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## *Journal of the Tai Chi Chih® Community*

*"Tai Chi Chih is a Service to Humanity. It is a Form of Love." —Justin Stone, Originator*

# *The Vital Force*



# Contents

- |                               |                                                             |                                                      |                                                          |
|-------------------------------|-------------------------------------------------------------|------------------------------------------------------|----------------------------------------------------------|
| 3                             | Knowledge of the Supreme Ultimate                           | Trainings, Intensives, Workshops, Retreats           | TCC and Prisons                                          |
| 3                             | New GKP Feature                                             | 17 A Planning Retreat for Conference                 | 24 Impressions during a visit to Folsom                  |
| 4                             | Interview with Hannah Hedrick                               | 18 A Week To Remember : Teacher Training in Edmonton | 24 The Gift of Presence                                  |
| 9                             | T'ai Chi Chih® Insurance                                    | 20 A Five-Star Birthday Party in Illinois            | 25 All the protection I need ... my true self            |
| Conference Redux              |                                                             | TCC Community Outreach                               | Good Karma Publishing                                    |
| 10                            | Teaching TCC in Churches                                    | 21 TCC Teacher Survey 2005                           | 26 Abandon Hope — A Message of True Hope                 |
| 10                            | Coming home from the teachers conference                    | 21 Teaching Tips from the TCC Survey 2005            | 27 GKP's new Catalog, Seijaku Cover & Awareness Campaign |
| 11                            | Pyramid poetry                                              |                                                      |                                                          |
| 12                            | Poetry and impressions                                      |                                                      |                                                          |
| Minnesota Teachers Conference |                                                             | Our Students, Our Selves                             | Staying Connected                                        |
| 13                            | T'ai Chi Chih Conference 2006 in Minnesota Encircled in Chi | 22 The Beautiful T'ai Chi Chih Children              | 30 Contacts                                              |
| 13                            | Come on Up...Over...Down...Come on Out!                     |                                                      | 30 Subscribe to the Vital Force                          |
| 13                            | Extend your conference high                                 |                                                      | 31 Calendar                                              |
| 14                            | 21st Annual Conference registration form                    |                                                      |                                                          |



**Cover:** Laurie Jacobs from Minnesota doing T'ai Chi Chih on a frozen lake standing next to a very special white reindeer in Jokkmokk, Sweden above the Arctic Circle. Such a reindeer is rare, like the white buffalo. Laurie was attending a 400-year-old Sami festival there. Powerful energy there!

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**Editor** Kathy Grassel • **Membership and Accounting** Victor Berg • **Submissions:** Send your letters, stories, articles, poetry, and photos to Kathy Grassel over email at [k\\_grassel@yahoo.com](mailto:k_grassel@yahoo.com) or via snail mail to 510 Edith SE, Albuquerque, NM 87102. Please include a 100-word biography of yourself with your submission. **Membership:** Send your membership subscription requests and renewals, remittances, and changes of address to *The Vital Force*, P.O. Box 23068, Albuquerque, NM 87192-1068, or contact Victor Berg at [vfmembership@yahoo.com](mailto:vfmembership@yahoo.com). Memberships: \$30/year, \$40 for international. Members receive four issues of *The Vital Force*. The annual teacher directory will be printed and also posted to the website. If you fail to receive your issue, or if your issue is damaged, e-mail Kathy Grassel for a new copy. *The Vital Force* is not-for-profit association serving T'ai Chi Chih practitioners worldwide. T'ai Chi Chih © is a federally registered trademark owned by Good Karma Publishing, Inc. Copyright 2006 *The Vital Force, Journal of the T'ai Chi Chih Community*. All rights reserved.

By Justin Stone

## Knowledge of the Supreme Ultimate

By Justin Stone

T'ai Chi is a Chinese expression roughly translated as "Supreme Ultimate." Perhaps this means the Tao. There have been several disciplines using this expression, such as "T'ai Chi Chu'an," "T'ai Chi Gik," and "T'ai Chi Chih." The first two are martial arts, while the third is anything but a martial art, bringing serenity, joy, and healing to its practitioners. One former T'ai Chi Chih teacher advertised that she was teaching "the ancient T'ai Chi," and expression which makes no sense at all (it might be taken to mean that she was a religious Taoist teacher). At any rate, there has been confusion when people have thought one meant another. However, as T'ai Chi Chih grows so rapidly, people have stopped confusing the two. Some newspaper writers have ventured that T'ai Chi Chih is a short form of T'ai Chi Chuan, which of course is miles from the truth. Recently the textbook of T'ai Chi Chih has been translated into Spanish, Italian, and French, and other translations are pending. One of our next teacher training courses will be in Italy, so many are becoming familiar with the "Chih" (meaning "knowledge" or "knowing") and T'ai Chi Chih can now stand on its own two feet.

In the recent past we have received a letter from the American Medical Association complimenting TCC as being a noteworthy exponent of Alternative Healing. The Mayo Clinic recommended purchase of my videotape. I was invited to speak at the United Nations. And there have been a few noteworthy newspaper articles about our

form. Thus people are beginning to understand what TCC does and what its benefits are.

Exactly what does T'ai Chi Chih do? It circulates and balances the Chi (known in Indian languages as Prana and well-known throughout the Orient as the Life Force). Throughout my studies in India with the yogis and in Japan with Zen monks, I continuously heard Prana and Chi discussed. At the ashram in Uttar Pradesh, India where I stayed, there was much talk of a few great yogis who lived on Prana and did not consume food. My understanding was very limited as I did not speak any of the many languages of India.

Three quarters of more of the many letters that I receive use the sentence, "T'ai Chi Chih has changed my life." I am not exaggerating. When prospective students ask me if TCC will cure asthma, osteoporosis and so many other ailments, I merely say, "Why not try it and find out." Benefits cannot be spelled out in words. The attitude with which one approaches TCC is all important, as it is in learning anything.

It is my feeling that within 10 or 20 years doctors will be sending patients to TCC classes for ailments they cannot treat. There are many examples of this now, but we do not want to make claims we cannot fulfill. Teachers will be flooded with students. As long as we keep TCC truthful and sincere, the future is certain. I assure you that teachers will earn more, but that is not the real reason for teaching. T'ai Chi Chih is a service to humanity.

## New GKP Feature

By Kim Grant, for Good Karma Publishing

After the 2005 Conference, during which Carmen Brocklehurst spoke passionately about how she used certain GKP materials in her classes, there was a tremendous spike in requests for those materials. This led us to believe that demand for GKP materials might remain largely untapped because teachers, perhaps, are unsure about how to present and use some materials. And if you weren't introduced to certain items as a student, you don't have any experiences to fall back on.

There also seems to be a prevailing fear that teachers don't want to be perceived as taking advantage of their students, as making money "off them." Consider this simple shift in perspective: you are offering a service to your students by offering them ways to go deeper. In the process you are also, by default, giving back to Justin in the form of increased royalties. He has never asked anything from teachers except that they do TCC properly, with the right attitude, and to share TCC.

To that end, we are pleased to present the first installment (on page 25) by Carmen Brocklehurst in a series of articles, written by GKP Board Members (Carmen Brocklehurst, Connie Hyde, and Victor Berg) about how to use and present GKP materials in your classes.

## Interview with Hannah Hedrick

### Getting the most out of Life, Breath and T'ai Chi Chih

*My first encounter with Hannah Hedrick, PhD, was at the 1995 Denver conference when I was a newly minted teacher.*

*At the end of a group practice I asked for help in closing Rocking Motion, and with great self-assurance and efficiency, she showed me not only how to close it but explained why she closed it that way. I soon learned that Hannah was one of the “grandmothers” of TCC. She and three friends whom she introduced to TCC became the first teachers in Chicago after becoming accredited in California in 1986; many progeny following in her footsteps participate in the Chicago TCC network. She is arguably also one of the most committed TCC proponents on the planet. Her original students, some of whom also became teachers, were people in cancer and HIV/AIDS support groups — people with the diseases and family members. Her attention during the past decade has focused on the Herculean effort to form a national network to bring public awareness to a “quiet killer”: chronic obstructive pulmonary disease (COPD). She was among physicians, clinicians, respiratory and physical therapists, and patients who in 2001 formed an organization called the National Emphysema/COPD Association (NECA). NECA’s patient-centered mission is to empower people with COPD and their families to achieve a better quality of care and of life. Because of its safety and efficacy, TCC is an integral part of NECA’s “Self-Care/Peer Support” program, presented through networks nationwide. She also takes COPD and TCC awareness wherever she goes as director of*

*Fern Forest Haven, secretary to NECA and the local community development organization, and member of the local Red Hat Society.*

**VFJ:** I didn’t know that you’d left Chicago to live in Hawaii. Will this be your last move?

**Hannah:** I moved to Fern Forest, in an isolated rural area right above where Kilauea Volcano flows into the sea, five years ago to be with my mom and two sisters. It turned out that neither of them could move away from Alaska, but I feel I belong here for now. Since the universe gets me where it wants me to be, I don’t really know where I’ll end up.

**VFJ:** So did you have any challenges getting a new practice started?

**Hannah:** I’ve traveled extensively for NECA since I moved here; I was gone 50 percent of the time in 2005. So I’ve focused on taking TCC wherever I go. And that means all kinds of groups related to impaired lung function, including the tobacco-free groups that I work with nationally as well as on the Big Island, and new venues like the Red Hat Society.



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**VFJ:** The Red Hat Society?

**Hannah:** A national organization with local groups of women who wear red hats and purple clothes. They help one another develop more independence and have fun in their older age. I'm trying to get the local group I attend to focus on healthy aging, including TCC. Since COPD symptoms become more apparent in this 50+ age group, this fits well with my focus on TCC and COPD.

**VFJ:** COPD means again?

**Hannah:** Chronic obstructive pulmonary disease.

**VFJ:** Is TCC helpful for other diseases that impair lung function?

**Hannah:** Yes, in the sense that stress is such an incredible aggravation for people with asthma, COPD, or other lung diseases. TCC benefits include helping people calm down; even without any attention to the breath, the movements soften the breath.

