AmSAT American Society for the Alexander Technique

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American Society for the Alexander Technique, Inc.

An Introduction
to AmSAT
and the Alexander Technique

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AmSAT American Society for the Alexander Technique

THE ALEXANDER TECHNIQUE

The American Society for the Alexander Technique. Inc. - AmSAT*

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*(*formerly NASTAT, North American Society of Teachers of the Alexander Technique)*

I. THE ALEXANDER TECHNIQUE

A. Short Definition

The Alexander Technique is an educational method that promotes conscious awareness and control of the self. Through the teacher's verbal feedback and hands-on guidance as the student performs everyday movements such as standing and sitting, the student becomes aware of habitual psychophysical reactions and the impact these reactions have on his/her overall coordination. Students are taught three specialized skills: 1. inhibiting, which is the capacity to cease maladaptive patterns of reaction; 2. directive thought, a precise type of thinking that aims the body in movement to optimize coordination; and 3. accurate sensory awareness and perception. Utilizing these skills, students learn to maintain a more integrated psychomotor coordination of themselves in any activity. Practiced over a period of time, students experience:

a. an improvement in conditions created by chronic malcoordination;

b. greater conscious understanding and control of habitual reactions;

c. enhanced ability to learn and perform complex motor skills.

The Alexander Technique is most commonly taught in a private lesson format. Lessons are thirty to forty-five minutes in length and students usually take one to two lessons per week over a six to twelve month period. Teachers may use anatomy charts, photos, skeletal models and a large mirror as additional teaching tools. During the lesson students stand and sit in a chair, walk, and practice other everyday movements. They may also lie on a table, fully clothed, as the teacher's hands and verbal instructions guide the student in learning to inhibit and direct.

I. THE ALEXANDER TECHNIQUE

B. Expanded Definition

Our capacity for coordinating ourselves in all that we do exists along a continuum. At one end of this continuum we have the potential to move and function with poise, efficiency and skill. Shifting toward the other end of the continuum, however, we often exhibit increasing degrees of malcoordination ranging from physical awkwardness to chronic tension and fatigue, even to pain and injury. Such habits of malcoordination, often learned at an early age, persist throughout our lives. They prevent us from experiencing our potential—not just for movement—but for maintaining a more integrated and optimal psychomotor coordination of ourselves in everything we do.

This more optimal coordination is characterized by a dynamic relationship between the head and spine that helps to organize our movements within gravity to produce efficiency of muscular effort, joint mobility, and a sense of ease and lightness. It also produces a state of greater mental alertness as well as improved neuromuscular and respiratory functioning. Subconscious habits of malcoordination, on the other hand, may eventually lead to or contribute to conditions of debility such as: back pain, muscle spasm, headache, repetitive strain injury, stress and fatigue, loss of voice, joint pain and tendonitis, poor attention span, and difficulty learning complex movement skills.

Through the Alexander Technique, students learn to progress along this continuum away from habitual reactions of malcoordination toward restoring and enhancing balanced coordination and functioning. First, they learn to recognize and understand the sensory experiences associated with their habits of malcoordination. Then they learn to inhibit their habitual responses and, with the teacher's hands-on guidance as they move, to direct their thinking to recoordinate themselves without unnecessary tension and strain. As an improving coordination emerges, students gain a more accurate sensory perception of themselves and their behavior. With this greater self awareness and increasing skill, they learn to maintain their new patterns of coordination without the aid of the teacher, and to restore their inherent potential for grace and poise.

The Alexander Technique also deals with activities that go beyond the everyday. Much of human endeavor demands a high level of motor coordination and skill, such as playing an instrument or excelling in a sport. Those lucky few who are talented in these areas are typically described as gifted, and others often assume they can't learn these skills. But the Alexander Technique teaches us to prevent habits that interfere with reflex functioning, while enhancing our ability to learn and perform complex movements. With practice, we can more readily learn to perform on an instrument, play a sport, dance, ski, even to simply sit for longer periods without strain. With this enhancement of our potential for learning and performance comes the satisfaction of an increasing mastery of ourselves and our behavior. As F. M. Alexander described it, students achieve a greater "constructive conscious control of the self."

I. THE ALEXANDER TECHNIQUE

C. History

Born in Australia, Frederick Matthias Alexander (1869-1955) began teaching his approach in Melbourne in the 1890s but moved to London in 1904. Soon after arriving in London, Alexander was being sought out by many leading actors of the London stage. He later attracted to the technique such eminent figures as American philosopher John Dewey, playwright George Bernard Shaw, and author Aldous Huxley.

Alexander's study of himself began when, as a young man, he experienced a recurrent loss of voice which threatened his career as a performer and Shakespearean orator. When medical help failed, Alexander set out to solve his problem. Through careful self-observation, he discovered that unconscious muscle tension was interfering with the normal functioning of his speaking voice. Finding the source of this unconscious habit and preventing its harmful effects presented Alexander with a puzzle that proved to be his life work.

In an effort to regain his voice, Alexander stumbled upon a fundamental principle of the functional unity of mind and body which he later called the primary control. By changing the way he thought about speaking before he spoke, Alexander noticed that he could stop his habit of over tensing his neck muscles. This led to a more balanced coordination of his head and neck which, in turn, completely restored his voice. At the same time, Alexander experienced improvements in his breathing, coordination and overall functioning.

Alexander's discovery demonstrates that learned habits can interfere with innate reflexes governing posture and coordination. This interference, of which we may be entirely unaware, can hinder in surprising ways how we function.

After his personal success, Alexander began teaching others what he had learned. The teaching method he developed expands our understanding of ourselves by examining the interrelationship of thought, habit and coordination. It demonstrates that a wide array of problems can stem from unconscious malcoordination. It also demonstrates that we have within us the capacity to learn to change and thus to play a significant role in maintaining--and enhancing--our own psychophysical well-being.

Today the technique is widely studied by groups as diverse as acting students at the Royal Academy of Dramatic Art in London; health professionals seeking practical means to assist clients in implementing change; dancers, musicians, and athletes striving to maximize performance and minimize injury; and many others. Centers for training teachers of the Alexander Technique now operate throughout the world.

I. THE ALEXANDER TECHNIQUE

D. Why the Alexander Technique is not Massage

The work developed by F. M. Alexander at the end of the last century has nothing in common with massage because it does not seek to do what massage seeks to do.

The Alexander Technique stands on two central ideas: first, that the dynamic relationship of the head and spine affects our entire coordination of ourselves either in a way that improves our overall psychophysical condition, or in a way that is harmful to that condition; second, that the essential aspect of our design is a functional unity of mind and body and, thus, that methods trying to change behavior by dealing with only one or the other aspect of ourselves--physical or mental--are fundamentally flawed. The mind impacts the physical self. Our physical use of ourselves impacts the mental and psychological.

Thus, Alexander's method seeks to address problems caused by our learned and acquired interference of the underlying mechanisms by which we possess the capacity to coordinate our behavior--with ease, efficiency, clarity and conscious choice. This is not a therapeutic process, then, but an educational one. We can learn to interfere with our psychophysical selves, and we can learn to stop this interference.

Alexander students are not lying on a table passively receiving treatment to the body. Students are fully conscious, engaged, self-responsible and involved in a process in which they learn to better understand their habitual responses to stimuli. They are engaged in a process of learning discrete mental skills—inhibiting and directing—for making psychophysical change. On the one hand, this change is viewed as physical, as in learning to change walking patterns. On the other hand, it may be viewed primarily as mental, as in noticing a habit of becoming anxious before a performance.

The common ingredient between massage and the Alexander Technique may appear, by an uneducated viewer, to be the use of the practitioner's hands as the means for affecting change. And one might assume, then, that Alexander teachers would be better trained, and the public better protected, if Alexander teachers were licensed massage practitioners. But the hands-on techniques of the massage therapist and the Alexander teacher have little in common. Alexander teachers do not rub, push, pull, or otherwise manipulate or treat muscle tissue. Their hands are placed lightly on the student to: to support the student's weight, feel the student's increasing availability for movement as the student inhibits interfering patters of tension; then gently guide and direct the student to perform movement activities with a new and better coordination of him/herself. In short, Alexander teachers do not do with their hands what massage therapists do. They do not seek to create the effect in the student with their hands that massage therapists seek to create. Alexander teachers do not learn massage techniques because they are not trying to treat muscles. And they cannot serve the public better by learning those techniques.

In the more than 100 year history of the Alexander technique, no Alexander teacher has ever been sued for malpractice. We do not treat, we educate. We educate the whole person. And the student gains tools enabling him/her to continue to achieve beneficial change without the teacher. The two methods could not be more different in their goals or in the underlying premise of their methods. The public is not served by asking Alexander teachers to learn what they do not practice.

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E. Scientific Basis for the Technique

Alexander's empirical observations of himself and his students led him to the conclusion that for humans, as for other vertebrates, a dynamic relationship of poise between the head and the vertebral column significantly determines the coordination, or lack of coordination, in the entire organism. He termed this relationship the "primary control." Teaching students how to restore this dynamic relationship between the head and neck throughout their activities is a chief objective of the Alexander teacher.

The following article was written by Frank Pierce Jones who trained as a teacher of the Alexander Technique in the 1940s, and set out to find a way to scientifically validate Alexander's theory. In a series of experimental studies carried out at Tufts University over a twenty-five year period, Jones systematically established through multiple-image photography that the relationship of the head on the spine, as Alexander had said, significantly impacted the subjects' coordination in characteristic and statistically significant ways. The following article, Method for Changing Stereotyped Response Patterns by the Inhibition of Certain Postural Sets, was published in Psychological Review in 1965. It is a summary of the significant body of Jones's research.

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METHOD FOR CHANGING STEREOTYPED RESPONSE PATTERNS BY THE INHIBITION OF CERTAIN POSTURAL SETS[1]

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An empirical method is described for changing habitual response patterns by inhibiting postural sets which disturb the reflex balance of the head. The procedure results in a redistribution of postural tonus which is reported by S as a decrease in the feeling of weight and in the effort needed to move. Differences in posture and movement are recorded by multiple-image photography, X-ray photography, and electromyography. Anatomical and physiological mechanisms are suggested to explain the phenomenon. The implications for behavioral science are discussed.

The problem of behavioral change becomes more important as society becomes more complex. Even if a complete set of desirable responses could be successfully taught to everyone, the necessity would still remain, in a rapidly changing world, of modifying or eliminating some of them. This is easier said than done, however, as anyone can testify who has attempted to change an unwanted habit. A well-learned response pattern continues to be elicited by appropriate stimuli long after it has lost all value for the organism. "I see the better course and approve of it," the poet says, "but I follow the worse."

This paper will describe an empirical method for changing habitual patterns of behavior by inhibiting certain postural "sets." Once understood, the method can be applied to any pattern of response. It is demonstrated most easily with a movement which involves head, neck, and trunk and which is performed against gravity.

POSTURAL SET

The term *set* is used here to mean a preliminary change in the level and distribution of tension as a preparation for movement (Jones, 1963). In preparation for a movement against gravity, the increase in tension is often sufficient to change the relation between head and trunk. This change is so much a part of the movement to come that it is seldom detected by the mover. If it is eliminated from the response pattern (i.e., inhibited), the movement itself will differ markedly from the ordinary movement in the

[1] The research reported in this paper was supported by grants from the Carnegie Corporation of New York and the United States Public Health Service (GM-04836), with the help of the Tufts Fund for Research in Kinesthesis and the Katherine Bowditch Codman Fund.

This study originated in conversations with J. Dewey, who persuaded me that the sensory phenomenon described in this paper could (and should) be investigated within the framework of experimental psychology. The study was undertaken with the advice and encouragement of G. P. McCouch, J. McV. Hunt, and H. Schlosberg.

For assistance in the design and conduct of experiments and the interpretation of experimental data I wish to thank my colleagues at the Institute for Psychological Research, particularly M. and Dorothea Crook, Florence E. Gray, and J. A. Hanson.

Source: Psychological Review, 72, (3):196-214, 1965

way the weight of the body is perceived. In addition, the movement will produce a different distribution of postural tonus, against which a subsequent set can be perceived kinesthetically as a figure-ground relation. The character and significance of the phenomenon can perhaps be best understood from an introspective account.

INTROSPECTIVE REPORT

The effect on a movement pattern of changing the habitual relation between head and trunk was first demonstrated to me by the late A. R. Alexander.[2] Alexander used the movement from sitting to standing for the demonstration. The experience, which is still vivid in retrospect, was unexpected. Assuming that the demonstration would have something to do with voice production, I did not anticipate a movement of any kind. At the start, Alexander made a few slight changes in the way I was sitting. These changes seemed quite arbitrary to me, and I could not remember afterwards what they were. Then, asking me to leave my head as it was, he initiated the upward movement without further instructions. The movement (from sitting to standing) was completed before I had a chance to organize any voluntary response. The sensation was not that of either getting up or being lifted. My body seemed to be straightening reflexly against gravity. The analogy of the knee jerk suggested itself immediately. The two movements were similar kinesthetically, but this one, in an integrated fashion, involved the whole extensor system.

In addition to the reflex effect, the movement was notable for the way time and space were perceived. Though less time than usual was taken to complete the movement, the rate at which the head and other parts moved was paradoxically slower, and the trajectories which they followed were unfamiliar. The experience is difficult to describe, but the impression was that of a sudden expansion in both dimensions so that more time and space seemed available for the movement.

The sense of reduced weight which accompanied the movement persisted after it was completed. The centers of gravity of the head and trunk seemed to have shifted forward in relation to the feet, and the weight of the body to be supported by structures which previously had not been called into play. The effect of the change was to eliminate much of the fatigue which for me had been associated with standing.

What later became a clear-cut, easily recognizable kinesthetic experience of lightness and ease of movement registered at first as the absence of sensations which, though familiar, had never been consciously observed. The nature of these sensations began to be manifest, however, when an attempt was made to repeat the movement from sitting to standing. This time I got set in anticipation. There was an increase of tension in the neck, trunk, and limbs as soon as the suggestion of getting up was made. The tension had apparently always been present as a preliminary to movement, but by some process of adaptation it had passed unobserved. Now, against the remembered back-

[2] A. R. Alexander was a brother of F. M. Alexander (1923, 1932, 1941). Alexander's teaching, which was based on a principle of conscious inhibition, had an important influence on the thinking of Dewey (1922, 1923, 1932; McCormack, 1959). Coghill (1941) and Dart (1947, 1950) gave firsthand accounts of Alexander's system. It was noted briefly but favorably by Sherrington (1946) and Herrick (1949) and discussed at various times in the British medical press (Barlow, 1945, 1954; Macdonald, 1926; Rugg-Gunn, 1940). A discerning account has recently been written by Carrington (1963).

ground of the previous movement, it stood out as a recognizable pattern. It was as if the reflex movement had eliminated some of the "noise" from the system, so that when the signal reappeared it could be perceived as a discrete pattern of spreading tension. The pattern began first in the neck, fixing the position of the head and spreading quickly to the trunk and limbs. While it was present, no movement except the habitual seemed possible.

Once this signal—this pattern of spreading tension—had been clearly perceived, I found it reappearing in a great variety of situations—in speaking, for example, in taking a deep breath, in climbing stairs, in lifting a heavy weight, in changing the fixation of the eyes. The pattern was magnified by stress, but seemed to be present in some degree a great deal of the time. It was repeatedly demonstrated to me that when this pattern was inhibited and the tension prevented from spreading, the character of the associated activity changed: it became markedly easier and was accompanied by the same kinesthetic effect of lightness I had observed before.

The kinesthetic effect of lightness was tonic and persisted long after a particular movement had been completed. With it almost from the start came certain automatic or semiautomatic changes which are probably significant for understanding the phenomenon: (*a*) a change in the rest position of the eyes and a marked reduction in the tension used in eye movements; (*b*) a change in the rest position of the jaw and a relaxation of tension in the tongue and throat; (*c*) a change in the rate and depth of breathing, associated with an increase in the excursion of the diaphragm. All of these changes were corollaries of the postural change and disappeared when I returned to my habitual pattern of posture and movement.

I have described a clear-cut sensory experience. Though kinesthetic in origin, it had the sharp and immediate reality of experience obtained through other sense modalities. It was repeatable, and it was not accompanied by any detectable form of suggestion. I was immediately struck by the implications of the experience for behavioral science. It seemed to open up to controlled investigation an area of the self which has heretofore been notoriously private and inaccessible and to provide the individual with a reliable means for changing a behavior pattern without delving into the past or having recourse to some outside authority. The inhibitory control which I found myself using in simple, everyday movements seemed capable of extending to any situation which could be expressed in terms of stimulus and response. Before speculating, however, about implications and extensions, I decided that experimental data were needed in order to define the phenomenon operationally. To this end, a series of studies have been made at the Tufts Institute for Psychological Research. I shall review them here and advance a theory of mechanism to account for the data.

PROCEDURES FOR CHANGING THE BALANCE OF THE HEAD[3]

The subject, seated in a comfortable, "relaxed" posture, is asked to straighten up into a more erect posture. As he responds, a slight change can be seen to take place in the axis of his head, which is usually rotated backward, bringing the occiput closer to the seventh cervical vertebra. If he is asked to straighten up even further

[3] The procedures described here are adapted from procedures used by F. M. Alexander.

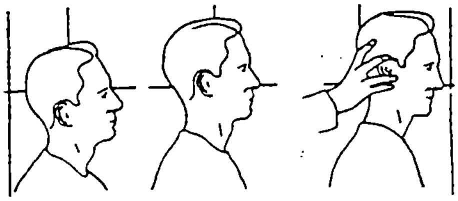


FIG. 1. Three sitting postures, traced from photographs. (From left to right: habitual relaxed, habitual erect, and experimental. In the final picture the subject has been guided into the erect posture by the experimenter, who counterbalanced the backward pull on the subject's head during the movement.)

into his "greatest sitting height," the angle of head rotation will increase (Jones, Gray, Hanson, & Shoop, 1961). After the subject has returned to his relaxed posture, the experimenter applies a light pressure at the back of his head just sufficient to counterbalance the backward rotation. The subject is then guided in a series of small movements, while the experimenter continues to prevent the backward rotation of his head, taking care not to evoke stretch reflexes in neck muscles by applying unnecessary pressure. At the end of the procedure, the subject will again be in a more erect posture, but the relation of head to trunk will be different from that observed in the habitual posture (see Figure 1).

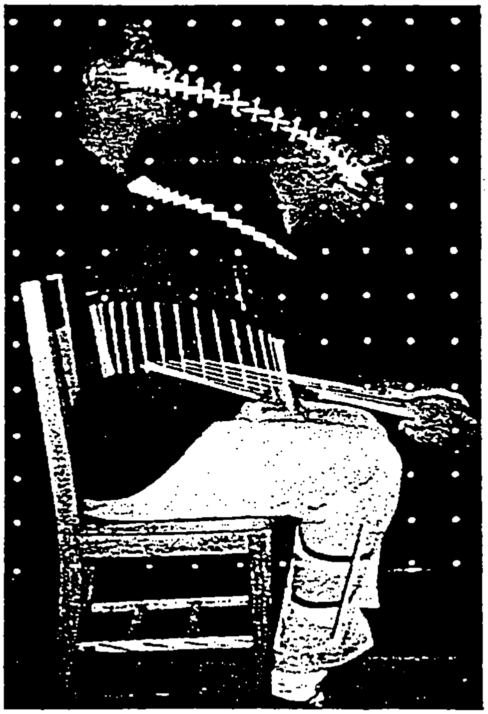
If these procedures are carefully followed, the subject's weight will seem to the experimenter to be progressively reduced until little effort is needed to move him passively. Any movement carried out after the change will follow a different course from the corresponding habitual movement.

EFFECT OF HEAD BALANCE ON MOVEMENT PATTERN

The effect of a change in head balance on movement pattern was first demonstrated by Jones and Narva (1955) with multiple-image photography. Small electric lights were attached to the subject's head, trunk, and limbs and connected with wires to a battery. The subject moved with profile to the camera, which was left open throughout the movement while an episcotister (or "Marey wheel") interrupted the moving image 10 times a second. The images of the interrupted lights provided a time-space pattern of the movement. Though the technique lacked precision, the photographs showed convincingly that the pattern of a movement is altered when the head balance is changed.

Jones and O'Connell (1956) refined the method by attaching strips of Scotchlite reflecting tape to the subject and recording the moving image by repetitive strobe at rates of 5, 10, and 20 flashes per second. The stroboscopic method is highly flexible and allows the subject a maximum of freedom to move. Patterns obtained in this way are sharp and clear-cut and contain a vast amount of information that can be quantified. An example of the method is shown in Figure 2. The subject wears a black jacket to cut down reflectance. A small cross, which is centered in the Frankfort plane (Howells, 1937) halfway between the tragion of the ear and the lowest point of the orbit, marks the position of the subject's head and its angle of rotation. Other markers are attached over the seventh cervical vertebra and the sternal notch and to the upper and lower arms. In the picture on the left, the subject sits leaning forward in the chair and moves back into an upright sitting posture. The strobe is pulsed at 5 flashes per second. In the picture on the right, the movement is repeated after the experimenter has changed the relation between the subject's head and trunk. In the experimental movement, the trajectory of the head is higher, the

Fig. 2. Multiple-image photographs of the movement from leaning forward to sitting erect. A. Habitual movement; B. Guided movement. Flash rate: 10 fps.



A

B

curve is smoother and more regular, and the change in head pattern is accompanied by changes in the patterns of the trunk and arm.

Other everyday movements which have been recorded in this way are walking, stair-climbing, stooping down to pick up an object from the floor, straightening up from a slump, and the movements from sitting to standing, from standing to sitting, and from lying down to sitting up. In each of these movements, the pattern is characteristically altered when the relation of head to trunk has been changed.

MOVEMENT FROM SITTING TO STANDING

The most striking differences in pattern are seen in the movement from sitting to standing (see Figure 3). In the picture on the left, the subject, with markers on head, neck, upper and lower arm, leg, and foot moves from sitting to standing in his habitual way. In the picture on the right, the movement is guided by the experimenter, who has changed the relation between head and trunk in the manner described above.

