

IN TOUCH FOR HEALTH

Nancy and Phillip Again!



**NOVEMBER
1980**

IN TOUCH FOR HEALTH

Touch For Health Foundation
Publisher

Charles A. Blanchard
Editor

The purpose of the Newsletter is to disseminate information on research plans, methodology, and results of self-development programs in health-care, both mental and physical. Further, the Newsletter is a forum to provide members with up-to-date information on programs, seminars, activities and training tips.

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DAN HAYWARD

The general theme of this issue is education and is a subject in which we are deeply involved as a school. Treating people is something that most of us are rightly prohibited from doing, but teaching is something we all can do. To teach people to do for themselves is the highest order of service to mankind possible. We firmly believe that instructors support, energize and strengthen each other and that there cannot be too many of them. If you are an instructor and are finding it difficult to do what's necessary to get a class started, call another instructor and arrange to work as a team. If there are no instructors in your area, see if you can enthruse someone to take an "ITW", or give us the name of your prospect and we will enthruse them. If you are not an instructor and hesitate to take the plunge alone, enthruse a friend and attend an ITW together.

It is a real thrill to have just finished teaching a class and experience the warm satisfaction of knowing you have opened new vistas to your students.

With a Faculty of 5 superior Instructor Trainers now, we have planned a much expanded schedule of ITWs for 1981. In addition to our planned schedule, we will send an Instructor Trainer any place where 20 or more students can be gathered. I believe totally in our fine program and welcome all inquiries. Help us to make Touch For Health truly a world-wide force for better health.

DIRECTOR

TFH GOES TO SCHOOL!!

Doing a little touching to Charles Schmid, Ph.D., the Director of LIND (Learning In New Dimensions), are TFH staff members and instructors who attended a 1.5 day workshop on October 17th and 18th in Ventura, California. "Teaching How to Learn, and Learning How To Teach" (sometimes called 'Super-learning'), the workshop goal was to enable participants to accelerate their teaching and learning rates.

Behind the seated Dr. Schmid from left to right are TFHers Patricia Sterling, Dick Harnack, Lilly Vizarraga, Mike Schley, Nancy Woods, Dan Hayward, Dr. Mary Marks, Bill Randolph, and Lorraine Alexander.



Dr. JOHN F. THIE

Touch For Health techniques can be used in a medical, pathological model and many health practitioners do use them in this manner. We feel this is appropriate if the persons using the techniques are aware of and assume their responsibilities in using TFH in this manner, and take the appropriate precautions inherent in using this model of procedure. We do not advocate the teaching of TFH techniques to the lay person using the medical, pathological model. Rather, we advocate an educational, body awareness, whole person, energy model. We recognize the limitations of this model, and therefore advocate that the health of the persons never be jeopardized and always seek the assistance of professionals who can add other techniques whenever these are indicated.

The model we use and advocate in TFH is appropriate nearly any time as long as it is recognized that it is not complete and may need to be only a small portion of what is being done for the person that needs help. This model is particularly usefull in prevention and health enhancement, where the people using it are what might be called "normal" living and working individuals. We feel that what is prevented does not have to be cured. What we realize is that all aspects of health have levels and being aware of the different chemical, structural and emotional/spiritual levels that occur is most important in preventing serious pathology and assisting ourselves in correcting the pathology that does occur. We feel that it is very rare that we have no responsibility in the way we feel. It is a lack of awareness on one of the levels that cause us to think that it "just came on me, I don't know what caused it". By teaching the general public how to become more aware of their bodymind as a unit through Touch For Health, we believe that we are the greatest service to to mankind. We give the public a reason to believe that there is another model in addition to the medical, material, pathological model.

The use of Trainers of Touch For Health indicates that we have confidence in the individual to know enough to be able to help themselves and their own family and that the family can be brought closer together by allowing members to touch each other for helpful purposes. Too many people only touch physically for sex or punishment, we need to help them to be educated to ways that are fun to touch for health.

In doing this we teach people about the wonderful simplicity of the body as well as its' vast complexity, and through the simplest of methods the vast complexity is affected favorably.

In using the educational model we stress the wonderful ability of the individuals' own capacity to create within themselves the very thing that will heal them. Our society has so much knowledge available today that it is easy for each of us to feel overwhelmed by all the knowledge we do not have. It is easy to become afraid to do anything for fear of doing something wrong, because we know so little. We are hoping that by teaching people how their body works and how it has indicators that are many times very accurate and by simple techniques that even children can use on their parents, we will remove some of this fear of having to do things perfectly or something bad will happen. We believe that we can help make society happier and healthier by teaching people to touch each other for health.

