

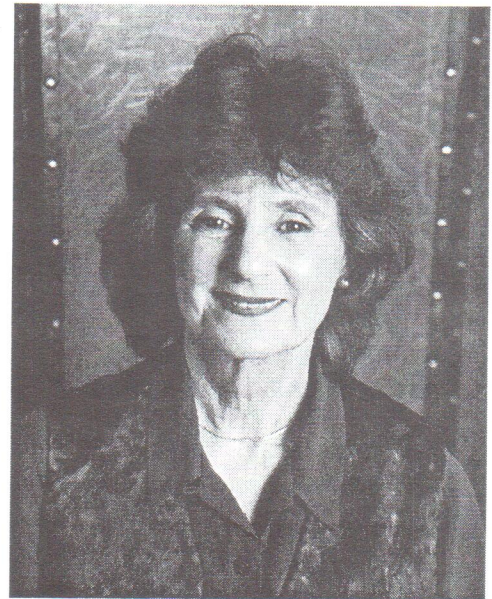
Deborah Caplan (1931- 2000)

by Judith C. Stern, MA, P.T.

Deborah Caplan died on October 8, 2000. It was a shock to all of us. We knew her as an articulate teacher, a tenacious advocate of the Alexander Technique, and a loving woman. Words that come to mind when Debby's name is mentioned are: generous, open, intelligent, dancer, mentor, mother, teacher, writer and friend. Although she is gone, she remains a part of us everyday when we teach. My slow walk around the table during a table lesson, time she used to say to take care of oneself. My explanation of a chair turn – simple and clear- modeled after Debby's "chair variables."

Debby was a true mentor. Her generosity and love for the AT captured me in our first phone conversation. She had an inspired clarity and her hands-on skills were brilliant, especially with people in pain. Her gifts are captured for posterity in her book, Back Trouble, published in 1987, and in the 1998 video The Alexander Technique – Solutions for Back Trouble. She took great pride in these two projects and they are her legacy for generations of teachers.

Debby was a true spokesperson for our community. She co-founded ACAT, the first American teacher training program which spawned so many of us. She lectured and taught internationally,



bringing the Alexander Technique to the medical community as well as the performing arts world. Debby inspired us to teach the Alexander Technique with clarity, passion and intelligence. We miss her presence personally and professionally.

To study with Debby Caplan was transformative, frequently life-altering. We, her students, are indebted to her in ways that reach far beyond words. Debby touched the lives of hundreds of us and changed us forever.

Index

Memorial Service Remarks by Barbara Kent	2
For Debby, by Jane Kozminsky	3
Remembrances	4
The Deborah Caplan Memorial Lecture: From Back Pain to Dystonia	5
The Deborah Caplan/ Alma Frank Scholarship Fund	11
Debby's Professional Highlights	12

Memorial Service for Debby Caplan - Talk by Barbara Kent

October 12, 2000
New York City

My heart is heavy today. I've lost my dear friend, my esteemed colleague, and a beautiful Master Teacher of the Alexander Technique.

My body is agitated and numb all at the same time. My mind is grappling with a loss I cannot fathom.

As I sat late last night trying to coax out some words to share here today, I was feeling stuck and frozen. The phone rang, it was a friend calling. She didn't know Debby, but had called to give me her love and support. And as I was talking to her, I heard myself saying, as I had in the many conversations I'd had with friends and colleagues during the week..."I don't know anything," and somehow as I said it this time, I felt my mind surrender and the tears came.

How often had Debby taught me the lesson..."be willing not to know"? As I gave up wanting to know what I can never know, I began to

tell my friend what I do know.

I know I love Debby very much. I know that she was a beautiful, generous soul who gave so much to so many. I know how grateful I am for knowing her for nearly two-thirds of my life. I know that I talked to her last week, and I am grateful for that. We were to travel to Ithaca, NY next weekend to teach a workshop. Our conversation was a lighthearted and playful one about transportation and accommodations (although we both knew that both would be stressful for Debby). We laughed in relief that neither of us would have to do the public introduction this time.