In the movement from sitting to standing, habitual patterns show individual differences which remain remarkably constant from trial to trial (Jones & Hanson, 1961, 1962). When the movement is guided, individual differences tend to disappear so that the guided patterns are much more uniform than the habitual. Quantitative methods of pattern analysis (Jones &

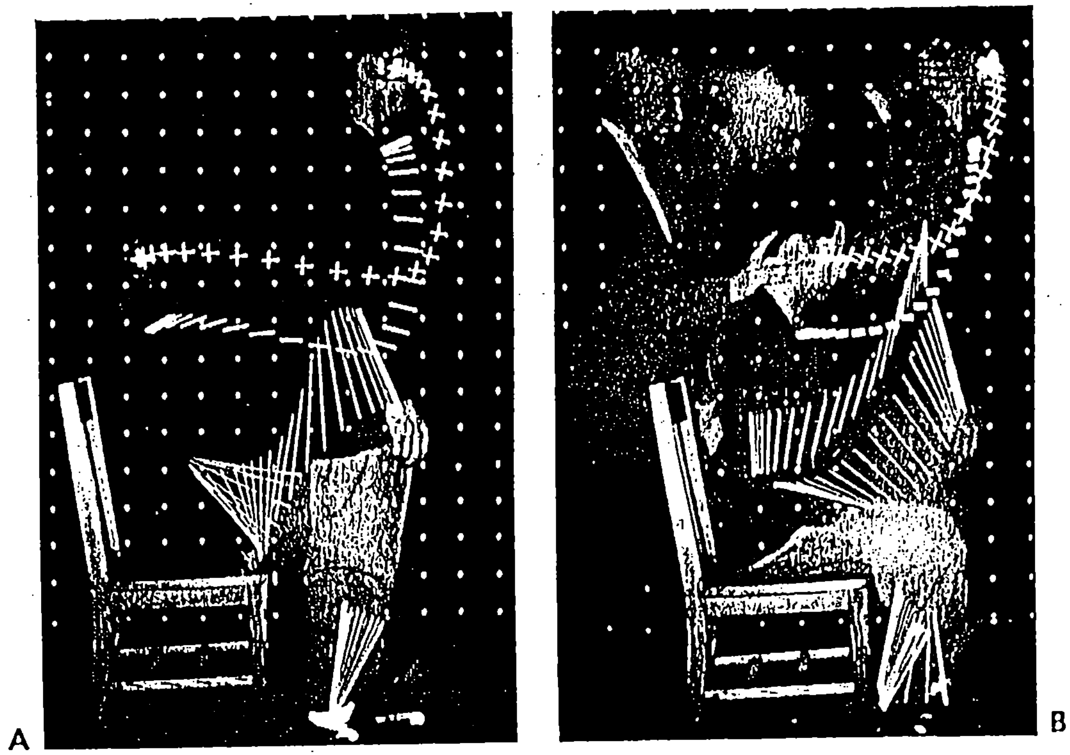


Fig. 3. Multiple-image photographs of the movement from sitting to standing. A. Habitual movement; B. Guided movement. Flash rate: 10 fps.

O'Connell, 1958) were used to compare guided with habitual movements. In an analysis of 36 patterns from six subjects, indexes were found that distinguished the guided from the habitual at a confidence level of .01 or better (Jones, Gray, Hanson, & O'Connell, 1959). The three indexes which have proved most useful in subsequent studies are: (*a*) head thrust, which measures the forward thrust of the head during movement; (*b*) trajectory ratio, which measures the extent to which the head trajectory departs from a straight line; and (*c*) rise time, which measures the time needed to bring the head above the starting level. In the guided movement, head thrust decreased, rise time was shorter, and head trajectory approached more closely a straight line.

The value of the three indexes was tested by applying them to patterns which could be judged "better" or "poorer" on the basis of some external criterion. Jones and Hanson (1961) analyzed the movement from sitting to standing as it was performed by "well-coordinated" and "poorly coordinated" subjects. Jones, Hanson, Miller, and Bossom (1963) compared the same movement in a group of normals and a group of patients with neurological diseases. The three indexes which had distinguished guided movements from habitual distinguished (again at a confidence level of .01 or better) well coordinated from poorly coordinated and normal from abnormal movements. By these criteria, then, the guided movements are not only different from the habitual, they are better.

SUBJECTIVE EXPERIENCE

For the great majority of subjects, the guided movements are accompanied by a kinesthetic experience of lightness and ease of movement, which tends to persist after the experimental session is concluded (Jones, 1954). By some, this kinesthetic effect is observed immediately, i.e., after the first guided movement. Others observe it only after the movements have been repeated a number of times. When asked to describe the experience, subjects are apt to find it difficult to put their feelings into words. To make the task easier, a check list of 18 adjectives was constructed, 16 of them paired opposites (Jones, 1964). The subject is first asked if the guided movements felt different in any respect from his ordinary movements. If the answer is "yes," he is given the list of adjectives and asked to check those that best describe the difference.

Data from 39 subjects are presented in Table 1. All of the subjects were normal young adults without previous knowledge of the phenomenon under study. The responses were obtained after a brief demonstration of 10 or 15 minutes.

The adjectives most frequently checked (i.e., lighter, less familiar, higher, and smoother) seem to give the core of the sensory experience. Other adjectives reflect individual differences in the attempt to describe the unfamiliar. A feeling of "unreality" which some subjects observed was variously identified by "brighter," "duller," or "softer." The fact that some subjects checked "slower," while others checked "faster," seems related to the paradoxical character of some of the guided movements (e.g., sitting to standing) which may be completed in a shorter time than the corresponding habitual movements, but which reach a lower maximum velocity. Sometimes the experimenter failed to convey the kinesthetic effect of lightness. When this was the case, a different constellation of adjectives was checked with "heavier" and "more difficult" replacing "lighter" and "easier." Some sub-

TABLE 1

PERCENTAGE OF RESPONSES OF 39 SUBJECTS TO THE ADJECTIVE CHECK LIST

Adjective	%	Adjective	%
Lighter	72	Tenser	20
Less familiar	62	Brighter	15
Higher	59	More difficult	15
Smoother	54	Less steady	13
Slower	44	Heavier	13
More relaxed	44	Faster	10
Easier	41	Jerkier	10
Softer	38	Duller	8
Steadier	36	Lower	3

jects reported that the feeling of lightness was confined to the upper part of the body at the start and did not extend below the waist until a later stage in the demonstration, or until a later session. The spread of the kinesthetic effect from the head downwards (it is never reported the other way around) is undoubtedly important for understanding the phenomenon.

To measure the subjective feeling of reduced weight, the method of magnitude estimation has been used. The subject is asked to put a value of 10 on the effort he ordinarily exerts in a movement against gravity; then, on the same basis, he is asked to estimate the effort involved in the experimental movements. Measured in this way, the feeling of weight may be reduced anywhere from 20 to 80%, with some subjects reporting that all sense of effort has disappeared.

X-RAY STUDY OF THE HEAD-NECK RELATION

X-ray photography was used by Jones and Gilley (1960) to obtain a better definition of the three postures—habitual relaxed, habitual erect, and experimental—shown in Figure 1. The subjects were 20 students at the Tufts University School of Dental Medicine who were taking part in a study of dental occlusion. X-ray photographs were taken of each of them in the three postures. To analyze the photographs, planes were constructed through the head and neck, and the angles which these planes made with the horizontal and with each other were measured. Additional measures were taken of the distance between the spines of the first two vertebrae and of the distance between *sella turcica* (which corresponds roughly to the center of gravity of the head) and a horizontal line drawn through the second vertebra. When the three postures were compared, it was found that both of the erect postures differed from the habitual relaxed in the angle between horizon and neck. They differed from each other in the angle between horizon and head, and in the angle between head and neck. In the experimental posture, the distance between the first two vertebrae was greater, and the distance between *sella turcica* and the second vertebra was smaller, than in the habitual erect. These differences are significant at the .01 level or better.

X-ray photographs of the two erect postures are shown in Figure 4. In the experimental posture (on the right) the neck has lengthened, the head has rotated forward on the atlas, the distances between the spines of the vertebrae and between the vertebrae and the occiput have increased. Though the head is slightly higher in the experimental posture than in the habitual, its center of gravity relative to the vertebrae is lower.

Role of the Sternomastoid Muscle

In the light of the X-ray findings, it seemed reasonable to expect a difference in the activity of neck muscles in the two erect postures. Preliminary investigation pointed to the sternomastoids (the prominent diagonal muscles on either side of the neck) as the muscles which distinguished most sharply between the two postures. Later, the postural activity of these muscles was systematically studied in seven male subjects between the ages of 16 and 21 (Jones, Gray, Hanson, & Shoop, 1961; Jones, Hanson, & Gray, 1961). Surface electrodes were placed over the right sternal head halfway between origin and insertion. The activity of the muscle was recorded as the subject sat in his "most comfortable" posture, in his "best" posture, and at his "greatest height." It was recorded again when he was guided into the "experimental" posture. Mean potential for the seven subjects increased from 7 microvolts for most comfortable to 10 microvolts for best and to 26 microvolts for greatest sitting height. In the experimental posture it dropped back to 6 microvolts. The difference in the behavior of the sternomastoid appeared not only in the postures themselves but also in the movements which led into them. All differences (which are illustrated by bar graphs in Figure 5) are significant at a confidence level of .05 or better.

Anatomical Mechanisms

The head can be rotated, tilted, or lowered by contracting the muscles attached to it; but it cannot be lifted. It can be lifted only by straightening and

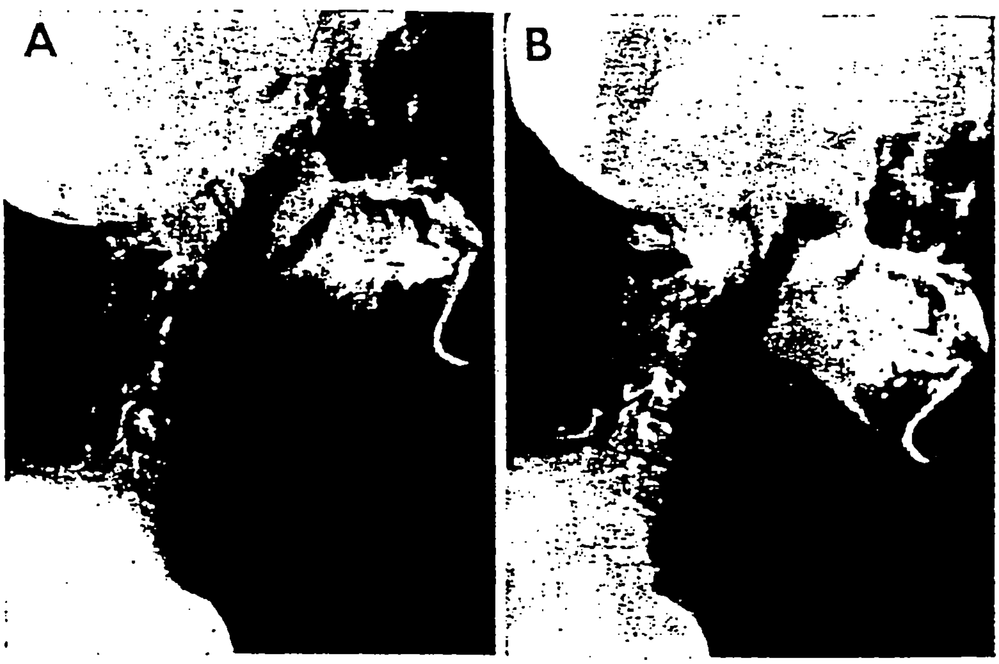


Fig. 4. X-ray photographs of two erect sitting postures. (A, habitual; B, experimental.)

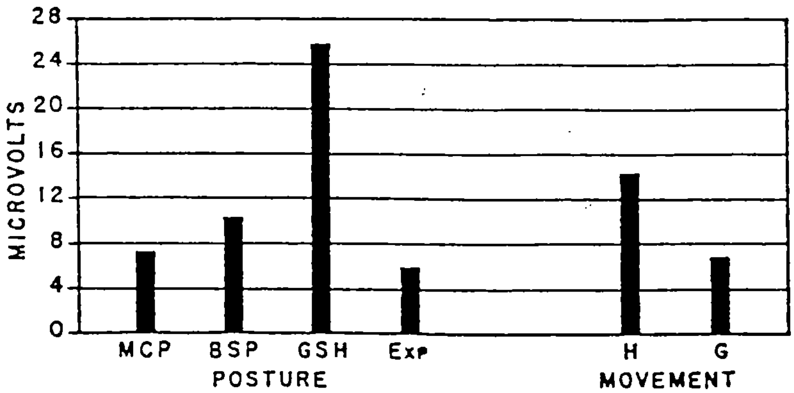


FIG. 5. Postural activity in right sternomastoid muscle. (Means for seven subjects. Abbreviations are: MCP, most comfortable sitting posture; BSP, best sitting posture; GSH, greatest sitting height; Exp, experimental; H, habitual movement into erect sitting posture; G, guided movement into erect sitting posture.)

lengthening the cervical spine. Between the vertebrae and the skin there are four structures whose joint action determines the height of the head and its angle of tilt and rotation. They are shown schematically in Figure 6.

Intervertebral Discs

The cartilaginous discs between the bodies of the vertebrae contain fluid and are capable of exerting hydraulic force on the bony structures around them (Gray, 1942, p. 281). The discs are kept under pressure by ligaments and by various muscles, including the small muscles which run from one vertebra to the next. If these muscles shorten, the distance between the vertebral bodies will be lessened, and the discs will be further compressed. Conversely, if they lengthen, the distance will increase as a result of the released pressure of the discs. In the intervertebral discs, then, is a mechanism by which the height of the head can be altered a small but significant amount.

Flexors and Extensors of the Neck

Both convexity (extension) of the cervical curve and its forward inclination (flexion) are countered by the tension of ligaments and muscles whose origins and insertions are on the vertebrae themselves (Gray, 1942, pp. 390, 394–395). Acting together, the flexors and extensors of the neck straighten and strengthen the cervical spine, turning it into a column of support and, in so doing, increase the height of the head.[4]

[4] In standard textbooks of anatomy, the extensors of the head and the extensors of the neck are treated under a single heading and illustrated with the same plates so that it is sometimes difficult to distinguish one group of muscles from the other. They have similar names (*splenius, longissimus,* etc.) and similar origins on the spinal column. They differ, however, in their insertions and in the functions which they perform. When the neck is flexed, the head is brought forward and down. If, then, the neck extensors contract, the spine will be straightened (extended), and in the process the head will be brought to a higher level, even though the head extensors remain relaxed. Contracting the head extensors, on the other hand, will not lift the head, but will only tilt it backward so that the occiput approaches the seventh cervical vertebra. Duchenne (1959, p. 534) first pointed out in 1867 the difference of function between the two sets of extensor muscles. He had observed that patients whose neck extensors were paralyzed could not lift their heads, though they still had the full use of their head extensors.

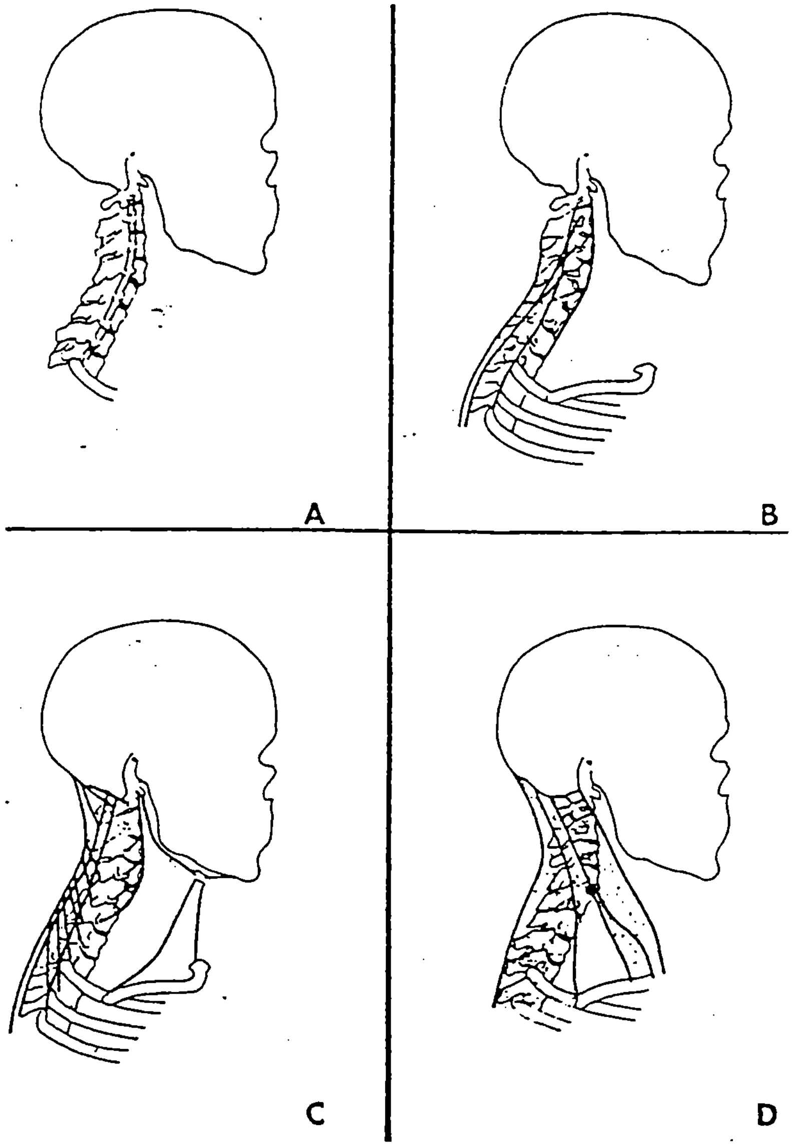


FIG. 6. Anatomical structures affecting the height and angle of the head. (A, intervertebral disks with *interspinales* and *intertransversarii* muscles. B, flexors and extensors of the neck. C, flexors and extensors of the head. D, *upper trapezius* and *sternocleidomastoid* muscles.)

Flexors and Extensors of the Head: I

In the upright posture, the head is in unstable equilibrium, its center of gravity forward of the base of support (the atlas), and its weight balanced by the tension of ligaments and muscles which run from insertion points at the base of the skull to various origins along the spinal column. These muscles, the extensors of the head, are designed to balance, in addition to the weight of the head, the tension in a smaller group of flexor muscles in front. By the lengthening and shortening of the various muscles in these two groups the head can be moved in many directions without destroying the equilibrium of forces (Gray, 1942, pp. 386–395).

Flexors and Extensors of the Head: II. Sternomastoid and Upper Trapezius

There are two pairs of flexors and extensors which connect the head directly with the shoulder girdle. They are the *sternocleidomastoids* (Gray, 1942, p. 384) and the *upper trapezii*, which form a blunted isosceles triangle at the back of the neck (Gray, 1942, p. 428). Simultaneous contraction of the two pairs of muscles will bring the head closer to the shoulder girdle and increase the curve of the cervical spine, the sternomastoid drawing the head forward and down, the *upper trapezius* preventing forward rotation by retracting the occiput.[5] In the process, the origins and insertions of the muscles and ligaments which maintain the weight of the head against gravity will be brought closer together.

STARTLE PATTERN

An example of the joint action of the sternomastoid and *upper trapezius* can be seen in the "startle pattern" of Figure 7. Surface electrodes have been attached to the subject's skin over the right sternomastoid and right *upper trapezius*. In Figure 7A he is standing in his "most comfortable posture." In Figure 7B he has been startled by the sudden slamming of a door. The two sets of muscles have contracted simultaneously. The head is thrust forward, but the Frankfort plane remains horizontal. The postural change does not stop with the head and neck. As in one of the "attitudinal reflexes" described below, the shoulders are lifted, the chest is flattened, the legs are flexed, and the arms are extended.

The startle pattern, which was studied with high-speed photography by Landis and Hunt (1939), provides a vivid example of how "good" posture can change to "bad" in a very brief time. The pattern itself is typical of bad posture in general, whether it is the result of age, disease, or lack of exercise (Jones, Hanson, & Gray, 1964). In the startle pattern, the active character of malposture and the sequence of events by which it comes about can be clearly observed. The response is not instantaneous. It begins in the head and neck, passing down the trunk and legs to be completed in about ½ second. The neck muscles are central in the organization of the response. Jones and Kennedy (1951), who studied the startle pattern by multiple-channel electromyography, placed surface electrodes in various locations on the subject's neck, trunk, and limbs, with one pair always over the *upper trapezius*. The intensity of the stimulus was varied from the sound of a dropped book to the sound of a .32 caliber revolver. Sixty patterns were obtained from eight subjects. In all cases when the stimulus was strong enough to elicit a response, it appeared in the neck muscles; in many cases, the response appeared nowhere else.

PHYSIOLOGICAL MECHANISMS

I have described two reciprocal sets of structures in the neck, one designed to straighten the cervical spine and move the head out from the trunk, the other designed to bring head and

[5] It may be significant that the two muscles have the same phylogenetic origin (Romer, 1949, p. 285) and that, unlike other neck muscles, they receive their principal innervation from a cranial nerve (the accessory). Duchenne (1959, p. 5) commented on their extreme sensitivity to electrical stimulation, which he attributed to the peculiar character of their nerve supply.

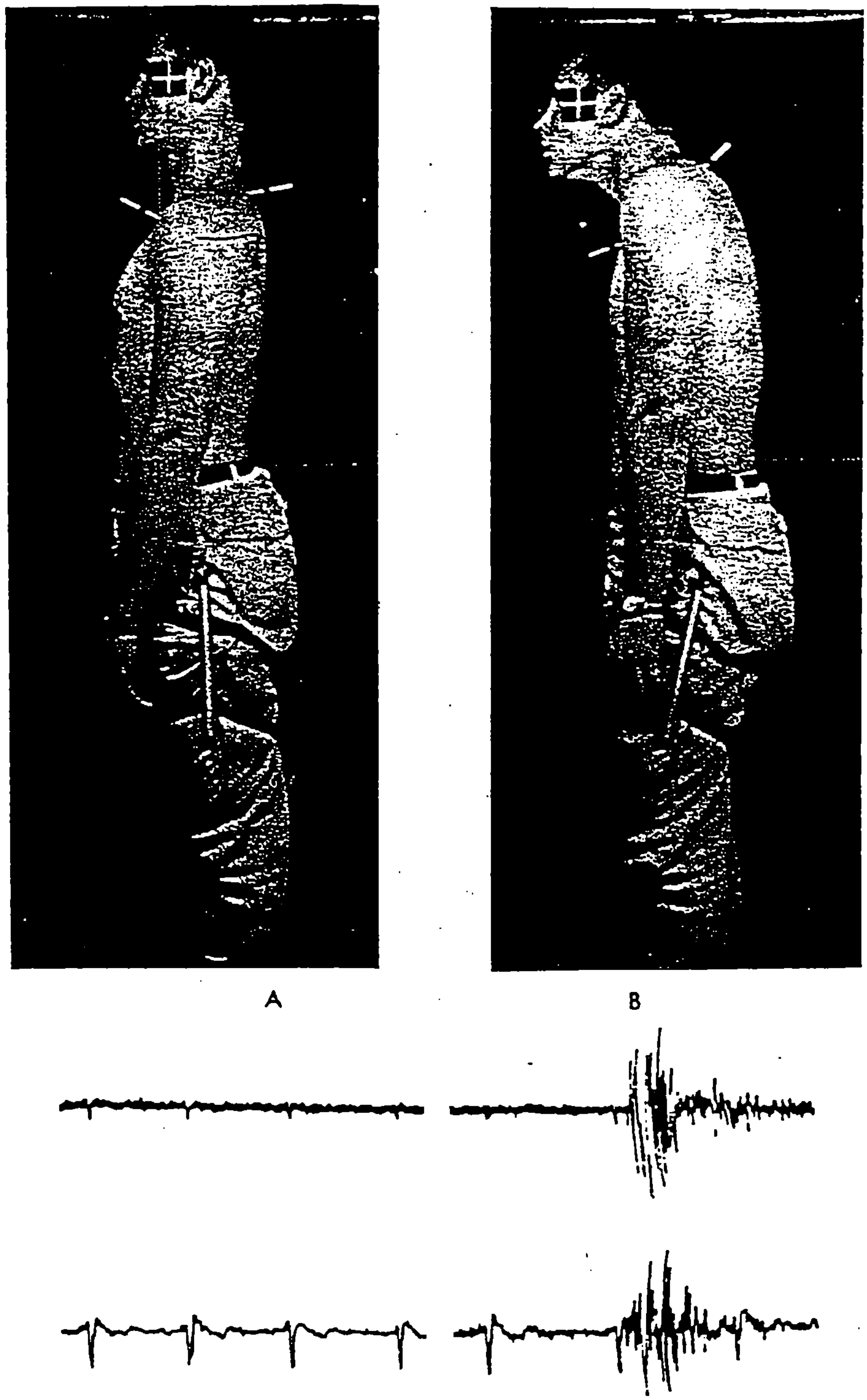


FIG. 7. Activity of neck muscles in the startle pattern. (A, subject standing in "most comfortable posture." B, subject after door slam. EMG records: above—*upper trapezius;* below—sternomastoid.)

trunk closer together and increase the spinal curvature. In the procedure described earlier in this paper, the downward pull of the sternomastoid and *upper trapezius* was counterbalanced by the experimenter while the subject moved. It is conjectured that in the process, the pressure on the discs was reduced, the flexors and extensors of the neck shortened, and a lengthening took place in the flexors and extensors of the head and in the small muscles between the vertebrae. During movement, the lengthening which appeared in the neck could be expected by purely mechanical means to extend along the rest of the spine, with the force being transmitted by muscle and ligament from one vertebra to the next.

