

EXCHANGE

Annual General Meeting Special Issue

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Power and Intimacy In the Therapeutic Relationship

by Joel Ziff, Ed. D.

All too often the perspectives about the impact of work with body process have tended towards two simplistic and destructive extremes. At one end of the spectrum are conventional psychotherapists who maintain a rigid “hands-off” view, concerned that the intensity of any transference or counter-transference will inevitably be destructive. At the other end of the spectrum are body psychotherapy practitioners who, with equal rigidity, deny the powerful effects of direct work with the body. It is easy for us to delude ourselves and our clients pretending that there is no need to pay attention to the issues evoked in body psychotherapy which impact upon the therapeutic relationship.

Conflicting Models of the Therapeutic Relationship: Hierarchy and Co-creation

There are two conflicting approaches to issues of power and intimacy in the therapeutic relationship. On the one hand, the therapist-client relationship has a hierarchical power structure. The extent and nature of this hierarchical power structure varies with different modalities of body psychotherapy and it might be based in the practitioner’s expertise in diagnosing physical patterns and being able to intervene to improve posture and movement function (doctor-patient mode); it might be based upon the practitioner’s role as educator who teaches the client/student principles and practices which allow clients to develop enhanced awareness and capacity to shift physical patterns internally (teacher-student mode); or, it might be based in the practitioner’s ability to “re-parent” the client, allowing him/her to regress and provide support, nurturance, guidance, limits, and constructive criticism (parent-child mode).

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ATI Vision and Mission

To establish an open means of global communication for people to discuss, apply, research, and experiment with the discoveries of F. M. Alexander.

To foster the use of the F. M. Alexander Technique in social and environmental interrelationships.

To create a vital organization whose structure and means of operation are consistent with the principles of the F. M. Alexander Technique.

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Editor's Page

by Dan Arsenault, editor

Here in the New England region of the United States, autumn means many things. The changing of leaves heralds the change of seasons, the harvest, and the harbingers of winter. It is also an exciting time at Alexander Technique International, because it means that it is time to get ready for the Annual General Meeting.

This issue of exchange highlights the seventh Annual General Meeting of Alexander Technique International. In it you'll find information on the meeting itself, including many of the workshops and events that will take place. We hope you can attend this meeting. A full slate is planned, brimming with possibilities for learning and renewal.

As always, we are looking for input from you. We accept submissions of articles, poetry, artwork, coming events, etc. in either paper or digital form. Digital form is preferred. Word files are great, as well as text files. See my contact information below. ☺

EXCHANGE

ExchangeE is published quarterly by Alexander Technique International (ATI), the purpose of which is to promote and advance the F. Mathias Alexander Technique. ExchangeE is designed to disseminate information regarding the technique to ATI members and the public.

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ExchangeE welcomes letters to the editor and submissions. Electronic (e-mail or file) submissions are preferred. Contact Dan Arsenault, editor, at dan.arsenault@ieee.org or by mail at:

Dan Arsenault
29 Wedgewood Rd.
Lawrence, MA 01843 USA

From the Chair

by Jamee Culbertson, Chair of Alexander Technique International

The theme for our Annual General Meeting this year is “Networking and Marketing in the Spirit of Prosperity and Gratitude.”

What does that mean? It probably means something a little different to each of us, and yet in other ways it surely means the same. What is prosperity and gratitude to each of you? What does it mean to network with others and market ourselves and the Alexander Technique from the heart? What does it mean to be eager to contribute?

We have subtitled the theme with a quote from Gandhi, “You must be the change you wish to see in the world.”

In our own way, those of us who are teachers of the Alexander Technique understand this quote with special regards to our own practice, for to be able to effect change we must first allow for that possibility to occur within ourselves. Those of us who are students of the Alexander Technique learn that we are the source of our perceptions.

I hope you all can come and join us at this year’s AGM as we are offering more workshops than ever before, workshops that address the many ways in

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Alexander Technique International

For membership information please contact Debi Adams at the address below.

ATI membership \$55.00 per year.

Teaching membership \$120.00 per year.

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1692 Massachusetts Avenue

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Power and Intimacy In the Therapeutic Relationship

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On the other hand, the therapist-client relationship is a collaborative experience between equals. It requires a foundation of rapport in which there is a mutual positive connection. It allows for appropriate intimacy: space for mutual expression of feelings as well as for acknowledgment and responsiveness to needs associated with the real here-and-now relationship. It also involves a commitment to co-creation of the therapy in which both the client and practitioner contribute to ongoing definition and evaluation of the issues, goals, and methods.

