

Board Presents Bold New Initiative at Annual Meeting: Institutional Values, Goals and Fundraising

Board shares strategic vision, commits to bold new organizational plan, increases staffing and asks for membership support through volunteer and financial contributions.

ACAT's annual meeting was groundbreaking on several fronts. Originally scheduled for Feb. 12, it was postponed as the snow storm of the year raged on. Anticipation was high as members finally convened on the rescheduled date April 23rd - since the last published ACATNews, the membership had been primed for a special "strategic planning" presentation by the board.

"With the dedicated guidance of this Board of Directors - a truly dynamic, talented, hard-working team - both tangible accomplishment and vision have characterized this year." - Hope Martin

While Chair Hope Martin enumerated examples of institutional progress and successes, in the form of active committees, public and professional programming, and major financial gifts, she also underscored the need for transformation and expansion in order to meet present and future organizational challenges. Martin reported on three innovative board projects:

1) the complete and clear articulation of ACAT's institutional values and organizational goals.

continued on page 14

Second International Alexander Awareness Week Greeted Enthusiastically

Thanks to all the teachers/members/volunteers who made it a resounding success!

The public, member-teachers and the national organization all enthusiastically greeted the announcement of International Alexander Awareness Week Events at ACAT featuring a stellar line-up of teachers and subjects. Listing on the AmSAT website, press releases, and membership assistance distributing emails and brochures resulted in the Center receiving about 200 inquiries and having 100 new visitors to the center during the week. Approximately 750 brochures about the Alexander Technique and events were distributed over the course of the 2-3 weeks leading up to the events. The success was due to the generosity of each of the presenters, the teachers who helped publicize the events, the teachers who assisted by hosting, videotaping and the teachers who taught free lessons during the

continued on page 15

**H. Lawrence "Larry" King
1929-2006**

**After years of support,
a final generous
gift to ACAT**

**Bequest of just over \$100,000
may be largest in ACAT history**
please see article on page 2

	Index
Larry King (1929-2006)	2
Report from The Chair	4
Annual Meeting Minutes	6
Alexander's Paradox	8
Alexander Goes Surfing	10
Alexander Haiku	11
Publications and Releases	12
Welcome	16
"Nothing Special"	19
Galen Cranz	21
Alexander Awareness Week Photos	22

H. Lawrence "Larry" King

(1929 - 2006)

*After years of support, a final generous gift to ACAT
Bequest of just over \$100,000 may be largest in ACAT history*

by Jane Tomkiewicz

H. Lawrence King - better known as Larry King - widower of ACAT co-founder Debby Caplan and long time ACAT friend and supporter, died on Monday, May 1 in Calvary Hospice, Bronx, NY. He is survived by his sister Joan King Loewenthal, of Stone Mountain, GA, brother-in-law Robert Loewenthal and nephews Gary, Steven and Glenn Loewenthal. I accompanied the family to a gravesite gathering at Mount Pleasant Cemetery in Hawthorne, NY and joined his family and friends as well in a gathering in his apartment on Sunday, May 7. At the burial site, an honor guard opened up the ceremony, family and friends shared their personal memories and the ceremony closed as per Larry's wishes when a family friend sang "Somewhere" as we stood at his burial site amongst his family members and just next to the burial site of Deborah Caplan.

Up until the end of his life Larry was committed to honoring Debby's memory and furthering the Deborah Caplan/Alma Frank Scholarship Fund at ACAT. Since Debby's death in 1999, I have worked with him on a number of projects. The first was his suggestion of creating a work-study component of the Deborah Caplan/Alma Frank Scholarship Fund. His initial gift in December of 2001 provided for the work-study positions for the school year 2002-03. He continued to contribute each year, his last contribution toward this program, received in 2005, will be applied to the coming school year 2006-07.

