

1999 AGM

Networking in the Spirit of Prosperity and Gratitude

Minutes of the ATI AGM, November 11-14, 1999

The Sevenoaks Pathwork Center Madison, VA

November 12, 1999

Business Meeting 11:15 a.m. to 12:40p.m.

Meeting called to order by Jamee Culbertson at 11:17 a.m.

Introduction and Regrets (Fred Oldfield: "I will be there in spirit;" Robin Harrower, Alice Pryor, Bruce Fertman, Karen Carmean, Meade Andrews, Joel Kendall, Wendy Salkind, Julie Thompson

2. Agenda Review

Review of Formal Consensus (Catherine) and ATI Goal Statement (read by Jan Baty):

1. Open Meeting 1 Jamee

2. Agenda Review 5 Catherine

3. Committee of Whole 5 Jamee

4. Board Report 10 Jamee

5. Treasurer Report 10 Lucy

6. Membership 2 Raewyn

7. Site 5 Jim

8. Nominations 1 Diana

9. NY Massage 5 Vincent

10. PDC 10 Rob

11. Sponsorship 1 Tommy

12. Ethics Report 5 Holly

Proposal Presentation 10

Clarifying Qs 10

Level 2 Discussion 10

3. Committee of Whole:

Tommy Thompson moved suspend Robert's Rules and to proceed to CofW: Ruth Brownstein seconded;
Motion passed.

4. Board Report:

5. Treasurer (10 month) Report: see attached (note from Catherine Kettrick: not attached because my scanner couldn't read it).

ROUGH STATEMENT FOR 1999 AGM

Income:

Fees \$4,311.55

Room & Board 7,621.00

Total \$11,932.55

Expenses:

Brochure \$495.00

Expenses* 860.73

Room & Board 7,838.00

Refund 256.00

Speakers 1,140.00

\$10,589.73

Difference \$ 1,342.82

6. Membership:

Read by Raewyn Haywood for Debi Adams

Membership Report November, 1999

Submitted by Debi Adams, Membership Chair

ATI currently has 335 members. 268 are Teaching Members and 67 are General Members.

It continues to be a struggle to collect dues from our members though we believe it may get easier. For the first time ATI was able to accept credit card payments for dues this year. This has not only allowed our members to pay more easily this year, but also allowed those willing members to make their credit cards available for annual payments. We believe this change will be an enormous help in the upcoming year now that members are becoming familiar with this option.

We have also reformatted our Membership Directory. The feedback has been completely positive and the number of errors has been extremely few. All corrections will continue to be printed in The Communique. If you have not informed either me or Raewyn about corrections you should do so as soon as possible. Our next Directory will come out in the Spring.

I would like to encourage you to help ATI in its continuous membership drive. You can speak to your colleagues and students about your organization. Perhaps some would like to begin with a subscription to the Exchange. Raewyn and I are available to answer your questions and to aid in any process that will invite people into ATI.

Lastly, you should all know that the Membership Committee is largely run by Raewyn Haywood. With my increased responsibilities outside of ATI this year she has graciously taken on a multitude of tasks. Please include her in your appreciations for a job well done!

6. Nominations:

Diana reported that Barbara Conable has stepped down as Chair of Nominations; Debi Adams, Membership Chair. Tommy stated that the Nominations Committee will assume an important position in the coming years. Outreach will be needed to fill the positions being vacated. Pat Nicholson stepped down from Communications Committee and we need to fill this position soon. Tommy urged members to suggest names for people to chair and populate committees. Nominating Committee Report

The Nominating Committee is composed of three members: Diana Bradley, Joel Kendall and Barbara Conable, however Barbara has just resigned as chair. It's the responsibility of the nominating committee to locate qualified members and invite them to be nominated for committee positions and board positions. Currently, we are in need of members and a chair for the Ethics Committee, a Membership Committee chair, Nominating Committee chair, and a Communications Committee chair.

7. NY Message: (to be added) Read by Vincent Fraser.

8. PDC

Rob Bushong announced completion of Task B. He asked for help in developing Task C.

