**Alexander Technique in Education: A Blueprint for the Future**

*Friday, August 3, 2018*

Panelists: Catherine Fleming, Monika Gross, Alice Olsher, Wolfgang Weiser

Moderator: Robert Britten

The panel began with **Alice Olsher** giving an historical overview of Alexander technique in educational settings, starting with The Little School in 1924 and continuing up until 2014 when STAT’s Special Interest Group in the UK was formed.

She noted that the people who were most successful over the years seemed to have been those who also had credentials in the field of education in addition to their certification as Alexander teachers.

For example, in the UK, Irene Tasker, who was the first to teach at The Little School, first in Ashley Place and later at Penhill, was also a Montessori teacher and one of the first to apprentice with F. M. Alexander. Grethe Laub, who trained with Walter Carrington, had also trained as a nursery school teacher at the Froebel Institute in Copenhagen, Denmark between 1933-35. She ran a small, informal nursery school at Lansdowne Road in the 1960s assisted by Chariclia Gounaris, who was also trained with Carrington. Laub later incorporated AT in her work with school children when she returned to her native Denmark to start a school there.

In the US, Ann Matthews received her master’s degree from the Bank Street College of Education, where she wrote her thesis, *“Implications for Education in the Work of F. M. Alexander: An Exploratory Project in a Public School Classroom”* (1984). Laura Harwood, who also held a masters degree from Bank Street College of Education, was a kindergarten teacher in Brookline, Massachusetts who eventually trained to become an Alexander teacher and then incorporated AT in her work with children in the classroom. Laura produced a video of her Alexander work in the kindergarten classroom which she showed at the 3rd International Alexander Technique Congress in Engelberg, Switzerland in 1991. Michelle Arsenault, who wrote “*Moving to Learn - A Classroom Guide to Understanding and Using Good Body Mechanics"* (1998. Revised 2010.), which grew out of a pilot study she ran from 1989-91 at a public elementary school in New York City, later also earned a masters degree in education at Bank Street and went on to work in the field both in schools and privately with primary and secondary school children.

During the same period that Laura Harwood was working in the US in Brookline, in the UK Sue Merry started working with a Head Teacher in a state school in London. Together they then formed the curriculum for a private school in Kingston, Middlesex, UK, called Educare. This school is still running, and Alexander technique is uniquely integrated into the curriculum for children ages 3 to 11.[[1]](#footnote-1)

**Catherine Fleming** then spoke about current activity with AT in Education in the UK since 2013. She focused on the efforts of both the STAT Education Special Interest Group and The Developing Self program launched by Sue Merry, Judith Kleinman and Esther Miltiadous.

In the UK, there are a number of Alexander technique teachers who work in the education sector in primary, secondary and tertiary educational institutions.  The number of teachers in this field has grown in recent years, perhaps as a result of the work of the Society of Teachers of the Alexander Technique Special Interest Group in Education (STAT SIG Education) formed in 2014. Judith Kleinman leads this group. She has a wealth of experience in the field. She is a founder of the ground-breaking AT programs at the Royal College of Music in London which established AT as a vital element of music training and serves as a model for conservatories everywhere. In addition to RCM, she is also on the faculty of the Junior Royal Academy of Music, and the Assistant Director of Training at the London Centre for Alexander Technique and Training (LCATT).

In 2013, Alexander teachers working in education were presented with an opportunity to collaborate through the Education Forums established by Polly Waterfield of Uppingham School. They provide a format for teachers to share ideas and resources, offer each other peer support, and continue to inspire the formation of collaborations.  Topics that have been explored in recent forums have included group class games, communication with parents and teachers, hypermobility issues in young people, and new language to use when working with children in primary schools.

In 2014, work began on producing a short film to highlight the impact of Alexander lessons on students in schools and colleges.  Filming was done during visits to Eton College, Oundle and Uppingham Schools, Educare in Kingston, the Royal College of Music, and Arts Educational Schools. Snapshots of lessons as well as interviews with teachers and pupils were documented. In addition to offering important information about current AT teaching in educational settings, the *"Alexander in Education"* film is a valuable marketing tool with which to approach schools that are not familiar with AT. There are two additional videos now, *"The Performing Self: AT in Performing Arts Education"* and *"National Youth Choirs and AT"* with another on sports to follow shortly.  These videos can be viewed on YouTube.[[2]](#footnote-2)

To raise awareness, spread the word, and help promote the value of Alexander in education, social media platforms have been set up that are managed by members of the SIG.  These include two Facebook pages, a public one[[3]](#footnote-3) and a closed group for teachers[[4]](#footnote-4), that are maintained by Esther Miltiadous, an Instagram account[[5]](#footnote-5), maintained by Julia Cowper, a Pinterest account[[6]](#footnote-6), maintained by Hilary King, and a Twitter feed[[7]](#footnote-7), maintained by Catherine Fleming.