In the last five years Larry also transferred the rights and royalties of Debby's landmark book *Back Trouble* and her piece in *The Art of Learning* to ACAT. He granted AmSAT permission to reprint Debby's scoliosis pamphlet, arranging for a portion of the sale of each pamphlet to go toward ACAT's special funds. He transferred Debby's interest in *The Balance of Well Being* video project, comprised of *A first lesson: An Introduction to the AT with William Hurt and Jane Kosminsky* and *Solutions for Back Trouble/A Lesson with Deborah Caplan, Master Teacher and Physical Therapist, with an introduction by William Hurt* to ACAT.

During the last several years, he funded the purchase of a new photocopy machine (our Xerox pro Workstation), the collecting and cataloging the Deborah Caplan Archives, promoting the Deborah Caplan/Alma Frank Scholarship fund (a major mailing is scheduled to happen this fall), and producing a CD interview of Milton Fehrer who taught movement to both Debby and Alma when Debby was in her teens, called "Memories of Debby".

He donated many of Debby's Alexander Technique books as well as volumes and volumes of medical books (anatomy, physiology and others) and other reference material. There are letters from Alexander to Alma Frank, and many of Alma Frank's early books and materials including volumes by early influences such as Bess M. Mensendiek, Mabel Todd and others. Among these articles were three wonderful photos of F.M. on which F.M. had written notes (and even a limerick), signed and sent to Alma at holiday time. Larry donated many of Debby's papers and materials including notes for future editions of *Back Trouble* and all the anatomical artwork and photos for *Back Trouble* and her scoliosis study.

Larry encouraged ACAT to begin the practice of asking members to consider remembering ACAT in their estate planning. At his suggestion we began to run the notice - to that effect - which appears in each edition of ACAT News. The notice includes the number of our board member and attorney Harvey Rosen should anyone need assistance or have questions around their planning. In his own estate planning he made one final very generous contribution to ACAT. We thank him for his love and devotion to Debby, his support of her work and legacy, and his belief in the Alexander Technique and ACAT.

Larry served in the U.S. Army from 1951-53, with a tour in Korea where he was both an official photographer and a medic. His work in the field of primal therapy was recognized by hundreds of grateful clients, and he was active in many professional groups, including serving as the President of the International Primal Association in the year 2000. In addition to his therapy work, Larry was an inventor, designer and creator of products and ideas. He was the "ultimate recycler", finding a use for every single thing. A brilliant person, member of MENSA, his mind could always envision new ways to improve the lives of people in every area of the planet. Donations in his memory can be made to Memorial Sloan Kettering Center for Dr. Raymond Comienzo's amyloidosis research and sent to Memorial Sloan Kettering/Comienzo, 1275 York Ave, New York, NY 10021, attn: Dr. Raymond Comienzo's Research or to ACAT for the Deborah Caplan/Alma Frank Scholarship Fund.

Thank You, Thank You

In December of 2005, **Larry King** made provisions to fund the two trainee work-study positions for the school year 2006-07. As last year, the Space Groomer position is split by Miho Nozawa and Masumi Kishimoto. Last year's librarian Tom Weiser teams up with Alejandra Martorell to split the position. (See new trainee bios)

Thanks to **Jack Stern** not only for his generous 2006 donation to ACAT but also for his spiritual, professional, and technical support of the Alexander Technique and ACAT throughout the years.

Remember ACAT in Your Estate Planning

**Why not plan now
to make a gift to ACAT
in the future?**

Contact ACAT Board member
Harvey Rosen for a free consultation
at (212) 873-7098

Thank you to **Posie Green** and the Robins Family Foundation for their generous ongoing support throughout the years.

Thank you to **Patty Llosa** who gave the public presentation "The Spiritual Aspects of the Alexander Technique" and book launching for *The Practice of Presence* at which she generously donated \$5.00 from the sale of each book.

Thank you to **Donna Reid** and **Klare Potter** for the gift of two air conditioners to ACAT upon their graduation!

Thank you to **Joan Hurley** who made a gift to the ACAT library of *The Nonviolent Communication Training Course* in anticipation of her upcoming graduation!

Thanks to an anonymous donor for \$500 to fund this years Library Wish List.

