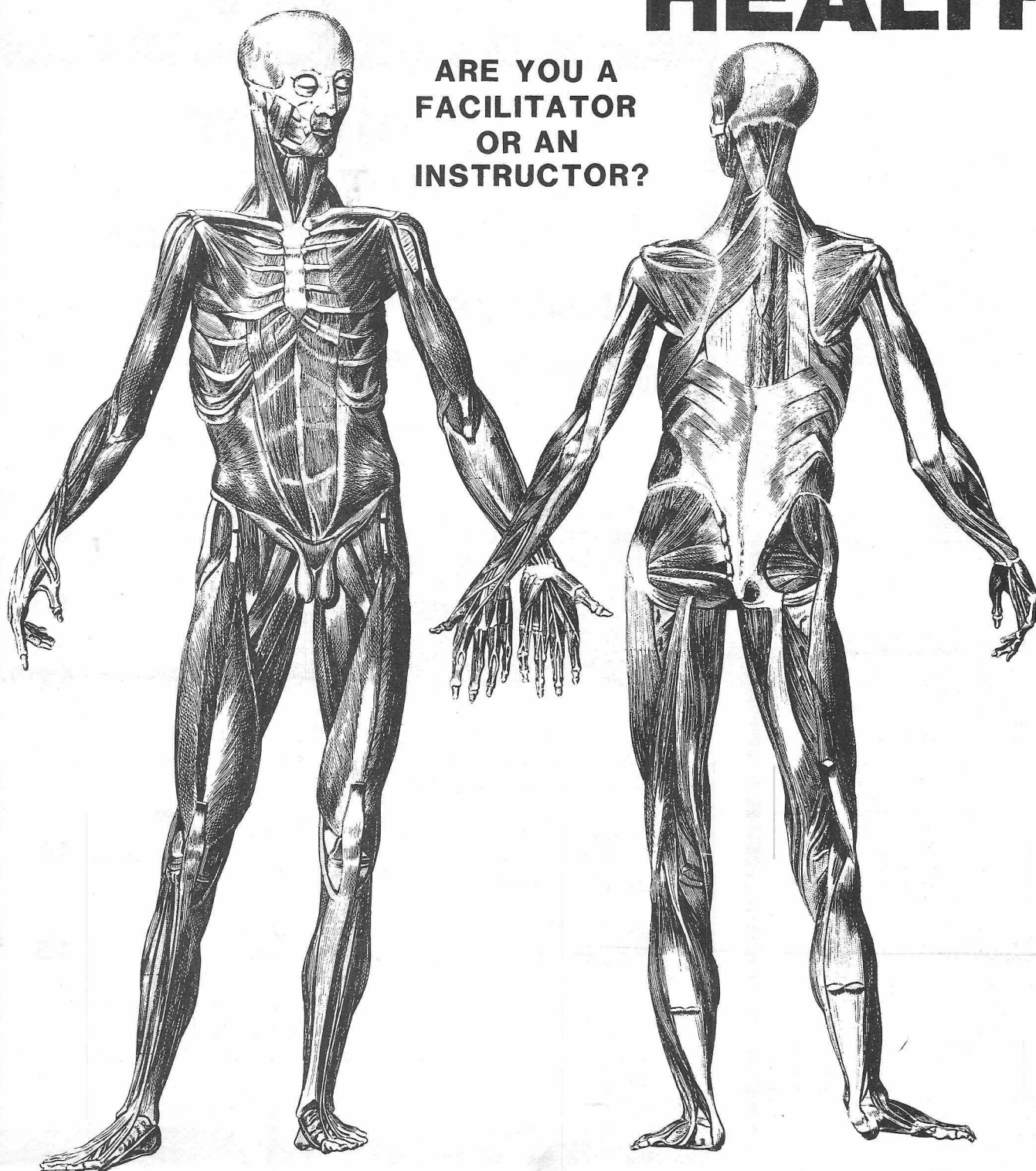


**OCTOBER-NOVEMBER  
1984**

# **IN TOUCH FOR HEALTH**

**ARE YOU A  
FACILITATOR  
OR AN  
INSTRUCTOR?**



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The purpose of the Touch for Health Publication 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.

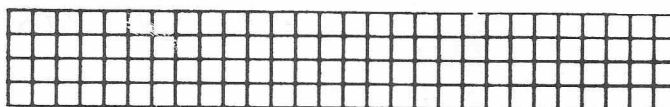
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# IN TOUCH FOR HEALTH

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- Your articles, artwork and photos are very much appreciated for all TFH publications. Please continue to send them in.

# Looking Toward 1985

JOHN THIE, D.C.

An exciting year lies before us. I know you can make it even more exciting by doing some advance planning. My plans include for 1985 to do more teaching in my clinic on Touch for Health. I intend to present Touch for Health in a new format called Preventing Professional Burnout. This program will be for the health professional, so that they can use the self-help methods of Touch for Health to make themselves more effective. The size of the class will be limited so that I can personally train the people. I am doing this program presently in Pasadena because I don't want to do a lot of traveling and the facilities here are super.

I will also be doing more Radio and TV appearances then ever before. The plan is to let as many people know about Touch for Health. Our 1985 public relations and advertising schedule is well formulated and will be carried out to reach more sectors of the general public.

