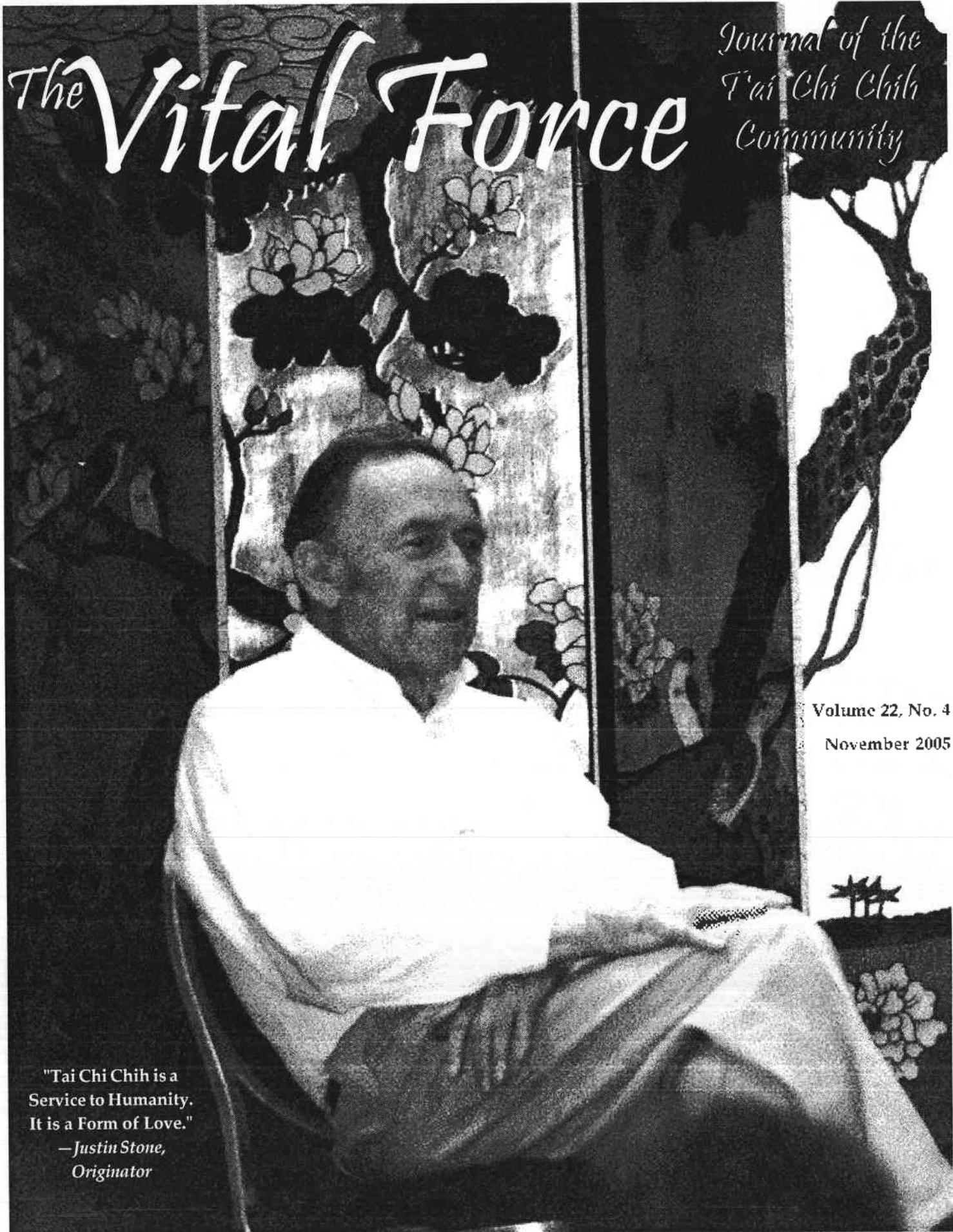


The Vital Force



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Tai Chi Chih
Community

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"Tai Chi Chih is a
Service to Humanity.
It is a Form of Love."

—Justin Stone,
Originator

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Cover: Justin Stone at the 2005 Tai Chi Chih Teachers Conference, . Photo by Marie Myszkier.



Reflections on the Albuquerque Conference

By Dorene Krause, Midland Park, NJ

I am so thankful to have been part of the Albuquerque conference. It was a special time for me. I am a relatively new teacher, accredited in November 2003 in New Jersey. This was my second conference. I came away from the conference "full" – full of joy and gratitude to be part of such a special community. The energy was flowing in and around each and every one of us. The smiles and laughter were contagious; the hugs were warm and heartfelt.

I had never been in Justin's presence before. It was a privilege for me to listen to him speak, from the heart, about T'ai Chi Chih. I listened intently as he shared some of his life experiences with all of us. I call them "Justin's words of wisdom", and I will carry them with me.

During the conference when Justin and Sister Antonia were on stage together, Justin made the comment that Sister Antonia was born for the job of "Guide". How true! The dictionary says that a guide is one who shows the way. Quite some time ago, I had begun a poem about Sister Antonia but was unable to complete it. With renewed creative energy, I pulled it from my unfinished file and completed it. Yes, T'ai Chi Chih is amazing. (The poem is attached.)

I thank Justin for further inspiring me to learn and to teach. T'ai Chi Chih practice has changed my life in so many ways, and I am grateful. Now I am able to share this gift with my students.

Antonia's Gifts

Antonia, chosen "Guide",
One to show the way
For lives seeking quiet
Yearning to release

Antonia, you guide us
To travel deep within ourselves.
Your gentle smile listens
To the voice behind our eyes.

Antonia, you move just so
With grace and elegance.
Your energy flows freely,
A calm peace upon your face.

Antonia, you radiate compassion,
You share your inner strength,
You bestow on us your wisdom . . .
So grateful for these gifts.

Antonia, friend and
guide,
You are the spirit of
community
Bringing us to-
gether,
We move as one.

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Interview with Justin Stone

It's about time. At 89, Justin Stone tells us that time does not exist.



nese freighter going to the Orient. The second was having two revelations, fairly recently, which completely changed my viewpoint.

VFJ: Let's take the first one first.

Justin: I was very much guided by my father, though I didn't grow up with my father. All the members of my family, including my sister, were money-guided. Everything was about wealth. So my efforts, including when I became a member of the New York Stock Exchange, were based on trying to fulfill my father's wishes

that I become a successful and wealthy man. I wasn't happy in that. It wasn't me at all. And it wasn't until I stepped on the boat for Japan in 1963 that I was able to feel for the first time that I was myself.

VFJ: What led up to that moment?

Justin: I had been a member of the NYSE and I also got married during that time. When my marriage came to an end, I decided to bring my financial career to an end, too. It wasn't what I wanted. So I sold my half interest in the exchange to my partner, got in the car—my wife had arranged so that I would have the car and she would have everything else—for California and arrived there with practically no money and nothing in mind.

VFJ: And the second turning point?

Justin: The second thing was the most important. Recently in my life, I've

had two revelations. They are different than reading and having your intellectual side stimulated and you agree with it saying, "Oh, yeah, that's what I want." The two revelations had absolutely nothing to do with mental activity. There's no thought. The first one had to do with one statement: "Things are as they have always been." That caused me through the years to think a great deal. That would mean nothing has changed, that all change is an illusion. The second revelation came just some months ago and completely changed everything. It said so many things that most people will find unintelligible, would not be able to understand at all. They were not given to me piecemeal, or for me to consider. I woke up in the middle of the night and my head was full of these revelations and I was too excited to go back to sleep, so I got up and I wrote them down as well as I could remember them. One considers the most important thing in life to be time, but time is an illusion. It came to me that time is Maya. Maya is what created the illusion of this world, and time being Maya—I'd never read that, I'd never heard it said before. So the illusion of the world as we see it—or what I call the "play within a play," the illusion of the world, is created by the sense of time. The answer came to what was meant by "everything is as it has always been." Nothing has changed. This goes back to Chinese teaching about the Uncarved Block. Everything is derived from this. Even yin and yang and the universe is derived from it. But the Uncarved Block was never carved. That means Adam and Eve never left

Iustin Stone sat down at his kitchen table and started talking. He is living a long life and there are many, many stories. He said at the end of the interview that we could start over and not use any of the same material and have plenty left over for another. I came with a list of questions designed to keep Justin on some sort of linear track, ha-ha, which didn't work. My questions turned into interruptions trying to get Justin to finish a thought or to back up 30 years. That didn't work either. All of which is to say, when here, it is here, now. When there, it is then. But when "then" was "now," "there" was "here." We started with Justin's turning points in his life. He named two.

Justin: The two turning points in my life were, one, the day I stepped on a Japa-

the Garden of Eden.

VFJ: Wouldn't that mean there was no Adam and Eve or Garden of Eden?

Justin: Well, it's the same thing, in that respect. The idea of time being the "culprit," time being what creates the illusion of the world as we know it when I've already been told that the world was never developed. They're contradictory. The explanation for that was very plain. Something that I've always considered and never come up with the answer... After death, is there consciousness or awareness, or not? I don't think anybody knows the answer. The Tibetans believe that after death, the lamas using a drum will be able to guide you through the bardo and the afterworld, which means, of course, that you had to be aware and conscious. But Nityananda, Ramana Maharshi, and other great Indian teachers have made it very plain that with death, the prana—the Chi—and consciousness go out through the aperture in the top of head, which is called the aperture of Brahma. When the consciousness and the chi leave the body, there's nothing to be conscious. So here we have one great man saying that when the chi and the consciousness leave the body, we know no more at that time. Now perhaps later it comes back—I don't know. I'd have to get into the theory of the bindu. Bindu is a point without extension. If you use the senses, it's not there, but it contains all potential. Here are the two contradictions, which I've never been able to solve, but these revelations solved everything else for me. Before that, I was wondering about this, wondering about that. Now I'm no longer wondering. However, I feel very few people are interested. They are interested in what goes on daily. But the important thing to remember is the explanation of the uncarved block. We've all come from the uncarved

block, yet we've never come from the uncarved block. Zuigan, after he experienced his great enlightenment, found he no longer had any interest in someone called Zuigan. He was now thinking in the universal sense rather than the individual sense. This was part of the great revelation, that enlightenment is going beyond time. One who practices in Zen or in other disciplines, when he gets to a point where he can go beyond time, he is enlightened. You've never heard that before, have you?

VFJ: No, not in those few words.

Justin: This was a very important opening for me. I think probably instead of getting into more of these very intricate details, which may be over the heads of people and who may not be interested, it would be good to go back and let you question me.

VFJ: Could we say, generally speaking, that there are those among us who have discovered tai chi chih or meditation, and even while we are leading our lives, we may also be seeking for something beyond a mundane life.

Justin: Oh, I think everybody is looking for something beyond their own mundane life. I knew this fellow, named Robert. He told me that he was going to see his folks in Seattle. The intimation was that then he would disappear. In talking with him, I realized from the world's standpoint, he had it made. He had a very good job as the head of the brokerage firm E.F. Hutton in Los Angeles, earned a very good salary, drove a beautiful car, was single and very much sought after in social circles. In every respect he had what the world considers to make one happy. But he was very unhappy. He had to follow through on his search for truth on his terms. He gave up everything that people like to think of as bringing happiness. Oh, if I had a little more money, I could get a new car. It

doesn't work that way, as you know.

VFJ: Don't you think that describes your experience? You had it made, too.

Justin: Yes, to a certain extent. The early part of my life, things went very easily for me. I was fortunate to go a private school that was older than the United States. That was very good education. I was following, as many people do, the path of their parents. When in camp in the summer where there were six major awards in terms of trophies, I was exposed to four of them and won all four. I handed them to my mother, who was very dear to me, and she asked, "Will you get anything else with this?" meaning, do you get paid for it? I was astounded. Everything in my surroundings had to do with money. That wasn't me at all, but I was trying to follow my father and be a success and be rich.

VFJ: How did you know it wasn't you?

Justin: I didn't know at that time. It was a very happy day to me when an incident happened in California. I had left New York in 1952 with just a car and no money and went to work as a broker from the very bottom again. I was right back where I started—with money. One day, a man walked into the brokerage firm at lunchtime when I was the only person there, and he walked up to me and asked, "Where is Kern County?" It was a stock on the exchange at the time. Those days they had electric boards with each stock showing what it was doing. I got up from my chair and ran down the floor and put my hand on it. I could have just pointed it out. I didn't know it at the time, but it was a very Zen gesture.

VFJ: To what?

Justin: I'd go down and put my hand on it instead of just saying, "See it down there on the left."

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The man was Paul Reps, the Zen poet who had a very strong influence on my life. After that, Paul and I spent our weekends playing chess together and I would be hearing about what he called the free life. He had only possessions that would fit in a bag that he carried over his shoulder.

VFJ: If you left the New York Stock Exchange and New York to get away from money, why did you go back to being a broker in California?

Justin: I tried other things at first. It was hard to get a job in those days. The first job had to do with selling water softeners. I worked for the company just one day. They scheduled an appointment and I was to go to a certain house and demonstrate the water softener. I came to the house, a nice couple. I went exactly according to the form I was supposed to follow. I showed them that their coffee would taste better, plain water would taste better, everything would be better with soft water. Somewhat reluctantly they agreed and when I went back home, I phoned it in. The next morning, the company people were out at his house wanting to put something in the ground. They met the man with a rifle in his hand. He wouldn't let them on the property. I said, "What?! This is not for me." The second job was with a specialist kind of college. My job had to do with going out—it was a form of salesmanship. We were taught how to give IQ tests. When we each did our own IQ and read it out, mine was so much higher than theirs that I was embarrassed and whispered it to the teacher. The job was not attracting the best type of

person, but I decided to go along with it. I didn't have any money and I'd rented a little house. A very sweet lady—the type who carried

a Bible—who was running it, gave instructions to us when we went door to door, and she said, "If you get to a house and the door is opened and it is a black man, give him a test and tell him he failed." I said, "Supposing he didn't, supposing he got a high grade." "We don't want black people." That astounded me! When long before that I was in music, and arranged for different orchestras, many of my music friends were black. I quit on the spot. So, I had to support myself; I had to go back in the business. Instead of being a member of the exchange, I'll be a mere broker and build my business slowly by myself.

VFJ: Did you go to college to learn business?

Justin: Very early in my life, I got a taste for jazz. I listened to Duke Ellington on records every chance I got. I studied orchestration and writing at Cornell, but I didn't learn a thing. I spent only two years. I had thought I would go to Yale or Michigan where I could play athletics, but I got invited up to Cornell and introduced to the campus redhead (who is still a friend of mine; she is in Hollywood and has a dramatic academy) and she sold me on coming to Cornell. When I got there the next year, she wasn't there [laughing]. Here was a very good Ivy League school, and all I did was prepare my schedule so that it wouldn't interfere with athletic practice. At that time, I thought I might decide to play professional baseball. I knew I was good enough to do it, but whether I was tough enough, I didn't know.

VFJ: Tough meaning?

Justin: Traveling on buses from city to city, living on hamburgers, and facing a pitcher who threw the ball 95 mile an hour but didn't have any idea where it was going. It wasn't for me. I left college after two years to have a sinus surgery and then I got on a boat

with a friend of mine just for a brief vacation to California. When I got there I decided to stay. All sorts of things happened. I had my own radio program, which required that I receive a lot of mail. It solicited mail; there was a reason for it having to do with the program. My name at the time was Justin Federman. That was name with which I was born, but my mother and father didn't stay together. My mother was very bitter against the Federman family. When they asked me to change it to something short, like Stone, I consulted my mother. She was delighted. She didn't like being a Federman. By the time I'd been there for awhile and had the radio program and I was beginning to write music, it was being signed Justin Stone because we plugged it on my radio show. Through the years, this caused a lot of problems. When I became a member of the stock exchange much later, it was with a firm called Federman and Rose. I was using my father's name, which made him very happy. When I went to California again, I started work under Federman, but people would call and ask for Justin Stone. It created a problem; in effect I was living two different lives. Finally the man for whom I worked in the investment counseling firm said to me, "Look, you've got to make your name official." It was very easy to get it changed to Justin Stone. I didn't think any more about it. All my books, published music and various other things are under Justin Stone. My regret is that I would like to die as Justin Federman. But, even if I changed it back, everybody will be calling me Justin Stone. An aside: A Russian woman, a Mrs. Orloff, said to me, "Did you know that you unconsciously chose an opposite to your name? Federman, which is German, means 'feather man,' as opposed to 'stone.'" I hadn't been aware at all.

VFJ: We've been bouncing back and forth. You left college and took a boat to California.

Justin: We went through the Panama Canal, and we also stopped at Cuba—kind of hard to do now. That was 1936 or 1937.

VFJ: Let's pick it up with Paul Reps at the stock exchange.

