

11 Most Important Principles in the Work of F.M. Alexander

The pupils' co-operation in this process must be based upon a reasoning, rather than a blind acceptance of the principles involved.
FMA

Perhaps the most important principle is that there are principles.
PR

Principle:
a fundamental truth or law as the basis for reasoning or action.
OED

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1. Prevention

(Process of inhibition as a tool in working to the principle of Prevention)

"... there is ... a question ... that men have asked themselves during every crisis since time began: ... 'What must we do to be saved ... where, when the horror stops, must we *begin* to make a change to prevent a recurrence?' And always the answers given to this question have left the problem unsolved ...

Yet there *is* an answer, a magnificently simple and effective answer. ... Desperately, and far afield, [man] continues to search for the magic key of his deliverance while *he holds the very key in his own hand*. *It is what man does that brings the wrong thing about*, first within himself and then in his activities in the outside world, *and it is only by preventing this doing that he can ever begin to make any real change*. ... before man can make the changes necessary in the outside world, *he must learn to know the kind of doing he should prevent in himself, and the HOW of preventing it*. Change must begin in his own behaviour." MSI v

"... the reason that the pupil is unable to perform the act correctly is that he believes that there is something for him to do physically, when as a matter of fact the very opposite is necessary. *He is doing what is wrong*. Obviously *he should begin then by ceasing to do what is wrong*, not by endeavouring blindly to do what is right." MSI 153

"... the only principle a highly evolved, reasoning human creature could conceive of or tolerate – the *great comprehensive principle of prevention*." CCC 54

"Under ... a reasoning plan of life, the *principle of prevention* would be the *fundamental underlying the child's education*, which means that *from the beginning* preventive measures would be adopted where the well-being of the child is concerned." CCC 62

"... a *scheme of life in which prevention is the leading principle* does not involve working for an immediate 'end'; *its application*, rather, *is on a broad, constructive basis*, without limits, humanly speaking, *and is the product of a consciously conceived and consciously executed plan ...*." CCC 53

"It is the *recognition in practice of the principle of prevention* which *makes possible man's advancement to higher and higher stages of evolution and opens up the greatest possibilities for human activities and accomplishment*." CCC 58f

"Need for Substituting in all Spheres the Principle of Prevention on a General Basis for Methods of 'Cure' on a Specific Basis" CCC 50 ff

"A Technique for Prevention" UCL Chapter IV

"... the correct order of procedure for teacher and pupil is **first** for the pupil to learn to **prevent himself** from doing the wrong things which cause the imperfections or defects, and then, as a **secondary** consideration in procedure, to **learn the correct way to use the mental and physical mechanisms** concerned." MSI 126

"... a fixed belief (based on subconscious guidance) that, if a pupil is corrected for a defect, he should be taught to do something in order to correct it, instead of being taught, as a **first principle, how to prevent ... the wrong thing from being done.**" CCC 80

"The idea, ..., of **ceasing to do the wrong thing** (as a preliminary measure in re-education) **makes little or no appeal at first** to the average pupil" CCC 82

"... **the primary requirement** in dealing with all specific symptoms **is to prevent the misdirection** which leads to wrong use and functioning, and to establish in its place a new and satisfactory direction ..." UoS 30

"... when I succeeded in **preventing the pulling back of the head**, this **tended indirectly to check the sucking in of breath and the depressing of the larynx.**
... **with the prevention of the misuse of these parts I tended to become less hoarse while reciting**, and that as I gradually gained experience in this prevention, **my liability to hoarseness tended to decrease.** What is more, when, **after these experiences**, my throat was again examined by my medical friends, **a considerable improvement was found in the general condition of my larynx and vocal cords.**" UoS 7

"... [a teacher who adhered to the idea of the unity of the organism] would conclude that he **must find some way of teaching his pupil to stop the misdirection of his use...** . He would explain that any immediate reaction to the stimulus to make a good stroke would always be by means of [the golfer's] wrong habitual use, but that **if he prevented this immediate reaction, he would at the same time be preventing the misdirection of his use that went with it and was the obstacle to the gaining of his end.** He would impress upon him that of all the activities that go to the making of a good stroke, **this act of prevention was the primary activity...**" UoS 38

"The lessons given [to the stutterer] were based on the orthodox principle of telling and showing the pupil *what to do* with the tongue and the lips, and how 'to take breath' to the best advantage and so on. No attempt was made to change the manner of the pupil's general use of the self, and as a result the attempt to 'cure' the stuttering had not only failed but was actually responsible for the cultivation of new bad habits of use and the exaggeration of those already present. The lessons I gave were **based upon the principle that the pupil's manner of general use was responsible for the trouble.** This being so, **the first thing to be done was to prevent the projection of the messages which brought about this wrong manner of use**, and so to effect a change in the pupil's habitual reaction to any form of 'doing' in daily life, including the act of speaking. Thus, **the change brought about in the manner of use of the vocal organs was an indirect result of the change in the pupil's manner of general use of the self.**" UCL 38

"... the technique is based upon the inhibition of the habitual wrong use – i.e., the refusal to react to a stimulus in the usual way, and ... the principle of prevention is strictly adhered to from the beginning. The habitual wrong employment of the primary control of the pupil's use of himself responsible for his reaction ... is prevented," UCL 107f

"My technique is based on inhibition, the inhibition of undesirable, unwanted responses to stimuli, and hence it is primarily a technique for the development of the control of human reaction." UCL 114

"... if I was ever to be able to change my habitual use and dominate my instinctive direction, it would be necessary for me to make the experience of receiving the stimulus to speak and of refusing to do anything immediately in response." UoS 18

"... it is essential that the pupil should be given the experience, ... of receiving a stimulus to gain a certain end and refusing to react to it, thereby inhibiting the unsatisfactory habits of use associated with his habitual reaction ..." UoS 43

"... in the application of my technique the process of inhibition – that is, the act of refusing to respond to the primary desire to gain an 'end' – becomes the act of responding ... to the conscious reasoned desire to employ the means whereby that 'end' may be gained." CCC 118

"... all those who wish to change something in themselves must learn to make it a principle of life to inhibit their immediate reaction to any stimulus to gain a desired end, and, in order to give themselves the opportunity of refusing to fall back upon the familiar sensory experiences of their old habitual use in order to gain it, they must continue this inhibition whilst they employ the new direction of their use. By adhering to this principle they will find that this conscious direction of their use will gradually come to be associated with a sensory criterion upon which they can rely as a more accurate register of impressions." UoS 77 [also for Influence on "Sensory Appreciation"]