I hope that you have your plans for 1985. Including in them as I am, the 10th Annual Meeting of the Touch for Health Foundation at the University of San Diego in July. I know this will be the largest and best Annual Meeting we will have had to date. The Annual Meeting Committee has already begun to plan the activities. Joy Lindsey is the Chairperson of the meeting and she would welcome any of you who would like to help. We do have room for you on several committees.

I am grateful to all of you for your support of my dream of sharing Touch for Health WorldWide. It is really happening. Thank you!

**DR. THIE MUSCLE TESTING  
AND CHALLENGING THE NEURO  
LYMPHATIC POINT**

As you approach this new year when the importance of time takes on added meaning, here are a few "timely tips":

Take Time to WORK...It is the price of success.

Take Time to THINK...It is the source of power.

Take Time to PLAY...It is the secret of perpetual youth.

Take time to READ...It is the foundation of knowledge.

Take time to PRAY...It is the greatest power on earth.

Take time to LOVE and be LOVED...It is a God-given privilege.

Take time to DREAM...It hitches the soul to the stars.

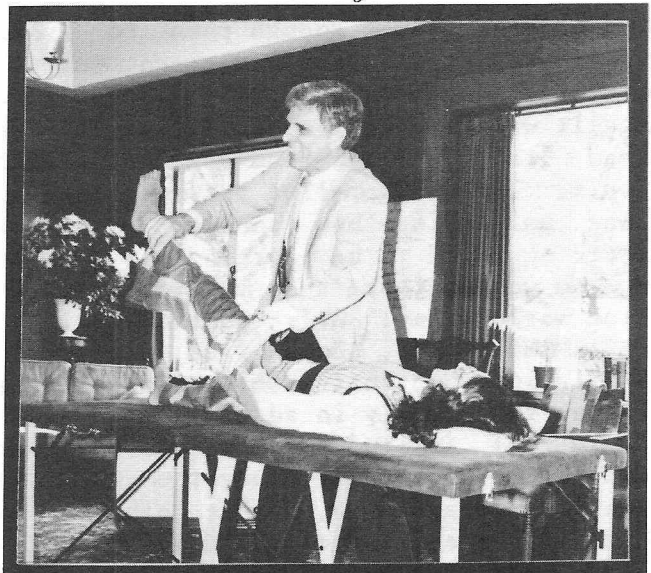
Take time to LAUGH...It is the "singing" that helps with life's loads.

Take Time to PLAN...It is the secret of having time for all the rest.

Take time for TOUCH FOR HEALTH...Balancing of yourself and those you love...It will make you live better and longer.

On behalf of all the faculty, staff and board of trustees I WISH YOU ALL A HAPPY HOLIDAY SEASON AND A MOST HEALTHY, HAPPY AND PROSPEROUS 1985.

Love, *John*



## TEACHING TOUCH FOR HEALTH

(as adapted from THE FACILITATOR, a syllabus for teachers)

GORDON STOKES AND DANIEL WHITESIDE

**T**his is the first in a series of articles we think can help you teach Touch for Health in a unique style - a style that makes for easy learning and creates a lot of student interest.

For openers, think back to your own school days where the instructors had all the information and you were supposed to "get it" by deadlines. You knew you were under the gun; exams would prove how smart (or dumb!) you might be. So while the instructors lectured, your fingers flew taking notes and notes and more notes. If you didn't understand some point or other, blank spots in your learning began to pile up. Questioning the instructor to clarify those blank spots was dangerous: you might come off looking stupid, or the instructor might put you down. Peers might make fun of you.

It was pretty traumatic for most of us, back then. Tests were the only real feedback most instructors wanted. And tests they were. Tests of so-called intelligence, memory and by-rote information, most of which didn't make real sense most of the time. Yes, for many of us, our early days in school were times of fear and resentment. Few of us were bright enough then to avoid attaching that fear and resentment to the learning process itself. Grief and guilt were added, too, for failures or bad grades. Shame and blame followed suit. The bottom-line for most of us was unlearning how to learn while we were supposed to be learning!

No wonder there's so much dyslexia in the world today! We've gone dyslexic on LEARNING ITSELF. Both of us (Stokes and Whiteside) had that problem in one area or another. Only in adult life did we turn our attitudes around and program ourselves to truly study the subjects we're interested in. Since both of us are in the business of leading work-

shops, we swore we'd break the un-learning/learning cycle by never being the kind of instructors who demanded duplication instead of creativity, conformity instead of independent thought.

That's why we think of ourselves as facilitators, not instructors. We'd like you to consider that alternative when you begin to teach others Touch for Health.

In case the distinction between instructor and facilitator isn't clear, think about this. Instructors assume they are the only authority. Facilitators know that the only authority is the person who's there to learn. Instructors are focused on delivering the information; facilitators are focused on how each individual is receiving the information. To sum it up, a facilitator serves as a catalyst. Instructors become taskmasters.

The difference in attitude is all important. Instructors operate on the teacher/student mind-set (the old guru/chela principle). Facilitators think in terms of EQUALITY (everyone in the learning experience is equal in importance, regardless of anyone's credentials).