Justin: He had a one-pound typewriter made special for him in Italy. He had a sleeveless sweater, two drip-dry shirts, a pair of extra socks and his toiletries. He wouldn't be saddled with anything else. People were very envious of Paul. I introduced him to a particular movie actor. They played chess together while I went to work—I was working as a broker and Paul was staying at my house. When I came back one afternoon, Louie took me aside and said, "That little guy, he can get up and go anywhere he wants any time he wants. I said, "Louie, you can do it, too." He said, "Oh, my agent couldn't reach me and my wife wouldn't like it." He gave all the reasons that would keep him from leading what Paul called the free life. Paul was talking to me all the time about the free life. He said, "You don't belong here. This isn't you at all." He started to tell me about Japan and studying Zen there and various other things. I got a great desire to leave the financial business and go. The opportunity came when some trouble arose that created a lot of problems in my business; by that time I had my own investment counseling firm. I thought this is the opportunity I was looking for. I met a woman named Dr. Jon Covell who wrote about Taoism and Zen Buddhism and we became good friends. She said, "Why don't you come with me and my son to Japan? We're going on a boat. I will try to get you on as an assistant at Kyoto University." It wasn't hard to sell me at all and I picked up and went. Neither

Jon nor her son were on the boat. She'd given me this big pitch and she wasn't there. I didn't see her until many years later. I ran into her in Taiwan. I didn't know a soul, and I heard somebody yell, "Justin!" It was Jon Covell. She was just returning from India. She was not exactly a shy woman. One day I left for the middle of Taiwan for a place called Blue Lake and I didn't get back until 8 p.m. When I came to ask the man at the desk for my key, he said, "Your wife has it. She's in your room." That was interesting, I didn't know I was married. I went up and the door was open and there was Jon lying on my bed eating chocolates and reading one of my books. She said, "Oh come in, come in." This gives you an idea of Jon. Another idea—I was invited out to the Academy of Seneca, a famous place that has perhaps the greatest collection of early bronzes in the world. The curator invited me to come and see everything with the exception of the bronzes because that floor was closed for the winter. When he came to pick me up, standing on the pavement was Jon Covell. I asked her what she was doing here and she said, "Oh, I'm going with you," and she got in the car. She said she came out to see the bronzes to write about them. When the curator said the upper floor was closed in the winter, she asked where the head of this place was and they said he was away. "Get him on the phone!" These are very gentle nice people and they were scared stiff. They got him on the phone, and after he finished talking with her, they opened it up. So we both got to see the bronzes.

VFJ: Back to Paul Reps. So he wasn't the one encouraging you to go to Japan, but he was the one encouraging you to get out of the business?

Justin: He was sending me notes from all over the world saying, "Get out of

there. You don't belong there." I wrote him back and said, "Paul, the stock market is a yoga. It's a great way to learn about yourself." He said, "Yes, it's a yoga, and they don't need you." It had a very strong effect on me. I liked the life he was leading and he'd told me stories about India and about Japan and other places. So many incidents would happen in daily affairs when I was with him. Once we were eating at a very popular place and when we finished, there was a very long line waiting to pay. This harassed lady was dealing with person after person who treated her as though she were a machine. Paul looked at her and said, "I'll bet you have a beautiful smile." She couldn't believe someone was looking at her as a human being. She looked up and smiled at Paul. That really made a hit with me. He was the first one to interest me in Tai Chi. I hadn't know there was such a thing. When I went to visit him in Hawaii in 1958, he took me to a school yard outside Honolulu. There's a man named Tin Chin Lee who was a master of Tai Chi Chuan. There was no instruction. We just had to follow. We got in the habit of going out about three times a week.

VFJ: Did you become a different person, or did you just expand your horizons?

Justin: Very few people have followed so many different paths as I have. For instance, if I would go to New York and down to Wall Street, I would meet old friends who'd talk to me as if I've been in Wall Street all this time. They didn't know anything else in their lives. If I went up to 49th Street and Broadway where the music building is located, someone might say, "Aren't you Justin Stone?" Maybe I hadn't seen them in 30 years or

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so. He said, "Red died." Red? "You know, Red so-and-so." Well, how would I know that Red died, but he was assuming that I was still active in music. Neither one was my world when I came back from the Orient. My world was a spiritual path. Along those lines, since 1997, I gave up being in the stock market. The market, particularly the bond market, had been very good to me. I made a certain amount of money and I decided that that was enough, that I could do the philanthropic work that I do. I help about eight different foundations on a regular basis, and other things. For instance, when I first started in music, one fellow had his own orchestra and he and the fellows there helped me a good deal. I found out years later that he was in bad straits in California, and without saying anything I sent him a check for \$10,000. It made a lot of difference to him. He was surprised, and I said, "Well, you were once very nice to me." He said he was nice to a lot of other people but they had forgotten him.

VFJ: Why did Paul Reps care about you? Did he single you out? Did he have a lot of other people he influenced?

Justin: He doesn't remember it, but he once said to me when I was studying Tai Chi Chuan, "I expect you to innovate your own form someday." A very important point which might help people understand me a little better came when I met Ramurti Mishra, a great Indian teacher. He said to me after he met me, "Do you have experiences you don't understand?" He knew I'd been meditating since 1954. I

said yes, that I'd had for two years an experience at the end of meditation. I would see the Buddha's head in profile on the table. It would be en-

gulfed in flame, would completely burn up, and there would be nothing left. Right after it, there was another table with my own head in profile on it. Flames would engulf it and burn it up and there would be nothing left. He said, "That's easy. It means that the universal outlook is overtaking the personal outlook." Now this is almost a statement of my purpose in how to reach the Turiya state to those who are brought. I don't believe that they come here by accident; I believe they are brought. I had a friend named Herb Lewis in New York. We played as a doubles team in tennis. Herb worked as a salesman for a company. He always wanted to go to California where he could play tennis 12 months of the year. In New York you can only play for about six months. He arranged to quit his job and go to La Joya. I ran into him one day and his face was drooping. I said, "What's the problem, Herb?" He said, "My firm offered me a raise." "So?" I said. "Well, I can't go to La Joya." In other words, he took it for granted that he had to stay where he could make the most money. And when they heard he was leaving, they offered him a raise and he couldn't go. Isn't that most people's attitude? The purpose of life is to make money. Make more if you can. One person told me, "Make it honestly, if you can."

VFJ: Ramurti Mishra, when was that? Were you in the East?

Justin: I'm terrible on years because so many things changed.

VFJ: Let's go to Tai Chi Chih. We kind of left off when Paul said that you could devise your own method some day.

Justin: He said a lot of things about me, predicting the future. We had followed Tai Chi Chuan. When I came back to the United States and met Prof. Wong, he persuaded me to take lessons in Tai Chi Chuan from one of

his pupils, who was a very well known teacher. I did, and even began to teach later on. When I was passing through Albuquerque I stopped in a book store. The person there asked what I did and I said I teach Tai Chi Chuan. Two students popped up from behind the books and said, "Well, it's about time you got here. We've been waiting three years. Come with me." I went with them to what was a yoga academy and they announced me as the Tai Chi Chuan teacher. The lady asked if I'd go on the radio the next morning. First thing I knew I was teaching Tai Chi Chuan, just about enough to keep me eating regularly. I was living on less than \$7,000 a year. I don't think you could do it today, but this was in 1971 or so. At any rate, the fellow who was my first publisher, publishing what since has become his best-selling book called "The Joys of Meditation," got in a conversation with me when I met him at the Brotherhood of Life bookstore. Later, at home, the doorbell rang. It was this young fellow who I had just met who asked, "How would you like to write a book on meditation for me?" I asked, "Do you have a publishing firm?" He said no. I asked if he had any money. He said no. Do you have a means of distribution? No. Well, why should I write a book for you? He said, "I feel I'm doing God's work." Now, coming from a young fellow, that's very astounding. I said okay. It was during this time that all the movements except one—Bird Flaps Its Wings came later—came to me, along with their names, so evidently I was supposed to do this. I've always felt that it was sent divinely to me. Why they picked me I don't know. Before the book came out, I gave my first Tai Chi Chih class at Rick Cramer's book store. There were six people in it. I didn't think there would be a second class. At any rate, I feel that it was ordained that

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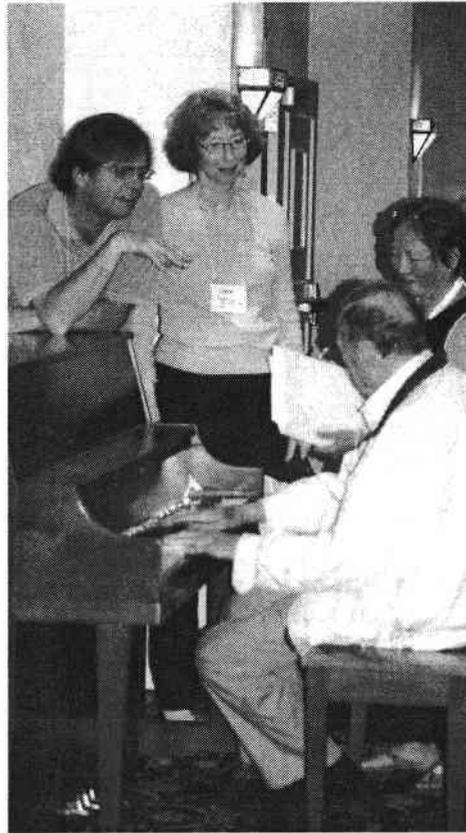
this should be brought. Tai Chi Chih, which is essentially spiritual, is curing people of things that doctors can't touch. Asthma, osteoporosis, arthritis, and various other things. Things went the way they've gone because they were supposed to go that way. If you teach Tai Chi Chih as a service to humanity, you might make a few dollars, but that isn't the purpose of it. You have to have an idealistic viewpoint toward it. I had some years ago a dream in which I was told that I would be teaching children for the rest of my life. Well, I think that's how the subconscious works. It meant that I'll be teaching students for the rest of my life.

VFJ: Did you know back in those days that Tai Chi Chih would expand like it did?

Justin: I had no idea that there would ever be a second class. There was a man in the class who was the psychologist at the veterans hospital. He was very skeptical; I don't know what made him take it in the first place. He was one of the six. After two days, he said he was beginning to feel something, but wondered how he would know that he wasn't imagining things. I said, "How do you know you are here, Doctor?" He came to me at the end of the course and asked if I would mind if he taught it to his wife and that he wanted to use it at the veterans hospital. Now we are about to have a teacher training course in Italy. There are teachers in Hong Kong, in New Zealand, in Chile, besides many in the US and Canada.

VFJ: Jumping back to Ramurti Mishra. How did you happen to go to India?

Justin: It was interesting how I got to India. I was staying, through a series of coincidences, at the Tenrikyo church in Japan. I'd been there for about a year. Mr. Hiyoshi, the grandfather, said to me, "You want to go to India, don't you?" I told him I couldn't



afford it and then he offered to buy me a ticket to India. He didn't have to coax me. I didn't know whether he was being generous in buying my ticket or if he wanted to get rid of me and that was the only way he could think of. He felt I'd been there long enough. I was living there, making a little money teaching English at the Olympia school, a Catholic school, and I did substitute teaching at the University of Kyoto. I was just getting by, but they were giving me my meals there and a place to stay.

VFJ: So, all these stories tell me that in your life you've been open to different directions. Something comes along and you go. You took a boat to California. Repts tells you that you aren't meant for the financial world and you quit. Do you think it takes a special willingness to be open to something larger?

Justin: I was popular, I was the president of this and that, but I didn't feel that I belonged. The things that the

other guys my age were doing and talking about weren't of any interest to me. But I didn't know what was of interest. I believe that a lot of our life is planned out for us.

VFJ: But we still have to be open, don't we?

Justin: Yes, yes. When you come to a place in the road you turn left or right. Something inside you tells you which way.

VFJ: But what if it's a road like you're born, you go to school, you get married, you have children, you make money, you retire and then you die?

Justin: If you are a sensitive person, you will eventually find out what you are meant to do. Suppose I hadn't met Jon Covell at somebody's house and she coaxed me to go to Japan with her and then didn't show up. I wouldn't have gone.

VFJ: But someone could have met Jon Covell and said, "Well, there was a nice person," and gone on with life. But people come along in our lives ...

Justin: ... at exactly the right time.

VFJ: Any regrets in this long life?

Justin: I had one great disappointment in my life. An opportunity was offered to me to write a Broadway show. The manager of Cole Porter signed me to a contract. He didn't give me any instructions and I forgot all about it.

Then one day he called and said, "Quick, take your music over to this hotel." I said I didn't have any music. If he'd said to just go home and write music until he sent for me... it was a very big disappointment. But a friend in New York, a magazine editor, said it couldn't have happened. She said, "You wouldn't have gone to India, lived with yogis, or anything. And there would be no Tai Chi Chih."

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By Justin Stone

Conference a Blast

By Justin Stone

The August conference was the best that I can remember. Everything went smoothly, thanks to the 17-person planning committee, and to attendees who seemed better prepared than previously. Nevertheless, I did have to come down hard on the group for one point: most seemed to be copping out on the Yinning and the Yanging, shifting of the weight, not merely rocking back and forth. The knees must be well bent as they sink down under the shifted weight. I have often declared that TCC is done from the waist down, though most people concentrate on the hands and arms, with some shoulder thrown in. This tension of the arms and shoulders causes the meridian channels to tighten and close up. It is through the meridian channels that the Chi flows, with the Yinning and Yanging responsible for balancing the positive and negative.

There are several reasons for this careless Yinning and Yanging. It can be just laziness. It can be due to excess weight carried by the teacher. If this is so, lose the weight. A good teacher is one who wants to excel. Lastly, there is the possibility that the teacher has some physical handicap and can't do the bending of the knees. This is a difficult problem, and perhaps makes it impossible for the person to teach. That might sound hard-hearted, but

Tai Chi Chih must be performed and taught correctly by teachers.

I want to compliment the Albuquerque teachers on the

planning committee, and wish next year's conference in Minnesota much success, perhaps exceeding this year's enrollment of about 175. There were close to 250 in the room when Saturday's guests arrived, and every-

body felt the Chi.

Lastly, I want to compliment our Guide, Sister Antonia Cooper (who was born for this job) and her able assistants, Sandy McAlister and Pam Towne.

Justin Makes a Difference

By Carmen L. Brockdehurst

This year's Tai Chi Chih '05 Conference was different than recent ones that Justin Stone did not attend. Why? Because

Justin imparts wisdom with simplicity. Do you remember when he told us to "scoop up the energy" as the practitioner would in "Carry the Ball to the Side"? As he talked about this, several students commented, "I have never heard 'scoop up the energy' before." But we assume we hear what Justin says the first or second or hundredth time he says it. It's not that we're not paying attention. It's more like we can't really hear what he is saying. For Tai Chi Chih teachers who repeat the phrase, "The movements are done with softness and continuity" to their students — only to have students move in a stiff manner — this scenario is very familiar. One day the student will say with awe, "Oh, you want me to move with softness and continuity." The grateful teacher smiles and agrees, knowing the

student has really heard it.

Justin's "Spiritual Talk" was also very inspiring. Letters have been pouring in, commenting on how important it is to hear what Justin says about his deep spiritual experiences. His talk carried not only information, but true depth of consciousness. It is stimulating to hear these talks because they're born from the depths of experience, not from information he picked up from someone else. To have him in front of us sharing these experiences, and to be able to feel the reality of them, is for us to know that we too can reach these levels of consciousness.

True teachers — willing to be centered and firm in their being and teaching — are rare but very necessary. Justin is one of those teachers. How fortunate that he originated Tai Chi Chih and that this is his lasting gift to us.

Thank you to all who came to the Conference. It was truly a blessing to be with all of you so that we could love and share the chi.

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The 20th Annual International T'ai Chi Chih Teachers Conference

Joy in the Heart



First Impressions of a First-Timer

By Marilyn Irwin, Albuquerque, NM



his is from a brand new TCC teacher at her first-ever TCC Conference.

On a sultry-for-Albuquerque Thursday afternoon, I trundled way too much stuff from my car in the parking lot to the Marriott and then to my room. The first thought that filtered out of my brain during this process was that people were so friendly and I felt quite at home. The magnitude of this feeling was large, as I have seen my share of conferences and conventions as a participant and as a tag-along spouse. These feelings of comfort at a conference, of having arrived "home," of déjà vu (that this was not my first T'ai Chi Chih Conference) were utterly delightful.

For most of my student and teacher

training days, the 20th Annual Conference has been a topic of conversation in Albuquerque in the TCC community. As months and then weeks drew us closer to the event, there seemed to be an energy "quickenning" in Albuquerque and the anticipation became palpable. Justin Stone became more and more animated.

At the Tuesday morning practice before the Conference, there were a half dozen or so teachers from other states and another country (Canada) in attendance. In fact, there were so many people at this practice that it didn't come around to Justin to lead a movement. He said that was the first time it had happened.

I had decided to trust by signing up for a double room but not specifying a

roommate. The Conference gods, in the guise of Guy Kent, assigned me the ideal roommate. We met by "chance" before registration in the Vendor room where she displayed beautifully woven shawls, handcrafted silver jewelry, and imaginative tee shirts. While I perused her wares, we chatted and discovered we were roommates, as I was handing over a credit card. Since Margery Erickson was busy in the Vendor room in her spare time, we ran into each other only as we collapsed into bed to rest for the next day.