Professional Development Committee Report for 1999 AGM submitted by Catherine Ketrick:

This year the PDC finished its work on Task B and sent it to the membership, which approved it. We are now turning our attention to Task C, developing criteria for evaluating the competencies of teachers. In developing these criteria we used the information we got at the 1994 pre-AGM workshop in Baltimore, the responses to the survey we sent out in Spring, 1995, the criteria the Sponsoring Members have provided, the feedback we received when we sent out the first draft to the membership in Spring of 1996 and the feedback when we sent them to the Sponsors, training directors, committee chairs, and Board in the Spring of 1997, and to the whole membership in the summer of 1997. Now we have revised them again, based on feedback from the members at the 1997 AGM. This report presents each section, and explains it. Please note the following:

1. These are only the criteria that might be used to evaluate a candidate for ATI certification. We are generally not suggesting any means, structure or system for that evaluation at this time.

2. We are not suggesting "how much" of any criterion a teacher-candidate needs to "have." For example, if we feel that a candidate needs to demonstrate "good use" we are not saying "how much" or

“how often” that has to happen. However, we do feel that these questions need to be discussed and decided by the membership.

3. The membership as a whole, along with the Sponsorship Committee, needs to evaluate our current structure for evaluating and certifying teachers, to ensure that it is consistent, fair, and can withstand public scrutiny.

Professional Development Committee

Proposed Draft of Criteria For Evaluating the Competencies of Teachers

Fall 1999: Introduction

The study of the Alexander Technique is a life long process that is characterized by continual learning, awareness and self development. Teachers certified by Alexander Technique International are committed to continually improving their understanding of the Technique and refining their use of the Technique and their teaching skills. These criteria are intended to establish a starting point for beginning teachers. All will address the questions of continuing education, re-certification and opportunities for expanding personal and collective knowledge of the Alexander Technique and its teaching at a future date. In order to be eligible for certification by Alexander Technique International, teacher-candidates should be of good character, have a clear understanding of the Alexander Technique concepts and principles and have the basic skills to convey these concepts and principles clearly to a pupil.

Comment: We realize that each of us grows in our understanding of this work, and as a community we will also grow in our understanding. These criteria are a first step; we expect that we will want to review these criteria from time to time, and make changes that more clearly reflect our understanding of what the Technique is, and what teaching the Technique is about. We also feel that All, at some time in the future, needs to ask the questions: “Is certification by All permanent? Do we want to establish some kind of continuing education program?”

I. Character

A Demonstrate qualities of patience, compassion, honesty and respect in interaction with peers and students. Graduation from a bona fide Alexander Technique training program or apprenticeship shall be considered representation by the candidate’s trainer(s) that the candidate has satisfactorily

demonstrated these characteristics of patience, compassion, honesty and respect in interactions with peers and students, provided the examining teacher sees no evidence to the contrary.

Comment: We feel that character is an important component of teaching, because a teacher can and often does have great influence on the pupil. We want as much as possible to be sure that this influence is a positive influence. We also feel that the people having the most opportunity to evaluate the teacher candidate are those people who have trained that candidate.

II. Knowledge

Comment: This section talks about the knowledge that a teacher-candidate needs to have before they are able to teach. It does not talk about teaching skills, which are in the next section.

A. Demonstrate an embodied understanding of the commonly used Alexander Technique concepts and principles by consciously allowing a positive change in their own psycho-physical coordination, and continue this change throughout any activity in order to improve the quality of their performance. This positive change can be observed as 1) an initial movement of the head in relation to the spine which results in a quality of lengthening throughout the body, allowing the person to respond in a fluid and continually adaptive way to gravity; 2) an enhanced alertness, awareness, fluidity and poise; 3) and a speaking voice that is full, clear, and fluent.

Comment: In this paragraph we are trying to describe that qualitative change that occurs when a person moves without interfering with their natural coordination. We wanted to include both the description of the initial change that occurs, and the quality that is apparent in a person when they continue to move well. We included something on how we use our voices because Alexander developed this Technique while searching for the reasons he had voice trouble, and it seems reasonable that as Alexander Technique teachers we should know what we are doing with our voices.

B. Demonstrate a verbal knowledge of The Alexander Technique concepts and principles presented in Task I as previously adopted by the ATI membership.

Comment: We need to have a common language to be able to discuss and evolve the Technique. This language will itself continue to evolve and develop over time, It is important that beginning teachers feel knowledgeable and comfortable with this common language so that they can participate in the discussion of ideas and contribute to the evolution of our field.