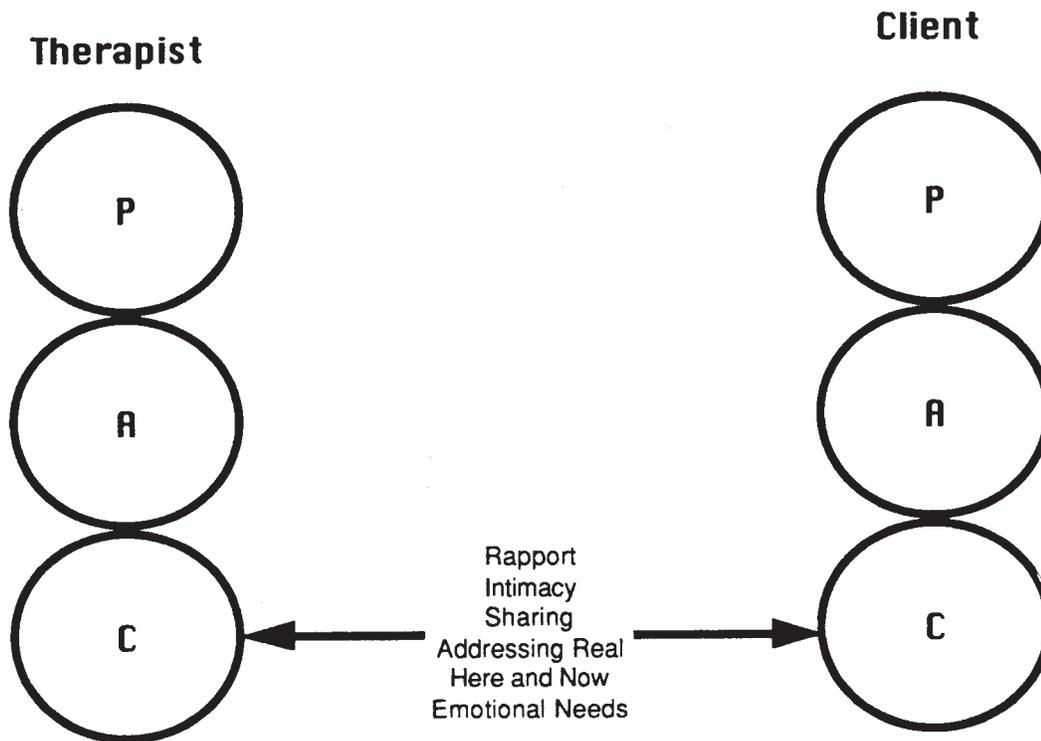
In conceptualizing the dynamic balance between hierarchical and co-creative aspects of the therapeutic relation, transactional analysis provides a graphic model for representing the various elements. Transactional analysis provides a framework for differentiating three different types of communication, defined by Eric Berne as Child, Adult, and Parent. The Child ego state communication refers to expression of feelings, wants, needs, as well as basic kinesthetic experience. The Adult ego state communication has to do with transmission of information, logical analysis of cause-effects, defining what is true and real. The Parent ego state communication is defined as offering of nurturance, support, guidance, criticism, and values. Each time we relate to others, we speak from one of these ego states; when others respond to us, they communicate back from one of those states as well.

In conceptualizing the dynamic balance between hierarchical and co-creative aspects of the therapeutic relation, transactional analysis provides a graphic model for representing the various elements.

The collaborative element in the therapeutic relationship involves communication Child-Child (C-C) and Adult-Adult (A-A). The Child-Child communication is associated with the basic experience of rapport and connectedness as well as the appropriate communication of feelings and needs associated with the real relationship. The Adult-Adult communication is associated with the collaborative definition of issues, goals, and methods. The hierarchical element in the therapeutic relationship is subsumed in Parent-Child communication, including the doctor-patient, teacher-student, and parent-child mode of relating.

Co-Creation: The I-Thou Relationship

The co-creative aspect of the therapeutic relationship involves three elements: rapport, intimacy, and responsiveness to needs appropriate to the I-Thou relationship between client and therapist.