The very first group practice, before dinner Thursday night, was a thrilling experience. When the 150+ TCC practitio-

Joyous Breath, it felt as if the room was breathing. At the risk of hyperbole, it sounded akin to the imagined breath of creation.

(Note: In Justin's well-received spiritual talk on Saturday, he said that one of the things that had been revealed to him was that there had been no creation and there is no end.)

Arriving a bit late Thursday afternoon, Donna White said she was standing in the doorway watching us do our practice, and she could feel the heat emanating from the ballroom.

After the first of many sustaining meals with particularly tasty salads, we congregated in the Grand Ballroom in two circles to say our name, where we were from, and who our original FCC teacher had been. About halfway around the first circle, Sister Antonia's turn came and she passed, saying she'd tell us at the end why she hadn't spoken then. Everyone else present spoke and then Sister got up and walked to the center of the circles and said she'd had a Senior Moment as her turn had come and she couldn't remember her teacher's name. Fortunately, someone

else had had the same teacher and hearing the name triggered Sister's memory.

Justin Stone joined us in this sharing and when it was his turn he said his name was Justin and he playfully pointed skyward toward his "teacher."

Asked by another teacher how I'd liked my first two corporate practices, and a bit taken aback by the scope of the question, I responded that they had been elemental.

The first breakfast, Mary Wichmann made several special requests of the waitress, who would scurry away to

An Albuquerque student who came to the open practice on Saturday afternoon was unable to find her teacher immediately. She sat waiting patiently and was amazed and pleased at the number of teachers who walked up and talked to her. She had felt some anxiety walking in but was made to feel comfortable.

Who would put pyramid poetry and "down and dirty" in the same spot? The ever-creative T'ai Chi Chih teachers would. Garret Tayler composed and read an intriguing pyramid poem

about jeans which left the crowd buzzing. You'll have to ask him for the words. This poetry slam was great fun (Who would have "think" it?) and was one of the first indications of the breadth and depth of talent in this group.

The Rededication Ceremony featured a water element this

year rather than the traditional fire element. The Rocking Motion movement of the ceremony "servers" which greeted those entering the room was purely spontaneous; yet, by all accounts it was one of the most powerful moments of the ceremony.

Saturday night's talent show was amazing from Justin's piano solo to Athene Mantle's recitation of the perils and rewards of a Cooper hawk family living in one's backyard to



Marilyn Irvin flanked by Carol Houtkooper from South Dakota and Nancy Werner-Azarski from Minnesota

comply with Mary's wishes, to the consternation of the increasingly frustrated Andy Anderson who had a caffeine withdrawal to assuage.

Gwen Yee sang a song at Justin's request. She told us she had learned T'ai chi chu'an in her native China but that Justin's T'ai Chi Chih was the best "fit." Gwen asked God and Buddha to bless Justin with health forever, and Justin quipped, "Could you make that a little longer?"



The Conference Committee, without whom there would have been chaos. From left: Malinda, Carmen, Kathy (not really on the committee), Judy, Becky, Rhonula, Amy, Dora, Connie, Vic, and Doug. Hey, where's Ginny?! Ginny handled the hotel and hotel staff all year. That's probably where she is now. Guy is missing, too? Ann is also missing from this picture. What's wrong with this picture?



Athene Mantle's recitation of the perils and rewards of a Cooper hawk family living in one's backyard to Kathy Crassel's "vapors" after Bill Walton sang a Neapolitan love song (or what sounded like a love song) to the grand finale when the audience sang along with The Band a happy death song.

-Sunday morning Justin "kicked butt." Early into the roud practice, he stopped us and said that if we weren't going to Yin and Yang correctly he didn't want us teaching. A few more candid, direct, mince-no-words thoughts from Justin, and we began moving correctly, on bent knees, flowing from the center, allowing our weight to fully shift.

Kudos to the energy and love which Sister Antonia, Pam, and Sandy brought to the Conference. Their teachings and guidance are invaluable. And Sister Antonia looks awfully

cute in a cowboy hat, which she wore for the country western song at the talent show.

Where was the Conference Team?! Except for the omnipresent Master of Ceremonies, Doug Harned, the rest of the Team while present were unobtrusive, a tribute to their exceptional planning for the Conference. To the untrained, first-time observer, the Conference seemed to flow effortlessly. Our gratitude goes to this fine team of people for the excellent job they did, especially the two co-chairs, Ann Rutherford and Ginny Morgan.

T'ai Chi Chih teachers seem generally happy, honest, talented, sincere, thoughtful, creative, witty, and personable. This might be a conclusion I'd draw after being around 170 mostly strangers. They like to shop. The Vendor Room was always "nuts." They like to eat but not excessively so. They like to ride the elevators with the

same person as often as possible, Rodney Anderson. They're generous with their help and suggestions when asked, and they are intuitive. They drink a lot—of water.

The 20th Annual T'ai Chi Chih Teachers' Conference left me energized and tired. It left me with Joy in the Heart, and since that was the Conference theme, it was a rousing success. On a deeper level, it left me with an inexpressible gratitude for Justin, for T'ai Chi Chih, for being here in Albuquerque with so many sincere practitioners of TCC, for this gift-beyond-words which is gradually yet surely transforming me.

Thank you, one and all, and especially Justin, who spent much time with us. It was an unforgettable first time.

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Sharing Knowledge: The Workshops

Teachers had to make the hard choice among 10 breakout groups which one to attend. Each was facilitated by an "expert" in the subject area. So that you don't think you had to miss anything, below are summaries of most of the presentations and dialogue that ensued. Enjoy.

Teaching TCC to young children

Discussion led by Judy Hendricks. Written by: Mary Schapker

The most important principle to apply in teaching children is to keep them grounded. Children are very soft but they are not usually grounded. Tips for keeping children grounded:

- 1) Ask them repeatedly to feel their feet on the floor, to feel the ground underneath the floor.
- 2) Make a Tao symbol and place it on the floor, have the child stand behind it. (Children may want to wander around the room, by placing a symbol on the floor, they know where to stand.)
- 3) Establish some rules. Child may either do TCC or sit quietly behind the symbol. Let them know there will be homework, practicing TCC every day for 15 minutes.

Lots of repetition on the key points is very necessary. To help them with flowing from the center, the idea of moving or swimming through very heavy air is helpful.

Tell them the T'an T'ien is two inches below their belly buttons.

Children have very short attention spans; length of the class may be 45-60 minutes. Children are not usually comfortable standing for the entire class time. One suggestion is to invite the children to sit down halfway through class for 5-10 minutes. Ask them how their practice at home is going. Or tell them a Zen story; "Zen Flesh, Zen Bones" by Paul Reps is a good source. Ask them to draw or write answers to such questions as, "What is your favorite TCC movement?" or "What does the Chi Feel like?" At the end of the eight weeks, a booklet can be made of their answers.

To promote attention and participation in class, tell them a small surprise will be given to each child at the end of class. One may ask the children where the circles in the movements are and then give a small surprise that relates to circularity, such as bubbles or a super ball. Oriental Trading Company.com has many inexpensive items such as stickers, bookmarks, pencils, and balls that can help emphasize the aspects of TCC such as circularity, being grounded, and swimming through heavy air.

Some challenges encounter in teaching

children: Children have little or no idea what their bodies are doing. They lack body awareness. Yinning and yanging is very challenging for them. It helps to have the students stop during the movements and look at their knees to see if they are bending them. Remind them the movements are about flowing from the center and being soft, effort of no effort.

Children may not be practicing every day but they really enjoy TCC classes. As the class progresses, they tend to practice more.

Some comments and suggestions:

Document the effects of TCC on children. (There have been studies showing children who did yoga at school had a decrease in behavioral problems.) Parents and teachers might be asked for feedback on changes in the children's behavior.

Attempts to get TCC into public schools are sometimes met with resistance. Before and after school programs might be more receptive.

TCC seems to have a calming effect on special needs children.

Building Your Local TCC Community

Led by Athene Mantle, assisted by Meg Scinto, writeup by Meg Scinto

This discussion group was joined by 8 participants, so 10 teachers in total participated. The breakdown was: one teacher, relocating from an established (ABQ) community to a more remote area as sole teacher; one lone teacher in a fairly big city (PHIL); four teachers within areas that ranged from 4 to 8 teachers, some with no current arrangement for meeting to a few who had some sporadic arrangement for meeting; one teacher from a Northeast PA community of a handful of teachers with a recent success story of bringing all teachers together with interested students to a weekend retreat setting facilitated by Sr. Antonia. Finally, a teacher from a well-established community (NJ) looking to formulate better links of communication among the area teachers through the use of internet and bulletin boards as well as the hope of establishing a permanent building site for gathering of TCC.

Hosts Athene and Meg both come from areas with established TCC communities, Bay area, SF and Northern NJ, respectively.

Athene had developed an outline for discussion points which was passed out to the group. She relayed how they were used within her teaching community. Some of the points included:

- Identify your needs; then contact teachers

- Schedule regular teacher potlucks which include a practice & sharing circle
- Establish a local website
- Use email
- Host local retreats
- Issue press releases

As for the issue of encouraging teachers and serious students to recognize the value of meeting in community, these suggestions were given:

- The benefits derived in practicing Tai Chi Chih in a group
- The benefits of a sharing circle. Students especially can glean much insight into how the chi works in one's life by listening to others' stories.
- Teachers can learn of the type of organizations fellow teachers have had success with*; share teaching tips
- Opportunity to refine moves; work on a problem move with other teachers; fix bad habits
- Reading and reflecting on words of Justin Stone

Since a location to meet is a key ingredient in being able to hold meetings, the idea of house sharing was well received as was that of enlisting the use of town libraries or a Police Athletic League building for meetings when a community has no "center".

Discussion of internet and use of bulletin boards, specifically, for connecting with area teachers included the need for a password to keep the site secure. A few of the participants had input into their experiences with these.

*Community Outreach Coordinator Lorraine Lepine was part of this group and she alluded to the survey she was developing that would compile data gathered at conference for the purpose of providing a breakdown of the different settings and specialized populations being taught by TCC teachers.

A strong suggestion from Athene was for a community to host a conference or weekend retreat. In her experience, she says, it builds relationships within the community.

Random ideas presented which were touched on briefly:

- Free TCC in the park
- Lots of demos at town organizations – senior's clubs, health fairs, schools, etc.
- Generic flyers and wearing TCC tee shirts

Participants included:

Linda Fellion, Abq., NM (moving 50 miles away)
 Sr. Meg Costello, Phil., PA
 Lorraine Lepine, Overland Park, KS
 Lucky Elliot, San Antonio, TX
 Bill Moore, Clifton, NJ
 Sr. Mary Frances Reis, Kennett, MO
 Nancy Lecraw, Libertyville, IL
 Lucia Veteran, Lake Winola, PA

Teaching Teenagers in Private High Schools

Led and written by Amy Tyksinki

Getting Started:

- Find a contact in a High School. This contact could be a parent, teacher, administrator, or even a student as a way of initiating a connection to the school!
- Tailor your class to what the High School offers. Think outside the box as far as who might be interested.
- Talk with the Counseling department (relaxation, stress relief), History department (Eastern philosophy class or unit on East Asia), Physical Education department (alternative to more competitive sports; also enhances balance, concentration and flexibility so would be an interesting addition to Sport Team conditioning), Foreign Language department (if they teach Chinese or Japanese). Don't limit yourself solely to the PE department. There may be a teacher somewhere who is doing a small unit in which T'ai Chi Chih would be applicable.
- Talk with the adult in charge of on-campus Clubs. Usually there is a presentation or announcement at the beginning of the year for open enrollment into school clubs. How about a T'ai Chi Chih club after school?!
- Don't start at the top, hoping to get permission from the principle. Start with a teacher that you know (or who a friend knows.) Put

the word out through that teacher that you are available to teach TCC.

- Be open to doing one-time presentations or small units in collaboration with a classroom teacher before you get established with the school as a known entity where a full class can develop.
- If you don't have a personal contact, send a letter of introduction with a small portfolio of your teaching experience, what T'ai Chi Chih is and how it could benefit or be of interest to the school in a variety of ways. Send these letters to Chairs of the departments and tailor the letters to each individual Chair's discipline.

Working with Teens:

- Be interested in who the teens are as people. (Teens may be quick to judge but also quick to forgive.) They are amazing, interesting, and dynamic to work with! They feel the flow of the chi very quickly.
- If you have hesitation working with a large group, try working with a smaller group or even the teen child of a friend who might be interested in TCC. Be able to set calm, clear, firm but kind limits.
- Move first and foremost. Get them to feel the movement before doing a lot of lecturing.
- Use physical and concrete body cues - Ask students to "Feel your feet on the floor" rather than "Stay grounded" which is more esoteric.
- Use a multisensory approach to draw the teens into the form.
 - An example of "flow" is when you're driving to school and you hit all green lights effortlessly.
 - An example of softness is bringing a very soft cloth to class (Amy Hackenberg did this in Amy T's class and it really made an impact. Amy T. has used it ever since and the kids love it.) Pass the cloth around and have the kids try to embody the softness from the inside out when they start to move.
 - Have a practice with music.
 - Ask the kids to come up with images that demonstrate "letting go", "the effort of no effort", "softness", "circularity", and "polarity."
- Requiring teens to interact with one another about the movements deepens their own understanding and body connection. Asking a teen to "teach" the class as if the class had not yet learned a movement connects the student differently to their own practice.
- Work large group, small group, one-on-one. Change the configurations. Sometimes Amy has the students practice facing the wall in individual spots around the room. Because they rarely practice outside of class, this is one of the only times they have an opportunity to practice the form "by themselves." It is powerful to observe how deeply they



How To Motivate Hospitals to Offer TCC Classes

Led by Bonnie Sokolov

can go when they focus inward without the distraction of their peers.

- Sprinkle the class with exposure to Justin via *Justin Stone Speaks on T'ai Chi Chih* audio cassette tape. (At Amy's school, she plays a few minutes every few classes. Other days she plays one segment of the video *Interviews with Justin Stone and Carmen Brucklehurst*. Class meets three times a week, 50 minutes a session, for 18 weeks.) Read segments from *Spiritual Odyssey*.

The 1998 Mayo Clinic Health Newsletter recommended Justin's video for balance and stress reduction but awareness of TCC dwindled over time.

Group Question: How can hospitals be encouraged to offer TCC to their patients and staff?

One health care provider, a pharmacist, stated she felt she was clearer and less likely to make errors with medications.

Group Suggestions on how to encourage hospitals to offer TCC:

1. Utilize community outreach programs to help spread the word.
2. Classes need to be accessible in order for them to be used. Offer weekend classes.
3. Utilize hospitals already set up by health and fitness programs/centers.
4. Arrange CEU credits. Different states have different criteria on whether a nurse needs to give the course. Varies greatly state to state. Doing a Google search by state and then "nursing CEUs".
5. Find out if anyone from your community education classes works in hospitals and talk to them about avenues into hospital teaching.
6. Offer to do booths at Health Fairs. Sometimes they offer you presentations or seminars during these fairs or will put your literature/brochures out.
7. Work through volunteer coordi-

nators and begin wherever received.

8. Oncology Centers: some resistance encountered because of liability concerns with these patients. Liability insurance may need to be considered at some point.

9. Cancer Wellness Centers: patients are less fragile and may be safer for them.

10. Offer free presentations or mini classes and if that creates an interest, expand it to a class.

11. Offer hospital workers the class for free in exchange for the space but advertise to the public as well for pay.

12. Encourage your students to talk about TCC to their doctors and patient educators.

13. Use stories but do NOT claim TCC will replace medical care.

14. Complementary and integrative departments may be a place to start.

15. Consider talking about TCC as a safe form of self care and patient education. May be offered as stress reduction, balance, and quality of life improvement activity.

16. TCC has/is being offered a part of pain clinic programs in MN and CA.

17. Contact Caregiver Support Groups as a safe and effective model of self care to avoid burnout.

18. Methods of payment: Sometimes bartering can be used; e.g., teach one free class in exchange for use of a room that can be offered for free.

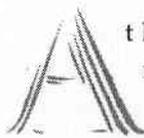


Ann Rutherford demonstrating Joy Thru Smiling

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Taking Tai Chi Chih into prison

(Led by Kathy Grassel, James Hecker, and Judy Trelthorpe. Write-up by Judy Trelthorpe)



At least a dozen folks, probably more, gathered together to listen and share about teaching TCC in prisons and juvenile detention facilities.

Kathy Grassel started telling of her work which not too many of us had heard about. She has been teaching for 8 years now inside and shared some of her philosophy:

About getting in: There are lots of opportunities at a lot of different levels. Primarily the chaplains facilitate this type of class but it may be different at the jail or prison you approach. Stay flexible and keep going until you find the right person. There is often some resistance because they link Tai Chi and martial arts, so usually it is better to refer to it as Moving Meditation.