**VFJ:** How are people with COPD in particular different from people with other serious chronic diseases?

**Hannah:** People with COPD have to be very conscious about getting the breath out. So I am experimenting with myself and some people with COPD in incorporating "pursed lip" breathing with TCC movements. PLB involves inhaling through your nose gently as if sniffing a rose—a very gentle, slow inhalation. This is followed by an exhalation through gently pursed lips, at least twice as long as the inhalation, as if you were making a candle flicker or cooling a spoon of soup. This one-to-two ratio works well with the TCC movements. Say you're stepping out and then shifting the weight forward— you inhale softly through your nose. And then you would extend the slow, gentle exhalation through pursed lips to the backward weight shift and the next forward weight shift. This requires focus, but it is not difficult. I invite you

to try this, Kathy: inhale gently and slowly through your nose and then gently out through pursed lips, just enough to flicker a candle. I think you will notice a calming effect.

**VFJ:** You mentioned that you want to bring TCC to people with COPD across the nation?

**Hannah:** Yes, through a TCC COPD Network. When I'm in Minnesota for the conference this year, I really hope to bring together people with COPD and asthma and their advocates, health care and educational institutions, lung association leaders, and interested TCC teachers. The first cadre of TCC teachers working with people with impaired lung function will be limited to certified teachers who consistently attend at least one TCC educational experience a year, whether an intensive, an accreditation course, a Seijaku course, or conference.

**VFJ:** Would you also look for a certain propensity for this kind of work?

**Hannah:** I believe only teachers with a propensity for working with this population will be attracted to the TCC COPD Network.

**VFJ:** Because it's ... narrow?

**Hannah:** There are an estimated 30 million people with COPD (only about half are diagnosed), so it's not very narrow with regard to numbers.

**VFJ:** I was thinking in terms of a TCC teacher target audience.

**Hannah:** TCC teachers already target groups with arthritis, Alzheimer's, heart disease, cancer, and so forth. People with impaired lung function can benefit from TCC as much as, if not more than, people with other serious chronic diseases.

**VFJ:** I would agree. And what about the spiritual benefits from TCC practice?

**Hannah:** People who have a life-threatening illness are frequently more in touch with their spirituality than people who haven't had a

"wakeup call." This certainly applies to people with conditions that impact breathing.

**VFJ:** ... and spirituality and breathing go together. Most meditation techniques involve some kind of breathe-in, breathe-out awareness.

**Hannah:** Many people with COPD who are fortunate enough to go to pulmonary rehabilitation, or who learn to do pursed-lip breathing, feel so much better. We know about breath and its impact on the brain, and it really does stimulate "heightened awareness." It's more than just "Oh, I feel better and physically I have less pain." Breathing is a direct connection to your spiritual energy. As we know from TCC, just the moving meditation creates this connection without having to think about it.

**VFJ:** The "fun-focused" Red Hat Society seems like a polar opposite to your service mission. How did you happen to get interested in something so removed from your usual activities?

**Hannah:** It came through a woman with COPD who is helping me with NECA Hawaii; she started a local Red Hat Society group. These social groups for women over 50 are growing at an amazing rate across the country. I've never seen anything like it. I thought I would never wear a red hat and dress in purple, but I wanted to be supportive of this wonderful woman. Usually the members just play dominoes or go to concerts or on nature excursions. Many of them do not have a history of being physically active or healthy. So the challenge is to help them experience how much fun it is to feel better. TCC has, as we know, a playful aspect to it. I'd been wanting to do something with "older" Americans, and here it is, just put in my life.

**VFJ:** A friend gave me a book when I turned 50, *When I'm An Old Woman I Will Wear Purple*. The Red Hat Society is based on that. "I shall go out in my slippers in the rain / And pick the flowers in other people's gardens / And learn to spit." I'd forgotten about that book.

**Hannah:** Yes, now they are everywhere. I was at the International Post-Polio meeting this summer, and there was a picture of a woman in her wheelchair with a red hat on. Since TCC is part of NECA's self-care peer support program, I may just as well be talking to all the compatible groups that have a national network.

**VFJ:** So TCC crosses all borders. Isn't it grand?

**Hannah:** The strength to me of TCC is not just that its teachers are wonderful people, but that they do pretty much the same thing in pretty much the same way. Basically, I can trust accredited TCC teachers to individualize a practice that is safe for the student. When I go to yoga classes, I frequently see people doing postures that are not safe for them.

**VFJ:** Wouldn't yoga teachers be required to know what is contraindicated?

**Hannah:** No teacher could know all the contraindications for each posture for each disease, especially when so many diseases are undiagnosed. That's why NECA is also organizing a Yoga/COPD Network. What if someone with heart disease and COPD had a heart attack? Would you know what to do? Their lung sacs have been destroyed through smoking or whatever and their lungs tend to be

hyperinflated. One of my goals is not only to find people who want to be involved in our TCC COPD network, but also to make sure

that the general TCC community knows to be as sensitive to lung disease as they are to heart disease, cancer, and the like..

**VFJ:** Have you had to adapt the movements at all? I know seated TCC is quite accommodating of students' special needs, for example.

**Hannah:** One reason I selected TCC as part of my self-care and peer-support program is that if a person can do the movement, it is usually safe. If they have difficulty, the movement should be modified. For example, people with advanced COPD have difficulty raising their arms above their heads, so we modify Light at the Top of the Head and Light at the Temples. Joyous Breath should emphasize a GENTLE exhalation through pursed lips on the way down, and the breath should not be retained at the end of a gentle inhalation. We would emphasize the two-to-one pursed-lip breathing ratio for people with diagnosed COPD. I hope that the TCC COPD Network will develop guidelines, but in the meantime, we can remind all students (and each other) to emphasize the exhalation and to press the stale breath out of the lungs.

**VFJ:** I'm not sure we teachers really know what we are getting into when we form a class.

**Hannah:** We need to stress the importance of paying attention to individual needs, especially when we form a class directed to seniors, many of whom have age-related and other chronic diseases. Most seniors know "Oh, that hurts my joints, I can't do that." But many people with COPD are living and dying without being diagnosed. Every orifice and organ in your body is examined at some point, everything except your lungs.

**VFJ:** So if you go in with symptoms, then the doctor does pulmonary function testing?

**Hannah:** They do not. They do NOT.

That is why we have between 13 and 15 million people with active symptomatic COPD who've not been diagnosed. And I hear story after story from people who've repeatedly told a health care professional "There's something wrong with my lungs." Even if they were long-time smokers and have symptoms associated with COPD, they are not given simple diagnostic tests and they are frequently NOT referred to a lung specialist. By the time they do get diagnosed (if ever), their lung function is so impaired that it's that much more difficult to do the kind of physical activity essential to survival. Three things—stopping smoking, exercising, and using oxygen as prescribed—are the things that improve the quality and length of life. But many places I go to start NECA Networks, there is no pulmonologist, no rehab center, no services for people with COPD. Even getting people to do TCC would be helpful for stress reduction and breath awareness. I believe we should focus more on the stress-reduction benefits of TCC, because stress aggravates every serious chronic disease. With COPD, avoiding exacerbations is of paramount importance. Someone with impaired lung function may not return to baseline after an exacerbation. If you have normal lung function and you have pneumonia or acute bronchitis, your lungs return to baseline or close to baseline when you recover. But if you have a chronic progressive lung disease and you have an extreme exacerbation, this can reduce your lung function permanently. That's why preventive techniques such as TCC that help reduce stress and contribute to overall immune system function are so valuable. TCC teachers can increase COPD awareness just by being members of their community. And then they can promote the value of TCC to people with

COPD.

**VFJ:** What got you interested in this?

**Hannah:** I was involved in end-of-life care for more than two decades, which is one of the reasons I was immediately attracted to TCC as a “tool” for people who could not do more challenging practices. Daryl Isenberg, my best friend who was accredited with me, worked with me to introduce TCC to the Family Cancer Support Network she started. Many of her students in other cancer groups are TCC leaders in the Chicago area. One of our FCSN members (who became a teacher) credits TCC with saving her life after the death of her daughter. When she was overwhelmed by grief at work, she would just go into the restroom and do a few movements. Daryl continued with cancer groups when I shifted my focus to people with HIV/AIDS. One of my most gratifying and inspiring TCC experiences was helping people in late stages of HIV infection become TCC teachers, sometimes just months before they died. It was so empowering for them to be embraced by the TCC community and to be of service to others in the final months and weeks of their lives. After the HIV/AIDS movement changed the face of treatment for that disease, I decided to focus on lung disease, since so many of my friends with cancer and HIV/AIDS actually died from lung failure. Pain was being addressed, but dyspnea (shortness of breath) was not. COPD was the fourth-leading cause of death and the only one in the top ten that was still growing. There was no national association to promote any of the things that we’re talking about—better medical care, self-care techniques, or whatever—so I worked to form NECA and saw from the very beginning how helpful TCC would be. Five years later, our organization is solid and has an executive director. I’m hoping to be

able to do less writing and administrative activities and focus more on delivering the Self-Care/Peer Support Program (including TCC) through geographic, professional, and special COPD networks.

**VFJ:** Well, that’s quite a calling, Hannah. Did your work with life-threatening diseases and end of life care start as a career choice, or did it just happen?

**Hannah:** It’s nothing that I ever planned. I got involved in a cancer group because my Daryl was running it. I got involved in HIV/AIDS because my students got sick before there was even a name for HIV/AIDS. They were sick and I visited them in the hospital and we started a support group around someone’s kitchen table, which led to a group with national influence. We need the same thing for people with COPD. There’s no magic bullet for COPD; people have to change behavior if they want to lead a longer, healthier life. If we can get people with emphysema and COPD to say, wow, this TCC stuff really works for me, maybe that will get other people out of their recliners and onto their feet. That’s another reason I’m so drawn to work with people with life-threatening illness. By gum, if they can take responsibility for improving their health, then the rest of us have less excuse not to.

**VFJ:** I can see how TCC would fit right in with both self-care and peer support in your program.

**Hannah:** TCC undergirds almost all of the seven categories of the self-care/peer support program: breathing, hydration, nutrition, rest, activity, service, intimacy, and spirituality. We have all experienced that even thinking about doing TCC can calm the breath. Hydration includes hydrotherapy, and doing TCC in the water is one of the healthiest activities I know of to do while partially sub-

merged. With regard to nutrition, I believe TCC helps people reduce the stress that leads to unhealthy eating habits. Fourth is adequate rest—if you are doing TCC, you rest and sleep better. And a TCC practice obviously makes a major contribution to healthy activity. Of great importance to me is the role of TCC and “service,” which Justin emphasizes. Being able to share TCC with others has brought meaning to many people with a chronic disease who felt somewhat useless before TCC entered their lives. TCC also provides avenues for “intimacy,” the feeling of closeness to others that is essential for survival. I believe this kind of intimacy is created in many classes and it certainly exists whenever two or more TCC teachers are together. There is no better intimacy than the intimacy shared among TCC teachers and with our students. Every class is an intimate grouping. The TCC connection to the final component, spirituality, may not be as obvious as the relationship to intimacy, but for me, every TCC class becomes a spiritual community. Even those who would not describe the experience as spiritual feel something special.

