

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. His teacher points this out to him, and explains that this habit of stiffening his neck has come about because he is endeavouring to make his neck perform the functions of other parts of his psycho-physical mechanism, so that it is not an isolated defect, but connected with other harmful imperfections in the use of himself. 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. The teacher further explains that, as the pupil’s sensory appreciation is unreliable,* it is unlikely that he will be able to do anything himself to remedy these defects, but that if he will inhibit his desire to stiffen his neck, and give himself the guiding orders or directions to relax it, the teacher will be able by means of manipulation to bring about such a general readjustment of his body that, as a result, his neck will be relaxed.

If, after this explanation, the pupil gives himself the order to relax his neck (i.e., inhibits his desire to stiffen it), his teacher, provided he has the necessary knowledge and experience, will be able to assist him to bring about *those general conditions upon which relaxation of the neck depends*. If, on the other hand, the pupil forgets to inhibit, and so, when he is asked to order his neck to relax, tries to relax it *by direct means* (i.e., according to his own idea of relaxing it), he will in this attempt either do exactly what he has always done with his neck (i.e. stiffen it), or else bring about in one or more parts, or perhaps in the whole organism, a more or less collapsed condition, and until he stops trying to relax it by direct means, the teacher, be he ever so expert, will

* In this regard, it is significant that the pupil whose sensory appreciation in connection with the use of his organism is most unreliable (the pupil, for example, who “feels” that his head is going forward when he is carefully putting it back) is the one who is most unwilling to believe that he really does not know what he is doing with himself, and who, in spite of all remonstrances, will persist in trying to carry out the orders himself, instead of inhibiting this desire and allowing the teacher to assist him in carrying them out.

be able to do little towards bringing about those conditions which make for a satisfactory state of relaxation of the neck.

Another difficulty which pupils make for themselves is in connection with the giving of guiding orders or directions. They 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 in the scheme we are considering is that the pupil is asked consciously to give himself orders, evolved from a consideration of the requirements, not of a subconscious, but of a conscious, reasoning use of the organism, orders and directions, moreover, 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.

To make this clear let us suppose that a pupil is asked by his teacher to sit down. Now if he obeys this order at once and sits down, he will be guided in doing so by the unreliable sensory appreciation established in connection with the performance of the act in his case; that is, he will simply repeat his usual faulty subconscious manner of sitting down. The object of his re-education is to eradicate such psycho-physical faults, and so, as soon as he is asked to sit down, he immediately says "No," and gives himself the order not to sit down, thereby inhibiting the misdirected activity hitherto connected with the act, a procedure which prevents indulgence in the old subconscious faults.

The old faulty activity being prevented by the processes just indicated, the pupil will then proceed to give his attention to the different guiding or directing orders which the teacher considers essential to the correct direction and control of those psycho-mechanics (the correct "means-whereby") concerned with the satisfactory use of the organism as a whole in the act of sitting down. *These are the orders to be ultimately carried out by the pupil.*

It follows, then, that the orders which are to be given, but not to be carried out, are those which, if carried out, would result in the habitual faulty use of the mechanisms. They can therefore be referred to as "preventive orders." All orders which follow preventive orders