



The ACAT Survey

by Kathy Miranda, Fran Robertson and Jane Tomkiewicz

With a \$1,000 coupon from the long distance phone company MCI, the ACAT Board sponsored a telephone survey of ACAT members, ex-members and graduates last winter. ACAT volunteers made hundreds of phone calls and tried to reach 192 Alexander teachers. The interviewers actually conducted 114 interviews, most by phone and some by mail. They asked questions about the economics of teaching, the practice of teaching, and ACAT membership services. The purpose of this confidential survey was to collect information about issues that affect teachers, teachers in training and those contemplating this profession.

In this article, the three of us present the summarized answers to each of the questions asked during the interviews.

A few comments about the nature of this survey. Many questions that we thought were straightforward were not. All of us have unique circumstances and to create a form that accounts for such a wide variety of individuals was beyond the scope. Please accept our apologies if your experiences are not adequately reflected here. Many yes/no questions could not be answered as such, but we felt the need to find a place for every answer within the three choices, yes, no and 'no answer or not applicable'.

The open-ended questions were quite exciting. We are sure that during the interview, these questions generated a lot of dialogue and while not expressed, this was part of the ACAT Board's original intention. Many of the volunteers expressed their appreciation for participating in so many stimulating conversations. So, while these questions were interesting and sometimes confusing, they left us with approximately 114 different answers to each open-ended question. In our process we tried to summarize the essence of your thinking, and it was a fascinating exercise for us. We extend our heartfelt thanks to all of you for this. The answers to these open-ended questions provided us with many hours of challenge and inspiration, as we attempted to find some order within. Just so you might appreciate it, think about the quality of light going through two stained glass windows. These telephone surveys have been through two filters - the survey volunteer who wrote down and paraphrased, shortened and highlighted the answers and secondly, Kathy, Fran and Jane who tried to take the exceptions, qualifications and annotations and create the summaries you see here. Scientific, this is not. Colorful, interesting, informative and provocative, we hope.

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The results of all the answers are summarized into averages or percentages. The percentages refer to the number of teachers giving a particular answer divided by the total number of teachers who responded to the question. That total number of teachers varies for each question because not all teachers answered every question, and is shown in parenthesis at the end of the question.

Also, some questions will have percentages that add up to more than 100% because some teachers had more than one response for those questions. The results reflect the percentage of teachers who responded and NOT the percentage of total responses.

So, there you have all the qualifications and context. Here are the results.

(The full text of the survey begins on page 4)

All Members Meeting

by Barbara Kent

The ACAT Board of Directors called an all Members meeting for December 16, 1995, to take a creative look at some of the major issues facing the Alexander Center at this time. The Board wanted to bring the Membership up to date through sharing its own current understandings and impressions, and by presenting some facts and figures. It hoped to gain the Membership's impressions, ideas, and wishes for the future direction of ACAT.

The most pressing issue was the necessity of an imminent decision regarding the future of our relationship with the accreditation agency ACCET. Other important issues included a look at how best to use our resources to maintain a strong viable Teacher Certification Program, as well as ways to support ACAT as an active resource for the public and for ourselves as teachers. Further long term issues touched on the continued search for a space and the need for marketing and public relations.

I was pleased to find a total of 27 people in attendance. It was nice to see some folks I've not seen for a while as well as those I see regularly. There were fewer Teacher Certification Candidates there than we had hoped, although many of their voices were heard through colleagues who attended. In planning and announcing this meeting our intention was to stress a level of urgency without creating a sense of turmoil or emergency. It's not always easy to build and maintain communication between various parts of an organization. We hoped that this would be a few hours well spent to that end. I think it was. I felt the meeting had a constructive and healthy air of "lets look at the issues."

The issue of our future affiliation with ACCET took a good deal of the time. The Board shared its experiences with and understanding of how keeping ACCET accreditation impacts ACAT at present. Much has changed during the years of our accreditation, and it is clearly time to reevaluate. The question is not whether to stay with ACCET indefinitely, but whether to drop ACCET at the end of this academic year, or maintain it until April 1997. The ramifications for both the student body and the Center were discussed. Many current candidates would find it difficult to complete their training at ACAT without their student loans (made possible by our accreditation), and ACAT carries a heavy burden by continuing to keep ACCET accreditation. The challenge is to balance our commitment to our students with our fiscal responsibilities to the Corporation. Kathy Miranda gave a budget explanation that put these issues in perspective. Open discussion followed as members asked questions and shared their impressions and opinions.

Pamela Anderson spoke about the long term possibility of reshaping the TCP as a proactive step. Our current drop in enrollment is a financial concern, but it also gives us the impulse to consider alternative ideas of restructuring the program, the faculty, and the administration of the Training Program that could take us into the future in a very creative way.