I know that she dedicated her life to integration. I know that she was totally dedicated to ACAT and to the excellence of training teachers. I know how many copies of her brilliant book I gave away or sold. I know I'll treasure her new video forever. I know how much she believed in me and trusted me, and I her. I know how happy

continued on next page

Please note that the annual meeting minutes will appear with all the regular reports and features of the ACAT News in a brief newsletter to be sent out in December.

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...Barbara (continued from page 2)

she was for my partner and me when we adopted our daughter a few months ago. I know she taught me to find my legs. I know she told me to get rid of my jeans. I know all the descriptive words that flooded my mind all week as I talked to colleagues and friends: bubbly, sunny, lightness, radiance, sunshine, practical, grounded, clarity, twinkle, smile, generous, loving, movement, elegant, sensitivity! These last two words are highlights for me.

I know how hard it was for Debby to do public presentations. I had been with her and witnessed the stress many times. I also know that once she "forgot" herself and got into it, she would always give the most clear, practical, down-to-earth experience and understanding of the essential teachings of F.M. Alexander I have ever heard.

I know how much she LOVED to MOVE! SHE WAS MOVEMENT! I know her love of movement inspired me...as stiff, inflexible, out-

of-touch young woman who was lucky enough to meet up with the Alexander community in which Debby was a central figure. I know she modeled joy in movement for me, and for many others. What a gift!

When I spoke to my colleague Debby Jay in California, she said something that really struck me. It left me with this image: Debby was the connective tissue for those of us she trained. We are all separate parts of a system, yet connected at a deep level by the thread of our contact with Debby Caplan.

Debby's love, generosity, clarity, and lightness of spirit supports all of us, and will continue to be an integral part of each of our lives.

So now my mind is a little bit soothed. My body has begun to move and my heart feels lighter for having acknowledged the gifts that Debby gave.

I will miss you, Debby. My prayer for you is that somehow you know in your heart how deeply you've touched our hearts and how much you are loved.

FOR DEBBY

by Jane Kozminsky

When Leah asked me to speak, I thought, "I don't know what to say! What words could ever describe or contain Debby Caplan." Debby was color - cranberry reds, purples, lavender and occasionally pale pink. Debby was movement - dancing, laughter and the "incredible lightness of being." Debby was an experience, an incomparable "up."

Not that words eluded her. On the contrary, absolutely no one was more articulate about the Alexander Technique than Debby Caplan. Her prose was precise, unmistakable and often playful. Who but Debby would think to say that, "the waist, like the unicorn, is a mythical creature."

My adventure with Debby began in 1982 when I became a trainee at ACAT. We were both dancers and we both loved to laugh; we had two great worlds in common. In class, she was formidable. She gave so much: the decisiveness of her hands, her wealth of experience, the example of her own superb "use" and the clarity of her feedback. No one could describe what you weren't doing quite so specifically as Debby. But she was always kind, never condescending. To me she was quite perfect.

The first time I put hands on Debby I was truly nervous. I brought so much intention to the effort that I practically threw her across the room; she was so, so light. And she was so, so generous. When we became teachers, newly minted and with tiny practices so many of us got calls from Debby. She would say, "I just didn't have time for this student. I hope you don't mind, but I recommended you."

continued on page 10

Remembrances of Debby

I am so sad. I have no words for this now. I'd tried to be there but I found I can not be in time for the memorial service. Let me pray for her from Japan.

Kaori Yoshino

I was deeply saddened by the tragic news of Deborah Caplan's sudden death. It is the greatest of losses for her family and the Alexander community for whom she dedicated so much of her life. I send you all my warmest and heartfelt thoughts during this difficult time.

Yours, Rivka Cohen

Our contribution to the scholarship fund in Debby and her mother's names is an expression of love and a "means-whereby" we can honor Debby's life and the gifts her teaching brought to us.

We know we share this loss with all of you and that knowledge has made this process easier. Thank-you all for being there during this difficult time (Judy).

We believe Debby's work and passion for the Technique lives on in all of us. We miss her and love her.