Thank you to 2004-05 and 2005-06
"Helping Hands", members who
contributed \$175 on top of
their membership renewal.

John Austin
Allison Courtney
Posie Green
Michael Hanko
Phyllis Jo Kubey
Patty de Llosa
Vicky Roth
Hope Martin
Judy Stern
Leland Vall
Ralph Zito

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Report from the Chair by Hope Martin

(as presented to the ACAT membership at the Annual Meeting, on April 23, 2006)

ACAT has had a very productive and creative year. There are many changes afoot and a lot we've accomplished. With the dedicated guidance of this Board of Directors (by the way, a truly dynamic, talented, hard working team) both tangible accomplishment and vision have characterized this year.

These are the highlights:

As you can see, we did a renovation of the space. The entire space was painted, we added a whole new storage closet, the walls and ceiling were smoothed out, a new storage area for tables was constructed and the floors were re-done. Now our space is as uplifted as we are!

The Board's standing committees have been active:

The **Goals and Values Committee**, lead by Louis Songster, with Michael Hanko, Ruth Diamond and me, has developed (if I don't say so myself) an impressive document. This is the culmination of our year and a half effort of defining ACAT by determining our goals and values as an organization. In short, that process has challenged us to articulate what ACAT is all about. In so doing we looked into what ACAT stands for, what is unique about it, what it is good at, how it gets in its own way, and how it needs to change. Hang onto your hats ladies and gentlemen: a special presentation is coming later in the meeting!

The **Infrastructure Committee**, consisting of Louis Songster, Michael Hanko and Jane Tomkiewicz has been involved with significant infrastructure assessment and re-structuring. This will also be presented later in the meeting.

The **Website Committee** now consists of Harvey Rosen, Michael Hanko, Ruth Diamond and Louis Songster. We're on the verge of making a decision about proceeding with major upgrades to our website. Various website providers have been researched, and we're now taking bids. By the way, Brooke Lieb has been instrumental in the whole project. She's put a lot of time into it. Thank you, Brooke!

The **Finance Committee** consisting of Jane Tomkiewicz and Harvey Rosen continues to meet to review our

budgets and projections, monitor revenues and expenditures and prepare coherent reports so the Board can understand it all!

The **Post Certification Committee**, consisting of Joan Frost, Jane Tomkiewicz and me, has been instrumental in arranging some truly spectacular programming. I want to acknowledge Jane in the office for doing such a good job administering all the programs.

This year ACAT has hosted:

- The Congress - six different presenters offered workshops or lectures that were presented at the International Congress in Oxford, England the previous summer
- John Nichol's Carrington Way of working
- Jessica Wolff's Art of Breathing
- Meade Andrews taught a workshop on group teaching as did ACAT graduate Shelley Senter.
- Tenth term taught by ACAT faculty

ACAT also hosted Alexander Awareness week, Pedro de Alcantara did a book signing and taught in the training program one day, Kevin McEvenue did a presentation on Wholebody focusing, Steven Shaw presented his swimming workshop to the public. By all accounts it went swimmingly. Patty Llosa gave a presentation about her new book, *The Practice of Presence*, Yehuda Kuperman had an evening at ACAT, Jessica Wolf and Nilly Bassan both taught in the training program.

As you can see, it's been a productive year.

ACAT has also been blessed with contributions to our organization this year:

- We received a \$50,000 grant from an anonymous donor through the Fidelity Charitable Gift Fund.
- Larry King donated \$2,500 to ACAT this year. Thanks to Larry for all the consistent support he has given us over the years.
- The Robbins Family Foundation gave a generous gift of \$500.

Thanks also to many of you (there have been a lot) who gave an extra contribution to your annual membership dues.

Thanks so much to all our generous donors!

