

"As a many year private student of Miss Todd  
and her Boston teachers).

1923-1949 I feel exceptionally well qualified  
to evaluate her teaching from several angles.  
I gave it full time in the beginning and  
helped out in the office as a receptionist  
and also <sup>act</sup> appointment sec'y.

Miss Choate and Miss Whitman were  
the Boston secretaries and very sensitive  
to the needs of those who come for lessons.  
I could appreciate this because I had recently  
graduated from a <sup>3 yr</sup> nursing course in which  
I learned much psychologically apart from  
the general training course.

I was interested in the various types of  
people, men, women, children, and in watching  
how well Miss Todd adapted to them. She  
pleased them personally while at the same  
time studying their reactions which showed  
up their difficulties. Her professional interest  
came first in her mind and when the <sup>student</sup> was  
an older man she launched immediately into  
the particular phase of the teaching in which he  
was interested, as well as his personal problem  
structurally.

Miss Todd's need was so great  
Her understanding of things needed was  
natural performance of body

Her studies had included the scientific  
reading was intellectual - scientific <sup>proof</sup>  
<sub>equivalents</sub>

Her studies had given action & direction  
voice production & therapy

Her professional life contacted leading  
people in the field

Main aid was her motivation

Miss Todd proved her theories by belief

Belief in them - had proven them in herself  
and did up to her last hour

Continually proved them in others by  
her teaching and therapy. Later her  
writing - The Thinking Body etc.  
which continues to prove the theories as time goes on

## Biography

Mrs Galbraith said to practice before going to sleep, as I think of images (an image) and arrange position for sleep, and do the same if awoken in the night, I find that I frequently awaken with a new advanced idea or simplification of statement of an idea. It seems to have come as a matter of fact with no effort.

---

Mrs Colwell made the statement to me during a lesson that one should never put a tired body to sleep. That a little practice would rest it and it would relax into sleep naturally.

~~both refer to the unconscious.~~

Work on your sternum. she did a great deal on her's several approaches

initially related to therapy <sup>education</sup> I could not get a response from mine so I abandoned the instruction. Now it is coming my way.

Mrs Sargent's remark, The teachers have the best of this.

For other people. That is not the way Dr Warranus Taylor's remark you like to do things

"Help others to help themselves". This did not put me in education. I was already in it. But it pointed out a clearer course for me to follow.

[ The reason for repetition in the "Thinking Body" was the necessity for continuous restatement in order to direct the imagery for action in the new pattern.

Continued use of a new design helps to develop it as the habit of movement in the body and thus to achieve anatomical balance in our changing culture.

A persons own muscles can not reach well enough without direction to produce the new habit pattern with one statement alone. It needs many. ]

Beginning to understand balance starts with a concept of the beauty and efficiency of the bone structure. To understand balance we must also understand the system of levers.

Principles  
gravity

We learn by repetition the same as in childhood  
if we start with a good awareness we are able to learn  
faster than if we have to begin with the lowest basic  
elements. This is true of the reeducation of the  
human body. The repetition in the Thinking Body  
when I first noticed it seemed rather unnecessary  
but as time went on and I gained new light on  
re-reading a passage I began to understand why  
it was a good thing to have it that way. It is  
possible that Miss Todd was so accustomed to  
finding it necessary to remind her student in a class  
session that she did the same thing when putting  
the images on paper. Another reason could be  
that in assembling the body parts for shifting movement  
the picture would not be complete by assuming  
that the readers memory would take them along  
in her mind.

The Alexander Technique was not a split one. It all pointed to Matthias P. Alexander.

The Todd tech. was split into many differing approaches or so it seemed. That made it impossible to describe. The principles lost in the maze of therapy approaches and imagery.

The therapy approach differed with each teacher as well as imagery approach and <sup>movement</sup> mm. approach. I went into it with idea of adapting it to what I thought. I had no idea of adapting to someone else. <sup>someone</sup> Living with natural elements and interested in natural mm. of children.

André Bernard learned to use one hand and I caught on to the fact that it was the better way for a teacher to keep his own balance as well as keep the student self-reliant.

Some of these principles were brought to Miss Todd's attention in the study of voice production.

Miss Todd was strong muscularly. She was a grand exponent of her principles, not perfect but in command of more of them than any other teacher.

She had balance - muscular strength - great energy suppleness - ease - she oozed strength into you -

Physical traits - her walk was assured - definite - and 50 (when I met her) but light, elastic and springy. Purposeful

Speech - well trained - full -

Long strenuous hours that she put in day after day liked young people and being with them.

Matronly appearance - deep chest - rounded arms full face - hair parted - round at waist line with a full back. Liked to wear heels like other women but I didn't notice what she did. What Sr. told her after <sup>being</sup> bitten by dog.

Repetition in hidden you bothered me because she was waiting personal energy editor of her book had died. One who said, "to the family" that it was the most interesting book on which he had ever worked".

1874

o she 3 she

34/50 60/76 - lived to 82

1956-1956 I saw her from 1923 - 1949 inclusive - contrast in 1<sup>st</sup> & last of period she was about 16 yrs older than I. Seemed so youthful at 50 and seeming with energy. Heart attacks at 76 but appearance was good. kidney difficulty

When Tadora Dawson began dancing  
 the world was muscle minded and  
 muscle bound. It opened their <sup>own</sup> eyes  
 to see her vision was clearly  
 of the possibilities in the human body.  
 She was already forming the direction  
 in which she was to go through her  
 experiences - love of horses - family interest  
 in them (Tadora). She was motivated towards  
 the science of movement by natural  
 endowment, her mother gave her courage  
 and confidence in what she believed  
 and felt within herself.