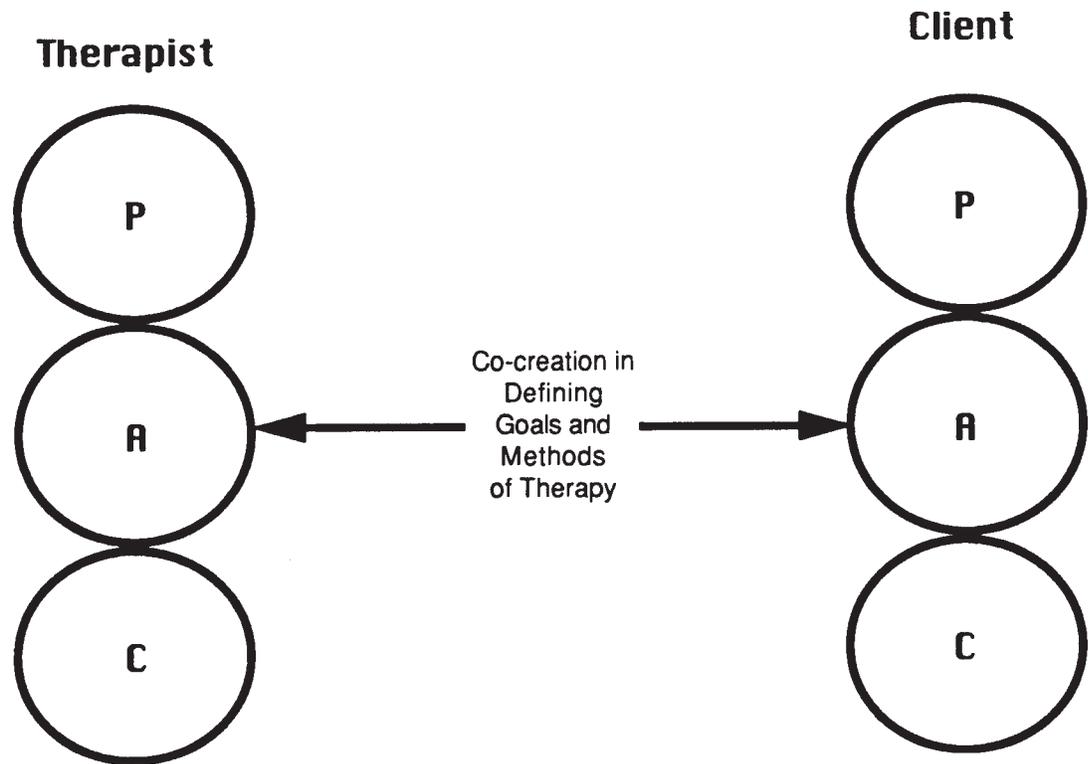


Rapport (C-C) refers to a basic sense of positive connection between client and therapist, to “chemistry,” to an underlying positive transference, to a baseline feeling that we like and respect one another. If that basic rapport is missing either for the client or for the therapist, there is no foundation for any relationship. If it is missing, it needs to be acknowledged, understood, and developed. If it cannot, it is better to acknowledge that and help the client find another therapist without making either client or therapist wrong or bad.

Intimacy (C-C) refers to the openness to express here-and-now feelings, to know who we each are. This does not mean that every feeling has to be expressed — there is a right to privacy both for the client and the therapist. There are also many feelings experienced by the therapist which are inappropriate to express in the context of the therapeutic relationship or which need to be expressed thoughtfully and at the appropriate time. For example, it may be important both for the therapist and the client to have the therapist let the client know when he/she is tired and not fully present, or touched by something the client has said, or irritated by something the client has done, rather than say nothing and have the feeling become a negative, non-verbal presence in the therapy.

Attending to real here-and-now needs (C-C) At one extreme, some therapeu-

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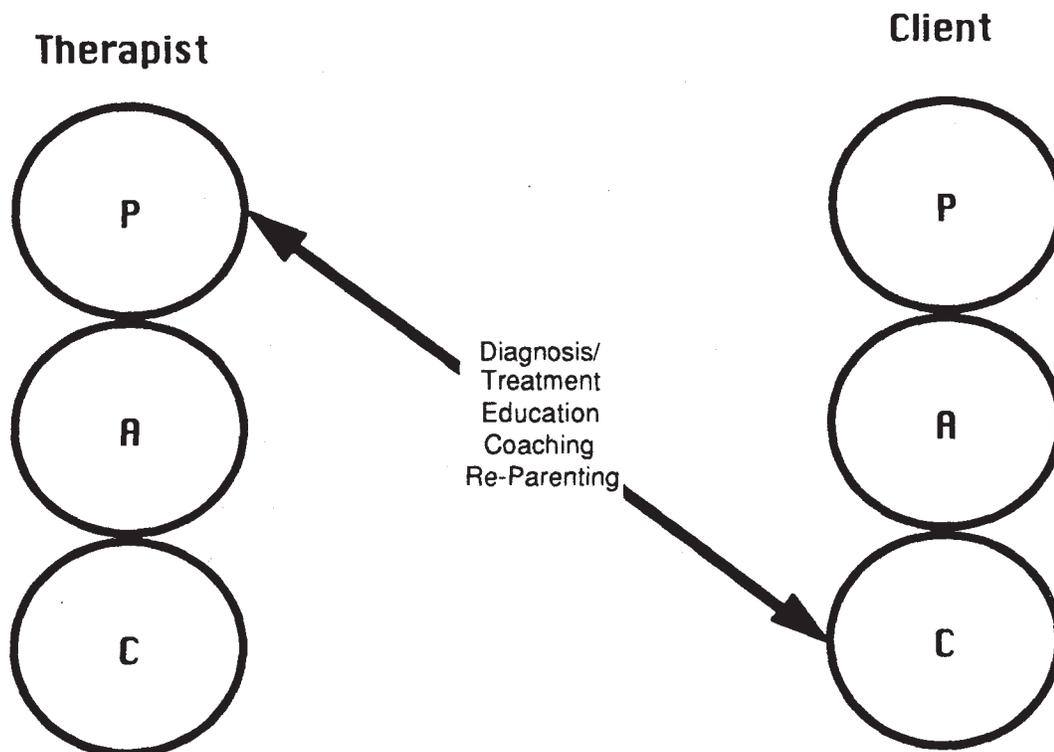


tic perspectives view the therapist’s communication of his/her own needs as never appropriate in the therapeutic context. At the other end of the continuum, some therapeutic perspectives may elevate the therapist’s “authenticity” as the key element in the therapy. In an integrative perspective, it is important to differentiate between the extent to which feelings and needs emerge from the real-here-and-now relationship and the extent to which the feelings and needs represent transference and/or counter-transference evoked by the immediate relationship but which are actually associated with other relationships that have been powerful and often problematic. There is no formula for precisely defining which context belongs to particular feelings, but the awareness of the dynamic tension allows the clinician to be sensitive and balanced.

Ongoing collaborative definition of issues, goals, and methods (A-A) for the therapeutic relationship. In the traditional medical model for psychotherapy, the therapist is the expert who assesses the patient, diagnoses the problem, defines the treatment, administers it, and evaluates the results. The client’s job is to be a cooperative patient, supplying data as requested, taking the “medicine” prescribed, and

In an integrative perspective, the power is shared.