With warm personal regards,

Judy and Jack Stern

I have decorated my prayer space with the last of summer blooms - calendulas, joyous yellows and oranges, the leaves bright green, and there I will tomorrow join you at the chapel of Riverside Church to mourn Debbie's death and to celebrate her life. Thus I hope to be part of the weaving a mantle of light and love to envelop her (she, such a bright light to us all) to protect and sustain her on her journey into the gentle hands of God. I embrace you all in this time of loss. With love,

Maria Jackson Parker

My first exposure to the Alexander Technique was during a stint working at a pain management clinic in Austin, Texas. A physical therapy colleague held up a copy of Debby's book during a staff inservice, and suggested that we all read it, since it was a source of excellent information on posture. I did, and began to put some of her suggestions to work on myself. I had severe plantar fasciitis at that time, had severely sprained my low back, and had been hobbling around in great pain for months. Some role model I was for my patients! To my great amazement, since I had become resigned to living with chronic pain, I began to feel better almost instantly. I was intrigued and impressed that just doing something out of a book could make such a big difference in how i felt.

About a year later, I was living in New York, and called Debby to schedule a lesson, mostly out of professional curiosity, since I was feeling much better by then. I heard myself telling her on the phone that I had read her book, and was seriously considering becoming an Alexander teacher. It was so like Debby's generous nature that she didn't laugh at me, but arranged for me to come and take a lesson the next week. It was also so like Debby to refer me away to someone else in the Alexander community, who charged a lower fee and had a smaller practice.

Loren Shlaes

Dear Barbara,

Thank you so much for calling me when Debbie passed away. Your phone call (in the midst of what must have been on your plate) was truly appreciated.

East of us brings to others things which we may know nothing of; some gifts are seen at face value, while others can be unintended.

Although I received many of Debby's gifts as a trainee in her class, with her passing I received other gifts, perhaps, of the unintended variety. I've been touched by her life and by her death.

continued on page 9

The Deborah Caplan Memorial Lecture: From Back Pain to Dystonia; The Physiology of the Alexander Technique

by Lucy Brown, PhD

The following is a transcription of our special tribute to ACAT co-founder and beloved teacher Debby Caplan. The Deborah Caplan Memorial Lecture: From Back Pain to Dystonia; The Physiology of the Alexander Technique, was given by Lucy Brown, PhD, in neurophysiology and faculty member at Einstein Medical College. Her research is in the area of brain function and balance and she is particularly interested in movement disorders like dystonia, Restless Leg Syndrome and Parkinson's disease. Debby's article on dystonia that appeared in the AmSAT News was based on work with a patient referred to her by her colleague Lucy. The Lecture was held at ACAT during the Annual General Meeting on February 25, 2001.

I just want to say what an honor it is to be here to honor Debby Caplan, and also what a joy it is for me to be here to talk to all of you individually as Alexander teachers and students and people who are interested in the Alexander Technique. In my every day research on the motor system, I have thought off and on about how relevant it is to the Alexander Technique after being an Alexander student. I study the mechanisms involved in diseases such as Parkinson's disease. I am particularly interested in the role of touch, as in touch to the skin, in the motor

system. Some motor nuclei have been thought to be just motor nuclei, and not so dependent on touch. My work has shown the importance of touch to these basic motor nuclei.

For a long time I have thought about how the Alexander Technique can help people with motor disorders and also about the neural mechanisms of the Technique. Debby said, I think it was in her tape, she said you control posture not with your muscles, but with your mind. Part of what I am going to tell you today in a mini anatomy and physiology lesson is about that part of your mind, the physiology of it, and some of the mechanisms that we're starting to understand better; the basis for what I think you are doing practically. I've wanted for years to talk to the people who are doing this, to share this information with you.

I'm going to simplify the motor system for you very much. I divide the motor system into three parts. One is the involuntary system. This is mainly controlled by your brain stem, so it's brain stem and spinal cord. There is an anti-gravity system. This system takes care of the fact that as I stand here gravity is pulling on my muscles a little bit. There are sensors in my muscles that send

messages back to my spinal cord and so the amount of gravitational pull on these muscles affects spinal cord circuits that then adjust the muscle tension. The brain stem also, with its descending systems, affect the general level of tension and the general level of activation of motor neurons in my spinal cord. The reflexes controlled by this brain stem system are things like this: I'm going to use my voluntary system which is the cortex, I'm going to stand here, and fall forward a little and there are going to be some reflexes that I have no control over, nor do any of us. They're built in to all of us, and they are very specific and the same in all of us. Another part of the motor system is the cortex, which over-lies the whole brain and contains voluntary motor system control. We think of this as what makes us uniquely human. The cortex is where we have speech, for example, it's where the planning for movement happens, we think of this as our conscious control over movements.