(continued next column)

Notes From the TCP

by Joan Frost

One morning in December, 9th term Roberto Mainetti brought to school his portable CD player and several CDs of flamenco music. We all gathered in Room 401 and he proceeded to dance for us. His embodiment of the music from his native culture, one piece using castanets and two without, had us intently with him. It was all the more touching knowing what he had to overcome in being able to move so fluidly. It was a tribute to his strength of wish and the principles of the Technique as understood and employed by him. Kathy Miranda taped the performance - a copy is in the ACAT library.

For our Fall assembly, 9th term Claudia Peyton arranged for a cranial sacral practitioner, Ken Frey, to come in and give us a practical demonstration. He had us all trying to feel the cranial sacral rhythms on various places in the bodies of our supine partners. He said it was a tribute to our training how quickly we were able to sense the rhythm.

Roberto Mainetti, Claudia Peyton, and Nanette Walsh will no longer be contributing their daily presence to ACAT. They gave so much of themselves to the school; we will miss their gestures of good will and support. Their graduation ceremony was held at the Washington Square Church in the Village. It was a large, yet warm and comfortable space for the ceremony and party. We were invited to come as we weren't (or as we were), which brought out elements of flamboyance and drama in some and added an element of fun and humor to such a momentous occasion. ACAT volunteer faculty Robert Cohen directed Roberto, Nanette and Claudia in "little known facts about FM and his discoveries". I then spoke, Barbara Kent spoke and handed out diplomas. Then the three called each one of their teachers up to thank us and give us a rose. As the line-up spread down the side of the room, we were all struck by the largess of our teaching community. Barbara led us all in singing "Dona Novis Pacem" in canon to close a warm and heartfelt ceremony.

Since our Fall '95 ACAT News printing, we have had a new candidate, Kasia Malec, join our fall class of three men. This winter term, we have 4 new candidates, all women with backgrounds in some aspect of the performing arts: Kecia Chen, Anke Froehlich, Genevieve Seel, and Tara Sullivan.

Here's wishing you not only "neck free", but also "ankles free" as you negotiate mounds of snow and ice.

(All Members Meeting, continued)

My overall sense of the meeting was one of deep caring on the part of all concerned. People wanted to know more, had good suggestions and entered into a dialogue with mutual concern for the future goals of ACAT as well as the future of the work itself. The Board did not expect conclusions from this meeting, but rather a sharing of information and creative thinking. Both were accomplished. I think the Board will go back to its next meeting to begin to make the challenging decisions ahead of it with a lot of input, and a sense of support from the membership.

"I felt the meeting had a constructive and healthy air..."

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Observations From The Heart

by Colleen Higgins

There are a lot of people who care a great deal about ACAT. I learned that on December 16th at the *All Members Meeting*, organized to discuss future possibilities for the growth of our school.

As the board members articulated the history and events leading up to the present day issues, I realized how much energy and time had gone into the decision to let go of financial aid. I saw it was important for them, as individuals, to be able to let go of their conflict to a more objective group, yet to people who they knew could give them the support and insight they needed.

As I sat and listened to the various attendees, all of whom were ACAT graduates, and some of whom I had never met, I was struck by how sincere and earnestly they were listening and trying to help in sorting out the long held problem of financial aid.

The attendees strongly advised the board to abide by their contract to continue to help provide financial support to the students in the second year. This message seemed to be well received by the board. The final details of this issue came down to when would financial aid be dropped. This decision will be finalized at the January 28th board meeting.

The next issue on the agenda was discussing possibilities for future growth at ACAT. Ideas that came up were, finding ACAT a new space to live in, possibly a space that ACAT could use exclusively. Developing a strong marketing program and public information service with in the membership organization. This would possibly be run out of someone's home until a concrete solution was found for housing. There seemed to be many good ideas for marketing the technique, which would benefit the teachers in practice and more importantly help ACAT get enrollment up.

All of the ideas required foresight and long term planning, an area which is sometimes difficult to excel. However, I do feel strongly that ACAT is passionately looking towards a larger picture, and trust that it will rise to this new vision of expansion and efficiency.

I truly enjoyed the level of conscious awareness within the gathering of the community of teachers. I believe there to be a strong bond of love and commitment between the board and its goal of bettering the future of ACAT. And I admired their decision to share in this turning point. Thank you.

“All of the ideas required foresight and long term planning”

Letters From Members

Dear Kathy,

I received my ACAT newsletter yesterday and was sorry and upset to learn of the current state of affairs. Yes, there were rumors along the way, but seeing it in black-and-white was a new experience. Having completed my training in 1987, I clearly remember the stories of how our 'founding mothers' reached deep into their own pockets to keep our training course going.