C. Demonstrate a knowledge of Alexander's ideas by discussing their own understanding of the Technique and how Alexander's ideas have influenced their development as a person and a teacher; and suggest what literature (by Alexander or other authors) they would recommend to a pupil and why.

Comment: Because as teachers we have to explain the Technique, both to our pupils and to the general public, we feel it is important that teacher-candidates be able to discuss these ideas clearly and simply. We realize that each person will have their own unique understanding of the Technique, and want them to have an opportunity to relate that understanding. We know that pupils often request suggestions on what to read, and felt that well rounded teachers should be familiar with writings on the Technique, and be able to recommend something to their pupils.

D. Demonstrate an understanding of anatomy and physiology as they relate to human movement and behavior; be able to help pupils understand how mistaken ideas about their structure interfere with their best use; answer pupils' basic questions about anatomy, and refer them to other sources for more detailed answers.

Comment: We do not feel that Alexander Technique teachers need the detailed anatomical and physiological information that a massage therapist needs. We need to know about how we function. Consequently, we felt it was important to include something about anatomy and physiology because

1) teachers who have studied anatomy and physiology report a deepening of their understanding of how we move and function, and thus a deepening of their teaching skills;

2) pupils often ask questions about how we move and function, and we feel that teachers should be able to answer basic questions, and point out more resources if the pupil wants even more information;

3) pupils often have mistaken ideas about their structure, and these mistaken ideas affect how they move. As teachers we should be able to explain to pupils how they are 'put together; and

4) if teachers have a basic understanding of anatomy and physiology, they will benefit much more from any workshops or activities they do which might involve anatomical or physiological information.

E. Demonstrate an understanding of the ATI Code of Ethics, an appreciation of safety issues, and know when it is appropriate to refer a pupil to another professional.

Comment: These issues are vitally important for anyone in any teaching position; we need to formally include them, especially given governments' desires to regulate.

III. Teaching Skills

A. Demonstrate an ability to clearly and simply communicate and demonstrate the concepts and principles of the Alexander Technique by giving clear demonstrations and verbal explanations that are appropriate to the pupil's learning in the moment; when using hands, to use their hands sensitively and appropriately. Both verbal explanations and any use of hands will allow pupils to effect a positive change in their psycho-physical coordination.

Comment: Sometimes teachers will verbally explain a concept to a pupil; sometimes they may choose to demonstrate a concept (for example, showing a pupil how pulling their head back and down causes collapse throughout their body). Both "physical" demonstrations and verbal explanations need to be clear and appropriate to that particular pupil. We chose the words "effect a positive change in their (the pupil's) psycho-physical coordination" because of ATI's position that we are teachers, not therapists, and that it is the pupil who is actually making any change that occurs.

B. Demonstrate an ability to observe themselves while teaching, and later articulate to an observer the choices they made with regard to using their hands, verbal explanations and physical demonstrations.

Comment: Improving our skills as teachers includes being able to reflect on the lesson we just taught, determine what went well, and what went less than well, and learn from that experience. Sometimes we may not know or be able to exactly describe why we made a particular choice, but we usually know if the choice worked. Also, the task of trying to figure out why we made that choice gives us more insight into how we teach, and thus more opportunities for expanding our teaching skills. We feel that teacher-candidates should be able to talk about a lesson they teach, and explain at least in part, why they did what they choose to do, and what they felt worked well in a lesson, and where they would like to improve.

9. Ethics:

Example of Ethics: “Do unto others as you would have them do unto you” Purpose of Ethics: An agreement about what constitutes good behavior. Should function to protect individuals from bad behavior, to promote organization’s principles.

Task of Committee designated at last AGM:

The more general the code, the more inclusive it is; the more specific, the more exclusive. Our current code is exclusive. A general code is in place in relation to teaching members; there needs to be a professional code of conduct for teachers that will continually be refined. Holly wishes to withdraw her statement in report dealing with the change of committee makeup. She does not believe it is necessary to change the bylaws concerning gender balance.

Proposal:

1. I will model and support the highest professional standard in all dealings with the public and colleagues.
2. I will describe the Alexander Technique as an educational method and strive to present the Technique accurately.
3. I will respect the Alexander Technique International organization and honor it with my professional conduct.

Clarifying Questions:

Catherine asked what she meant by “colleagues” — Holly explained:

“fellow Alexander Technique associates and professionals.”

Teresa Lee: Is there something in our existing code, which defines

colleague or professional?