Speaking about her approach to teaching inside, Kathy shared, "The rules for teaching are the same as our practice ... consistency, softness and continuity. And the rewards are many. The people in your classes are normally very nice people you can love easily. Typically classes become ongoing classes, and the advanced students love to help the beginners. I don't do much talking, just keep them moving, that's what we are together for. Class becomes one place where the students are taken seriously, where their nerves can settle and they don't need to keep looking over their shoulder."

"The guys inside teach me more than I teach them. Sharing

TCC inside is NOT about salvation. Let that go! It's about commitment. If you want to experiment with teaching or feel you need to save people with TCC, do that somewhere else. What's needed is someone who is willing to come in year after year. They expect 'bleeding heart white liberals' to only last a few weeks or months."

Jim Hecker spoke about the power of TCC to change people. "The changes take place internally, not externally. The chi does it. Changing people is not your (the teacher's) responsibility; the chi takes that responsibility.

Peter Gregory shared from his recent experience beginning to teach in a prison. The first few sessions he felt a wall between himself and the men. Then as he began to share from his own experience and include his own struggles, he found the connection that had been missing.

Sharon offered that she is not quite sure what it is that draws her to this work. "I don't save anybody, I do this (TCC) with people."

Jim quoted Justin adding, "No man is better than another."

So as a group, we came to a primary key to working with disenfranchised populations: Don't get attached to results, trust the chi and do the practice. We are all students of the chi. We don't rescue people with TCC. We share a practice that has brought us healing and we continue to learn together.

Kathy shared from her experience with juveniles: keep it moving, keep it fun, don't use "soft", rather talk about

letting go of tension and blocks. Find examples and images they can relate to. Get comfortable with teenage energy. Let them have fun with the movements. Bring treats. Be consistent. Get into the flow of their needs.

Most of us working in institutions are teaching on-going classes that have quite a bit of turnover. Suggestions that were shared included: Do an entire practice, so that everyone can experience the whole form, even if they are just beginning. This keeps everyone interested and challenged. Teach while doing the practice. Try doing a set of just weight shifts before Around the Platter to reinforce those principles. If you are teaching in a circle, try an inner circle of the more experienced, so that the beginners can follow from behind. Encourage beginners to take home just a few moves at a time to build their practice, and just go with the flow when the class is on movements they haven't learned well yet.

Jim spoke about how good people inside are at sensing "where you are at"; they are well practiced at reading the unspoken communication. So activate your own intuitive understanding and teach from the center of your own practice.

On a logistics level - expect change; expect uncertainty; understand that your students' inconsistency may be out of their control; and expect to learn more about freedom, love and human transformation and Tai Chi Chih than you ever thought possible.



Sprinklings, like those little bits
on cupcakes

Light
becomes
breath taking
as this day breaks
tai chi chih
renews
me

— Sr. Antonia Cooper, North Plainfield, NJ

You,
bummed out,
unhappy
it's your own choice
not someone
else's
fault

— John Rodgers, Albuquerque, NM

Snake
won't hurt
you she is
chanting hari
ram hissssss, sheep
chants back
Baaa!

— Kathy Grassel, Albuquerque, NM

Give
me some
text book proof
quantum physics
electrons
atoms
quarks!

— Phil Frost, Wayne, NJ



Creative Advertising To Promote Tai Chi Chih Classes

Led by Bobbi Anderson, transcribed by Terry Gay Puckett

Advertise by wearing a TCC shirt that represents your local group. Have your name embroidered on it. Contact Bobby Anderson for the address of the embroidering company: bobland2@aplci.net

Volunteer to speak at community groups. Ask your students if they belong to a group who needs a speaker. Always mention stress because everyone has stress! Make it fun. Take brochures, tapes, books, etc because not everyone has the time to take a class.

Send letters proposing to do free demonstrations to sororities, churches, rotary, Lions Club, etc. Take your brochures. They usually want to have you use their free space. Let them know that it is OK to remain seated.

Banks will let you use their conference room if you bank with them. Wear your TCC shirt.

Contact doctors, chiropractors, etc.

Contact libraries to do memos.

Senior groups need speakers.

When you sell books or tapes, tape your business card inside.

Other places to contact:
Business group luncheons or speakers
Senior residence centers
Hospitals with wellness centers/
Sports Centers
Resorts and Spas/Wellness Centers
The Park System

Save/make a list of interested people so you can contact them.

Advertise in holistic newsletters and bookstores.

Write up publicity for your local newspaper, "copy ready" with your picture, email and contact info.

I have a table at health fairs.

Advertise in church bulletins.

Inspiring yourself and your students to practice Seijaku

led by Pam Toume. Writeup by Nancy Weruer-Azarski.

How do you inspire yourself to practice Seijaku?

1. Practice Seijaku (S.) with others. For some, S. seems to be more of a group practice than a solitary one.
 - A. get together with other S. teachers to practice & share notes
e.g. before monthly teachers meeting
Reminder: Justin has asked that S. teachers **not** teach it to other teachers (teach S. only to your students)
 - B. hold monthly S. practice for students & teachers
2. Repeated exposure to S.
 - A. audit S. Teacher Trainings
 - B. host a S. Renewal or Teacher Training in your area
 - C. review Justin Stone's S. video
 - D. incorporate S. into annual Teachers Conference
 - E. have an article about S. in each issue of the Vital Force Journal
3. Seijaku "a la carte"! Integrate parts of S. into your personal TCC practice. Don't feel like you have to do a full S. practice start to finish every time.
 - A. just do 1 or 2 movements S. style & the rest TCC style
 - B. alternate S. & TCC movemets by sandwiching 3 S. repetitions in between 3 TCC repetitions of a movement (3 TCC / 3 S / 3 TCC) or 3 S/3 TCC/3 S or 3 S/6 TCC or 6 S/3 TCC
 - C. do the preliminary massages first thing in the morning
 - D. do some Toning before starting TCC & see how quickly it raises the Chi!
 - E. do the Jing when the Chi is flowing strongly, e.g. after TCC practice
4. TEACHING S. is the most effective way to inspire yourself! You have to practice S. to teach it.
 - A. teach your best students after they've done TCC regularly 6 to 12 months
 - B. team teach with a more experienced S. teacher to build your confidence

How do you inspire your students to take a Seijaku class?

1. Talk about S. in your Beginning & Intermediate classes so students are aware of what it is & that it's available as an advanced form of TCC after they've been practicing TCC a year or so.
2. Share your own & others' positive experience with them. E.g. how S. helped to improve your TCC practice (keeping the back heel down, moving more softly, etc.) & life in general.
3. Introduce the preliminary massages & Jing in your Intermediate class.

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What
land of
enchantment
Albuquerque!
Promises
fulfilled
Thanks

Mired
in the
pleasure pain
continuum
joy remains
beyond
reach

When
answers
were practice
practice practice
the questions
ceased to
ask

Take
Justin's
words to heart
Please shift the weight
properly
or else
Stop

--Peter Gregory, Indiana



How to inspire yourself and your students to daily practice

Led by Carmen Brocklehurst and Margo Carpenter. Writeup by Stephanie Bass.

Carmen:

§ They have already been motivated to come, by signing up for classes.

§ And sometimes students inspire you.

The real thing happening is the chi is moving and it goes before you — then anyone you need to meet will come around. You cannot be attached to doing it all yourself. It may be something another teacher starts and you finish it years later.

§ The best motivation is by example. “You never know when someone is watching.”

Margo:

§ Regular group practice: Edmonton has a practice every 2nd Saturday for all teachers and students at the community hall where Margo teaches.

§ Don't be stuck thinking you have to do it all. Ask others to help and make it possible. For example, if you are the leader, get an inexpensive videotape player and let the group “practice with Justin” on videotape when you can't be there.

§ Send out frequent reminders via email and don't drop anyone from the list. They may come back later.

Carmen:

§ Help students see themselves succeeding. She has teacher prep students make their own business cards as a requirement.

Margo:

§ If you don't like schedules and routines, (like Margo), look for the fun in practice. She looks for special feelings like the “ring of heal” she feels

with Around the Platter. She lets herself practice at a variety of times and places—sometimes in the kitchen while her children are playing rock music.

Carmen:

§ Empower students to take the time for themselves—ask up front if they can take 15 minutes a day for themselves. If they say yes, they've agreed they have time to practice.

Rich Ashman: practices outdoors, especially while traveling.

Blair:

§ Empower students to make comments and suggestions about their practice experience.

Leah Ashman:

§ Challenges TCC. “If I don't feel like practicing, I'll say to TCC, I'll do this and I'll see if you make me feel better.” It always does.

Member of the group:

§ I practice during 15-minute breaks at work.

Member of the group:

§ Think of what Justin says—if you're a teacher and you don't practice, you're a fraud. Or: “If you feel like it, practice. If you don't feel like it, practice.”

Member of the group:

§ Encourage students to apply it in daily life—do TCC mentally to help get through medical procedures such as dental work or an MRI, or even shopping.

Member of the group:

§ Think of everybody you know practicing. Whenever you are practicing, someone somewhere else is practicing.



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Genes/J Jeans category

Tight
blue jeans
make it hard
to yin and yang
to and fro.
Go girl,
go!

—Terry Gay Puckett, San Antonio, TX

Jeans
Wear them
everywhere
But should I really?
A blue dress
would be
nice.

—Bobbie Anderson, Highland, IL

Jeans
tight fit
slide your hand
slowly down my ...
Wait. That thought?
Your small
brain?

—Garret Henley Tayler, Edmonton Alberta

Big
problem
Jeans too tight
I ate too much
Hard to think
about
God

—Kathy Grassel, Albuquerque, NM

Shooting star category

Sky
heaven
and your sweet
constellations
fall on us
tonight.
Look

—Garret Henley Tayler, Edmonton Alberta

Star
shooting
who did it
breaking crystal
sparkling eyes
warming
soul

—Tanara Zujewskyj, Edmonton, Alberta

Stars
at night
shooting high
in the dark sky
showering
blessings
All

—Bobbie Anderson, Highland, IL

Love
shoots like
a star hot
burning me now
engulfed I
fall for
Hutch

—Siobhan Hutchinson, New Egypt, NJ

Flyfishing category

Cod
in the
land of New
foundland has no
fish to catch
because
Greed

—Garret Henley Tayler, Edmonton Alberta

Fly
fishing
are they one
perhaps they are
just I in
you, you
me

—Carmen Brocklehurst, Albuquerque, NM

Fish
Who cares?
I don't fish
Do you like to?
Do it then
I won't
No!

—Bobbie Anderson, Highland, IL

Fly
fishing
bait a hook?
Are you crazy?!
Buy a fish
Broil it
Great!

—Phil Frost, Wayne, NJ

First Annual Poetry Slam: Reason Enough to Celebrate

The talent on display this year was as mind-boggling as the world has ever known. It started on Friday night with the First Annual Pyramid Poetry Slam. Along with Tai Chi Chih and a few other things, Justin gave us pyramid poetry to practice, too. Tell us what you think in 16 syllables. Don't hold back. We split into two sides of the room and the competition was palpable. We competed in three categories: Genes/J Jeans, Shooting Stars, and Fly Fishing. The Jeans category seemed harmless enough when I thought of it. We could have gone on all night. Justin says writing pyramid poems is like eating peanuts. It's hard to eat just one. Below are some tantalizing samples. I asked everyone to give me their poems, but, like peanuts, they ate them.





Ann and Amy have something to announce. They have been transcribing and editing esoteric lectures on Eastern religions based on Justin's lectures. Just before they were about to speak Sanskrit, they finished! The book should be out next year.



Catherine, Vida, and Blair. You have to wonder.



Time out for Book Signing. I wonder what Justin wrote.



Catherine presents Justin with the French translation of the picture text book. *C'est un livre par excellence, sans doute.*

How fitting it is for us to use the element of water for this year's Rededication Ceremony as we gather in the southwestern part of the United States, in this desert area.

"T'ai Chi Chih is a Service to Humanity. It is a form of Love." - a quote by Justin that appears on the cover of the *Vital Force*. The Albuquerque Teachers will be pouring the Tea, which is a service to us, just as the months of planning and work that went into our Conference have been a service. They now conclude by giving us a refreshing cup of tea.

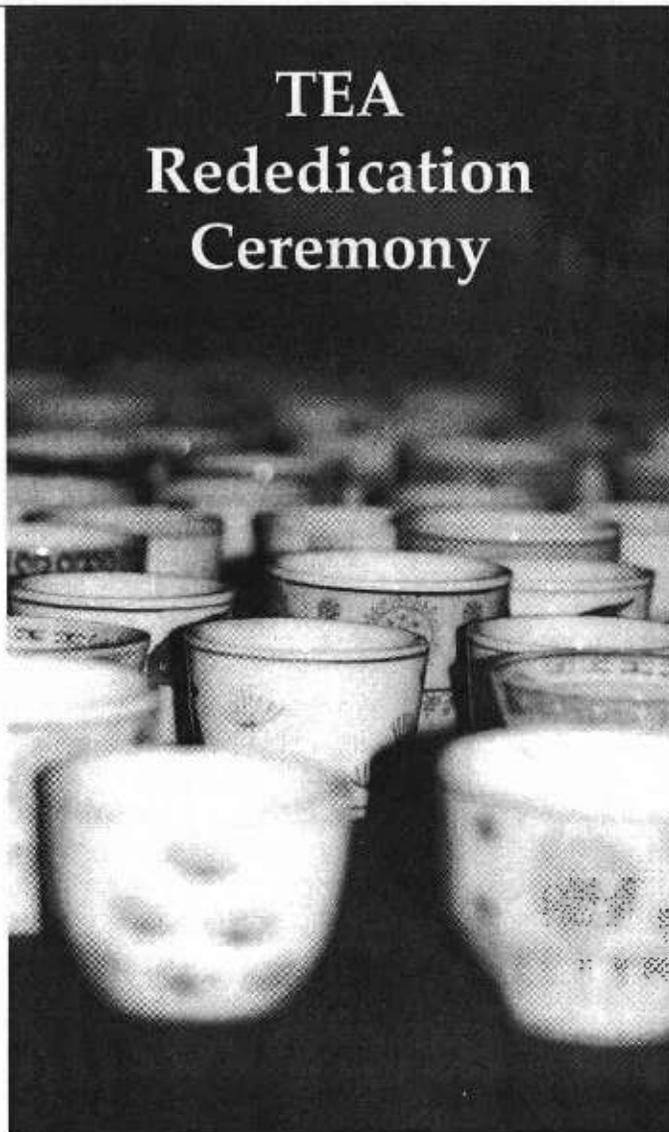
Beginning the Ritual:

As we begin the Ritual of our Rededication to our TCC practice, you are invited to hold your empty cup in both hands at heart level. At the heart, we celebrate and acknowledge: *Joy in the Heart*.

Notice the cup - it is EMPTY, HOLLOW, FREE, RECEPTIVE. What is it like for you to be empty, hollow, free, receptive? Is this the way you come to your TCC practice? It is the only way to come! Empty of thoughts, distractions, physical tensions, ego. Only an empty vessel can receive.

The "pourers" will now come to you with a variety of beautifully shaped and colored tea pots. A lovely image of the

TEA Rededication Ceremony



uniqueness of each of us... of each of our students.

How fitting it is for us to RECEIVE water... flavored with Green Tea. Water that sustains and gives life... Water, so essential for life in the desert of New Mexico.

As tea is poured: You are welcome to drink the tea as you receive it.

Selected Readings from *Spiritual Odyssey*:

The Essence of T'ai Chi Chih p. 23

Softness and Continuity are the Es-

sence of T'ai Chi Chih. It is the soft water that wears away the hard rock; the tongue outlasts the teeth. Hardness and confrontation are brittle and destructive; Softness and a gentle manner of thinking are life-enriching....

T'ai Chi Chih becomes a way of life. It is true that the gentle movements of TCC form a moving meditation and an exercise of great efficiency - exercising the inner organs and promoting healing - but eventually it goes beyond these and permeates the life-style of the practitioner. We do not all see the same world, which is a reflection of ourselves. With the accumulation of Chi (Vital Force) through TCC practice, permanent changes in the metabolism and the thinking process take place and renewed energy conditions the whole way of life. Just as thought conditions

the Vital Force, so does the flow of this Chi, this Intrinsic Energy, condition the way of thinking. As these changes occur we get in touch with ourselves and the world we see begins to change. Joy becomes our natural heritage.

A Spiritual Discipline p. 85

It is necessary to remember that TCC is a *spiritual* discipline, and must be taught with this in mind. The physical, mental and psychic benefits can be great, but essentially there is a spiritual power behind T'ai Chi, and the world is becoming acutely aware of the need for such. We wish to urge the teaching always to be kept on a

high level and that the teacher practice his own self-cultivation so that he will exude this spiritual quality. When it is present, students will be led to a teacher in great and increasing numbers.

Teh p. 85

The power of Inner Sincerity – No schemer can find it. Shrewdness moves in the opposite direction. Surrender with Gratitude is the way. Those who seek self-aggrandizement, under pretense of other things, cannot approach it – Instead of profit they incur Bad Karma. T'ai Chi Chih succeeds because of Teh.