I look back on my own training as one of the most important and special times and pieces of my life. I owe many individuals, some still at ACAT, others not; and ACAT as an institution, a great debt. There is a possibility that I could get a donor to make a direct monetary donation to ACAT, and I will pursue it.

However, at this moment, I'm still residing in Colorado. But I would very much like to volunteer my help. If you can find a way for me to do that from here, I'd be really appreciative.

Good luck, best wishes; my thoughts are with you all.

Awaiting your reply,
Posie Green

Dear Friends and Colleagues,

Many of you have asked about alternative health processes that balance energy and prevent disease. I have been working with Janet Aisawa who does Shiatsu and find her work a wonderful complement to the Alexander Technique. Janet helped my through a very difficult pregnancy and recovery after birth. She is a dancer, has studied Alexander Technique for many years and received her Shiatsu Certification from the Ohashi Institute. For anyone interested her number is (212) 627-4409. Wishing you all a happy and healthy new year. Fondly, Amy Kitahata-Sporn.

Dear Secretary:

Your recent edition of ACAT news was very interesting, particularly the obituary on Marj Barstow by Jeremy Chance.

Thanks a lot,

Ilse Giebisch

(Note from K. Miranda: Through Posie's efforts, ACAT received a \$1000 from the Robins Family Foundation. Fred Robins, the Foundation's Director, was a 'volunteer body' during Posie's training. From that experience and from other AT experiences, he's aware of the value of the Technique.)

The Business of Teaching

Are you in private practice as an Alexander Teacher? (114)

86% Yes; 14% No

If you are not in private practice, why not? (16)

25% Other career, e.g. teaching dance, 19% Health reasons (injury or illness), 13% Back to school, 6% Family reasons or responsibilities, 6% Not advertising well.

What are the sources of your teaching income? (98)

100% Private lessons, 59% Workshops, 57% Group Classes, 48% Other Educational Institutions, 32% Lectures, 16% ACAT Training Program, 7% Fitness Centers, 5% Health spas, and 11% Other (other training programs, grants, aids center, massage training center, theatre schools or festivals, out of town teaching, teaching abroad).

What is the average # private lessons you teach per week? (98)

28% {under 5}
30% {5 - 10}
20% {11 - 15}
13% {16 - 20}
9% {over 20}
2% Varies too much to average

Do you teach in the evenings? (98)

62% Yes, 38% No

Do you teach on the weekends? (98)

44% Yes, 56% No

Do you make house calls? (98)

34% Yes, 66% No

How long does a lesson last? (98)

2% 30 minutes
7% 40 minutes
36% 45 minutes
4% 50 minutes
10% 60 minutes
6% 30-40 minutes
23% 45-60 minutes
10% 30, 45, 60, offers variety.

What do you charge for a private lesson? (94)

3% {below \$34}
32% {\$34 - \$43}
27% {\$44 - \$53}
16% {\$54 - \$63}
14% {above \$64}
10% Sliding scale / varies

What do you charge per hour for a group lesson? (58)

10% {below \$35}
17% {\$35 - \$54}
24% {\$55 - \$74}
9% {\$75 - \$94}
9% {\$95 and above}
33% Sliding scale

5% {\$10 - \$15 per person}

3% {\$16 - \$20 per person}

In what city(ies) do you teach? (98)

58% Manhattan, 17% NY metropolitan area (Queens, Bronx, Brooklyn, Bergen, Hudson & Westchester Counties, etc.), 9% Other major metropolitan areas (Boston, Washington, LA, San Francisco, Chicago, Atlanta), 23% North East and none of the above, 3% South and none of the above, 2% Midwest and none of the above, 10% West and none of the above, 7% Other (Hawaii, Europe, Canada). 40% of the teachers said they teach in more than 1 location.

What portion of your income comes from Alexander teaching? (94)

10% {less than 25%}
16% {25%}
1% {33%}
12% {50%}
1% {66%}
26% {75%}
24% {100%}

If you supplement your Alexander income with other work (part-time, free lance or full-time), is this by choice? (80)

56% Yes, 44% No

Are you supported by partner, spouse or family funds (includes retirement, social security)? (94)

46% Yes, 54% No

Do you aim to have the teaching of the Alexander Technique as your sole source of income? (92)

49% Yes, 51% No

Is your current practice at a level that meets your expectations? (91)

47% Yes, 53% No

If your current practice is at a level that meets your expectations, how long did it take to get your practice to this level? (32)

28% {less than 1 year}
22% {1 - 2 years}
25% {3 - 5 years}
6% {6 - 10 years}
13% {11 - 15 years}
3% {more than 15 years}
3% Other (Depends on self)

If not, how long do you expect it to take to build your practice to this level? (34)

