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Nicholls and Batson investigated the assumption, widely accepted among Alexander teachers, that our work is based on the existence of an innate set of postural reflexes, which, if not interfered with, will operate with pristine perfection. This assumption has long been used to support FM's statement: "If you stop doing the wrong thing, the right thing does itself." Dr. Batson distributed references to papers illustrating the trend in neuro-science over the past twenty years to move away from a reflex model of balance and coordination.

Batson and Nicholls laid out a more systems-oriented model interacting creatively with the environment, as opposed to a hierarchical model of pre-determined reflexes. They explained that this fits current neuro-science which says that human balance and coordination are too sophisticated for innate reflexes to be an adequate explanation. Instead much more is considered to be learned, so the current trend proposes the development of an internal representation of the body and its movement potential within the brain, usually referred to as the "body schema." This body schema is built up from infancy as we learn how to balance and coordinate ourselves in relation to other people and our environment.

Nicholls and Batson explained that for Alexander teachers this presents both a challenge and an opportunity. The challenge is to consider how to present the Technique without using the "elegantly simple", but perhaps now outdated, reflex model. The opportunity is to emphasize the educational elements of the Technique. Citing FM's "faulty sensory appreciation", they suggested that if the body schema is largely learned, it may well be learned somewhat inadequately, and could therefore, with Alexander lessons, be improved.

They then raised the question: "If coordination of postural balance has more learned elements than reflex, how do we determine which learned choices are the most efficient?" The answer comes from FM. Nicholls quoted from UCL: "This brought me to realize that I had found a way by which we can judge whether the influence of our manner of use is affecting our general functioning adversely or otherwise, the criterion being whether or not this manner of use is interfering with the correct employment of the primary control."

With accompanying experiential exercises and graphics, Batson and Nicholls asked us to imagine how this new model might offer a creative vision of a life-long learning process. A learning process in which we might say: "If you stop doing the wrong thing (i.e. those things that lock the head, compress the spine, and narrow the back), the right thing does itself (i.e. much better options will emerge from your creative brain)."