So - which style do you elect? Master and slave - or equality? That's what the choice really comes down to. If you're an egocentric person, or if you desire is to lord it over others, you're in deep trouble because your attitude is going to create stress in your students. Remember what happens to brain function when stress is operating. The forebrain (Conscious Associational Thinking) is forcibly shut down as circulation centers in the back-brain where survival-reactions take place. Those survival-reactions are all based on previous negative conditioning, so under stress we lose the power to create new options (the forebrain's function) and are stuck with only what we've "learned" before. Since that didn't often pay off in the past, it isn't very likely to pay off now.

Stay human, stay forebrain - facilitate.

Take the attitude that your responsibility is to present the information as clearly and simply as possible within a climate which provides your group with safety, acceptance and assurances. Learning the information is



their responsibility. You can't learn FOR them anymore than they can teach FOR you. "Instructing" equals back-brain duplication. "Facilitating" equals forebrain awareness of the needs of NOW - plus the freedom to flow with new options and alternatives.

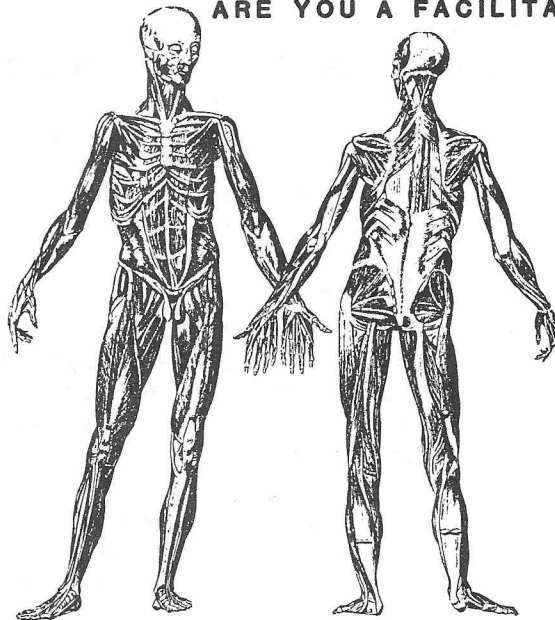
And how to put the facilitator principle into action? Instead of presenting your information, COMMUNICATE that information. To discover what the distinction is, just think about what word-root "communication" comes from. Literally, it means "commune; to become one with". And that's how facilitating works: the facilitator becomes one with each individual in the group through honest acceptance of each person as unique, different and special. The facilitator realizes that for communication to take place, both parties must feel, think and see each other as equals - equally important to the successful outcome of the learning experience.

Yes, we're back to equality again. And the heart of achieving equality is to accept each member of the group AS IS - in the moment. Facilitators can have no hidden agendas, no prior expectations, no assumptions. This group, this moment, this person - that's all that matters. Once your group realizes this is your attitude, they'll give you the privilege of their complete attention. And when they've given you their attention, they'll become fascinated with learning. In fact, they'll become so fascinated in the EXPERIENCE, they won't be aware of how fast and well they've learned, or how much information they've assimilated so easily!

The most interesting person in the world is the one who's most interested in you. Keep that in mind. Become at one with each member of your group mentally through demonstrated acceptance of individual difference and demonstrated equal attention to all.

Good communicators are aware that the learning process isn't over when the information has been cranked out. Feedback and re-evaluation are just as important. Become fascinated with the feedback you're getting - both verbal and non-verbal. What's more, the best communicators accept with equal equanimity the feedback they "want to have" as well as the kind of feedback they'd

## ARE YOU A FACILITATOR?



just as soon not bother with. All feedback is honored and received with the same acceptive attitude and tone of voice. No single person gets to play "star" (least of all the facilitator!) because you've seen to it that the whole group is the star - and every member gets a moment in which to shine.

To us, that's our image of a really successful class. True, not every class is that successful, but it's a grand image to shoot for no matter how "difficult" a given group may seem.

Keep in mind that with teaching - as with communication - there are no mistakes, only OUTCOMES. The outcome is what you're going for. Mistakes or misfires along the way can always be corrected as long as the group trusts your acceptance. What's more, they'll start correcting themselves in the process. Relax with them and they'll relax with you. Acceptance and equality are catching; so is the self-assurance which results from both.

Now, as to qualifying yourself as a TFH facilitator, here are the ground-rules we've found work best for us. Think of the following points in relation to preparing for your own TFH workshops - really personalize them, think them through. Mentally answer all your questions and carefully consider what we suggest. This can ease any apprehensions you have, turn them around, and start yourself toward enthusiasm and assurance. After all, this kind of preparation can make your class a breeze. **SEE FACILITATOR PAGE 6**

## FACILITATOR CONTINUED

GROUNDRULE NUMBER ONE: GET CLEAR ON YOUR GOALS AND DESIRED OUTCOMES FOR THE CLASS - AND YOURSELF AS WELL.

What do you want the participants to know at the end of the course? What do you want them to have experienced during your time together? What do you want to have experienced?