BROADWAY CONCERNED  
 SIGNED CHRIST'S VOLUNTEERS

|    |      |  |    |
|----|------|--|----|
| 1  | Aug. |  | 13 |
| 12 |      |  | 27 |
| 22 |      |  |    |
| 29 |      |  | 11 |
|    |      |  | 25 |

- Assignment (order of preference):
- Receptionist \_\_\_\_\_
  - Roving Coordinator \_\_\_\_\_
  - Host-Hostess \_\_\_\_\_
  - Literature \_\_\_\_\_
  - Music (specify) \_\_\_\_\_
  - Art (specify) \_\_\_\_\_
  - Usher for Service \_\_\_\_\_
  - Other (specify) \_\_\_\_\_

Signed \_\_\_\_\_



My conscious mind did not have the ability that was in my unconscious.

What do you think the role of a manual is in relation to the approach begun by Todd? (Book of My Mind response to your question).

Miss Todd taught and said that the image should be as exact in location in your body as possible. The results are proportionate to it.

I never saw another body work as Todd did. She stood apart. In mental and physical grasp of her subject. I saw her when writing The Hidden You and felt it took a lot of effort on her part. Miss Colwell achieved something of the same equality in her touch through the exact feeling of it. She had very skilful finger touch, it was sensitive.

Dr. Sveigard's was quite accurate but more impersonal as if you were inanimate. I did not enjoy her working on me, or Mabel Eldred's who was less accurate than L.E.S. I felt Mrs. Bates touch was too osteopathic and I did not relate to it as to an osteopath. I might have with time.

Audrie's touch also Jeanie's always helped me and others liked their touch very much. It was nearer like my own. Audrie caught on to the fact that it was the line of direction that helped people to grasp the image as well as the exactness. The manuals aim in this direction. It depends on the clarity of the image and whether it lies within the range of a persons own experience. Using a students own touch has a future in its development I think. Touch is a sense approach. It can be exploited toward others if used unwisely. As I think of it a useful educational device.

(1) He looked surprised. Without a student before me. My mind may be a blank to be examined.

could I look back - learned well. Then from the real one of the letters to come. Degree of the fine to knowledge. (over)

27  
Tool is what education can make of it.  
It needs to be kept impersonal for swi use.  
It may be that breath can be developed through  
education to do what the person's own touch seems to  
believe. I can sense that it can go far in this direction  
but how far I do not know.

I started a manual as I found there was so much  
a person did not know in relation to his physical  
state. When I was a child our family doctor would  
explain things to one but they do <sup>not</sup> have time today to  
take this up. I also found some of the doctors ignorant  
themselves or their families of what had helped me  
and I <sup>also</sup> had learned from my relatives. I was aware  
of the need but it took some "trial and error" time  
to discover the way a manual could best serve the  
purpose.

I think I talked to John Hawkes the night about this and  
he was interested and going to help me write. I have to laugh  
whenever I think of how he was going to begin his part in it.  
He was used to typing so he rented a place for me and  
called it his office and I had apartment space in it.  
When it was fairly set up in Miami, Fla. he sat down in  
front of the typewriter and looked at me expecting me to  
dictate to him what should be said. And I laughed and  
said, why John I am not so well organized as to have it  
all planned out in my mind and ready to go on paper.

at a margin other side

## The Thinking Body. Contrast

What was Miss Todd's approach to her work?

I intensely interested in her research into the subject.

She analyzed the person (student) from her <sup>Todd's</sup> own pt. of view  
Consisted in  
How the student related his body. Her mind was directed  
toward how can I change what she has done to herself?  
but also included how can I stop her continuing in that  
destructive course?

In her therapy work her fingers quickly found the tense  
areas and I immediately felt relief and my mind began  
thinking of one of the principles that she explained by  
post-ict imagery and my greater comfort and release made  
me recognize that it worked.

What can I get her to do about it was secondary.

In my teaching I changed from the first attitude to the 2<sup>nd</sup> and  
became involved in writing and drawing to illustrate.

Miss Todd and Natural Body Ure.

you are my favorite teacher, 1949.

When first started in lessons the teachers Miss Todd, Miss Colwell, Miss Galbraith and Mrs Lawson were in consultation about pupils one day and my name came up. They were speaking of how bad a body I had but after a bit one of them said, "well, we don't really need to take the time thinking about her, she is so in need of help and it will take so long to get results that she won't have the courage and patience and money to stay with us."

Another time Miss Todd turned her attention away from me when discussing me with Miss Colwell, as though I didn't really matter and Miss C's reaction was that I should be given the chance to decide, and she made many things possible. Paid me £30 a month for what I did in interesting the public. I said I had the

most interesting pupils of anyone at the studio.

Miss Todd said in one of last lessons she gave me in Boston, "I just love to give you a lesson because you (have & are) <sup>changed</sup> so much (such a contrast) that it makes me realize what my teaching can really do."

Quarrel between Miss Todd and Miss Colwell. To me it was so shattering. I felt as if in the depths of the earth and could feel the chuddering & crashing of the rocks.