**VFJ:** Exactly. I don’t think a student finishes a class and says, “Oh that was nice, let’s see what we will do next week.” They actually have some spiritual conclusion, shall we say.

**Hannah:** Even if they don’t recognize it—I’m amused by people who deny their spirituality. It’s as if someone were standing in water and saying “What’s water? I don’t believe in water.”

**VFJ:** I’m glad we’re doing this in the *Vital Force* so people can know the depth and extent of what you’re doing.

**Hannah:** It’s very timely for a number

of reasons. I think our TCC community has reached a level of maturity. We have enough experienced teachers to begin to consciously actualize Justin's service component. Do you perceive the same thing?

**VFJ:** Yes, I do. It's like a tipping point, or reaching critical mass.

**Hannah:** We're ready to really put TCC at the service of mankind.

**VFJ:** What does that involve in the trenches?

**Hannah:** It takes networking at the deepest grassroots. I'm convinced that nothing changes from the top down. You can think globally, but, like the saying goes, you have to act locally. And why is TCC part of my self-care/peer support network? From my perception and experience, the TCC community is unique in having people of all walks of life, of all ages, and of all shapes and sizes, as teachers. We don't describe ourselves at "masters" or "gurus" — we're all just regular people who want to consistently share a safe, effective, healthy activity that benefits all levels of our being.

**VFJ:** And you don't have to have advanced degrees, belts, or skills to teach it.

**Hannah:** Which is exactly why I was so attracted by my first experience with TCC after studying Tai Chi Chuan for a couple of years! I was "guided" to study t'ai chi so I could share the principles to help people with cancer and HIV. Several t'ai chi chuan teachers were very discouraging, commenting that I might be adept enough to begin so share after studying and practicing for five years. Well,

many of my friends with cancer and HIV/AIDS had less than a year to live, so I needed something I could share as their health de-

clined. Two minutes into my first TCC class, in Rio Caliente, Mexico, I got an "Aha!" that this was the t'ai chi for me.

**VFJ:** That's always impressed me about TCC. It's so accessible.

**Hannah:** And people get confident and are willing to share even if they can never think of themselves as teachers. When you encourage them to be teachers, they say "Oh, no, I could never be a teacher!" But when I suggested that they just share movements that helped them, they were more than willing to reach out to others with cancer or AIDS. This "sharing" brought such meaning into the lives of people with a variety of serious progressive terminal illnesses. It's when you can give something back to others, especially to others like you or to your caregivers, that your life can have meaning until the day you die. One of my dear friends who got accredited was so marked with Kaposi's sarcoma—the cancer that makes the purple welts on the faces of some people with AIDS—that people who did not know and love him would not even look at him. But the students in his TCC accreditation course did not pull away from him. They were perhaps even more loving and "touchy-feely" with him than with the "healthy" students. I think that becoming an accredited TCC teacher was perhaps the most meaningful thing in his life. I look forward to identifying TCC teachers with COPD to play central roles in the TCC COPD Network.

**VFJ:** Do you plan to include a scientific research component, too?

**Hannah:** NECA has an impressive Medical Advisory Council with NECA. As we're moving forward with the TCC COPD Network, we'll try to put a research component in place, similar to the one for the breathing/

stretching DVD produced by Vijai Sharma, which was reviewed by the MAC. At the annual conference, I hope we can develop a plan to bring TCC teachers and people with COPD together to do a DVD. Pam has offered a discounted price for her TCC instructional materials to people with impaired lung function, and she has indicated interest in getting involved. But we don't have to have a controlled, randomized study to "prove" the efficacy or safety of TCC for people with COPD before offering it widely. We can develop a product in which people with COPD themselves say, "I can't raise my arms above my head" or "I tend to hold my breath when I do Bird Flaps Its Wings," and then demonstrate an adaptation that works for them.

**VFJ:** It reminds me of the specialized video about seated TCC.

**Hannah:** That's what's important for me—being in tune with individual needs in your class, rather than teaching a "canned" class. While each student will always reflect a variety of conditions that need to be taken into consideration, the TCC COPD Network could help address the impaired lung function needs.

**VFJ:** Is there an expected life span after contracting COPD?

**Hannah:** Length and quality of life so much depend on what people do and on their access to appropriate medical care and rehabilitation. After diagnosis (which may be late in the disease), three things are highly recommended: stop smoking; exercise regularly; use medications and oxygen as prescribed. People who don't stop smoking are at increased risk for exacerbations (bronchitis, pneumonia, flu, etc), which may permanently lower lung function. If they don't exercise and learn how to use muscles to help them breathe, lung function decreases dra-

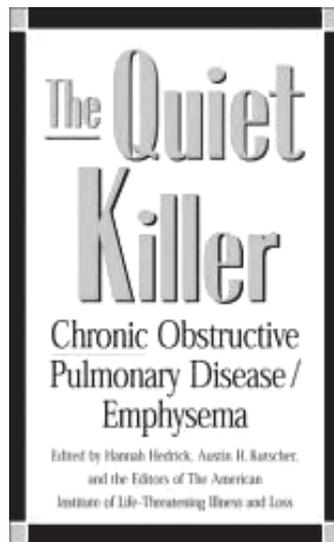
matically. And if they don't use medications and oxygen as prescribed, they can experience unnecessary exacerbations, decrease lung function, and damage other organs (such as their heart). The self-care/peer support program is designed to get people to accept responsibility for themselves. Our mission is to empower people with COPD. The first step to empowerment for any of us is to assume responsibility for our own health. Others, including health care professionals, are just helpers. It's your body that does or does not heal itself.

**VFJ:** What would you tell new teachers coming in to our community, based on your experience?

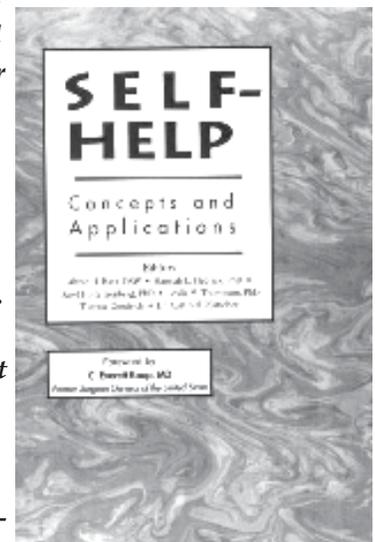
**Hannah:** My strongest recommendation to new teachers is to piggyback TCC on what they already do rather than struggling to develop something totally new. Where are you already? You belong to a faith-based community or a civic organization. You attend a "Great Books" groups, or do mall-walking. Invite them to a TCC demonstration, and offer to teach a class that is convenient to an existing group. Align TCC in the service of other complementary groups, such as support groups for people with COPD, Compassionate Friends for grief, etc. Share your commitment with your own networks. My path is now leading me to share TCC with end of life and tobacco-free networks.

**VFJ:** Hannah, I guess we'll be hearing more from you about this at the conference in Minnesota this summer. Thanks for bringing your work and vision to our teachers community through the *Vital Force*.

**Hannah:** You are most welcome.



*Hannah Hedrick is also an author and editor. Quiet Killer (2002) is related directly to COPD, while Self-Help (1992) includes multiple conditions and diseases. It's a seminal work showing that self-help groups have earned a place alongside conventional medicine in healthcare and prevention.*



## T'ai Chi Chih® Insurance

*Researched and submitted by Marie A. Myszkier*

Tai Chi Chih Instructors now have their own group insurance. Provided by the Fitness and Wellness Insurance Agency, instructors may obtain liability insurance for the following rates: part-time instructors would pay \$145/per year, full-time instructors would pay \$205/per year.

If you are interested in learning more about this insurance please visit the following web site: [www.fitnessandwellness.com](http://www.fitnessandwellness.com)

Under Individual Applications, select "Yoga teachers"

Once at the application you can fill out on-line or print out and fax your application in to the Fitness and Wellness Agency. **Fill-Out Your Application On-Line**

Under Yoga Teachers select, "Tai Chi Chih Vital Force".

On-Line Application

Printout and Send in Application

Under General Liability Yoga select, "Tai Chi Chih Vital Force".

Print out Application

# Conference Redux

## Joy in the Heart Overfloweth

*There were so many contributions to the Vital Force after the 2005 conference that inevitably some of them fell through the cracks or ended up in the deep mysterious recesses of my alter-ego computer. Here are some of those articles and verses retrieved from Lost and Found. May they rekindle your remembrance of a glorious conference.*

### from Sharing Knowledge: The Workshops

*Ron Richardson facilitated one of 10 breakout groups. Below is his summary of what ensued in his group. Following that is his account of his journey home from the conference. Yes, Ron had quite the conference. Mea culpa to Ron for the omission in the last issue. Amen.*

## Teaching TCC in Churches

By Ron Richardson, Group Facilitator

**T**his group talked about the pros and cons or challenges and obstacles that are often a part of wanting to offer TCC in church facilities. An obstacle often experienced in a church is with those who think TCC is evil. People will sometimes close their minds to TCC before they know what it has to offer. This was also pointed out as a challenge. Trust is an important factor in the church. If there is a trusting relationship, then this will often melt the barrier. People become more open to something new if they can trust you not to bring harm to them.

It is helpful to talk about the advantages of TCC for those in the church. Of course, balance and focus are the most prominent ben-

efits a person may experience doing TCC. Whether one is speaking/preaching or listening, balance is an important factor. TCC helps a person have better focus in prayer or in listening to the minister/priest/rabbi. The end result in this is having a better understanding of who you are in relationship to your faith group.

One of the challenges is to concretize TCC. Talk about how TCC is helpful in day to day life such as driving a car or riding a bicycle/motorcycle or just in walking. Focus and balance is needed. This is not any different in the activities of one's faith. TCC helps to be more centered in prayer and devotional times. The suggestion was made that if anyone needed proof that balance is a problem, invite that person to put a sock on one foot while standing on the other foot. Talk about the need for balance in relationships including those with one's spouse, children, friends, church, or God. Relationships can easily get thrown off balance. TCC can be helpful in keeping these relationships in balance.

Be sensitive to the challenges rather than being offended or taking them personally. Talk about how students relate TCC to their daily lives. The student of one teacher is a 75-year-old man who plays tennis. TCC has improved his game so much that he had to be moved to a younger age bracket in the tournaments in which he played. Another student who is an interior designer talks about how TCC has made a difference in his work because he is able to walk into a room

and recognize much better the balance of colors and furnishings.