We feel that by educating young people to the techniques we advocate and allowing them to use them we will encourage the young people that have the natural ability to heal to want to become health practitioners and learn much more than touch for health can teach them. We will then have the very best healers being our doctors, rather than those who go into healing for all the wrong reasons, and lack that natural healing presence. Touch For Health is a way in which we are trying to help humanity reach its' greatest potential, it's not the only way, but we hope all of you who read this will be more enthusiastic in your spreading knowledge of Touch For Health.

PRESIDENT

Accelerated Learning

By Phillip Crockford, TFH Faculty

Earlier this year, faculty members Phillip Crockford and Gordon Stokes attended a workshop for learning Spanish, conducted by Mr. Gomez, using accelerated or 'Super-learning' techniques (of which Bulgarian psychologist Dr. Georgi Lozanov is one of the leading proponents). Following is a distillation of the experience. - Ed.

What does it take to learn something?
To DO it!

The four main conditions for effective learning of a language are:

1. You must have the knowledge that intention is the fundamental basis for communication, i.e., that communication is a quality of intention, so that having the intent to communicate is the main factor in being able to do so, regardless of the language. The only thing that can stop you from speaking to communicate is the thought that you can't -- if you have the intention to be with the person and communicate, you already can.

2. It is important that you work with the attitude that you are already fluent, and that your efforts to hold this context of fluency are facilitated. By this context, I mean the mental abstraction or intuitive pattern which precedes physical action. To be fluent is to be in the process of communicating, no matter how many words you know. To hold the fluency context, you need to shift from the attitude of not yet being fluent to that of "I am fluent". This shift is a pre-requisite to, and not a result of, successful communication. (In the case of Touch for Health, the attitude that 'I am muscle testing' is a pre-requisite to, and not a result of, successful muscle testing). It must be emphasized that no external evidence of fluency is necessary, but if the context of assumed fluency is held in the mind, then mistakes and difficulties become evidence of fluency, regardless of degree.

3. You need to be willing to accept whatever happens in the communication and to stay with it, even if it means some discomfort. There must be an acceptance of whatever thoughts, feelings, emotions and experiences may arise in the communication -- you need to feel that wherever you are is the best place to be -- i.e., it's O.K. to forget information, to be embarrassed, to make mistakes, to be uncomfortable, or to feel stupid, because NONE of these things have ANY bearing on your fluency and your ability. They are just part of the process of realizing perfection.

How are you going to learn if you don't make mistakes? Mistakes are O.K. In fact, if you're O.K. with mistakes, then the bigger they are, the better. You need to realize that it's totally all right to feel uncomfortable, because these feelings only come from your past experience and not from the moment.

4. The fourth condition for successful learning of a language is to have made a commitment with yourself to DO IT. To commit yourself to using the language to communicate with another person. The more specific the commitment, the more effective it is, e.g., to say, "I am going to speak Spanish with John for half an hour from 7 p.m. every other day" is infinitely better than to say, "I am going to speak Spanish with someone several times this week". It also helps if you enlist the specific cooperation of the other person in this commitment.

To summarize the four steps:

...to have INTENTION and realize that it is the basis which enables you to have an ATTITUDE of fluency. If you hold the mental context of fluency, then all experiences become evidence of that fluency and you are able to develop WILLINGNESS TO ACCEPT whatever experiences you have as being totally right for you. Then you are able to make a COMMITMENT to use the language, the more specific the better will be your progress.

These factors are obvious enough when laid out in this fashion, yet most current education situations ignore these basic premises, with the result that learning is often a haphazard affair when it filters down to the individual.

INFANTILIZATION

One of the main features of the Super-learning methods is the infantilization of the participants. When this happens, you can drop into a more child-like learning mode in which you are more open to a far greater range of stimuli and subsequent patterns of interest and absorption. In this state you can 'go under' adult learning preferences and judgments, and open to a broader and more flexible overall cognitive style. The effects have been likened to a quantum jump in consciousness and learning ability.

The teacher facilitates and maintains this process by several means:

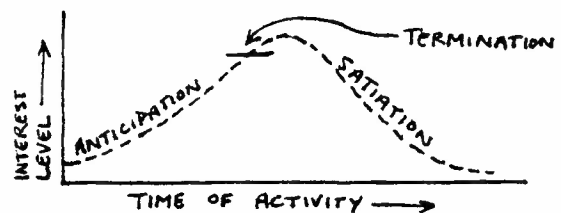
1. His role is such that the participants feel total trust in him, that he knows what he's doing and is very able and capable. This has the effect of ALLOWING people to drop into the process because they feel safe and trusting enough. One way in which he does this is by using thorough and competent preparation in handling of all class logistics.