"... it is necessary first to develop a conscious, reasoning inhibition (prevention). To this end, the person concerned must learn to say 'No' to every stimulus to psycho-physical activity until he has taken time to consider what are the reasonable means whereby the end he desires can be achieved, and he must then repeat and memorize the orders relative to these means before employing them in guiding and directing the mechanisms essential to the particular psycho-physical act to be performed." CCC 176

"... I made a point of giving my pupil day after day the experience of receiving a stimulus to gain a certain end and of remembering to refuse to gain that end, since this refusal meant that at one fell swoop he inhibited all the wrong habits of use associated with his habitual way of gaining that end." UoS 48

"... [the pupil] can prevent [projecting messages which would result in his reacting to the instructions by the habitual use of himself which 'feels right'] if, on receipt of any stimulus to activity, he will make the decision to refuse to give consent to carry out the activity by that habitual use of himself which is in accord with his conception of HOW the act should

be performed. By adhering to this decision the pupil inhibits his immediate response, and therefore cuts off at its source his habitual reaction to the stimulus, ... and the way is thus cleared for the teacher to help him to employ new means whereby he can gain his end by a new and improved manner of use ..." UCL 102

"[Man] may claim to be an advocate of freedom of thought and action, ... but he cannot, in consequence, claim to be able to put into practice that greatest of all attainments – freedom in thought and action – until he has gained that knowledge of the means whereby he can command the best use and functioning of himself in activity which is essential to change and control of reaction... . This demands the employment of a technique which makes possible the gaining of experience in KNOWING HOW TO STOP (prevention – inhibition) when dominated by the influence of impulsive uncontrolled reaction. ... The first step in the procedure is an inhibitory (preventive) one – that of refusing to give consent to the habitual (subconscious) reaction... . The next step is a volitional one – that of consenting to employ the second procedure and also the succeeding procedures by a continuity of conscious directions in giving consent to new procedures whilst still withholding consent to the habitual reaction (the first procedure). Thus the first procedure, which is an *inhibitory act*, in being linked with the other procedures, becomes the beginning of a *volitional act* which involves thinking in activity and enables us to gradually change and improve the general use and functioning which is a manifestation of the nature of our reaction.

By these means ... we are enabled *in process* to bridge the gulf which has for too long separated subconsciousness and consciousness in the control of reaction," UCL 1946, 198

2. Specific & Direct vs. General & Indirect

- *in definition of "Use"*

"When I use such terms as 'adequate' and 'correct' in connexion with the manner of use of the psycho-physical organism, it must be understood that they indicate conditions of psycho-physical functioning which are the best at any given time for the working of the organism as a whole." CCC 4 n

"... when I employ the word 'use', it is not in that limited sense of the use of any specific part, ... but in a much wider and more comprehensive sense applying to the working of the organism in general. For I recognize that the use of any specific part such as the arm or leg involves of necessity bringing into action the different psycho-physical mechanisms of the organism, this concerted activity bringing about the use of the specific part." UoS 2n

"... 'use' covers the total pattern that characterizes a person's responses to stimuli." Jones 46

"...use describes the total pattern of behavior in the ongoing present." Jones 196

"Use refers to the way we respond with our whole self any time we move or think. ... Our use can ... be inferred [sic] from our conduct – how vital is it, how open? F.M. Alexander felt happy in his choice of this small word – use – for such a large process as our manner of living." (Richard Gummere, *On Becoming More Human*, Prologue to *Man's Supreme Inheritance* 1910, Centerline 1988)

- *in the conception of "Conscious Control"*

"The phrase 'conscious control' when used in this work is intended to indicate the value and use of conscious guidance and control, primarily as a universal, and secondly as a specific, the latter always being dependent on the former in practical procedure." MSI 34

"The conscious guidance and control advocated here is on a wide and general, and not on a specific basis. Conscious control applied in a specific way is unthinkable, except as a result of the principle primarily applied as a universal." MSI 125f

"... many people ... seem to regard the principles of conscious control as a kind of magic which may be worked by some suitable incantation. They appear to think that we may obtain conscious control of, say, the secretive glands, that we may be able to give an order to secrete more or less bile or gastric juice by a command of the objective mind. If such a thing were possible, and if I could endow any person with such power tomorrow, I should know perfectly well that I should, by so doing, be signing that person's death warrant; I might equally well give him a dose of poison. ... you might as well expect a king to order and superintend the detail of his subjects' private life as expect the

conscious mind directly to order and superintend every function of the body. If the king will ordain good and just laws, his policy will prosper; the detail of organization must be left to inferior officers.” MSI 175

”... I could not enable my pupils to control the functioning of their organs, systems or reflexes *directly*, but that *by teaching them to employ consciously the primary control of their use I could put them in command of the means whereby their functioning generally can be indirectly controlled.*” UoS 28

”... *re-education on a general basis must precede* any attempt at *specific re-education.*” CCC 155

”I use the word *co-ordination*, both in its conception and in its application, *to convey the idea of co-ordination on a general and not a specific basis.* Specific co-ordination of any specific part of the organism, such as the muscles of the arm or leg, may be brought about by means of a direct process, during which process, however, new defects in the use of the organism in general will certainly be cultivated, whilst others already present will become more pronounced. These *harmful conditions will not be cultivated if the specific co-ordination is brought about by means of an indirect process* involving, primarily, the general co-ordination of the psycho-physical organism – that is to say, *an integrated condition in which all the factors continue to make for satisfactory psycho-mechanical use.* This distinction between the specific and the general *applies also to the terms readjustment, re-education, and relaxation* as I use them in this book, *for in general re-education specific defects are eradicated in process.*” CCC 8n

”We must *beware of placing an exaggerated value upon intelligence which manifests itself only in some specific sphere.* Judgment must always be made upon the *human creature's intelligent activities on a general basis* in the process of living and all-round usefulness.” CCC 173n

”The artist trained in [‘breathing exercises’] goes on to the stage or platform with a *definite specific idea of ‘how to breathe’ whilst singing or acting.* ...where [bad results] are present they make it impossible for the singer or actor to maintain his highest standard of functioning as an artist. The idea underlying such methods of training arises from the *belief that it is possible to give specific help to separate parts of the organism,* as if the breathing mechanisms of the artist for instance functioned separately and apart from his vocal mechanisms or his general use of himself, and ... as if the use and functioning of these mechanisms could be separated from the *use and functioning of the organism* as a whole, whereas they *are as closely associated and as dependent upon one another as are the parts of our mental and physical make-up.* ...the person who learns to use himself properly by relying upon the correct employment of the primary

control of his use of himself will breathe to the best possible advantage in singing or speaking as well as in all the other activities of life. He will not need the help of specific 'breathing exercises' for doing anything that is necessary in carrying out his activities, even though these may include the task of putting into practice the procedures of a technique such as is employed, or may in the future come to be employed ..." UCL 188