The Essence of TCC p. 31

If we examine it closely, we find that awareness is the root of T'ai Chi Chih, which is essentially inner-oriented. Circularity is the fundamental. And we already know that "softness and continuity" are the Essence. When we practice T'ai Chi Chih faithfully, we will find that Love Energy is the fruit.

After everyone has finished drinking their tea: Final Connection:

I hold the Empty Cup in your left hand - the YIN hand. This side of the body receives, it is our personal side. Your Right hand is YANG. This is the side of the body that gives. It is the social side of who we are.

Please stand and place your right palm under the hand of the person to your right... to support the empty



cup, to support this teacher in her or his efforts to become empty in daily T'ai Chi Chih daily practice. As you do so, silently send a blessing to that person ...longer pause

May it be one of a deeper "Joy in the heart." *pause*
Once again we hold the cup with both hands.

Concluding Thoughts:

Each of us has been touched and changed by our TCC practice. We, in turn, have touched others by our teaching of this spiritual discipline and we touch our world though the energy of our daily practice. Please turn and face the outer circle. Raising your right palm, send joy to your original TCC teacher...

and send joy to all your past, present and future students.

Longer pause
...and once again hold the empty cup with both hands. As you leave this space and return home, the empty cup you hold in your hand will remind you of how a cup, completely empty, can be filled. May your Being be refreshed and energized by your daily practice of TCC, Joy Thru Movement.

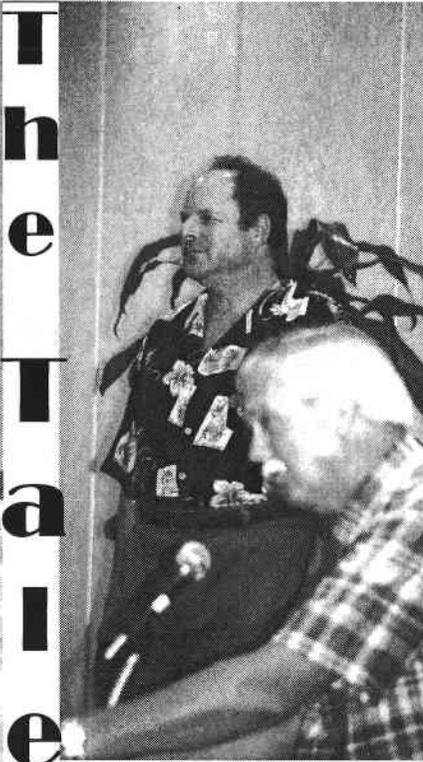
And finally, we turn toward the center of the circle, honoring Justin. From our heart to yours, Justin, we

are grateful for your ongoing teaching and for all you have filled us with during these days of Conference. May peace, joy and light fill your heart, as CHI fills your countenance.

Words by Sr. Antonia Cooper, OSF.
Ceremony and Environment created by Rhonda St. Martin of the Albuquerque Conference Committee.

Albuquerque 2005 International
T'ai Chi Chih Conference

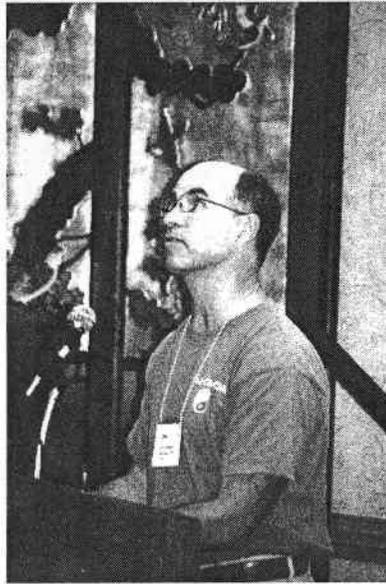
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The Talent

Show 陰





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Yes, It Was Quite the Conference: Parting Thoughts, Musings, and Ebullitions

I leave Albuquerque with joy in my heart sprung from meeting Justin Stone and listening to his words, which were profoundly simple and simply profound. It will take a lifetime to realize the meaning of his message but with each day's practice and meditation bringing the gifts of Chi truths, one's own truth may emerge. —Mary Schapker, Galloway, NJ

I am so grateful for the verbal and energetic support I received at the conference for my prison teaching. I trust I have your support but it's always good to get it first hand. I met others doing similar work with disempowered, disenfranchised people and we inspired each other. —Judy Tretheway, Sacramento, CA

Talk about gratitude, oh boy! I am thankful about the conference, the work it took to hold such a successful event and to Minnesota for allowing us to experience this again next year. And especially to Justin—you are the MAN!!! —Donna Aldous, Meadow Lake, SK

Many thanks again for a wonderful conference and unforgettable talent show! I can't remember the last time I laughed so hard! —Laurie Jacobi, Minneapolis, MN

Something I observed about the TCC community at the 2005 Conference is the openness of everyone to be inclusive. It did not matter if I walked into the practice room or where the meals

were served—I could approach any person or group and feel at home with that person or group. There are no cliques or exclusive groups. Everyone is included and welcomed. My thought as a protestant clergyperson is this is the way church ought to be. —Ron Richardson, Tupelo, MS

Ha
HaHo
HoHeeHee
Meditation
was never
this much
fun

—Carol Nelson-Selby, Atascadero, CA

The future belongs to those who envision it. It emerges every so slowly; a vision of world community where every soul abides in harmony and balance. Rising out of the shadows into clear light is the broader Universal stage where all beings share the gifts of joy through movement. The world stands still and all is in balance. It transforms because we move our practice ever deeper, ever softer, and ever lighter toward the vision. If we don't conceive it, raise the bar toward it and walk our walk within it, it can't happen. With clarity, the visionary senses, intuitu... and knows that it will. —The Dream, by Jim Short, Portland, Oregon

Well done, Albuquerque!
Well done, Justin Stone, Sr. Antonia, Sandy and Pam—genteel as always!
Well done, NM Committee. Your friendliness and hard work was very much appreciated. The conference itinerary was well worked out and

most enjoyable. Thank you for a lovely weekend of joyful Chi; it was true Joy in the Heart! —Ursula Smith, Pleasant Hill, CA

A wonderful interaction with the TCC community and an unforgettable chance to hear Justin express his thoughts. —Nancy Beck, Lubbock, TX

I want to say that the conference in Albuquerque was wonderful. And Kathy, as hostess of the Talent Show, was just beautiful. It was a wonderful evening. Thanks for sharing your sense of humor and quick wit with all of us. —Dorene Krause, Midland Park, NJ

Fly
in the
air. Are we
going forward
to see the
clouds go
by?

Peace and joy were dominant for this conference. Everything and everybody was soft and flowing. My center was filled and refilled. Gracias to the Albuquerque TCC community for such a joyful conference! Such talent, too, at the show! —Nancy Jo Bleier, Sitka, Alaska

Highlights at my first conference:

- Hearing live from Justin: "You must practice daily and do the moves correctly!"
- Excitement reuniting with the teachers from New Jersey, where I had received my training and accreditation.
- Beholding the joy and enthusiasm of





both the performers and the audience at the talent show.

- Talking to, in the flesh, the four teachers on the video and watching them move!
 - Meeting teachers from across the country and other countries. In particular, hearing from them the benefits—body, mind, and spirit—that they have derived from their TCC practice.
 - Going to the Tuesday weekly Albuquerque teacher practice session before the conference, seeing Justin in action, and meeting many of the Albuquerque teachers in their habitat.
 - Successfully avoiding severe sunburn by heeding the advice of the nurturing Albuquerque teachers to “stay outside no more than 15 minutes and use chapstick on your lips.”
 - Kathy, you were awesome as the MC at the talent show. You set the tone for humour, joy, earnestness, and fun.
- Michael Isaacs, San Francisco, CA

This was my first conference and all of

my expectations were met and beyond! Thank you Justin and thank you T'ai Chi Chih! —Anon.

A very special and memorable conference as Justin was with us to inspire us to do T'ai Chi Chih as effectively as possible and to pass it on to our students correctly. —Carolyn Perkins, New York, NY

To Justin and the TCC community: “Empowerment Through Service to Mankind.” In my mission of working with people with life-threatening illnesses, I have seen many people at the end of life empowered by tai chi chih, even by sharing TCC benefits with others. Your example inspires me now to focus on those with impaired lung function who struggle to receive the breath of life and hence the life-sustaining chi. No group is more needful of your gift and the community that embodies it. —Hannah Hedrick, Mountain View, Hawaii

Dear Kathy, kudos on a great job hosting the annual talent show! Your funny banter between acts and your ability to coax the unexpectedly reluctant helped to make this year's show most memorable. Please accept this opera CD as a token of my gratitude for making the evening so enjoyable. I had originally intended to send you a CD of “The Three Tenors,” but upon further consideration I felt that, given your reaction to Bill Walton, that multiple voices singing together would've been downright obscene! P.S. Thank you for sharing your experiences and providing me much insight at our panel discussion about tai chi chih in prisons. —Peter Gregory, Crown Point, IN

Something that has confused/troubled me lately is spontaneous and uncharacteristic feelings I experience just after concluding a T'ai

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Chi Chih practice—feelings not in keeping with my “normal” Minnesota Scandinavian taciturnity. For example, this spring a young woman at our church took her own life. Of course, I was surprised and saddened to hear the news. However, not until I was teaching a TCC class a couple of days later did the tragedy really hit me. Suddenly I found myself horrified by the woman’s death, nearly in tears right in front of students. I was so shaken that I went home and e-mailed my feelings to my closest TCC associates. A lesser example just occurred at the Albuquerque conference. Just after one practice, I happened to walk by an old friend (and Minnesota adoptee) Donna McElhose. I suddenly blurted out, “Donna, you are a treasure!” She was as startled as I was, and murmured thanks. A moment later I wondered whether I should be embarrassed. That’s not the kind of thing Minnesota Swedes are brought up to say. But why should I be embarrassed? Donna is a treasure! And thanks to T’ai Chi Chih, if I might steal a thought from Mitch Allan, SO ARE WE ALL! —Rodney Anderson, Roseville, MN

My appraisal is that the time was well-spent and the talent show was a hoot. I wish that it was all on tape. Better than the Late Show! May the chi be with you. —Terry Gay Puckett, San Antonio, TX

I have been accredited as a TCC teacher in San Anselmo, CA a year ago and this is my first TCC Annual Teachers Conference. I enjoyed it very much, and it will remain very memorable to me especially being graced with Justin’s presence. The Albuquerque



Guy demonstrating standing meditation. His video camera went on without him.

que TCC teachers surely did a very good job. They had a way of making you feel at home so I did not even feel lost amidst the many teachers attending. After all, as Justin quoted before I came, it is a chance to meet people of our “family.” I did feel like I was in a big “family reunion.” At the same time, I learned a lot about myself in connection with TCC, that to accomplish its mission we as teachers have a great responsibility to practice it and to teach it correctly. The schedule was wisely planned, the accommodation fabulous, and the food was delicious. I even had a tour of the TCC Center. Thanks to Ann Rutherford and her “funky van.” That’s what I thought until Saturday at breakfast when I mentioned to Connie Hyde about our having a fun time riding in Ann’s “funky van,” that it was Connie’s instead of Ann’s. Oops!! We had a chance to go to the Center. It accommodated ten teachers and it was great. I had a fabulous time and “ku-

dos” to the Albuquerque TCC teachers for an excellent job! --Pilar Triggs, Hayward, CA

Being at the Albuquerque Conference was simply wonder-full, awe-full! Meeting Justin was a real gift. Always a sheer delight to be with other teachers in our T’ai Chi Chih Community, and “community” describes my experience very well. Felt a one-ness with everyone there. Enjoyed, with amazement, how Justin blended in to become one with all of us. Renewed thanks to all! Already looking forward to Minnesota 2006! And dreaming of Newfoundland 2010 if not before????!! —Sheila Leonard, St. John’s, NL, Canada

BALANCE For me, this Conference, in a word, was about Balance.

From Justin’s teachings to our practice sessions, to the joy-filled laughter.

“To know Chi is to know one of the greatest secrets of life...”

Let’s continue to practice, share and teach this good news!

—Sr. Antonia Cooper.

We came to find chi in Albuquerque and left with a heart full.

— Terry Gay Puckett, San Antonio, TX

And, Summing It All Up...

Dear Justin,
I was so glad to be able to attend the Tai Chi Chih Conference this year in Albuquerque, and to see you. It was a full and well-planned conference and everything flowed smoothly. Many teachers contributed to the overall success of the conference, and were there to make sure that everything got done in a timely and graceful way.

T'ai Chi Chih is in good hands. Sister Antonia is a blessing to us, and a joy to know. She personifies the beauty of a life well-lived, in harmony with her own nature of acceptance and love. Her gentle grace and affection for everyone is readily apparent and is an asset to the TCC community.

Sandy McAlister and Pam Towne both exude positive personalities that put everyone at ease. They have contributed greatly to the uplifting of how TCC is performed by students and teachers. Each has their own special talents for conveying the basics of TCC to others in classes, workshops,

retreats, and intensives. As a result, the Teachers Accreditation process has moved forward and reached new heights.

I am grateful for all that has been accomplished and for all that has moved T'ai Chi Chih forward in the world.

Your spiritual talk to us at the conference was meaningful on many levels. We as TCC teachers and "souls on the path" want to hear about your experiences in meditation, and to know what challenges you have faced along the way. We get inspired by hearing what you have overcome and what insights you have attained through meditation and T'ai Chi Chih.

In fact, many of us are hungry for just that: telling us who and what you are now, in this moment, at this time in your life. We don't get to hear it often because we don't live in Albuquerque, and therefore don't see you. But we carry you in our hearts every day and every time we do our practice and every time we teach a TCC class.

There is a unity of purpose and commitment toward creating peace in the world through T'ai Chi Chih.

I am enclosing two new TCC bookmarks that I introduced at this year's conference. John Muir has always inspired me with his appreciation of nature and of life animating from every rock and crevice. I love his quote about "Everything is flowing..."

The other poem is one I wrote at a garden retreat for the Presbyterian Church. T'ai Chi Chih is now offered at these retreats as one of the main meditative practices, and is well-loved for its simplicity. Many are discovering Joy Thru Movement!

I am still at a high spiritually, hovering somewhere over Albuquerque, in a cloud of nourishing chi. May you bask in the joy of having seen so many TCC friends, and knowing the impact that Tai Chi Chih is having in the world. My best regards to you, Justin.

In the deeper flow,
Linda Braga

Onward to Minnesota for the 21st Annual. Just turn the page and fill in the form, and you're on your way. Pick your roommates now while the choosing is good!



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

Encircled in Chi

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



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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 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 (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 (historical information), www.bloomingtonmn.org (Minneapolis and St. Paul metro tourist information) and 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

Bird Flaps His Wings

By Marie A. Myszkier

During the recent Tai Chi Chih Teacher's Conference in Albuquerque it became apparent that not everyone was aware of the center's "Bird Flaps His Wings". Yes, people knew that it was a movement but most did not know of the plant I so fondly call "Bird". So I thought I would write about Bird and our escapades together.

I first met Bird Flaps His Wings at my first class at the Tai Chi Chih Center in January 2000. Bird (my name for him) had only 3 leaves and was in a small 8-inch pot. "The plant looks somewhat forlorn", I thought. He needs a friend. Over the course of time, when I came to class I would say a mental, "Hello" to Bird Flaps His Wings. It wasn't until my Intermediate class that I named the



plant. The leaves flowed out like the palms of my hands during the Bird Flaps His Wings movement I thought - hmmm - I'll call my plant friend "Bird". Somewhere along my Tai Chi Chih courses I took Bird home to repot him because he seemed to be getting too big for the pot. Now up a size pot-wise I was now through my Intermediate class and had taken Seijaku. I continued my practice and my classes. Bird now needed to be repotted yet again. Somewhere along the way - while taking teacher prep classes - Bird started to sprout leaves and grounding roots. It wasn't until my teacher training that enlightenment came to me. My plant friend, Bird, had

now with 7 leaves was a presenter with me during my Tai Chi Chih Teacher presentation. After becoming a teacher I have taken him "on the road" with me for my Tai Chi Chih demonstrations. During our road-time together Bird blossomed his 8th leaf. My first Tai Chi Chih Teacher's Conference this past August was an awesome experience. Meeting new people, reuniting with classmates and fine-tuning my movements was energizing and calming. Bird during the Teacher's Conference blossomed his 9th leaf.

Oh, I thought, the significance of 9.