2. He also initiates many game situations -- the many levels of childhood play forms provide a rich source for adaptation. If the information objec-

tive is carefully thought out, games can be quite specific in this regard.

The competition factor works very well in motivating participation -- and this serves to maximize the benefits of the process. The teacher needs to keep the attention of the class focused into the game and its elements, rather than the information being used.

3. To by-pass doubts, fears and skepticism, and thus to foster involvement, relaxation and receptivity, it is important to have people laughing and enjoying from the beginning. From the first moments of the class, it should get into action, play and games. These must be initiated with seeming spontaneity. The teacher's own intention and dramatization is critical here. It must not be a pretense, but instead a whole-hearted participation, with full use of body language and gesture to visually anchor verbal information. Again, this encourages child-like learning states by evoking anticipation and keeping the participants guessing. This aspect can be emphasized by careful timing, i.e., all activities terminated just before the peak of the interest curve:



To do this requires skilled observation and management from the teacher, but when well executed is very effective.

4. Another teaching point related to spontaneity is the absence of a time schedule for the students. The teacher may very well -- and indeed must -- have a comprehensive schedule, but revealing this to the class will only be detrimental to the flow required for optimal learning.

5. Allied to the trust aspect is the authoritative aspect. This does not mean an authoritarian approach, but for the purposes of the class the teacher should not project himself as an equal or peer at any level. This helps to instill an element of reverence, which compliments the trust factor. The respect thus engendered is upheld better if the teacher does not socialize with the participants, thus preserving social distance throughout the class. It must be emphasized that this should not be based on any reasons of personal aggrandizement for the teacher, rather it is a necessary factor in this type of process.

6. Because of the authoritative role played by the teacher, he does not have to justify any part of the class arrangements to the participants. Justification implies judgment, and it does not help people to learn if they are questioning the teacher's reasons, especially in the human potential field.

7. The teacher's overall personal attitude should be relaxed and alert. This enables him/her to be free and unworried by whatever is developing in the spontaneous milieu generated by Superlearning techniques. He's then able to use everything that happens to serve his purpose of allowing the participants to discover the subject. Instead of telling them about the material, he aids their own discoveries.

THE CONCERTS

These are an important feature of the process, although they were not in the exact forms described in Ostrander and Schroeder's book SUPERLEARNING. Gomez gave some perspective on this by describing Lozanov's methods as a 20 year evolution with constant implementation of new techniques, and discarding of less effective features. The data for the book was gathered some four years

ago and apparently some of the areas of focus are currently not considered as critical by Lozanov's people.

The exact speed of the music, breathing in rhythm, and precision timing of delivery are not thought to be critical. The single most important requisite is that the participant enjoys the music and puts his attention primarily into the music.

Other salient points are (a) that the words are consciously heard, but peripheral to the music and (b) the participants are in a relaxed, flowing mood.

The purpose of the concert is to present the material which the participants are to use to play, create and be artistic with. The theory is that while the attention is focused on enjoying the music, the information is received and retained by what Lozanov terms 'the paraconscious'. This is postulated as a large portion of our awareness that is neither unconscious nor totally conscious.

To do this most effectively, two concerts are used:

The first concert uses music that has plenty of movement and a higher emotional content. The material is read over the music, and the dramatization is keyed to the flow of the music independently to the meaning of the words.

The second concert uses music that is more balanced, intellectual and easy in nature. This time the material is read over the music, dramatizing it according to the meaning of the words, but still keyed to the phrasing of the music.

Gomez had a 20-30 minute format which seemed very effective, however Lozanov is now giving up to 1800 words in the first session in the form of two concerts of 45 minutes to an hour each.

The concerto form has been found to be generally more suitable than the symphonic form, and certain sonatas, e.g., those of J.S. Bach, are also suitable. The music should be presented to the class as an art form for appreciation, as opposed to background for the words. It should in fact be played at the same volume level as the words. We were told that Lozanov's people now commission entire operettas based on the material to be learned, and they are obtaining very impressive results working with children of all ages.

****THERE WERE OTHER NOTEWORTHY ASPECTS, SOME OF WHICH WE ALREADY WORK WITH. THESE INCLUDED:**

IDENTITY SHIFT

Each participant was assigned a new identity for the class: Spanish name, occupation, city and country of origin. This had a two-fold purpose in that it formed a basis for exercises, games, discussions, etc. and also provided a large element of safety. This safety/anonymity greatly helps people to be O.K. with their mistakes.