Therapeutic Hierarchy (P-C)

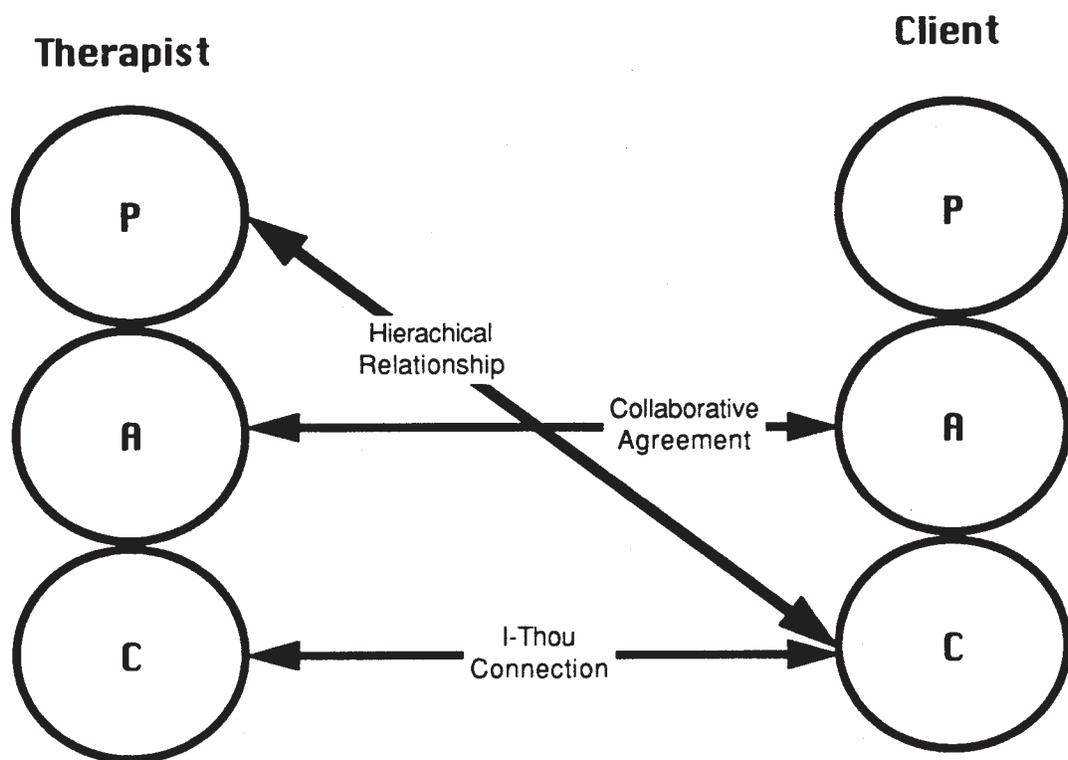


following the doctor's directives. In a client-centered approach, the power resides with the client. The therapist becomes a supportive and nurturing presence who follows the client's lead. In an integrative perspective, the power is shared. There is mutual recognition that the clinician does have expertise and the information that comes from being an outside observer to the client's process, while also acknowledging that the clients have the expertise of their own experience and the responsibility and authority for making decisions which affect them. Each is open to the insights and unique contribution of the other while also respecting the validity of their own perspectives in a mutual exploration of healing.

In the traditional hierarchical model, both therapist and client assume that the clinician is the doctor who knows best how to help the patient, the teacher who can educate the student, or the surrogate parent who can heal the wounds of a traumatic childhood. In a client-centered approach, the therapist will always defer to the lead of the client. In this integrative approach, collaboration and mutuality provides a foundation for conscious and explicit decisions to enter into a hierarchical relationship to meet specific

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The Dynamic Balance: Integrating Collaborative and Hierarchical Elements of the Therapeutic Relationship



goals. Client and therapist can shift back to the collaborative mode as needed to assess the situation and re-evaluate when goals are achieved or if an impasse develops.

Diagnosis/treatment of posture and movement patterns (Doctor-Patient Mode) In many forms of body psychotherapy, the clinician has specific expertise enabling them to assess postural and movement dysfunctions through visual examination and/or palpation. Based on this assessment, they are able to work hands-on, utilize specific movement exercises, or other interventions to facilitate more flexibility, better posture, and greater range of movement.

Postural/movement education (Teacher-Student Mode) In postural and movement education, the clinician's role is to heighten the client's own awareness of kinesthetic experience and learn how to enhance posture and

movement functioning from the inside-out. In these approaches, the clinician's role is more that of a teacher than of a provider of treatment.

Therapeutic Regressing and Re-parenting (Parent-Child Mode) In therapeutic regressing, the clinician works with the client to build a safe space for re-experiencing the actual feelings associated with a dysfunctional pattern. This safe space might occur through psycho-dramatic enactment, emerge in the context of the therapeutic relationship as transference, be evoked in a group experience, or be facilitated through work with body process. The goal is to heighten awareness, gain insight, and experience a healing resolution while in the actual feeling state. The therapist may take on a parental role that allows for a more constructive resolution.

The Dynamic Balance: Integrating Collaborative and Hierarchical Elements of the Therapeutic Relationship

The therapist-client relationship requires a dynamic balance between these two potentially conflicting models of hierarchy and co-creation. Both client and therapist are at risk in a totally hierarchical structure if we fail to develop the co-creative foundation. In a hierarchy, the client gives up his/her autonomy, is reinforced as not competent, is vulnerable to mistakes or abuse by the therapist, and is unable to contribute his/her knowledge and understanding to the process. The therapist is set up to be all-knowing and can inadvertently misguide the client without benefit of feedback, setting up a role model of perfectionism which is impossible and destructive. There is no room for the therapist to have legitimate here-and-now needs, setting up a situation where those needs are either unmet or communicated indirectly and inappropriately.