Besides financial contributions, I'd like to recognize contributions that have been made in other forms:

- Cornelius Reid taught another master class with the proceeds generously donated to ACAT. His wife, Donna Reid, was instrumental in the project. Our Board member Harvey Rosen organized the whole thing, and Marta Curbelo put hands-on during the class.
- The organizers of the Congress were Judy Stern and Joan Frost. Thank you for making such a fabulous event happen at ACAT. Judy also brought Meade Andrews here from Florida for a post-certification workshop.

On another note, it's clear to the Board that this is a defining moment for ACAT. We are at a crossroads. I am very optimistic about the future and at the same time there are significant challenges we face. ACAT is a 40 year old institution. The economics and climate have changed significantly since 1968. This ain't the 70's anymore! It's a different era, and we are looking at what we can do to insure that ACAT remains an enduring institution. The Board is working to respond decisively to a changing world so that our organization not only survives, but flourishes. While ACAT's values and traditions will be preserved, we are looking to transform and expand in order to meet present and future challenges.

The most pressing issue is our finances. Presently the TCP is shrinking and our expenses are not. We're running at a deficit. Even though we have some money in our general reserve fund, obviously we can't function for long like that. If more money doesn't come in than what we spend, eventually we will be in serious trouble.

Until now ACAT's revenue has been limited by what the TCP can generate. Besides increasing enrollment in the training program, the Board is actively developing strategies for pursuing other sources of revenue. Among other things, we have developed a plan to change the office infrastructure and hire an office manager so that Jane can focus her energies on revenue producing activities such as fund-raising, more use of our facilities, post-certification programming and outreach. The Board will more and more be focused on fund-raising, so that the organization is not so affected by the variability of numbers in the training program.

The Board has been:

- 1) as said previously, fully and clearly articulating

ACAT's values and goals as an institution.

2) creating a strategy for responding to the financial challenges the institution faces.

3) creating an infrastructure that can support the stated goals of the institution.

This is an important juncture for ACAT. It is a dynamic and creative time. The Board is looking to develop our activities so that we better meet the needs of our membership and the community at large. Our wish is that the membership and general public be truly supported by what we do here.

These are some highlights:

- Increase public awareness of the profession and establish the AT as a viable profession in NYC.
- Increase our membership services to include marketing assistance.
- Expand our post-certification offerings and our public programming.

It's exciting to contemplate how our profession could more and more establish itself in the public eye and how the public as well as our members could benefit from that.

If some of you are inspired to contribute to what will serve you, please let me know. Even if five people had one hour a week to volunteer to ACAT, that would be huge. One of our strategies for development is to create committees that will focus on specific projects. Those committees will interact with the Board and be fully supported by the Board. We're looking for people who have some time and expertise to focus on specific projects with the intention of getting results. (Yes, it's true - we can let go, free up and *still* get results!) We're confident that the present climate of excitement, vision and inspiration is contagious and will stimulate some of you to join our team!

I'm thrilled by the developments happening at ACAT and the vision for change the Board is developing. It's a very expansive, stimulating time for our organization and a little unsettling, too, as all time characterized by change and growth can be.

Minutes from the Annual Meeting

Minutes of the ACAT Board of Directors
Annual Membership Meeting
April 23, 2006

This meeting was held at ACAT, 39 West 14th Street, Suite 507, New York, NY. Board Chair Hope Martin called the meeting to order at 1:20 pm.

MINUTES

Hope proposed dispensing with reading of the minutes from last year's meeting, which had been published in the ACAT News. This motion was seconded, and the members present unanimously approved last year's minutes as published.

QUORUM

The 31 members present, plus 15 by proxy, constituted a quorum.

REPORT FROM THE CHAIR

(See Report from the Chair on page 4)

SELF-CARE BREAK

Led by Barbara Kent.

REPORT FROM THE TREASURER

Jane Tomkiewicz, in her capacity as Treasurer, turned the floor over to Board member Harvey Rosen, of the Finance Committee. Harvey presented the Annual Report of Directors for the year ending Aug. 31, 2005, as required by New York law.