Creative classes go in waves. Sometimes emotions run high with excitement. At other times, your group's apparent confusion can make you feel the class is at a standstill. But it never is at a standstill. Confusion always precedes clarity. Your people are just internalizing the information emotionally; that takes several shifts in awareness. Let it happen. Out of their confusion, they'll find the clarity that gives them the feeling that they OWN the information. Actually, the hard work of learning isn't done while burning the midnight oil trying to memorize facts. The really hard work is internalizing the principles, actualizing them for yourself. That means - in TFH you need a lot of hands-on practice with the PRINCIPLE IN MIND. This connects up memory on all three levels - conscious, subconscious and body-cell memory. Once that connection has been made, you KNOW (and you'll never forget) both principle and practice.

Since accurate muscle testing is the heart of success with TFH, take a moment to examine how you learned to muscle test (and keep this process in mind when you teach muscle testing!). Remember how anxious you were at first to do it right. You'd seen it demonstrated, you knew the muscles, where to apply pressure for executing the necessary movement. But how frustrating it was when you weren't able to pick up the same results as did your teacher. Frustration mushroomed into confusion and that went on (with you shaming and blaming yourself) until all at once clarity burst upon you like a flash of lightning from a stormy sky!

You suddenly realized you didn't have to do anything except just BE THERE with the person you tested, realizing that she or he was a human being with feelings like yourself - possibly with bad memories of being touched, hurt or controlled (etc.!). In that moment, you

also realized that your INTENTION as a testor was what made the difference. all you were there to do was connect with the other person's physical being and become totally interested in what that body wanted to tell you. You stopped trying to remember "how to do it right" and simply ATTUNED to your testee.

Because you stopped fearing you get it wrong, you got it right. Because you stopped churning your back-brain, your forebrain awareness was free to function. all at once you "learned" how to muscle test effectively.

Well, the same is true for the people in your class. Most of them will go through the same process since, when it comes to how we learned, we're all in the same emotional boat. With this in mind, KNOW that their single greatest win in the class will come when they get the FEELING in every cell of their bodies that they know how to muscle test. HOW each student reaches that KNOWING isn't important; it's the OUTCOME which is all important. In fact, you might have as one of your own concerns: "Did my people get the principle and do they feel assured about putting that principle into practice in their own lives?"

GROUNDRULE NUMBER TWO: ON THE FIRST DAY OF YOUR CLASS, TELL YOUR PARTICIPANTS WHAT THEY WILL KNOW AND BE ABLE TO DO BY THE END OF THE COURSE.

The way you do this is important. You're not just giving them a list. Here's an example of how you might put it:

"We'll be covering a lot of information in this program - more than you'd learn going through a full year of traditional schooling. Ask yourself, 'would it be allright to learn a whole lot of information without working hard, or burning the midnight oil to get it?' If that's OK for you, then trust me and the process to give you this information easily and without stress. My responsibility is to help you learn these

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## **INSTRUCTOR UPDATE**

**NOVEMBER 2,3&4 1984**

**ALSO, JUNE 7,8&9 1985**

### **TOPICS:**

***advanced esr***

***5 elements***

***advanced muscle work***

***accelerated learning/teaching***

***muscle testing review***

***acupressure point-theory & location***

**&**

***much more***

#### DAY I

##### REVIEW OF 42 MUSCLES:

- origins & insertions
- actions
- test positions

##### STRENGTHENING POINTS THEORY & LOCATION

- Neuro-lymphatics
- Neuro-vasculars

##### SPECIAL MUSCLE TECHNIQUES

- Origin/Insertion technique to balance the body
- Strengthening/weakening technique to rehabilitate injured muscles

#### DAY III

##### TEACHING/PRESENTATION SKILLS & MODELS

- Presentation styles
- Curriculum for TFH I, II, & III
- Using accelerated learning in your classes
- "Sizing up" your class for a more successful teaching experience

##### REVIEW OF COMMUNICATION & TEACHING SKILLS

- Using active listening to answer the "real" question
- Structures of communication

##### MARKETING & LOGISTICS

#### DAY II

##### REVIEW OF ACUPRESSURE THEORY:

- Meridians: location, massage & meaning
- Over/Under Energy
- Alarm Point location
- Acupressure holding point theory
- 5 Elements: theory & balancing

##### EMOTIONAL STRESS RELEASE

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- Special applications of ESR to:
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  - past trauma
  - future events
  - acquiring the positive

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# Touch for Health Education Network

HEATHER WHITE  
ENGLAND

Here is our news. I am a teacher - now retired. John is a retired health officer, but also a qualified teacher because of health education.

Things started for us about seven years ago. John caught a Sandy Danaher seminar when she was over here visiting Findhorn (Scotland holistic retreat). He came home with the idea that we could get dyslexia and hyperactivity licked...So we spent the next eighteen months rooting out the TFH Instructor who was supposed to be in the United Kingdom...Just think of it, people looking for you! Now we have about 80 Instructors, with maybe 20 actively teaching full time.

We had TFH again and again, under whatever name to make headway, as people were supposed to be selected for American ITW's. Then just as we were on the point of storming to Pasadena and snarling "what more do you want in training", Gordon Stokes (ITW faculty) came over for the UK ITW. So Gordon had a lot of rather overtrained people.

We then had an in-service TFH program at my school, with the Advisor of Special Education in with the group. Then a look at Dennisons Edu-Kinesiology ideas. The whole thing was evaluative to see how we could fit it into our linked education - school health provision. Lots of enthusiasm about the potential, but we had difficulties.