"... in employing my technique, **no attempt** is made **to gain specific results by direct means,**" UCL 25

"The processes of this form of re-education demand that **the 'means-whereby' to any 'end' must be reasoned out,** not on a specific but **on a general basis**" CCC 139

"A satisfactory technique for making the changes we are considering must be one in which the nature of the procedures provides for a **continuous change towards improving conditions, by a method of indirect approach** ..." UCL 102

"... during the course of this work, a process of building is going on, **fundamental sensory building, on a general and not a specific basis.**" CCC 113

"... my daily experience proves to me that if **specific effects** are to be secured in accordance with scientific method and in such a way as to be lasting, they **must be gained** not by direct but **by indirect means** which involve a knowledge of the use of the primary control." UCL 61

"**Conscious employment of the psycho-physical mechanisms on a basis, not of a specific, but of a general co-ordination in all the acts of living constitutes a real and never-ending intellectual problem of constructive control,** which, instead of destroying, develops the interest and general intellectual pleasure..." CCC 189

"... by means of a **conscious employment of the primary control of use** we can with confidence ensure the best possible manner of use of ourselves at all times and in all circumstances, and ... **by this indirect means our psycho-physical self can be energized and controlled to the best advantage,** no matter what our activities may be. ... **Learning to 'do' by this procedure is** not learning to 'do' exercises on a trial and error plan, but **learning to work to a principle,** not only in using the self but in the application of the technique outside the self. **A person who learns to work to a principle in doing one exercise will have learned to do all exercises, but the person who learns just to 'do an exercise' will most assuredly have to go on learning to 'do exercises' ad infinitum.**" UCL 215f

3. (Psycho-Physical) Unity

"My own conception is rather of the unity than the diversity of life." MSI 23

"... where the human machinery is concerned Nature does not work in parts, but treats everything as a whole," MSI 201

"... I base my philosophy and practice on the unity of human potentialities, which, up till now, have been differentiated and represented as 'body,' 'body and mind,' or 'body, mind, and soul.'" CCC 43n

"My life work has been one of dealing with practical procedures based on the principle of unity, and with the associated theoretical conclusions which flowed from them." UCL 138

"... the mental and physical ... in my opinion ... must be considered entirely interdependent, and even more closely knit than is implied by such a phrase." MSI 26f

"... the mental and physical are so inextricably combined that we cannot consider the one without the other,..." MSI 84

"... in the beginning of things there must have been unity, and it was a strange lack of reasoning that permitted men to make a false division in an organism that can be satisfactorily developed only as an indivisible psycho-physical unity." CCC 49

"... before we can unravel the horribly tangled skein of our present existence, we must come to a full STOP, and return to conscious, simple living, believing in the unity underlying all things, and acting in a practical way in accordance with the laws and principles involved." CCC 50

"... no diagnosis can be complete which is not based on that principle of the unity in working of the mechanisms of the organism which involves a close connexion between the manner of use of the mechanisms and the standard of functioning throughout the organism." UoS 31

"... the so-called 'mental' and 'physical' are not separate entities, ... for this reason ... all training, whether it be educative or otherwise, ... must be based upon the indivisible unity of the human organism." UoS 2

"... the technique ... is based on the ... conception ... that it is impossible to separate 'mental' and 'physical' processes in any form of human activity." UoS 1

"The term *psycho-physical* is used both here and throughout my works to indicate the impossibility of separating 'physical' and 'mental' operations in our conception of the working of the human organism." CCC 2

"I venture to assert that ... unified working is characteristic of fundamental life processes, and that every manifestation of activity in living will ... provide ... an example ... of the impossibility of separating so-called mental, physical or any other processes responsible for human manifestations in living." UCL 147

“This indirect procedure is true to the principle that the unity of human organism is indivisible, and where there is an understanding of the means whereby the use of the mechanisms can be directed in practice as a concerted activity, the principle of unity works for good. ...It is in the nature of unity that any change in a part means a change in the whole, ... any attempt to make a fundamental change in the working of a part is bound to alter the use and adjustment of the whole. ... where the concerted use of the mechanisms of the organism is faulty, any attempt to eradicate a defect otherwise than by changing and improving this faulty concerted use is bound to throw out the balance somewhere else.” UoS 30

4. Cause and Effect Relationship in the working of the human organism

"... the first step in re-education is that of establishing in the pupil's mind the **connection** which exists **between cause and effect in every function of the human body**", MSI 120

"The **evils of a personal bad habit do not reveal themselves in a day or in a week, perhaps not in a year**, a remark that is also true of the benefits of a good habit." MSI 5

"... there is not a single one of these **habits of mind, with their resultant habits of body**, which may not be altered by the inculcation of those principles concerning the true poise of the body which I have called the principles of mechanical advantage...." MSI 51f

"... **every defective action is the result of the erroneous preconception of the doer** ... the orders which directly or indirectly follow." MSI 127f

"The **mental habit must be first attacked**, and this mental habit usually lies below the level of consciousness; but **it may be reached by introspection and analysis**, and by the performance of the habitual acts by other than the habitual methods – that is, **by physical acts performed consciously as an effect of the conscious conception and the conscious direction of the mind**." MSI 128

When ... we are seeking to give a [student] conscious control, **the consideration of mental attitude must precede the performance of the act prescribed**. **The act performed is of less consequence than the manner of its performance**. MSI 44f

"In the care of the body the organization is there, aptly and perfectly adjusted to its functions, and **when the ruling power of conscious control has ordained ... sane laws** which shall establish peace and prosperity within the assembly, **the organization already in force will work in harmony to its fit and proper ends**." MSI 175

- *(Planning □"Thinking" □Movement)*

"My reader must not fail to remember that **mental conceptions are the stimuli to the ideomotor centre which passes on the subconscious or conscious guiding orders to the mechanism**." MSI 127

"The **result of the receipt of a stimulus to lift the arm is, ... a 'mental' conception of the act of lifting the arm**, this conception **being followed by** another so-called 'mental' process, that of **giving or withholding consent to react to the stimulus** **If this consent is withheld**, the reaction which would result in a lifting of the arm is inhibited, and **the arm is not lifted**. **If consent is given**, the direction of the mechanisms ... becomes operative, and messages are sent out which bring about the contraction of certain groups of muscles and the relaxation of others, and the arm is lifted." UoS 29

"Ask any one you know to concentrate his mind on a subject... . If your friend is willing to ... earnestly endeavour to concentrate his mind, he will probably knit his forehead, tense his muscles, clench his hands, and either close his eyes or stare fixedly at some point in the room. As a result his mind is very fully occupied with this unusual condition of the body which can be maintained only by repeated orders from the objective mind. ... your friend, ... is ... using his mind ... for the consideration of an unusual bodily condition which he calls 'concentration.' ... I do not believe in any concentration that calls for effort. It is the wish, the conscious desire to do a thing or think a thing, which results in adequate performance. ...