For example, sometimes when therapy is not going well, we might tend to sum up the problem by saying, "This client is just not ready to change." In a hierarchical model, if I, as therapist, have expert knowledge about how to help someone, there is only one reason why the therapy fails. It can't be the

medicine; it must be the patient.

Only if I am willing to step out of the role as authority, can I open myself to the vulnerable position of saying, "What I am doing is not working? Do you agree? If so, I need your help to understand why and figure out what to do about it."

...sometimes when therapy is not going well, we might tend to sum up the problem by saying, "This client is just not ready to change."

There is no precise formula for this dynamic balance between hierarchy and co-creation, but it is rather in the openness to both perspectives that the

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therapeutic relationship can be most effective. If a client becomes angry with me, it may be that there is a strong transference in which the anger does not really have to do with me and how I respond to him/her, but with the client's parent. It may also be because I have actually done something that deserves anger and a response to it. More likely still, it may be some mix of both past and present elements, both of which need to be acknowledged. ☺

Annual General Meeting Info

The following comes to us from Jano Cohen of the Annual General Meeting Agenda Planning Committee:

We are pleased and honored to have Buzz Gummere as our Keynote Speaker this year. Thank you in advance Buzz, for your always inspiring and evocative talks!

Roberta Hamilton requests that all of you that will be attending her workshop on *The Power of Intention* to bring pictures from magazines that make you think of prosperity.

Jano Cohen will be leading a roundtable discussion entitled *What Are We All Doing?* Everyone attending or visiting the AGM is welcome to participate in this discussion. Each person will have under a short time to answer any or all of the following questions:

- 1) Where do you teach?
- 2) What do you teach?
- 3) Who do you teach?
- 4) What do you want us to know most about what you are doing?
- 5) What excites you about what you are doing?
- 6) Are you doing anything in another related field?

Please feel free to prepare your answers in advance so that you can take full advantage of the time. Please bring any promotional materials you would like to share with us. Remember, the theme for this year's AGM is *Networking in the Spirit of Prosperity and Gratitude!*

Please send in your registration for this year's AGM as soon as possible. We need to know how many people will need accommodations at Sevenoaks. The Board, the Agenda Planning Committee and the Workshop Planning Committee have put together an AGM that promises to be educational, fun, and productive. Don't miss it!

From the Chair

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which the Alexander Technique is applied. We are even taking care of business in the form of workshops, exploring new ways to communicate, solve problems creatively and make decisions. Agenda Planning Chair, Jano Cohen, will be facilitating a roundtable dialogue so that we can hear from each other about the varied experiences learning and teaching the Alexander Technique can bring. Please be sure to bring any brochures or articles and business cards with you to share.

If prosperity and gratitude can be a style of marketing and an attitude for networking, let's put it into practice. Let's be the source of our supply through our associations with and contributions to each other.

Read ahead in this issue of Exchange to find out the schedule of events at the 1999 AGM.

This millennium is coming to a close. The new millennium is close at hand. Be the change you wish to see in the world and let us know about it. See you in November! ☺

Annual General Meeting Schedule

Thursday, November 11

- 12:00 - 1:00 Registration
- 1:15 - 1:40 Welcome everyone in main room and give logistical instructions, a Sevenoaks representative will give instructions.
- 1:45 - 3:15 Workshop A: Tommy Thompson *The Sun and the Moon*
Workshop B: Marsha Paludan *Developmental Movement — The Body's First Teacher*
- 3:30 - 5:00 Workshop A: Jan Baty *Teaching Children Creatively*
Workshop B: Lenna Kitterman *Exploring the Full-Body Voice*
- 5:15 - 6:15 Workshop A: Glenna Batson *Alexander Technique in the Information Age, Helping Prevent Repetitive Strain Injuries*, then a group discussion and exchange around the topic
Workshop B: Formal Consensus
- 6:30 - 7:30 Dinner
- 7:45 - 8:45 A. T. Exchange
- 9:00 -10:00 Video night: a variety of videos (some yet to be seen), on the Alexander Technique will be shown.

Friday, November 12

- 7:00 - 8:00 Rooms available for meditation, t'ai chi, yoga, etc.
- 8:00 - 8:55 Breakfast
- 8:00 - 8:55 Registration
- 9:00 - 10:55 Welcome and thank presenters for today
Workshop A: Roberta Hamilton *The Power of Intention*
Room available for A. T. exchange
- 11:15 -12:30 Business Meeting: Board, committee & task group report. Introduction of the Code of Ethics Proposal - Room available for A.T. exchange during all business meetings
- 12:45 - 1:45 Lunch
- 2:00 - 3:45 Workshop A: Michelle Arsenault *Moving To Learn*
Workshop B: Ute Arnold *The Alexander Technique in Relationship to Body Psychotherapy*
- 4:00 - 5:15 Workshop A: Bill Walsh *Creative Problem Solving*
Workshop B: Marie Favorito *Chi Kung*
- 5:30 - 6:45 Roundtable Discussion
- 7:00 - 8:00 Dinner
- 8:15 - 9:30+ Awards, brief introduction by Roberta Hamilton, and then our keynote speaker, Buzz Gummere.

Saturday, November 13

- 7:00 - 7:55 Workshop A: Marie Favorito - *Chi Kung*
Rooms available for meditation, t'ai chi, yoga, etc.