Chiropractic is not recognized here, and the USA trained TFH instructors had gone straight into lay therapy when they came back here. I did what I wanted in the staff room. I could even sort out troubles and injuries in the medical room and on the sports field as a sort

of general first aid...but a 'quack' thing to professional work! We had to get that sorted out and build on our own experience.

When John decided to take early retirement I decided to retire too. We could do some work and have a good thing. It was perhaps better to work on the outside...I had taken the TFH Instructor Frank Mahony (Hypertonic Muscle Techniques and EK) to two dyslexia societies. One went into a state of shock - the other did not have the funds.

In our very limited experience, we seem to find these rough categories with learning difficulty.

1. A genetic organizational individuality. This need is perhaps best met by early recognition and having an appropriate learning situation.
2. A developmental difficulty, anything from suckling, to reading readiness. This seems to be needing identification and work in a program of behavioral modification.
3. Active trouble in posture - eyes/ears, gait and cloacals do not stay fixed because of some trouble. A Dr. Wisbey here is finding 'glue ear' and sight problems a major factor...so she has a through screening program. This is under a private health care provision that many would not be able to afford. But we get sufficient indication via AK for a referral thorough normal school health programs to our National Health Service.
4. We have the case of past disability, not resolved, which just needs TFH work and common sense. This is the big win area. But we must carry the capacity to deal with 1-3.

We do not find the alternate cross and homo-lateral crawl to be that good. Often people are rather sick and confused. We do find cross crawl or homo-lateral crawl as indicated, interspersed with a real movement backwards in what is then proper homo-lateral organization to be of help. This organizational gear shift seems to pose an active question as to how we should be organized. SEE T.E.N. PAGE 10



## FACILITATOR CONTINUED...

techniques. Your responsibility is to make sure the information's clear to you and to ask me for clarification until it is clear. You're paying for this information, so take responsibility for getting your money's worth."

### GROUNDRULE NUMBER THREE: AT THE BEGINNING (AND THROUGHOUT) SHOW ENTHUSIASM FOR YOUR SUBJECT

Personalize the learning experience by relating your own problems in "getting" the information, but always balance that by relating the wins you had USING the information. It's easier to learn from someone who's "human" like the rest of us, someone who's experienced the same things. And it'll help your group by showing them what to expect or watch out for. Also, you're establishing a track record for them, one in which they'll recognize the signposts of progress along the way. Besides, personalizing gives you the opportunity to demonstrate your love, respect and enthusiasm for your subject.

### GROUNDRULE NUMBER FOUR: DO NOT ALLOW NEGATIVE STATEMENTS OR PUTDOWNS AT ANY TIME

This applies to yourself first and foremost; such behavior turns facilitation into bald hypocrisy. It applies to your group members in exactly the same degree. If you allow others to get high-and-mighty or let them assume an I-win/you-lose attitude, you'll be destroying the group.

Respect your students' enormous capacity to learn and absorb when you've created an accepting, safe climate for that learning to take place. Cherish that climate, foster it firmly. Honor each participant. Your example goes a long way with the group. If you need to make corrections, do so according to the individual need. That means have empathy, not sympathy with "problems" along the way.

### GROUNDRULE NUMBER FIVE: BE OBSERVANT CONSTANTLY

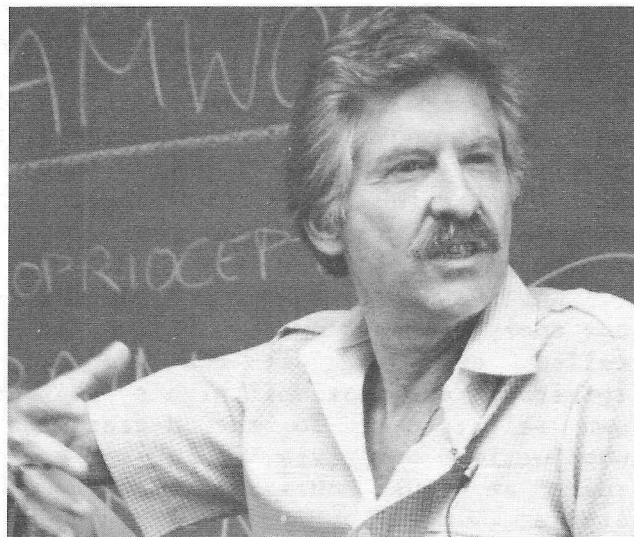
Are you getting the response you want? If not, use creativity, not heavy control. Let the forebrain find the answers and alternatives. Your groups' non-verbal and verbal feedback are marvelous indicators for showing you what's needed. Be flexible and creative. If what you're doing isn't working, try something else. ("Show and Tell" for muscles came about because lecturing with slides picturing muscle location/function just wasn't getting the job done). Most of all, trust your people's creativity. If you allow them to find better ways to clarify, they'll do it. Just as if you allow each student his or her own style of learning, your own light bulb will turn on and you'll find each class a brand new (and inspiring) experience.

### GROUNDRULE NUMBER SIX: CREATE ANTICIPATION FOR THE NEXT SESSION (OR YOUR NEXT CLASS).

For instance, you might say, at the end of a given session:

"Next week, I'll be showing you a way to increase your comprehension of what you read so you'll enjoy reading more. This is a really exciting concept to share with your kids in school."