Once eradicate the mental habit of thinking that [concentration] is necessary, once postulate and apprehend the meaning of 'I wish' instead of ['I must' and 'I can't'], and what was difficult will become easy, and pleasure will be substituted for pain. We must cultivate ... the deliberate habit of taking up every occupation with the whole mind, with a living desire to carry each action through to a successful accomplishment, a desire which necessitates bringing into play every faculty of the attention. By use this power develops...

... in all such efforts to apprehend and control mental habits, the first and only real difficulty is to overcome the preliminary inertia of mind..." MSI 61ff

"Let us take, for example, the case of a pupil who has been accustomed to stiffen the muscles of his neck in all his daily activities. ... this habit ... has come about because he is endeavouring to make his neck perform the functions of other parts of his psycho-physical mechanism ... His stiffened neck, in fact, is merely a symptom of general mal-co-ordination in the use of the mechanisms, and any direct attempt to relax it means that he is dealing with it as a 'cause' and not as a 'symptom,' and such an attempt will result in comparative failure unless a satisfactory co-ordinated use of the mechanism in general is restored." CCC 99f

"... the standard of functioning in the performance of any psycho-physical acts depends upon the conception which influences the direction and control of the mechanisms involved ..." CCC 18

"... in every form of activity the use of the mechanisms which comes into operation will be satisfactory or unsatisfactory according to whether our direction of that use is satisfactory or otherwise. Where the direction is satisfactory, satisfactory use of the mechanisms of the organism as a working unity will be ensured, involving a satisfactory use of the different parts, such as the arms, wrists, hands, legs, feet and eyes. It follows that where there is misdirection, this satisfactory use of the mechanisms is not at our command." UoS 36

"...the influence of the manner of use is a constant one upon the general functioning of the organism in every reaction and during every moment of life, and ... this influence can

be a harmful or a beneficial one. ... Hence this influence can be said to be *a universal constant in a technique for living*." UCL xl (comp. UCL p 12)

"Before we can make [5] any *real attempt ... to know ourselves*, we must cultivate, in connexion with our psycho-physical development, [1] an *increasing use of the process of reasoning in conscious endeavour*, and, [3] having reached a *satisfactory standard of readjustment and co-ordination* [2] through the establishment of a *new and reliable sensory appreciation*, [4] we must proceed to *put into practice this satisfactory, conscious use* of the psycho-physical mechanism *in every act of daily life*." CCC 151 [*sequence of cause and effect*]

"Objective evidence of the *dependence of thought and action upon the unified working or interaction of 'physical' and 'mental' mechanisms and processes* is to be found in the first chapter of *The Use of the Self*, and my experience has convinced me that these are manifestations of unified human activity which show at certain stages a preponderance of what is called 'physical,' and at other stages a preponderance of what is called 'mental.'" UCL xxxv f.

5. Causal Relationship between preconceived ideas (incorrect conceptions) and difficulties

"... I will examine what I believe to be the **first and greatest stumbling-block to conscious self-control** – namely, '**rigidity of mind.**' This rigidity results in a fixed habit of thought and its concomitant evils, among which is the subjection of functional and muscular habits to subconscious control." MSI 30

"In our attempts ... we are, at the outset, confronted with the difficulty of mental rigidity. The **preconceptions and habits of thought** with regard to the uses of the muscular mechanisms are the **first if not the only stumbling blocks to the teaching of conscious control.**" MSI 127

"... **the pupil's fixed ideas and conceptions are the cause of the major part of his difficulties.**" CCC 80 [with footnote: applies to the teacher as well.]

"... **the pupil's fixed ideas** as to what constitutes 'right' and what 'wrong' in certain conditions **will produce a deadlock.** For how can new and correct experiences be given to a pupil who, in all the movements he makes, is working subconsciously to reproduce certain feelings that he has grown used to and likes? **The situation is one that no teacher, be he ever so expert, can deal with satisfactorily, one from which the pupil cannot possibly be extricated, until he stops trying to get things right – stops, that is, working blindly for his ends, and gives thought instead to the new means ..., whereby his ends can be attained.**" CCC 85

"... **the stumbling block** in the way of those who wish to help towards such ideals as this **are the habits of thought, the preconceived ideas, inherited beliefs and prejudices** which have formed in most people in the process of becoming dominated by orthodox methods of training and education, **causing many people** whose reactions are reasonable and just in familiar situations, **to react, when they are faced with the unfamiliar, as if they were suddenly bereft of their ordinary judgment, common sense, self-control, sense of justice and reasoning.**" UCL 209

"... man's **failure to make a fundamental change in his reaction is due chiefly to the unnatural and unscientific conception** on which his attempts have been based." UCL 1946, xxix

"... **every defective action is the result of the erroneous preconception of the doer,...**" MSI 124

"... [the person's] **imperfections or defects** [in the use of his psycho-physical mechanism] **are due entirely to causes springing directly or indirectly from his own ideas and acts.**" MSI 126

"... my unsatisfactory reaction to the idea of reciting ... expressed itself in pulling back the head, depressing the larynx, and sucking in breath." UoS 16

"... by his reasoning faculties and practical proof, he knows that his sense of feeling is misleading and is the outcome of erroneous preconceived ideas." MSI 154

"... the majority of physical defects have come about by the action of the patient's own will operating under the influence of erroneous preconceived ideas and consequent delusions, ... and ... these conditions can be changed by that same will directed by a right conception implanted by the teacher." MSI 130

"The preconceptions and habits of thought with regard to the uses of the muscular mechanisms are the first if not the only stumbling blocks to the teaching of conscious control. ... These preconceptions and habits of thought ... must be broken down, and since the reactions of mind on body and body on mind are so intimate, it is often necessary to break down these preconceptions of mind by performing muscular acts for the subject vicariously" MSI 128

"My method is to make an examination and then to apply tests to discover the real cause or causes – namely, the erroneous preconceived ideas – and to find out what minimum of control is left I lay much stress on the mental attitude of the patient; ... I then explain to him that his own will (not mine or some higher will) is to effect the desired change, but that it must first be directed in a rational way to bring about a physical manifestation,..." MSI 129

A person decides to learn something or to learn to do something.