Stretch Reflexes

The mechanical effect of stretch on muscle is modified by the action of the nervous system. When a muscle is stretched, it contracts reflexly, and the strength of the contraction is proportional to the stretch. Though stretch reflexes occur at the spinal level, they are under the influence of higher centers in the nervous system. This influence is transmitted directly to the muscles through the system of small motoneurons, the gamma efferents. As the level of activity in the gamma efferents rises or falls, the sensitivity of a muscle to stretch increases or decreases. Whether a contracting muscle shortens or lengthens (as in lowering a weight), the stretch reflex persists as long as the stretch stimulus is applied. Though the range of lengths over which muscles can contract is considerable, there is an optimal "resting length" at which a particular muscle exerts maximum tension.

It seems reasonable to suppose that one effect of the experimental procedures is to reorganize stretch reflexes in the neck and back so that more muscle fibers take part in the antigravity response, and that the muscles in contracting remain closer to their optimal resting length. This effect would account for the subjective feeling of reduced weight while maintaining a position as well as for the apparent lack of effort in movements performed against gravity.

Head-Neck Reflexes

The kinesthetic phenomenon and the change in the movement pattern cannot be explained entirely by the behavior of individual muscles. Such an explanation does not account for the major role which the head and neck appear to play in facilitating the movement, nor for the secondary changes, e.g., in breathing, reported by subjects.

In the posture of animals, it is well established that the most important mechanism of control is the head-neck relation. Magnus and his associates (Magnus, 1924; Magnus & de Kleijn, 1912; Rademaker, 1931), in a long series of carefully controlled experiments, showed that the position of an animal's head in space or its position relative to the body can affect the distribution of tonus in its neck, back, and limbs. Magnus summed up the principle by saying that in posture and movement the head leads and the body follows.

In classifying his material, Magnus used two categories—the "attitudinal reflexes" and the "righting reflexes."

The *attitudinal* reflexes with receptors in the labyrinths and in the joints of the neck (McCouch, Deering, & Ling, 1951) are used by an animal to maintain a position that is assumed for some special purpose, like that of a cat drinking from a saucer or looking up at a piece of meat held high. The position taken by the head imposes on the rest of the body an attitude which is maintained as long as it is functional. These attitudes are quite stereotyped and follow regular rules. According to Magnus, they are the most enduring and untiring of reflexes.

The *righting* reflexes take over when an animal is ready to return to the normal upright posture. The fixed position of the head is released; the imbalance of parts, registering at a postural center in the brain, initiates the righting response; as in the attitudinal reflexes, the head leads and the body follows. The mechanism is most strikingly demonstrated when a cat is held on its back in the air and then dropped. The instant it is let go it begins to right itself. The head turns first. As it turns, the tensions in the neck, back, and limbs are progressively altered. The body is twisted around, and the cat lands on its feet. (Marey's photographs of the phenomenon are reproduced by Chatfield, 1957, p. 205.)

Secondary effects of the head-neck reflexes on respiration, circulation, and eye position have also been demonstrated. In diving birds and mammals there is a highly developed set of reflexes which stops breathing and slows down the heart in order to conserve oxygen (Irving, 1939; Scholander, 1963). In ducks, this reflex is strongly reinforced by the change in the relation of head, neck, and body that takes place in diving. Huxley (1913) found that without immersing a duck in water, breathing could be stopped by bringing the head and neck into the diving position or by placing the duck on its back and dorsiflexing the head. Conversely, breathing was at once restored if the head was brought back to the normal posture. A similar postural mechanism to stop breathing and slow the heart was later demonstrated in diving mammals (Koppányi, 1929). A. de Kleijn (1920) used monkeys to demonstrate the effect of head-neck reflexes on the position of the eye in the orbit. He showed that the eyes moved down when the head was dorsiflexed and up when it was ventriflexed, and that the same shift in eye position took place when the head remained fixed and the trunk was rotated so as to bring the back closer to the occiput or the chest closer to the chin.

Head-Neck Reflexes in Man

In human beings, the influence of the head-neck reflexes is masked by patterns of voluntary activity. The mechanisms are clearly present, however. They have been frequently demonstrated in infants (Gesell, 1954; Peiper, 1963),[6] young children (Landau, 1923; Schaltenbrand, 1925), patients with neurological diseases (Simons, 1923; Walshe, 1923), and in normal adults (Hellebrandt, Schade, & Cairns, 1962; Tokizane, 1951; Wells, 1944). A large number of drawings and photographs to illustrate the patterns of head-neck reflexes as they manifest themselves in dancing, sport, and everyday activity were brought together by Fukuda (1957).

Various specific reflexes, both attitudinal and righting, have been defined in the literature. Rather than describe them in detail, I should like here to emphasize what each set of reflexes has in common. In the attitudinal reflexes, the head is drawn into a fixed position and tonus is redistributed in the trunk and limbs. In the righting reflexes, again under the influence of the head, the normal distribution of tonus is restored. These two mechanisms will account most

[6] The secondary effect of differences in the trunk-to-head relation on the position of the eyes, which was demonstrated in monkeys by de Kleijn (1920), was demonstrated in human infants by Voss (1927).

economically for the phenomena which have been described in this paper. The sitting or standing posture of the average person functions like an "attitude" which has been imposed on the body by the head. The procedures employed in the experimental movements, by releasing the head from its habitual attitude, facilitate the righting reflexes and bring the subject into a different orientation within the gravitational field. The changes in breathing, in circulation, and in the use of the eyes, which are sometimes reported, take place automatically by reflex facilitation when the head moves into its new relationship to the trunk.

PSYCHOLOGICAL CONSIDERATIONS

I have described a mechanism by which the antigravity response can be facilitated. It is a mechanism which ordinarily operates below the level of consciousness. Magnus was emphatic that the righting reflexes are subcortical and inaccessible to direct conscious control.[7] An indirect control can be established, however, if the subject learns to recognize and inhibit maladaptive postural sets which interfere with the response of the organism to gravity.

In the course of motor learning, sets may be developed which are not the best preparation for the movement to come. They may, in fact, hamper the execution of the movement. Unfortunately, like some of the "superstitious" responses which appear during conditioning experiments, such sets do not extinguish readily. The organism adapts to them quickly; they come to "feel right"; and they remain undetected, because once the stimulus to move has been received, attention becomes focused on the goal to be reached.

One of these inappropriate sets is the tendency to shorten certain neck muscles as a preparation for a movement against gravity. It has been demonstrated that such a movement is facilitated when the preparatory shortening of muscles is prevented by the experimenter. If the subject becomes aware of the tendency, he can learn to prevent it and thus establish an indirect control over the postural mechanism. In my experience, the only satisfactory way to achieve such a control is to reorganize the field of attention, so that when a stimulus to move is received, the focus of attention remains within the organism. This does not mean that the goal is excluded from attention; it means that the goal is not allowed to dominate the field. Attention is organized around the head-trunk relation, with extension in time and space so that both the stimulus and the response can be comprised within the same field.

Ordinarily, attention is directed either outward to the environment or inward to the organism itself. The central nervous system, however, is receiving information about movements

[7] Magnus (1925):

It seems to be of the greatest importance that the whole central apparatus for the righting function (with the only exception of the optical righting reflexes) is placed subcortically in the brain stem and by this means withdrawn from voluntary action. The cortex cerebri evokes during ordinary life a succession of phasic movements, which tend to *disturb* the normal resting posture. The brain-stem centres will in the meantime *restore* the disturbance and bring the body back into the normal posture, so that the next cortical impulse will find the body prepared to start again [p. 349].

Magnus (1930):

We have . . . a subcortically acting apparatus which controls and adjusts the position of our body, whether erect or recumbent, in relation to space. This unconsciously acting mechanism, by the cooperation of complicated reflexes, restores our body to the normal position whenever it is displaced [p. 103].

and positions of the body and its parts at the same time that it receives information about events in the world outside. There is no reason why the field of attention cannot be organized in the same way. In such a field, the relation of the head, neck, and trunk, kinesthetically perceived, forms the background against which events outside and inside the organism take place. Thus it is possible to perceive an object simultaneously with the organism's reaction to it, since both are comprised within the same field.

Perceptually, objects are known to vary with the psychological context in which they are perceived. A staircase, for example, is perceived differently depending on whether it is to be climbed or merely to be looked at. The difference, of course, lies within the perceiving organism. If it is a staircase to be climbed, it may elicit a postural set which is so marked that it can be detected by an outside observer. The set can be detected by the climber himself only if he reorganizes his field of attention so as to take in both the staircase and his reaction to it as he approaches and climbs it. With this shift in the focus of attention, he can perceive the cause-and-effect relation between the stimulus (the staircase) and his immediate response (the postural set). If he takes an experimental approach, he can devise a means to inhibit the set while continuing to make the specific response (climbing the stairs). In the process, the antigravity response will be facilitated in the same way as in the guided movements which were described above.

Climbing a staircase was used to illustrate a principle. Any activity—reaching for a pencil or making a speech—would have done as well. The principle of inhibition can be applied to any movement. A movement pattern is a complex whole which, for convenience, may be thought of as having two aspects or parts: a specific, goal-directed part, and a tonic or postural part, by which the integrity of the organism is maintained while the specific response is being carried out. The tonic or postural part of a movement is not ordinarily perceived. Tensional patterns which interfere with the smooth performance of movement can be perceived, however. If they are inhibited, postural tonus is redistributed, and the specific, goal-directed response becomes easier. In contrast to the ease of the facilitated movement, old ways of moving come to feel wrong, and a new sensory standard is gradually established.

In the paradigm of postural change which I have just outlined, inhibition is the basic principle. Inhibition is a term which has been used by psychologists and physiologists in a variety of meanings (Diamond, Balvin, & Diamond, 1963). I have used it here to describe a process by which a person consciously refrains from making a response which he could make if he chose. In this sense inhibition is the central function of

> a nervous system which, when it functions well, is able to exclude maladaptive conflict without suppressing spontaneity [Diamond et al., p. 395].

In the presence of inhibition, a stimulus should elicit only a generalized increase of alertness, leaving the organism free to respond or not respond.

The principle of inhibition, as it has been developed here, offers a new approach to the problem of behavioral change. In the close connection between inhibition and postural tonus is a mechanism which not only reveals the inner pattern of a stereotyped response but brings it under conscious control. In so doing, it greatly enlarges the area of behavior where free choice can operate.

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II. THE AMERICAN SOCIETY FOR THE ALEXANDER TECHNIQUE - AmSAT

A. History and Purpose

In 1985, seeing the need for Alexander teachers to set their own professional standards for teaching, training and conduct, a group of teachers began working to create a national organization that would ensure the profession was working responsibly to protect the public that it served.

In 1987 the American Society for the Alexander Technique (formerly NASTAT) was incorporated in the State of New York and received its 501(c)(3) status as a non-profit corporation from the Internal Revenue Service. The first national professional organization for teachers in the U.S. had been founded with the purpose of:

- Establishing and maintaining standards for teacher training, certification, and membership;
- Developing and upholding standards for professional conduct;
- Maintaining affiliation and reciprocal membership with other national societies worldwide that have established common minimum standards for the profession;
- Educating the public about the Alexander Technique;
- Providing a wide array of educational and support services for its members.

At its beginning, AmSAT had just over 100 members, an annual budget of $17,000 and a biannual newsletter. Since then, the volunteer members of the organization have worked hard to realize the purposes of the organization. Today, AmSAT has well over 400 teacher members, over 100 teacher trainees, 19 approved Teacher Training Courses, a Professional Code of Conduct and Adjudication Procedures for successfully resolving complaints, a five-day annual meeting with post-graduate training for members, a standing committee for evaluating applications from members wanting to begin training courses and for reviewing this approval every three years as well as handling any complaints, a quarterly newsletter, 16 active committees, a web site, a book service and an operating budget of about $140,000.

In 1993, AmSAT applied to the U.S. Department of Labor to recognize the Alexander Technique as an occupation. They granted the occupational request and approved an occupational code in the industry of education under the title: Teacher, Alexander Technique.

II. THE AMERICAN SOCIETY FOR THE ALEXANDER TECHNIQUE - AmSAT

B. Articles of Incorporation -- Document

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NORTH AMERICAN SOCIETY OF
TEACHERS OF THE
ALEXANDER TECHNIQUE, INC.

P.H

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STATE OF NEW YORK
DEPARTMENT OF STATE

FILED FEB 24 1987

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FILING FEE $ 50
TAX $
COUNTY FEE $ 2
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CERT $
REFUND $
SPEC HANDLE $ 10

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CERTIFICATE OF

INCORPORATION

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P.H

FEB 24 1987

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BILLED

PROSKAUER ROSE GOETZ & MENDELSOHN
COUNSELLORS AT LAW
300 PARK AVENUE
BOR[illegible] OF MANHATTAN,
[illegible] YO[illegible] TY

State of New York)
Department of State)

1: :50

I hereby certify that I have compared the annexed copy with the original document filed by the Department of State and that the same is a correct transcript of said original.

Witness my hand and seal of the Department of State on FEB 24 1987

Secretary of State

380507-004 (10/86)

PH

The University of the State of New York

STATE OF NEW YORK:
: ss.:
COUNTY OF ALBANY :

Pursuant to the provisions of section 216 of the Education Law and section 404, subdivision (d) of the Not-for-Profit Corporation Law, consent is hereby given to the filing of the annexed certificate of incorporation of NORTH AMERICAN SOCIETY OF TEACHERS OF THE ALEXANDER TECHNIQUE, INC. as a not-for-profit corporation.

8461087

This consent to filing, however, shall not be construed as approval by the Board of Regents, the Commissioner of Education or the State Education Department of the purposes or objects of such corporation, nor shall it be construed as giving the officers or agents of such corporation the right to use the name of the Board of Regents, the Commissioner of Education, the University of the State of New York or the State Education Department in its publications or advertising matter.

This consent to filing is granted with the understandings and upon the conditions set forth on the reverse side of this form.

IN WITNESS WHEREOF this instrument is executed and the seal of the State Education Department is affixed this 30th day of January , 1987 .

Gordon M. Ambach
Commissioner of Education

By: James H. Whitney

James H. Whitney
Deputy Counsel

This consent to filing is granted with the understanding that nothing contained in the annexed certificate of incorporation shall be construed as authorizing the corporation to engage in the practice of law, except as provided by subdivision 7 of section 495 of the Judiciary Law, or of any of the professions designated in Title VIII of the Education Law, or to use any title restricted by such law, or to conduct a school for any such profession, or to hold itself out to the public as offering professional services.

This consent to filing is granted with the further understanding that nothing contained in the certificate of incorporation shall be construed as authorizing the corporation to operate a nursery school, kindergarten, elementary school, secondary school, institution of higher education, cable television facility, educational television station pursuant to section 236 of the Education Law, library, museum, or historical society, or to maintain an historic site.

This consent to filing shall not be deemed to be or to take the place of registration for the operation of a private business school in accordance with the provisions of section 5002 of the Education Law, nor shall it be deemed to be, or to take the place of, a license granted by the Board of Regents pursuant to the provisions of section 5001 of the Education Law, a license granted by the Commissioner of Motor Vehicles pursuant to the provisions of section 394 of the Vehicle and Traffic Law, a license as an employment agency granted pursuant to section 172 of the General Business Law, or any other license, certificate, registration, or approval required by law.

CERTIFICATE OF INCORPORATION

OF

NORTH AMERICAN SOCIETY OF TEACHERS OF THE

ALEXANDER TECHNIQUE, INC.

(Under Section 402 of the Not-for-Profit

Corporation Law of the State of New York)

The undersigned, a natural person over the age of eighteen years, desiring to form a corporation pursuant to the provisions of the Not-for-Profit Corporation Law of the State of New York, hereby certifies as follows:

FIRST: The name of the corporation is NORTH AMERICAN SOCIETY OF TEACHERS OF THE ALEXANDER TECHNIQUE, INC. (hereinafter referred to as the "Corporation").

SECOND: The Corporation is a corporation as defined in Subparagraph (a)(5) of Section 102 of the Not-for-Profit Corporation Law.

THIRD: The purposes for which the Corporation is formed are as follows:

(a) To expound and propagate and enhance the theory and practice of the F.M. Alexander Technique (hereinafter called "the Alexander Technique"), which is a method of movement re-education that facilitates an improved use of the body, by such means as shall be found appropriate, including but not limited to encouraging education, study, and research in relation thereto; carrying out informational workshops in the Alexander Technique; establishing, maintaining and promoting standards of teaching and codes of professional conduct among teachers of the Alexander Technique; promoting communication among the Corporation and other organizations of teachers of the Alexander Technique for the purposes of exchanging skills and information and achieving reciprocal membership between such organizations; and encouraging the establishment and continuance of Teachers' Training Courses in the Alexander Technique. The Corporation is not formed for the purpose of operating a training program in the Alexander Technique.

(b) To receive and maintain a fund or funds of real and/or personal property and apply the whole or any part of the income and/or principal thereof exclusively for charitable, scientific, literary, and/or educational purposes by such agencies and means as shall from time to time be found appropriate in connection with the foregoing purposes and as are lawful for a not-for-profit corporation.

(c) The Corporation is not formed for pecuniary profit or financial gain, and no part of its assets, income or profit shall be distributed to or inure to the benefit of any private individual.

(d) No substantial part of the activities of the Corporation shall be devoted to carrying on propaganda, or otherwise attempting to influence legislation (except to the extent authorized by Internal Revenue Code Section 501(h),

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as amended, or the corresponding provision of any future United States Internal Revenue law, during any fiscal year or years in which the Corporation chooses to utilize the benefits authorized by that statutory provision), and the Corporation shall not participate or intervene (including the publishing or distributing of statements) in any political campaign on behalf of any candidate for public office.

(e) Nothing herein shall authorize the Corporation, directly or indirectly, to engage in or include among its purposes any of the activities mentioned in Not-for-Profit Corporation Law Sections 404(b)-(u).

(f) If at any time the Corporation is determined to be other than an organization described in Section 509(a)(1), (2) or (3) of the Internal Revenue Code of 1954, as amended (the "Code"), it shall, to the extent applicable, comply with Section 508 of the Code (or the corresponding provision of any future United States Internal Revenue law) insofar as such Section:

(i) requires the Corporation to distribute such amounts for each taxable year allocable at such time and in such manner as not to subject the Corporation to tax on undistributed income under Section 4942 of the Code;

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(ii) prohibits the Corporation, its directors or members from engaging in any act of self-dealing which is subject to tax under Section 4941 of the Code;

(iii) prohibits the Corporation from retaining any excess business holdings which are subject to tax under Section 4943 of the Code;

(iv) prohibits the Corporation from making any investments in such manner as to subject the Corporation to tax under Section 4944 of the Code;

(v) prohibits the Corporation from making any taxable expenditures which are subject to tax under Section 4945 of the Code.

(g) In furtherance of the foregoing purposes, the Corporation shall have the power, subject to such limitations and conditions as are or may be prescribed by law, to exercise such other powers as are now, or hereafter may be, conferred by law upon a corporation organized for the purposes herein set forth or necessary or incidental to the powers so conferred, or conducive to the furtherance thereof, subject to the further limitation and condition

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that, notwithstanding any other provision of this Certificate, the Corporation is organized exclusively for one or more of the following purposes: religious, charitable, scientific, testing for public safety, literary or educational purposes, or to foster national or international amateur sports competition (but only if no part of its activities involve the provision of athletic facilities or equipment), or for the prevention of cruelty to children or animals, as specified in Section 501(c)(3) of the Internal Revenue Code of 1954, as amended (the "Code"), and shall not carry on any activities not permitted to be carried on by a corporation exempt from Federal income tax under Section 501(c)(3) of the Code.

FOURTH: The Corporation shall be a Type B corporation under Section 201 of the Not-For-Profit Corporation Law.

FIFTH: The office of the Corporation is to be located in New York County.

SIXTH: The names and addresses of the initial Directors of the Corporation are as follows:

1) Beret Arcaya
810 Broadway
New York, NY

2) Ted Dimon
60 Porter Road
Cambridge, MA

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3) David Gorman
810 Broadway
New York, NY

4) Cynthia Knapp
306 West 93rd Street #47
New York, NY

5) Missy Vineyard
375 Rocky Hill Road
Northampton, MA

<u>SEVENTH</u>: The duration of the Corporation is to be perpetual.

<u>EIGHTH</u>: The Secretary of State is hereby designated as agent of the Corporation upon whom process against it may be served. The post office address to which the Secretary shall mail a copy of any process against the Corporation served upon him is c/o Proskauer Rose Goetz & Mendelsohn, 300 Park Avenue, New York, New York 10022, Attention: Paul H. Espstein.

<u>NINTH</u>: In the event of the dissolution of the Corporation all the assets of the Corporation remaining after the payment or satisfaction of its liabilities shall be distributed to one or more organizations whose purposes are exclusively charitable, scientific, literary, and/or educational, and which organization or organizations shall qualify as exempt at such time under Section 501(c)(3) of the Code (or the corresponding provision of any future

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United States Internal Revenue law), subject to the approval of a Justice of the Supreme Court of the State of New York.

IN WITNESS WHEREOF, this Certificate has been signed and the statements made herein are affirmed as true under the penalties of perjury this 6th day of January, 1987.

Lee S. Sporn
Sole Incorporator
Proskauer Rose Goetz & Mendelsohn
300 Park Avenue
New York, NY 10022

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I, STANLEY PARNESS Justice of the Supreme Court of the State of New York, First Judicial District, do hereby approve the foregoing Certificate of Incorporation of NORTH AMERICAN SOCIETY OF TEACHERS OF THE ALEXANDER TECHNIQUE, INC. and consent that the same be filed.