(More of this article will be published in a later issue of In Touch for Health)



ITW TRAINER GORDON STOKES

## T.E.N. CONTINUED

The counter torque thing that Dr. Sheldon Deal demonstrated at the Annual Meeting in San Diego also seems to be a good check to get the best from exercise. It seems to tie up with our finding the Diamond Twist and Gait very good too. Maybe the latter if there has been early suckling difficulty.

Last year we took a TFH stand to the Alternative Medicine Exhibition as a solo effort. This year it is official British Touch for Health Association (BTfHA) and we are organizing even more so. We very much want to have a good press pack and material to special journals - nursing - education, etc. to induce them to come along. So any material or news from the members will be of the greatest practical value.



## Switching On With Touch for Health - A Routine

CAROL HITZ

It is not always possible to visit a doctor, practitioner or even a Touch for Health Instructor because he/she is not always available in our area or we may not be financially solvent. The next best option is to take more responsibility for your own health. Do your own self-care techniques for health and reap the benefits of new improved feelings of balance and well-being. If we value ourselves and have the discipline to change our lazy habits like "sleeping in" and neglecting exercise, we will notice considerable health improvements.

Knowing we are energy and we qualify our energy through our own unique temple called our body, it can add many spiritual and emotional high's to our own self-esteem. To the degree that when we love ourselves, it is easier to share an equal nourishing amount with others.

## Self Agenda

Put on your favorite music, play something that soothes you.

1. Shower or take a bath using a loofa sponge to improve your circulation or a natural bristle brush. Keep an awareness of the direction of meridians and move with the flow. Epsom salt baths are very relaxing and soothing for injuries. While in the tub or shower you can use guided imagery as you step in the water energizing you and pouring "light" through your system.

2. Give yourself a facial following the flow lines from origin to insertion.

3. When you eat or take vitamins, do it to positive affirmations.

4. Hold the neuro-vascular points in a pyramid style on the sternal notch by putting the thumb, forefinger and middlefingers together. This technique tends to have a soothing and calming effect.

5. Do the Cerebral Spinal technique. Pull apart on the skull along the seam as if to split the scalp along a middle part using hard pressure. This will help strengthen the abdominal muscles.

6. The Auricular exercise is excellent for increasing your attention span. Firmly take hold of the ear and stretch it away from the opening of the ear. Continue around the whole ear lobe.

7. The Thyroid tap from Dr. Sheldon Deal's book *New Life through Natural Methods*, helps blood circulation and normalizes the thyroids. Put your head back and stretch the side that you want to work on, using the fingers like a hammer, tap the side of the throat right near the adam's apple and hum at the same time you tap. Do both sides of the throat.

8.. Neck rolls are excellent for tension and help break up crystalization.

9. Hold your neuro-vascular points.

10. Massage your neuro-lymphatic points.

11. Go through physically the muscle dance for the 14 muscles or even 42.

SEE AGENDA PAGE 11

The great thing in the world is not so much where we stand as in what direction we are moving.

*Oliver Wendell Holmes*

## AGENDA CONTINUED

12. Cross Crawl. Exercise the hemispheres of the brain and improve motor coordination and flexibility.

13. Massage your gait points on your feet. Increase your energy, coordination and general body rhythm.

14. Stretch. This is an easy self-care measure to prevent injuries.

As a simple routine that utilizes Touch for Health will give you increased vitality and energy. You may want to embellish the routine and create your own system.

We can spread love with self-care techniques by taking care of ourselves and setting good examples for others. Before taking on the task remember that the "win" is the risk in breaking through the fear membrane for taking really good care of yourself.

We grow great by dreams.

Woodrow Wilson

### Announcement:

One of our most cheerful TFH Instructors, Donna Eden who has packed several standing room only TFH demonstrations is about to be wed. The lucky man is David Feinstein. Congratulations to both.

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# BRAZIL UPDATE

From Brazil

Jose and Henny Moniz de Arago have submitted the final part of the Portuguese translation to the editor for publication. They are eagerly waiting for the new Touch for Health book and have been using a "free translation" for over two years.

The first South American Instructors course will be taught in Brazil by Phillip Crockford. It is marked for January 12, 1985. People are paying into a saving fund and from this month on paying installments, to accompany an inflation rate still over 200% annually. Several pioneer graduates are helping out by teaching and volunteering in helping prepare what ever is necessary for the upcoming ITW.

Henny & Jose had a homeopath who was so impressed with TFH that one of their next courses was with 13 medical doctors, all friends or colleagues of his. An orthopedist gave them a rough time in the beginning, but at the end of the course lost his little "Fascia Lata" badge. He insisted on finding it before returning home. He was so happy to find it and take it home with the total TFH experience.

**HENNY, LEFT  
AND MARCELLO,  
A 14 YEAR OLD  
TFH EXPERT  
FROM BRAZIL**



# IT IS NOT HEALTHY TO MISS THE ANNUAL MEETING

ALICE VIEIRA, PH.D.