THE ENVIRONMENT

This should be pleasant and relaxing in order to encourage feelings of trust and safety. Past negative associations with school-type learning associations can be avoided by using a flipchart instead of a chalkboard, and by using non-classroom type seating arrangements. Fresh flowers and bright posters are helpful and changing the location of these every session or two has a subtle effect on paraconscious receptivity.

BACKGROUND MUSIC

Useful at certain times, e.g., before class and during breaks. Background music may also be used in activity periods if the environment is noisy, but in this case it should be arhythmical in nature and played at very low volume.

TIME SCHEDULE

Gomez's plan was based on a 4-hour session and ran as follows (time approximate):

40 minutes	activity
5-10 minutes	totally different activity
40 minutes	activity
30 minutes	break
40 minutes	activity
5-10 minutes	totally different activity
40 minutes	activity
5 minutes	stretch break
30 minutes	concert

Activity was anything from sitting in groups reading and dramatizing, to very physically involved dance and concert routines, and a wide variety of interactive games. Gomez has found from experience that this format is very effective with Superlearning methods.

COLOR

The written material, whether for concert or other purposes, was copied on brightly colored paper. Many people commented favorably on this, saying that it made the concerts more efficacious.

FACULTY MEET



Dr. John Thie and his gracious wife Carrie (who took this photo and is therefore not shown) hosted a TFH Faculty Meeting October 18th and 19th at their Malibu, California home. The sessions totaled 10 hard working hours and covered many subjects, all designed to improve the quality of the Instructor Training Workshops and TFH overall. The energy, hard work and dedication given to this session was magnificent and the results will ultimately benefit all TFHers.

From left to right are Director Dan Hayward, President Dr. John Thie, Faculty Members Dr. Mary Marks, Phillip Crockford, Gordon Stokes, and Nancy Joy Crockford. Sadly missed was Yoka Browner, who was unable to pop in from Europe for the weekend. Many notes and a tape went to Yoka so she will be up-to-date also.



notice

The high cost of everything has caught up with our policy of allowing instructors to repeat the ITW's free. Administrative costs force us, effective for all ITW's in 1981, to charge \$25.00 to all those who wish to repeat. Our faculty feels very strongly that those who do come, attend ALL sessions. It has proved disturbing to students and teachers alike when repeaters come and go at odd times. This breaks the "process" and the concentration of the class. Any variances of this will have to be worked out with the instructor directly. (Instructors who come as invited guest speakers are of course, an exception)

Effective in 1981 there will be a fee of \$25.00 for repeating an ITW. This fee will cover any graduation "banquet" costs also. Registration must be made in advance and is still subject to space availability. Repeaters, further, must agree to attend all sessions.

We truly welcome our repeaters so we take this step reluctantly. We trust that you will understand however, and help us carry it through.

Additionally, a number of repeaters have told us that the word repeater sounds as though they didn't make it the first time around, so from now on we will use the word "REFRESHER". We feel this has a nice connotation - as in 'you will be refreshed when you come again'.

KNOW YOUR MUSCLES

ANTERIOR SERRATUS

The anterior serratus muscle takes its' name from the Latin 'serra' meaning 'saw'. It's one of the most important muscles of the shoulder girdle. Without it, the arm can't be raised overhead. When the scapula wings way out, you know you've got a problem with this muscle.

The anterior serratus draws the scapula forward around the thoracic wall and rotates it. It's assisted by the trapezius. The anterior serratus is also the major influence in pushing motions by the arm.

MUSCLE TEST

Sitting or standing with arm held straight out and higher than eye level with the thumb up. Hold the base of the scapula so it won't slide down during the test. Apply pressure to the top of the wrist, downward.

TO STRENGTHEN

Use the Neuro-Lymphatic points between ribs 3 and 4, and 4 and 5, near the sternum, front and back. Neuro-Vascular point #4 in the TOUCH FOR HEALTH text is the one to be used.

MERIDIAN: Lung.

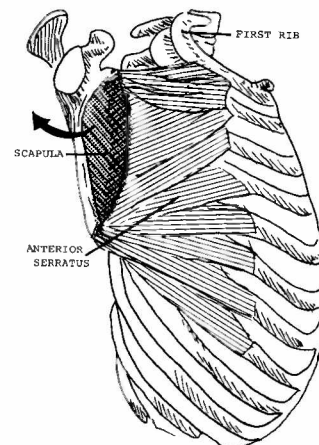
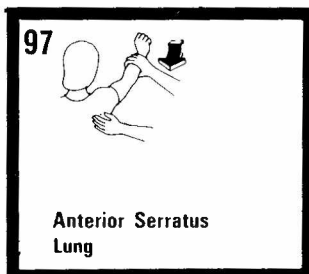
ORIGIN/INSERTION

Origin: the outer surface of the upper 8 ribs (by finger-like attachments).
Insertion: lying close to the thorax, the muscle passes beneath the scapula to insert along the scapula's medial border (closest to the spine).