Jano read from the dictionary definitions of professional and colleague. Bill called for 3 minutes to list concerns.

Diana asked for Level I.

Jano asked: Does everyone support doing this?

Catherine expressed concern that if we were to decide on this at this AGM, it would go against our mission to include all members in decision. Holly explained that the Ethics Committee is not the police. It is an educational forum.

Diana: Are there concerns about the broad Ethics proposal Holly presented? Catherine: Concern about interpretation.

Jano explained that ATI is obligated under Robert's Rules to inform membership of content of proposals 60 days before the AGM in order for proposals to be voted on at the AGM. (Note: this is only required for Bylaws amendments). She solved this situation by proposing that if we come to consensus at this meeting on this proposal, we would then put out to the membership through all of our venues of communication telling them of this consensus, and that they will have 60 days to respond with their concerns. We will then work to publicly resolve these concerns through the same venues of communication. If we can't, the proposal will be tabled until the next AGM.

Tommy related this discussion to the NY situation — in the use of “educational model.” Holly suggested “learning method” replace “educational model”.

November 13, 1999

Business Meeting 2:15-3:15pm

1. Review of Formal Consensus

Diana Bradley reviewed the formal consensus process and indicated the following roles for FC for this meeting: Jan Baty, Peace Keeper; Vincent Fraser, Advocate; Joan Gavaler, Time Keeper; Jano Cohan, Scribe.

2. Ethics Proposal Code of Ethics Proposal:

1. I will model and support the highest professional standards in all dealings with the ATI members, public and colleagues.
2. I will describe the Alexander Technique as an educational method and strive to present the Technique accurately.
3. I will respect the Alexander Technique International organization and honor it with my professional conduct.

("ATI members" was added by Tommy Thompson.)

Concerns:

- Use of the words colleagues, professional: definition
- Does code fit with ATI as an open organization?
- Definition of educational method (how would it apply to medical profession).
- Concern that colleague won't be interpreted by public as we interpret it. L
- Use of words "educational method" could conflict with regulations of teachers (NY massage issue).L
- What is "honoring" ATI L

- How does #1 relate to non-teaching members, i.e. friends of the Technique?

Resolving Concerns:

Diana Bradley made a suggestion: shall we group the concerns and see if we have enough to split into small groups or remain in the large group to discuss the concerns

The group decided to discuss the concerns as a group.

Holly explained that the generality of the code and its language is intentional in order to cover a variety of circumstances. She suggested we either change the word “colleagues”. “Highest professional standards” assumes that you behave in an appropriate manner. Tommy Thompson wondered if we could have 3 separate codes for each group (teachers, students, public). Catherine finally understood that this is a general code that can cover everyone. Holly says that when this is put into effect, the point of the code is not to create a police state. The function of the Ethics Committee is educational, the Committee will address how our conduct impacts other people and ourselves.

Tommy suggested adding to #1: I will model and support the highest professional standards in all dealings with ATI members, the public and colleagues.

Holly Sweeney explained that the main import of “professional standards” relates to a professional is very responsible for their own actions. Teresa Lee wondered about the combination of the words “professional” with “standards.” Other words suggested: “good will” “professionalism,” “standards of conduct,” “responsible manner at all times,” “standard of behavior.”

Catherine suggested #1 statement be read with the new words inserted. These statements were read by the each person proposing the changes and numbered. A straw poll was taken to get a sense of the group. The following had the most support:

- Standards of conduct

- Standard of behavior

- Professional standards

“Standard of behavior” received the most support.

After a 5-minute break, Diana asked if there were any concerns about going with this change? Tommy read: I will model and support the highest professional standard behavior in all dealings with ATI members, the public and colleagues.

Diana suggested a straw poll between the above and the original. The indication is that the original one received the most support.

Two other concerns:

1. Catherine Kettrick offered a revision: “I will respect Alexander Technique International, Inc. and honor it with my professional conduct.” (omitting “organization”).
2. Tommy Thompson read: “I will describe the Alexander Technique as a learning method and strive to present the Technique accurately.”

Discussion: Tommy reiterated that his concern relates to the NY massage situation. Joel Kendall’s concern that the licensing gets tricky when calling the work “educational”. “Learning Method” would give us more flexibility in relation to governmental regulation.

Catherine and Jennifer will stand aside in their concerns for the use of learning method because of David Gorman’s use of Learning Methods as the name of his business.