Dated: FEB 10 1987
NEW YORK COUNTY

Justice of the Supreme Court
of the State of New York
STANLEY PARNESS

The undersigned has no objection to the granting of Judicial approval hereon and waives statutory notice.

ROBERT ABRAMS,
Attorney General of the State
of New York

Dated: By

Assistant Attorney General
of the State of New York

Feb. 3, 1987

THE UNDERSIGNED HAS NO OBJECTION
TO THE GRANTING OF JUDICIAL
APPROVAL HEREON AND WAIVES
STATUTORY NOTICE.

ROBERT ABRAMS, ATTORNEY GEN.
STATE OF NEW YORK

by Howard Holt
HOWARD HOLT
Associate Attorney

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NYS DEPARTMENT OF STATE

FILING RECEIPT   NAME RESERVATION (NOT FOR PROFIT)

ORATION NAME

NORTH AMERICAN SOCIETY OF TEACHERS OF THE ALEXANDER TECHNIQUE, INC. (R
ES FOR 60 DAYS)

DATE FILED	DURATION & COUNTY CODE	FILM NUMBER	CASH NUMBER
01/21/87		G44841G-1	870754

NUMBER AND KIND OF SHARES	LOCATION OF PRINCIPAL OFFICE

FOR PROSKAUER ROSE GOETZ & MENDELSOHN (SUBMIT CTF WHEN FILIN
#USC

ADDRESS FOR PROCESS	REGISTERED AGENT

AND/OR TAX PAID AS FOLLOWS:

OUNT OF CHECK $______ AMOUNT OF MONEY ORDER $ 00020.00 AMOUNT OF CASH $______

______ DOLLAR FEE TO COUNTY

ER NAME AND ADDRESS

PROSKAUER ROSE GOETZ &
MENDELSOHN
300 PARK AVE
NEW YORK NY 10022

$		FILING
$		TAX
$		CERTIFIED COPY
$	10.00	CERTIFICATE
	010.00	MISCELLANEOUS
TOTAL PAYMENT $	0000020.00	

REFUND OF $ // TO FOLLOW

--504-003 (8/84)

GAIL S SHAFFER - SECRETARY OF STATE

INSTRUMENT OF DIRECTORS

IN LIEU OF ORGANIZATION MEETING

OF

NORTH AMERICAN SOCIETY OF TEACHERS OF THE

ALEXANDER TECHNIQUE, INC.

The undersigned, being all of the initial Directors of NORTH AMERICAN SOCIETY OF TEACHERS OF THE ALEXANDER TECHNIQUE, INC., a New York not-for-profit corporation, pursuant to section 405(b) of the Not-For-Profit Corporation Law, hereby:

1. Adopt the By-Laws annexed hereto as and for the By-Laws of the Corporation.

2. Approve and adopt the form of seal, as impressed on the margin of this page, as and for the corporate seal of this Corporation.

3. Adopt the following resolutions:

RESOLVED, that the following persons be and they hereby are elected to the offices set opposite their respective names, each to serve as such until the election and qualification of their respective successors:

Chairman of the Board	David Gorman
President	Missy Vineyard
Executive Vice President	Ted Dimon

Secretary and Treasurer	Cynthia Knapp
Assistant Secretary	Lee S. Sporn;

and be it further

RESOLVED, that the officers of the Corporation be, and each of them severally hereby is, authorized and empowered to prepare, execute and submit to the Internal Revenue Service an Application for Recognition of Exemption of the Corporation on Form 1023; and be it further

RESOLVED, that the officers of the Corporation and its counsel be, and each of them severally hereby is, authorized and empowered to execute and deliver to the Internal Revenue Service any other documents which may be necessary or proper in connection with the aforementioned Application for Recognition of Exemption; and the terms, conditions and forms of any such documents shall be left to the sole discretion of any such person executing or delivering the same; and be it further

RESOLVED, that the resolutions with respect to the Corporation's bank account at Marine Midland Bank contained in the form of certificate attached hereto, whereby the Secretary, Treasurer and Joan Frost, acting singly, are authorized to act with respect to said bank account, be and they hereby are adopted; and be it further

RESOLVED, that the officers of the Corporation be, and each of them severally hereby is, authorized and empowered to pay all organization expenses of the Corporation out of funds of the Corporation; and be it further

RESOLVED, that the fiscal year of the Corporation shall be the calendar year.

IN WITNESS WHEREOF, the undersigned have duly executed this Instrument of Directors in Lieu of Organization Meeting as of the 27th day of February, 1987.

Beret Arcaya

Cynthia Knapp

Ted Dimon

Missy Vineyard

David Gorman

State of New York
Department of State } *ss:*

I hereby certify that the annexed copy has been compared with the original document in the custody of the Secretary of State and that the same is a true copy of said original.

Witness my hand and seal of the Department of State on SEP 03 1999

Special Deputy Secretary of State

DOS-1266 (5/96)

990902000681

The University of the State of New York

Education Department

STATE OF NEW YORK :
: ss.:
COUNTY OF ALBANY :

In accordance with the provisions of section 216 of the Education Law and sections 104 and 804(a)(i) of the Not-for-Profit Corporation Law, consent is hereby given to the change of the certificate of correction of the certificate of amendment of the certificate of incorporation of **AMERICAN SOCIETY FOR THE ALEXANDER TECHNIQUE, INC.**, as set forth in the annexed certificate of amendment.

This consent to filing, however, shall not be construed as approval by the Board of Regents, the Commissioner of Education or the State Education Department of the purposes or objects of such corporation, nor shall it be construed as giving the officers or agents of such corporation the right to use the name of the Board of Regents, the Commissioner of Education, the University of the State of New York or the State Education Department in its publications or advertising matter.

IN WITNESS WHEREOF this instrument is executed and the seal of the State Education Department is affixed this 27th day of August, 1999.

Richard P. Mills
Commissioner of Education

By: Richard L. Nabozny

Richard L. Nabozny

F990902000081

CERTIFICATE OF CORRECTION

OF

CERTIFICATE OF AMENDMENT OF THE CERTIFICATE OF INCORPORATION

OF

AMERICAN SOCIETY FOR THE ALEXANDER TECHNIQUE, INC.

Under Section 105 of the Not-For-Profit Corporation Law

CSC 45

It is hereby certified that:

1. The name of the corporation is American Society for the Alexander Technique, Inc.

2. The instrument to be hereby corrected was filed by the Department of State on June 10, 1999.

3. The nature of the informality, error, incorrect statement, or defect of the said instrument to be hereby corrected is as follows: A certificate of amendment was filed to (a) change the name of the corporation from NORTH AMERICAN SOCIETY OF TEACHERS OF THE ALEXANDER TECHNIQUE, INC. to AMERICAN SOCIETY FOR THE ALEXANDER TECHNIQUE, INC. and (b) to change the post office address to which the Secretary of State shall mail a copy of any process against the corporation served upon him. However, said certificate of amendment was filed without the required approval of the Commissioner of Education of the University of the State of New York (the "Commissioner") as required by Section 804(a)(1) of the Not-For-Profit Corporation Law.

4. The execution hereinabove described is hereby corrected as follows:

The Certificate of Amendment of the Certificate of Incorporation of North American Society of Teachers of the Alexander Technique, Inc. is hereby resubmitted for filing with the required approval of the Commissioner in accordance with Section 804(a)(1) of the Not-for-Profit Corporation Law.

Signed on August 5, 1999

Harriet Harris
Secretary

990902000081

CSC 45

CERTIFICATE OF CORRECTION

OF

AMERICAN SOCIETY FOR THE ALEXANDER TECHNIQUE, INC.

Under Section 105 of the Not-For Profit Corporation Law.

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RECEIVED

FILED BY:
CREDIT SUISSE FIRST BOSTON Corporation
11 Madison Avenue
New York, NY 10010-3629
Cust. Ref#347012SAM

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DEPARTMENT OF STATE
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II. THE AMERICAN SOCIETY FOR THE ALEXANDER TECHNIQUE - AmSAT

C. Bylaws -- Document

AMERICAN SOCIETY FOR THE ALEXANDER TECHNIQUE, INC.

Formerly: the North American Society of teachers of the Alexander Technique, Inc.

BYLAWS

Ratified May 1987
Amended June 1999

PREAMBLE

The American Society for the Alexander Technique is an educational, nonsectarian, nondiscriminatory organization which has been incorporated in New York as a general not-for-profit corporation. It has been determined to be federally tax exempt under U.S. 501 (c) (3).

ARTICLE I
PURPOSE

The purposes of this society are to expound, propagate, and enhance the practice and theory of psycho-physical re-education as developed by F.M. Alexander (hereinafter called the "Alexander Technique"), and without limiting the generality of the foregoing, to promote proficiency, knowledge, and skill in the field of psycho-physical re-education by means of the Alexander Technique and to encourage education, study and research in relation thereto; to approve the establishment and continuance of Training Courses for Teachers in the Alexander Technique; to establish, maintain, and promote standards among various schools which teach the Alexander Technique; to promote communication and the interchange of skills and information between the Society and other organizations of teachers of the Alexander Technique and to achieve reciprocal memberships between such organizations; and to promote, encourage, and carry out research projects relating to the Alexander Technique.

ARTICLE II
MEMBERSHIP

Section 1. Members The membership of the Society shall consist of "Members" and "Non-Voting Members."

Section 2. Eligibility for Membership A person shall be eligible to become a Member of the Society if he:

A. Is trained and Certified as an Alexander Teacher in a Teacher Training Course approved by the American Center for the Alexander Technique, Inc., a New York corporation (hereinafter "ACAT-NY"), the American Center for the Alexander Technique, Inc., a California corporation (hereinafter "ACAT-West"), or the Society of Teachers of the Alexander Technique (hereinafter "STAT"), on or before May 29, 1987; or

B. is, at the time of the founding of the Society, a trainee at any Teacher Training Course approved by ACAT-NY, ACAT-West, or STAT, on or before February 24, 1987; or

C. Is Certified as an Alexander Teacher by this Society, as defined in Article III of these Bylaws; or

D. Was trained as an Alexander Teacher by F.M. Alexander, A.R. Alexander, or was a founding member of ACAT-NY, ACAT-West, or STAT; or

E. Is a Member in good standing of any organization recognized by the Society and resides within the United States.

F. Is certified by AMSAT, but is residing in a country that does not have a national Society affiliated with AMSAT.

<u>Section 3. Application for Membership</u> A person, regardless of race, nationality, color, creed, gender, sexual orientation, political affiliation, marital status or disability, who is eligible for membership may become a Member of the Society by:

A. Submitting documentation of Certification to the Membership Secretary; and

B. Submitting such dues as shall be determined from time to time by the Board of Directors.

<u>Section 4. Non-Voting Members</u>

A. Student Members. Anyone enrolled in a training course approved by the Society shall be eligible to be a Student Member, and shall have all the rights, privileges, and obligations of Members except voting rights.

B. Associate Members. Anyone who, in the opinion of the Board of Directors, is in sympathy with the objects of the Society or is engaged in work of interest to the Society, and does not hold him/herself out as a teacher of the Alexander Technique, shall be eligible to be an Associate Member.

C. International Members. Anyone who is residing outside of the United States and is a member, or eligible to be a member, of an affiliated Society may be an International Member without voting rights and without a right to submit proposals for vote at the AGM.

D. Non-Practicing Teachers. Anyone who is eligible to be a member of the Society but is not an actively practicing teacher may become a non-practicing teacher, without voting rights or the right to submit proposals to the AGM, but with the right to attend the AGM, to participate in AGM workshops, and to serve on committees of the Society.

<u>Section 5. Term of Members</u> Each Member shall continue as such until his resignation, expulsion, death, or the dissolution and liquidation of the Society.

<u>Section 6. Resignation of Members</u> Any Member may resign at any time by notifying the President or Secretary of the Society in writing. Any such resignation shall take effect at the time therein specified, or, if no time is specified, the resignation shall be effective upon receipt thereof by the President or Secretary.

<u>Section 7. Expulsion of Members</u>

A. The Board of Directors may expel any Member who fails to pay membership dues after three (3) months' written notice of the failure to pay. Any

prior to the meeting and given to the Members not less than 75 days prior to the meeting; (B) For such a vote to be taken at a Special Meeting of the Members, written notice of the proposed adoption, amendment, or repeal shall be given as part of the notice of the purpose(s) of the Special Meeting that is required to be given to the members under "Article II. Section 11. Special Meetings."

ARTICLE X
MISCELLANEOUS

Section 1. Agreements Agreements executed for or on behalf of the Society shall be signed by such person or persons as the Board of Directors may from time to time designate; provided, however, that agreements in the ordinary course of the Corporation's business may be executed for or on behalf of the Corporation's Officer charged with the supervision of such business.

Section 2. Accounting Period The Corporation's accounting period shall be designated by a resolution adopted by the Board of Directors.

Section 3. Construction Whenever used in these Bylaws, the masculine pronoun shall include the feminine, and the singular shall include the plural, unless different means is otherwise required by the context.

ARTICLE XI
INDEMNIFICATION

The Society shall, to the full extent authorized by law, indemnify any present or former Officer or Director of the Society or the personal representatives thereof, made or threatened to be made to a party to any action, suit, or proceeding (civil, criminal, or administrative) involving Chapter 42 of the Internal Revenue Code of 1954, as amended, or successor provision ("Chapter 42"), or any state law relating to mismanagement of assets of charitable organizations, by reason of the fact that he is or was, or his testator or intestate was, a Director or Officer of the Society, or served any corporation, partnership, foundation, joint venture, trust, employeebenefit plan, or other enterprise in any capacity at the request of the Society, against all expenses, including attorney's fees, other than taxes, penalties, or expenses of correction under Chapter 42, actually and necessarily incurred as a result of such action or proceeding or any appeal thereof; provided however that: (i) such expenses are reasonably incurred by such Officer or Director or personal representatives in connection with any action, suit, or proceeding, and (ii) such person is successful in such defense, or such action, suit, or proceeding is terminated by settlement, and such person did not willfully and without reasonable cause with respect to the act or failure to act regarding the liability for tax under Chapter 42 of the mismanagement of the assets of a charitable organization. For the purposes of this provision, the Society shall be deemed to have requested a present or former Officer or Director to serve an employee benefit plan where the performance of such person of his duties to the Society, also implies duties on, or otherwise services by, such person to the plan or participants or beneficiaries of the plan. The foregoing right of indemnification shall not be deemed exclusive of any other rights to which the person, his testator, or intestate may be entitled apart from this provision.

ARTICLE XII
AMENDMENT TO BYLAWS

The Bylaws of the Society may be adopted, amended, or repealed, in whole or in part, by a two-thirds majority vote of the Members present in person or in proxy at any meeting; provided, however, that (A) For such a vote to be taken at an Annual Meeting, written notice of the proposed adoption, amendment, or repeal shall have been given to the Secretary no later than the January 15 immediately

Member expelled for nonpayment of dues may reapply upon paym f all dues owed at the time of the Member's expulsion.

B. If the conduct of a Member shall appear to the Board of Directors to be prejudicial to the interests of the Society, or if a Member conducts himself in a manner inconsistent with the Bylaws of the Society, or if a Member commits a violation of the Code of Professional Conduct of the Society, he or she may be expelled from the Society or may receive a lesser sanction, as detailed by the Society's Rules and procedures Regarding professional Conduct and by the Training Approval Committee's Rules and procedures.

Section 8. Place of Meetings The Members may hold their meetings at such place or places within or without the State of New York as the Members may from time to time determine.

Section 9. Annual Meeting An Annual Meeting of the Members shall be held in May, June, July or August of each year, at such time and place, within or without the State of New York, as the Board of Directors shall designate upon not less than ninety (90) days notice to all the Members. Any Member desirous of placing any motion on the agenda of said meeting shall give notice thereof in writing to the Secretary no later than the January 15 immediately preceding the date of such meeting and such motions shall be seconded by a Member. At such meeting, the Board of Directors shall present its annual report, Directors shall be elected, and such other business shall be transacted as shall properly come before the meeting.

Section 10. Regular Meetings Regular meetings of the Members shall be held at such times and places as may be determined by the Members.

Section 11. Special Meetings Special Meetings of the Members shall be held at any time or place upon the call of the Board of Directors or by 10% of the Members. Such Members may, in writing, demand the call of a Special Meeting specifying the date and month thereof, which shall not be less than two nor more than three months from the date of such written demand. The Secretary of the Society, upon receiving the written demand, shall promptly give notice of such a meeting, or if he fails to do so within five business days thereafter any Member signing such demand may give such notice. Notice of a Special Meeting shall also state the purpose or purposes for which the meeting is called.

Section 12. Quorum; Adjournment of Meetings One fourth of the Members, present in person or in proxy, shall constitute a quorum for the transaction of business and the action of a majority of Members present and voting at a meeting at which a quorum is present shall, unless otherwise provided by law, be deemed to be the action of the Members. If at any meeting of the Members there shall be less than a quorum present, the Members present may adjourn the meeting from time to time unless a quorum is obtained, and at any such adjourned meeting at which a quorum is present, any business may be transacted which may have been transacted at the meeting as originally called.

Section 13. Action Without A Meeting Any action required or permitted to be taken by the Members may be taken without a meeting if all the Members consent in writing to the adoption of a resolution authorizing the action. The resolution and the written consent thereto shall be filed with the minutes of the proceedings of the Members.

Section 14. Proxies Every Member entitled to vote at a meeting of Members or to express consent or dissent without a meeting may authorize another person or persons to act for him by proxy; except that, at an Annual Meeting of the Members, no individual member shall be authorized to act by proxy for more than ten other members. Every proxy must be signed by the Member or his attorney in fact. No proxy shall be valid after the expiration of eleven months from the date thereof. Every proxy shall be revocable at the pleasure of the Member executing it.

Section 15. Rules of Order The rules contained in the current edition of Robert's Rules of Order Newly Revised shall govern the Society in all cases to which they are applicable and in which they are not inconsistent with these Bylaws and any special rules of order the Society may adopt.

ARTICLE III
CERTIFICATION

Section 1. Eligibility for Certification A person shall be eligible for Certification by the Society if he/she:

A. Has satisfactorily completed a Teacher Training Course approved by the Society; or

B. Is a Member in good standing of any organization recognized by the Society and submits a written recommendation to the Board from the Secretary of that Society; or

C. Has completed, by May 1987, a Teacher Training Course not approved by the Society and:

i. Submits such documents and information on his/her training and postgraduate experience as may be required by the Board; and

ii. Completes an additional Term of Study in an approved Teacher Training Course which, when added to the comparable hours of training already completed, as determined by the Board of Directors, shall total at least 1600 hours; or

iii. Satisfactorily completes such Term of Study, which may be less than the Term of Study described in subsection "Cii" above, as shall be determined by three (3) Directors of approved Teacher Training Courses, each with at least three (3) years' experience training teachers, who have sufficiently worked with the applicant to determine his/her level of skill.

iv. Subsection "C" shall not remain in effect beyond May 1993.

D. Has completed a Teacher Training Course not approved by the Society and:

i. Completes not less than 1600 hours of training, consistent with Article IV, Section I, paragraphs A, B, and C of these Bylaws, as determined by the AMSAT Board of Directors; and

ii. Is evaluated by three (3) Directors of approved Teacher Training Courses, each with at least three (3) years' experience training teachers, who have sufficiently worked with the applicant to determine his/her eligibility for AMSAT Certification. Such an applicant may be required by the Training Course

the Society in the name and to the credit of the Society in such banks or depositories as the Board of Directors may designate. Whenever required by the Board of Directors, he shall render a statement of his accounts. He shall at all reasonable times exhibit his books and accounts to any Officer or Director of the Society and shall perform all duties incident to the position of Treasurer subject to the control of the Board of Directors and shall, when required, give such security for the faithful performance of his duties as the Board of Directors may determine.

Section 10. Bonds The Board of Directors shall have the power to require any Officer or employee of the Society to give a bond for the faithful discharge of his duties, in such form and with or without such surety or sureties as the Board of Directors may deem advisable, the premium for which shall be paid by the Society.

Section 11. Tax Returns Any Officer of the Society may sign tax returns on behalf of the Society.

ARTICLE VIII
CORPORATE FINANCE

Section 1. Contributions The Board of Directors is authorized to accept gifts, legacies, or other contributions to the Society. Such gifts, legacies, or other contributions may be accepted upon any terms or conditions and for such special uses as the donor or testator thereof shall prescribe and as shall be acceptable to the Board of Directors. When so acceptable, the Board of Directors is authorized to cause the execution and delivery of any agreement which shall be necessary or desirable in connection with the acceptance of any such gift, legacy, or other contribution. Unless the terms and conditions or special uses of such funds are prescribed by the donor or by some written agreement, the funds shall be administered as the Board of Directors of the Society shall deem expedient and, unless otherwise provided, both the principal and income of such funds may be utilized and expanded.

Section 2. Investments The funds of this Society may be retained in whole or in part in cash or be invested and reinvested from time to time in such property, real, personal or otherwise, or stocks, bonds, or other securities, as the Board of Directors in its uncontrolled discretion may deem desirable.

ARTICLE IX
CHECKS, BANK ACCOUNTS, NOTES

The Board of Directors is authorized to select such banks or depositories as it shall deem proper for the funds of the Society. The Board of Directors shall determine by resolution who shall be authorized from time to time on the Corporation's behalf to sign checks, drafts, or other orders for payment of money, acceptances, notes, or other evidence of indebtedness issued in the name of the Society.

Section 2. Elec[illegible] and Term of Office The Past-Chairman, Chairman, and Chairman-Elect [illegible]l each serve one year terms. The Chairman-Elect shall be elected by the Members at the Annual Meeting, and at the end of a one-year term shall automatically, without election, become Chairman, and at the end of this second one-year term shall become Past-Chairman for one year. The Secretary, and Treasurer shall be elected by the Members at the Annual Meeting and each shall continue in office until his successor shall have been elected and qualified. All other Officers of the Society shall be elected by a majority vote of the Board of Directors.

Section 3. Vacancies In case of any vacancy in an office, a successor to fill the unexpired portion of the term may be elected by the Board of Directors at a Special Meeting called for that purpose.

Section 4. Other Agent The Board of Directors may appoint from time to time such agents as it shall deem necessary, each of whom shall hold office at the pleasure of the Board, and shall have such authority and perform such duties and shall receive such reasonable compensation, if any, as the Board of Directors may from time to time determine.

Section 5. Chairman: Powers and Duties The Chairman shall preside at all meetings of the Members and of the Board of Directors. He shall have general supervision of the affairs of the Society. He shall keep the Board of Directors fully informed, and shall freely consult with them concerning the activities of the Society. He shall have power to sign alone, unless the Board of Directors shall specifically require an additional signature, in the name of the Society, all contracts authorized either generally or specifically by the Board. He shall perform such other duties as shall from time to time be assigned to him by the Board of Directors.

Section 6. Past-Chairman: Powers and Duties The Past-chairman shall serve primarily in an advisory capacity to the Chairman.