TCC can be compared to one's faith in that we are all imperfect. Our faith becomes a tool to help us do better in life. Not any of us are in complete balance in anything we do. TCC is a tool for helping us to find more balance. In conclusion, "If anyone will not welcome you or listen to your words, shake off the dust from your feet as you leave that house or town" (Matthew 10:14).

## Coming home from the teachers conference

By Ron Richardson, Tupelo, MS



**A** wise decision I made about my trip to the Annual TCC Teacher Conference in Albuquerque was to stay over until Monday to return home. In the past, I would find myself in a hurry having to catch a plane before the meeting I was attending concluded. I decided this was not to be the case this time. I had plenty of time before the closing activities of the program to say goodbye to those who were in a rush to leave. Sunday afternoon several of us rented a van and took a leisurely trip to Santa Fe. We came back to the mountain by Albuquerque, rode the longest tram in the world to the top, and had dinner together. We returned to the hotel and



had a good night's sleep. I was up early Monday morning, did a TCC practice, and headed for the airport.

When I made my reservations for this trip several months before, I decided to go out of Little Rock, Arkansas because Guy Kent had informed everyone that Southwest was offering low prices at the time (Little Rock is about 250 miles from Tupelo, MS). When I received my e-ticket, I saw that on my flight to Albuquerque I would be going through Dallas and changing planes. On my return trip I saw that I was to have a direct flight from Albuquerque to Little Rock.

I arrived at my gate in plenty of time Monday morning and immersed myself in some reading materials. The time came to board and I got in line. I noticed a flashing sign above the entrance with the words "Little Rock/Dallas". The thought did flash through my mind, "Oh, this flight will continue on to Dallas." After finding a seat, I began reading. Before I knew it we were landing. I thought, "Great, we are already here and I can get home early." I rushed out of the plane, not paying attention to anything or anybody and went to the baggage claim. My bags did not show. I went into the Southwest office and asked if the bags had been unloaded. The lady said they had and asked to see my claim stubs. After looking at them, she said these bags are going to Little Rock. My response was, "Isn't this Little Rock?" She said, "No, you are in Dallas." My heart sank. The lady took me out the door and pointed toward a ticket counter and told me to ask the lady there to give me a boarding pass for a flight leaving in one hour for Little Rock. I asked the lady, "Does this happen often?" Her response was, "All the time." I went to the counter as directed and the lady there did not hesitate to print me another boarding pass. I was expecting her to look at me

with a look that said, "You dummy." I said to her, "I suppose I am the only one who has ever done this." Her response: "Not by any means."

As I was waiting for my flight to Little Rock, I called my wife to let her know what had happened. Her response was very grace-full, "You must really be relaxed." As I was waiting for my flight I remembered while in Santa Fe I saw this little magnet with the words on it: "Shift Happens." Believe me, the word shift in TCC took on a whole new meaning for me. After arriving in Little Rock, I went to the Southwest office to pick up my bags. The lady there let me know that my experience was not the first. She informed me that it was only recently that my flight did go directly from Albuquerque to Little Rock. She might as well have said to me, "Shift happens." It was good to get back home.

---

*Lisa Thorburn was flying in the other direction on her way back to California, and was inspired and inspired and inspired to write the following pyramid poems. Thank you for flying T'ai Chi Chih!*

T'ai  
Chi Chih  
Increases  
Vibrational  
Frequency  
Within  
Me

Time  
Does Flow  
Fast Then Slow  
Inconsistent  
It Will Be  
Help Me  
See

Next  
Year We  
Gather In  
Minnesota  
Come To Share  
Come To  
Learn

Yin  
And Yang  
Justin Says  
Just Do It Now  
And Always  
Without  
Fail

We  
Came From  
Far and Wide  
Albuquerque  
Welcomed Us  
To Their  
Hearts

Too  
Bad For  
Those Who Missed  
This Conference  
So Much To  
Learn And  
Do

Flow  
From The  
Center Now  
Softly, Smoothly  
Yin and Yang  
T'ai Chi  
Chih

Come  
To Learn  
Come to Share  
Minnesota  
Encircles  
Us Next  
Year

Deep  
 Within  
 My Thoughts Still  
 T'ai Chi Chih does  
 Enlighten  
 Brings Me  
 Joy

Peace  
 Within  
 Gratitude  
 T'ai Chi Chih Should  
 Be Shared Now  
 'round The  
 World

Oh  
 What Peace  
 T'ai Chi Chih  
 Brought To The World  
 What A Gift  
 Peace Love  
 Joy

All  
 Done With  
 Conference  
 Two Thousand Five  
 Learned A Lot  
 Thank You  
 All!

Soft  
 Within  
 Yin and Yang  
 Justin Says It's  
 Not What You  
 Move But  
 How

—by Lisa Thorburn

The poetically prolific  
**Debbie Cole**  
 offered rhymes and meters  
 at the talent show.  
 You go, girl, at the show, yo!

I want to know it.  
 I want to feel it.  
 I want to drink it in.  
 This Essence of Joy,  
 Let's do it again.

Well, I've done it again and again  
 and again  
 And still it goes deeper.  
 Where will this end?  
 How much more is there to discover?  
 How much more can I feel or uncover?

Life's bliss is an intangible gift.  
 Open up your heart  
 and accept the lift!

\*\*\*\*\*

time  
 merely  
 illusion  
 feel gratitude  
 in your life  
 to feel  
 bliss

pain  
 healing  
 sharing life  
 friends who listen  
 gift of sight  
 into  
 self

—by Deborah Cole

\*\*\*\*\*

And finally, the thrill of meeting Justin for the first time. **Pilar Triggs** remembers the exact time, date and place: 4:30 pm, Thursday, August 4<sup>th</sup> in front of the elevators. They had exchanged some letters since she was accredited, so she was keen to meet him in person. She saw him waiting for the elevators talking to somebody and sidled over. He turned to read her name tag and said, "You are the one I correspond with." Pilar says she felt stupid afterwards because she couldn't say anything. "All I could do was shake his hands, after which we got in the elevators." She later described the experience as follows:

**First Encounter of the "Just-in" Kind**

Happiness, disbelief, overwhelming  
 Seeing him in front of the elevators,  
 meeting him for the first time,  
 sooner than I expected  
 Statuesque, motivating, smiley-faced,  
 spiritual—  
 Stirring in good, happy "Chi".  
 I was dumbfounded,  
 and speechless.

And now,  
 Ta Da,  
 Goodbye New  
 Mexico and hello  
 Minnesota!



## T'ai Chi Chih Conference 2006 in Minnesota Encircled in Chi

By Nancy Werner-Azariski

**W**e want to welcome all T.C.C. teachers to Minnesota on July 27-30, 2006. The conference in Albuquerque in 2005 was great and brought us together to move, share information and to meet other teachers. Our focus for 2006 will be the same and we hope everyone can make it. The conference will be held at the Holiday Inn Select Hotel in Bloomington, just one mile from the Minneapolis/St. Paul airport. The hotel provides a free shuttle to and from the airport. And the hotel provides a courtesy shuttle to the Mall of America, has a nice pool and is just a short walk from a 34-mile long urban refuge called the Minnesota Valley National Wildlife Refuge and Visitor Center which overlooks the Minnesota River.

We will have lots of moving during the conference and we will continue the tradition of having a rededication ceremony. We have some planned entertainment. And maybe even a surprise or two. We unveiled the shirts and our logo at the 2005 conference—they were a hit, so we hope to entice you with a nice hotel, lots of T.C.C.,

and a cool t-shirt. The Minnesota planning committees have been meeting for quite awhile and at the start of each meeting we have lit a candle and focused on our intention of getting all T.C.C. teachers to conference. It was mentioned at the 2005 conference that many teachers certified pre-1995 don't come to conferences anymore. Our intention is to get as many teachers as we can to come to conference—old and new. Those of us who come frequently have found the time together always to be informative, helpful with our practice. This year Justin said that the teachers were moving the best he has ever seen!! It is good to come and keep up with the information on T.C.C. and to check out how you are moving. So, we are asking everyone who is reading this to come. It is the right thing to do for your practice and especially for your teaching.

We are also asking you to contact other teachers who have not come for a long time—we want everyone there! Call them up or e-mail them or write a letter—send them a copy of this newsletter!! Share with them your enthusiasm for the conference, for T'ai Chi

Chih and let them know all are welcome. Justin has said that the jewel of T'ai Chi Chih is the teachers—we need everyone to be teaching well. Why not commit to that challenge and see where it leads you? We hope it leads you to Minnesota in 2006 for conference! Our goal is to honor each individual teacher while celebrating the circle of connection to each other and to the universal energy. Welcome to Minnesota and be Encircled in Chi.

### Extend your conference high

By Joanne Ellison

**W**e extend a warm welcome for you to join us for the conference in Minnesota this summer. We are offering two additional "stretch your high-on-the-conference" opportunities. On Monday, the day after the conference, Sandy will lead an all-day "serious/joyful student workshop." On Monday afternoon to Wednesday noon, Pam will offer Seijaku Teacher Training. Economical and inviting accommodations at the Carondelet Center ([www.carondeletcenter.org](http://www.carondeletcenter.org)) will be available for a limited number. The center has an outdoor 77-foot diameter replica of the labyrinth in Chartres Cathedral and is near a beautiful walking trail along the Mississippi River. So come to beautiful Minnesota and extend your stay.

### Come on Up...Over...Down...Come on Out!

**C**onference 2006 in Minnesota is planning for you to come. The hotel is near the Mall of America, light rail transportation and the Minnesota Valley Refuge. The day we walked over to the refuge, we saw a hawk. We hope that you can enjoy the area and the rest of Minnesota before or after the conference.

We encourage you to get teachers to the conference—the planning commit-

tee has sent out letters and emails in an effort to get teachers to attend. And do not forget to apply for scholarships as needed before the deadline.

For myself, I keep attending conferences because I keep learning about T'ai Chi Chih! If you are still not convinced, remember your practice and your students will benefit from your time spent at conference. Come. Enjoy. Learn. Be encircled in Chi!

## 21st Annual International T'ai Chi Chih® Teachers' Conference

20  
06

## Encircled in Chi

Thursday, July 27th - Sunday, July 30, 2006  
Bloomington, Minnesota

20  
06

T'ai Chi Chih® teachers welcome you to our beautiful state of Minnesota! A special invitation is extended to those teachers who have not attended a conference for some time. Our goal is to honor each individual teacher while celebrating the circle of connection to each other and to the universal energy. Welcome to Minnesota and be Encircled in Chi.