Annual General Meeting Info

- 8:00 - 8:55 Breakfast
Horse farm participants must be finished with breakfast, ready to board the bus, vans or cars at 8:45
- 8:45 - 9:45 Travel to horse farm
- 9:45 - 10:00 Break
- 10:00 - 12:30 Robin Eastham: *Poise Upon Poise*
- 12:30 - 1:00 Bag Lunch
- 1:00 - 2:00 Return to Sevenoaks
For those who remain at Sevenoaks
- 9:00 - 12:00 Gigantic A. T. Exchange and discussion
- 12:00 - 1:00 Lunch
- 1:00 - 2:00 Free time, rooms available for meetings, etc.
- 2:00 - 3:00 Business meeting: Brainstorming in small groups
Workshop A: Sponsorship Issues
Workshop B: Ethics Issues
Workshop C: Professional Development Committee
Workshop D: Legislation Issues
Workshop E: Any task group can meet
- 3:00 - 3:45 Business Meeting with whole group, submit proposals, make decisions
- 3:45 - 4:30 Group discussion and process: Prosperity and ATI *How to Prosper ATI?*
Room available for A. T. Exchange
- 4:30 - 4:45 Break
- 4:45 - 6:30 Workshop A: Roberta Hamilton - part 2
Room available for A. T. Exchange
- 6:45 - 8:00 Dinner
- 8:15 - 9:15 Video night
Room available for A. T. Exchange
- 9:15 - 10:30 Dance Party

Sunday, November 14

- 7:00 - 7:55 Workshop A: Marie Favorito - *Chi Kung*
Rooms available for meditation, t'ai chi, yoga, etc.
- 8:00 - 8:55 Breakfast
- 9:00 - 10:55 Workshop A: Michele Arsenault - repeat
Workshop B: Marsha Paludan - repeat
- 11:15 - 12:45 Finish any unfinished business, evaluations, transportation details, closing ritual
- 1:00 - 2:00 Lunch
- 2:00 - 3:00 Checkout ☺

Prosperity: An Attitude of Gratitude Your Fortune Begins With You

by Roberta Hamilton

Prosperity is a state of being. It is an already always knowing connection to the source. Prosperity is not only about having things and having money, it is about living in an abundance of life. When you *know* in every fiber of your being that you are connected to the source of supply; that your good is already in your life; then your consciousness attracts what you desire. Prosperity is about getting a parking space when none appear to be available. It's about arriving at your favorite restaurant and being seated at the last available table. As you glance out the window, a line is forming of folks waiting to be seated. It's about getting free tickets for great seats at your favorite concert.

We live out of what we believe ourselves to be — financial problems may be the outer manifestation of inner states of consciousness. No one can keep your good from you but you. Swami Muktananda says, “You become like what you hold in your mind.” We are not always aware of what attitudes, assumptions, and myths we hold in place about wealth and money; and accordingly about wealthy people. Prosperity is not so much a condition in life as it is an attitude toward life. Know that you are a spiritual being, living in a limitless spiritual universe. While there is no limitation, there may be a consciousness of limitation.

As we remember who we are, our oneness — our Divinity, so then will we reconnect to our inheritance by birthright. Our true nature is Divine — our true worth is limitless because we are pipelines to the source of all supply. As Alexander Technique teachers, you keep a conscious contact with the principles of F. M. Alexander and you must practice what you have learned. So it is, you must realize and keep conscious contact with the spiritual principles of prosperity. Practice the presence of universal limitless supply, reminding yourself that you are in the presence of infinite substance from which all things come.

Eric Butterworth writes, in *Spiritual Economics*: “Words do not become true because you affirm them. This is the common confusion about the practice of affirmative prayer, that if you speak words of truth over and over, you impress them on the subconscious mind and thus they become true for you. They do not become true because you affirm them. You affirm them because they are true. You are synchronizing your consciousness with the reality of Truth.”

The quality of our thoughts create the conditions we attract. It is our good fortune to come together in a workshop format and begin a lifetime engagement of Prosperity Principles.

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Prosperity: An Attitude of Gratitude Your Fortune Begins With You

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Roberta Hamilton is a Senior Prosperity Practitioner and is offering a workshop entitled *Prosperity: The Power of Intention* at the seventh Annual General Meeting of Alexander Technique International, November 11-14, 1999.

Recommended reading:

Butterworth, Eric: *Spiritual Economics, The Prosperity Process*, Unity School of Christianity, Unity Village, MO 64065, 1983, 1986

Ponder, Catherine: *Open Your Mind to Prosperity*, DeVorss & Company, Publisher, Marina del Rey, CA 90294, 1983

Stone, Toni: *Is Money The Matter?* Wonder Works Studio, Buck Hollow Rd., Fairfax, VT 05454, 1987, www.wonderworks.org ☺

Coming Events

From Rick Brennan in **Ireland**:

Kinsale, Co. Cork, November 1999. Weekend non-residential introductory Workshop for those new to the Alexander Technique as well as those with previous experience. The course runs from 10.30 am till 5.00 p. m. each day. (Cost £65). To book and further information please contact: Sally Simpson on 021 - 771448 or 021-774636.

Chrysalis, Co. Wicklow, Spring 2000. A weekend residential course in a quiet retreat centre near Dublin which is a opportunity to relax and be looked after. The course starts on Friday evening and finishes on 4 pm on Sunday. (Cost £145). To book a place please contact: Chrysalis, Donard, Co., Wicklow Ireland. Tel: 045 404713.