The biggest project has been the recent launch of a new website[[8]](#footnote-8) supported by STAT and linked to its website.[[9]](#footnote-9)  Judith Kleinman and her team (comprised of Esther Miltiadous, Henry Fagg, Julia Cowper and Julia Outlaw) worked tirelessly to create this platform, which can now represent Alexander in Education to the public with a collective, consistent and recognizable face. There is an extensive and growing list posted on the website showing where AT is taught in educational institutions not only in the UK, but around the world, with links to many of these establishments.  This new website is a valuable resource and a very helpful marketing tool for those wishing to build relationships with schools, universities and colleges.  The information found there demonstrates how the Alexander work helps both the children and youth in schools and the educational institutions themselves.  In the current climate, wellbeing is now recognised as a vital part of education, and we are continuing to clarify how Alexander is able to provide young people with the tools they need for lifelong self-care.  Individual lessons provide a welcome space for personal reflection and the time ‘to be’ without pressure or judgement.

In order to help teachers in their professional work, a postgraduate training for Alexander teachers has been created that is suitable for those wishing to work in schools, or for those who already do and want to further their skills. The Developing Self[[10]](#footnote-10) is a comprehensive program, run by Sue Merry, Judith Kleinman and Esther Miltiadous. Two successful courses of training in London have been completed with more to follow. In Spring 2019, courses will run in the US, on the East Coast in New York City and on the West Coast in San Diego.  The practical information provided in these trainings is extremely valuable and includes a standard curriculum for both primary and secondary schools that connects to general requirements of the National Curriculum in UK.  The nature of the training is based on a group exploration of these new educational skills in a playful environment. AT teachers are encouraged to develop their own personal style. This includes games and role play, which are part of the learning experience and are helpful approaches when teaching children.

Richard Brennan’s successful chair campaign, which prevented the European Standards Commission from introducing an increase in the backwards sloping seat of school chairs by up to 10%, led to a pilot study using wedge cushions in a primary school in Claddagh, Galway, Ireland.  A similar study will soon follow in North London conducted by Jeremy Cassidy and Esther Miltiadous.

There is great scope for research studies in all aspects of AT in Education. These will bring an added depth of evidence-based credibility to the wealth of positive feedback already received from students, teachers and school administrators when they experience the integration of AT programs into their institutional settings.

**Wolfgang Weiser** then presented from his perspective as an educational professional with university graduate degrees in education in addition to his AT certification. Alexander technique (AT) teachers have over the years found different ways of working within schools. Wolfgang divided these into six approaches.

The first approach is as a specific one-time project. Michele Arsenault’s book “*Moving to Learn - A Classroom Guide to Understanding and Using Good Body Mechanics"* (1998. Revised 2010)or Ann Mathews *"Implications for Education in the Work of F. M. Alexander: An Exploratory Project in a Public School Classroom”* (1984)are both examples of how Alexander teachers did specific projects in a classroom. The first was a project to develop lesson plans that teach body mechanics to secondary school children, and the second was a research project that studied the effects of teaching AT in a primary school setting.

The second approach for Alexander to become part of standard education is to integrate it into existing school curriculum. Even if we can see a clear necessity for AT as it's own subject in national primary or secondary schools, as of today it is not part of any standard curriculum at those levels. AT can however be part of how the other standard curriculum subjects are taught in a school. Michele Arsenault’s AT-based lessons are designed to be used as experiential learning to help students with subjects such as physics or biology, and the subject that F.M. Alexander himself was keen on in his own writing: physical education. Here we can see a clear relation to body mapping and use with the potential education of school children in understanding about inappropriate physical patterns.

Alexander technique as a subject of it’s own can be found in higher education, at the tertiary level, in many music and drama departments.[[11]](#footnote-11) This is the third approach for Alexander teachers to be able to work in schools. As so many Alexander teachers have a background in performance themselves, this is the most common setting for AT in educational institutions today.