Section 7. Chairman-Elect: Powers and Duties The Chairman-Elect shall serve primarily to assist the Chairman in the performance of his duties as set forth in Section 5 of this Article. In the absence of the Chairman, the Chairman-Elect shall perform the duties of Chairman.

Section 8. Secretary: Powers and Duties The Secretary shall act as secretary of all meetings of the Members and the Board of Directors and shall keep the minutes of all such meetings in the books proper for that purpose. He shall attend to the giving and serving of all notices of the Society. He shall perform all the duties customarily incident to the office of the Secretary, subject to the control of the Board of Directors, and shall perform such other duties as shall from time to time be assigned to him by the Board of Directors.

Section 9. Treasurer: Powers and Duties The Treasurer shall have the custody of all funds and securities of the Society which may come into his hands. He shall keep or cause to be kept full and accurate accounts of receipts and disbursements of the Society and shall deposit all monies and other valuable effects of

Directors to complete additional training in an approved teacher tra[illegible] course.

E. A teacher who has satisfactorily completed the requirem[illegible]s of subsections A, C, or D must also submit to the Board of Directors a written recommendation from the Director of the approved teacher training course in which he/she completed his/her training.

Section 2. Application for Certification A person who has satisfied the requirements of Section 1 above may become Certified upon a majority vote of the Board of Directors, whereupon he/she shall receive a "Certificate of Qualification" from the Society.

ARTICLE IV
TEACHER TRAINING COURSES

Section 1. Course Requirements A Teacher Training Course (a Course) may receive the approval of the Society if:

A. It consists of three (3) to four (4) academic years, and a total of at least 1600 hours;

B. At least 80% of the total class hours must consist of practical work in the Alexander Technique;

C. The average ratio of students to Certified Teachers shall be not more than 5:1 during practical work, and the usual training for each trainee is at least twentyseven (27) weeks of class per year, each week to consist of not less than 15 nor more than 20 hours of classes over at least 4 days each week, and each day to consist of not less than 2 hours nor more than 4 hours of class; provided, however, that exceptions may be made in individual cases to meet the needs of trainees, and

D. The Course is directed by a Member of the Society who:

i. Has been Certified by the Society or a recognized organization, for at least seven (7) years;

ii. Submits to the Board of Directors a letter of recommendation from the Director or former Director in good standing of an approved Teacher Training Course, or the Director or former Director in good standing of a Training Course approved by a recognized society, who has had no less than five years' training experience, and with whom the applicant has assisted on the Director's course for a minimum of fifteen hours within a two-year period preceding the date of application. In addition, the applicant shall submit a letter of recommendation from a Member of the Society with at least 12 years' teaching experience;

iii. Submits such documents and information as the Board may require, including a detailed schedule and curriculum for the proposed course;

iv. Has accumulated, at the time of submitting an application to the Board, a minimum of 105 hours of post-graduate credit, this credit to be acquired through any combination of the following: assisting on an approved Teacher Training Course (one hour to equal one credit); attendance at a Teacher Refresher Course led by a Member in good standing of the Society or a recognized Society (one hour to equal one credit); attendance at the AMSAT Annual Meeting (fifteen credits); and attendance at the International Congress (30 credits);

v. Has accumulated, at the time of submitting an application to the Board, and within six years prior to the date of application, a minimum of 90 hours of post-graduate credit, this credit to be acquired through a combination of assisting on an approved Teacher Training Course (one hour to equal one credit), or attendance at a Teacher Refresher Course led by a Member in good standing of the Society or a recognized Society (one hour to equal one credit); and

vi. Has accumulated, at the time of submitting an application to the Board, a minimum of fifteen credits for attendance at professional meetings, this credit to be acquired through a combination of attendance at the AMSAT Annual Meeting (fifteen credits); attendance at the Annual Meeting of a recognized Society (fifteen credits); attendance at an International Congress (30 credits).

vii. In summary, no training course shall receive approval or reapproval, nor Director(s) or Co-Director(s) shall be appointed by an approved director, without satisfying all the requirements of Article IV, Section D of these bylaws.

Section 2. Approval of a Teacher Training Course A Course that satisfies the requirements of Section I of this Article may be approved upon a twothirds vote of the Board of Directors, and for this purpose a quorum shall consist of not less than six (6) Members. Such approved status, if granted, shall last for a period of three (3) years unless terminated earlier in accordance with the provisions of Article IV, Section 3.

Section 2A. Reapproval of a Teacher Training Course A Teacher Training Course may apply to the Board of Directors for reapproval prior to the expiration of its approved status. Such application shall be in writing, on an application form provided by the Board. A training course that satisfies the requirement of Section 1 of this Article, and all training course policies in effect at the time of the reapproval application, and against which there are no outstanding serious complaints or ethical violations, (in such a case the course shall be granted a temporary extension of the approval then in effect, until such time as the complaints or violations are resolved by the Board), shall be reapproved upon a two-thirds vote of the Board, and for this purpose a quorum shall consist of not less than six (6) members. If reapproval is granted, such approved status shall begin upon the expiration of the approved status then in effect, and shall last for a period of three (3) years unless terminated earlier in accordance with the provisions of Article IV, Section 3.

Section 3. Termination of Approval The Board of Directors may terminate the Corporation's approval of a Teacher Training Course if:

A. An approved Training Course adopts any change which would cause the Training Course to substantially differ in its schedule, curriculum, or organization from that in effect at the time of approval or which would, in the opinion of the Board of Directors, be prejudicial to the interests of the Society; and

i. The Director of the Training Course fails to provide adequate explanation, or to rectify such changes to the satisfaction of the Board, within sixty (60) days of receipt of notice sent by the Board, and in default of a satisfactory explanation or rectification of said changes, a resolution to terminate the approval of the Training Course shall be passed at a meeting of the Board by at least a twothirds majority of the Members present and voting thereon and for

Section 11. Special Meetings Special Meetings of the Board shall be held at any time or place upon the call of the Chairman or any two Members of the Board of Directors and upon fortyeight (48) hour's notice. Notice of such Special Meeting shall state the purpose for which such meeting has been called; but, notwithstanding the foregoing, any additional business properly before the meeting may be transacted at such meeting.

Section 12. Quorum; Adjournment of Meetings Except as otherwise provided herein, a majority of the Directors in office shall constitute a quorum for the transaction of business and the action of a majority of the Directors present and voting at a meeting at which a quorum is present shall, unless otherwise provided by law, be deemed to be the action of the Board of Directors. If at any meeting of the Board there shall be less than a quorum present, the Directors present may adjourn the meeting from time to time unless a quorum is obtained and at any such adjourned meeting at which a quorum is present, any business may be transacted which may have been transacted at the meeting as originally called.

Section 13. Action Without a Meeting Any action required or permitted to be taken by the Board or any committee thereof may be taken without a meeting if all Members of the Board or of such committee consent in writing to the adoption of a resolution authorizing the action. The resolution and the written consents thereto shall be filed with the minutes of the proceedings of the Board or of such committee.

Section 14. Committees The Board of Directors may provide for such committees as it shall deem appropriate and may from time to time delegate to such committees or other bodies such duties and powers, not inconsistent with these Bylaws, as the Board of Directors shall deem appropriate.

Section 15. Conference Calls Any one or more Members of the Board or any committee thereof may participate in a meeting of the Board or of such committee by means of a conference telephone or similar communications equipment allowing all persons participating in the meeting to hear each other at the same time. Participation by such means shall constitute presence in person at a meeting.

Section 16. Annual Report A report shall be presented at the Annual Meeting of the Members as required by law. The Annual Report shall be filed with the records of the Society and either a copy or an abstract thereof entered in the minutes of the Annual Meeting of the Members.

ARTICLE VII
OFFICERS

Section 1. Number and Qualifications The Officers of the Society shall be a Chairman, Past-Chairman, Chairman-Elect, Secretary, and Treasurer (who shall be Members of the Board of Directors), and such other Officers, if any, as shall be designated by the Board of Directors. Any two or more offices may be held by the same person except the offices of Chairman-Elect or Chairman and Secretary.

the Nominating Committee. Nominations for Board positions in any given year shall be sent in writing to the Secretary no later than the January 15 immediately preceding the date of the Annual Meeting. Except for the position of Chairman-Elect/Chairman/Past-Chairman, the Board of Directors shall be divided into two approximately equal classes for the purpose of staggering their terms of office. The first class of Directors shall consist of those whose term of office shall expire at the second Annual Meeting and the second class of Directors shall consist of those whose term of office shall expire at the third Annual Meeting. Except for the position of Chairman-Elect/Chairman/Past-Chairman to which a Member is elected for a term of 3 years, Directors to replace those whose terms expire at each Annual Meeting shall be elected to hold office for a two-year term in accordance with such classification.

Section 4. Nominating Committee. The Nominating Committee shall consist of three (3) members, nominated and elected by the membership at the AGM, each member to serve for a term of three (3) years, except in the first term where one member serves for one year, a second member serves for two years, and a third member serves for three years.

Section 5. Newly Created Directorships and Vacancies Newly created directorships resulting from an increase in the number of Directors or vacancies occurring on the Board for any reason may be filled by a majority vote of the Directors. A Director elected to fill a vacancy caused by resignation, death, or removal shall be elected to hold office for the unexpired term of his predecessor.

Section 6. Resignation Any Director may resign at any time by notifying the Chairman or Secretary of the Society. Any such resignation shall be in writing and shall take effect at the time therein specified, and, unless otherwise specified, the acceptance of such resignation shall not be necessary to make it effective.

Section 7. Removal of Directors Any Director elected by the Members may be removed for cause by a majority vote of the entire Board, at any special meeting of the Board called for that purpose, or without cause, by a majority vote of the Members, whether present in person or by proxy, at any Annual Meeting or Special Meeting.

Section 8. Place of Meetings The Board of Directors may hold their meetings at such place or places within or without the State of New York as the Board may from time to time direct.

Section 9. Annual Meeting An Annual Meeting of the Board of Directors shall be held on such date as the Board of Directors shall determine, at such hour and place, within or without the State of New York, as the Board of Directors shall designate.

Section 10. Regular Meetings Regular Meetings of the Board of Directors shall be held at such times and places as may be determined by the Board and no notice of such regular meetings need be given.

this purpose a quorum shall constitute not less than six (6) Members.

B. The Director closes the course. In such a case the Director shall notify all trainees enrolled in the course and the Secretary of the Society at least 6 months in advance of the closing of the course.

C. A serious ethical complaint is made against a Course or its Director for misconduct which, in the opinion of the Board of Directors is:

i. prejudicial to the interests of the Society,
ii. harmful to trainees, or
iii. harmful to the general publicand an investigation of the complaint is conducted at the completion of which a resolution to terminate the approval of the Training Course is passed at a meeting of the Board by at least a twothirds majority of the Board Members present and voting thereon and for this purpose a quorum shall constitute not less than six (6) Members.

ARTICLE V
RECOGNITION OF OTHER PROFESSIONAL ALEXANDER TEACHERS ORGANIZATIONS

Section 1. Recognition The Society may recognize, and enter into affiliation and liaison with any other professional organization of Alexander teachers provided:

A. The organization embodies similar standards for Certification, approval of Teacher Training Courses, and is based outside the United States; and

B. The recognition of said organization shall include rights of reciprocal membership (members in said organization shall be eligible to become Members of the Society, and Members of the Society shall be eligible to become the equivalent in said organization) provided that membership requirements of said organization are at least equal to the membership requirements of the Society; and

C. The application for recognition is accompanied by such documents and information as the Board of Directors may require, including the Bylaws, and any approved Teacher Training Courses, of said organization; and

D. The granting of recognition to any such organization shall be passed at a meeting of the Board of at least a two-thirds majority of the Members present and voting thereon and for this purpose a quorum shall constitute not less than six (6) Members.

Section 2. Reciprocal Membership Any member in good standing of any recognized organization shall be eligible for membership pursuant to Article II of these Bylaws.

Section 3. Termination of Recognition The Board of Directors may terminate the Corporation's affiliation with a recognized organization if:

A. The recognized organization adopts any change in its Bylaws, particularly with respect to the standards for Certification, and the approval of Training Courses, which would substantially differ from those of the Society, and which would, in the opinion of the Board of Directors, be prejudicial to the interests of the Society; and

B. The recognized organization fails to provide adequate explanation, or to rectify such changes to the satisfaction of the Board, within sixty (60) days of receipt of notice sent by the Board; and

C. In default of a satisfactory explanation or rectification of said changes, a resolution to terminate the affiliation with the organization shall be passed at a meeting of the Board by at least a twothirds majority of the Members present and voting thereon and for this purpose a quorum shall constitute not less than six (6) Members.

D. Any recognized organization shall cease to be recognized by the Society if by notice in writing to the Secretary of the Society said organization terminates its affiliation with the Society.

ARTICLE V-A
REGIONAL CHAPTERS

Section 1. Purpose The purposes of Regional Chapters shall be:

A. To educate the local community about the Alexander Technique,

B. To promote communication and the interchange of skills and information amongst members,

C. To provide continuing education opportunities,

D. To inform the Society about regional issues and concerns, and

E. To support the Society nationally.

Section 2. Charter and Name

A. Five (5) or more members of the Society may apply to the Board of Directors for a charter to establish a new Chapter,

B. The name of each new Chapter shall include AMSAT and a reference to the state or region in which it is located,

C. There shall be only one Chapter within a geographical region, and

D. Each Chapter will pay an annual fee to be determined by the Board.

Section 3. Chapter Policies

A. A Chapter shall not set any rules or policies that are in conflict with the Bylaws of the Society;

B. Any voting member in good standing with the Society may become a voting member of one Regional Chapter, and any non-voting member in good standing with the Society may become a non-voting member of a Regional Chapter;

C. Chapter membership is optional;

D. Each Chapter shall establish its own rules governing Chapter dues, privileges, obligations, officers and meeting times for its membership; and

E. Chapters are self-supporting but may request monetary support from the Society for activities that benefit the Society membership on a national level.

F. Finances

i. The Treasurer shall establish a regional bank account following Society procedures for the transaction of business,

ii. All Chapter revenues and debts are the property of the Regional Membership, and

iii. A financial report shall be submitted annually to the Board.

G. The following records will be sent to the designated Board liaison and the Society Administrator:

i. The Rules and Guidelines governing the Chapter,

ii. Minutes from each meeting,

iii. An Annual Membership List, and

iv. An Annual Report of chapter activities from the Chapter officers.

H. Publicity

i. Chapters will follow the guidelines that the Society has established for publicity, and copies of all announcements, advertisements, brochures, workshops, presentations, etc. will be filed with the designated Board liaison and the Administrator; and

ii. In response to public inquiry, the Regional Chapter shall provide the standard AMSAT Teachers' List along with other information at the Chapter's discretion.

Section 4. Formation of a Regional Chapter A Regional Chapter Charter proposal that satisfies the requirements of Sections 1, 2, and 3 of this Article may be approved upon a two-thirds vote of the Board of Directors, and for this purpose a quorum shall consist of not less than six (6) members.

Section 5. Termination of a Regional Chapter A Regional Chapter Charter may have its status revoked if the Chapter engages in activities that violate the Bylaws of the Society, rules or policies, or that might jeopardize the Society's non-profit status. Such termination may be taken at the discretion of the Board at any time if approved upon a two-thirds vote of the Board of Directors, and for this purpose a quorum shall consist of no less than six (6) members. Upon such termination, the Chapter shall lose its authorization to operate under the Society's federal ID# in banking matters and will have to immediately close any such accounts.

ARTICLE VI
BOARD OF DIRECTORS

Section 1. Powers and Duties The Board of Directors shall have general power to manage and control the affairs and property of the Society and shall have full power, by majority vote, to adopt rules and regulations governing the action of the Board, and shall have full and complete authority with respect to the distribution and payment of the monies received by the Society from time to time; provided however, that the fundamental and basic purposes of the Society, as expressed in the Certificate of Incorporation and in conformity with these Bylaws and the laws of the State of New York and of the Federal Government, shall not thereby be amended or changed.

Section 2. Number and Qualification of Directors The Board of Directors shall consist of not fewer than seven (7) Directors. The exact number shall be determined from time to time by a vote of the Board of Directors. Each Director shall be at least eighteen (18) years of age and shall be a Member of the Society at the time of his election.

Section 3. Election and Term of Office Each Director shall be elected by the majority vote of the Members taken by written ballot delivered to the Secretary either: by mail at least seven days prior to the Annual Meeting; or in person at the Annual Meeting no later than 4 p.m. of the second last day of that meeting from a slate of individuals nominated by at least two (2) or more Me[illegible]rs, or by

II. THE AMERICAN SOCIETY FOR THE ALEXANDER TECHNIQUE - AmSAT

D. IRS Tax-Exempt Status -- Document

Internal Revenue Service

District Director

Department of the Treasury

P. O. BOX 1680, GPO
Brooklyn, New York 11202

Date: AUG 0 7 1987

lorth American Society Of Teachers
Of The Alexander Technique, Inc.
c/o David Gorman
!10 Broadway
lew York, NY 10003

Employer Identification Number:
13-3402440
Accounting Period Ending:
December 31st
Foundation Status Classification:
509(a)(1)
Advance Ruling Period Ends:
December 31, 1991
Person to Contact:
P. Stoschy
Contact Telephone Number:
(718) 780-4050

Dear Taxpayer:

Based on information supplied, and assuming your operations will be s stated in your application for recognition of exemption, we have etermined you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code.

Because you are a newly created organization, we are not now making a inal determination of your foundation status under section 509(a) of the Code. However, we have determined that you can reasonably be expected to be publicly supported organization described in section(s) 509(a)(1) & 70(b)(1)(A)(vi).

Accordingly, you will be treated as a publicly supported rganization, and not as a private foundation, during an advance ruling period. This advance ruling period begins on the date of your inception and ends on the date shown above.

Within 90 days after the end of your advance ruling period, you must submit to us information needed to determine whether you have met the equirements of the applicable support test during the advance ruling eriod. If you establish that you have been a publicly supported organization, you will be classified as a section 509(a)(1) or 509(a)(2) organization as long as you continue to meet the requirements of the pplicable support test. If you do not meet the public support requirements uring the advance ruling period, you will be classified as a private foundation for further periods. Also, if you are classified as a private undation, you will be treated as a private foundation from the date of ur inception for purposes of sections 507(d) and 4940.

You are not required to file Federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T. In this letter, we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,

District Director

cc: Ronald S. Schacht
300 Park Avenue
New York, NY 10022

The attached is an integral part of this determination letter.

* For tax years ending on and after December 31, 1982, organizations whose gross receipts are not normally more than $25,000 are excused from filing Form 990. For guidance in determining if your gross receipts are "normally" not more than the $25,000 limit, see the instructions for the Form 990.

North American Society Of Teachers Of The
Alexander Technique, Inc.

In the event that you make any contributions or other distributions to individuals, you should maintain case records in accordance with the provisions of Revenue Ruling 56-304, CB 1956-2, 306.

If distributions are made to individuals, case histories regarding the recipients should be kept showing names, addresses, purposes of awards, manner of selection, relationship if any to members, officers, trustees or donors of funds to you, in order that any and all distributions made to individuals can be substantiated upon request by the Internal Revenue Service. (See Revenue Ruling 56-304, Cumulative Bulletin 1956-2, page 306).

Your tax exempt status is predicated on the understanding that the activities of your organization will not lead to the private benefit of any individual (i.e. payments for personal expenses, abatement of personal real estate taxes, salaries based on a percentage of receipts, etc.) Any of these activities could jeopardize your tax exempt status.

Enclosure: Form 872-C.

Form **872-C**

(Rev. March 1986)

Department of the Treasury—Internal Revenue Service

Consent Fixing Period of Limitation Upon Assessment of Tax Under Section 4940 of the Internal Revenue Code

(See Form 1023 Instructions for Part IV, line 3.)

OMB No. 1545-0056
Expires 3-31-89

To be used with Form 1023. Submit in duplicate.

Under section 6501(c)(4) of the Internal Revenue Code, and as part of a request filed with Form 1023 that t organization named below be treated as a publicly supported organization under section 170(b)(1)(A)(vi) or secti 509(a)(2) during an advance ruling period,

NORTH AMERICAN SOCIETY OF TEACHERS OF THE ALEXANDER TECHNIQUE, INC.
(Exact legal name of organization)

c/o David Gorman, 810 Broadway, New York, NY 10003
(Number, street, city or town, state, and ZIP code)

and the District Director of Internal Revenue

Consent and agree that the period for assessing tax (imposed under section 4940 of the Code) for any of the 5 tax year in the advance ruling period will extend 8 years, 4 months, and 15 days beyond the end of the first tax year.

However, if a notice of deficiency in tax for any of these years is sent to the organization before the period expires, the the time for making an assessment will be further extended by the number of days the assessment is prohibited, plu 60 days.

Ending date of first tax year December 31, 1987

Name of organization
NORTH AMERICAN SOCIETY OF TEACHERS OF THE ALEXANDER TECHNIQUE, INC.

Date
March 27, 1987

Officer or trustee having authority to sign

Signature ▶ Cynthia Kupp Secretary Treasurer

District Director
JOHN J. JENNINGS

Date
JUL 3 1 1987

By ▶ Howard Schwartz Gp Manager

For Paperwork Reduction Act Notice, see page 1 of the Form 1023 Instructions.

II. THE AMERICAN SOCIETY FOR THE ALEXANDER TECHNIQUE - AmSAT

E. Department of Labor Occupational Title

cupational Code Request

U.S. Department of Labor
Employment and Training Administration

RECEIVED

riginating Office

ate	2. Date Transmitted
GA	4/1/93

Date Received by OAFC: APR 5 1993

OMB No. 1205-0137
Expires: 11/30/92

B. Information Obtained From: OCCUPATIONAL ANALYSIS FIELD CENTER RALEIGH, NORTH CAROLINA

1. CHECK APPROPRIATE BOX
☐ Employer ☐ Applicant ☐ Trainee/Program
☒ Other (specify) Professional Association

ocal Office (Name, LO No., Address, Phone No.)
NC Occupational Analysis Field Center
Employment Security Commission of NC
Post Office Box 27625
Raleigh, NC 27611

2. Establishment (Name and Address)
N. American Society of Teachers of the Alexander Technique
P.O. Box 3992
Champaign, IL 61826-3992

3. Establishment Contact (Name, Title, Phone No.)
Ronald Dennis, Ed.D., Pres.
(404) 841-0386

. Requested By (Name, Title, Phone No.)
Ronald Dennis, Ed.D. (404) 841-0386
1819 Brookhaven Circle, Atlanta, GA 30319

4. Product(s)/Service(s)
Educational Services

5. SIC Code (4-digits)
8299

C Job Description (Instructions on Reverse Side)

Establishment Job Title(s): Certified Teacher of the Alexander Technique

List Overall Purpose or Summary of this Job: The Certified Teacher of the Alexander Technique instructs students, both hands-on and verbally, on either an individual or group basis, and in either a private or institutional setting.