Conference 2006 will be held at the Holiday Inn Select, Bloomington, Minnesota. You will fly into the Minneapolis/St. Paul International Airport, with courtesy shuttle to the hotel. Registration begins at 3pm on Thursday, July 27th. Conference 2006 concludes after lunch Sunday, July 30th.

## CONFERENCE FEES

Early registration and payment by December 31, 2005:

\$385 double - \$520 single

Registration and payment by March 1, 2006:

\$400 double - \$545 single

Registration and payment by June 1, 2006:

\$425 double - \$580 single

International teachers by June 1, 2006:

\$385 double - \$520 single

The fee includes conference fee, free airport shuttle, all meals from Thursday at dinner through Sunday lunch and overnight accommodations. To register complete the following information and mail this form with the appropriate check amount (see above) made payable to: Ron Barker, 4512 Jefferson St. NE, Columbia Heights, Minnesota 55421. Phone number for questions is: 763-572-1115. Email for questions is: ronbarker@comcast.net.

Room occupancy is available after 3pm on Thursday. You can also go to our website [www.mntcc.org](http://www.mntcc.org) for conference information. Please keep above portion for your records and cut off bottom to send with your check in U.S. funds only. Confirmation emails will be sent out. The Holiday Inn Select will be available before and after the conference for a reduced rate. Call and mention the group's name for additional nights' reservations. Please note that the usual \$50.00 non-refundable fee will apply to all cancellations. Refunds for the hotel will not be given after July 15th, 2006. Anyone registering after July 15th, 2006 will be accepted as space is available.



Name \_\_\_\_\_ e-mail for confirmation \_\_\_\_\_

(as you would like it to appear on your name tag)

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zipcode \_\_\_\_\_ Phone \_\_\_\_\_

Double occupancy roommate preference

Menu selection (be very specific):

T-SHIRT INFORMATION

Circle your size clearly: S M L XL XXL (\$5 additional fee for XXL)

3 styles are available. Circle your choice clearly:

- 1. Men's short sleeve polo shirt - \$25
- 2. Unisex standard t-shirt - \$20
- 3. Women's v-neck, 3/4 length sleeve t-shirt - \$25

PAYMENT

(In U.S. Dollars - Total amount payable to Ron Barker)

Conference Cost: (Refer to above rates)

Double: \_\_\_\_\_

Single: \_\_\_\_\_

Voluntary scholarship

Donation: \_\_\_\_\_

Conference shirt: \_\_\_\_\_

TOTAL DUE: \_\_\_\_\_

HOTEL INFORMATION

The Holiday Inn Select is located just south of the metropolitan area of Minneapolis/St. Paul, Minnesota. The hotel is located one mile from the Mpls/St. Paul airport at I-494 and 34th Avenue South, Bloomington, Minnesota. A free shuttle is available to and from the airport. The facilities include a health club, Jr. Olympic size pool, courtesy shuttle to the Mall of America, and complimentary wireless high speed internet. The hotel is just a short walk from a 34 mile long urban refuge called the Minnesota Valley National Wildlife Refuge and Visitor Center which overlooks the Minnesota River.

The website for the hotel is [www.himspairport.com](http://www.himspairport.com) (includes directions from the airport). The hotel's phone number is: 952-854-9000. Websites for other sites of interest in the area are: [MyWiseOwl.com](http://MyWiseOwl.com) (historical information), [www.bloomingtonmn.org](http://www.bloomingtonmn.org) (Minneapolis and St. Paul metro tourist information) and [exploreminnesota.com](http://exploreminnesota.com) (detailed Minnesota tourist information).



SCHOLARSHIPS

Our scholarship program is intended to help anyone who is not able to afford the full cost of attending the conference. Priority will be given to those who have not had a scholarship before. The monies will be given out on a first come, first served basis by April 1, 2006. To apply for assistance, please fill out the form below.

SHARING OF GIFTS

Would you like to share your gift of song, comedy, poetry, story or movement? Contact Cathy Dalton at csdalton1@comcast.net

VENDOR INFORMATION

Please request a table before June 1, 2006. Tables will be available for a fee of \$30.00 (fee excluded for non-profits). Only items relating directly to T'ai Chi Chih® and the principles of the Tao symbol will be sold. Table covers and electricity will be available upon request.

Vendor name

Product description to be sold (please do be specific)

PARTIAL SCHOLARSHIP APPLICATION

Please explain your need

If you have received a scholarship in the past, please explain under what circumstances:

Mail this form to: Ron Barker, 4512 Jefferson St., N.E., Columbia Heights, Minnesota 55421



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"The jewel of T'ai Chi Chih is its teachers." — Justin Stone

## Trainings, Intensives, Workshops, Retreats

### A Planning Retreat for Conference

by Nancy Werner-Azarski

The Minnesota T'ai Chi Chih teachers are hosting the conference this year.

When we had a one-day retreat last year, one of our brainstorming ideas was to have a conference planning retreat.

We envisioned ourselves doing a practice and then meeting all day. In the meantime we started to meet in our smaller committees for planning. We discovered that planning over a three-day period might not be necessary. Then we were getting phone calls and emails from teachers—Do we have to plan all day? I don't want to plan all day, I need a retreat! And then I got a phone call from Alba Cordasco, the co-chair for the 2007 conference. I invited Alba and Janet Oussaty to the retreat.

The retreat started with 27 teachers. Sr. Antonia used Justin Federman Stone's *Spiritual Odyssey* book throughout the weekend for our focus of discussion. On Saturday, we met through the day focusing on our practice and discussions after meals. In the evening the committees reported on what had been done. We reviewed the tentative agenda for conference and got great feedback. We gave Alba and Janet materials we had developed and what we had received from previous hosts, so they had the information for 2007. The meeting generated a great discussion about why we go to conference,



what we expect from conference and how that should affect the planning. The chi intervened and we had the retreat that we needed.

From the evaluations, everyone enjoyed the time together and only a few people wanted more planning time. We were focused on conference planning but as a community we got more than that.

1. We had new and experienced teachers giving the committees feedback on the conference planning and agenda that was very helpful.
2. Several teachers had breakthroughs with their practice. It was a relaxed but focused weekend and folks seemed very present to their practice.
3. We had an impromptu discussion about what we needed to do for our local teachers. We tentatively mapped out a direction for our efforts. From the evaluations, teachers wanted to continue retreats, wanted time to plan for our community and wanted students included. The most immediate need was determined to be a Seijaku

training for teachers.

4. The retreat allowed the 2007 conference chairs to see how our planning process evolved.

5. It was great to use Justin's writings as the focus of our discussions.

The feedback gave the committees ideas

how to proceed, what was good and what wasn't. It gave all the teachers present a time to feel really part of the planning process. And it gave us time to focus on our personal practice and discuss how we want to proceed as a community.

I had to bring bad news about the hotel and after discussion, one of the teachers thought of an idea that "fixed" the problem, which actually made the agenda better than our original idea. A roadblock turned out to be an opportunity for a better conference. Having a retreat with a component for planning opens up the attendees to their practice and to the needs of the community. We will probably continue to have yearly retreats with a planning session even when we are not hosting the conference. And it just might help us think about those roadblocks differently.

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# A Week To Remember : Teacher Training in Edmonton

By Margo Carpenter, course host

The week of Sept. 12-17th brought with it a myriad of emotions ranging from great excitement to grave uncertainty and trepidation for seven anxious and eager students gathering in Edmonton, Alberta to participate in the T'ai Chi Chih accreditation process. As Pam pointed out at the start of the training, it was no accident that they were present, and only a great flowing of Chi could have made the training manifest when the registered students dropped below the required numbers. Because these seven were so determined and dedicated to pursuing their intention to become accredited TCC teachers, they brought with them an enthusiasm and determination that will be hard to equal. And because this was such a small group, a noticeable bond of unity and friendship germinated, grew and blossomed into a most fragrant and wonderful flower which I have no doubt will yield much fruit over time. What would bring this group of "strangers" together, with seemingly little in common, to spend a week sequestered at the Providence Renewal Centre spending all day and even sometimes late into the evening determinedly improving themselves? Well, of course we well know the answer to that: T'ai Chi Chih!

But what was it about TCC that had such an effect on these so normal looking students?

For **Rochelle Alexandroff**, a family therapist and art therapist from Toronto, Ontario, the benefits of TCC have been profound in her own life and she's excited and anxious to be able to help the families and students she works with learn how to use TCC as a tool to help release blocked energy, stress and pain. Her determination to conquer her own limitations and perfect her form is a testament to her sincere belief in the healing and restorative power TCC possesses. **Rita Beth** from Moose Jaw, Saskatchewan is a certified fitness instructor with a

Mind Body specialty. She intends to incorporate TCC into her work with the Arthritis Society where she will also be training other instructors to lead society classes. Her gentle and knowledgeable manner will be certain to instill much curiosity and enthusiasm for TCC in her students. Along similar lines, **Dina Ajlenberg** from Toronto will be working with the Osteoporosis Society as well as teaching classes to fibromyalgia patients. She left the training so excited she even gave a small demo of a couple of moves in the galley of the plane on her



*New Canada teachers go to Grub Med to relax after a hard day of T'ai Chi Chih and what do they find? An exotic belly dancer! And he gets them up to teach them a different form. Flowing from the center takes on new meaning. Creative TCC teachers continue to find new ways to apply TCC.*



flight back home. **Jerry Bumbalough**, from Greenfield, California, on the other hand, is not the overtly demonstrative type. In fact, we had to really push the limits to get him to even smile for the camera! But where Jerry stands high above the crowd is in his exceptional skills at analysing, organising, and exuding a quiet steadfastness and confidence in himself and his students. No doubt these admirable talents were acquired through the many years he spent in the military and later US postal service. Since discovering TCC

and developing his faithful personal practice he has virtually erased any visible traces of his disabilities. With such a life altering experience behind him, Jerry is ready to devote his time and considerable energy to sharing his discovery of TCC as far and wide as the Chi will take him. **Gail Terriff**, the only teacher candidate from

Edmonton, also intends to take TCC with her wherever she goes. In her presentation she explained that TCC has always been there for her, like a good friend you can always count on. As she put it, "My friend is always with me. I take it wherever I go, and it adds no weight to my luggage." Gail's very calm and gentle manner is sure to nourish a large and faithful group of students in the years to follow. **Wendy Toye**, a dynamo from Humboldt, a little town in

Saskatchewan, plans to take her message of the benefits of TCC to as many small business owners as she can catch hold of. The owner of Haus of Stitches, a store supplying yard goods and quilting and knitting supplies among other things, Wendy has reaped the benefits of TCC for herself in the form of increased energy, an improved immune system, more creativity and focus, and migraines that have all but disappeared. She wants everyone under the stress of business ownership to hear about what TCC can do for them and keep burnout from

calm that it seems only TCC can bring. She feels that TCC is the only explanation for a noticeable improvement in an auto immune disorder she had developed, and she knows the world is hungry for such healing. With her contact and interaction with guests from all over the world she's sure to spread TCC's healing powers near and far.