Harvey reviewed the unaudited financial statements for the year ended Aug. 31, 2005, for which ACAT was \$43,000 in the black. Harvey explained that this was due to the anonymous gift of \$50,000 that ACAT received. \$7,000 was used for studio renovation. He pointed out that had we neither received the grant nor renovated we would have ended the year just about even, which would have been better than the original deficit that had been projected. Harvey answered questions from the members.

Jane went on to present the current year's Budget and reported that we were well on or under budget in all

categories, which was good. However, the Budget projected a deficit of about \$21,000, which was not so good - and which the Board hoped to address.

REPORT FROM THE TCP DIRECTOR

ACAT continues with the policy of accepting students as they are ready to begin training. Enrollment is currently 17 with an 18th candidate on a leave of absence, expected back in the fall. Two candidates will be certifying this June.

The 8 am class is made up of 1st, 2nd, 3rd and 4th term candidates. The 10:30 class is made up of 3rd, 5th, 6th, 8th and 9th term candidates. Each class has 8 trainees this term.

The TCP Director, Joan Frost, was slated to end her term of directorship this coming September with Judy Stern and Brooke Lieb as replacements. However, Judy has withdrawn from the position, and Joan will stay on for one more year as Director with Brooke as Associate Director. Judy sent her regrets that an out-of-town teaching commitment prevented her from attending the rescheduled AGM. She is dedicated to engaging fully in ACAT's process.

Consistent enrollment in the range of 15-18 trainees is necessitating reassessing our faculty needs. The current faculty is 15. Brooke and Joan will be addressing this in this coming year.

There have not yet been enough eligible applicants so far to start the evening training program.

Current adjunct faculty are Pamela Anderson, Joan Arnold, Jane Kosminsky, Lori Schiff, Carolyn Serota, Jessica Wolf, Bill Connington, and new member Ellen Melamed. Ellen had been on our regular faculty but has agreed to change her status due to reduced enrollment.

ACAT held another Open House in September. Special thanks to Stephanie Kalka and Brooke Leib for their work.

Guest teachers for the trainees this year included: Pedro de Alcantara in the fall term, Nili Basan in January. Through the Barbara Kent Fund a special three-hour workshop for our candidates with Alexander Teacher/swimming instructor, Steven Shaw has been arranged at the Hunter College pool next month.

The annual faculty retreat was at Judy and Jack Stern's home last fall. During our hands-on session, instead of pairing up to work, a classroom situation was simulated where three teachers played the role of TCP teacher and the rest of us paired up to work as if 9th term trainees receiving feedback. Barbara, Judy Stern, and Joan also gave 20-minute demo lessons in front of the group as a way of sharing our way of working.

Last term another Tenth Term class taught by Pearl, Kim, Judy Stern, and Barbara was filled to capacity and included a non-ACAT certified teacher.

Brooke (with Joan's input) is presently creating a Training Director's Manual which is facilitating her own training and will be used in the future in passing on the Director's job.

Brooke will be giving gratis a two hour "Train the Trainer" workshop this spring geared for volunteer faculty and anyone else on our faculty who wishes to hone his or her teacher-training skills. We are interested in refining and beginning to codify what it means to be an excellent trainer of teachers in distinction from being an excellent teacher in private practice or other teaching venues.

RECOGNITION OF SERVICE

Hope recognized the following members for service to ACAT in the preceding year:

Stephanie Kalka, for her extensive contributions to our efforts to increase enrollment; and Brooke Lieb, for dedicating time and energy to ACAT over the years in a number of projects, including her 9th Term business practices classes, her running of our lecture/demonstration program, and her research into possible associations with academic institutions.

Joan individually recognized the strengths and contributions of all non-paid Board Members: Ruth Diamond, Michael Hanco, Hope Martin, Harvey Rosen, and Louis Songster.

ELECTION OF NEW BOARD MEMBERS

The nominating committee proposed their re-nominations for the two Board positions to be filled at this meeting:

Louis Songster for an additional 2-year term.

Ruth Diamond for an additional 3-year term.

Both nominees were unanimously elected.