As we know from F.M. Alexander’s testimony, there are at least two more approaches for bringing AT work into schools that were implemented during his lifetime and that he participated in. An example of a fourth approach would be that of Irene Tasker when she offered individual re-education of school-aged children suffering from “ill-use” or disabilities in the early 1920s. This ultimately became the daily schedule at The Little School that she launched and was assisted by Margaret Goldie. This individual approach to working with children was also practiced for years by the Danish teacher, Grethe Laub (*How We are Living our Lives*, Laub, 2006), and we can also read about it in the Israeli teacher, Gal Ben-Or’s, book *“Direction for Life”.* With this approach, the learning goals can be different from a standard school curriculum. However, this approach can find its place today in standard school settings within the Special

Needs educational field for children who have challenges in their general learning skills and concentration. With this approach, there is a real interest in creating a basis for learning that is connected to good use.

In a fifth approach, it can be part of the organisation and teaching within a more holistic alternative school. Schools like The Little School or the school Grethe Laub worked in as an Alexander teacher in Denmark, tend to build their own educational frameworks that can then include the AT principles. In this setting the Alexander teacher can directly contribute to the school's overall pedagogical ideas, as for instance within the educational philosophies of Maria Montessori, Friedrich Fröbel, or the contemporary model of Educare, a school in South London where AT teacher Sue Merry integrated AT into the whole ideology of the school[[12]](#footnote-12).

When working with a more holistic pedagogical framework, the schoolteachers, the headmaster, and other educational administrators will also need to develop their understanding of the AT principles. This forms the sixth, and last, approach for Alexander teachers to find work in schools, namely by teaching Alexander principles as professional development to school staff. The school staff then can model for their pupils not only good use, but also inhibition and personal reflection, how to choose and how to change, instead of only employing techniques involving direct discipline and judgment. Between 1999 and 2002, Wolfgang was in an EU project where he was part of the regular classroom teaching in the morning and then gave AT training to the teachers and the headmaster one day a week. It was wonderful to come back after almost ten years and see that the teachers were still applying AT principles in their classrooms! This last approach also has the potential to bring Alexander into university graduate degree teacher training programs. Wolfgang has done this to some extent in Sweden within training courses for movement and health.

All six approaches that he identified are shown in the diagram below:

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Figure 1 Six Approaches for Alexander Technique in School Settings

Wolfgang finished by making three suggestions that might help the process of implementation as well as the continued development of Alexander in schools, with the goal of making AT a visible part of the national school curriculum.

If we want to work with psychophysical re-education, the Alexander teacher can focus on developing skills as a specialist within the field of Special Needs education, helping pupils with learning disabilities and sensory processing issues. This could bring more awareness and acknowledgement of Alexander as a successful methodological tool for improving learning in school settings.

Another suggestion would be to make Alexander part of a new standard school subject, that of somatic education. Alexander could become one amongst many somatic body/mind methods that could be its own subject with its own curriculum.

A third suggestion would be to develop the role of Alexander in university graduate degree teacher training programs and in post-graduate professional development. By teaching the teachers, Alexander’s ideas could not only be more visible and better recognized within school settings, but the teachers would also be continuously practicing the AT principles in their classrooms. By teaching the teacher, Alexander could not only be part of every child's educational development in many schools, it could also become a significant influence over time in the general teaching approach and organisation of all standard schools.

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**Monika Gross,** Executive Director of The Poise Project, was the final panelist. The Poise Project is a nonprofit with the mission of making AT principles accessible across broad socioeconomic groups through strategically targeted population based initiatives. A central focus is on children and youth.

Monika offered a "Blueprint for the Future" for AT in Education in the 21st century. She began by referencing the United Nations "Declaration of the Rights of the Child" (1959).[[13]](#footnote-13) Its ten principles can inspire us in the deeper implications of AT principles for children. The AT principles are human principles, fundamental to human agency and dignity. Let's work on embedding them at every stage of a child's development, starting with prenatal support for mothers all the way through tertiary school education, making a commitment to every young person having access to and guidance in the application of the AT principles by the age of 21.

Why now?

**A huge shift in perception has occurred regarding somatic experience by both the general public and industry professionals in both medicine and education.** There is now general acceptance of movement and learning being inextricably related, offering us an unprecedented opportunity to provide curricula that directly address this need.

How can this be accomplished?