List Important or Regularly Performed Tasks: The regular task of the Certified Teacher of the Alexander Technique is effectively to communicate the principles of posture, co-ordination, and movement as developed by F. Matthias Alexander and articulated in four books: (1) Man's Supreme Inheritance, 1910; (2) Constructive Conscious Control of the Individual, 1923; (3) The Use of the Self, 1932; (4) The Universal Constant in Living, 1941. Summarized, these principles are: (1) inhibition--intercepting an habitual response; (2) direction--planning a modified response; (3) primary control--optimally organizing head, neck, and back.

(a) List Employer's Hiring Requirements: (Education, vocational training, experience, other) Certification by an approved training course is expected by knowledgeable employers when engaging teachers of the Alexander Technique. Training courses in the U.S. are approved by the North American Society of Teachers of the Alexander Technique, one of eleven affiliated national professional organizations worldwide. Summarized, the international standard for training requires 1600 hours of study over three years of which 80% is practical work, and a student/teacher ratio of no greater than 5/1.

(b) List Machines, Tools, Equipment or Work Aids the Worker Uses To Perform Duties: The Certified Teacher of the Alexander Technique may use books, charts, diagrams, illustrations, mirrors, chairs, and tables allowing students to recline.

D. APPROVED TITLE AND CODE:

Occupational Title	Occupational Code (9-digits)
TEACHER, ALEXANDER TECHNIQUE	099.227-581
Industry	GOE Code (6-digits)

ccupational Code Request (con't) | State GA

Additional Information and Comments

t any additional information and comments not covered elsewhere. *(Use additional sheets, if necessary.)*

nclosed are three copies of the official directory of the North American Society of 'eachers of the Alexander Technique (NASTAT) which lists certified teachers, approved raining courses, affiliated national societies, and readings, as well as a general lescription of the Technique. This directory is supplied at no charge to the public ipon request.

'erusal of the D.O.T. suggests that Occupational Group 099, "Occupations in Ed., N.E.C.," night be the appropriate one for Certified Teacher of the Alexander Technique.

NASTAT is a tax-exempt, not-for-profit corporation.

F. Reply to Originating Office and State Coordinator

"X" One

1. ☐ Use DOT Definition *(4th Edition Title and 9-digit Code)*

2. ☐ Use Approved O.C.R. Code *(Full 9-digit Code)*

3. ☐ Use New Code and Title *(See Item D—Approved Title and Code, on other side)*

4. ☐ Send more information *(See Attached Letter)*

G. Transmittal Action Approved By:

Name and Title	Date Returned to Originating Office
	Date Sent to DOAV Other OAFC

Instructions for Completing Part C, Job Description

1. Summarize, in one sentence, the overall objective or purposes of the job *(such as, "Operates injection molding machine.")*
2. List the more important or regularly performed tasks. A good job description should include these five kinds of information:

   a. Worker actions (what actions a worker takes), such as "Sets-up. . . ."

   b. Machines, tools, equipment, and/or work aids (include with the task where pertinent), such as "injection molding machine."

   c. Purpose of worker actions (the results of the work, the purpose of the task), such as "to mold. . . ."

III. STANDARDS OF PRACTICE

A. Teacher Certification

One of the chief purposes in the formation of AmSAT (formerly NASTAT) was to establish standards for the profession in the United States that met existing international standards in Europe and around the world.

Through its rigorous credentialing process AmSAT has certified over 650 teachers since its founding in 1987 and regularly evaluates and approves teacher training courses as well. AmSAT is unique in bringing education, certification, practice and discipline together under the scope of AmSAT's credentialing process.

Teachers who satisfactorily complete their training in an AmSAT approved teacher training course are recommended by the course Training Director for certification by AmSAT. Certification is reviewed, if necessary, by AmSAT's Training Approval Committee and conferred by a majority vote of the Board of Directors. Teachers who complete a training in a Teacher Training Course that is not approved by AmSAT may become certified after undergoing a rigorous, one-week evaluation by three AmSAT approved training course directors. This is known as the Certification Review process. AmSAT's elected board of directors assure that those seeking credentials are held to requirements that are thorough, rigorous, relevant, unbiased, and serve the public interest.

AmSAT Training Course Directors, the AmSAT Training Approval Committee members and the AmSAT Board of Directors are all committed to ensuring that graduates satisfactorily meet the following criteria:

III. STANDARDS OF PRACTICE

B. Teacher Certification Requirements

An understanding of Alexander's basic concepts, for example, use of the self, inhibition, direction, and primary control.

An ability to maintain a high standard of use of the self throughout one's daily activities.

An ability to maintain a high level of use of the self while teaching the Alexander Technique.

An ability to convey to the student, in one's own words, as well as through the use of one's hands, the basic concepts of the Technique.

A thorough knowledge of anatomy and physiology as it applies to the principles of the Technique.

Familiarity with the purpose of – and proficiency in performing and teaching –Alexander's basic procedures: chair work, table lesson, monkey, lunge, hands on the back of the chair, and whispered ah.

An ability to apply the principles of the Technique while observing and assisting the student in the performance of specialized skills, and an ability to aid the student in applying this knowledge to him/herself.

An ongoing commitment to pursue post-graduate study in the Alexander Technique, in order to develop and improve one's own use and teaching skills.

C. Membership

Teachers who are certified by AmSAT, either through satisfactorily completing an approved training course or through satisfactorily undergoing the Certification Review Process, are eligible to become members of the Society. Membership is voluntary, but members agree to abide by the rules, regulations, and Code of Conduct of the Society. Individuals studying in approved teacher training courses are Student Members.

D. Teacher Training Courses

1. Training Approval Committee

AmSAT's Training Approval Committee (TAC) is a peer review panel that evaluates and makes recommendations to the board for approval of Teacher Training Courses and Teacher Training Directors nationwide. Members of the TAC are selected by appointment of the board. The committee's functions are detailed by its Rules and Procedures document. The committee also functions to reevaluate and re-approve training courses every three years, and to investigate complaints concerning training courses from either students or the public.

The committee ensures that the highest standards for teacher training courses are upheld and that teacher-trainees receive rigorous instruction that prepares them to become skilled teachers and committed professionals. The requirements for teacher trainings and for training directors follow.

III. STANDARDS OF PRACTICE

2. Standards for Teacher Training Courses

The course shall consist of:

- at least three and not more than four years;
- a minimum of 1600 hours;
- no less than 15 class hours per week, nor more than 20;
- no less than two, nor more than four, total class hours on a single day;
- a teacher / student ratio no less than 1:5;
- assistant faculty must have a minimum of five years' teaching experience;
- a minimum of 80% of class time devoted to instruction in the use of the self, the use and skill of the teacher's hands, and pedagogical techniques;
- opportunities for supervised teaching within the classroom and student
- teaching in the third year.

Each Training Course maintains its own standards for acceptance into its program and develops its own policies (which must be approved by the TAC) concerning student attendance, tuition payments and refunds, independent study, make-up requirements, and assessing level of progress.

3. Standards for Training Course Directors

Individuals making initial application to AmSAT to direct a teacher training course must meet the following criteria:

- has been certified by AMSAT or an affiliated organization for at least
- seven years;
- is a member in good standing of AmSAT;
- has accumulated a minimum of 90 hours of post-graduate credit, which is to be acquired through a combination of hours assisting on an approved training course and attending post-graduate courses;
- has accumulated a minimum of 15 credits for attendance at professional society meetings;
- submits letters of recommendation and documentation as required by the TAC;
- satisfactorily completes a personal interview with the TAC and the board of directors.

During the evaluation of the Director - applicant and the training course application, the Training Approval Committee also uses the following guidelines to evaluate the applicant in the following subjective areas considered essential for an AmSAT approved training director:

Knowledge Base

The candidate demonstrates:

- An actively maturing capacity in his/her ability to facilitate and monitor change in a student. There is also a personal embodiment and confident expression of the principles of the Alexander Technique. This may include, but is not limited to: hands-on skill clarity of thinking, grounded ness, pacing and/or management of self, poise and calmness;
- A thorough knowledge of the writings, principles, and history of the F. M. Alexander Technique and an ability to place this knowledge in a relevant and modern context;
- An active pursuit of continuing skill development, both within the realm of the technique and in other areas;
- An ability to delegate and supervise responsibility for necessary skills outside his/her expertise, such as in procuring an anatomy instructor or financial consultant.

Experience

The candidate demonstrates:

- An ability to actively integrate personal life and work-force experience into his/her plans to administrate a teacher training course;
- An experiential understanding of time management, supervision, interviewing, training, evaluating, and group process;
- Exposure and some knowledge of the arts;
- The maintenance of relationships that support his/her growth and personal process, i.e., mentor, therapist, or other supervisory contacts.

Pedagogical Skills

The candidate demonstrates:

- Superior capabilities in guiding and facilitating a student's progress while allowing understanding to arise organically out of the Alexander Technique process;
- A sophisticated ability to frame numerous learning opportunities for either an individual student or a group process;
- Superior abilities in revealing a student's "habits of thinking" and "habits of movement" in a manner which does not encourage a defensive response in the student.

Interpersonal - Intrapersonal Communications

The candidate demonstrates:

- An ability to work from a non-authoritarian base of action, therefore allowing an individual student to come to his/her own conclusions;
- Superior personal qualities of listening, observing, articulation, empathy, sensitivity, non-judgmental thinking, compassion, fairness and flexibility. These qualities are utilized regularly and reflected in the candidate's skills in problem solving, conflict resolution and the ability to monitor and affect group dynamics;
- The emotional stability and maturity that allows his/her own daily personal trials to refrain from unduly influencing the training environment;
- A working understanding of the concepts of transference and counter-transference and their potential influence within the training environment.

Ethical Grounding

The candidate:

- Exhibits a high degree of moral behavior in accordance with the AmSAT Code of Professional Conduct;
- Is capable of treating teacher trainees as fully functional adults, while honoring the student's emotional boundaries;
- Avoids fostering training course elitism by aiding trainees in the exploration of diversity within the Alexander Technique community;
- Can maintain a high level of personal integrity, giving example of ethical behavior through intention, inhibition, and action.

Professional Integrity

The candidate:

- Holds the title of Certified Alexander Technique Teacher in high regard and conducts him/herself in a professional manner in those contexts where that job title is expressed;
- Demonstrates an ongoing commitment to the continuing process of extending his/her own skills, abilities, and personal growth.

4. Initial Approval of an AmSAT approved Teacher Training Course

The Training Approval Committee (TAC) evaluates applications for approval of the director, structure and curriculum of a teacher training course. The TAC also designs and updates the application for initial approval of a teacher training course. After the application is submitted by the proposed Director of the course, the TAC reviews the application in detail and schedules an interview with the applicant. A document with suggested questions guides the TAC members during the interview process.

The TAC reviews all material received and makes its recommendation regarding approval of the course to the Board of Directors, which has the responsibility to grant approval status.

5. Re-approval of an AmSAT approved Teacher Training Course

The TAC evaluates applications for re-approval of the director, structure and curriculum of an AmSAT -approved teacher training program. The approval period is for three years. Fifteen months prior to the cycle expiration date, the re-approval process is begun. An application is sent to the Director for completion and a letter announcing the process is sent to each trainee in attendance on the course. An announcement in the Society newsletter requests input on the course from the membership.

The TAC reviews all material received and makes its recommendation regarding re-approval of the course to the Board which has the responsibility to grant re-approval.

6. Disposition of Complaints

If a teacher training course is alleged to be in violation of AmSAT's training standards, the committee's purpose is to work with the Director, faculty, and students enrolled in the program to formulate a course of action. These actions aim to remedy the problem through means that are educative and mediative rather than punitive. It is the committee's responsibility to investigate any serious complaint, to supervise the establishment of an advocacy process which represents all parties equally, and to make recommendations to the board which may include non re-approval of a course.

Any complaints regarding a course can be directed to the TAC. In some cases, close interaction with the Professional Conduct Committee is necessary. Both committees follow strict guidelines in maintaining confidentiality.

The TAC has the power to determine that a complaint does not constitute a violation of AmSAT requirements and to dismiss the complaint. The committee may decide that the nature of the complaint is of a minor nature and is such that it may be resolved most appropriately within the committee without bringing formal charges.

If the complaint is deemed to be of a serious nature, then the committee is authorized to begin an investigation under the guidelines of the Rules and Procedures and to make a recommendation for disposition of the complaint to the Board. It is the Board which decides the level of disposition from a number of possibilities, ranging from a reprimand to non-re-approval of the training course under investigation.

7. Training Approval Committee Rules and Regulations – Document *(see attached)*

8. Procedures for Approval and Re-approval of Teacher Training Courses -Document *(see attached)*

Training Approval Committee: Rules and Regulations

Approved May 1993

1. Objectives of the Committee

The Training Approval Committee's principle objectives are to investigate and make recommendations to the Board concerning members' applications for initial approval, and for periodic reapproval of NASTAT training courses, including a first year review of new courses. The purpose of this is to ensure that NASTAT's standards for teacher training courses are upheld, and that NASTAT trainees receive instruction that adequately prepares them to become skilled members of the profession.

If a Training Course is alleged to be in violation of the Society's training standards the committee's purpose is to work with the Director, faculty and students enrolled in the school to formulate a course of action which remedies the problem, whenever possible, through means that are educative rather than punitive.

It is also the committee's objective to protect the rights of NASTAT trainees. As such, it is the committee's responsibility to investigate any serious complaint, and to make a recommendation to the Board against reapproval of a course if such violation is determined to be seriously harmful to a trainee(s) or to the objectives of the society.

2. Responsibilities of the Committee

In order to carry out the above objectives, it is the committee's responsibility to:

2.1 Formulate and recommend necessary bylaw amendments pertaining to training standards;

2.2 Formulate and recommend to the Board necessary changes in training course policy and guidelines;

2.3 Process applications for approval, reapproval and first-year review;

2.4 Receive and investigate complaints concerning Training Courses;

2.5 Resolve complaints or recommend appropriate actions it deems necessary when the complaint is not serious;

2.6 Make recommendations to the Board on the reapproval of a course after completing its investigation of a serious complaint;

2.7 Report annually, at the AGM, to the membership on activities of the committee, including types of complaints investigated;

2.8 Adopt rules and procedures governing the conduct of the committee.

3. Committee Structure and Powers

3.1 Members of the Committee, Vacancies, Term of Office and Qualifications. The committee shall initially consist of three members, who will be appointed from among the NASTAT membership by a simple majority vote of the Board to serve for three consecutive years, and the Training Course Coordinator on the Board who shall not have voting privileges on the committee. In the case of a vacancy, the remaining committee members may make a recommendation to the Board regarding the new appointment.

Committee members shall have at least 7 years' teaching experience and 2 years of experience working on a training course. The committee's chairman will be elected by the committee members.

3.2 Committee Liaisons. One committee member shall function as the liaison between the committee and the Training Director applying for approval. Another committee member shall function as the liaison between the committee and the trainee(s) at a school against which a complaint has been made. The liaisons will be chosen by the committee members. The Training Course Coordinator serves as the liaison between the committee and the Board.

3.3 Rules and Procedures. The committee, duly notifying the Board of Directors, may adopt rules and procedures governing the conduct of all matters within its jurisdiction, and may amend such rules from time to time upon a majority vote of the committee, except during an investigation.

3.4 Expiration of Committee and Procedures. During its third year, the Committee, along with its usual duties, will review the Approval Procedures. The Procedures and any new amendments to them will be submitted to the NASTAT Board, the Training Directors and the membership at large to seek input and changes; such review process to culminate in the continuation, restructuring, or the dissolution of the committee.

3.5 Conflict of Interest of a Committee Member. When a serious complaint is brought against a training director, the training director against whom the complaint is made, or the complainant(s), may have reason to believe that a committee member has a conflict of interest and should not be involved in the investigation of the complaint. In such event, the training director or the complainant shall state, in writing, the reasons for this conflict of interest and send them to the Board by November 15th. The Board shall have the power to consider the request and to vote, by a simple majority, whether or not to remove the committee member from the investigative process, or to what extent to limit the committee member's involvement in the process.

3.6 Power to Investigate. The committee has the power to investigate alleged violations of a Training Course that may be harmful to a trainee(s) or to the profession.

3.7 COMPLAINTS. Under ordinary circumstances, the committee shall conduct an investigation of a serious complaint against a Training Course after receiving a Director's application for reapproval and inviting the membership for their comments. However, under the terms of Termination of Approval in the NASTAT bylaws, the committee may proceed to investigate a complaint at any time.

3.8 NASTAT DOCUMENTS. The committee shall base its recommendations for training directors as set down: by the membership in the Bylaws and the teacher certification requirements; by the Board in its policies for Teacher Training Courses; and by such other policies and guidelines as shall be adopted, and amended, from time to time, by the membership or the Board excepting that any such guideline or amendment adopted during the review of a member of the Society shall not be put into effect for or against that member during the period of his/her review.

3.9 MEETINGS. The committee shall meet at reasonable intervals, in person or by conference call. Such meetings shall only occur with the presence of all three members.

4.0 MAJORITY RULE. All decisions of the committee shall be by majority vote of those members present.

4. Confidentiality

4.1 FOR COMPLAINANT. The committee shall determine whether or not to withhold a complainant's name from a complainee. If a complainant requests confidentiality and the committee decides not to grant this, the committee informs the complainant, who shall then notify the committee whether or not to proceed with the investigation.

4.2 FOR DIRECTOR. While a complaint, either minor or serious, is being investigated, committee members shall not disclose the name of the Course against which the complaint is made to anyone other than Board members, or Board members of an affiliated society if necessary; nor may they disclose the nature of the complaint.

4.3 AFTER THE INVESTIGATION. In the case that the Board votes against reapproval and any appeal process is completed and all parties concerned with the Training Course in question have been informed of the decision, the membership shall be informed of: the general nature of the complaint (but not the complainant's name if the committee has agreed to keep this confidential); the Training Course against which the complaint was made; the recommendations of the committee; the final decision of the Board, and the Board's rationale for its decision.

4.4 COMMUNICATION NECESSARY FOR INVESTIGATION. Nothing in this section shall be construed as preventing the committee from communicating with the complainant, witnesses, potential members of fact-finding committees, or other sources of information necessary to enable the committee to carry out its investigative function.

5. Records

5.1 CONFIDENTIAL PERMANENT FILES. Permanent files of all investigations conducted by the committee shall be confidential, and shall be maintained by the committee members during an investigation, or the application process. Upon the completion of an investigation of a complaint, or of an application for initial approval or renewal, all records shall be compiled by the chairman and sent to the central office of the Society to be filed by the Administrator. Such records shall include all application forms, cover letters, letters of complaint, evaluation forms, transcripts, letters from the complainee, and notes on conversations between committee members and a complainant or complainee. These records shall be available only to those specifically authorized by the Board.

5.2 FILES FOR NON-REAPPROVAL. Files concerning training courses which have been denied reapproval for having committed a serious violation shall be maintained indefinitely. For those members who have been reapproved after a stipulated time period, or after fulfilling certain stipulated requirements, records containing personally identifiable information shall be maintained for five years after readmission.

5.3 FILES FOR NONVIOLATIONS. Personally identifiable information concerning complainees who have been found not to have committed a serious complaint shall be destroyed one year after the committee has closed the case.

5.4 FILES FOR INSUFFICIENT INFORMATION. In cases where the committee has closed a case due to evidence insufficient to sustain a serious complaint, records containing personally identifiable information shall be maintained for five years after the committee has closed the case.

5.5 FILES FOR LESSER SANCTIONS. In cases where the committee has found a minor violation and the sanction is not the loss of approval of a course, records containing personally identifiable information shall be maintained for three years after the committee has closed the case.

5.6 FILES AFTER DEATH. All records containing personally identifiable information shall be destroyed one year after the Society is notified of the death of any member involved in an approval investigation.

5.7 RECORDS FOR EDUCATIVE PURPOSES. Nothing in this section shall preclude the committee from maintaining records in a form that prevents identification of the complainee, so that it may be used for archival, educative, or other legitimate purposes.

6. Correspondence

6.1 USE OF CORRESPONDENCE. The committee shall conduct as much of its business as is practical through correspondence.

6.2 NOTES OF PHONE CONVERSATIONS. Once a complaint has been filed against a Training Course, any committee member speaking by phone with anyone concerning the case shall inform that person that notes are being taken of the call and, at the end of the call, any decisions or agreements made between the two parties shall be restated between them. The committee member making the call shall then write up a summary of the conversation and send two copies to the other person who shall keep one copy, then sign the other copy and return it to the committee to become part of the record of the investigation.

6.3 CERTIFIED MAIL. For purposes of notice, correspondence with the complainee and the complainant shall be by certified return-receipt mail to his/her last known address.

7. On-Site Investigation

7.1 THE DECISION FOR AN ON-SITE INVESTIGATION. The committee, by majority vote, shall have the power to decide whether or not to conduct an on-site investigation of a training course against which a complaint has been filed. However, the complainant and the complainee shall be informed of the possibility of an on-site investigation, and shall be asked whether or not they favor such a course of action. Their reasons, pro and con, and the committee's reasons for the decision, pro or con, shall be written down and shall become a part of the record of the investigation.

7.2 RECORDING OF THE PROCEEDINGS. Any investigation that is carried out in person shall be recorded by audiotape, transcribed, and become a part of the record of the investigation.

8. Timetable for Investigation

8.1 NOTIFICATION. A letter is sent to the school at the outset of of the approval process, to be posted on the bulletin board, notifying all trainees that the school is undergoing the approval process and inviting them to submit any comments to the committee.

8.2 ADHERENCE TO TIMETABLE. In the case of an investigation of a Training Course for a serious complaint, the committee, the complainant and the complainee shall make every effort to adhere to the timetable for the investigation as set down in the reapproval procedures, but failure to do so will not invalidate final adjudication by the committee unless the committee or the complainee can show to the Board that such failure was willful and unfairly prejudicial to the outcome.

9. Complaints

9.1 COMMITTEE'S REQUEST FOR INFORMATION. Upon receipt of an application for initial approval or reapproval, the committee shall notify the Newsletter Editor to publish an announcement in the summer newsletter of its receipt of the application, and invite members and trainees for their comments. Complaints may be submitted by both members and nonmembers of the Society.

9.2 PREVIOUS REMEDY. The complainant shall be asked to inform the committee of previous steps, if any, that have been taken to remedy the problem. The committee shall decide whether the complainant, for good cause, shall not be required to attempt to remedy the complaint with the training director.

9.3 ANONYMOUS COMPLAINTS. The committee shall not act upon the basis of an anonymous complaint.

9.4 INSUFFICIENT OR CAPRICIOUS COMPLAINT. The committee shall have the power to determine whether or not the alleged behavior constitutes a violation of the Society's standards. If it does not, the committee shall inform the complainant, who may renew the complaint if additional information is provided. If no new information is provided within 30 days from receipt of the request, the complaint shall be dismissed.

9.5 CONFIDENTIAL COMPLAINT. If the complainant wishes to maintain his or her confidentiality, the committee shall review the reasons for this request with the complainant, and the committee shall have the power to determine, by a simple majority vote, whether or not confidentiality is appropriate.

9.6 RECURRENCE OF A COMPLAINT. When a complaint involves a Training Course against whom a case was previously closed for insufficient information and a complaint is filed by another complainant alleging similar behavior, the behavior alleged in the previous complaint may be considered in determining whether or not to investigate the new complaint.