Since the Tai Chi Chih Teachers conference I have been busy with life. Tai Chi Chih practices continue and as I write this article, Bird is blossoming his 10th leaf. I'm looking for a new pot for my friend as he's starting to out-grow his pot - our life continues to grow and expand. Tai Chi Chih has allowed us both to blossom and as we continue our journey together I enjoy watching and experiencing The plant - The human - Linked together by Tai Chi Chih!



sprouted a leaf for each year of my Tai Chi Chih training. By 2004, four years after first walking into the Tai Chi Chih Center, Bird blossomed 4 leaves and was grounding himself with air roots. "Hmmm, what an awesome thing!" I thought. "As Bird has grown and grounded so have I." So Bird

Bird
Blossoms
Life's Journeys
Take Us
Home

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Trainings, Intensives, Workshops, Retreats

A Wonderful Addition: Seijaku Training Follows Conference

By Amy Tyksinski, course host

For the first time in many years, after the 2005 International Tai Chi Chih Teachers' Conference in Albuquerque, NM 11 students and 14 auditors had the pleasure

of attending a Seijaku Teacher Training compassionately and powerfully led by Pam Towne. The Seijaku Training was a wonderful success. Participants moved effortlessly into Seijaku, fortified and deepened by the energy generated during the Conference. Many shared that they discovered a "new level" in understanding their TCC or Seijaku practice. If a Seijaku training is being considered for after the 2006 Minnesota Conference, the only suggestion would be to start the Seijaku training the day after the Conference ends in order to allow some rest and integration time between the two events. Otherwise, the experience for students and auditors alike was tremendously positive. Thank you, all, for your Teh!



it'd be to travel once and have both the conference and the Seijaku training. I had some many doubts, though, after the packed-full conference days and I was thinking I'd bitten off more than I could chew. I thought I'd have a

tinis. Habits will change." Adrienne

"Seijaku - New student flutterings, curiosity, humble beginnings...will I ever coordinate all of this?

Hard.....sooooft. Hard.....soooft. The soft

began to flow — WOW! More energy. More ease with Tai Chi Chih! More to Know with Seijaku." Linda Robinson

"My assumption turned out to be true: There are

really difficult time handling these extra days. However, much to my amazement, it was wonderful. Much of the credit goes to Pam who gave super easy-to-understand instructions, had excellent pacing and movement demonstrations. The guidance, the meditations, everything was simply super! I really did make a good decision to come to Seijaku after the Conference!" -Donna Tirolly

"I came to this class with very little exposure to Seijaku so just about everything was new. What I had not expected and found a real benefit was the instruction on the *Jing* and the meditations. Now I have the tools to not just improve my TCC practice but to make broader changes in daily rou-

only two kinds of people. 1) Those who have taken Seijaku Training. 2) Everybody else!" Anonymous

"It was 1999, a newly accredited TCC teacher, I came into possession of Justin Stone's Seijaku Tape. Curious, it went immediately into the machine. One hundred plus plays later I had all of the text in outline form.

The first Seijaku experience was mind-numbing. Thinking it was just another but advanced form of TCC, I did a set of nine. Well, almost a set. At *Working the Pully* something fully let go and I was flooded with energy. Buzzing with chi in head and upper body, I dropped to my knees, then to my hands and knees. Working to ground, I quickly recovered. There was a new

Students related the following comments:

"My first thought was how wonderful

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understanding of this form, and a profound respect! Although I knew some of it, training was an absolute necessity.

Six years later, I had the privilege of taking the Seijaku course led by Pam Towne. Her quiet, ethereal demeanor does not allude to her intensity and fervor in learning and teaching TCC and Seijaku. Smiling and speaking slowly, she led the students throughout the most powerful training I have ever experienced. Insights, techniques, experiences, but a demand for correct movement and energy manipulation. Pam is a powerful and dynamic teacher.

My suggestion to all TCC teachers: Take this course! TCC will take on a whole new dimension for you.

I am most grateful" -Jim Hecker

"Doing T'ai Chi Chih with the Seijaku principle has brought more softness to my TCC practice. Pam gave the example of a hose with a low volume of water vs. a hose with a higher volume of water. The high volume of water will show where the hose is defective. So, too, Seijaku shows me the areas where I am not soft.

It also helps define softness. By introducing more conscious *yang* into the movement, the consciousness of *yin* is also heightened." -Rita Otis

"The Seijaku Training truly took my T'ai Chi Chih to a new level. Pam made it Real. I now for the first time feel as though I have a full understanding of the complexity of the chi. I feel I have moved to a new level, one that I could not even imagine before this training. Thank you, Pam, for awakening within me a new Vital Force." -Rich Ashman

Auditors related the following comments:

"Wonderful privilege to be with so many TCC instructors, and sharing in the Seijaku training. We can easily appreciate that a sincere interest in Seijaku practice is being well-seeded. It will be very exciting and gratifying to see this interest continue to blossom!" -Anonymous

"Auditing once more has made quite a difference in my understanding of Seijaku and of letting go of the resistance. Coming into the practice of Seijaku right after the Conference has let the energy work in a wonderful way. More grounding, freeing of the movements themselves. The group was ready and open to the flow of the energy. The "Facing the Resistance" had a complete meltdown. The softness expressed itself in a different way and was not overwhelmed or drowned by the resistance." -Caroline Guillott

"Thursday I arrived back in ABQ for my first TCC Conference and began practicing TCC regularly, faithfully once again in earnest. I was corrected by friends and teachers several times. I took these comments as their concern that TCC be done correctly and that I could improve my experience.

I left one hotel, checked into another and began the Seijaku experience. With the freshness of the Conference still in my memory, auditing the Seijaku was so much easier. My notes from this class plus the notes from (my) teacher training in '02 were meaningful.

I'm back on the path/the way/the road after having run off the road several months ago when I stopped practicing...." -Mary Wichman

"Pam is such a soft, encouraging, stable teacher. I appreciated and respected her wealth and depth of knowledge and experience. It was par-

ticularly generous of her to share the more intimate information about her life (and how the practice of Seijaku affected it in a healing way.) It made the point more powerful and profound.

Pam's patience is to be commended. She is an excellent role model and she has inspired me to practice Seijaku more consistently. Thank you." Lucky Elliot

"Auditing! Seeing our community grow, taking personal practice to a new level. Always a wonderful learning experience! Interesting having Seijaku course right after the Conference! I noticed those attending the course for the first time seemed really tired on the first evening. Somehow, give a break between the two events. Start Monday morning. The benefit of having the Seijaku training right after the Conference (or an intensive) is that movement refinement has just taken place making an easy transition to Seijaku." Donna McElhose

"I particularly liked that the Seijaku immediately followed the Conference. I think it was much more beneficial that it was after than before the Conference. However I would have attended if it was before also.

I wish that the Conference would be extended for an additional day for a Seijaku review/intensive. However if that is not possible, I'd like a 1/2 day, an hour, or even just a Seijaku practice as part of the Conference." Anonymous

"It's amazing how such intense work challenges your mind and body while T'ai Chi Chih elevates with chi and insights. Pam is wonderful, a model to follow." - Blair Laden

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Lubbock Workshop a big Texas success

By Nancy Beck

Sister Antonia Cooper taught the Third Annual Tai Chi Chih Workshop on the South Plains of West Texas, September 10 and 11, 2005.

Sponsored by the Wellness Center at UMC's HealthPoint, the gathering of over 40 people was hosted by director Larry Sava, Nancy Beck, and Cindy Dunn, all TCC teachers.

Members and people from the community who have little or no experience were involved in a wonderful weekend of learning and flowing from Sr. Antonia. The Saturday session was spent on basic moves and was open to any level of TCC. A more advanced workshop, "Sinking Deeper in TCC", was the title for the Sunday Workshop.

Participants included Tom Viner from Maine who has been learning from

Justin's Video since he has no teacher near him. He said about Sister Antonia that she is a wonderful teacher and "...she is very patient and was able to convey the many nuances we need to be aware of and master, physically, mentally and spiritually." Tom stayed over and I worked with him on Monday and Tuesday. The progress he made from Saturday at 9 am until Monday morning was phenomenal thanks to Antonia. He faithfully does a daily practice and his movements are becoming extremely accomplished.

Also coming from afar were Stan Corwin from Florida and Anita Vestal from Austin, Texas.

Cindy Dunn, our newly accredited TCC teacher, said that "I was grateful for being reminded of circles being in everything, not just TCC, I am softer than I ever thought I could be. I feel

very grateful for Sister Antonia."

Our transplant from Albuquerque, Michael Woodward stated, "I gained a much better understanding of the 'transitions' within the movements".

Darla Granberry stated, "The energy increased as I let go of the ego."

"You are never through learning. The more you learn, the more you keep on learning," was a statement made by Bobbie Benson.

Corinne Allen said, "At the end of the Sunday afternoon session I felt more mentally alert...like my circulation has improved. It was like a spiritual experience."

"Sister Antonia is a caring, delightful and conscientious instructor — mixing humor with her examples," stated Anna Conway.

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Charlotte Green, a student who has been in our TCC community just this year, said, "I've learned to concentrate and focus on my practice. I have been blessed for having been here at the Workshop."

Larry Sava summed up the Workshop: "I was very happy to witness many of the students move to the next level as they were hearing from the guide of TCC, Sister Antonia."

All the members, visitors and staff thoroughly enjoyed being with Sister Antonia over the weekend. We did find out that she loves our Texas Barbecued ribs. I personally want to say that she is great adventurer as the two of us made our way down a very

bad dirt road in the middle of a very large cotton field. We "kinda" made a wrong turn on our way to a meeting with a group of Franciscan nuns. I felt she would have been absolutely stoic going across the flat South Plains of Texas in a covered wagon. With the help of a kind farmer and his large dog, we were put on the correct road to a lovely house where the ladies were waiting for us to arrive so they might have dinner.

Our little back road adventure ended as the sun was setting. Our members had been given a weekend of gentle movements, gentle instruction and the soft laughter of a wonderful lady and teacher.



Antoniou reminds us, "When in Rome, be a Roman."

Teacher Perspective

By Larry Sava

In observing the T'ai Chi Chih® Workshop that I helped sponsor in Lubbock, Texas, I want to persuade other teachers to encourage their students to reach the next level. I was very pleased to see many students that I have worked with progress in this workshop. As a teacher, we prepare students to move on: a workshop or another teacher can be the catalyst to help a student move to that next level.

I told Sister Antonia that I heard some things she said about T'ai Chi Chih® for the first time after hearing nearly everyone in T'ai Chi Chih® talk. She responded to me that I was probably now ready to hear. What helped

me relate the most was Sister's language, cuing and soft teaching style. The workshop provided many benefits: recruitment of new students, returning of previous students, and the impact on the community (publicity).

As our member Bobbie stated, "You are never through learning. The more you learn, the more you keep on learning." The experience of this workshop has helped me to keep on learning. As an effective teacher, you never stop learning.

HealthPoint, both teachers and members, have received back many fold by being involved in this event. Sometimes by giving away, you receive far more than what you give.

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Teacher Training in Edmonton, Alberta, Canada

By Lorraine Lepine, Overland Park, KS

Sept 12-17,
2005



Front from left: Margo Carpenter, course host, Rita Beth, Rochelle Alexandroff, Lidia Paice, Dina Ajlenberg, Wendy Toye, Pam Towne, teacher trainer.
Back from left: Gail Terriff and Jerry Bumbalough.

The slow progressive transformation (yet quick in one week) between being a Student to becoming an accredited TCC Teacher was a beautiful process to observe and be a part of. Pam did a great job ensuring that the transition was slow, flowing, and continuous throughout the week.

The relearning/teaching of the form, movement by movement, pointing out corrections that involved restarting from scratch for some-or subtly refining movements for others, practicing yin-yang, swiveling of the

hips and turning of the waist correctly as the breaking down of old patterns caused some time of imbalance-as if hanging loose in a no

man's land- until a new integration occurred.

Their determination to achieve their goal of becoming an accredited TCC Teacher helped them to persist through the painful/joyful transformation. Opening up to new learning, to constantly reevaluate their TCC practice despite the discomfort, consciously integrating the correct way to move yet emerging more grounded, more solid, more committed to become a TCC Teacher with inner sincerity, with TEH, with the intention of deepening and reevaluating their TCC practice continuously, not just during TCC Teacher Training week but all the time from now on.

I saw the strength, the multilevel skills necessary to become a TCC Teacher manifesting fairly quickly af-

ter a few progressive teaching practices.

We all know that the maturity developed over the preparative years is truly the foundation to be able to go through the TCC Student/Teacher transformation in such a short time during the TCC Teacher Training.

There is no doubt in my mind that the world is now a better place to live because of these seven new accredited TCC Teachers. They all showed eagerness and dedication to provide the service of TCC to the world with inner sincerity.

I am grateful for getting to know them and sharing this experience with them. I also come back home a better person and a better TCC Teacher for having audited this TCC Teacher Training in Edmonton, Canada.

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Our Students, Our Selves

T'ai Chi Chih-ing in Newfoundland and Labrador

by Sheila Leonard

To my surprise it seems that T'ai Chi Chih actually preceded me here in Newfoundland. Out of the woodwork I hear stories of "Joyce and Gus", a few years short of Justin's age, who began "leading" as opposed to "teaching" T'ai Chi Chih groups here 25 years ago! At my T'ai Chi Chih booth at a Healthy Living Show last fall, I met Wayne who had learned T'ai Chi Chih ten years ago here from a woman who gave him a certificate so he could teach it, which he did for a while. And so the story goes, and then there's my own story...

Having learned T'ai Chi Chih in 1992, I became accredited in 2003 after "retiring" from school. Though I had shared T'ai Chi Chih with friends before accreditation, I officially

began teaching in January 2004. Focusing much of my energy on practicing and promoting T'ai Chi Chih the past two years has been quite an exhilarating journey.

Meanwhile, "T'ai Chi What?" is a common response when I start my advertising or just share casually what is going on in my life these days. And it grows from there!

As Presentation Sisters we own and operate a Spirituality Centre called The Lantern here in St. John's. That has been the site for most of my teaching, with 4-5 groups doing 8-week sessions starting September, January,

and April. By invitation, I also take T'ai Chi Chih "on the road" around the province. Occasionally I offer weekend classes in the city to accommodate people's schedules, but they are usually reserved for students further away. My students now number over 300.



It's called Joy Thru Movement. Sheila Leonard leading Push Pull.

Each 8-week series is preceded by what I call "Come and See" sessions. I begin with a silent demonstration of the first five moves, inviting those present to simply let the experience wash over them, noticing not only what I am doing, but perhaps more importantly, what they are experiencing as they drink it in. Responses include "relaxing, gentle, peaceful, soothing, comforting, could sit and watch forever, even sleepy (!)" ... and the list goes on. I then invite us to try some moves together as we talk about how it works and its range of reported benefits. As they consider how it

might benefit them, we try a few more moves. The next question is inevitably, "When can we start classes?" Most who attend the "Come and See" sessions sign up, many of them bringing along one or two more friends, family, or colleagues to the first class!

What do my students say about

why they come, about the classes themselves, about how they feel after? LOTS! The reasons students give for wanting to learn T'ai Chi Chih range from simply being curious because they had seen it or heard about it, to just wanting to relax, to wanting to grow spiritually, and then everything in between.

Those who come love the tranquility, the slow, easy pace, the softness - quite a welcome change from the rest of their lives for most. It's amazing when I hear a

student say how she came to class feeling really heavy and that somewhere during class she simply laid it all down without realizing it and it was gone ... or how headaches or nagging pains just disappear for them. They enjoy the warm and friendly atmosphere, being with "like" others, the soothing music, the feeling of the Chi flowing, the energy it gives, or the good sleep after, the laughter and the joy, and, of course, the teacher!

When asked if it

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makes a difference in their lives, other students say how it teaches them about how to relax, (even doing moves in their minds when under stress and it works!), about taking time for oneself, helps them get to know themselves better, feel more energy and be more in touch with the energy around them. Some report being more focused, tolerant, peaceful and confident, having more flexibility and less pain or none at all, and having better posture. One woman's shoulders don't hurt driving anymore, she says. Another even insists that "Carry the Ball to the Side" is improving her golf swing! More seriously, one student whose husband (also a student) died just recently greeted me at his Wake saying, "Tai Chi Chih is what gets me going each day." As another student summed it up, "Doing it just feels good!" Meanwhile, some students are "still waiting to see".

Besides regular classes, I have begun offering Tai Chi Chih Retreat days, going from 10:00 - 3:00. Both so far lasted until 3:45ish actually because

no one wanted to leave! Twice a year. By invitation, I also have been offering half-day sessions at weekend retreats

for men and women. As well, we also get to do the occasional lunch time practice in one of the city parks!

From time to time I do presentations, similar to my "Come and See" sessions, in a variety of group settings including hospitals, conferences, offices, and for youth, seniors, and retired teachers. My students are generally the ones to initiate these. They are truly our best advertisements! I often think Tai Chi Chih is as much about attraction as it is about promotion.

Recently I was invited to do a full day in September with personnel at our Provincial Youth (Correction) Centre with a view to introducing Tai Chi Chih to the youth there as well as staff. I did a mini session with staff there in May, sparking the September staff day.

Right now I am dreaming of the day when teachers abound here! Some students have been asking how I became accredited and where. Just last evening I had a would-be student exclaim, "I want to learn this so I can teach it!" That's good news! And I continue to fan the flame! Maybe next year an Intensive in Newfoundland? Teacher Accreditation after that? Keeping the dream alive! "Come and See"!