NEW BUSINESS

Publication of Book: Patty Llosa reported that her newly published book, *The Practice of Presence*, which includes a section on the Alexander Technique, is receiving good press, which should benefit our community.

Mention in Journal: Diane Young distributed copies of an article in the *Journal of the American Academy of Neurology*. This article mentioned the Alexander Technique as a potential treatment for Parkinson's.

Alexander Awareness Week 2006: Clare Maxwell, who is now AmSAT Treasurer, called for leadership from our membership in helping to produce this year's events, which will be held in October.

AmSAT Continuing Education Credit: Brooke Lieb, representing the AmSAT Continuing Education Committee on which she serves, reminded the members present that participation in this meeting counts towards continuing education credits (category: interaction with another AmSAT teacher).

SELF-CARE BREAK

Led by Barbara Kent.

VALUES & GOALS PRESENTATION

Louis distributed the Goals and Values Document that has been available to membership on the website since January and gave background about the purpose. (His comments are summarized in the accompanying article in this newsletter entitled *Board Presents Bold New Initiative at Annual Meeting* on page 1.)

The meeting was adjourned at 3:35 pm.

Respectfully Submitted,

Michael Hanco, Secretary

Hope Martin, Chair

Alexander's Paradox

by Susan Perkins

To explain the Alexander Technique to someone for the first time, it might be easier to say what it isn't. Without being unduly negative, of course, it is helpful to understand what the technique doesn't do, or what is not done in a lesson.

There is the first keyword: lesson. The Alexander Technique is not therapy; there aren't patients who come for treatment. The relationship is that of student to teacher. A student comes to investigate something about the Technique, and the teacher teaches the student the basic principles of the Alexander Technique.

Alexander students do not get a massage. The hands-on work in an Alexander Technique lesson is gentler and lighter than a massage and is usually accompanied with verbal instruction. Clothes are not removed in a lesson, though it is helpful for the student to wear non-restrictive, loose fitting clothing.

The technique is not a cure for diseases or infirmities. As one studies the technique, symptoms of pain are often relieved, such as back pain, neck pain, sciatica, repetitive strain injury, carpal tunnel syndrome, tendonitis, etc.

The technique is not about fixing posture or breathing. However, those are usually two aspects of one's use of the self that are improved through study.

The technique is not about relaxation, though many experience releases of tensions and become more relaxed as they study the technique.

The technique is not about getting in and out of a chair. This is a tool used by many teachers because Alexander used it himself to teach, and to change people's habits of use. In the act of sitting to standing and vice versa, most of the major joints of the body are used to some degree, such as the hip joints, knee joints, and ankle joints, etc. Alexander found that by using an every day movement, he could easily discover a person's particular habits of use and then teach them something about their use that would be helpful in bringing about a more efficient and easeful way of moving.

So what does one do when one studies the Alexander Technique? Every teacher's approach is

different, but *all* teachers are instructing their students in the basic principles of the technique, and *all* teachers are practicing the technique themselves as they teach. What are the principles? There are three general principles: **awareness, inhibition (pausing or stopping) and direction.** There are also three important concepts: **primary control, end-gaining, and debauched kinaesthesia.** Below is a brief description of the concepts and principles:

The Concepts

The first concept is something called **primary control**, which can be thought of as a state of coordination, that when this state is working well, there is the least amount of interference of the working parts of an organism. F.M. Alexander figured out that he could quickly change a person's way of moving by addressing a certain area: the dynamic balance of the head (skull) to the neck and back (spine). During his own development of his work, he discovered that if the balance point of the skull to spine during a particular activity is in its optimal range, the whole body is affected positively, with muscular effort and tension in its most efficient range. If the balance point of the skull to spine is off center during an activity, usually with the skull pressing back and down onto the spine, the whole body is affected negatively, with muscular effort and tension often increased in areas where it is not needed, *and decreased in areas where it is needed.* The place of choice to help a person change their coordination for Alexander Technique teachers is at the relationship of the head and neck to the back / whole body because of their close correlation (one change affects the other.) This primary control is central to the overall coordination of humans.