10. When a Course Closes

10.1 UNEXPECTED CLOSING. In the event that an approved course closes unexpectedly, the committee shall investigate the reasons for the closure and make a recommendation to the Board to sustain or remove NASTAT's approval of the course. In the event that the course approval is removed and the Director chooses to begin another training course, he/she shall submit an application to the committee under the terms of an applicant seeking initial approval.

10.2 EXPECTED CLOSING. In the event that a Director chooses to close an approved course, he/she shall notify the trainees and the Board six months in advance, and upon closure of the course the Director's NASTAT approval to run a course shall cease. In the event that the Director chooses, at a future date, to begin another training course, he/she shall submit an application to the committee under the terms of an applicant seeking initial approval.

DISPOSITION OF COMPLAINTS

1. By the committee:

A. DISMISSAL. The committee has the power to determine that the complaint does not constitute a violation of NASTAT requirements and to dismiss the complaint;

B. MEDIATION BY THE COMMITTEE. The committee may decide that the nature of the complaint (if it is minor and no harm has been done to a trainee), is such that it may be resolved most appropriately within the Committee without bringing formal charges;

2. By the Board:

A. REPRIMAND. A reprimand is given when the complaint could not be successfully mediated by the committee, and the Board has determined that a minor violation has occurred (there has been no damage to another person). The Board shall stipulate the terms by which the complaint shall be rectified. Provided the violation is rectified in a timely manner, the general membership is not informed.

B. CENSURE. A censure is given when the Board has determined that there has been a violation but the damage done to another person is not sufficient to warrant serious action and the complaint can be rectified to the satisfaction of both parties. Provided the matter is resolved in a timely manner, the general membership is not informed.

C. SUPERVISION REQUIREMENT. The Board may decide to require that a complainee receive supervision, further education and/or training, or counseling.

D. PROBATION. Probation is defined as the relation that the Board or committee has with a complainee when the Board undertakes actively and systematically to monitor, for a specific length of time, the degree to which the complainee complies with the probation requirements. Probation may be given if the Board has determined that the Director is willing to carry out the terms of the probation. The Board may have the option to require that no new trainees are accepted onto the course during the probation period.

E. NON-REAPPROVAL. The Board may determine that, in cases where serious harm has been done to another person and/or the complaint cannot be easily rectified, or even if the complaint is rectifiable but the Board decides that the nature of the violation warrants it, NASTAT approval of the training course may not be granted.

TRAINING COURSE REAPPROVAL PROCEDURES

Filing the Application and Notice to Membership

JUNE 1 I. The Committee sends a reapproval application with an explanatory cover letter and a copy of these procedures to the Director of a training course fifteen months prior to the end of the school's three-year approval period. A letter is also sent to each school to be posted on the bulletin board notifying the trainees that the school is being reviewed for reapproval and inviting them to send any comments to NASTAT.

JUNE 1 II. A fee of $100 is assessed to cover administrative and committee expenses.

JULY 15 III. The school submits the completed application to the Approval Committee.

JULY IV. The name of each school seeking reapproval is published in the Summer NASTAT News.

OCT. 1 A. Any comments by the membership or trainees must be received by the Training Approval Committee.

Review of the Application if There Are No Complaints

AUGUST 1 V. The committee begins to review any applications. If there are questions regarding an application, the committee contacts the Director to gather necessary information and clarify any problems.

NOVEMBER A. After any questions are satisfactorily answered and if there are no complaints, the committee forwards the application, and its recommendation, to the Board.

JAN. 15 1. The Board reviews the application and notifies the Training Director of their decision. Reapproval, like initial approval, requires a 2/3 majority vote.

If There Are Complaints Against a Training Course

OCT. 7 VI. If the committee receives a complaint concerning a training course, it responds to the complainant within one week to ask if the complainant has attempted to resolve the problem with the Director.
OCT. 14 A. If the complainant has not done so, the committee requests that he or she attempt to do so and report back to the committee, or explain to the satisfaction of the committee why this has not been done.
JAN. 15 1. If the complaint is thus satisfactorily resolved, the committee forwards the application to the Board with a letter about the complaint and its resolution. The Board reviews the application and votes on it as in Section V. A.1, above.
OCT. 21 2. If the complaint cannot be satisfactorily rectified through this means, or if the complainant has sufficient grounds for not speaking directly with the Training Director, the committee files the complaint with the Board.
NOV. 15 VII. The Board determines whether the complaint is minor or serious. A minor complaint is one that is determined to be easily rectified.
DEC. 1 A. If the complaint is minor, the Board informs the committee, and the committee contacts the Director and the complainant (either singly or together) to discuss it and mediate a resolution.
JAN. 15 1. If the problem is resolved, the committee forwards the application to the Board with a letter about the complaint and its resolution and the Board reviews the application as in Section V. A. 1, above.
JAN. 15 2. If the problem cannot be resolved, the committee forwards the application to the Board with a letter about the complaint and its lack of resolution and the Board reviews the application as in Section V. A.1, above.
NOV. 15 B. If the complaint is determined to be serious, the Board informs the committee.
DEC. 15 1. The committee makes a second attempt to reach a resolution with the Training Director and the complainant, and seeks to keep the names of all concerned confidential as far into the reapproval process as possible.
JAN. 15 2. If the problem is resolved, it is reviewed by the Board as in Section V.A.1.
DEC. 30 VIII. If the complaint is serious and cannot be resolved after the committee's second attempt to resolve it, a copy of the complaint is sent, with a cover letter explaining the investigative process, to the Director. (The complaint may or may not have the complainant's name on it, as per the request of the complainant, and may be edited by the committee, with permission of the complainant, if certain remarks might easily compromise the complainant's confidentiality.) If the school has a co-director, a copy of the above letter, with the complaint, is sent to him/her. If the school has other faculty members, a similar cover letter (without the specific text of the complaint), is sent to them to inform them of the complaint and that the reapproval of the school is pending until the complaint has been resolved.
JAN. 15 A. The Director responds to the committee in writing regarding the complaint.
JAN. 21 B. This response is reviewed by the committee and a copy is sent, with a cover letter explaining the investigative process, to the complainant.
JAN. 31 1. The committee contacts the persons involved again to determine if the problem can be resolved.
FEB. 28 2. If it is resolved, the committee forwards the application to the Board as in Section V. A. 1. The Board votes on the application and informs the Director. (It is important to note, however, that the complainant might be satisfied with the director's response, or compensation, without the committee and the Board being satisfied. The resolution of an injury to an individual does not, necessarily, resolve the by-law violations from the organization's standpoint.)
FEB. 7 3. If it is not resolved, the committee informs the Board that the investigation is continuing.
FEB. 7 IX. The committee sends an evaluation form and cover letter to all trainees, graduates and faculty affiliated with the school over the last three years. They are informed that copies of their evaluation forms will be sent to the school's Director, co-director, NASTAT Training Directors and the NASTAT Board. (When they return the form they will be asked to include their name, and the date they began training, but these will only be seen by the committee members.)
FEB. 21 A. All evaluation forms are returned to the committee.
FEB. 28 B. Copies of the evaluations are sent to the Director and any co-director.
March 7 1. The committee contacts the Director to further discuss the complaint.
FEB. 28 C. Copies of: the complaint, the Director's written response to the complaint, and the evaluation forms are sent to all NASTAT Training Directors.
MARCH 15 D. The Training Course Directors review the material and submit to the committee, in writing, their recommendations for the resolution of the complaint. The committee may include a letter to the Training Course Directors detailing specific areas of concern. (A Training Director may request to be withdrawn from the recommendation process if there is a conflict of interest.)
MARCH 21 E. Copies of each Training Director's recommendations are sent to: all the Training Directors, the complainant, and any co-directors of the school.
APRIL 7 F. Upon reviewing the Training Directors' recommendations, the Training Director against whom the complaint was made submits a second written response to the committee.
APRIL 7 G. Upon reviewing the Training Director's recommendations, the complainant submits a written response to the committee.
MAY 1 H. The committee reviews all written material and writes a recommendation to the Board, either individually or as a group.
JUNE 1 X. The Board reviews all the material, votes and notifies the Training Director, Co-director, faculty, the complainant, and the NASTAT Training Directors of their decision. Reapproval, like initial approval, requires a 2/3 majority vote of the Board. (This process must be completed before new Board members come on the Board in June because they would not have sufficient time to become fully apprised of the issues before having to vote on them.)

Appeal

XI. The Training Director and/or the complainant may contact the Board of Directors to request a review of the decision, in person, before the Board at the AGM.

A. After speaking with the training director and/or the complainant, the Board reviews its decision and notifies all parties (as in Section X.) of its final decision.

Informing the Membership

JULY XII. In the event that a course is denied reapproval, the committee and the Board, jointly or independently, submit an announcement in the summer issue of the NASTAT News to inform the membership of the complaints, the investigative process, and the reasons for the Board's decision. (In addition, members are informed that they may write to the NASTAT Administrative Director to request, in writing, further information on the investigation and the Board's decision.)

Assistance for Trainees Enrolled in a Course When Reapproval is Denied

XIII. When any appeal process is completed and reapproval has been denied, trainees are notified by the Board of Directors.

A. If the Director of a course which has been denied reapproval decides to continue as an unapproved school, and if a trainee chooses to complete his/her training at the school, the trainee may apply for certification and membership in NASTAT upon completing 1600 hours of training through NASTAT's Certification Review process.

B. If a trainee decides to transfer to another NASTAT approved course, he/she is given full credit for the time that he/she has spent training, and upon the completion of 1600 hours, if the current NASTAT Director recommends him/her for certification, the trainee shall receive certification from NASTAT and be eligible for membership. (However, as in all NASTAT approved courses, the Training Director may require that a trainee complete an additional period of study beyond the 1600 hour requirement. If a Training Director accepts a transfer student from a course which has lost approval, and has reason to think that the student will not be ready for certification within the usual time period, the Training Director is advised to inform the trainee of this before he/she enrolls in the school. Alternatively, the Training Director may choose to accept the trainee on a probationary basis, in which case the length of the trainee's term of study shall be stated at the end of the probationary period.) If, after completing 1600 hours, the trainee is denied certification by the Training Director, he or she also has the option of choosing the certification review process, as in XIII A.)

C. In the event that the Board denies reapproval of a school, the committee contacts the Training Directors of all NASTAT approved schools to determine which schools are able to accept transfer students.

1. The committee notifies the trainees of the available NASTAT courses and of this policy.

Procedures for Approval and Re-approval of NASTAT Teacher Training Courses

A. NASTAT TEACHER TRAINING COURSE: Application for Approval

Please type all answers on separate sheets of white paper. Numbering and titling your responses in conjunction with this application form will facilitate the review process. Keep a copy for your records and forward the original copy (with supplemental materials) according to the instructions on the cover letter attached to this application. Applications will be processed upon receipt of the $100 application fee.

Course Name, Location, Director(s)

1. Proposed name of the training course.
2. Name(s) of course director(s
3. Director's home address.
4. Director's home telephone number.
5. Address of training course if different than #3 above. As far as you know at this time, do you intend to conduct the course permanently at this address?
6. Telephone number of training course if different than #4 above.

Director's(s') Qualifications

7. The date you completed your training and received your certification. List also your postgraduate experience. According to NASTAT Bylaws [Article Iv, Sec. D. iv-vi] you need to submit evidence that you have accumulated a minimum of 105 hours of postgraduate credit.
8. The names and addresses of the course(s) (and the director at the time you were enrolled) where you completed your training.
9. Submit a detailed resume of your past 10 years paid and un-paid work experience. In detailing your Alexander Technique teaching background, please indicate the average number of hours per week you were teaching the Alexander Technique.
10. Choose one individual from each category below to write a letter of recommendation to be submitted with this application. Attached to this application you will find two copies of guidelines you should send to each letter-writer.
   a. the Director or former Director in good standing of a NASTAT-approved or recognized teacher training course, who has no less than five years training experience. You must have assisted on this Director's training course for a minimum of 15 hours within a two year period prior to the date of this application and;
   b. a member of NASTAT with more than 12 years teaching experience.
11. Write a one- to two-page letter of self-recommendation. Outline your philosophy and outlook on teaching the Alexander Technique. Include in your comments the life experiences and personal qualities which have resulted in your belief that establishing and administrating a training course is of interest and appropriate for you. Describe your personal hopes, concerns, and professional goals as you anticipate becoming a training course director.

TRAINING COURSE FORMAT

Enrollment

12. How many students are expected to enroll upon course approval?
13. Do you propose to increase this number and, if so, by how many and in what stages?
14. What is the student/teacher ratio? If an increase in enrollment is intended, what are the plans for insuring the required 5:1 ratio?

Staff (if no additional staff, please skip to question 16.)

15. What assistants, faculty, and/or staff will be working on the training course? What days and hours will they be on premises? What will be the responsibilities of the staff? Attach a listing of teaching assistants' or facultys' names, addresses, telephone numbers, and a brief, current biography for each teacher, which includes the number of years of post-certification teaching experience. If any staff member is not an Alexander teacher (ie.,an anatomy instructor), please describe his/her background and the role and responsibilities he/she will have on the training course.

16. If the director were unable to teach for an extended period of time, which single individual has been designated to take over the course and/or the directorship? Please give a brief summary of this teacher's teaching and/or training course experience. If it is not possible to presently name someone to fulfill this requirement, please detail a proposed course of action that will enable the enrolled students to complete their training.

Timetable

17. What will be the daily and weekly schedule of the class and the hours the director and/or the assistant teachers are present in the classroom?

18. Total number of course hours per complete training certification cycle.

19. Number of class weeks per year.

20. Number of class hours per week.

21. What is the daily timetable (i.e., times of starting, finishing, and length of break times)?

22 Attach a copy of the course calendar showing dates, holidays, and term breaks for the proposed complete training certification cycle.

Structure/Setting

23. Does your state require filing for licensure or approval of your school? If so, please attach documentation of that process which indicates the results of your filing.

24. Describe in detail the physical setting of the training course.

Finances/Business Agreements

25. What is the proposed tuition and/or fees for the training course?

26. Will an enrollment contract be used between trainee and training director? Please attach a copy of the contract.

27. Will an employment contract be used between the training course director (either as sole owner or through a corporation or partnership) and any staff members? Please attach a copy of the contract.

28. To indicate the financial soundness of the proposed training course, please give a brief budget that includes proposed tuition, expenses for premises, materials, staff, etc.

Curriculum

29. Number of private lessons each student receives per term (if any). How will these lesson-hours be included in the total hours listed in question #18?

30. Will any of the total 1600 hour class requirement consist of supervised independent study? How many hours?

31. How many hours of weekly class time will be spent on hands-on procedures?

32. Please describe in detail how the curriculum will present those areas defined in the NASTAT Certification Requirements.

Teacher/Student Relationship

33. If available, attach a copy of the student information handbook (a draft copy is acceptable) or describe here the planned course policy on the topics listed below. How will each of these course policies be communicated to potential and newly-enrolled trainees?

a) trainee admission qualifications and the admission process.

b) deposit (if any) and tuition payment terms.

c) refunding of deposit and/or tuition in the event a trainee withdraws enrollment.

d) a trainee's leave of absence and potential return.

e) regular evaluation of progress towards certification readiness.

f) a trainee's complaint to the training director.

g) inappropriate behavior or dismissal of a trainee.

*** Please sign and remove this page and include with your application***

Comments from the Applicant

If you wish, please give any additional comments or information that you think would be helpful to the Training Approval Committee and/or the Board of Directors when reviewing this application.

Personal Interview

Although not a specific requirement, the Board may ask to meet with you in person and discuss your application and/or exchange work with a few Board-selected NASTAT members. Would you be available for this kind of meeting?

PLEDGE OF CONTINUITY

I, ______________________________ as future director of ______________________________, agree to abide by the training course requirements as passed by the membership and stipulated in the North American Society of Teachers of the Alexander Technique (NASTAT) bylaws and such policies as are accepted and approved by the Board of Directors regarding teacher training certification courses receiving NASTAT approval.

I also do agree that if at some time I should decide to discontinue the training course, I will: (A) give a minimum of six months notice to the NASTAT Board of Directors; (B) give a minimum of six months notice to all enrolled trainees; (C) complete the training of all trainees enrolled in the course, or provide a qualified director to replace me, or ensure that all trainees are placed in another NASTAT approved training course.

Signature Date

TAC: 5/96

B. NASTAT TEACHER TRAINING COURSE: RE-APPROVAL APPLICATION

Please type all answers on separate sheets of paper. Keeping a copy for your records, forward additional copies according to the instructions on the cover letter of this application.

Course Name, Location Director(s)

1. Name of training course.
2. Name(s) of course director(s).
3. Director's home address.
4. Director's home telephone number.
5. Address of training course if different than #3 above.
6. Telephone number of training course if different than #4 above.

TRAINING COURSE FORMAT

Enrollment

7. How many students are currently enrolled? Please detail increases and/or decreases in the number of students enrolled within the last three-year approval cycle.

8. What projected enrollment is expected within the next three year approval period?

9. What is the student/teacher ratio? If an increase in enrollment is intended, what are the plans for insuring the required 5:1 ratio?

Staff

10. What assistants and/or faculty are working on the training course? What are the responsibilities of the assistants? Attach a listing of assistants' names, addresses, and telephone numbers, as well as a brief, current biography for each assistant, the biography should include the number of years of post-certification teaching experience. If the assistant is not an Alexander teacher, please describe his/her background.

11. If the director were unable to teach for an extended period of time, which single individual has been designated to assume the directorship of the training course?

Please give a brief summary of this teacher's teaching and/or training course experience. In the event an individual is cannot be named, please detail a proposed course of action. How is this course of action communicated to the trainees?

Timetable

12. What is the daily and weekly schedule of the class? What hours are the director and/or any assistant teachers present in the classroom?

13. Total number of course hours per certification cycle.

14. Number of class weeks per year.

15 Number of class hours per week.

16. Number and lengths of breaks per day.

17. Attach a copy of the proposed course calendar for the three-year certification cycle covered by this re-approval application.

Setting

18. Have there been any changes to the physical setting of the training course since the last approval? Please describe them and include photographs if desired.

Finances

19. What is the current tuition for the training course?

20. Is an enrollment contract between trainee and training director used?

Please attach a copy, if any. If no enrollment contract is used, how are financial agreements communicated to the trainee?

Curriculum

21. Number of private lessons per student (if any) each term. How are these lessons included in the total hours listed in question #13?

22. Does any of the total 1600 hour class requirement consist of supervised independent study? How many hours? What is the general nature of independent study work?

23. How many hours of weekly class time are spent on hands-on procedures?

24. Please describe in detail how the areas defined in the certification requirements are relayed to the trainees.

Teacher/Student Relationship

25. Attach an updated copy of the student information handbook (a draft copy is acceptable). If a handbook is unavailable, please describe here the current course policy on the topics listed below. How are each of these course policies communicated to trainees?

a) admission of trainees.

b) tuition payment and refunding in the event that a student drops out.

c) a trainee's leave of absence and return.

d) regular evaluation of progress towards readiness for certification.

e) a trainee's complaint to the training director.

f) inappropriate behavior or dismissal of a trainee.

Self Review

NASTAT is interested in gathering information from currently operating training courses that could be compiled in the form of an advisory brochure for beginning training course directors. Please share your experiences with us by answering the questions below. Any examples used in orientation programs for new training course directors will not include any identifying information.

27. Have there been any particular successes or triumphs on the course over the last three years? Please describe them.

28. Have there been any particular problems on the course over the last three years? If so, please describe them and how they were handled.

PLEDGE OF CONTINUITY

I, ________________________ as director of ________ ____, agree to abide by the training course requirements as passed by the membership and stipulated in the NASTAT bylaws and such policies as are accepted and approved by the Board of Directors regarding teacher training certification courses receiving NASTAT approval. I state here that if in the future I should decide to discontinue the training course, I will give a minimum of six months written notice to the NASTAT Board of Directors and to all enrolled trainees. I also agree to: (A) complete the training of all trainees enrolled in the course, or; (B) provide a qualified director to replace me, or; (C) assure that all trainees are placed in another NASTAT approved training course.

____

Signature Date

TAC: 9/94

III. STANDARDS OF PRACTICE

E. Professional Conduct

1. Code of Professional Conduct – Document *(see attached)*

2. Rules and Procedures Regarding Professional Conduct – Document *(including Adjudication Procedures for Complaints) (see attached)*

3. Consumer and Disciplinary Information for New York State – Document *(see attached)*

CODE OF PROFESSIONAL CONDUCT

INTRODUCTION

As members of a professional society, the North American Society of Teachers of the Alexander Technique (NASTAT), we have chosen to set down in this code these ethical guidelines to represent our common standards of professional conduct. This list is by no means exhaustive and in due course may be added to, modified or reformulated to represent more accurately the consensus of the Society.

As members of NASTAT, we accept that the final responsibility for choosing appropriate behavior in any circumstance remains with the individual member whether that circumstance is covered clearly by specific guidelines or not. Any act or behavior, which by commission or omission, disgraces or dishonors an individual member, the membership at large or the profession would be considered a breach of professional conduct. In these guidelines we address those areas of professional conduct of most immediate concern to teacher and pupil.

This document does not limit the freedom of NASTAT members to pursue individual paths of inquiry and advanced study, or to develop ideas and express opinions openly or to experiment or work outside an ordinary teaching practice. Instead it presents a practical model of professional conduct to be used in the ordinary day to day teaching practice of a teacher with private pupils. It serves to inform the teacher, pupil, profession and community of actions and behavior that might call into question the ethics, conduct or intentions of a teacher and de-fame or undermine the reputation and integrity of the Alexander Technique, this Society or the professional community at large.

These guidelines then represent a consensus of standards and values to which NASTAT members subscribe and which act as a model of ethical practices for teachers within and without the Society, and against which the conduct of a NASTAT member will be compared if a question arises.

A. The Teacher-Pupil Relationship

A member has a clear understanding of the professional protocol and decorum prevailing in private lessons and group classes and uses that knowledge to maintain a strictly professional relationship with pupils. The chief features of that protocol follow:

1. A member states clearly policies regarding payment, cancellation, lateness, appropriate apparel, etc. and changes them only with fair notice to the pupil.

2(a). No member uses the lesson time as a pretext for seducing the pupil or engaging in any sexual activity. A member does not enter into a sexual relationship with a pupil, nor an emotional relationship which compromises the effective transmission of the principles of the Alexander Technique or disrupts or damages the pupil's family life.

2(b). A member who teaches on a training course, regularly or occasionally, does not seduce a trainee; does not enter into a sexual relationship with a trainee; and does not enter into an emotional relationship with a trainee which compromises the fiduciary teacher-trainee relationship.

3. A member requires of the private pupil no special form of dress or undress other than non-restrictive clothing, does not require or ask for the adjustment or removal of clothing that might make the pupil feel uncomfortable or uncertain of the teacher's intention; if the pupil is wearing an excessively bulky garment the member may ask for its removal provided there is adequate street wear underneath; if for a special project, such as a scientific, medical or academic study or workshop, special dress or disrobing is necessary, this is clearly communicated to the participants

well prior to the start and preferably in writing.