Pipe
Sacred
Stem and Bowl
Pray for People
Health and Help
Spirits In
Heal silence
— Sharon Sirkis motion is
 louder than thought
 What is it
 that you
 hear?
— Thomas Osborn,
 student of Sharon Sirkis

TCC and Prisons

One prisoner's experience with T'ai Chi Chih

By Eldra Jackson III, Folsom Prison, California, student of Judy Tretheway

The first time I attended a T'ai Chi Chih class, what stood out to me the most was the instructor's continual stressing of the importance of becoming soft—stressing the need to release the tension. As I heard this, I thought to myself: "Doesn't she realize this is a maximum security prison and everything about this is 'hard' and it has to be. All are 'tense' and that's the key to survival here?" Alright, I can dig that these concepts may go over well on the other side of the wall, but not surrounded by guard towers, 30-foot walls, concertina wire, mace, gas and stark raving madmen. Not a chance. But I kept an open mind and at least figured I would gain some physical benefits and whatever else came about would be a bonus.

As time went on, and I became more fluid and comfortable with the movements, I began to focus more on the meditative aspects that the form brings about once I was able to let go of thinking so much on the moves. In doing so, the chi began to move and its presence felt more often and the feeling that came along with that opened me to something. It opened me up to the stillness of self. That stillness inside, played a factor in my opening up. My opening up to not only the stillness itself, but a connection to "All That Is." I began to not only merely conceptualize this connection in the mind, but I began to feel this connection more often from the heart. I began to graduate from thinking this connection, to living this connection.

A while later, Sr. Antonia was able to come and share some time with our class and she also went over the need

to be "soft" in your movements and the effort of no effort and by this time, I was able to go beyond "hearing" the words! I could "feel" their meaning. It was easier for me to release tension that I had no idea was so prevalent in all of my being. I was able to become "soft." It was surprising to me to realize that softness did not equate to "weakness." The strength that accompanied becoming soft was a kick. I began to experience different attitudes and responses from my fellow prisoners. In a place where everyone from prisoners to guards are generally on edge and braced for conflict, be it physical or verbal, I had begun to bring a new format to the table that not many were used to here. Having learned to soften my wrists and knees, open my hips and let go, the tension from head to toe, I'd not realized existed; I had come back full circle to the center of my natural being. I was remembering to be me.

There arose a situation where an individual approached me with all intentions to incite a verbal battle and I simply stood on my "Bubbling Spring," smiled and acknowledged that I understood him, because I understood myself. This visibly shook and frustrated him since it was far from the negative energy that he craved in that moment and he could do nothing but shave his head and walk away confused, wondering why such a usually reliable tactic had failed so miserably to achieve the desired results. Later that evening, the same individual approached me to ask why I had not at least cussed him out, (which obviously wouldn't have satisfied his needs of that time), and I re-

plied that I was a simple man and his internal restlessness was simple enough for me to understand on several different levels and he still was unable to grasp my stillness.

Sure there are times when I just don't feel "it," but during those periods, if I'll just go ahead with my practice, no matter what my mind may want to do, by the time I complete all of the movements, I've reminded myself to concentrate inward and let go. If nothing else, the chi has reminded me to stay with me and in the moment.

Overall, T'ai Chi Chih has been instrumental in recent history to settling me in the quiet of my center and in that center, opening me to the connection that we all have to one another and "All That Is." Remembering this completes the circle. There is no way that a person who practices diligently and with openness could not settle in this manner. The flow of chi emanating from the Tan Tien and rolling through the hips to the knees and soles, up the chest and back, down the shoulders to the elbows and wrists on to the fingertips is akin to a calm ocean at sunset, lapping at the shores with a low rumble.

When I come to the conclusion of a movement, settle it in a graceful conclusion and the yin/yang "balls" inside the "pinball machine" that is my being come together at rest, a charge is felt between the palms. Mother Earth can leave no doubt as to the interconnectedness of it all. The circle is complete.

Lockdown at Old Folsom

From Judy Tretheway's web log

A message from Chaplain West that there would be no programs greeted me at the gate. Using the time to check up on my Brown Card (my ID pass), I went to the personnel office. I called him and then went inside the prison to his chapel office to get the paperwork and use the down time to see who I might meet along the way.

Inside by the showers, I saw RR, one of the my students who had sat with Swami Rishi. He was still so grateful for his presence and spoke of how he was practicing a slowing-down-the-breath technique he had been taught. When speaking about the effects of the Tai Chi Chih, he said he feels like he is so relaxed, all he wants to do is sleep. I suggested that perhaps that was a stage that he would pass through, and that if it was his intention to learn how to be at ease and relaxed while remaining oriented to what was happening around him, the chi would teach him that as well. He expects to be transferred soon and promised to do what he could at his new prison.

Before I reached the Chapel, I stood with Coach, a recreational staff member who I have gotten to know over the years. He told me of the challenges ahead for the summer as we stood looking out over a yard filled only with the Blacks. Tomorrow just the Whites would be let out. There is a great deal of tension and all along my walk inside I hear talk which discourages me. He said that as of June 30,

smoking will no longer be allowed anywhere in the prison, and while the guards and staff can get access to

nicotine patches, the inmates will not, everyone is expecting a rough withdrawal time.

Speaking with Chaplain West, he shared with me the frustrations of the "lifers" and "long-termers" who are the foundation of the chapel programs. They, he said, are despairing over the 'knuckleheadedness' of the newly arrived level 3 inmates and the upheaval on the yard as they struggle for authority over the yard. A new busload was being unloaded as I arrived.

The next week, on B Yard, I got in early, coming in with the changing of the guards ... quite a different world to be in the middle of all their conversations. Interest in class was way down. Whether or not this is do to a break in the momentum, having missed last week, or the others had their curiosity satisfied and chose not to come.

Don't quite know what was wrong with the locks on the chapel, but we tried three sets of keys, had the sergeant and guards helping and eventually gave up and they allowed me to use the education classroom. A cluttered room full of desks, but we pushed them back and made it work for the 45 minutes we had left.

There was nothing I could do about any of these things, except pull back and give space for a solution to arise, to pull back from judging the number of students. Pull back, sink into the chi and find how the flow was this day, in this place ... And see if a bit of harmony might be cultivated within the situation.

J. and J. were eager and J. had been studying Justin Stone's picture book and had a good idea about each of the moves. So I decided that we would experiment with practicing the whole set through one time, so that he could get a kinesthetic feel for what he had been studying in the book. I was

amazed at how well they did. And they were amazed at how peaceful they felt when finished, even being the first time for most of the movements.

Amazing chi, amazing Tai Chi Chih, amazing journey.

Cleaning through my materials I take in and out of prison, I found this note that an inmate had anonymously left for me. — Judy Tretheway

The Tai Chi Chih class is an unexpected island oasis with enchanted mystical tropical rain drops in a sea of sometimes negativity and conflict.

It is a joyous calming event that reduces stress and allows for peaceful centering of positive life force energy.

Movement Drawings Needed

I am looking for line art / stick figure drawings depicting the TCC movements and/or simplified directions for each movement. The men I teach in prison need an easy to follow, primarily visual hand-out to remind them of the movements and principles. I hope to find something on one page (front and back) to keep copying expenses down.

Please send me what ever you have developed that you are willing to share. I am expecting a lot of turnover in the next months and want to make it as easy as possible to practice on their own, and take TCC with them if they are transferred to a different prison.

Gratefully, Judy Tretheway
(judytre@surewest.net)

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The Teacher Appears

Redemption

By Erich Pacheco, Albuquerque, NM

Deceive

Adam Eve

Apple Knowledge Sin

Abel Cain Anger Slain

Flesh sex wickedness

Tongue tower

Become

Strings of sin are spun

Control given to the unforgiven one

He plays the puppeteer's cross

Making you dance to share his loss

No conscience your soul he wins

Forever a marionette bound

By strings of sin

TURNAROUND

Truth

Hope

I husband wife kids

Brother sister wisdom live

Love happiness

Forfeit obey forgive

Humble

Strings of sin unravel

No longer judged by a man with a gavel

No longer a marionette dancing

Till death

Just an illustration of God's mercy

To those who request

Dear Kathy,

I wanted to take a few minutes and thank you for what I can only call your enlightened kindness. Your weekly Tai Chi Chih class has become the highlight of my week. I look forward to it with a great sense of excitement every week, and in between classes the books you provide bring some hope, a sense that I am still growing, learning, and becoming stronger despite the restrictiveness of my current environment.

It takes a very special kind of person to volunteer to come here all evening and give of your time so freely to inmates, the forgotten people of this world. When you leave, everyone is noticeably in a much better mood. Part of this I attribute to the tai chi, the rest of the credit goes to you.

I often get to laughing about the profound truth in the Japanese proverb, "When the student is ready, the teacher appears." From the time I was 16 I tried to put myself up against the best martial artists in the world. I hold fourth dan or above in Shoko-Kan, Aikido, Seido-Kan (Okinawan), and Jaijutsu. I trained from age 8 with Sensci Okazaki in Philadelphia until the age of 23.

Why I laugh is that even here, in a federal holding facility, where I spend 23 hours locked in a pod, a teacher of yet another Asian art form has managed to appear. It's amazing, really.

The fact that you give us all your time for free is the subject of many recent discussions among us, your students. I wish there was some way I could repay you; others feel much the same way.

In the free world I am an executive in the Dodge car business. Perhaps if you ever need transportation purchase advice I can be of service, or if you need an article written on the prison program from the insider's point of view—whatever I can do to say thank you, I will do.

I didn't realize how much I needed something like Tai Chi Chih until I started to do it. Before I would try to overcome my feelings of powerlessness and hopelessness in here by fighting them—trying to work each minute of each day to micro manage each small detail of life, like trying to get 10,000 messages to my girlfriend to please come visit, which she has not done yet in the months I have been locked up.

Practicing tai chi chih allows me to release instead of to fight, to win by letting go instead of trying to grasp yet tighter. Again, please accept my humble thanks for the work you do here, and for the books, which are treasures of knowledge and hope in a dark place.

Sincerely,

John Daniel Mutter #31711051

Besides being an excellent student, John has introduced me to a variety of books, too; notably The Book of Five Rings, the Miyamoto Musashi 17th century classic. I had avoided such treatises in the past, pre-judging them to be war-mongering, but from it I have learned that impeccable discipline is required for emptying of mind, for entering into no-learning from learning, manifesting what Justin means when he says, "First you learn tai chi, then you do tai chi, then tai chi does you." —Kathy Grassel

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Art from the Inside

By Juana M., Paño artist, Albuquerque, NM



Juana.05'

Meditation

Locked in my cell
Pacing back and forth
Mind racing
I feel I'm in hell

They walk by
Look in each cell
A human zoo to punish not rehabilitate
Don't they know what they create.

Treated like animals, fed through a trap
Once loose in society, how do we act.

Compassion and love don't exist in
this place
Hate and anger tattooed on each face.

In the midst of chaos, I try to find
peace
I try to let peace find me.

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46

Daniel Rojas, a natural slam poet, writes for page and stage. Get the rhythm right and the words follow. This poem was inspired by Daniel watching Tai Chi Chih practice from behind the glass. He presented it to me rolled up and written in surveyor script on a long narrow piece of paper resembling parchment. The next week he joined the class. I hope it doesn't slow him down too much. —Kathy Grassel

TAI CHI teaches she /
me and he said of she / each
of thee - heeds and feeds off
of chi / they're her seed /
water thee of their need *
Appeasing pleas on bended
knees / so at ease / tired weeds by
scattered trees. Can we perceive
of nature's need?
Yes indeed /
let's receive of Mother Earth;
tell me how? This is how / energy flows
then it grows / in forms of spiritual force
/ there's your source! See the river's
force / and how it roars and soars *
through its waves and misbehaving
tidal waves. "Find your way" within
movement / like a wave. Those raves
and rage are childish ways; act
your age.
In center stage / she
takes her place / from a cage my
eyes engage /
am I at age to amaze / see the
sage in this page coming strange.
Let's exchange.
Storage Mind - Peace of Mind
* Harmony *
Stand peacefully / breathe easily
movements slowly
sluggish be in-flexibility / finding ability
you can achieve of tai*chi. Poetry /
new name given me / I am he / writing
thee/ spitting this modernizing chosen
rhymes-scripted and odd at times / come
to find when I combine words in mind / they
are twisting yet existing / body shifting /
hands uplifting / yet connecting within
bending and extending / that's my
—ending—
—Daniel Rojas, Albuquerque, NM

The Lighter Side

A favorite project I help out with every year is taking school kids to the state legislature to lobby a wildlife bill into law. The kids are called Wild Friends and come from about 20 schools in New Mexico. The Wild Friends program is housed at the Wildlife Law Center at the UNM Institute of Public Law and has been going for about 12 years. The kids vote on a topic, write the legislation themselves (with a little help from friendly wildlife attorneys), and then go on field trips to the legislature to testify in hearings and press the flesh asking senators and representatives to vote for their bill. One day I had to occupy about 30 6th-graders while we waited for a hearing, so we learned Tai Chi Chih. To keep their attention, I made it a game by showing the moves and letting them come up with names according to a wildlife or nature theme (their teacher helped out with hints). Not surprisingly, there are many images of birds and fish—those which move with grace. I was amazed at the scope of their grasp of the natural (and supernatural) world. Here's what we came up with—from the mouths of babes, er, 12-year-olds.

1. Riding the Horse (rocking motion)
2. Endangered Crane Flies to Freedom (bird flaps its wings)
3. Owl Circles for Rabbits (around the platter)
4. Bird Breaks Out of the Egg (around the platter variation)
5. Elephant Take a Bath (bass drum)
6. Hawks Ride the Wind (daughter on the mountaintop)
7. Roadkill Goes to Heaven (daughter in the valley)
8. Wind Blows the Tumbleweed (carry the ball to the side)
9. Turtle Peeks Out (push pull)
10. Aspen Leaves Play with the Sun (pulling in the energy)
11. Earthquake (pulling taffy)
12. Pterodactyls Fly Out of the Earthquake (wrist circle taffy)
13. Boy Plays Frisbee with Fido (anchor taffy)
14. Gorilla Chases Off Tourists (perpetual motion taffy)
15. Mermaid Swims with the Fish (working the pulley)
16. Baby Birds Try to Fly (light at the top of the head)
17. Squirrels Store Nuts for the Winter (light at the temple)
18. Deep Sea Diver Goes Down (joyous breath)
19. Eclipse (passing clouds)
20. Hugging the Tree (cosmic consciousness pose)

—Kathy Grassel, Albuquerque, NM

One morning while attempting to teach TCC class at the retirement center, the noise from the renovation crew below was just too loud to ignore. After lots of banging and clattering, I tried to make light of the situation by saying that today's TCC class was different, and that we should come up with a new name for the class. Lydia laughed and said, "How about Tai Chi Chih interruptus?" —Sharon Sirkis

As she was doing Push Pull, Lydia exclaimed, "I keep pushing out a problem and pulling back the same one!" —S.S.

After a brief discussion on paying attention and being aware in our everyday lives, and how it relates to our TCC practice, it was time for my college class to take their break. After the break, 22 students and myself formed a circle in the middle of the gym, all ready to do our silent TCC practice. I quickly scanned the room, and it looked beautiful seeing that many students standing in a circle. Just as we were about to begin Rocking Motion, one of my students walked over and stood in front of me, and whispered, "There's a girl over there who's not in our class." —S.S.

One night I gave my college TCC class an assignment to laugh and have fun. After class, I headed out for the garage. As I approached the driver's side of my car, I noticed about 15 pieces of salt water taffy, (some "pulled") on the ground! —S.S.

I remember what you have said in class a few times - that us humans are resistant to change and like things to be the same. Well, my car was totaled in the accident I had weeks ago, and this weekend I found and bought another car, which is exactly the same as what I had before! Same make, model, year, color, still a coup, still has a manual transmission. The ironic thing about it was that my father came with me to make sure that I don't buy the first car I looked at, and we did! —Richard Zak, Professional Genius, UMBC, student of Sharon Sirkis

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TCC Community Outreach Coordinator

By Lorraine Levine, Outreach Coordinator

Send in your surveys

Thank you to the first 55 responders of the TCC Survey 2005. I would like everyone who has not yet done so fill out the survey and return it to me. Contact me by phone 913-239-9636 or by email: the vitalforce2@yahoo.com so I can provide you the connection with the web page so you can print a copy of the Survey directly from the web. Remember to request and fill out and return the TCC Teacher Survey 2005 before December 31, 2005.

We have decided to publish in the *Vital Force* the teaching tips for different populations that we have received so far. We hope that those teaching tips will inspire you in your TCC classes to become more creative to be able to offer the best teaching to the specialized population you are working with.

Teaching tips from the first 55 responses of the Tai Chi Chih Teachers Survey 2005

General population:

Focus awareness on benefits one achieves from their TCC practice. I (Chery Ann Hoffmeyer) encourage my students to journal about their practice so they can see the patterns they have developed. I discuss their experiences and awareness with them so they link experience and outcomes together in a beneficial manner.