12% {less than 1 year}
38% {1 - 2 years}
41% {3 - 5 years}
9% Other (Whole Life, Until children out of school, Who knows, universe provides)

How long have you actively marketed and promoted to build your practice? (65)

15% {less than 1 year}

28% {1 - 2 years}

22% {3 - 5 years}

6% {6 - 10 years}

15% {11 - 15 years}

12% {more than 15 years}

1% Other (Sporadic)

Are you actively involved in building your practice now? (89)

51% Yes, 49% No

How many hours a week do you currently spend in marketing/promotion/etc.? (74)

43% {Zero}
14% {Less than 1 hour}
9% {From 1 to 2 hours}
20% {From 2 to 3 hours}
5% {From 3 to 5 hours}
9% {From 6 to 10 hours}
1% {Don't know}

In marketing and promoting the Alexander Technique, what activities do you currently pursue? (98)

35% Direct mail, 30% Posting flyers/business cards/pamphlets, 29% Advertising, 40% Calling potential students, 54% Other (Note: Other marketing and promoting techniques include: relationship with other body practitioners, lecture/demos, free lessons, participate in free seminars, public speaking, talking, socializing/networking, distributing business cards/brochures, talking with producers of schools/learning centers, work with hospitals, video, work at music conservatory, community service, articles in newspapers/periodicals, conduct surveys, on-line bulletins, telephone book - white pages, inquiry list from ACAT/NASTAT, co-teach with other professionals.)

Before you became an Alexander Teacher did you ever have any direct experience with anyone who had to build a private teaching practice (e.g. AT, Music, drama) or alternative health practice? (95)

48% Yes, 52% No

Are you presently associated with, circulating in, affiliated with any particular population that is disposed toward studying the Alexander Technique (e.g. dancers, musicians)? (96)

64% Yes, 36% No

If yes, do you have a reputation, affiliation, degree that establishes you among that population? (84)

49% Yes, 51% No

Who are your sources for referrals?

91% Previous and/or Present Students, 78% Friends, 56% Other Professional Affiliations, 54% ACAT, 51% Music Teachers, 49% Dance Teachers/Choreographers, 44% Doctors, 44% Chiropractors, 39% NASTAT, 37% Family, 34% Drama Coaches, 30% Neighbors, 23% College Affiliations, 18%

Church/Spiritual Group, 17% Health Clubs, 13% Other (Note: Other referral sources include: School Teachers, wholistic learning center, other AT teachers, performers, massage therapist, psychiatrists/psychologists, networking org., neighborhood community center, advertising in health magazine, voice/speech therapists.)

What percent of the students in your practice come for: (The results shown are averages of all 97 answers. Results add up to more than 100% because some students come for more than one reason.)

47% Pain relief, 21% Personal growth, 30% Performance improvement, 10% Other (Note: Other reasons include: preventative, repetitive stress, creative/expressive, self development, improve posture, improve functioning, curiosity, improve breathing, improve speech.)

What are your busiest months? (72)

21% Winter (Dec, Jan, Feb)
26% Spring (Mar, Apr, May)
4% Summer (June, July, August)
31% Fall (Sept, Oct, Nov)
18% Varies, no pattern

What are your slowest months? (71)

6% Winter (Dec, Jan, Feb)
1% Spring (Mar, Apr, May)
39% Summer (June, July, Aug)
4% Fall (Sept, Oct, Nov)
14% Dec and/or Jan
25% July and/or August
10% Varies, no pattern, can't tell.

What are your annual expenses in the following areas? (Of those who gave dollar amounts, the average for those amounts is shown. The total number of teachers responding to each category is shown in brackets.)

\$3,321 Studio rental [33]
\$1,080 Transportation [50]
\$1,000 Business coach [8]
\$653 Alexander Lessons [57]
\$528 Advertising [36]
\$505 Teacher Refresher Courses [52]
\$304 Liability Insurance [23]
\$273 Accountant [51]
\$200 Lawyer [1]
\$200 Cards, Stationery, Brochures [70]
\$197 Membership Dues [84]

Have your students ever been reimbursed for lessons (third party payments) without the benefit of your having a Physical therapy or other therapeutic license? (44)

68% Yes, 32% No

What is your annual income (before expenses) from teaching the Alexander Technique? (88)

28% {Under \$5000}
20% {From \$5 to \$10,000}
20% {From \$10 to \$20,000}

10% {From \$20 to \$30,000}

7% {From \$30 to \$40,000}

6% {From \$40 to \$50,000}

8% {Over \$50,000}

In the past year, has your teaching income increased or decreased? (76)

38% Increased, 36% Decreased and
26% Stayed the same.