4. No member uses the lesson or the authority of the teaching position for influencing the pupil on matters outside the domain of the Alexander Technique, for gaining privileged information outside the concern of the work or for extracting gifts, favors or financial gain beyond the normal business transacted in a lesson.

5. A member always uses discretion with any information gained from a pupil, treats the pupil's privacy with confidentiality and preserves the pupil's anonymity if discussing aspects of the pupil's work with others.

B. The Teacher-Colleague Relationship

A member treats all colleagues with the respect and fairness with which the member would wish to be treated:

1. A member expresses differences of professional opinion without attacking other teachers personally or criticizing their work in a way that may undermine the confidence of the public in the profession, or otherwise reflect badly on the Alexander Technique.

2. A member takes care not to start any unfounded rumor or hearsay that might damage the reputation of another member or teacher.

3. A member may speak directly to another member or teacher about ethically suspect behavior if appropriate before taking the issue further.

4. A member reports only clear evidence of serious ethical misconduct to NASTAT. Such evidence may consist of: (a) direct personal experience; (b) clear first-hand testimony; or (c) a substantial body of second-hand testimony.

5. A member informs any pupil of the option of registering a formal complaint with NASTAT about the conduct of a member or teacher.

6. A member does not solicit or canvass the known pupils of other members or teachers without the knowledge of those members or teachers, unless it is done as part of a mailing to the general public or when publicizing a specific course, workshop, lecture demonstration, etc.

C. The Teacher-Profession Relationship

A member works to advance knowledge and improve teaching skills and to promote the Alexander Technique, its reputation and the growth of the profession when and wherever possible. A member clearly understands that personal behavior outside the professional sphere might bear upon a teacher's professional standing. Serious misconduct, even if not directly connected with professional activity, could still compromise one's personal integrity which might call into question a teacher's professional ethics and jeopardize a member's standing with the Society.

1. A member maintains the integrity of the Alexander Technique. A member neither presents elements of other disciplines, therapies or practices as part of the Alexander Technique nor presents an amalgam of the Alexander Technique with another modality as the Alexander Technique. A member clearly identifies such material if introduced into a lesson for information, comparison or discussion.

2. A member advises a pupil to seek help from an appropriate professional for problems that lie outside the domain of the Alexander Technique.

3. A member trains other people to teach the Alexander Technique only with the authorization of NASTAT or an affiliated Society, or while under the supervision of a training director on a training course certified by NASTAT or an affiliated Society.

4. A member accurately represents professional qualifications and experience and describes the benefits of the Alexander Technique without false or exaggerated claims.

Rules and Procedures Regarding Professional Conduct

PREAMBLE

This document establishes two committees: the Professional Conduct Committee and the Standing Hearing Panel. The Professional Conduct Committee (the "Committee") will receive and investigate all complaints regarding ethical misconduct, and will resolve less serious cases. In more serious cases, the Committee will recommend to the Board of Directors that the member accused of professional misconduct (the "complainee") be allowed to resign, or the Committee will prefer formal charges against the complainee. If the complainee does not agree to resign, or requests a hearing, the Standing Hearing Panel will conduct a trial to hear the case, and will make a decision as to the disposition of the case. If the complainee agrees to resign or does not request a hearing, the Board will either adopt the Committee's recommendation or make their own determination as to the disposition of the case.

THE PROFESSIONAL CONDUCT COMMITTEE

1. *Objectives of the Committee*

The fundamental objectives of the Committee shall be to maintain ethical conduct by members at the highest professional level, to educate members concerning ethical principles, to protect the public and the profession, and to aid NASTAT in achieving its objectives as reflected in the Bylaws.

Although the Committee shall endeavor to take actions toward members found to be in violation of the Code of Professional Conduct that are educative and constructive rather than punitive in character, the Committee's primary concern will be to protect both the public against harmful conduct by members, and the reputation of the Alexander Technique teaching profession.

2. *Responsibilities of the Committee*

In order to carry out the above objectives, it is the Committee's responsibility to:

2.1 Formulate principles of ethics for adoption by the membership as needed;

2.2 Receive and investigate complaints of unethical conduct by members;

2.3 Resolve complaints of unethical conduct or recommend such other action as is necessary to achieve NASTAT's objectives.

3. *Committee Structure and Powers*

3.1 The Committee shall initially consist of 3 members, who will be appointed from among the NASTAT membership by a simple majority vote of the Board of Directors to serve for 3 consecutive years. In the case of a vacancy, the remaining Committee members may make a recommendation to the Board regarding the new appointment. The Board will choose one member to be Committee chairman.

3.2 NASTAT DOCUMENTS. The Committee shall base its activities on the Bylaws, on the Code of Professional Conduct as adopted and amended by the membership, and on these rules and procedures.

3.3 RULES AND PROCEDURES. The Committee, duly notifying the Board, may adopt rules and procedures governing the conduct of all matters within its jurisdiction and may amend such rules from time to time upon a majority vote of the Committee members, provided that no amendment shall adversely affect the rights of a member whose conduct is being investigated or against whom formal charges have been filed at the time of amendment.

3.4 POWER TO INVESTIGATE. The Committee has the power to investigate allegations of unethical conduct that may be harmful to the public, the profession or to colleagues or that is otherwise contrary to or destructive of the objectives of the society.

3.5 CHOICE OF PROCEDURE. The Committee shall be the sole judge of whether a matter can be disposed of within the Committee, or whether formal charges shall be brought.

3.6 MEETINGS. The Committee shall meet as needed, in person or by conference call.

3.61 All decisions of the Committee shall be by majority vote.

3.62 A quorum for action by the Committee shall be 2 members.

3.7 RECUSAL AND REPLACEMENT. If a member of the Committee is related to or professionally affiliated with a complainee, in a way that could impair his/her impartiality, that member shall recuse him/herself from the case. In such an event, the Board will appoint a temporary replacement from among the membership.

4. *Jurisdiction*

4.1 The Committee has the power to investigate and adjudicate complaints concerning the professional conduct of NASTAT members, and may make a decision as to whether an individual shall be readmitted to membership.

4.2 TIME LIMITS FOR COMPLAINTS. The Committee may consider complaints brought by members against other members only if the complaint was filed within 4 years from the time the alleged unethical conduct either occurred or was discovered. The time is extended to 5 years when the complaint is brought by a non-member. Any complaint not received within these time limits shall not be considered and the parties involved shall be so notified. This rule may be excepted by a majority vote of the Committee when an acceptable reason for an extension of time is presented by the complainant.

4.3 ADDITIONAL EVIDENCE. If additional evidence is present after a matter has been closed, the case may be reopened and acted upon under regular procedures.

5. Available disciplinary actions

5.1 SUSPENSION AND EXPULSION. If, solely on the basis of the investigation it has conducted, the Committee determines that the complainee has intentionally, recklessly and/or repeatedly violated the Code, the Committee may prefer formal charges against the complainee to the Board. Upon a final decision by the Standing Hearing Panel (section 15), or, in certain cases, by the Board (sections 11.4, 14.21), the complainee may be suspended or expelled from the Society.

5.2 PERMITTED RESIGNATION. When a member is found to have committed a serious violation of the Code, resulting in harm to another person or to the reputation of the profession that cannot be easily rectified, but is not necessarily done intentionally, recklessly and/or repeatedly, the Committee may recommend to the Board that the member be allowed to resign under conditions stipulated by the Board (section 13.1).

5.3 COMMITTEE ACTION. In less serious cases, when a member is found to have committed a violation of the Code that does not warrant any of the above actions, the Committee is empowered to place a member on probation or may reprimand or censure the member; it may also request that the member cease the challenged conduct, accept supervision, or seek further education and/or training, or counseling (section 12).

5.4 NECESSARY PROTECTION. Strong disciplinary action (expulsion, suspension and permitted resignation) will be taken only as necessary to protect the public and the reputation of the profession.

6. Confidentiality

6.1 DISCLOSURE OF INFORMATION. All information concerning complaints against members shall be confidential except that the Committee may disclose such information when compelled by a validly issued subpoena or when otherwise required by law. Additionally, in serious cases that have resulted in a member's suspension, resignation or expulsion, the Committee may communicate these final actions to the membership and other individuals or organizations as the Committee shall deem necessary to maintain the highest level of ethical behavior by members or to protect the public.

6.2 NOTIFICATION OF FINAL ACTION BY COMMITTEE. The Committee shall inform the person making the complaint (the "complainant") and the complainee of its action and the rationale for the action when the matter is disposed of within the Committee, including the violation(s) of the Code, should there be a violation.

6.3 NOTIFICATION OF CLOSING THE CASE. If the Committee votes to close a case, the complainant and complainee shall be so informed.

6.4 NOTIFICATION OF FINAL ACTION BY HEARING PANEL. The complainant, if not present at the hearing, shall be informed of the final action taken.

6.5 COMMUNICATION FOR INVESTIGATION. Nothing in this section shall be construed as preventing the Committee from communicating with the complainant, witnesses, or other sources of information necessary to enable the Committee to carry out its investigative function.

7. Records

7.1 CONFIDENTIAL PERMANENT FILES. Permanent files of all investigations conducted by the Committee shall be confidential, and shall be maintained by the Committee members during an investigation. Upon the completion of a case, all records shall be compiled and retained by the Committee Chairman, and a sealed copy clearly marked with the date of completion sent to the central office of the Society to be filed by the Administrator. These records shall be available only to those specifically authorized by the Board.

7.2 Files for expulsion, resignation and stipulated resignation. Files concerning members who have been expelled or permitted to resign shall be maintained indefinitely. For those members who have been readmitted under a stipulated resignation, records containing personally identifiable information shall be maintained for at least 6 years after readmission.

7.3 FILES FOR NON-VIOLATIONS. Personally identifiable information concerning complainees who have been found not to have violated the Code of Professional Conduct may be destroyed 6 years after the Committee has closed the case.

7.4 FILES FOR INSUFFICIENT INFORMATION. In cases where the Committee has closed a case due to evidence insufficient to sustain a complaint of an ethical violation, records containing personally identifiable information shall be maintained for at least 6 years after the committee has closed the case.

7.5 FILES OF LESSER SANCTIONS. In cases where the Committee has found an ethical violation but where the sanction is less than an expulsion, records containing personally identifiable information shall be maintained for at least 6 years after the Committee has closed the case.

7.6 FILES AFTER DEATH. All records containing personally identifiable information shall be destroyed 6 years after the Society is notified of the death of the member.

7.7 RECORDS FOR EDUCATIVE PURPOSES. Nothing in this section shall preclude the Committee from maintaining records in a form that prevents identification of the parties involved, so that they may be used for archival, educative, or other legitimate purposes. Such information may be made available to affiliated Societies.

7.8 DESTRUCTION OF FILES. In January of each year, the Committee Chairman shall review the files and instruct the Administrator to destroy files identified by their date of case completion pursuant to 7.3, 7.6 or as the Chairman deems appropriate after six years have elapsed.

8. Correspondence

8.1 USE OF CORRESPONDENCE. The Committee shall conduct as much of its business as is practical through correspondence.

8.2 NOTES OF PHONE CONVERSATIONS. Once a complaint has been filed, any Committee member speaking by phone with anyone concerning the case shall inform that person that notes are being taken of the call, and at the end of the call, any decisions or agreements made between the two parties shall be restated between them. The Committee member making the call shall then write up a summary of the conversation and send two copies to the other person who shall keep one copy then sign the other copy and return it to the committee to become part of the record of the investigation.

8.3 CERTIFIED MAIL. For purposes of notice, correspondence with the complainee and the complainant shall be by certified return-receipt mail to his/her last known address.

9. Complaints

Complaints may be submitted by both members and nonmembers of the Society. Upon receipt of a complaint, complainants shall receive a copy of the Code of Professional Conduct and these Rules and Procedures.

9.1 PREVIOUS REMEDY. The complainant shall be asked to inform the committee of previous steps, if any, that have been taken to remedy the problem.

9.2 ANONYMOUS COMPLAINT. The Committee shall not act upon the basis of an anonymous complaint.

9.3 INSUFFICIENT OR CAPRICIOUS COMPLAINT. The Committee shall have the power to determine whether or not the alleged behavior constitutes a violation of the Code. If it does not, the Committee shall inform the complainant, who may renew the complaint if additional information is provided. If no new information is provided within 30 days from receipt of the request, the complaint shall be dismissed.

9.4 CONFIDENTIAL COMPLAINT. If the complainant wishes to retain his/her anonymity with respect to the complainee, the Committee shall review the reasons for this request with the complainant, and the Committee shall have the power to determine, by a simple majority vote, whether or not confidentiality is appropriate.

9.5 MULTIPLE COMPLAINTS. When a complaint involves a member against whom a case was previously closed for insufficient information and a complaint is filed by another complainant alleging similar behavior, the behavior alleged in the previous complaint(s) may be considered in determining whether a possible violation of the Code has occurred.

10. Communication with complainee

10.1 NOTIFICATION TO COMPLAINEE. If the Committee agrees that a possible violation of the Code has occurred, the Committee Chair shall so inform the complainee in writing, including a precise description of the alleged behaviors involved in the complaint and the specific sections of the Code that the complainee is alleged to have violated. The complainee will also receive a copy of the Code, and these Rules and Procedures.

10.2 REPLY. The Committee will request that the complainee submit a written explanation, containing as complete information as possible concerning the complaint, within 30 days.

10.3 COMPLAINANT'S NAME. The complainee will be provided with the complainant's name(s), unless the Committee has for good cause decided to withhold the name(s).

11. Procedures with members convicted of or charged with felonies

11.1 REVIEW OF RECORD AND SUSPENSION. Where the Committee finds that a member has been convicted of a felony and such conviction is not under appeal, the Committee shall review the record leading to conviction and may thereafter suspend membership without further proceedings.

11.2 JURISDICTION. Where the Committee finds that a member has been charged with a felony, such charge shall neither require nor preclude action by the Committee. Delay in conducting the investigation by the committee shall not constitute waiver of jurisdiction.

11.3 MEMBER RESPONSE. The member shall be afforded the opportunity, in writing, to show good cause why he or she should not be expelled from the Society.

11.4 RECOMMENDATION TO THE BOARD. After a member's response, or the expiration of 60 days without response, the Committee shall make a recommendation to the Board as to whether the member shall be expelled from the Society. The Board may, after a review of the entire record, expel the member or administer a lesser sanction.

12. Disposition of complaints within the Committee

The Committee may decide that the complaint will be resolved most appropriately within the Committee without bringing formal charges. It may adopt one or more of the following methods, or take any other appropriate action.

12.1 DISMISSAL. The Committee has the power to determine that the complaint does not constitute a violation of the Code and to dismiss the complaint. Complainee and complainants shall be informed of such dismissal.

12.2 CEASE AND DESIST ORDER. The Committee may require the complainee to cease and desist the challenged behavior.

12.3 REPRIMAND. A reprimand may be issued when the Committee has determined that there has been an ethics violation but there has been no damage to another person.

12.4 CENSURE. A censure may be issued when the Committee has determined that there has been an ethics violation but the damage done to another person is not sufficient to warrant more serious action.

12.5 SUPERVISION REQUIREMENT. The Committee may require that the complainee receive supervision, further education and/or training, or counseling.

12.6 PROBATION. The Committee may require that the complainee be placed on probation. This is defined as the relation that the Committee has with the complainee when the Committee undertakes to monitor, for a specific length of time, the degree to which the complainee complies with the probation requirement.

12.7 APPEAL. The complainee has the right, within 30 days, to protest or appeal the decision by the Committee to the Board, who will be provided with the case file and the rationale for non-acceptance. The Board may either make their own determination regarding the case, or forward the documentation to 3 members of the Standing Hearing Panel, who may uphold or withdraw the imposed sanction, make their own determination, or refer the case back to the Committee for further investigation. The Committee, the Board and the Standing Hearing Panel shall use their best efforts to ensure that the case will be resolved within 6 months.

13. Permitted resignation

13.1. SERIOUS CASES. When the Committee finds that the complainee has committed a serious violation of the Code, resulting in harm to another person or to the objectives of the society which cannot be easily rectified, in lieu of a formal charge, the Committee may recommend to the Board that:

13.11 The complainee be permitted to resign and reapply for membership in the Society under conditions stipulated by the Board, or;

13.12 The complainee be permitted to resign permanently.

13.2 COMPLAINEE ACCEPTS PERMITTED RESIGNATION. The complainee shall be notified, in writing, of the Committee's determination and that he or she may accept the determination within 30 days of receipt. Should the complainee accept the determination under section 13.11, the case continues to be open until the completion of the stipulated time period at which time the complainee may reapply for membership and the case file shall be reviewed for readmission by the Committee.

13.3 COMPLAINEE DOES NOT ACCEPT PERMITTED RESIGNATION. If the complainee does not accept the permitted resignation, he or she may request a hearing before the Standing Hearing Panel.

14. Formal Charges

If the Committee finds probable cause to believe that a member has intentionally, recklessly and/or repeatedly violated the Code of Professional Conduct, it may decide to prefer formal charges. A formal charge is a statement submitted by the Committee to the Board. The complainee will be notified of the charges, which shall include a description of the nature of the complaint, the conduct in question, and citation to the specific section(s) of the Code that the complainee is alleged to have violated. The Committee may prefer formal charges if the complainee rejects a permitted resignation.

14.1 COMPLAINEE REQUESTS HEARING. Within 30 days after the complainee receives a copy of the formal charges against him or her, he or she shall have the right to request, in writing, a hearing.

14.2 NO HEARING REQUESTED OR NO RESPONSE. If the complainee does not request a hearing or does not respond within 30 days, the right to a hearing shall be considered waived. The Committee then shall consider all available evidence and make final determination based on the preponderance of relevant evidence at its disposal. The matter shall then be referred to the Board with the Committee's determination for disciplinary sanction. The Committee's determination shall then be treated as that of the Hearing Panel.

14.21 BOARD ACTION. Within 60 days, after considering the recommendation of the Committee, the Board will adopt such recommendation, unless it determines that there have been incorrect applications of the Code, procedural errors, or that the sanctions recommended are grossly disproportional in light of the violation. In the case of expulsion, the Board will act by unanimous vote only. The complainant and the complainee shall be informed of the Board's final action within 30 days.

14.3 STANDING HEARING PANEL. The Panel shall initially consist of 5 members, to be appointed by the Board, each serving a term of three years. The Board may accept recommendations from the membership on potential candidates for election to the panel. One member of the Panel will be an associate member with appropriate qualifications and professional standing. The Panel shall not include any present members of the Professional Conduct Committee. The Panel Chairman shall be elected by the Panel members.

Mid-term vacancies will be filled by the Board, and such appointees will serve for the duration of the term vacated. Retiring Panel members may be re-elected to the Panel. Panel members will recuse themselves from cases in which their impartiality may be impaired as under section 3.7, and be replaced temporarily by the Board.

15 Procedures for adjudicating formal charges

15.1 ROBERT'S RULES. The hearing shall be conducted in accordance with the trial procedure described in Robert's Rules of Order, 9th edition.

15.2 DATE OF HEARING. The NASTAT chairman shall set a date for the hearing within 180 days from the time of the complainee's request for a hearing.

15.3 BURDEN OF PROOF. The Professional Conduct Committee shall bear the burden to prove the charges by a preponderance of the evidence. Formal rules of evidence shall not apply. All evidence that is probative may be presented. The complainee will be free to present evidence and testimony, and to dispute and rebut the evidence called.

15.4 HEARING PANEL DECISION. Decisions of the Hearing Panel shall be by majority vote, except in the case of expulsion, which shall be by unanimous vote only. At the conclusion of the hearing, the Hearing Panel shall decide on one of the following courses:

15.41 To clear the complainee of the charges;

15.42 To discipline the complainee, as under section 12, or in any other appropriate manner;

15.43 To direct that the complainee be suspended for a period to be determined by the Panel;

15.44 To direct that the complainee be allowed to resign from the Society;

15.45 To direct that the complainee be expelled from the Society.

15.5 FINAL DECISIONS. Decisions of the Panel or the Board are final. The complainee and the complainant shall be informed of the Panel's decision within 30 days. The Board may reconsider decisions if new evidence comes to light, and take appropriate action.

August 28, 1999

Consumer and Disciplinary Information
for Alexander Technique members of AmSAT
in New York State

1) Number of AmSAT certified persons teaching the Alexander Technique in New York State:
   100

2) Number of consumers being served through lessons and classes in the Alexander Technique in New York State per year:
   Approximately 7,800

3) Number of ethical complaints in New York State in the past 5 years:
   0

4) Number of ethical complaints in the U.S. in the past 5 years:
   5

5) Process by which ethical complaints get heard:
   See Code of Professional Conduct and Rules and Procedures Regarding Professional Conduct

6) Final results on ethical cases:

Case #1 through Case #4 were handled by the Ombusdman following Guidelines for Professional Conduct that were in place prior to the Code of Professional Conduct and Rules *and Procedures Regarding Professional Conduct that were effective as of June 1996.*

Case 1) Member complaint regarding inappropriate comments concerning the teaching abilities of a fellow teacher and training. Resolved internally, May 1995.

Case 2) Member complaint regarding inappropriate comments concerning the teaching abilities of a fellow teacher and training. Resolved internally, March 1996.

Case 3) Member complaint concerning editorial policy of the society's newsletter. Editorial policy upheld, July 1996

Case 4) Pupil complaint regarding inappropriate sexual contact by a teacher during a lesson. Teacher voluntarily sought medical and psychiatric care for a systemic and neurological imbalance. Case was monitored for 1 ½ years, teacher successfully returned to practice. Case closed in February 1997.

Case #5 was dealt with in accordance with the Code of Professional Conduct, Rules and Procedures Regarding Professional Conduct

Case 5) Pupil complaint against a teacher regarding sexual advances in a lesson. The

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Professional Conduct Committee investigated the complaint which included an outside psychiatric evaluation and determined there were violations of the Teacher-Pupil Relationship and the Teacher-Profession Relationship as outlined in the Code of Professional Conduct. The Committee recommended to the Board of Directors that the member resign from the organization. Teacher/member voluntarily resigned membership in AmSAT as of February 1999.

Attached: Guidelines of Professional Conduct (through June 1996)
Code of Professional Conduct (June 1996)
Rules and Procedures Regarding Professional Conduct (June 1996)
Adjudication Procedures Flowchart (June 1996)

III. STANDARDS OF PRACTICE

F. Affiliation with National Societies of Teachers for the Alexander Technique

Another purpose in forming AMSAT was to create a network of societies worldwide that were united in a loosely structured affiliation based on their common standards for teacher certification and training. Today, there are 13 affiliated societies which offer reciprocal membership, and assume responsibility for establishing Codes of Conduct in their respective countries and for investigating and adjudicating any complaints against a member of their society.

At the time of AmSAT's founding, the international standard for teacher training courses was 1600 class hours with a teacher/student ratio of 1:5. AmSAT agreed to ensure that all of its approved schools would meet this standard. AmSAT became the first national society of teachers of the Alexander Technique in the U.S. and is the only U.S. society affiliated in this manner internationally.

To date, there are affiliated societies in:

Australia
Belgium
Brazil
Canada
Denmark
England
France
Germany
Israel
The Netherlands
South Africa
Switzerland