And so ends this account of one heck of a great week in Edmonton. Since Justin reminds us that the strength of TCC is in its teachers, I chose to focus on what was most important that

wonderful week in September: Seven amazing new TCC teachers. It was a great joy and privilege to work with and get to know each of these

exceptional new teachers. TCC's future is surely bright! I must also acknowledge the other players in this

story with such a happy ending. Pam played her role as teacher trainer with ease and grace while the auditors Lorraine Lepine, Faye Mohr, Chery

Ann Hoffmeyer, Yvette Bowman, Lois Broome, Sr. Viola Bens & Tamara Zujewskyj all contributed generously of their time and considerable teaching experience. Their gentle guidance and considerable insights gave us all encouragement and inspiration. Thank you one and all.

Connections, deeper learning, refinement, integration of TCC principles into my personal life.

Amazing. I will remember this experience always as one of the highlights of my life.

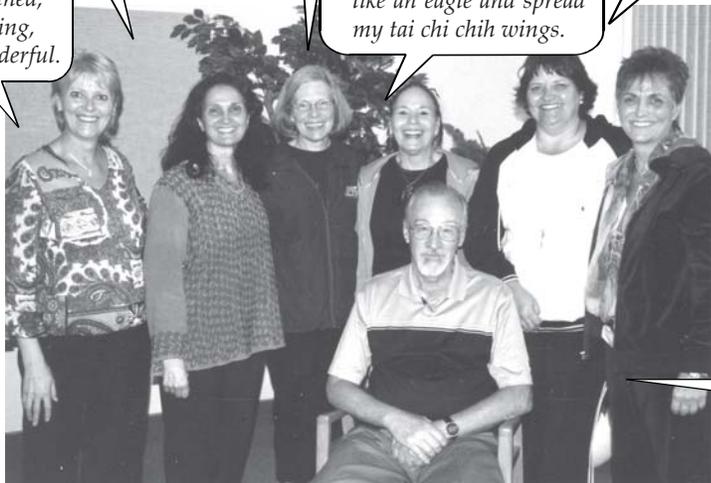
We were on a mission and ended up doing great things. I let the chi take me where it wanted me to go. I did it! We all did it!

Calming, destined, flowing, knowing, joyous ... wonderful.

My time is now to soar like an eagle and spread my tai chi chih wings.

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In the presence of TCC teachers, my level of serenity increases.



Rita, Lidia, Wendy, Dina, Gail, Rochelle, Jerry

creeping into their lives. And finally, **Lidia Paice**, an extraordinarily creative former art teacher, now running Harmony House, a retreat centre and bed and breakfast at Manitou Beach in Saskatchewan, has found that TCC has the calming and healing powers much like the famous healing waters of Little Manitou Lake. In her busy life as owner, cook, and host of Harmony house, and as a massage therapist working at the Manitou Hotel Spa, Lidia has experienced the soothing



# A Five-Star Birthday Party in Illinois

By Nancy Lecraw

November 19th was a day of celebration for the northern Illinois T'ai Chi Chih community. Twenty-five teachers and students gathered to form a "Circle of Gratitude," our theme, and to celebrate with the world community Justin Stone's 89th birthday. Teachers Peter Gregory and Fr. Robert Buss and student Kathy Hubble came

from long distances to join us for the day's events. "What a great way to celebrate Justin's birthday," said student Ramona Zalapi. "A wonderful feeling of unity and peace - a family gathering." added Carolyn Kleckner.

Hosted by the Lake County Illinois teachers, activities included readings of gratitude from five Native American tribes, work on some basic T'ai Chi Chih principles, a full practice, the serving of tea, and a scrumptious pot luck lunch provided by the attendees.

As we began, we formed our circle. Hosting teachers Lisa Jacobs, Nancy Lecraw, Jeanne Lofink, Donna McElhose, Andie Skillman, and Bobbie Weichman each explored a TCC principle and led a movement to practice this exploration. Kathy Hubble found this practice especially meaningful. "The ceremony of the principles of T'ai Chi Chih was moving. The practice was incredible." Then followed the

Native American readings. With Jeanne Lofink's beautiful flute music gracing our space, we each wrote down our own thoughts of gratitude and placed them in a bowl in the center of our circle. Helen Foght recalled her thoughts, "In the 'Gratitude Circle,' Native American Indian quotes were most pertinent to today. We were reminded of our first Thanksgiving." A full practice, led by

Donna McElhose, was done in two circles around the bowl.

After the practice, we sat in silence as the hosting teachers prepared and served tea to all. Final reminders of gratitude and the much appreciated pot luck concluded our gathering.

This was indeed a special day. For Jan

Kirch, "This experience brought a sense of unity, balance, and wholeness - both within and outwardly. We are all one." Ramona Zalapi simply said, "Today, we did a good thing."



## TCC Community Outreach

### TCC Teacher Survey 2005

Thank you to all who took time to respond to the TCC Teacher Survey 2005. We have received 87 responses in total.

I am still in the process of collating the information. The results will be available on the web in April 2006.

I would like to thank everyone who included their suggestions and recommendations about teaching TCC or about the TCC community. They all have been passed on to Antonia, Sandy and Pam. Your feedback will be very useful for them to make future decisions.

You have already received some of the Teaching Tips in the last issue of the Vital Force. These are meant to provide a way for teachers to share information about teaching different specialized populations.

### Teaching Tips from the TCC Survey 2005

#### Teaching Tips for general health considerations and physical challenges:

I have had students with various challenges such as lupus, bad back and leg issues in my classes. I made adjustments such as providing a chair, and suggested they do only what was comfortable for them. (Sharon, Potts, CA)

1. Have a sense of humour
2. Remember birthdays
3. Encourage to stay the 8 weeks
4. No competition in these classes
5. Do not show favor of any students
6. Identify any health concerns in the first class and remember them
7. Remind them that it is a moving meditation. This helps them slow down (Georgann M. Wright, CO)

I have several with hearing problems; many go to the back of class. Encourage them to come up front, or make sure you address them personally. (Georgann M. Wright, CO)

Any specialized population- if given opportunity and time patience to learn moves within their physical ability can and do learn TCC. (Donna McElhose, IL)

From usual impaired-paraplegic-age-serious illness with limitations, everyone can learn something to help them. (Donna McElhose, IL)

#### Teaching tips for people with arthritis

Attend an Arthritis Support Group and/or educational meeting/classes regarding arthritis. I am a member of the Canadian Arthritis Society here in SK, and I attend the monthly support group to learn ongoing information and to show my support. I have also taken specialized training through the Arthritis Society in Canada, and the Arthritis Society in U.S.A. to lead P.A.C.E. classes (People with Arthritis

Can Exercise), which are gentle ROM exercises, balance, also education and support weekly to my participants. Many of my PACE clients now attend a Seated TCC class. These ladies utilize canes or walkers, so the seated version is best for them. I also have several arthritis clients in my "regular" standing TCC classes. Make yourself familiar with their arthritis and its effects (there are over 100 different types of arthritis). Also be willing to learn about their modifications and side effects; i.e. weakness, tiredness and to treat your students holistically. (T.Rita Beth, SK, Canada)

#### Teaching tips for Parkinson's:

It varies according to degree of Parkinson's symptoms, but very slow-paced, with lots of repetition. Focus on what's going "right" with the student's lives, not what's going "wrong". (Sher Dano, AZ)

\*\*\*\*\*

Teachers, if you have other "Teaching Tips" for specialized populations, please send them to me for future publication.

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Our Students, Our Selves

The Beautiful T'ai Chi Chih Children

By Judy Hendricks

It's a beautiful fall day at Los Duranes Park in Albuquerque. All I can hear is the breeze rustling the leaves, which is amazing since there are 155 children standing in front of me. The children are totally quiet. We begin with Rocking Motion. All the children begin to move, the children remain quiet. Some of the parents begin to move also. There are six other Tai Chi Chih teachers here helping to lead these beautiful children. Justin Stone is sitting under a tree watching us. There are smiles on the children's faces.



cardboard cake rounds) so the kids would know where to stand. Some kids have a tendency to wander around. This also helps to keep the kids grounded. I continually ask them to feel the ground with their feet.

Due to the large class size, I learned I needed to have the kids sit down while I demonstrated the movement,

After finishing the Six Healing Sounds and Cosmic Conscious Pose, the children run over to Justin and surround him. They have lots of questions for him. Some of the children want to tell him how they practice TCC every day. This was the principle's idea to go to the park and have the whole school practice TCC together for their International Day. It was an unforgettable experience.

gave her a packet of information including Blooming the Flower, the TCC brochure, my resume and the Top Ten Reasons Why You Should Have TCC in Your School. I followed up with the principle a week later and she hired me to teach TCC to all 150 kids in the school, kindergarten through 5th grade. I taught seven classes on Tuesdays (9 am to 2:45 pm). Teaching the 30 - 40 minute classes with 20 -24 kids was a lot different than teaching my small Child/Parent classes. I would like to share my experience with the rest of the community.

otherwise the kids could not see the movements well. After I demonstrated the movement, the kids would stand up and we would move together. Their overwhelming favorite movement was the Six Healing Sounds which I taught them on the second week.

I learned to ask about what disabilities the children might have before the

This all began when the principle of my daughter's public charter Montessori mentioned she was thinking of having the

Lessons Learned

I taught the classes outside since the school has no gym. I use the Tao symbols (laminated



first class. I also learned for those with moderate disabilities that it was very helpful to have the Special Education teacher present along with the other teachers. One little boy would take off running during my class, and it was instrumental to have his Special Education teacher there with him. I knew the teachers would greatly benefit from the classes so I encouraged the teachers and assistants to attend the class. Having the teachers there also helped me with behavioral issues.