In the middle though, are some very interesting nuclei. We call them the basal ganglia, but you can think of them as executive nuclei. There's actually a joke about the basal ganglia: How are the basal ganglia like the dean's office, or an administrator's office? They take up a lot of space and nobody knows what they do. That's an old joke. Actually we are beginning to understand more about what they do and it turns out the joke was really right on, because nobody quite knows what they do. It's complicated and they take up all this space but they do turn out to have decision making properties. Their ultimate effect is to suppress and release movement. For example, with Parkinson's Disease, the pathology is in these nuclei, the basal ganglia, and the person just can't get going. The person is very slow, and will sit in a chair and not move: the suppress mechanism is overactive. In a disease like Huntington's disease or Huntington's Chorea, which Woody Guthrie had, the problem is the opposite; the pathology is still in these nuclei but the person can't stop moving. It begins as twitches and there are constant involuntary movements so the release mechanism is overactive. These were the simplest first clinical observations associating these nuclei with the suppress and release mechanism that reflects the decision making properties. Even in further studies the suppress-release mechanism concept about these nuclei has remained: they're

responsible for switching behaviors. For example, if you're driving the car, being able to step on the brake to stop one activity and start another would involve the switching mechanism which is in the basal ganglia.

So here we have these three areas, the involuntary system, the voluntary system and the executive nuclei, which are also at the unconscious level. There's another interesting thing that's coming to light about them. They seem to be involved in habit learning, motor habit learning. There's a famous case, that some of you may have heard of, the case of H.M. In Canada in the late 1950's, a neurosurgeon was trying to cure epilepsy and he removed both sides of what's called the hippocampus, in the temporal lobes. This patient, H.M., wound up losing all short-term memory. A person would walk into the room and introduce themselves to him, and he could have a conversation with them about things in general and things in the past, but if that person then left the room and came back one minute later, it was as if he had never met them before, he would start the conversation all over again. A woman named Brenda Milner was trying to determine what the real deficits here were. After many years she decided to bring in a complex motor task for him to learn. Each week when she came to visit him, while he never recognized her, he got better at the motor task. He was "remembering" something about the motor task. You could think of it like learning to ride a bicycle. Other data since then have suggested that these executive nuclei are involved in this habit learning at the unconscious level and probably also are involved in posture habits and in our habitual movements.

The basal ganglia were considered motor nuclei for many years because of the motor disorders that occurred with pathology, such as Parkinson's disease. In the past 5 or 6 years it has become increasingly obvious, this is some of my work also, that it's not just motor information that comes into these nuclei, it's sensory information, touch. This is the major contribution of my laboratory: to show that primary sensory information makes its way into these basal ganglia nuclei and also that the decision making process is using

touch as information. But not only that, another important thing that I've shown is that when you are touching a hand or a shoulder or the neck muscles, this information goes to many regions of the brain and in these executive nuclei it distributes to regions that are involved in sensory-motor integration. It combines with information about a motor command, it then also combines with information about emotional states. There is information coming into these executive nuclei about emotional data as well as what we think of as higher cognitive inputs and data. There are parts of our brain, our cortex again, that are dealing with higher level spatial calculations, that sort of thing, and this sensory information can combine with that higher cognitive thinking that's occurring in our cortex too. So in this part of the brain where we see pathology in movement disorders and where its very likely we develop our unconscious motor habits, also where emotional states are registered—this is a place where it all can combine.