If there was a change, how do you account for it? (58)

22% Economy, 19% Marketing, 17% Change in the amount of time available, willing to work more or less, 9% More referrals, 8% Change in # of students (either less or more), 5% Moved, 3% Brand new teacher, just starting a practice, 3% Motherhood, 3% Travel, 3% New Opportunity, 2% More consistency, 2% Lost Interest, 2% Personal finances, 2% Personal injury.

What annual income from teaching would meet your expectations and financial needs? (79)

8% {From \$10 - 15,000}

4% {From \$15 - 20,000}

6% {From \$20 - 25,000}

5% {From \$25 - 30,000}

14% {From \$30 - 35,000}

23% {From \$35 - 45,000}

16% {From \$45 - 55,000}

3% {From \$55 - 65,000}

3% {From \$65 - 75,000}

5% {From \$75 and over}

12% Other (Fine the way it is, working to capacity now, No expectations, not dependent on AT \$, whatever comes, Needs more than can expect from AT, \$ amount that wouldn't interfere with social security.)

Teaching

What was your motivation for training? (114)

91% To be a teacher

66% To improve use

27% To deal with pain

26% To improve performance

8% Other (Note: Other motivations

include - the educational concepts, the philosophy, personal growth, self realization, self education, intellectual curiosity, secondary career, more exposure to technique, utter necessity.)

How many years have you been teaching? (108)

20% {Less than 2}

18% {3 - 5}

24% {6 - 10}

19% {11 - 15}

19% {More than 15}

In the past month, how many Alexander lessons have you taken? (Result shown is average of 36 responses.)

2.6 Lessons

In the past month, how many exchanges with other Alexander teachers have you had? (Result shown is the average of 58 responses.)

2.3 Exchanges

Have you attended? (110)

65% A NASTAT AGM

45% An International Congress

42% An ACAT sponsored lectures or classes, within the past year

3% An ATI meeting

What was the last book you read about the Alexander Technique? (111)

The top ten answers are:

37% Thinking Aloud, Walter Carrington, 6% The Use of The Self, F.M.Alexander, 5% Explaining the Alexander Technique, W. Carrington with Sean Carey, 5% The AT, Judith Leibowitz and Bill Connington, 4% In Conversation with John Nichols, Sean Carey, 4% The AT As I See It, Patrick MacDonald, 3% The AT, Glynn Macdonald, 3% The Expanding Self, Goddard Binkley, 3% Back Trouble, Deborah Caplan, 3% Constructive Conscious Control, F.M.Alexander.

What is your favorite book about the Alexander Technique? (111)

The top ten answers are:

18% Body Learning, Michael Gelb, 13% Thinking Aloud, Walter Carrington, 12% In Conversation with John Nichols, Sean Carey, 10% The Use of The Self, F.M.Alexander, 9% Back Trouble, Deborah Caplan, 9% FMA: The Man and His Work, Lulie Westfeldt, 5% The AT, Dr. Wilfred Barlow, 5% Body Awareness in Action, Frank Pierce Jones, 5% The Resurrection of the Body, F.M.Alexander, edited by E. Maisel, 4% The Art of Changing, Glen Park, 4% Constructive Conscious Control, F.M.Alexander.

In what ways has your teaching changed over the past year? (93)

62% in Personal Teaching Skills. Answers included: See more, feel more, trust more, listen more, Hands-on skills improving, Working with habits, Student's reaction to stimulus, More non-doing, quieter, simpler, less effort, slowing down, Better, clearer verbal directions, Staying with self, directing self more while working, working on self more, My use is better, More direct and experiential, rather than talking, More pure, clearer, cleaner, refined, more bare-bones, Better understanding of primary control, Able to confront students more, Use has deteriorated, More dynamic with thinking, Takes notes after every session, Has theme weeks - teaches everyone same thing.

25% in Psychological/Emotional Ways. Answers included: More comfortable with experimenting, More accepting of all aspects, including bad use, Deeper, stronger

connection to principles, Enjoying students I do have, rather than focusing on how many I have, Sense of being whole, Sense of self-integration, Have more insight into possibilities, More spontaneous, I'm less fatigued, emotionally and physically, Self confidence sustained, Letting intuition guide choices, More relaxed, lighter, calmer, keep learning how psyche relates to postural habits, More emotional release work, Integration into life.

17% in Technical Alexander Pedagogy. Answers included: Less Table work, More Floor work, including Dart Procedures, More Chair work, More group teaching, Use of tools like balls, magnets, towels and other 'props' to demonstrate, Emphasis on balance, Emphasis on anatomy, Less emphasis on people directing and more on just being with what's happening, More movement, More voice/breath work, More traditional than non-traditional, Adherence to principle, Classic procedures, Focus on breath and spiral integration, Towel under neck and lumbar, More practical and less hard line in terms of students needs/ends, Renewing the principles, Each person as an individual.