Moycullen, Co. Galway, Spring 2000. Weekend non-residential introductory Workshop for those new to the Alexander Technique as well as those with previous experience. The course runs from 10.30 am till 5.00 pm each day. Actual date to be confirmed (Cost £65). To book or for further information please contact: Richard Brennan on 091 - 555800.

From Delia Hardy in the **UK**:

Ta Ke Ti Na Rhythm Workshop, November 5 - 7, 1999

Learning rhythm and music through Ta Ke Ti Na facilitates learning for life too: the things that hinder our life reflect themselves during the Ta Ke Ti Na process in the form of rhythmic disabilities and can be transformed by the rhythmical evolution, that gradually unfolds: areas in our life that have been separate or detached, begin to meet and cooperate: emotions and rational thoughts, intuitive feelings and cognitive action, passivity and activity, outer movement and inner silence... The mind calms and an encounter with the inner self becomes possible. Each participant is part of a group collective, yet

Alexander Technique on the Internet

Alexander Technique International uses the Internet in a number of interesting ways. Log into the ATI World Wide Web site at www.ati-net.com. You can also log in to Alexander Online at www.alexandertechnique.com/online. This site provides links to the rapidly growing number of Alexander Technique resources on the Internet. Alexander Teacher listings can be found both the ATI web site and on the Ask Dr. Weil web site at www.drweil.com.

ATI maintains an Internet forum of members called Interchange. You can send e-mail to all listed members by addressing your e-mail to interchange@ati-net.com. You can send mail to the ATI board as a group at board@ati-net.com, or to individual board members at: chair@ati-net.com
assistantchair@ati-net.com
treasurer@ati-net.com
execsec@ati-net.com
correspondsec@ati-net.com ☺

Coming Events

is able to learn at his or her own individual pace.” (Reinhard Flatischler, originator of Ta Ke Ti Na).

WelCare, 26 The Green, **Twickenham, Middx**, TW2 5AB.

£130/£100 concs. (Cheques payable to D. Hardy).

To book a place, please send a non-refundable deposit of £30 to:

D. Hardy, 12 Atbara Court, Atbara Rd, Teddington, Middx, TW11 9PB.

The workshop will be lead by Fabian Bautz and Brigitta Hachen who are highly experienced Ta Ke Ti Na teachers, musicians, and Eurhythmics.

Enquiries: 0181 943 9341.

The Professional Association of Alexander Teachers (PAAT), **Birmingham, U.K.**, 6th January 2000 - 6th April 2000 (Thursday evenings from 7:00 p. m. to 9:00 p. m.)

Recreational Course in the Alexander Technique

PAAT has a well-established Recreational Course in the Alexander Technique for individuals who are already having private lessons and who would like to deepen their understanding of the Technique by studying it in a broader context than private lessons allow. The Course is offered on a term-by-term basis, with each term consisting of 12 weekly sessions which take place in Birmingham (UK) on Thursday evenings between 7.00-9.00 p.m. Sessions focus on the practical application of the Technique to the solution of life's problems and take both a general and participant-generated approach. Talks are given based on the writings of F. M. Alexander and related subjects. Cost is currently £192.00 per term, open to all. Contact: Fred Oldfield, e-mail: FOldfi1426@aol.com, tel: +44 (0)121-248-1133 ☺

Annual General Meeting Workshops

Exploring the Full-Body Voice led by **Lenna Kitterman**

Drawing from our experience of primary control and a “free” neck/head relationship, this workshop tests our understanding of these principles while allowing our voice to sound from the entire body. This work activates and mobilizes psycho-physical blocks, heightens sensory feedback, and expands our internal space from the inside out.

The Sun and the Moon led by **Tommy Thompson**

This workshop explores patterns of interference and what happens when you make changes in the primary source, i. e., attentional recognition versus making changes in what is reflected in the body, i. e., kinesthetic recognition. And how working with the primary source of interference keeps one in a more dynamic and involved relationship with whatever you are up to. We'll explore the sun and moon.

Teaching Children Creatively led by **Jan Baty**

For children of any age. Experience the kind of class you wish you had in grade school letting your own infinite imagination and sense of play be the leader to explore rhythm, sounding, and movement from the inside out. Alexander Technique principles are woven throughout in a language children can relate to.

Alexander Technique in the Information Age, Helping Prevent Repetitive Strain Injuries led by **Glenna Batson, PT, MA**

A demonstration of how the Alexander Technique can help in the prevention of repetitive strain injuries, or RSI. The workshop highlights aspects of the dynamic interplay between ergonomics and the Alexander Technique, with particular emphasis on computer use.

The Alexander Technique in Relationship to Body Psychotherapy led by **Ute Arnold**

Touch evokes emotion. Participants will experiment with clarifying and being present with your own emotions and those of your students by amplifying the body's language with Gestalt Therapy. This workshop will show you how touch, talk, and dialog can bring to resolve and transform recurring emotional issues, creating physical as well as emotional ease.

Developmental Movement, The Body's First Teacher led by **Marsha Paludin**

The movement of the first year of life provides the body with an unfolding learning process. This workshop will re-awaken the deep organic knowledge and sensory awareness living in the body memory by exploring the developmental path.

Creative Problem Solving led by **Bill Walsh**

Explore fun and exciting techniques which encourage breaking out of the normal way of solving problems. These techniques have been used widely in marketing and advertising. They were used to assist Nelson Mandela and Frederic DeKlerck in creating new possibilities for South Africa.

