

Judy Tretheway & Julie Heryet's 2018 Conversation Transcript

Judy on using the Qi field for more diversity in TCC

Judy: So we've been talking about creating more diversity in TCC classes, and how we can use the energy that were cultivating for personal growth and expanding it out in the direction we want and so how we do that, I think , I don't know how each teacher does it but I'm very strong in the understanding that if you input your desires and your prayers into your practice in the beginning and then practice as if that were, that's a very good way of optimizing your chances of that becoming reality, because you've been pulling in all of this high quality energy to work with whatever your issue is, and let that issue dissolve into the wholeness and be transformed, evolved into the next greater potential. I mean you have all of this high quality energy and desire energy and you're going to send the progress in the direction you want it to go, because Chi follows thought.

Julie: This is similar to when, in the prison class, the men stand in the middle of the circle and we do push/pull towards them and use an intention for the energy they're receiving. We also put disaster victims in the middle of the circle, or their relatives, etc.

Judy: Yes, that's similar, it's sending energy, but it's still about how to use our minds to deliver energy towards a goal that we want. The thing is that your class can have so, so much more impact or potential if the field is consciously organized at the beginning of the class. Generally speaking the field is going to organize and be there anyway because that's the nature of interpersonal actions, I mean a field gets created when people come together, but a conscious field takes on an exponentially different kind of power, of potential, because the leader of that field is coalescing the mindstreams of all the participants and then directing those mindstreams and therefore all the energy that's being cultivated towards a common purpose, as well as the individual purposes, but the common purpose is great. And the common purpose could be simply stated like "The best benefit for all, or healing for all," or something like that, which is what we mostly do and it's pretty benign and it's fine **but if you really have a serious intention to do something different then you need to organize the field to work on your behalf and you need to engage as much of those healthy mindstreams from that higher level of consciousness in that direction. And so when you organize the chi-field in the beginning of class part of the elements of that are connecting deeply with the elements of the earth and deeply with the energy of the heavens, which is our basic yin/yang, and connecting deeply with the energy within your body and the energy all around your body, and knowing those as One. And the elements and the spectrum, but basically it's One, it's not an either/or proposition, but a state of wholeness. And then aligning that organization of your self and your group within time and space because that's what you've done - you've organized your group in time and space, and then organizing it on a time level – if your acknowledge the past, if you acknowledge where the wisdom comes from, like you've been talking about Justin, talking about the heritage of the past, you are then drawing in all of the energy of that lineage, and then if your acknowledging where you're wanting to go, your kind of rolling out a red carpet in that direction. Its because energy is going to follow the mind. Energy is neutral until it's given purpose. Its unconditional, we talk about unconditional love, it's unconditioned or undifferentiated, it's all inclusive – everything is included. So how is something that unconditional going to do anything.**

The teacher can name it out loud. For it to do anything or manage anything, it's just a blob – there's no condition to it so how's anything going to manifest. Anything that's going to get created comes out of this seed, out of this potential, out of some desire of it, and then in that seed, like say a seed in the garden, it's got the potential to become an oak tree or something, so it has this yearning, and then it needs some support, water, the right conditions, and so we put that seed we dream of, like the diversity of classes, and we plant that in the practice of today, we claim it, we name it. The teachers can name it just in their hearts only, or the teacher can name it out loud. I feel it actually makes it more powerful when we give words to it because it pulls things into form. But I know from my own journey with this that for years I wasn't articulate about it because I was embarrassed about what other people might think, but I became very clear at the end of my prison classes that I would articulate that this was for the purpose of healing the entire prison system – turn them into houses of healing and peace. We held that desire strongly in the class – it was watered with our practice and results happened. Things changed. And there isn't some sort of recipe you're going to follow, but you're not going to get dinner made unless you get the idea and get things started and give it some energy. You've got two things here; you've got energy and information. You give it the information, you visualize it, you map it out, you look out into your students and you put in between each of them a person of color or this and that and you put in some males and you put in whatever you want and you put it in your mindstream as you gaze out into your existing students. You put a whole bunch of, uh, I don't like to use the words pretend or imaginary because I don't want to diminish what we're doing, but visualize is a better word and you visualize by moving it, not from your mind, but from your heart. It'll be in your mind too, but you also want to tap into the energy that wants that. And so when it comes to diversity that's something that needs to be looked at. Can you really yearn for that deeply, or is that just a nice idea and really you wouldn't know what to do with it if it showed up in front of you in your class. So there's a little personal journey work that can be done for all of us around racial issues and diversity issues, that will help open up the field. But let's just leave that aside and assume you've all done what we need there, and then you visualize it and then you keep practicing, you keep doing it, and then you keep visualizing. When you're home doing your own practice and thinking about your class, you've got this bigger rainbow in your class. The next time you organize your class, you're repeating it – you're cutting the groove into this field and saying this is my strong desire. And you do it over and over again. It's just like building the habit of teaching classes. And then you relax about it. You've applied your energy and you've put it out there, and then you kinda wait and see. If ideas come to you to put an advertisement in a certain place or to offer a class for free or go down to the women's shelter and offer a free class and see what happens, then you go with those kind of nudges because the other thing is that a teacher might need to practice teaching to diversity. So go find some diversity in your community and offer a class. Get some practice.