9% in Outside Modalities / Influences. Answers included: Influenced by new perspective from other system e.g. PT courses, energy work, T'ai Chi, Charles Stough, Trager, Away from teaching/performing more.

6% in a Change in Status of Practice. Answers included: More Promoting AT, Economic circumstances changed, New marketing techniques, Performing more, More first lessons, Gives 1 seminar or workshop per month.

6% had no change. Answers included: Not too much - hopes for improvement.

What inspires your teaching? (101)

46% The Teaching Experience. Answers included: The process of teaching, seeing student's change, light up, improve, \$, finances, Public Relations, getting the word out, Student's alive and appreciate work, Helping others, Just teaching, Students and what they bring, End of lesson teachers and student are transformed, Seeing how much better people feel and function, Helping others in personal growth, self-transcendence, Musicians perform better and easier, Adapting to the needs of students, making work relevant for them, Interaction with students, Means of relating which is hopefully free of control, Experience how people think and how one can connect/work with that.

43% The Alexander Principles. Answers included: FM's story, process, work, Books, literature about AT, The Fundamental principles, the work itself, "it works", Philosophical nature of the work, Body's wisdom, anatomy, Patrick MacDonald, Marge Barstow, the magic of her and her words, Direction, Breathing, Gorman Ar-

ticles, Alexander's principles of behavioral change and psycho-physical unity, The struggle to inhibit and direct - "metaphor for life", Allows movement.

32% Personal Experience. Answers included: My own performing, My other professional activities, Awareness in daily life, being present, Spiritual practice, meditation, "self as cathedral", Inner wisdom, Releasing Fear, Psychological nature of the work, Good friends, People, love of humanity, interaction with people, Work on self, personal growth, own therapy, self exploration, My own children, Endlessly challenging, Best thing to do for myself, Interpersonal relationships, Everyday activities e.g. walking, ice skating, as laboratory.

16% The Alexander Experience. Answers included: Taking lessons, having exchanges, taking workshops, Teaching at a Training Center, e.g. ACAT, ATI school, etc., Group teaching, Teaching workshops, Teaching with others, Other Alexander Teachers, Lessons with Carringtons, Glynn MacDonald, John Nichols, Ruth Murray, Rivka Cohen.

14% Other. Answers included: Nature (riding, walking in woods), Learning other systems, e.g. Quantum Physics, Dancers, Other technique teachers, Contributing to betterment of this world, Body mechanics, Principles of T'ai Chi, Spiritual influences, Movement work, Counter-cultural, rebellious aspects, Anything, a dream, really open, Everything, Learning about teaching personal freedom.

2% Not inspired. Answers included: Not my passion to teach.

Do you feel especially attracted to any particular aspect of teaching? (95)

29% The Alexander Technique Gestalt / Principles. Answers included: The discipline and honesty of the work, It's effect in day to day living, Spiritual nature, Meditation practice, Contemplative, consciousness work, Thought affects body, Mind/body, Sense of self, Integration through awareness, Choices, Freedom from habit, Observation without judgment, Freedom in movement irrespective of pain or injury, Power of ideas, Creating a conceptual framework for students to organize their progress, Simplicity of it when it works, Taking people up and seamlessness, Working with thinking, Wholeness - unity of it, Intelligence and clarity of teaching, Conscious living through direction, Mind/Body integration, Quest for balance.

26% The Alexander Teaching Experience. Answers included: Relationship with students, interpersonal aspects, New Pupils, Students' changes, students' growth, Teaching pairs, teaching couples, Interpreting and meeting student's needs, student's unique learning process, Teaching trainees, Student's aha experience, Private lessons,

ACAT trainees, Bridging gap from private lesson to dance, Explore internal movement, Work with handicap, Thinking in activity, not just cerebral, Helping people with exercises from a Doctor or PT, The energy created throughout the process, Intriguing challenge to have hands-on another while paying primary attention to self, The effects of your own good use on a student, One on one, Working on self while working on other.

25% The Alexander Technique Skills. Answers included: Chair work, Tablework, Hands-on, Group work, Doing less, Non-Table work, Chair Work, Freeing the arms and shoulders, Getting people up off their legs, Teacher training and hands-on hands.

17% Alexander Technique Applications. Answers included: AT and Musicians, AT and playing music, AT and pain, At and movement, dance, Vocal work, Medical aspects, e.g. pathology, disabilities, Breathing/Respiratory re-education, Performing Arts, Practical Application/ Activities, Stretching.

6% Psychological / Emotional Aspects. Answers included: How ones perceptions of their own ways/ habits affect physical and mental well-being, Zen aspects - doing less - to reveal integrity of body, Psychology on how to teach each person, Balance of individual in the universe, Resistance and transference, A way of being/ spiritual aspect, Connections between emotions and body.