I missed the TFH Annual Meeting because I was presenting a paper in Barcelona, Spain for the International Rorschach Congress. I should have come to the Annual Meeting! The energy just wasn't flowing for me to be away.

When I got to New York my boarding pass was lost. After much ado I got on the plane. When we arrived in Barcelona my suitcase did not. I ended up in the same clothes for three days.

We went to register at the conference, my conference fee was lost in the mail. I called the airline to confirm my reservations home and they had no record that I had any reservations out of Spain at all. By the time I got there to show them my ticket they had located me in the computer.

When we boarded the plane in Madrid they couldn't get the cargo door closed so we sat on the ground, in the airplane for 5 hours. After offering us a free drink, they decided that we couldn't have anything more because they would run out. We had dinner on the plane on the ground and then began our 7 hour flight to New York. They were right, they did run out of food, water, liquor, ice, toilet paper and patience.

On the flight from NY to LA my reading light would not work. They moved my seat and my audio head set hookup did not work.

As you know my husband, Kim, was with you at the conference. I called my dad to pick me up. I then went to get my suitcase and guess what? My suitcase did not arrive (it finally came 4 days later). When my dad got me home, suitcaseless, I could not get in the house as Kim had used our double whammy lock that my key did not fit (we found a key the next day).

The only thing that got me through this experience was holding my ESR points. I promise never to miss an Annual Meeting again!



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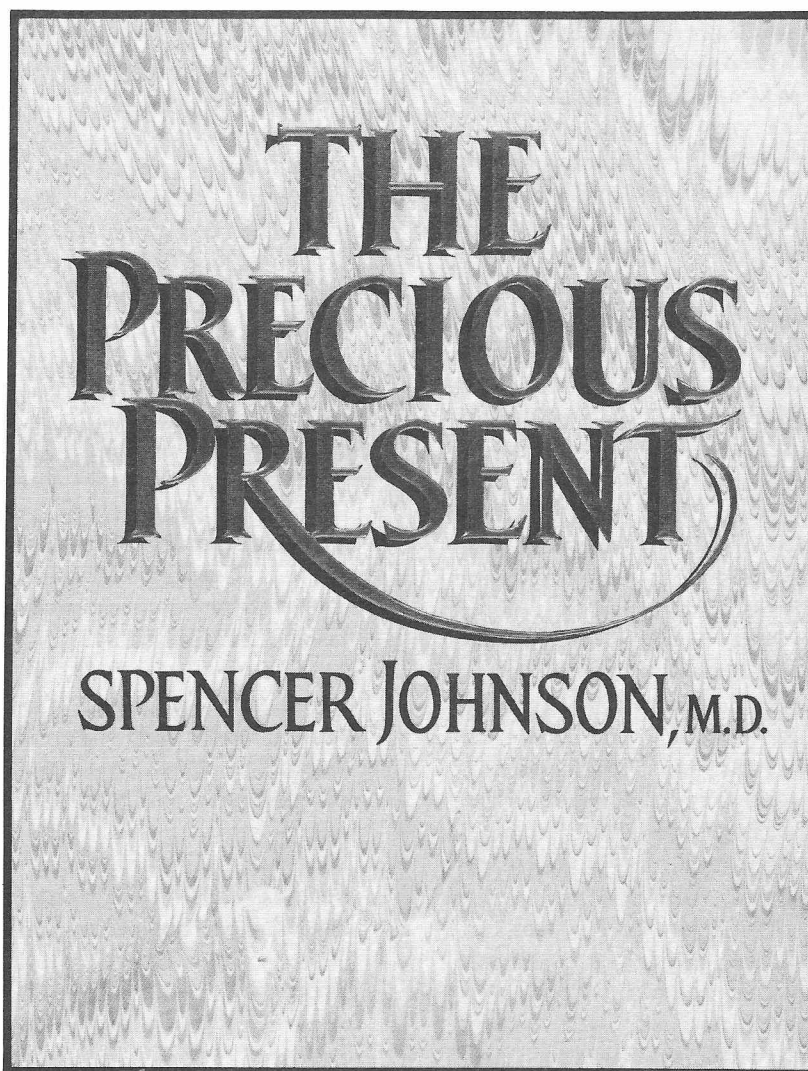
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*On Becoming a Person*

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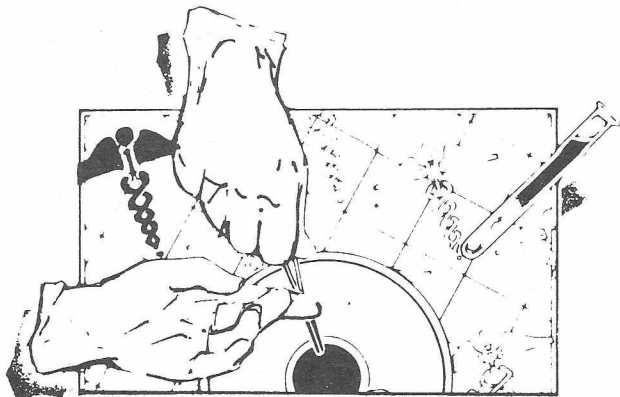
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JUDY PAGNOTTA

## Network of International Nursing Issues

Well! It is well into school days and life is beginning to settle down. The kids are back in school, all of the fees are paid, the lunch tickets are purchased, and I have time to wade through my TFH goodies that have been stashed under the dresser since July!