**Form strategic regional collaborations with other AT teachers and forward thinking administrators and teachers.** In this way we can have a consistent approach and ensure long-term success instead of being seen as lone individuals "volunteering" at schools, often as a parent of a child at that school, or because someone on the teaching staff is enthusiastic about AT and brings us in. That model offers some temporary help, or we may even be welcomed into classrooms for a longer period of time, but eventually we risk wasting hard work because a friendly principal moves on to another school and those who remain don't recognise the value of AT principles and the AT professional. With The Developing Self, Sue Merry and Judith Kleinman are successfully building community among AT teachers and educational professionals in UK and internationally to work towards long-term goals.

**Programs should be launched carefully and strategically with the goal of becoming an integral part of the philosophy of the school.** We want AT principles and the AT professional to be an ongoing and vital part of an institution's curriculum and culture as is the case with Sue Merry's influence in the development of Educare Small School in South London.

**Success depends on some AT teachers having additional professional training in the field of education or in related fields that connect us to children and youth**. We must work to attract people in the field of education as well as in related fields such as pediatrics, nursing, day care, and sports to become AT teachers. We must also design AT-based child development curricula and implement training on age-appropriate applications of AT as part of university degree graduate teacher training programs, particularly for early education, primary and secondary schools. In 2012, AT teacher Ted Dimon taught a 10-week summer course based on AT principles, “Principles of Mind/Body Unity and Their Role in Education and Health” (CCPX 4199), as an adjunct assistant professor in the Clinical Psychology department at Teacher's College at Columbia University. Some graduate students are also trained now as AT teachers through his teacher training program.

**Design and test subject-appropriate AT-based course curricula that will be included across all departments of colleges and universities**. We also need to reach beyond the performing arts and the teacher education graduate degree departments identified above. We need new AT-based courses with curriculum catalogue codes available for any university to include in their course offerings. Examples of these include a semester-long seminar for upperclassmen designed by Corinna Trabuco's in the Department of Computer Science at Stonehill College in Easton MA.[[14]](#footnote-14) Elyse Shaferman has designed a course at the San Francisco State University Institute for Holistic Health Studies, "**HH 450 Somatics: Body Awareness, Movement and Well-being**" that she teaches as a Lecturer.[[15]](#footnote-15) There is no limit to AT-based courses that can be designed for colleges.

**Design an AT-based remedial course for first year students at colleges, universities, community colleges and trade schools.** Here we have an excellent opportunity! Courses to help freshman be successful and stay in college, or new students complete their community college or trade school degrees, are standard at all institutions. In the US, there is a program called The First Year Experience.[[16]](#footnote-16) It is administered through the National Resource Center for The First-Year Experience and Students in Transition at the University of South Carolina with an annual conference and many online resources. Educating ourselves about the perceived needs of first year students and students in transition as identified by these educational professionals, we can create a course to support student confidence, resilience, emotional self-regulation, stress management and physical endurance.

**Commit to addressing and ultimately overcoming the barriers that are keeping us out of government-funded institutions, such as public schools in the US, or state schools in the UK.** Unless we want AT principles to only be available to elite primary and secondary school students, we need to learn how to navigate the bureaucracy of government-funded education.

What existing models can we use?

**Learn about the vendor system that is standard for bringing outside programs into schools**. In the US, for educational health programs, such as ones designed to reduce teen pregnancy, sexually transmitted diseases and HIV infection, the federal government's keeps lists of evidence-based programs that have been vetted and are available through approved vendors who connect program providers to interested schools. Most local and state funded organizations, including schools, are limited to using these for their public health programming. We could design and research the effectiveness of AT-based children and youth mental health programs focused on supporting emotional health in school settings. This is how mindfulness training and yoga classes have made their way into mainstream schools. This is a wide-open window of opportunity.

**Create an organization specifically for contracting AT-principle-based programming for primary and secondary schools along with programs to train primary school teachers in AT-based interventions**. In Dublin, working with a coaching firm in conjunction with the Department of Education there, an AT client of Monika's who has done training as a Life Coach was contracted through a new project, Coaching School Principals. AT specialists are much more highly qualified to deliver quality programmes than most of the firms and individuals who are currently being hired.