It was important to keep the kids attention. I would have the kids moving as much as possible in class. I gave them lots of positive feedback. I began each class with the kids introducing themselves. Their homework was to practice TCC everyday for 10-15 minutes and to do something nice for themselves each day they did practice. It was amazing to see the



changes in the children; they were really beginning to feel things and to flow.

The kids tell me that when they are sad, they do TCC and they feel better. Another student said TCC takes her fears away. This is what our children

need to learn. I am so grateful to Justin for giving us TCC.

Feel free to contact me for more information about how to get TCC into schools or about teaching kids. [mhendricks32@comcast.net](mailto:mhendricks32@comcast.net) ; phone 505-897-3810. It is a wonderful experience; I learn so much from the children.



## TCC and Prisons

### Impressions during a visit to Folsom

By Sr. Antonia Cooper, OSF

**M**y gratitude to Judy Tretheway and to Kathy Grassel who have been teaching T'ai Chi Chih within the prison system for the past eight years... and to all the other TCC teachers who are bringing this simple form of spiritual practice into other institutions throughout the U.S. and Canada.

I was once again blessed with the opportunity to accompany Judy to her three TCC classes in B-Yard, a section of New Folsom prison. I was deeply impressed by the sincerity of the men who came to the classes, which began in November. It always amazes me "who shows up" at my classes or retreats knowing that each person is there for a reason – most of the time unbeknownst to any of us – outside of simply being drawn by the Chi, because it is time.

We moved in a circle, doing most of the first 10 movements. I told them that although each of us is an individual, the energy unites us as we move, so we try to let go and move as one. One inmate reflected later that the Chapel and learning/practicing TCC is the only place where all divisions cease. On the Yard there are groups and gangs, divided by race and religion. Doing TCC brings unity. The Gift of Teaching:

How blessed we are to be a part of it all – to be able to give others with the opportunity to circulate and balance the Chi.

As we teach TCC, we notice the unification of individuals, the synchronization of legs and arms creating oneness.

As we encourage softness and continuity, we see wrist tension melt away.

As we notice a break through happening, we feel gratitude for the shifts both in ourselves and in our students.

To one group of men my final words were: We never practice for ourselves alone, nor can we call it "my practice." Chi that is balanced and flowing has an effect on people in the room, beyond the concrete walls and electrified fences. It flows far beyond to affect our world.

To TCC Teachers: In what ways have you been changed and deepened as a TCC teacher? You are invited to continue this discussion with teachers in your local area.

### The Gift of Presence

By Judy Tretheway

**S**ister Antonia, the Guide for our T'ai Chi Chih practice, graced Folsom prison with her gentle flow this week.

Three groups of 10, 8 and 4 men on 'B' Yard benefited greatly from her instruction, wisdom and stillness.

The men seemed to know just enough to take advantage of the refinements and coaching she offered. It's such a gift for them to hear from another teacher and get a wider perspective.

Sister Antonia started each class with a circle discussion using Justin Stone's (p. 15 *Spiritual Odyssey*) quote:

*Trying is not the Way / Not trying is not the Way / You say it must be one or the other, / But I say / Neither Nor.*

What did it mean to them? Effortless ... Just do It ... being not doing ... being in the moment ...

Introducing herself, she spoke of her Order's commitment to marginalized women, paroled women, trafficked women. When she did it in our second class, a noticeable energetic shift occurred that I name as a heart opening, or union in the energy of compassion. At the mention of trafficked women, we both felt it shift the whole room. We did not speak further on the topic, yet a new alignment was apparent.

One group has a lanky, energetic, talkative man of great enthusiasm but little sense of his body or timing. Being across the circle is difficult for him, so he likes to stand next to me. He started out just as awkward and out of sync, but something Sr. Antonia said, coaching to let go of tension in the arms, broke free a block and suddenly he quietly entered into the group flow. I was stunned by the shift. Later after we had sat and heard Justin's quote about receiving (p.22), he spoke of the sudden effortlessness and a white light penetrating him from above down to his chest. Quietly affirming his experience, Sr. Antonia spoke of the next step towards integrating the mind and the body: circulating the flow of chi between the arms and the legs by attention to the soles of the feet.

Another man spoke of the gift of this class being an experience of the opposite of the divisions they live within (race, gang, away from family, no women). Here they could relax and let down their constant vigilance. Sister encouraged them to continue practicing and learning how to "move as one with no divisions."

Reflecting with me later as we rested between our 2nd and 3rd class that day, she observed, "I can't see the bad in them. I can only see the goodness."



These first two classes were with the “bad boys” of the prison, maximum security Level IV. Our third class was with the Level I men of the Gym dorm. Four of my most regular attendees came and enjoyed not only a practice together but also a lengthy time of sharing. They reflected on their experience with Tai Chi Chih as we allowed the chi to settle.

This teaches me patience and a faith in my fellow man ... I don't yell at the crazies anymore ... I have patience with myself, with the time I have yet to serve, with the others I love. I have patience to wait it out. ... Our loved ones have a harder time than we do ... the two things that keep me sane are my weekly phone calls home to my sister and this class. ... Wednesdays are really the beginning of the week; this class gets me ready to live another week here. After class, we see through different eyes the chaos we live within. I have learned to let go of the chaos. This is my medicine. I have learned to see myself differently.

## All the protection I need ... my true self

*By Jack, Folsom Prison, California,  
student of Judy Tretheway, written to  
her for her birthday*

Putting oneself in the lifestyle which leads to places like prison and early graveyard trips tends to make you suspicious of all people places and things. It doesn't begin on the inside of jailhouse walls. It begins on the inside of the person. It starts for some as early as childhood and others are lucky enough to know innocence until later years. You learn suspicion as a defense mechanism that is key to the survival of your identified 'world self.'

Behind prison walls the general and

safe assumption is that everyone you come into contact with is a certified agent of the government if they're not behind bars with you, and even many who do share your environs seek your destruction. Therefore, the wise move is to create barriers upon barriers so as to insulate yourself within concentric rings of protection to make certain that nothing and no one can penetrate your armor and slay you. If you fail to do so, your fate is subject to be that of a caribou run down by a pack of wolves.

A life led under this banner is not a life ... it is merely an existence. It is an existence that shuns communication not only with others, but with your own true self. Your true identity, your spirit, is lost to you. It's difficult to cope with 'life' when your experience is simple existing.

Having said this, Judy, you were a suspect as any 'volunteer' who comes to prison. Why would someone 'volunteer' to come into the bowels of society? Who do you truly work for and to what ends? These are the types of questions necessary to maintain that personal security. These are the thoughts that arise in reference to a possible 'agent of the system.' This is the thinking that brings about that 'haywire' action within a person that manifests as lashing out against society and self in the form of crime. One's spirit unbalanced and operating from a foundation of imbalance is a perfect recipe for disaster in any realm.

Over time and with assistance from your volunteer work in Tai Chi Chih classes, I've been graced with my 'self.' Not who I thought I was, not who I wanted to be, not a guarded bullet-proof vest, but who I am and always have been ... who we all are ... pure love. No expectations; no contracts; no threat of expulsion due to poor performance; no ulterior motives or hidden agendas ... simply time, patience and

genuine spirit communication.

I've gone back to that time before time when we all 'knew without a doubt who we were.' We 'were' even before the spark of conception. I remember the unconditional love of that space we all shared and continue to share now. I see it in the grass; I smell it in the rain; I taste it in the water; I hear it in the bird's song; I touch it in my heart and the hearts of others. The 'Oneness' is undeniable, unmistakable and the greatest protector of all. Pure love surrounds the slightest of atoms to the grandest of stars and it encapsulates me, you, your readers, my jailers, the birds, the bees and the fleas.

I can communicate this because of a volunteer. I don't simply exist, I am blessed with the experience that is this life. I'm not lost in a swamp of false images. In gaining this clarity, a sense of calm comes. Tai Chi Chih teaches a soft calmness, a stillness that allows you to notice what's taking place within. You experience your life force energy pumping and flowing and that shrouds you in a Peace similar to the womb. In that stillness, you come to the space of self that allows you to fully recognize the eternal connection no matter what else may be going on. As you go about your day you carry this calm with you and it truly is a comfort to be at ease with self. This ease equips you to meet the world at large. This ease slows everything around you to a crawl when all else around you has sprung a leak and the proverbial 'ship is sinking.' You're able to see the Love and Light that 'Is.' No matter what is going on All is Well, because all 'Is.'

I was brought back to this by someone volunteering to allow me the time to be my 'self.'

## Abandon Hope — A Message of True Hope

by Carmen L. Brocklehurst, GKP Board Member

The first two sentences of Abandon Hope summarize the whole of what is important to Justin: “The mystery of Being is the matter that concerns us all. Next to the activity of Being, politics is child’s play, business is a superficial game, and war is the squawking of alley cats.”

Thus is Abandon Hope a very important book for anyone interested in T’ai Chi Chih because, in it, Justin summarizes the events and philosophies that most influenced his life. He also introduces us to some of the most important people in his life. It may be a small book, but very weighty matters lie between its covers.

Why should this concern us? It’s important to know the basis and context from which T’ai Chi Chih was originated. All that Justin experienced is found in T’ai Chi Chih. Its depth can be felt each time we practice. Its beauty is this: it is not fixed. It can take an aspirant as deeply as he or she is willing to go. Abandon Hope leads students in the same way.

How can Abandon Hope be used in an Intermediate T’ai Chi Chih class? Beginning with the first class, I assign one or two chapters each week as homework. The glossary alone is worth its weight in gold whether a student is interested in studying Oriental and Indian Philosophy or wanting to know the impetus that led to Justin originating T’ai Chi Chih. I ask students to underline passages important to them. Don’t be surprised if the

ideas that most touch your heart have never been considered by your students. Be gentle with them; the ideas they highlight will help

them go more deeply with their T’ai Chi Chih practice.

Since the concept of “hope” is greatly misinterpreted in our society, many adults in my class have trouble with the title of the book. One 11-year-old student who took the class after his little sister died tackled this sentence: “Only by abandoning hope for the future can we know life in the present.” The boy said, “It’s like being in a trusty boat that’s been out in the water many times, but now has a leak. You remember that the boat was a good boat, but it isn’t so good now. So the best thing to do is get out of the boat [our old ideas] and swim to shore [start thinking in a new way] — because that leak can drown you if you don’t do something.” Through reading Abandon Hope and doing his T’ai Chi Chih practice, the young boy moved beyond the depression that came with his sister’s death.