Where a person succeeds in this connection, ... the success of his attempt means that his conception of the act to be performed involves the employment of satisfactory means whereby he will be able to gain his desired "end." ... the activities of the psycho-physical mechanisms involved in his attempt will be the result of satisfactory direction and control.

... where a person does not succeed ... the failure of his attempt means that there are defects in his conception of the act to be performed, in the sense that this conception does not involve the employment of satisfactory means whereby he will be able to gain his desired "end." ... the activities of the psycho-physical mechanisms involved in his attempts will be the result of unsatisfactory direction and control, resulting in a misdirected use of the psycho-physical mechanisms, ... CCC 14

"... limitations and imperfections ... as well as cancer, appendicitis, bronchitis, tuberculosis, etc., are too often permitted to remain uneradicated and frequently undetected, ... the real cause of the development of such diseases is to be found in the erroneous preconceived ideas..."

... a subconscious direction ... in the imperfectly co-ordinated person is based on bad experiences and on the erroneous preconceived ideas ... such direction is faulty and leads to the development of serious defects and imperfections.

... little or no attention ... has been given to the vital and harmful influence of this faulty direction ... and of the erroneous preconceived ideas and faulty posture associated therewith. Under such influences the subject can hardly fail to cultivate a wrong mental attitude towards life in general and towards the art of living (evolving satisfactorily) ...”
MSI 110f

”... it behoves every individual to stop – and I mean this in its fullest sense – and reconsider every particle of supposed knowledge ... derived from his general education, from his religious, political, moral, ethical, social, legal, and economic training, and ask himself the plain, straightforward question, ‘why do I believe these things?’ ‘By what process of reasoning did I arrive at these conclusions?’” CCC 50

”... a change in the nature of human reaction is essential if mankind is not to remain saddled with frustrating static and obsolete beliefs, ideas, conceptions and relative values which have long since outlived their usefulness. Obsolete indeed as were many of our ideas, conceptions, beliefs, and so on, ... the past few years have completely altered the foundations of our previous ways of life, and it has become a matter of prime necessity to re-examine the pedigree of all such ideas, conceptions and beliefs with which our overt activities are associated.” UCL 1946, 197

”...sit down and think over all the beliefs and ideas [people] have got and find out where they came from. You would not have many left. After a week’s thought, you would throw them overboard.” AaL 172

”... any attempt ... to bring about changes in his own reaction or that of others must begin by throwing overboard the conceptions and beliefs that are associated with the feeling upon which he has previously relied for guidance and control in the use of himself in carrying out all his activities. He will need to substitute for these a new conception leading to belief in new procedures, if he is ever to understand what is necessary to the making of fundamental change in reaction. This will call for a change in guidance and control in carrying out the new procedures that have been reasoned out as best for his purpose, but as these lead to changes in the use of the organism which are associated with unfamiliar motor and sensory experiences, sometimes disconcertingly so, much more is needed than a belief arising from intellectual considerations alone, if he is to hold to this belief during the employment of these procedures.” UCL xli

6. Imperfect Sensory Appreciation

Feelings not to be relied on for guidance or judgement

"... the **sensory appreciation** upon which [the pupil] is depending to 'know' whether his means are right or not **is deceiving** him, so that what he feels is the right use of himself in gaining his end is in fact wrong." UoS 42

"I had proved in my own case and in that of others that instinctive control and direction of use had become so unsatisfactory, and the associated **feeling** so untrustworthy as a guide, that it **could lead us to do the very opposite of what we wished to do or thought we were doing.**" UoS 16

"... in teaching pupils ... I have found that **untrustworthiness of sensory appreciation is present in varying degrees in all of them, exerting, as in my own case, a harmful influence** upon their use and functioning, and consequently **upon their manner of reacting to stimuli.** ... the prevalence of **sensory untrustworthiness is of the utmost significance in relation to the problem of the control of human reaction.**" UoS 26

"... **we are forced to dispense, for the time being, with the sense of feeling as a guide** ... we cannot follow that way on our old mode of procedure, **because our guides in the form of sensory appreciations** (feeling-tones), general experience, and judgment **are unworthy of our confidence**, and will guide us in such a way that, even if we succeed in eradicating some specific defect, it will be found that in the process we have cultivated a number of others which are as bad, or even worse than the original." MSI 124

"**Sensation has usurped the throne so feebly defended by reason, and sense, once it has obtained power, is the most pitiless of autocrats.** If we are to maintain the succession that is our supreme inheritance, **we must first break the power of the usurper, and then re-establish our sovereign**, no longer dull and indifferent to the welfare of his kingdom, but active, vigilant and open-eyed to the evils which result from his old policy of *laissez-faire.*" MSI 174

"Almost all civilized human creatures have developed a condition in which the **sensory appreciation ... is more or less imperfect and deceptive**, and it naturally **follows that it cannot be relied upon** in re-education, readjustment and co-ordination, or in our attempts to put right something we know to be wrong with our psycho-physical selves." CCC 95

"... to get a direction of my use which would *ensure* this satisfactory reaction, **I must cease to rely upon ... feeling ..., and in its place employ my reasoning processes**, in order (1) to **analyse the conditions ... present**; (2) to **... reason out [an appropriate] means**; (3) to **project consciously the directions required for [bringing about the] means...**" UoS 17

"... all 'trying' starts from some personal conviction that in some way we shall be able to do what we are trying to do, and this conviction, like conviction on any other point, is made possible only by virtue of impressions received through the agency of our sensory processes.* We must therefore see that the validity of this conviction is dependent upon the nature of the functioning of our sensory make-up. If this is satisfactory, our sensory register of impressions of what we are doing and experiencing in response to the stimulus to 'try' is likely to be a true register; in other words, the reaction we register is likely to be the reaction that is actually taking place. On the other hand, if the functioning of our sensory make-up is unsatisfactory, our register of what is happening in response to the stimulus to 'try' is likely to be deceptive, so that the reaction we register is more than likely to be different from the reaction that has actually taken place." UoS 78 [**also example of FM once again practicing Creative Physiology*]