Julie: I feel like this connects to the conversation we were having earlier when you were talking about an entrepreneurial model of Qigong and then the more social model of it and I feel like that applies to this issue because there are TCC teachers who want to or need to make money from teaching their classes but then maybe there are quite a few of them who would be willing to offer a class someplace like a shelter. I think that it's going to take those teachers to create

diversity because in order to do this there's going to need to be more of a volunteer force behind it.

Judy: If you're thinking of diversity in terms of economic diversity then for sure, but if you're thinking of diversity in terms of skin tone or men then we don't want to project low income onto people. Be careful not to confuse diversity with socio-economic issues.

Julie: You're right of course. I guess it's the social worker in me that wants to get TCC into more prisons. I tend to go that direction.

Judy: Well, yeah. Serving the underserved is what TCC or any Qigong group should be doing. Sure. Why not. And it gives us practice in language and adaptability and it gives us confidence. Like, you and I are really confident teaching men, right? Like it doesn't phase us that our class is all men. But we were both intimidated when we first came in, and we had to grow in our confidence, and confidence attracts. It's one of the key energetics to maturity in being a teacher. **Confidence and focus are the two big things. If you're not confident, your energy is not going to coalesce around you and your desire. You're not standing in your truth, you're not anchored in the world of energy or the kind of things that bring forth confidence. So then you go and you teach. I mean the idea just popped into my head – so you've got some martial arts studios that attract a lot of men and maybe somehow you start talking to an Aikido teacher or somebody and see whether you can do a joint class where you explore moving from your center. Maybe you can have some Saturday afternoon exploration of hard and soft or outer and inner and you figure out something and then you play together with someone who is on the other energetic spectrum from TCC but is doing energetic movements. You learn from the experience. Other people have a chance to connect with their soft side and they come away knowing their center from a different perspective. I used to tell the guys when they'd come into class and they'd be thinking "Oh, we're gonna get to learn how to flip someone or something like that," and I'd say, "No, but you're going to go back to your martial arts class when you're on the outside, if you stay here and really discover your center and how to move from it, and I bet you'll knock the socks off of everybody in your class because you will know yourself from a whole other energetic angle. I digress. But there is that truth that if you balance yourself by playing on the spectrum on both sides then you gain a wider wisdom.**

Julie: And finding your center is gender neutral language.

Judy: Yeah and learning how to move from your center and be attentive to everything around you. The other thing is to let go of 20 moves in the same order. I mean let go of the form. Play around with it and don't be so, you know; be flexible. Maybe you have a habit energy of having to teach a student a certain way or a habit of Out-Reach in a certain way. Break the habit. **And if you want to change the energy in your class, then you have to change the energy in yourself.**

Julie: Thank you for pointing out that I was associating diversity with lower socio-economic areas. I guess it's the social worker in me. I was to reach out to those with fewer advantages.

Judy: Right, but **there's a lot of stressed out professionals that have diversity that are gonna pay for teachings that help them.**

Julie: One of the people who started this conversation about bringing in more men, they were actually talking about appealing more to corporate America, and some of those industries, so if

you wanted to get a class going at like maybe the tech industry which is still pretty male dominated, or engineering, or Aerojet, or something like that you would be speaking more to men, and so how we might adjust our language to do that.

Judy: Well like I was saying when we started this conversation I **don't think it's so much about language as it is energy transmission, and it's visual, you know, people are picking up a first impression of you. So if you come in in your power suit instead of your t'ai chi outfit then they'll have a different reaction. Like Carmen. I mean Carmen did a lot of corporate work. So you come in and have the confidence that these guys are going to be in your class, and maybe you give out free passes the first time, or something that makes it really easy because that's a big thing, is getting over your first time. And maybe only do Bass Drum and Push Pull, and maybe make it about cultivating relationships in this place; I mean it's about learning who you are as a person, but make it about improving their ability to relate to one another, because in business it's all about relationships, being in confrontation with people face on; so then you play with partners and you play with facing each other in push/pull or something. Recently at a training I was at, the guy said, "What are you going to do when you graduate from this training?" and the thing to do is to figure out what problem people need help solving. Make it fit the circumstance. Figure out what solution people need. It's not so much about teaching them a form, forget the form. It's not about teaching x, y, z or the TCC form or any form. It's about offering what's needed for that particular group.** If their problem is stress, then you focus on that, or if their problem is building relationships within a community then you go there, or if their problem is heart issues then you go there. You listen for what the problem is. People are often locked inside their prison, so to speak – the guy who was giving this talk, it woke me up (she laughs) said, **"Get outside of the prison of your small self and get to know your big self and start operating out of the box and do something different with your life and that's how he was defining the problem. People want to get out of the prison of who they were, what their habits had been, and so then he created a class and offered a class toward THAT problem. He had tons of students, but it wasn't about teaching the form, it was about solving problems. So it's switching your paradigm. It's not about how many people we can get to TCC classes, it's about how many people can benefit, how people can benefit from bringing harmonized energy to the conditions of their lives. How people can benefit from learning how to move from their Center, from who they really are. That's what it's about.** It's not, you know, TCC isn't the end of the world, it's not the star atop the tree, but it's the tool we know to offer, so **offer your tool with purpose.** Don't get caught up thinking it's TCC that your doing. Get bigger than that. You're circulating pure energy in people's lives, you're nourishing them and activating their pure potential.