NUTRITIONAL INFORMATION

Water.

C - citrus fruits, melons, guava, mango, strawberries, green pepper, green leafy vegetables, tomatoes and rose hips.



'81 I T W SCHEDULE

JANUARY

4-11 Europe
15-23 Santa Fe, NM
23-31 Pasadena, CA

FEBRUARY

6-14 Pasadena, CA
17-25 Salt Lake City, UT
27-3/7 Pasadena, CA

MARCH

6-14 Australia
17-25 Australia
20-28 Pasadena, CA

APRIL

4-12 Australia
2-10 Sonoma, CA
11-18 Europe
10-18 Pasadena, CA
24-5/2 Pasadena, CA
23-5/1 Florida

MAY

5-12 England
8-16 Pasadena, CA
15-23 Coolfont, W VA
15-23 Scotland
22-30 Pasadena, CA

JUNE

5-13 Colorado
5-13 Pasadena, CA
12-20 San Diego, CA

JULY

3-11 Pasadena, CA
9-17 Sonoma, CA
10-18 New Hampshire
17-25 Montreal, Canada
24-8/1 Pasadena, CA
31-8/8 Portland, OR

AUGUST

7-15 Pasadena, CA
10-18 St. Louis, MO
20-30 Hawaii
21-29 Pasadena, CA

SEPTEMBER

4-12 Las Vegas, NV
4-12 Alaska
11-19 Pasadena, CA
18-26 Chicago, IL
25-10/3 Pasadena, CA

OCTOBER

8-16 Sonoma, CA
9-17 Pasadena, CA
12-19 New York
23-31 Houston, TX
30-11/7 Pasadena, CA

NOVEMBER

6-14 San Jose, CA
13-21 San Diego, CA
27-12/5 Pasadena, CA

DECEMBER

4-12 Gainesville, FL
11-19 Phoenix, AZ

ANNUAL MEETING SAN DIEGO !!!

June 23 - June 28

The California and Nevada Boards of Nurses have approved the ITW for 68 CE contact hours.

TEACHING AID

Editors' note: This article was excerpted from the new TFH Basic I teaching modules described in part elsewhere in this issue of the Newsletter.

It is useful to think of Touch for Health as a language, a communication system that allows you to talk to the bodymind in its own terms. Using the techniques you can evaluate the balance of the body and give it information which allows it to re-balance itself.

The best way to learn these skills is to begin using them -- right from the start.

To be successful, you need to have only four things in mind:

FIRST is the intention to use the techniques to communicate with the body. The only thing that can stop you from communicating is the thought that you can't. If you have the intention clear, then you will communicate.

SECOND is the attitude that as soon as you begin using the techniques, you are already doing Touch for Health. As you hold this attitude, any difficulties you may have are merely evidence of your current skill level; they have nothing to do with whether or not you can use Touch for Health.

THIRD, you need a willingness to accept whatever happens in the class whether it makes you feel great or not. Sometimes you may get uncomfortable. If you are willing to accept this, then it becomes part of learning Touch for Health rather than a block to learning it.

FOURTH, to do Touch for Health successfully, you need a commitment to use it at home. The more specific the commitment you make, the more successful you will be. For example, the

commitment "to re-balance someone soon" isn't nearly as effective as the commitment "to re-balance my husband or wife every day after breakfast between now and the next class."

Once you have these four things...

- ...the INTENTION to use TFH at home
- ...the ATTITUDE that you are ALREADY using it
- ...the WILLINGNESS TO ACCEPT whatever you're feeling and
- ...the COMMITMENT to use the techniques

then you have all that you need to use Touch for Health to communicate with the bodymind successfully.

Tell the class to take a minute to think this over. Check their understanding of it by asking if there are any questions about what you've just said.

TEACHING OPTION

If you wish, you can reinforce these ideas by handing out copies of the self-contract on the next page. Have the people in the class look it over.