6% No. Answers included: No particular preferences, Not enough intellectual stimulation.

3% Personal. Answers included: Self-exploration.

9% Other. Answers included: Healing, Other modalities, e.g. Feldenkrais, Alignment relative to the planet, in touch with the environment, Mechanics, Physiology, Absolute logic of anatomy.

What aspect of teaching would you like to learn more about or have more experience with? (93)

45% Alexander Technique Skills. Answers included: More experience teaching, more students, Study with more master teachers, e.g. go to London, Take more AT lessons, Hands-on congruent with language, Hands-on the back of the chair, Different styles of teaching, Communicating about AT, Introducing AT to "virgin" population and make it appealing, Whispered Ah, Group teaching, To engage peoples thought processes, Chair work, How to communicate what direction is, More table, increase awareness in tablework - have student initiate, Movement on table and use table more for feedback, More verbal, How one learns, Hands-on me, MacDonald, How to structure a course of lessons, Contact with more teachers, Teacher training and hands-on hands.

42% Alexander Technique Applications. Answers included: Voice, Breathing,

Respiration, More specific/direct intervention with high skill activities e.g. golfers and musicians, Work with non-performing population, Work with performers, actors, musicians and/or dancers, Work with businesses, integration of AT principles to business, Michael Gelb's application of AT philosophy to business, Working with handicap challenges, Work with injuries and pain.

13% Alexander Principles. Answers included: Inhibition, Staying with self, staying back, working on self, Keeping it simple, sticking to principles, Improving ones use in response to the external stimulation of teaching - really being attentive to use, Thinking on a deep neural level, Thinking in activity.

3% Psychological/Philosophical/Political. Answers included: More about AT and life, Understanding what interferes with wholeness, Self confidence.

3% Everything or nothing. Answers included: All aspects - one never knows all or stops seeking.

9% Other. Answers included: Anatomy, Learning process and educational theory, Infant development/Evolutionary development, Raymond Dart's work, AT community broadening ourselves, Resents dilution of AT by "nonsense".

ACAT Membership

Are you: (114)

- 64% ACAT Member
- 90% ACAT Graduate
- 73% NASTAT member
- 2% ATI member

On a scale from 1-4 (1=poor, 2=fair, 3=good, 4=excellent), how do you rate the following ACAT services? (Results shown as average scores with the number of teachers who responded in brackets.)

- 3.3 Leibowitz Memorial Lecture [38]
- 3.2 Teacher Workshops [50]
- 3.1 Participation in the Training Program [70]
- 3.0 Newsletter [82]
- 2.9 Annual Meeting [44]
- 2.7 Association with ABMP [16]
- 2.2 Mailing Labels [29]
- 2.1 Referrals [70]
- 1.9 Association with Support Services Alliance [23]

How many inquiries did you receive from ACAT referrals? (Average # is shown, #ACAT members who responded is in brackets.)

- 1.85 1994 Referrals [67]
- 1.62 1993 Referrals [63]

How many of your present students received your name from an ACAT list or referral? (88)

- 70% {Zero}
- 20% {1 to 2}

- 8% {3 to 5}
- 2% {More than 5}

What topics would you like to see presented in post graduate workshops? (77)

47% AT applications. Answers included: Vocal Work, Respiration/ Breath, Working with musicians (violinists, pianist, percussionists,), Work with children (different age groups), Working with teachers of children, Dealing with psychiatric problems, Dealing with Back Trouble, Movement for non-dancers, Work with elderly, Dart procedures, AT and performance/ performing artists, Work with creativity, Breath as postural process, Repetitive Strain Injuries, TMJ, Dance, Acting.

45% AT Teaching Skills. Answers included: Communicating with students, Comparison of different styles (Carrington, MacDonald, Barstow), Structure of lessons esp. long term nature with students with chronic problems, Hands-on the back of the chair, Whispered Ah, Psychological issues between teacher and student, Practicum of teaching skills (not just lecture/demo format of workshop), Groups (Beginning, Intermediate and Advanced), Speaking about AT, Learn from other teachers, How to structure classes, How to work with trainees, Eye/ neck release relationship.

10% Philosophical/ Psychological Aspects. Answers included: Psychological effects that underlie efficacy of work, Emotional/psychological component of success and failure for teacher in practice, Resistance and transference.

18% AT Principles. Answers included: Use of the self, Inhibition, Pedagogy, What is direction, Knees forward and away.

34% Other. Answers included: Peer group (support, etc.), Building a business/ practice, Scientific theory of AT, especially physiology of neuromuscular system and early childhood development, Marketing to corporations, medical professionals - lecture/ demos, Legitimize in medical society, How to get student's out the door, Public speaking, Insurance, How to do research.