On the other hand, when focusing on group needs, we also need to look at how we relate to individuals. That it's important not to make assumptions. In the prison, because the men have different backgrounds that are often so dissimilar to ours, we cannot make assumptions about them. This is a good thing – as making assumptions can lead to confusion on both sides. Without making any assumptions as to what we know about each student, we are able instead to connect with them essence-to-essence. I often may have a student with anger management issues, another with severe depression, and another with substance abuse problems. They are all a similar population with varying needs energetically.

Julie: We're holding a space for healing, and we get to be part of that journey, part of that circle of energy with an intention for healing, for growth.

Judy: Yes, but there's different types of people that will respond to that. **Now that's a language thing. If I don't see myself as sick, then I'm not going to be attracted to the word "healing," and if I'm super stressed out I probably don't think I need to be healed from stress, I just need to manage it better** (she laughs). It's like our personal growth - Do I want personal growth? I don't know, but maybe I have too much anger and I really don't want to get divorced and I know I've got some interpersonal relationships that are suffering because I'm not managing my energy well. Does this class do anything for that? So in some cases I might not want to hear about healing or personal growth.

So now we're looking at getting into a space where language CAN really make a difference. Whether it's too hairy fairy or too much about being on a spiritual path and you're trying to sell yourself to a corporate situation. That stuff slips in underneath, but we've got to focus on what the problem is, what people want help with.

Julie: Yeah. I wonder how much of that will come to you when you've focused on setting the Chi-Field and creating the space for that class to happen. How much you'll be helped by the Chi-Field to know how to teach to that population, I mean support it.

Judy: Yeah, well it depends on how, you know we need a couple of things. We need one, to surrender to listening but we also need to apply our healthy brain and our healthy awareness and think about the issues and have some cognitive process with it that's like what this panel discussion started - what are the words around it, well okay, let's realize that behind the words, the words are activating energy, and behind the energy is the desire, and that kind of thing.

Maybe the problem is everybody's drinking too much coffee (laughs) and they want to find another way to wake up besides this full cup of coffee, then you might not teach TCC the same way as you would down at the church where you're talking about prayer and you know, bringing peace to the world.

Julie: Yeah. It sounds like that could be a big part of the discussion is how we teach differently in a large number of situations, that we might teach in an infinite number of ways.

Judy: **Well, I think the first thing is to challenge yourself to investigate your own ruts around teaching. Is there a certain habit energy that you have around teaching, a certain way that you think it should be done, or the way you've always done it. I find that a lot of my student teachers were so nervous about teaching that they started one way, and boy they clung to it. They had some experience of teaching pulling taffy this way, and they got through it, and then they just had to keep on teaching pulling taffy the same way, all the time, and it's like "Have you even tried teaching it a different way? You've been teaching a couple of years now, so play with it. Try teaching it backwards."** (laughs) I mean I don't think I've ever taught pulling taffy the same way. There's always something new and different. I mean I'll swing back into some older patterns that worked and I want to try them out again, but I think one of the biggest things is to get out of your rut. *You have classes that are continually attracting the same kind of people, then do something different.* Shake it up. Shake it up! People get into such habits and that creates an energy pathway and an information pathway and it keeps going because energy does that - it gets into habits, it gets into ruts and it gets stronger and stronger and stronger and that's what gets addictions going.

Julie: Yeah, Justin talked a lot about habit energies, and he wrote a lot about it in Spiritual Odyssey.

Judy: Yeah, so what's our habit energy around our teachings? **What's our habit energy around the way we look at who's in our class?** Our way of talking about ourselves.

Julie: There's been a conversation between myself and a few other teachers and a teacher named Hannah Hedricks. She actually lives on the big island of Hawaii where the volcanic activity's been going on, and we connected because she teaches a class to men who are transitioning from prison, new releases. And so we've been emailing back and forth and got to talking about how both of us, that it became clear that we played with the form and changed things up and she pointed out that she knew of some TCC teachers who stopped going to Teacher Conferences because there was so much emphasis on doing things "right" and exact and perfect that they got very self-conscious and it wasn't enjoyable. I must have been encouraged by you to do that, to shake things up, and that's one of the things I love about Sandy, is that she's playful with the form and so it opened up that conversation. I think based on that conversation Sandy wrote up an article in the VF about how yeah, it's important that when we go to a TCC class we recognize it as TCC, but that doesn't mean that we have to be rigid and inflexible with the form. That it's okay to be playful.