Explain: This is a self contract. It is just for you. People who sign it find that it makes their commitment stronger. This commitment is just to yourself, not to anyone else. It's also perfectly O.K. to be in this class WITHOUT signing the contract. Either way, it's yours to take home and keep.



self contract

I agree to approach this class from the following point of view:

1. The intention to use Touch for Health is the main factor in being able to use it. The only thing that can stop me from doing Touch for Health is the thought that 'I can't.' I am willing to assume that if I have the intention of using Touch for Health, then I will be able to do so.
2. The attitude 'I am doing Touch for Health' is a pre-requisite to successful learning -- not the result of such success. In the same way, 'I am muscle testing' is a pre-requisite to, not a result of, learning muscle testing. I know that if I hold this attitude, mistakes and difficulties become evidence of my current skill level rather than being indications of whether or not I can do Touch for Health.
3. I agree to accept whatever happens in the class and stay with it, even if it means some discomfort. Discomfort can be in the form of embarrassment, confusion, looking or feeling stupid, making mistakes, feeling awkward, etc. I am willing to accept that discomfort is a normal and natural part of my learning process and is not an indication of whether or not I can use Touch for Health.
4. Doing Touch for Health really means making a commitment to use these techniques at home. The more specific the commitment, the better the result. To make this class truly worthwhile, I will begin -- right now -- using Touch for Health to help myself and others stay well. Specifically, I will make agreements with people at home to set up definite times and places to do Touch for Health with them.

name

date

TFH Training Modules

The purpose of the Instructor Training Workshop is to enable people to teach TOUCH FOR HEALTH in lay classes. In this context, we define TOUCH FOR HEALTH as the body of techniques, skills and knowledge as presented in the TOUCH FOR HEALTH book.

The way we communicate this in the ITW is to review this material in depth and give teaching and marketing skills. This involves an understanding of the teaching/learning process. People who are going to teach TFH in lay classes need to complete the ITW with confidence in their ability to participate successfully in the teaching/learning process, and they need enough marketing know-how to feel confident that they will be able to generate classes immediately.

Many of our Instructors express confusion as to what should be included in a basic class, how best to present the information from the ITW, and then how to follow it up with intermediate and advanced classes. To give these Instructors some more useful guidelines - and some practical 'how-to's' - on teaching TOUCH FOR HEALTH, we are developing an expanded curriculum for the ITW. We are adding to the Instructor Manual specific materials on teaching TOUCH FOR HEALTH I, II, III.

These new materials are not 'just another class outline' but rather, a comprehensive tool which the Instructor in the field can use as a complete resource for successful teaching.

Included in TOUCH FOR HEALTH I is: muscle testing (the 14 basic indicator muscles); balancing with the neuro-

lymphatics, neuro-vasculars, meridians, accupressure holding points, and origin/insertion techniques. Also included is posture awareness, the meridian cycle (and meridian massage), and challenging (pages 10 through 30 of the revised TFH book); plus selected subjects from the advanced material in the back part of the book: an explanation of the wheels p. 110-111, (food) allergy testing p. 117, emotional strain (ESR) p. 119, cross crawling p. 120, and surrogate testing p. 121 (see box for Basic class module outline ed.).

TOUCH FOR HEALTH II is an advanced class in which Instructors will teach 43 muscles, 5-element theory, pain relief and additional emotional stress release applications.

TOUCH FOR HEALTH III is designed to give people proficiency in the applications of other TOUCH FOR HEALTH material. This course will satisfy the needs of professionals and paraprofessionals who are not planning to become instructors but who want the additional techniques (TFH III will also serve as a technique review for active Instructors who wish to refresh these skills). It includes reactive muscles, gait corrections, visual inhibition, auricular exercise, figure 8 energy, etc.

As these are completed, the full TFH I, II, and III curricula will be available to all active instructors for a nominal cost. They can then be inserted in the ITW manual. A brief outline of the scope of TFH I is included in this Newsletter. The complete text is being developed in modular form and each topic module will cover the following points:

1. Suggested format of presentation including estimated teaching time.
2. Sample explanations of the topic.
3. Suggested demonstrations.
4. Practice procedures.
5. Checklist of important points to cover.
6. Teaching aids which might be used.

The package will also include suggestions on how to arrange the modules according to various class schedules, such as weekend workshop, on-going bi-weekly, etc., plus practical tips on class management. These materials will provide for standardization in the content of the basic classes and at the same time encourage creativity and individuality in teaching styles.

Successful teaching requires effective facilitation of the learning process to the mutual satisfaction of the instructor and students in terms of class objectives. In the case of TFH basic classes, everyone should leave the class already using TOUCH FOR HEALTH to benefit family, friends and community with success and confidence.

We at the Foundation want to support all our Instructors in making this possible. We believe that the utilization of TFH I, II, and III materials will bring us even closer to our goal of health enhancement through the use of TOUCH FOR HEALTH. As Dr. John Thie sees it, "TOUCH FOR HEALTH (will) roll as a wave across this nation and around the world."

TOUCH FOR HEALTH BASIC I module contents.