**Find out what agenda guidelines are set out at the national level and follow them**. For instance, in the US, the Healthy People 2020 agenda is set out at the national level.[[17]](#footnote-17)

**Research what areas of the National Curriculum can become entry points for AT-based programs.** In UK, the National Curriculum for all schools, including government and private, includes a compulsory, non-examined subject called Personal Social Health Education (PSHE) that is taught from 1st grade to 10th Grade. PSHE aims to provide tools for students to manage their own health and wellbeing. The majority of PSHE courses are taught by existing teachers at their respective schools with a few visits from external teachers/practitioners where needed and when funding can be found. Students in one school grade tend to do PSHE classes at the same time of the week, that is, it's timetabled to fit in so as not to disrupt examined subjects. Schools can be flexible about this, but the result is that there tend to be large groups in these PSHE classes. A friend of a UK AT colleague of Monika's designed a comprehensive PSHE mindfulness program for Wellington School, where coincidentally AT is also taught in the music program. This can become a template for our own programme designs.

In what additional ways can we bring AT principles to children and youth?

**Show up! Go to conferences!** Attend Education Expos and other professional conferences in the Education field. The man who designed the wellness program at Wellington was able to do so through meeting their head of PSHE at a conference in London in April 2011. In UK, an AT in Education team should attend the PSHE Association Annual Conference and the PSHE in Schools Conference, to meet PSHE teachers and decision makers from government schools. Many PSHE provider vendors and companies attend these conferences to network and advertise their programmes. Monika attended "WNC Healthy Kids", a small conference in her town in Western North Carolina, and came away with a small $1000 grant that she used to design a pilot study of AT in a kindergarten, 1st Grade and 2nd Grade classroom at a local at-risk elementary school. At these types of smaller regional events, we can meet local community-based organizations with person-to-person outreach that contract with government agencies. These can become potential partners for funding opportunities, and forward-thinking individuals can guide us in navigating these local systems.

**Recognise and anticipate trends.** Currently in the US, opioid addiction is being viewed as a crisis and is receiving a lot of funding. In Western North Carolina, a part of Appalachia, as with many impoverished communities, obesity and increases in diabetes are a priority. By paying attention to these trends, we can respond quickly by designing AT-based programmes that address current concerns.

**Learn about certifications that are necessary before working with children or ones that can get us into educational settings with minimal additional training**. Let's research what certification would be needed to have internships for AT trainees or first year graduates as teaching assistants in primary schools, or in day care centers. A criminal background check is necessary to work in any school system. In England, all external teachers need to have an enhanced Disclosure and Barring Service (DBS) to teach in any school in the UK. It is basically a police check to ensure you don't have a criminal record and you are safe to work with children. There are similar checks in the US and other EU countries.

**Recognize and respect the realities of public school settings**. Time is highly scheduled, literally to the minute. AT sessions may only last 6 or 11 minutes. Simple, targeted timeouts or other AT-based activities can become the best-loved part of the school day that both children and teachers will look forward to with eagerness and relief. Most public schools will also have strict limitations regarding physical contact with children. "Hands on" as we know it is not legally allowed. Learn how to be creative in teaching the AT principles verbally and with visual aids. Get children to teach one another. We can adapt as movement specialists, like a tennis coach or dance instructor, who are often able to offer some contact when guiding skilled movement. Jeando Masoero and Anna Lefevre worked out a very effective and creative approach to teaching AT in public schools in France without touch.[[18]](#footnote-18)

**Design continuing education professional development courses for medical and allied health professionals, as well as day care providers, to fulfill their ongoing certification requirements.** In this way, we can teach age-appropriate applications of AT and clarify the role of AT and the AT specialist in child development, as well as offer self-care training to prevent injury and burnout in childcare providers.

**Make profession-appropriate AT-based training requirements at universities for Medical and Allied Health Professionals, especially for pediatricians and child psychologists.** 96% of dental hygenists have pain, 87% of dental clinicians have pain. Dr. Anikò Ball's Optimal Dental Posture program in Australia is not only delivered at private dental businesses and at dental equipment conferences, but also as an approved continuing ed programme through the Australian Dental Association, and now is becoming the standard curriculum at some university dental training programs.[[19]](#footnote-19)

**Come together in small teams to work on particular projects.** There are plans for an Alexander Technique in Education Conference in London in 2020 led by The Developing Self team. This will be an opportunity to strategize and to bring experts in the field in to advise us in our efforts.