Jamee suggested the use of “a method of learning”.

Vincent Fraser voiced his concern that the use of “method of learning” as a change is fear based (what governmental agency will do in the future) and the concern that we have traditionally described Alexander Technique as educational. Ruth Brownstein suggested that we might look at the change as strategic, namely, being aware of what is going on in our culture.

Diana Bradley explained the situation with the need to inform the membership in order to give them the opportunity to respond.

Jennifer Kellow asked that we add Alexander Technique, Inc. in #1.

Diana called for consensus for the entire proposal as changed:

Code of Ethics Proposal:

1. I will model and support the highest professional standards in all dealings with the public and colleagues.
2. I will describe the Alexander Technique as a method of learning and strive to present the Technique accurately.
3. I will respect the Alexander Technique International, Inc. and honor it with my professional conduct.

The AGM membership consented to this proposal with the following unresolved concerns:

1. Discomfort at concept of honoring an organization. Honoring people is appropriate; people deserve unconditional respect and honor because they are fellow human beings. It may not be appropriate to give honor to an organization.
2. There was a concern that changing the words “educational method” because of a potential action by governmental regulatory action (NY massage legal action). In addition, there was a concern that the term educational method has been a long-term traditional way in which we describe the technique.

Jamee asked if this accepted by us now or do we wait 60 days to hear from the membership or in place Sunday? Tommy clarified. We will need to wait 60 days, 67 days including mailing, to put this into effect.

It's high irony: a young, restless Australian actor was driven out of the theatre by a pesky larynx. He wanted only one thing – to get back on the stage, nothing else. But the gods had something else in mind as the reward for his extraordinary daring. Their gift to him was the deep satisfaction of knowing that he had found the teachability of uncertainty. He glorified this challenge by having the printer put in one his books one word all in capitals —UNKNOWN.

Buzz Gummere November 14, 1999 8:24am

November 14, 1999

Business Meeting 11:20am-noon

1. Announcements:

Tommy urged people who are in transition out of chair positions to please stay with those who have taken on the chair positions to help for the first year. It is very helpful.

Catherine Kettrick asked for a motion to move from the Committee of the Whole to Robert's Rules. Jamee moved. Jan seconded.

Catherine asked for a motion to pass the Ethics proposal clarified in yesterday's business meeting. Robin Gilmore moved that the proposal be accepted. Tommy seconded. Motion passed unanimously.

2. Evaluation of Formal Consensus

Catherine urged that others come forward for AGM 2000 to facilitate formal

consensus next year. Catherine for an evaluation of the meeting:

1. Tommy asked for

2. Jan asked whose role it was to comment on same voices (male, female, person) who kept commenting. Catherine said it was the role of the Peace Keeper.
3. Jano asked for more questions not solutions.
4. Diana thought that the roles could be more clearly distinguished between the co-facilitators
5. Tommy liked the balance. The business meeting had a similar tone to the FC sessions.
6. Jano suggested that the group could be more active in determining the process. She encouraged members to use the advocate as a means whereby to get your voice heard. FC is designed to make sure that each individual can have a voice. We are used to being led. FC is a means to creating a new means to creating Jan said that the Advocate and Peace Keeper need to be more visible.
7. Teresa Lee asked that an FC orientation be held each day during the AGM to incorporate new people joining.
8. The issue of time and time keeping was discussed. Jano hoped that the group would take more responsibility of the time keeping process. As you are working on your idea, also be aware of the time construction of the agenda. It is not designed to be restrictive but to allow
9. All agreed that the workshops changed the atmosphere of the AGM. All praised the variety and the special workshops. They were all active, a different kind of activity in each one of them.
10. Tommy urged each person to sign up one person for the ExchangeE. Jamee said that if every member brought in a subscription to ExchangeE based on 320 members, \$11,200 would be brought into the treasury.
11. Jamee expressed gratitude for all of the workshop presenters.

3. Focus Groups

Diana announced that the Ethics Committee membership has been filled:

Monica Grey agreed to be Chair of Ethics Committee; Dale Beaver is considering

Ethics Chair; Alan H is interested in Ethics, as is David Mills, Ruth Brownstein,

Nominations Committee needs a Chair and one member.

Jamee asked that before we leave we have a group picture with and without red noses. The meeting was adjourned at noon.