There is important evidence for Alexander teachers, evidence that this sensory information comes into these executive nuclei. People with movement disorders, for example people with Parkinson's disease, often use what are called sensory tricks. Again, I think this is something that potentially as a teacher of someone with a motor disorder like this is something that you could use. Often it looks as if one of the reasons a person with Parkinson's cannot get up or cannot move, is that the sensory information coming from say, the bottom of the feet, or the back of the chair, the sensory information is noisy, and it's not specific. If the system doesn't know where it is, it can't make the plan to get going. Very often Parkinsonian patients are frozen; they're standing there, but if someone comes up and takes their arm and touches them, they can get going. If they are given a direction, "take a step," and if they're looking down at the floor and if there is a stripe on the floor, they can step over it. People with Parkinson's disease often use visual stimuli as well as sensory stimuli to get going. So that these sensory inputs, and it's not just somato-

sensory, it can be visual too, are getting into these executive nuclei and certainly helping. Part of the deficit may be that the executive nuclei are not able to use the information efficiently.

I recently had the experience of watching a person with fairly severe Huntington's being interviewed by Nancy Wexler (she's a great woman, she's responsible for the discovery of the gene for Huntington's). The patient was sitting and moving uncontrollably quite a bit, but able to talk. Nancy began to interview the patient and brought a chair over next to her. What Nancy did was say, "Tell us about yourself," while stroking the patient's arm, and that arm became totally asymptomatic, while the rest of her limbs were still symptomatic. Again, this shows the role of these sensory inputs going directly into the region where we know the pathology is, which is these executive nuclei, and having an ameliorative effect. Unfortunately, it doesn't last much beyond the time that the touch occurs, but it certainly can be ameliorative, and another thing I've been looking into is the physiology involved there.

A cardinal sign of all movement disorders is that they get worse with stress and anxiety. This is one of the things that fascinates neurologists and people who are doing research in this area. Are these nuclei an interface for anxiety and movement? We're beginning to learn the anatomy, which certainly suggests the interface, but the clinical science tells us that too. Oftentimes, in the case of people with Parkinson's disease, this combination isn't noticed until they're doing something stressful such as public speaking, and they didn't think they were particularly stressed by public speaking, but the tremors increase tremendously. Also, a recent brain imaging study showed that an hysterical conversion disorder, a motor weakness and paralysis associated with stress and no other trauma, was characterized by hypometabolism in the basal ganglia.

Another important brain imaging study shows the parts of the brain that are very active

when you mentally rehearse a movement. The primary sensory and motor areas of the brain are active, the ones that give the final directions and the ones that are involved in producing complex sequences. When we mentally rehearse movements, the brain areas involved in executing and planning those movements are active. Thus, giving direction and thinking about the movement is affecting brain circuits involved in the movement.

Now, the cortex often has segregated functions, we call them. In what is called the sensory homunculus, there are many cells on the side of the sensory strip that are devoted to sensory inputs from the mouth and the cheek, and the fingers are highly represented too. There are more cells in our sensory cortex devoted to the hand and mouth than say to the leg or the trunk or the foot. The same is true of the motor homunculus; there are many more cells devoted to the mouth and the hand. But the major point I really want to make here is the segregation of function, that you can go to a specific region of that sensory or motor strip and you can know that you are dealing with cells that control the hand, and just the hand.

So, these are points that I think could potentially be important to you. I'd like to urge at least some of you who have the courage to do it to help patients with movement disorders. There are some studies now comparing the effects of the Alexander Technique and massage, for helping people with Parkinson's Disease. There are movement therapists who definitely have seen that Parkinson's disease patients can be helped with movement therapy. And I think the Alexander Technique is particularly well suited to helping these patients. I urge you to think about this. It's not a cure but it's improving the quality of and can play a major role in someone's life and be very important.

To summarize, both touch and direction, which go through the voluntary system, and rehearsal even (you're going through real brain circuits when you rehearse) can effect all levels of the motor system and especially the basal ganglia, the executive nuclei that are involved in unconscious motor habit learning. This is true for all of us, this is true for me - I don't have any obvious lesion which is increasing the

tension here in my neck muscles. We may be able to extend this to people who are suffering from true movement disorders of the basal ganglia.

Special thanks to Kathy Miranda for making the videotape of the Debby Caplan Memorial Lecture (now in the ACAT library). Also, thanks to Tara Sullivan for creating this transcript.

Remembrances (continued from page 4)

I hold a sense of gratitude for all the gifts. Debby was a great teacher and an appreciation of myself, of my own value as a person and as an Alexander teacher is just one of the gifts she gave me.