Smile, relax, be patient (with yourself and others), remind people to take a deep breath and to focus on the soles of the feet and to remember that TCC is "joy" thru movement. (April Leffler)

Be extremely sensitive, go with the flow, be gentle, and slow, no judgment, acceptance. (Sr. Juanita M. Morales)

I (Donna Aldous) begin my classes sitting in a circle on chairs. I have cream, we pass around to put on our feet. I have a reflexology chart of the feet for everyone to see and we talk about how important our feet are, and how neglected they are. After our practice we sit in a circle again with our feet flat on the floor and discuss specific TCC principles.

I (Donna Aldous) include the price of Justin text book in my beginners class. We discuss some aspect of it at each lesson.

Patience and humor (Siobhan Hutchison)

Make sure you can do movements very well before you attempt to teach them. Students will copy you, especially all bad habits. (Rodney Anderson)

Keep saying attention to their needs, encourage practice, be aware of overcorrecting, especially early on. (Stephen M. Tumolo)

Keep your feet on the ground and move from your center (Judy Tretheway)

Use props to illustrate principles-I (Stephanie Bass) bring feathers and scarves to class to illustrate lightness and softness. I have people pour water from one cup to the other, (holding a cup in each hand) to illustrate yin yang to help them perceive "full" and "empty".

Spend some time with the individuals and also gain insight from others who provide services to the population. (Sharon R. Matesi)

In all my classes I (Sr. Antonia Cooper, OSF) am now using "Justin's quotes" as book marks and giving 2-3 per person. They take time to read them during breaks. I ask the individual to reflect for themselves on the meaning. Be patient with your students. Different people learn and comprehend differently.

General for Health Considerations and physical challenges:

Being aware of their physical limitations at the beginning. Recommending the use of a prop; e.g., a chair to hold onto or have nearby. (Carolyn Hales Perkins)

Population: Seniors:

General for seniors:
Know that your student will not get it immediately as a young person does or maybe never. However, as long as they try, BE PATIENT!! They are getting something out of it. (Nancy Beck)

With older students, I've found it helps to let them begin learning yinning and yanning by standing against a wall. This gives them a sense of security and help them know where their bodies are and if they are tending to lean forward or backward. Posture and balance often need help be-

fore they can focus on movement.
(Carol Nelson-Selby)

When teaching Seniors it is important to go slowly, perhaps dividing the class into two sessions-one with the first half of the moves, and the second teaching the last half. And speak up!!!

1. More emphasis on movement, having fun, feeling the body rather than talking too much about "Benefits", "practice", the "correctness" of the movements.
2. Making sitting TCC part of every practice (Michael Isaacs)

Offer option for seated TCC at first class and/or encourage use of a chair for support if needed. (Mary Schapker)

Don't let them overdo it! (Less is more) Never- "No pain no gain"- never never pain- let them sit- relax when they need to- encourage it! Talk up benefits of seated TCC. (It's hard for me because I love the standing style)
(Diana J. Bahn)

Active seniors:

By moving at a slightly faster pace and smaller width for the steps backward/forward and to the side, balance is easier. (Ursula Smith)

Balance problems:

I (Ellen Dee Foster) encourage them to stand between two chairs so they can steady themselves or sit down if needed.

Parkinson's:

I (Ellen Dee Foster) notice that people who have Parkinson's disease are slow to process oral information. They may not start on the first movement but usually by the 2nd or 3rd repetition they can do at least part of the movement.
Sometimes it helps them to do only

one side at a time, especially more complicated movements like the Taffy sets or Working the Pulley or Passing Clouds, and we may use only one arm. Eventually, we get to the complete movement. They need more time and slower instruction.
Also, they often do better by standing behind someone they can copy. The mirror technique that we use in teaching is confusing to most-not all- but most of my Parkinson's students.

Keep it simple. Don't try and teach too many moves. Have all students experiment with seating (Elli Stevens)

Assisted living, Alzheimer/Dementia and care/rehabilitation facility:

This population needs some visual cues or familiar descriptions so they can understand the movement form. E.g.: 1. holding a cat in your arm with front paws on you and use the other hand to pet the cat for "Taffy." 2. Hug a tree and bring it closer to your body for "Cosmic consciousness pose." 3. Keep shoulders level by visualizing a parrot is sitting on your shoulders to maintain body alignment. (Carol Wong)

Elders, diabetes, mental health, in Hospital

Do sit down for those groups; less repetition (Nancy Jo Bleier)

Hospice Bereavement groups:

Offered am & pm classes (2x week, 10-12 weeks)
Teacher must understand and have come to terms with one's own grief and loss experiences.
Expect all kinds of emotional responses that may come up in the process of doing TCC. People may have difficulty remembering moves or regular practice.
Make sure everyone has resources for

support / counseling or offer a facilitated tea and talk group at the end of the practice.
Explain to people how TCC can help us heal through grief (physically, emotionally and spiritually).
Encourage students to come several seasons to give themselves time to integrate the moves and time to heal from their losses. (Linda K. Robinson)

Deaf Children

I (Mary Griffin, OSF) would advise that an interpreter be present as I found it difficult to demonstrate TCC and sign at the same time!
I would also advise that the interpreter have taken a TCC class so she/he could move correctly with the students.

Church, Convent and Spirituality Center

I (Sr. Antonia Cooper, OSF) use "religious language", scripture passages related to the movements. This way, those attending will be able to relate to the form within their own setting. During TCC Retreats, I use prayer, spirituality, creation-centered inclusive prayer.

Migrant women

Emphasize "Joy" through movement
Translate all handouts into Spanish
Keep words of reinforcement, instruction and repetitive reminders simple
(Sister Mary Frances Reis, BVM)

Announcing: New Special Requests section

This new section is intended for Teachers to write special requests regarding the need for information, exchange about a specialized population that you might be working with or planning to work with.

Please send the request as well as the response to Lorraine Lepine, TCC Community Outreach Coordinator, by email: thevitalforce2@yahoo.com or by phone: 913-239-9636.

These special requests are both from the Survey 2005 and from Teachers who have contacted me.

Special requests from Teachers:

Judy Tretheway invites any who are exploring prison teaching to be in contact with her.

Interested in connecting with Teachers who have chronic obstructive Pulmonary Disease (COPD) including emphysema, chronic bronchitis and chronic asthma or who have students with COPD. Please contact Hannah Hendrick, National Emphysema, COPD Association or email: hedrickhneca@aol.com

I (Dorlene Krause) am a T'ai Chi Chih instructor in New Jersey and had recently sent an e-mail to many of the teachers I know about T'ai Chi Chih practice and students with vertigo. I know someone who has been diagnosed with vertigo and wanted to know if T'ai Chi Chih practice could help her.

I could use help or suggestions on how to teach those in W/C with limited motion. I'm curious how others work with this population. (Siobhan Hutchison)

Correction, or, Let's Blame That Pesky Spell Checker

[I noticed too late with horror that my spell checker did a preemptory strike on Lisa Thorburn's use of the word "TEH" in her story in the last issue, changing TEH to THE. The spell checker obviously thinks it's smarter than mere mortals, kind of like Hal in 2001 Space Odessey.

Lisa writes, "As teachers, we should strive to let 'TEH,' the power of inner sincerity and integrity, flow softly through us and out to our students. By letting the Chi speak through us, our suggestions will be gentle corrections and not harsh criticisms."

So here I am, apologizing to Lisa and the world. I put the paragraph below through the spell checker so it must be all right. -- Kathy G]

i was borne a grate spiller. i win my
first blew gibbon in the fecund grade.
In the eight glade i was the South
Toyota spell champagne, pinning on
the ward "mausoleum." M-a-u-s-o-l-
e-u-m. Mausolcum. These daze the kits
dont neat too yearn to shell, cause
they half spill peckers on there corn
putters. The smell wrecker is so smart
hat it carrots the smelling wit out the
persimmon of the edit or, and then the
edit or hats to say sari to the arthur.

Sari, Lisa! It will never happen again!
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Staying Connected

A Harmonizing Blend: Spring's Banner of Green and T'ai Chi Chih

By Connie Hyde, retreat host



ister Antonia Cooper, Guide of T'ai Chi Chih, will be leading a T'ai Chi Chih Retreat at the Madonna Center

in Albuquerque April 6-9, to end at noon on the 9th. The T'ai Chi Chih Association, sponsor of the Retreat, will post costs and contact information on its website:

www.TaiChiChihAssociation.Org

and also in the next publication. The Retreat is open to T'ai Chi Chih students and teachers. The moving room can accommodate only 35 people so reserve your space early!



ow, as autumn gives over to winter, we must use imagination to arouse the thrill of seeing shoots of grass pushing through, this splash of green after months of winter density. Use imagination again—this time, to see T'ai Chi Chih group practice against a backdrop of imposing mountains and, far below, the bosque tinged with green. Merging these two images: The Spring T'ai Chi Chih Retreat.

Practitioners of T'ai Chi Chih are invited to be part of this Practice weekend, April 6-9, 2006, which the Association is sponsoring. Students who have completed the 8-week course of T'ai Chi Chih are welcome to attend. We will be graced with the presence of our T'ai Chi Chih Guide and friend, Sr. Antonia Cooper, who will lead this retreat at the Madonna Center in Albuquerque. (She will be particularly happy to be with us in New Mexico since in her home state of New Jersey, grass shoots are rare in early April.)

The exact cost of the retreat is still in the works; depending on accommodations (private room, double room, etc), it will probably be between \$250 and \$375 per person. Sending a \$50 deposit (nonrefundable) will hold your place; make the check payable to the T'ai Chi Chih Assoc. and send it to the Center, c/o Connie. Be sure to include contact information: email, phone number(s), and complete mailing address.

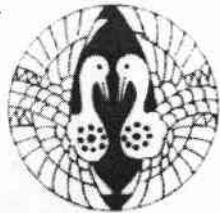
Let your serious students know of this offering. It's a rare occasion to be infused with T'ai Chi Chih in a comfortable surrounding with good food (of course!), sentience, and like-minded people for several days. As Justin has said, "Not only do we, personally, profit by such practice—all mankind benefits from our efforts."

Justin at the Conference on DVD



The TCC Association will be offering a DVD of Justin Speaks at the 2005 Conference. There will be a limited number of free DVD copies made and so if you want one, the "early bird catches the free worm." We will fill orders until all copies are gone. Please provide us with a shipping label with your name/address/town/zip and phone/email in case we need to contact you. This free offer is for all TCC teachers. The Association also will be making a transcription of Justin's talk at the conference and will be printed as booklet number 7 in the New Mexico T'ai Chi Chih Association's publications. Please use the above contacts to place your order. The booklets cost \$2 each plus shipping and should be available by Christmas.

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If you have questions, please email Victor at vfjmembership@yahoo.com.

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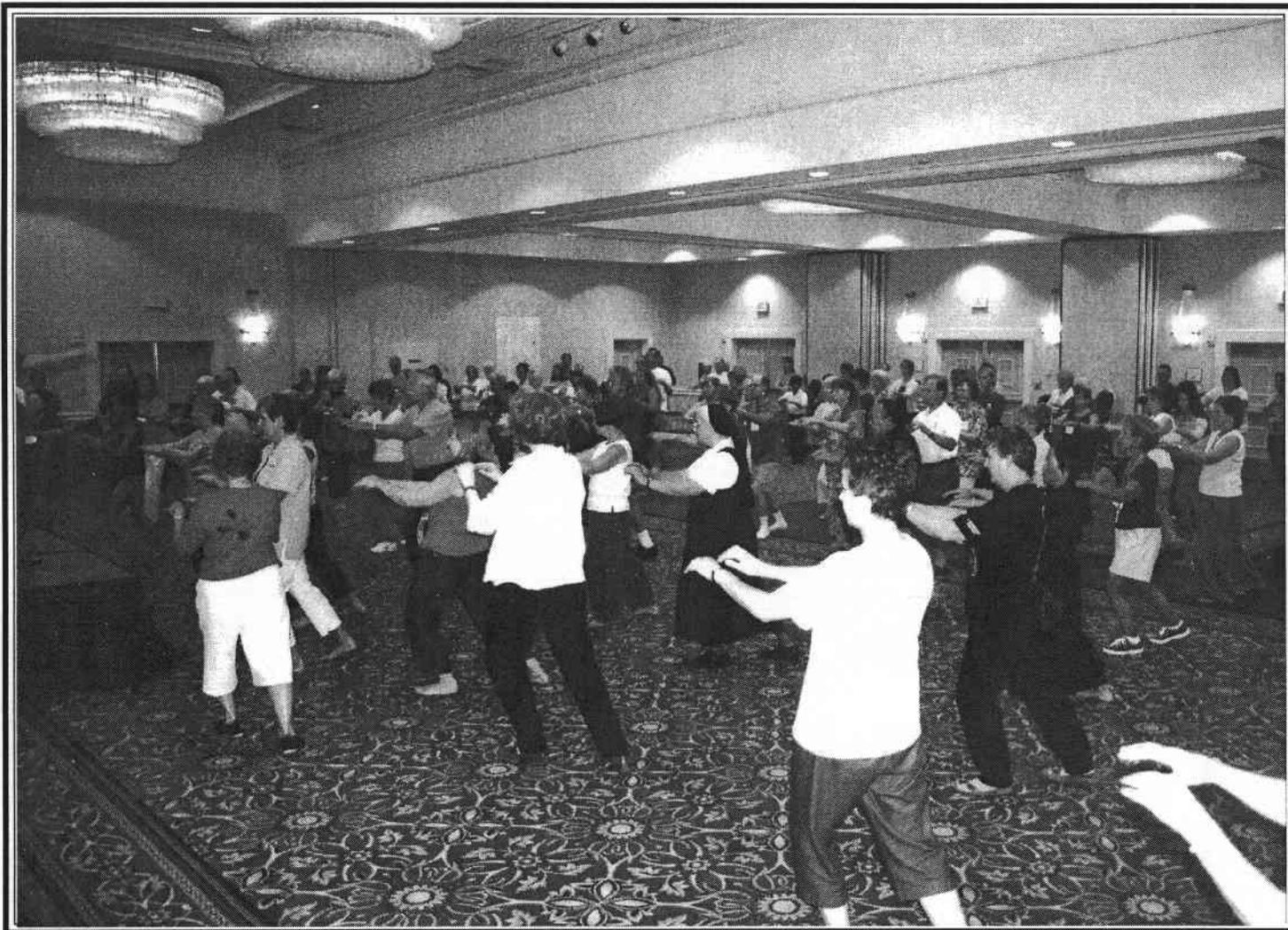
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***For all Intensives: \$100 for reviewers if space is available.

Dates	Activity	Location	Contact
February 3 - 5, 2006	TCC Retreat for Teachers [FULL] "Flowing Softly From the Center" w/ Sr. Antonia Cooper \$270/person, single occupancy room and all meals.	San Francisco Bay Area, Mercy Center Burlingame, Ca	Athene Mantle P.O. Box 34 Hayward Ca 94543 510/ 886-3829 chigoddess@hotmail.com
February 7 - 10, 2006	TCC Retreat w/ Sr. Antonia Cooper \$335/person, meals & double room \$385/person, meals & single room	Mt. Calvary Retreat House Santa Barbara, CA	Pam Towne pamtowne@sbcglobal.net 760-944-9544
February 14 - 17, 2006	TCC Retreat w/ Sr. Antonia Cooper \$335/person, meals & double room \$385/person, meals & single room	Mt. Calvary Retreat House Santa Barbara, CA	Pam Towne pamtowne@sbcglobal.net 760-944-9544
April 6-9, 2006	TCC Retreat w/ Sr. Antonia Cooper Cost TBA (ca \$250-375, depending on room choice), \$50 non-refundable de- posit holds your place. Check payable to the TCC Association.	Madonna Center Albuquerque, NM	Connie Hyde 505-281-1040 Email nmhoules@nmia.com
April 20 - 23, 2006	A Renewal in the Desert TCC Retreat for Students and Teachers w/ Pam Towne \$395/person. Extra large room, double occupancy and all meals.	Spirit in the Desert Retreat Center Carefree- Scottsdale, AZ	Robin Spencer 602.263.5013 ex. 107 5510 North Central Avenue Phoenix, AZ 85012 robin@famephx.org
May 20, 2006	TCC Teacher Renewal w/ Pam Towne Cost TBA	Ringwood, NJ Mt. St. Francis Retreat Center	Daniel Pienciak PO Box 122, Ocean Grove, NJ 07756 wakeupdaniel@aol.com 732/988-5865
May 21-26, 2006	TCC Teacher Training w/Pam Towne Tuition: \$450 Room and Board cost TBA	Ringwood, NJ	Daniel Pienciak PO Box 122, Ocean Grove, NJ 07756 wakeupdaniel@aol.com 732/988-5865
July 27-30, 2006	21st Annual International Teachers Conference See announcement and cost inside this issue.	Bloomington, MN	Ron Barker 4512 Jefferson St. NE Columbia Heights, MN 55421 ronbarker@comcast.net 763-572-115



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