In order to establish a standard for instructors to work from, the following topics are suggested by the Foundation training faculty and staff as minimum requirements for content of the TFH basic I course. Instructors can design their own courses around this outline, or use all or part of the comprehensive teaching guide available soon to active instructors.

1. INTRODUCING TOUCH FOR HEALTH
 - * Introductions, circles, rules...
 - * What the class will cover
 - * How to use the TFH book
 - * Philosophy and principles of TFH techniques.

2. MUSCLE TESTING
 - How to test the 14 indicators; muscle dance; ideas for testing practice, etc.

3. BALANCING
 - NL, NV, meridians, accupressure holding points, origin/insertion; challenging.

Also included in the course are explanations, demonstrations, and applications of the following:

4. Meridian Massage
5. CROSS CRAWL
6. EMOTIONAL STRESS RELEASE (brief)
7. SURROGATE TESTING
8. FOOD TESTING - nutrition & allergies
9. POSTURE AWARENESS

Dr. Arvis Talley (D.C.) and Carol Craig recently wrote a cheerful note from Cairo, Egypt, where they staged a TFH demonstration for the faculty of the College of Dentistry of the University of Cairo. They report being enthusiastically received, with many of the doctors wanting to know where they can buy the TFH book. Perhaps we'll have to send one of our faculty members to Egyptian language school!

TOUCH FOR HEALTH VIEWED AS A LANGUAGE

rationale

This focus views Touch for Health as a communication process between people that leads to mutual enrichment and health rather than as a set of techniques that 'fix' things that are wrong with someone.

teaching concepts

1. You have within you a computer -- a unique, human biocomputer which serves you by making moment-by-moment decisions.
2. How you look and feel -- how well you are -- is a result of these decisions.
3. The biocomputer always makes the best possible choice it can, given the information it has available at the time.
4. When you do Touch for Health, you're actually using a language that talks with your biocomputer in its own terms. You're creating a communication link that allows the biocomputer to:
 - ...evaluate how good a job it is currently doing, and
 - ...upgrade any decisions which no longer contribute to your wellness.
5. While there are many languages that we can use to communicate with the biocomputer (as, recognizing pain, taking blood tests, using biofeedback machines, looking at posture and function, etc.), Touch for Health is one of the few 'languages' that establishes a two-way link and can be used by families at home.

Nancy Joeckel
Malibu, 1980



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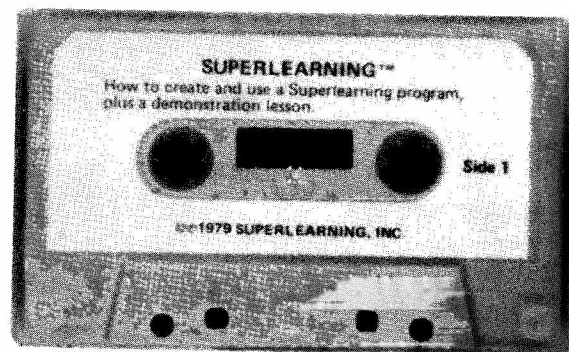
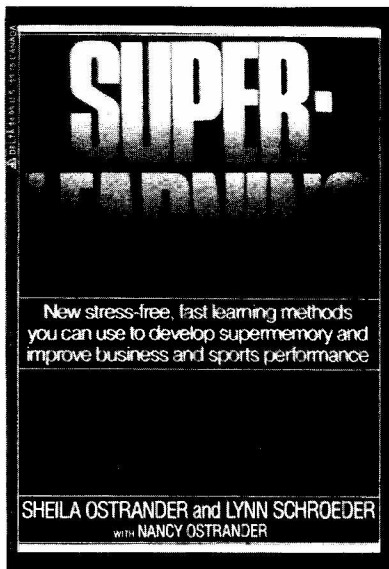
Using innovative techniques gathered from many countries, the book shows how to combine body, mind, and creativity to leap from learning to superlearning - to develop supermemory and learn two to ten times faster, to improve physical performance and health, and to mate intuition and logic for better decisions.

Superlearning describes a stress-free, rapid way to learn facts, figures, and languages that the authors have adapted into a do-it-yourself program for use at home. Also included are dozens of mind/body exercises that can help turn potential into ultra-performance in many areas of your life.

We also have available the three tapes (cassette only) described in the Superlearning book. Tape contents are:

1. Side A - How to create and use a Superlearning program, plus a demo lesson.
Side B - Timer Tape for correct pacing of your Superlearning programs.
2. Side A - The Art of Learning Exercise Cycle. Body/mind Relaxation; Mind-Calming; Joy of Learning.
Side B - 20 minute music tape.
3. Side A - 20 minute music tape. Superlearning music can be used alone for stress reduction.
Side B - 20 minute music tape.