On a scale from 1-4 (1=poor, 2=fair, 3=good, 4=excellent), how do you rate the following ideas for additional services? (Result shown is the average score; # ACAT members who responded is shown in brackets.)

- 3.5 Educational symposiums (meetings) on areas of particular focus [92]
- 3.6 Teacher Refresher Courses [92]
- 3.6 On-going post graduate training for the first 2-3 years after graduation, e.g. supervision, teaching issues, placement as intern with AT teachers in group classes [89]

Would you be interested in being part of an ACAT speaker bureau? (98)

- 65% Yes

Would you travel nationally? (98)

- 57% Yes

Internationally? (98)

- 56% Yes

Have you volunteered time to the membership organization? (107)

- 47% Yes

Would you be interested in giving time to an area of particular interest or need? (107)

- 46% Yes

In what ways do you think ACAT could improve membership services? (60)

47% Membership Resources/Services. Answers included: Send notices of referrals, Be clearer about ACAT services, their advantages and how to use them, Peer group for support and inspiration, Library of slides, articles for lectures, Better turnaround for referrals, more follow-up of incoming calls, Insurance, More goodies and recognition for volunteers, Licensing issues and legislation - how to get licensed and how does having a license protect us, More events - social, exchanges, workshops and classes, Answer the phone more and the use answering machine less.

38% Marketing. Answers included: More marketing, more publicity, more promotion, Public Outreach, Speakers, more media attention.

33% Education. Answers included: Low cost exchange opportunities, More post grad workshops, Continue good training program and good newsletter, Weekend workshops for out-of-towners, Continuing education credits, Teacher training for professionals on a manageable schedule, Sponsoring international teachers.

20% Organization. Answers included: Be more of an alumni assoc, outreach to alumni, don't duplicate NASTAT services, Rotate ACAT faculty to give experienced volunteer assistants a chance, Full-time office help, More personal and direct contact with members and/or graduates, More ACAT community involvement, Information Dissemination.

Should additional services: (73)

- 67% Pay for themselves
- 19% Be paid for by increased membership dues
- 12% Depends on service
- 1% 1/2 and 1/2

(The ACAT Survey is concluded on the next page)

(The ACAT Survey, conclusion)

So there you have the summary. After umpteen hours of reviewing, recording and summarizing, the three of us have finished our contribution to this effort of data collection. We recommend further analysis which might prove interesting, especially if someone could take the time to create a computerized database so that we might see the information sorted and reported in a more sophisticated fashion. We have prepared the specs for this database and would be happy to consult on this effort. Thanks again to all the other volunteers on this project. The volunteer interviewers were: *Elizabeth Buonomo, Victoria Hyatt, Kim Jessor, Pat McGinnis, Ellen Melamed, Kathy Miranda, Fran Robertson, Roz Rosenberg, Urs Sauer, Jane Tomkiewicz, Lisa Trank and Tom Vasiliades.*

News from the Center

Teaching Space: *Nancy Wechter* (ACAT grad) has space for rent. Her number is (212) 384-5311.

Congratulations and Ho-Jo-To-Ho to the December 1995 graduates of ACAT: *Roberto Mainetti, Claudia Peyton & Nanette Walsh.*

Kim Jessor gave a lecture/demonstration for the organization *Single Mothers by Choice*, focused on the application of the Technique to pregnancy, birth, and the tasks of mothering. She was assisted by Betsy Hulton and Shelley Senter. She is offering ongoing group classes on the Technique and pregnancy at the Soho Center for the Alexander Technique. (Merce, now 18 months, is thriving.)

Teaching Space Available: Convenient Union Square location near subway and buses. Elevator building. Alexander table, small skeleton model. Available 2-3 days per week or on hourly basis. Reasonable rent. Call Nancy at 212-255-0111 or 718-384-5311.

A group of Alexander teachers has been meeting since September, committed to building an Alexander community in the Tri-state area that includes all teachers from all training programs getting together in a supportive, educational and fun way. We are calling ourselves ACT (Alexander Community of Teachers) and we will be meeting the last Tuesday of each month. For our February meeting, Marjorie Dorfman will lead an interactive workshop in how to design a lecture/demonstration. Our meetings are held from 7-9 p.m. at the Mathews School, 74 MacDougal Street, 2nd floor, between Bleecker and Houston Street. For more information please call Fran Robertson at 212-567-7274

Beautiful Teaching Space Available in New York City: Clean, light, airy and tranquil room. Safe building, 90th St. (between Park and Lexington). A perfect place to continue or cultivate a practice. Alexander table, mirror and stools on premises. \$8 per hour, day rates are negotiable. Call: 212-427-7492 for further information.

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