This "Blueprint for the Future" is offered as a step by step approach of doable tasks to realize together the goals of our early AT in Education visionaries - Irene Tasker, Ethel Webb, John Dewey, Irene Stewart, Richard "Buzz" Gummere, Dolly Daily, Esther Duke and so many others. By democratizing the AT principles and embodied learning as a vital part of education for children and youth at primary, secondary and tertiary levels, the general public will have a lifelong tool for personal growth and human development throughout the entire arc of their lives. With mindfulness, meditation, yoga and other programming now regularly included in schools, the time is right for us to succeed. After three centuries, let the 21st century be when AT principles and somatic education become equal in importance to reading, writing, and arithmetic for our children and youth

*Final Notes:*

The timeline introduced by the panelists at the Congress*, A Brief Historical Timeline of Alexander Technique in Education - The First 105 Years 1913-2018,* is accessible as an open document. Interested members of the AT community who may know of others who have contributed to AT in institutional settings between or have a correction or other addition, are invited to share a comment there that can be used to update it or send an email to info@thepoiseproject.org.[[20]](#footnote-20)

A video recording of the entire panel can be viewed on The Poise Project Vimeo page.[[21]](#footnote-21)

1. For more information about Educare Small School, go to <http://www.educaresmallschool.org.uk/> For more information about Sue Merry's work, go to <http://www.ed2k.org.uk/> [↑](#footnote-ref-1)
2. Alexander in Education - <https://www.youtube.com/watch?v=TOMlc0f0orA>

 The Performing Self - <https://www.youtube.com/watch?v=GFkx33fBaoc>

 National Youth Choirs - <https://www.youtube.com/watch?v=8gdvxKm4JLE> [↑](#footnote-ref-2)
3. @AlexanderinEducation <https://www.facebook.com/AlexanderinEducation/> [↑](#footnote-ref-3)
4. <https://www.facebook.com/groups/289538694763765/> [↑](#footnote-ref-4)
5. @alexanderineducation <https://www.instagram.com/alexanderineducation/> [↑](#footnote-ref-5)
6. Alexander Technique in Education <https://tinyurl.com/y8lmemhj> [↑](#footnote-ref-6)
7. @AlexTechEdu <https://twitter.com/alextechedu> [↑](#footnote-ref-7)
8. <https://education.alexandertechnique.co.uk/> [↑](#footnote-ref-8)
9. <https://alexandertechnique.co.uk/> [↑](#footnote-ref-9)
10. <https://thedevelopingself.net/> [↑](#footnote-ref-10)
11. In the UK, Alexander technique has been taught at the Royal College of Music and the Royal Academy of Dramatic Arts for many decades now. [↑](#footnote-ref-11)
12. The model of *educare* developed parallel with the Alexander Technique in the first half of the twentieth century in England, emphasising the relationship between space and bodily movement. The intention of *educare* was to create modern schools by understanding the development and growth of the individual through their movement in relation to the material environment required to nurture that growth (Burke and Grosvenor, 2008, Burke & Cunningham, 2011, Kozlovsky, 2010). [↑](#footnote-ref-12)
13. <https://www.unicef.org/malaysia/1959-Declaration-of-the-Rights-of-the-Child.pdf> [↑](#footnote-ref-13)
14. <http://web.stonehill.edu/compsci/HealthyComputerUse/> <https://www.stonehill.edu/directory/robert-f-dugan/> [↑](#footnote-ref-14)
15. http://bulletin.sfsu.edu/courses/hh/ [↑](#footnote-ref-15)
16. <http://www.sc.edu/fye/> <https://en.wikipedia.org/wiki/The_First_Year_Experience_Program> [↑](#footnote-ref-16)
17. <https://www.healthypeople.gov/> [↑](#footnote-ref-17)
18. For a 2015 article by Anna Lefevre on this approach in a French school, go to: <https://tinyurl.com/yczsc678A>

For a 2014 paper on Masoero's approach, go to: <https://tinyurl.com/y8wcutjp>

Audio interviews with Masoero on Alexander's influence from Camille Delsarte can be accessed at these links: <https://www.bodylearningcast.com/delsarte/> [↑](#footnote-ref-18)
19. <https://optimumdentalposture.com/> [↑](#footnote-ref-19)
20. *A Brief Historical Timeline of Alexander Technique in Education - The First 105 Years 1913-2018.* <https://tinyurl.com/y9apow4j> [↑](#footnote-ref-20)
21. <http://www.vimeo.com/thepoiseproject> [↑](#footnote-ref-21)