"The time will come when you will be able to trust your feeling; when that time comes you won't want to because you'll have something so much more reliable which will take you into the sort of change you want." (M. Barlow, Memorial Lecture 1995, AJ 1997)

7. Means-Whereby Principle

(reasoning consideration of the causes of the conditions present, and thinking out a reasonable means whereby an end may be gained)

vs. End-Gaining Principle

"... the **one great principle on which** I claim **man's satisfactory progress in civilization depends** – namely, the principle of **thinking out the reasonable means whereby a certain end can be achieved**, as opposed to the old subconscious plan of working blindly for an immediate 'end.'" CCC 42

"**The act performed is of less consequence than the manner of its performance.**" MSI 45

"The **end** for which [we] are working **is of minor importance** as compared with **the way we direct the use of ourselves for the gaining of that end.**" UoS 82

"It is not the degree of "willing" or "trying", but **the way in which the energy is directed, that is going to make the 'willing' or 'trying' effective.**" UoS 37n

"... when an end is desired, the procedure is based on the conception that [it] necessitates the **thinking out of new and improved 'means-whereby'** which **will ensure that the manner of use of the self will not be associated with misdirection of the associated mechanisms**, and so prove a stumbling-block in achieving the end. This is an **indirect procedure...**" UCL 11

"... end-gaining involves the conception and procedure of going *direct for an end* without consideration as to whether the 'means-whereby' to be employed are the best for the purpose ... This end-gaining plan is one of trial and error, ... the end-gaining procedure no longer meets individual needs.

According to ... **the 'means-whereby'** conception, this fact is recognized. Consequently, when an end is desired, the **procedure is based on the conception that the manner of use of the self is no longer satisfactory**, ... that this, therefore, **necessitates the thinking out of new and improved 'means-whereby'** which will ensure that the manner of use of the self will not be associated with misdirection of the associated mechanisms, and so prove a stumbling block in achieving the end.

This is an indirect procedure, and ... it involves the inhibition of familiar messages responsible for habitual familiar activity, and the substituting for these of unfamiliar messages responsible for new and unfamiliar activity." UCL 14 f

"The 'end-gaining' principle involves a direct procedure on the part of the person endeavouring to gain the desired 'end.' This direct procedure is associated with dependence upon subconscious guidance and control, leading, in cases where a condition of mal-co-ordination is present, to an unsatisfactory use of the mechanisms and to an increase in the defects and peculiarities already existing. The 'means-whereby' principle, on the other hand, involves a **reasoning consideration of the causes of the conditions present, and an indirect** instead of a direct **procedure** ... This indirect procedure is ...

associated with constructive conscious guidance and control and with the consequent satisfactory use of the mechanisms, which establishes the conditions essential to the increasing development of potentialities." CCC 5-6n

"... the principle of reasoning out on a general basis the means whereby we shall command our 'ends' simply implies a common-sense procedure." CCC 139f

"It is essential, ... that in every case the 'means whereby' rather than the 'end' should be held in mind. As long as the 'end' is held in mind instead of the 'means,' the muscular act, or series of acts, will always be performed in accordance with the mode established by old habits. When each stage of the series essential to the 'means whereby' is correctly apprehended by the conscious mind of the subject, the old habits can be broken up, [and every muscular action be made consciously]." MSI 113f [Conscious Control 1912, Centerline 77]

"Confidence is born of success, not of failure, and our processes in education and in the general art of living must be based upon principles which will enable us to make certain of the satisfactory means whereby an end may be secured, and thus to command a large percentage of those satisfactory experiences which develop confidence..." CCC 185

"... if an individual is to reach that satisfactory stage of progress where he can be reasonably certain of success in achieving his 'ends,' those principles must be observed which imply reliance in all activities upon the means whereby an 'end' may be gained, irrespective of whether, during the progress of the activities concerned, the performance is correct or incorrect." CCC 134

"... the directions or guiding orders given to the pupil are based in every case on the principle of ceasing to work in blind pursuit of an 'end,' and of attending instead to the means whereby this 'end' can be attained." CCC 97

"... suppose that I have requested the pupil to order the spine to lengthen and the neck to relax. If, instead of merely framing and holding this desire in his mind, he attempts the physical performance of these acts, he will invariably stiffen the muscles of his neck and shorten his spine, since these are the movements habitually associated in his mind with lengthening his spine, and the muscles will contract in accordance with the old associations." MSI 122

"His mental training had been solely on the lines of working for an 'end' ('one-brain-track method') instead of holding in his mind the 'means whereby'." MSI 163

"... [the teacher] asks his pupil not to make any attempt to gain the 'end' at all, but instead to learn gradually to remember the guiding orders or directions, which are the fore-

runners of the means whereby the end may one day be gained. This may not be today, to-morrow, or the next day, but it will be..." CCC 131

"It matters not whether [man] considers it necessary to do something to improve his personal well-being or that of others, to 'cure' some defect or disease, or to make some social, political, financial, business, religious or educational reform; in the long run he will defeat himself by his habit of concentrating on his end, without having first thought out the means whereby harmful by-products will not be created in the process of gaining it." UCL 70

"... where the 'means-whereby' are right for the purpose, desired ends will come. They are inevitable. Why then be concerned as to the manner or speed of their coming? We should reserve all thought, energy and concern for the means whereby we may command the manner of their coming." UCL 105 [also example for Cause and Effect Relationship]

8. Conscious, Reasoning Guidance and Control / Direction

as prerequisite necessary for genuine change and improvement towards positive values in the AT, such as mobility, responsiveness, comprehension and assimilation of new ideas, rapid adaptability, versatility, originality, spontaneity, vitality.

"... if I were ever to be able to react satisfactorily to the stimulus to use my voice, I must replace my old instinctive (unreasoned) direction of myself by a new conscious (reasoned) direction." UoS 17

"... in the mind of man lies the secret of his ability to resist, to conquer and finally to govern the circumstance of his life, and only by the discovery of that secret will he ever be able to realize completely the perfect condition of *mens sana in corpore sano*." MSI 6

"... the intelligent recognition of the principles essential to guidance by conscious control are essential to the full mental and physical development of the human race. ... if mankind is to evolve to the higher stages of mental and physical perfection, he must be guided by these principles." MSI 109

"... conscious guidance and control, as a universal, must be the fundamental of future education." MSI 85

"In prescribing the principles of conscious guidance and control, we are dealing not with an epidemic of physical or mental degeneracy, but with a stage in the progress of the human race from the subconscious and instinctive to the conscious and reasoned command of the whole human mechanism." MSI 115