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NEW ITW GRADUATES

PASADENA - OCT. 12

Phillip Crockford, Instructor

- Joyce Bower - Burbank, CA
- Robert Foster - Chico, CA
- Charlie Groff - Los Angeles, CA
- Sue Peabody - Rochester, WA
- Evonne Phillips - Pasadena, CA
- Ma Deva Savya - Long Beach, CA

Refreshers:

- Gene Dunning - Chico, CA
- Madeleine Williamson - Topanga, CA

PALOS PARK, IL - OCT. 14

Gordon Stokes, Instructor

- Dawn Marie Bechard - Wild Rose, WI
- Jim B. Cue - Madison, WI
- Letha E. Holverson - Rock Springs, WI
- Marilyn Jarzembksi - Waldron, MI
- Kurt William Johnson - Kansas City, MO
- Yousri Karakand - Montreal, Canada
- Carole March - Honolulu, HI
- Bernice McCullough - Strongsville, OH
- Beverly Pechous - Whitewater, WI
- Charles H. Rybeck - Oak Park, IL
- Timothy C. Turino, D.C. - Madison, WI
- Kathryn B. Walleet - Westlake, OH
- Anne E. Wutkowski - Chicago, IL

Refreshers:

- Thomas L. Barcom, D.C. - Richmond, IN
- Grady Birdsell - Moline, IL
- Carol Colyott - Carbondale, IL
- Irene Gauthier - Southfield, MI
- Gail Kaplan - Troy, MI
- Marguerite Murray - Waupaca, WI
- Karen Sorensen - Minneapolis, MN

THE MEMBERSHIPS

INTEREST MEMBER: Annual dues \$20. Interest members receive the monthly newsletter and regular mailings about TFH activities.

PARTICIPATING MEMBER: Annual dues \$30. In addition to the newsletter, participating members receive a TFH pin and reduced rates for Foundation sponsored conferences. They may also participate in the annual meeting and weekly TFH Club meetings.

PROFESSIONAL MEMBER: Annual dues \$60. Professional members who are not instructors receive the monthly newsletter, reduced rates at Foundation conferences, professional discount rates on selected publications through THEnterprises, a TFH pin and a subscription to the journal (as published). Professional members are listed in the directory (as published) and receive professional referrals from the Foundation.

LIFE MEMBER: Gift or pledge of over \$1000. Life members receive monthly newsletter, reduced registration fees for Foundation sponsored conferences, discount on selected publications through THEnterprises, a pin, a recognition plaque, a journal subscription and a directory (as published). They are eligible to participate in annual meetings and the TFH Club.

CERTIFIED TFH INSTRUCTOR MEMBERSHIPS

Active: Annual dues \$25. Active instructor members are those actively teaching Touch for Health. They receive the monthly newsletter, regular mailings about TFH activities, a TFH pin, reduced rates for Foundation sponsored conferences. They may participate in the annual meeting and weekly TFH Club. They receive referrals for their basic classes, a TFH directory and journal as published, a 25% discount on 4 or more copies of TFH publications, and a 10% discount on other items through THEnterprises.

Professional Instructor: Annual dues \$50. In addition to the above benefits, professional instructors receive professional referrals from the Foundation.

All memberships are tax deductible.

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OCCUPATION _____

Specialty Areas _____

TFH Activities (including A.K.) _____

TYPE OF MEMBERSHIP (check one)

- Interest Member** (annual dues \$20)
 Participating Member (annual dues \$30)
 Professional Member (annual dues \$60)
 Life Member (\$1000 gift or more)

INSTRUCTOR MEMBERSHIPS

- Active** (annual dues \$25)
 Professional (annual dues \$50)

(Foreign addresses add \$12 for airmail)

please give applicable information

- New Member
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Basic class inst. _____ Date ITW taken _____

I, _____
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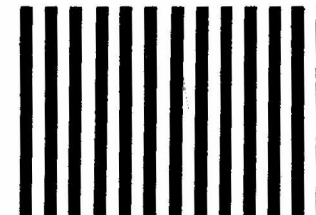
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NEXT ISSUE

THE LAST TWO ISSUES OF THE NEWSLETTER HAVE FEATURED NANCY JOY JOECKEL AND PHILLIP CROCKFORD RESPECTIVELY ON THE FRONT COVER. THIS ISSUES' COVER SHOWS THEM TOGETHER - CUTTING THEIR WEDDING CAKE!

NEXT MONTH WE WILL HAVE ALL THE DETAILS ABOUT THEIR WEDDING IN CARMEL, CA AND OF COURSE MUCH MUCH MORE!!!

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