In gratitude and with love to you,
Posie Green

When I think of Debby Caplan, I think of her twinkling eyes, her forthcoming smile and how much I enjoyed being in her presence. During my training, I found Debby's teaching simple and clear. As my trainer, she always demanded the same clarity from me. She was opinionated and had a point of view about the work which always informed her teaching.

At the same time, she was completely open to having me show her a different point of view. As long as my hands and my words conveyed what I intended, she was willing to be open to anything. For example, I remember she gave my class very strong words of caution about putting a hand along the jawline - her experience was that it usually resulted in her jaw being pushed back into her neck. When I challenged her, and showed her how I used my hands, she said "Oh, yes, that's very helpful. I'm really getting a sense of my jaw moving with my head. Oh, I like that." I remember many similar events.

What Debby gave me in those moments was the challenge and the respect of a colleague. She demanded me to be clear and to know why I did what I did. And in being able to rise to the occasion, she always acknowledged what I knew and fostered my confidence in myself.

I had the pleasure of assisting Debby in training classes many times and always learned from her. I remember on more than one occasion at faculty meetings hearing Debby say "We really turn out good teachers at ACAT. I'm very proud of them." Debby - thank you for turning me out. I miss you and hope you are resting peacefully.

N. Brooke Lieb

Debby enjoyed what you, her colleagues,

gave her: freedom from judgment and criticism of her personality. She loved her work, and the support you gave her. She loved training new teachers. The feedback and support from you and her students helped give her greater confidence, something she appreciated more than you may have realized. As she grew in confidence and experience, she looked for more challenges in her work, students with more complex and difficult problems that she could try, and usually did, solve.

She got great joy in helping students resume professions they thought they would have to abandon. And tremendous satisfaction from helping other students avoid serious medical procedures that their doctors were convinced they must undergo. Her greatest joy, though, was in seeing what the doctors were not trained to see: that a problem was caused by poor use, not from a medical defect. With her brilliant detective ability, she saved me personally from a shoulder operation that two orthopedists had recommended.

She was happy that ACAT screened applicants so well that her colleagues and faculty meetings were sane, friendly and gentle, with little neurosis or acting-out. But sometimes she would take on students whom she thought of as toxic and I would ask her why she continued giving them lessons, when she was always so physically and emotionally exhausted when they left. Her answer: they worked hard at the Alexander Technique and gained so much from the lessons, and - they needed her.

I taught her to water-ski, and we did that everywhere from New Jersey to Florida to San Diego. And we would dance and hug and skip wherever we were. She loved being in love; it brought out the fun-loving. Demonstrative and exuberant child in her. There were many times when strangers would ask us if we were on our honeymoon - and, for 28 years, Debby would always hug me a little tighter, smile a big smile, and say "Yes."

She enjoyed good conversation and was a wonderful conversational partner, often preferring to stay home and just talk rather than go out. She was having a bubbly conversation with Kathe, her hairdresser when I came to pick her up last October 7. Then we strolled around and enjoyed the Amsterdam Avenue stree fair on a warm and sunny afternoon. At 5:00 p.m. we ate at our favorite restaurant, again in great conversation and laughing and laughing and laughing. I know her last day was a happy day for her.

Larry King

For Debby (continued from page 3)

Immediately after training I assisted Debby in the training class at ACAT. It was a privilege to be there. Debby was incredibly gracious and kept deferring to me as though I had been teaching for years. She had such confidence in my burgeoning skills that I began to have confidence, too. One day we were called into the office. There had been a complaint about our class - we were laughing too much! It became an ongoing joke between us.

Debby was our Alexander rock. Our great resource. Years after training, when we had difficulties with a student we would still call Debby. Debby was the consummate problem solver. We continued to study with her. She was so, so clear. All this week we have been confiding to each other: so much of what I do or don't do I learned from Debby. If I am clear at all it's because of Debby. I'm a better teacher because of Debby.

In 1997 a friend suggested that I produce an introductory videotape about the Alexander Technique. Boom! For the next two and a half years I became an obsessed woman. I hadn't had so much fun since I stopped dancing, and, of course, Debby was a part of it. My videographers suggested that I make a second tape at the same time. Did I have an idea for one? Yes! I called Debby immediately. We could make a tape about Debby's exemplary work for people with back problems. At first she said yes, then she said no, she was too tired, too burnt out - "Let one of the younger teachers do it." Finally, she let me persuade her.