For those of you who are new, let me introduce NINI - the Network for International Nursing Issues. This is the nursing branch of the Touch for Health Foundation. My name is Judy Pagnotta and I am the NINI nursing coordinator for the coming year. The NINI group was organized three years ago at the 1982 Annual Meeting. Our purpose is to get information out to TFHers about nursing and Touch for Health - how nurses use it in practice, how to approach nurses about TFH and if you are a non-medical instructor, how they combat medical bias within their communities, how to apply for continuing education credit in your state, etc. Our group has grown, along with the enthusiasm, from a small nucleus to about 30 participants at the 1984 Annual Meeting. When you compare the number of nurses at the Meeting to the total number of people attending, it's easy to see why we are excited. We are a very influential group in the TFH family. So, any of you who are nurses, teach nurses or other medical people, or are interested in nurses (and we are very interesting people!) jump on board and let us hear from you. My address is Rt. 1, box 273, Colbert, WA 99005. Telephone number is (509) 466-9668. Also, if you as an Instructor, have any nurses in your classes, please get their names and addresses to Ollie Euler, RN, 28730 Dover Ridge Road, Rancho Palos Verdes,

CA 90274 - (213) 377-1391. Ollie has volunteered to write to each nurse who has taken a TFH class and introduce them to the Foundation, NINI, and an invitation to join our group. So, get those names to Ollie.

One example of how NINI can help us is by sharing names and addresses of people with special interests. One of our nurses, Marjorie Tsuda, is attending a college of acupuncture in Nevada. She would enjoy hearing from anyone with similar experiences. Her address is P.O. Box 50185, Reno, NV 89513 - (702) 323-6400.

In successive newsletters we hope to share some of the ways nurses are using Touch for Health. Jean Bonde, is using it in her work in drug and alcohol rehabilitation, Barbara Ehlers is using TFH in her work with scoliosis, Mary Jo Bulbrook and her research with TFH in clinical practice and in nursing schools. There are many other nurses who have give little tips to patients, like using ESR prior to surgery to help them calm down in the operating room. If any of you have some little or not so little tips for using TFH, share the wealth and let us know.

The 1985 Annual Meeting Theme submitted by Instructor Trainer Gordon Stokes will be ....TOUCH FOR HEALTH IS...

### EARLY REMINDER

Start doing great things this 1984/1985 year and get recognized at the 10th Annual Meeting next July at the University of San Diego, California.

You can help us by submitting a nomination for yourself and receive an award for outstanding service.

Drop me your nominations and tell me what you have been doing with TFH. You deserve recognition - Don't be shy!

Send to:

AWARDS CHAIRPERSON  
Idelle Weissenberg  
7296 Caminito Carlotta  
San Diego, CA 92120

# Consider the source

## WAYS TO GIVE TO THE TOUCH FOR HEALTH FOUNDATION

There are many ways to make a gift to the Touch for Health Foundation just as there are many financial circumstances among friends of TFH.

Your concern for the Foundation can be translated into a substantial gift by choosing one or a combination of methods of giving which best suit your own financial situation. These various ways include:

### Cash

This is the most common method of giving, usually in the form of a check. Sometimes there is a tax reason for using cash, since it is fully deductible, but generally it is the simplest way to make a gift.

### Securities

Marketable securities, stocks or bonds, those listed on an active stock exchange, are attractive both to the donor and the Foundation. Often overlooked by donors, they can offer the same important income advantages as gifts of cash, especially when they qualify as appreciated long-term capital gain property. They are also easy gifts to value and transfer.

### Corporate Gifts

Corporate Foundation gifts often allow a donor to make a more substantial contribution than may be possible otherwise. They also can be given in conjunction with a personal gift, again permitting a larger donation than either one alone. Many companies have programs which match or multiply an employee's charitable gift.

# Please help Touch for Health to continue

## Real Estate

Real estate, either that which could be put to good use by the Foundation because of its location or offers tax benefits to the donor because it has appreciated in value, is an increasingly popular method of giving. Similar to appreciated securities, if a gift of real estate qualifies as long-term capital gain property, its full value can be deducted and capital gain tax on the appreciation avoided. A home may also be given to TFHF, with the donor retaining life tenancy.

## Life Insurance

Gifts of life insurance policies, subject to various tax restrictions, can be a way of making a much larger gift than might otherwise be feasible. There are a number of methods available, but frequently the one chosen involves a new policy on the donor's life, with TFHF as the owner and beneficiary. Because the TFHF would own the policy, the donor could deduct the annual premiums from his or her income taxes. Existing or paid-up policies also may be used as tax deductible gifts.

## Bequests

Many friends of TFHF have chosen to honor the memory of deceased relatives and friends with a tribute that also serves the living. Bequests can be designated for specific purposes or simply as unrestricted gifts.

More information on giving methods above can be obtained by contacting the Touch for Health Foundation, 1174 N. Lake Avenue, Pasadena, California, 91104, Telephone (818) 794-1181. As a prospective donor your donation means much to keeping Touch for Health information successful throughout the world.

You are also advised to consult your legal counsel and or financial advisors about your own particular circumstances.