THE ROSE LI SCHOOL Instruction Manual 2: Learning Principles of Nei Jia



Maurice Passman

WWW.Roseli.org info@roseli.org

The Rose Li School, Instruction Manual 2: Learning Principles of Nei Jia by Maurice Passman. Copyright © 2009. All rights reserved. No portion of this book, except for brief review may be reproduced, stored in retrieval system or transmitted in any form or by any means-electronic, mechanical, photocopying or otherwise-without the written permission of the publisher.

DICLAIMER: The author and the publisher of this material are NOT RESPONSIBLE for any injury that may occur through reading or following the instructions in this manual. The activities, physical or otherwise described in this manual may be too dangerous and strenuous for some people; readers should consult a physician before engaging in them.

Secrets

Most martial arts carefully guard their innermost doctrines. They have secrets. These doctrines are taught to advanced students only. Nei Jia is not like this. Nei Jia students are introduced to core precepts immediately. Subsequent instruction clarifies and hones the student's understanding by the transmission of knowledge.

Remember that what you see or feel will be coloured by your experience and background. What may look/feel correct today will not necessarily be correct tomorrow. You cannot intellectualise your practice: the total is so much greater than the sum of the parts. But the intellectual knowledge is a requirement for progression - you have to learn this knowledge in order to throw it away once you have understanding.

All knowledge is within you. This must be so, as the aim of Nei Jia is to return to the Source. All things emanate from this Source. Nei Jia brings forth the natural from within yourself rather than imposing something. It is for this reason that visualisation is an important learning tool. The question you must therefore ask yourself is 'how does it feel?'. Many times you will see a teacher physically move their students limbs to the 'correct' position only to find the limb move back to its original position almost immediately. How can a student know what is correct when they do not know how to feel what is the more correct movement. It is the responsibility of the teacher to be able to teach how students perceive the efficiency of their own body movement.