"When guidance by conscious control and reason supersedes guidance by instinct, we shall be able to develop our potentialities to the full." MSI 123

"... if we are really to progress in the future, subconscious guidance must be superseded by a reasoned and conscious guidance which can safeguard us in unusual circumstances and at critical moments." MSI 151

"...an adequate quickening of the response to the stimuli, arising from the need for some comparatively rapid change, calls for a corresponding quickening of the spheres of direction and control in the use of the psycho-physical mechanisms involved, such as is possible only on a plane of constructive conscious control." CCC 32n

"... in order to meet satisfactorily the requirements of his new and changing environment, [man] must employ new guidance and direction, and ... in order to build up this new guidance with the rapidity that his necessities demanded, he must call upon reasoning to supersede instinct ... in the use of his psycho-physical mechanisms. ... his ... psycho-

physical equipment must pass from the subconscious to the conscious plane of guidance and direction." CCC 30

"... **civilization**, with its multitudinous problems of life and its perpetual interplay of personalities, **demands even in the minutiae of physical action a constant reasoning, a deliberate and comparatively rapid adaptation to surroundings such as instinct is quite unable to provide.**" MSI 119

"... I use the term **conscious guidance and control** to indicate, primarily, **a plane to be reached rather than a method of reaching it.**" CCC 6n

"**Conscious control is imperative**, because instinct in our advancing civilization largely fails to meet the needs of our complex environment. ...

With conscious control, on the other hand, **true development (unfolding), education (drawing out) and evolution are possible along intellectual** as against the old orthodox and fallacious **lines, by means of reasoned processes, analysed, understood and explicitly directed.** ...

... man's supreme inheritance of conscious guidance and control is **within the grasp of any one who will take the trouble to cultivate it.**" MSI 137

"In a perfect world, unconscious imitation would not be able to exert a perverting influence, ... but we shall never attain it by any means other than these **principles of conscious, reasoning, deliberate construction, or reconstruction, upon which I have based the whole of my theory and practice.**" MSI 178

"... all systems of physical culture ... must necessarily fail unless they take into account that **first and last essential, the free use and consciousness of the reasoning, controlling mind.**" MSI 187

"Since ... **conscious guidance and control is necessary and is being practised to some extent, inefficiently, by every civilized man and woman**, it is essential that **its principle should be thoroughly understood.**" MSI 120

"... during the process of subconscious development the human creature has also developed the ability to sustain continuous projections of orders. **Insistence, therefore, on the necessity and importance of sustained projections in the work of co-ordination and re-education is based ... on a very old and fundamental principle in human development.**" CCC 166

"[Pupils] speak sometimes as if it were a strange and new thing to ask them to give themselves orders, forgetting that **they have been doing this subconsciously from their**

earliest days, else they would not be able to stand up without help, much less move about. The point that is new ... is that the pupil is asked consciously to give himself orders, evolved from a consideration of the requirements ... of a conscious, reasoning use of the organism, ... the satisfactory employment of which depends on the pupil's clear understanding (1) as to which of these orders are primary, to be given, but not to be carried out (inhibition), and (2) as to which are to follow and to be actually carried out." CCC 101

"... 'reasoning from the known to the unknown,' as in my technique, depends upon the conscious employment of means that conform to biological, physiological, and other laws known to us; in which, also, the observation of phenomena in cause and effect can be tested according to strict scientific method, so that, as Dr. Dewey writes ..., 'the causes that are used to explain the consequences, or effects, can be concretely followed up to show that they actually produce these consequences and not others.'" CCC xxvi [Dewey: "...and no others"]

"It is only necessary to read of the treatment meted out by orthodox thinkers ... to the discoverers of other epoch-making truths ... to appreciate the importance of so educating the child, the youth, and the adult that their reaction to the unfamiliar will be one of enquiry, tolerance and sympathy, rather than hostility. Only in this way can they be given the opportunity for examining the unfamiliar and for employing all possible means for finding out whether or not another valuable discovery may not have come to light.

... This was appreciated by the late Joseph Rowntree when he said of my technique that it was 'reasoning from the known to the unknown, the known being the wrong and the unknown being the right.'" UCL 211 [Authorized Summaries 136]

"It is essential that the peoples of civilization should comprehend the value of their inheritance, ... which will enable them to govern the uses of their own physical mechanisms. By and through consciousness and the application of a reasoning intelligence, man may rise above the powers of all disease and physical disabilities. This triumph is not to be won in sleep, in trance, in submission, in paralysis or in anaesthesia, but in a clear, open-eyed, reasoning, deliberate consciousness and apprehension of the wonderful potentialities possessed by mankind, the transcendent inheritance of a conscious mind." MSI 142

- *Influence on Sensory Appreciation ("Kinesthesia" · "Feeling" · "Sensory Awareness")*

"... the first principle in all training, from the earliest years of child life, must be on a conscious plane of co-ordination, re-education and readjustment, which will establish a normal kinaesthesia." MSI 42

"... our first efforts to enable man to rise above the depths in which he is now struggling, ... should be devoted to the establishment in the individual of a reliable sensory appreciation by means of conscious, reasoning guidance"... CCC 62

"... immediately we decide to do something to remove a psycho-physical imperfection or defect, **the first thing is to acquire gradually a reliable sensory appreciation during a process of re-education, readjustment, and co-ordination on a basis of constructive, conscious guidance and control.**" CCC 55

"By this process of Re-education an effective installation is made of the reflex muscular systems involved **through the creation of an intelligent directive power** on the part of the individual, thus **removing a crude and useless kinaesthesia**, which must be regarded as either debauched or deformed, and **establishing one of valid and unailing function.**" MSI (1910) 61

"The problem, then, before us is to find **a means whereby a reliable sensory appreciation can be developed and maintained** throughout the organism, and the basis for my argument is that both in education and in re-education **this must be brought about in every case by the reliance of the individual**, not upon subconscious, but **upon conscious, reasoning guidance and control.** ... **where defects have already been developed**, we find that **satisfactory results cannot be secured unless during the process a new and reliable sensory appreciation is being gradually acquired.**" CCC 95

"... all those who wish to change something in themselves must learn to make it a principle of life to inhibit their immediate reaction to any stimulus to gain a desired end, and ... *they must continue this inhibition* whilst they employ the new direction of their use. By adhering to this principle they will find that this **conscious direction of their use will gradually come to be associated with a sensory criterion upon which they can rely as a more accurate register of impressions.**" UoS 77

"... [the pupil's] confidence in the reliability of his sensory appreciation ... ensures that **any interference with the co-ordinated use of himself will come to his consciousness** as soon as it occurs (awareness). **This consciousness is really a state of acute awareness which has been developed in him during the processes of re-education and co-ordination on a general basis...**" CCC 135

"... the technique which I advocate for the building up of a conscious direction of use, ... its employment demands that instinctive reaction be inhibited and superseded by reasoning processes. I have found that **in this process of acquiring a conscious direction of use my pupils gradually develop a higher standard of sensory awareness or appreciation** of what they are doing in the use of themselves, so that when it comes to carrying out a course of activity they have decided upon, they possess a criterion *within themselves* which will enable them to judge whether the use they are employing is right or not for the purpose." UoS 76

9. One Thought

"The poise of the head in relationship with the body in movement is the key to freedom and ease of motion."