One of my favorite images in Abandon Hope is of Ramana Maharshi. Lengthy, interesting class discussions usually spring forth from students simply gazing at his face. What do *you* see when looking into the eyes of such an exceptional teacher? Maharshi asked his students to answer only one question: Who am I? Looking into this question is a great way to move beyond the answer of being a father, sister, friend, CEO, or filing clerk.

We often forget the problems that might have propelled us to take a T’ai Chi Chih class. The chapter entitled “The Growth of Certainty” helps us and our students realize the new depths we are reaching because of our practice. It is this depth that we have come to experience.

Abandon Hope isn’t intent upon converting readers to Buddhism. However, it does give readers a bird’s

eye view of what’s important to this way of thought. Buddha awakened to the knowledge that it was possible to end suffering and instructed his followers along the “Road to the Extinction of Suffering.” Since Justin traveled and studied extensively throughout India and the Orient, he writes with authority in Abandon Hope about the differences between these teachings in Japan and Tibet. The philosophies that Justin sets forth in Abandon Hope are the beginning of a discovery process toward open-heartedness. After reading Abandon Hope, one student asked if it was possible to become a T’ai Chi Chih teacher and still remain a Catholic. The answer is simple: T’ai Chi Chih has nothing to do with religion, but everything to do with an open heart.

Softness comes after we find compassion within ourselves and for ourselves. Justin’s original poetry in Abandon Hope is often short — sometimes only one or two lines — but always heartfelt. One of my favorite poems always brings a smile to my heart and reads: “After passion — shyly comes — compassion.” My classes end each week with students reading their favorite Justin Stone poem. The readings tell quite a bit about the student’s true depth of feeling. When asked, “What does that poem mean to you?” the answers often bring tears. Many times there is no discussion after the reading.

For as many times as I have read Abandon Hope, I always learn something new from each reading. Pick a page — any page — and read one paragraph before you go to bed. See if it cuts through a problem that arose during the day. See if it allows you to sleep more soundly. Abandon Hope challenges my students, but in the end they love it.



## GKP's new Catalog, Seijaku Cover & Awareness Campaign

T'ai Chi Chih and Good Karma Publishing are poised on the precipice of a major breakthrough. You may have heard this mantra from Justin before, but it's true. And we're getting ready for it. (Are you?)

In anticipation of this, GKP is pleased to announce the arrival of our 4-color and 12-page catalog. We invite and encourage teachers to give a copy to each of their students.

In addition to more complete descriptions of GKP materials, it also contains quotations from highly reputable sources that speak to the myriad of benefits derived from TCC. We hope it will serve as a valuable and professional resource in your efforts to raise awareness of TCC, which will, in turn, raise interest in classes.

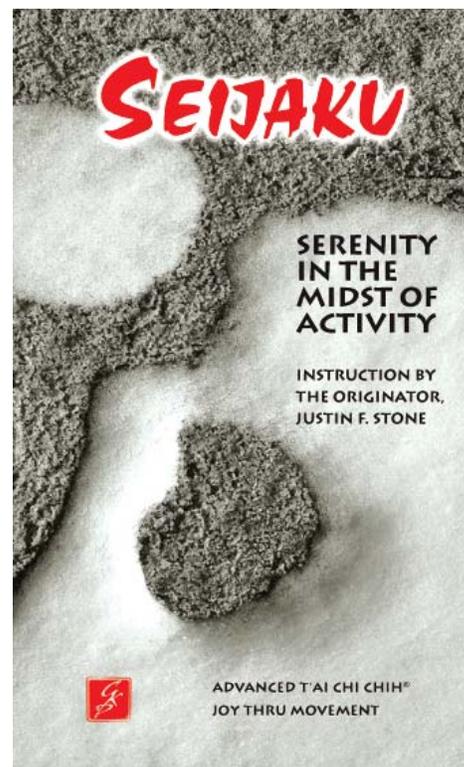
We've heard that many teachers are reluctant to give catalogs to students for fear that their students will order directly from GKP rather than pur-

chasing materials from them. This wouldn't be the case if teachers routinely presented, and made available, all GKP materials to their students. But they don't. From a practical perspective, we understand that it's difficult (and perhaps expensive) to keep all manner of materials in stock. By withholding the catalog, though, teachers are, in essence, withholding *all the good* that flows to students through the materials. Why participate in holding back students rather than setting them free? In helping students better their practice, or gain inspiration, teachers are also infinitely helped.

On the last page of the catalog, students are offered four ways to order, including **"From a local accredited teacher; this helps support their work."** Hopefully you noticed that we made this sentence bold. GKP doesn't want to take business away from you; we want to support your teaching. If we are in this adventure together, let's really be in it together.

- Consider giving students the catalog to order materials you do not carry.
- Consider giving students catalogs so that, even if they don't want to buy anything from you now, they may be inspired to order a practice DVD six months down the road.
- Consider giving each student a catalog to pass along to a friend who could benefit from something that GKP publishes.

The Seijaku VHS recently received a fabulous face-lift. While the beautiful new cover may be cosmetic, it reflects the intensity of Seijaku in all its glory. If you would like a copy of this (so that you can insert it into your current

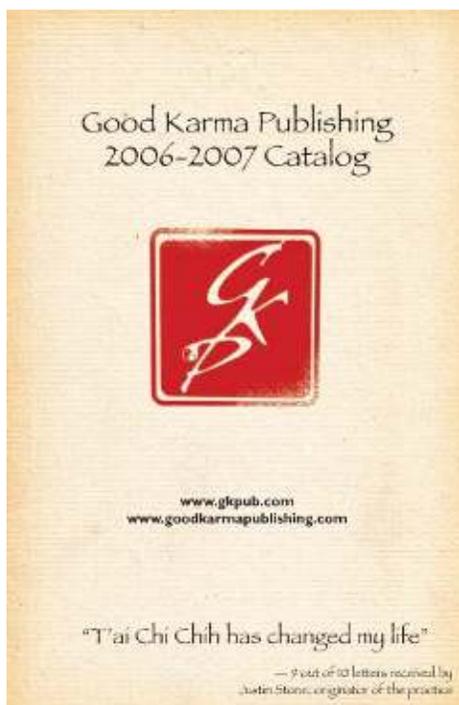


video sleeve), drop us an email at [kim@kimgrant.com](mailto:kim@kimgrant.com) or [sales@goodkarmapublishing.com](mailto:sales@goodkarmapublishing.com).

The TCC marketing and awareness campaign is continuing on two fronts. If you know of a magazine, newsletter, journal, or newspaper you would like us to contact, please email us. And to remind you, if you have visited an e-commerce site that might be interested in selling our TCC dvd or video, please email us about that, too. Although I try, I'm not omniscient.

Thank you for your continued support and enthusiasm in spreading TCC through your classes and through GKP materials. Justin and I greatly appreciate it.

—Kim Grant,  
for GKP



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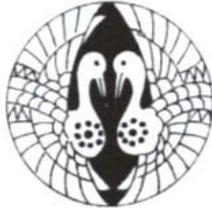
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# Subscribe to the Vital Force

Thank you for your interest in the *Vital Force Journal*. By subscribing, you will receive four issues of the Vital Force every year. We have extended everyone's subscription by 1 issue because we only did 3 issues last year. Second, we still need a volunteer for the directory maps. This person must have some Excel experience. When we receive a volunteer, we will create the maps and put them in the VF. Third, we have changed the releases of the issues to February, May, August, and November. This is to make it easier because of the holidays. A printable version of the Directory also will be available for free on the T'ai Chi Chih website and accessible to web visitors desiring to locate a teacher in their area. If you are a teacher, you will be included in the Teachers Directory. Please let us know if you do NOT want to be in the Directory.

If you have questions, please email Victor Berg at [vfjmembership@yahoo.com](mailto:vfjmembership@yahoo.com)

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## Calendar

\*\*\*For all Intensives: \$100 for reviewers if space is available.

Dates	Activity	Location	Contact
April 6-9, 2006	TCC Retreat w/ Sr. Antonia Cooper Cost TBA (ca \$250-375, depending on room choice)	Madonna Center Albuquerque, NM	Connie Hyde 505-281-1040 nmhoules@nmia.com
April 20 - 23, 2006	A Renewal in the Desert TCC Retreat for Students and Teachers w/ Pam Towne \$395/person.	Spirit in the Desert Retreat Center Scottsdale, AZ	Robin Spencer 602.263.5013 ex. 107 robin@fumcphx.org
April 29-May 1, 2006	TCC intensive w/ Sr. Antonia	Mantova, Italy	Cristina Minelli
May 20, 2006	TCC Teacher Renewal / Pam Towne Cost TBA	Ringwood, NJ Mt. St. Francis Retreat Center	Daniel Pienciak wakeupdaniel@aol.com 732/988-5865
May 21-26, 2006	TCC Teacher Training w/Pam Towne Tuition: \$450	Ringwood, NJ	Daniel Pienciak wakeupdaniel@aol.com 732/988-5865
Summer 2006	Seijaku Retreat	Bay Area	Athene Mantle
July 27-30, 2006	21st Annual International Teachers Conference See announcement in this issue.	Bloomington, MN	Ron Barker ronbarker@comcast.net 763-572-115
July 31-Aug 2, 2006	Seijaku Training w/Pam Towne \$300 (\$40 for auditors) limit 30	St. Paul MN Carondolet Cen- ter, \$30 / \$35	Joanne Ellison <a href="mailto:joannee@mn.rr.com">joannee@mn.rr.com</a> 952-473-6271
July 31, 2006	Workshop w/Sandy McAlister \$35	Minneapolis, MN	Joanne Ellison <a href="mailto:joannee@mn.rr.com">joannee@mn.rr.com</a> 952-473-6271
August 21- 26, 2006	First ever Europe Teacher Training w/ Sandy McAlister	Mantova, Italy	Cristina Minelli
September 2006	TCC Teacher/Student Retreat	Saskatchewan	Lidia Paice
Fall 2006	Seijaku Teacher Trainng	Twin Cities, MN	Joanne Ellison
October 2006	TCCIntensive	Chicago area	Donna McElhose
October 2006	TCC teacher training (Pam Towne)	California	not known
Nov. 17-19, 2006	Seijaku Review w/ Pam Towne and celebration of Justin's 90th birthday.	Albuquerque	Ann Rutherford <a href="mailto:ruthergary@aol.com">ruthergary@aol.com</a>



Three Artists. Storm Townsend, Justin Stone, and Ou Mie Shu at the grand opening celebration of the original T'ai Chi Chih Center in Albuquerque, September 9, 1994. Photo by Jerry Granok.

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