The second concept of the Alexander Technique is the term **means and ends** – something Alexander called "**end-gaining**," which is the extremely important manner in which he finally learned to change unconscious habits, over which previously no amount of will power would change them. He did this by learning to be in the moment, *not* focusing on his goal of his activity (**end**), but *how he was doing it*, his steps to get there, his preparation, his thinking, etc. (**means / "means whereby"**).

The last concept is about one's physical sense

of self in space being unreliable. Alexander had a term for this, too: **debauched kinesthesia**. It means one is so used to his habits and the way he does things, when something changes it feels wrong, or even impossible. It also means sometimes someone thinks he is doing one thing when he is actually doing something else. The Alexander Technique helps one become more aware of his kinesthetic sense, and importantly, how to discern and distinguish between habitual (old) and consciously controlled (new) ways of doing things.

The Principles

In order to change a habitual response to a stimulus (a habit), the first step is an awareness that one is responding somehow to that stimulus. **Awareness** is learning or knowing what one is doing. Most people are not aware of their habits of unnecessary tension. In an Alexander Technique lesson, a teacher helps a student identify what he is doing that is preventing him from achieving his desired result, i.e. having less pain, a better performance, etc. Over time the student becomes more educated about his own use of himself and begins to identify previously unconscious habits.

After the student has become aware of a habituated response, he learns the next step in the process of change, inhibition. **Inhibition** is the act of stopping or pausing. Alexander discovered that will power alone was not enough to change the way he was doing a certain activity. His response to beginning a common activity, for example speaking, brought such a strong habituated memory of the way he spoke, he had to stop for a moment before continuing. If he didn't stop, the force of the habit took over. If he did stop, he was able to choose to do something different instead of his habit.

Doing something different instead of the habit became known as direction. **Direction** is the ability to use thought to do something new (non-habituated response). Alexander learned to 'direct a new use of himself' after applying inhibition to a habit. He could perform the same activity, such as speaking, with improved use, or he could choose to do something entirely different in the moment of beginning to speak. He did this by consciously thinking certain thoughts about how he wanted the activity performed, i.e. with a neck free, head forward and up; torso lengthened and widened, etc. These thoughts produced a desired effect of decreased muscular effort, and overall an improved coordination.

The paradox of the Alexander Technique is that many things people think the technique is about is not what it is about, though the technique does the very things they think it is about. A few examples: it is not about re-

educating the kinesthetic sense, but it does just that. It is not about curing pain, improving posture or breathing, or relaxing, though it does those things as well. It is not about getting a massage, though one lies on a massage table and receives hands-on work. It is not about getting in and out of a chair, though even Alexander himself said, "people will think this work is about getting in and out of a chair, but it's not about that at all." Another paradox is that the three main principles of awareness, inhibition, and direction are very simple and seemingly separate, but ask an Alexander Technique teacher to describe any one idea, and they may speak for five minutes and cover all the principles *and* the concepts of the technique. It is impossible to separate and categorize the work, because to do so compartmentalizes concepts that are interdependent.

During my second year of training I made up some one-liners. Explaining the technique to novices often eluded me, and still does. I began this writing in an attempt to simplify or clarify what it is we teach. I had hoped for one page and am now on the third, which is just a reminder of how all encompassing this work is.

The Alexander Technique is a way to be in the moment.

The Alexander Technique is a way to be easier with oneself.

The Alexander Technique is stopping the wrong thing, so the right thing can do itself.

The Alexander Technique is finding something new without looking for it.

The Alexander Technique is rediscovering our innate ability to be coordinated.

The Alexander Technique gives us conscious control, or choices, over the habitual, giving us more freedom to choose.

The Alexander Technique combines thought with movement.

The Alexander Technique is regenerative, rather than degenerative.

The Alexander Technique can be a way of living.

The Alexander Technique gives you more of your real self you forgot you had, and finally,

The Alexander Technique helps you change what you thought you were stuck with.