She approached the project with her usual professionalism (she rehearsed like crazy), but I knew that she was very nervous about it. This is what was so extraordinary about Debby: she had great courage. No matter how anxious she became, on the day of the shoot she was absolutely perfect. In fact, she was so extraordinary that the crew named her One-Take Caplan. I made mistakes, the director made mistakes, William Hurt made mistakes, but not Debby. And when she did have to repeat something (because of someone else's mistake), she was so close to the original that she made editing a breeze. It was an extraordinary accomplishment.

So now the question becomes, how can we move forward without her? How can we help each other to be without her? Thank God we are together because together we can celebrate her.

Debby was perfect and she has left us whole with a beautiful legacy to share with our friends, our families, our students. There is a Sanscrit prayer that has been helping me over the last few days. Translated it says: "This is perfect, that is perfect. When the perfect is taken from the perfect, only the perfect remains." Debby is in our hearts and in our hands, our feelings and our skills. To celebrate Debby, I plan to continue my ongoing journey with her. Please join me.



The Deborah Caplan/Alma Frank Scholarship Fund

In May of 1997 Debby started the Deborah Caplan/Alma Frank Scholarship Fund. In her letter to the board she wrote:

“Because of the many professional and personal benefits I have received from ACAT’s Teacher Certification Program, I would like these funds to be used to start a Scholarship Fund for the TCP. I realize that we now have need for such a fund since ACAT dropped ACCET.”

Your contribution can help us to realize Debby’s goal. The board gratefully thanks all those who have donated to the fund in the past, as well as to those who have recently donated (see below). The contributions below total \$3724.77, and bring the fund total to approximately \$10,000.

Recent contributions made to The Deborah Caplan/Alma Frank Fund in Debby’s memory:

Julian and Sylvia Anders
John Austin, MD
Pearl Ausubel
Saura Bartner
Karla Booth
Bill Connington
Allison Courtney
Marta Curbelo
Allison Foley
Joan Frost
Nicholas Gambino
Hope Gillerman
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Jack & Judy Stern
Jane Tomkiewicz
Leland Vall
Nanette Walsh
Anne Waxman

*Included a matching contribution made possible by the AXA Fund

**Arranged through Posie Green

***Who donated to ACAT current and future royalties from Triad Press for Debby’s book Back Pain as well as royalties for Debby’s contribution to Mornum Time Press’s Curiosity Recaptured.

Deborah Caplan Memorial Issue

Some Professional highlights

- Studied with F.M. Alexander as a child and as an adult
- Performed with the Pearl Primus Dance Theatre
- Trained to teach the Alexander Technique with Alma Frank (1953)
- Earned a B.A. in Music from Hunter College (1954)
- Earned her M.S. in Physical Therapy (1956)
- Affiliated with NYU Bellevue Medical Center – (eventually the renowned Rusk Institute)
- Lectured on the Alexander Technique to physical therapists throughout US
- Founding member of ACAT, founding faculty member as well (1964)
- Created the Deborah Caplan/Alma Frank Scholarship Fund at ACAT, the first scholarship fund in the US dedicated to establishing financial aid for trainees (1997)

Publications/Media

- “Postural Management of Scoliosis in the Adolescent and Adult, Based on the Alexander Technique” ACAT, 1980
- “Skeletal Appreciations Inspired by Alexander” *The Alexandrian* Spring/Summer, Vol. 3, No. 3, 1984 (ACAT)
- “The Alexander Technique: Use of Conscious Control in the Prevention and Treatment of Dance Injuries” *Contact Quarterly*, Fall 1985
- Published Back Trouble: A New Approach to Prevention and Recovery Based on the Alexander Technique (Triad, 1987)
- Published Back Trouble: A New Approach to Prevention and Recovery Based on the Alexander Technique in Japanese (translated by Kaori Yashino) in 1999
- Video/DVD The Alexander Technique - Solutions for Back Trouble, Winstar, 1999

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