Idea that disciplining our mind to take advantage of this fact of Nature represented by the One Thought is an invaluable and indispensable tool for reaching our goals in the best possible way.

"... there is a **primary control of the use of the self, which governs the working of all the mechanisms** and so renders the control of the complex human organism comparatively simple." UoS 39

"When ... a person's manner of use is such that there is no interference with the **correct employment of the primary control**, it means that **an influence is constantly operating in his favour, tending always to raise the standard of functioning** within the self, both in outside activity and during sleep.

The full significance of this will be apparent to those of us who have had the experience of **applying my technique consistently to the task of changing use by the indirect method of preventing interference with the manner of employment of the primary control**, for this experience involves a practical demonstration that **our manner of use is a constant influence for good or ill upon our general functioning.**" UCL 11f

"... **it is necessary as a preliminary to making changes**, to restore reliable guidance and control, and to this end **to employ a technique by means of which we can bring about that manner of the employment of the primary control which has an integrating influence upon the mechanisms of the organism.**" UCL 120

"... attempts which were made with the aim of correcting certain defects by *direct* control led through their failure to the discovery of the existence of **a primary control of the use of the self**, and then to the further discovery that when once the habitual wrong response to the stimulus to activity was inhibited, **the right employment of this primary control led indirectly to the gradual disappearance of the defects**; that, indeed, these defects were found to be by-products of a wrong employment of the primary control.

The discovery of this control made possible the evolution of a technique, and **the understanding of the right employment of this control is fundamental therefore to the application of my technique...**the **changes in the manner of use of the self** brought about through my technique **emerges as an indirect result of means which are conditioned by, and dependent upon, the right employment of the primary control.**

... the inhibition of the 'immediate response' ... is *primarily the inhibition of the habitual response to any activity which results in the wrong employment of the primary control.* ...

When once he has gained this knowledge of the working of the primary control and has learned to put it into practice, [man] will be able to use himself to the best advantage in the carrying out of the technique, or in anything else which he may wish to do, and this knowledge is essential to his success in any attempt to put the technique into practice in his ... work or any ... occupation." UCL 185f

10. Well-Madeness

"I look to **that wonderful instrument, the human body**, for the true solution of our difficulty, an instrument so inimitably adaptable, so **full of marvellous potentialities of resistance and recuperation**, that it is able, when properly used, **to overcome all the forces of disease** which may be arrayed against it." MSI xvi

"... the organism itself, **that marvellous psycho-physical instrument** which **holds within itself the potentialities for the satisfying of ... demands.**" CCC 5

"... his body was a **very delicate and highly co-ordinated piece of machinery...**" CCC 39

"... this **masterpiece of psycho-physical machinery, more subtle, more delicate in its workings than the most intricate man-made machine ...**"; "**wonderful psycho-physical machinery**" CCC 41

"In the care of the body **the organization is there, aptly and perfectly adjusted to its functions**, and **when the ruling power of conscious control has ordained ... sane laws** which shall establish peace and prosperity within the assembly, **the organization already in force will work in harmony to its fit and proper ends.**" MSI 175

"In the ... human psycho-physical organism, **the controlling mechanism is a wonderful psycho-physical process by means of which an almost unlimited use of the different units** which make up the whole **may be brought about**, so that at one moment a correct use and at another an incorrect use may be commanded." CCC 22

"... the mechanical working of the structures of the organism is not complicated but complex, ... although there are present a large number of factors or means which are related to one another ..., the act of using them ... is one and simple. Satisfactory psycho-physical activity depends upon **psycho-mechanical structures** which **are complex, but of which the mechanical working does not become complicated until the mechanism get out of order.**" CCC 8

"**Every living human being is** a psycho-physical unity, **equipped with marvellous mechanisms through which**, when set in motion by the stimulus of some desire or need, **all reactions take place.**" UCL 6

"If you stop the wrong thing from happening, **the right thing will do itself.**" (FMA)

... **Alexander repeated over and over again, and more and more towards the end of his life, "The right thing does itself..."** (W. Carrington, Thinking Aloud 74)

FM used to say, "**You are all quite perfect**, except for what you are doing." (M. Barlow)

"Mr Alexander used to say, 'You don't have to do anything. All you have to do is to stop the wrong thing from taking place and **the thing you want to happen will take place because you are perfectly made.** But nobody wants to hear that; they would rather do it right.'" (M. Goldie)

11. Genuine Trust

"... if I was ever to succeed in making the changes in use I desired, I must subject the processes directing my use to a new experience – the experience, that is, of being dominated by reasoning instead of by feeling, particularly at the critical moment when the giving of directions merged into 'doing' for the gaining of the end I had decided upon.

This meant that I must be prepared to carry on with any procedure I had reasoned out as best for my purpose, even though that procedure might *feel wrong*. In other words, my trust in my reasoning processes to bring me safely to my 'end' must be a genuine trust, not a half-trust needing the assurance of *feeling right* as well." UoS 22

Encore

No. 2, 4, 5, 8, 10

"... man has made a specific application of so-called conscious control in the employment of his powers of reasoning in relation to 'causes and effects,' 'means and consequences' outside of the human organism, but this attempt at specific control of environment has not resulted in a really reliable control of actual consequences; ... the longer we continue to apply this form of unreliable 'conscious control,' the worse off we are likely to be. ... if we are ever to command a reliable constructive control of environment and satisfactory reasoning in relation to 'causes and effects,' 'means and consequences' in this connexion, we must be able primarily to command fundamental constructive conscious control of the individual psycho-physical organism. This calls for a higher and higher standard of psycho-physical functioning, which in turn demands a satisfactory and growing understanding and conscious use of the wonderful mechanisms concerned. This process provides the human creature with a sphere of psycho-physical activity, almost unlimited in its possibilities, ..." CCC 194