Strategic Maps: A Tool for Getting Where You Want to Go led by **Catherine Ketrick**

Strategic Maps are a tool for translating large scale goals into concrete daily actions. Using a goal provided by a participant, participants will map their way to that goal with this very practical tool.

What Are We All Doing? led by **Jano Cohen**

A roundtable discussion in which those present may share who, what, where, and how they are teaching the Alexander Technique and what other work they may also be doing in related fields.

The Power of Intention, led by **Roberta Hamilton, RN, Lic. Ac.**

This workshop explores how Vision + Intention + Positive Action = Extraordinary Outcomes. Discover how living in integrity and in alignment with out “word” empowers us to manifest our vision. Roberta Hamilton is a Senior Prosperity Practitioner who has been practicing Prosperity Principles since 1985.

Chi Kung led by **Marie Favorito**

Director of the Boston Healing Tao and Senior Instructor of the International Healing Tao, Marie has had Alexander Technique lessons for over six years. Marie enjoys the application to Tai Chi, Chi Kung, and meditation. Marie will lead the workshop in Chi Kung movements in a way that Alexander Technique students and teachers can appreciate.

Poise Upon Poise - Alexander Technique and the Mounted Student led by **Robin Eastham** (AMSAT and ATI certified teacher, licensed American Horse Shows Association judge, trainer, competitor & coach)

What fun to work with two spines at once, one on top of the other, one vertical and one horizontal. Working with the rider alone — piece of cake! But some of us blanch at entering an area and coping with a rider who is now attached to a large and intimidating (not to mention moveable!) creature. Learn how to be more comfortable with the process: have a chance to give it a try. It is less fearsome and more fun than you might imagine. Join in on an opportunity for us to work with mounted riders of various skill levels, and from various equestrian pursuits.

Moving to Learn - Children, Science and the Alexander Technique, led by **Michelle Arsenault**

Explore the philosophy and concepts of Moving To Learn, an Alexander Technique inspired science curriculum developed for school age children. Experience a non-traditional approach to chair work which provokes giggling; lose our inhibition as you inhibit in “Simon Says,” and engage in really fun science work as we discover together how Newton’s Laws of Motion provide a particularly succinct way of describing the experience of effortlessness or effortfulness when coming to standing. 🌀

Alexander Technique International (ATI) is a worldwide organization of teachers, students, and friends of the Alexander Technique created to promote and advance the work begun by F. Mathias Alexander.

ATI embraces the diversity of the international Alexander community and works to promote international dialogue.

About the Alexander Technique

Experience of the Technique has led to praise from George Bernard Shaw, Aldous Huxley, Prof. John Dewey, Sir Charles Sherrington, Julian Bream, John Cleese, Robertson Davies, and many others. It is taught at the Juilliard School of Performing Arts in New York, and the Royal College of Music and the Royal Academy of Dramatic Art in London, the Stratford Shakespearean Festival and the Shaw Festivals in Canada, Boston University, Brandeis University, and many other centers.

Olympic-level athletes have similarly used the Technique to improve their performance, as have leading golfers and business people. Medical studies have shown the Technique to be as effective in lowering blood pressure as the normally prescribed beta blocking drugs. Other studies have shown significant improvement in respiratory function.

The common factor in all of these aspects of life is that how we are using ourselves—the way we do things—affects the result we get. The Alexander Technique is a means of improving that use. It has been called a “pre-technique” which people can apply to furthering their own special skills and activities. It is also essentially a preventative technique with which we can learn to improve and maintain our health.

The individual is the focus of the Alexander Technique. We are all unique, with different bodies, different experiences, and different problems. We go about the process of change in different ways and at different rates. For these reasons, what happens in an Alexander Technique lesson depends very much on the needs of the student at the time. In the basic sense, though, you will learn an attitude of not trying to gain your ends at any cost, and, at the same time, how to prevent your harmful habits that cause unnecessary stress and restrict your capabilities. Obviously, since what you are changing are patterns built up over many years, a permanent change will not be brought about overnight. However, the person who learns to stop and take time, to think constructively about how he uses himself in everyday life, will find that this simple procedure can have far-reaching results.

Further information about the Alexander Technique can perhaps best be gained from a teacher near you (see list at right for teacher listings through the nearest ATI office), as your changing experiences through lessons are the only real way to understand the nature of the work and what change is possible.



Worldwide Offices of Alexander Technique International

Main Office, USA

1692 Massachusetts Avenue
Cambridge, MA 02138 USA
(+1) 617.497.2242
(+1) 617.497.2615 (fax)
888 668-8996
usa@ati-net.com

Australia

11/11 Stanley Street
Darlinghurst, NSW 2010
(+61) 02.331.7563
australia@ati-net.com

UK

14 Ilsely Court,
Wandsworth Road,
London SW8 3LP.
uk@ati-net.com

France

10 Rue Froidevaux
75014 Paris
(+33) 01.43.35.10.48

Germany

Garathausen 17A
D-82340 Feldafing
(+49) (0) 8158-3478
germany@ati-net.com

Ireland

Kirkullen Lodge
Toreeny,
Moycullen, Co. Galway
(+353) (0)91.555800 (also fax)
rickbrennan@tinet.ie

Norway

Vetrlidsalmenningen 4
Bergen 501
(+47) 55.32.31.76 (also fax)
norway@ati-net.com

Sweden

Grundtvigsgatan 9
168 48 Bromma
(+46) 08.687.0248
sweden@ati-net.com

Switzerland

Im Theodorshof 13
Rheinfelden
CH-4310
(+41) 061.831.5119