

# PSYCHOANALYSIS

*in Cleveland*

[www.psychoanalysiscleveland.org](http://www.psychoanalysiscleveland.org)

Vol. 11 No. 4

The Newsletter of The Cleveland Psychoanalytic Center

April 2003

## **THE CLEVELAND PSYCHOANALYTIC FOUNDATION**

*Betsy Kamm*

The Cleveland Psychoanalytic Foundation was founded in 1998 as a supporting organization of both the Cleveland Psychoanalytic Society and the Cleveland Psychoanalytic Institute. According to James A. Doull, M.D., a founding member of the Foundation, the impetus for it came out of the work of the Steering Committee when it became apparent that there was a need for a unified body to undertake more community interaction. The Steering Committee met with a number of prominent psychoanalytic leaders, including Marvin Margolis, M.D., Ph.D. then President of The American Psychoanalytic Association (APsA), Harvey Rich, M.D., President of the American Psychoanalytic Foundation and others from foundations of psychoanalytic organizations.

Jeffrey Belkin, Esq., the Cleveland Psychoanalytic Foundation's first President, remembers discussions of an ad hoc group of analysts and other interested parties that had been meeting for a year on Saturday mornings functioning as a think tank on the state of psychoanalysis in Cleveland. Believing that the work of the group could be more effective in the context of a formal board and organizational structure, the group consulted Richard Cooper, Esq. to help it put together governing documents and a non-profit corporate structure. The Foundation initially focused on community-oriented programming, addressing such

issues as violence in the work place and schools. Soon, however, its attention was drawn to an internal, organizational examination precipitated by a curtailed effort by the Society and Institute to relocate their headquarters, offices and libraries.

In 1999, the Society and Institute had begun working with Hanna Perkins Center to look for a building. This process had moved as far as soliciting an architect/space planner and a tenant representative and looking at potential buildings. However, when the questions of purchase commitment and/or lease negotiation were posed, it became apparent that the Society and Institute had neither the financial means nor the organizational structure to undertake a joint endeavor with another non-profit organization. The Building Committee had then engaged Judy Simpson, an organizational consultant, to look at the question of how the Society and Institute could undertake this project. During the course of picking members for the committee to be charged with moving the process forward, it was decided that first the Society and Institute needed to pose and answer some broader questions about their strategic direction. The question of relocation was thus put on hold until it could find its logical place in the organizations' long-range plans. Ms. Simpson worked with the group during a retreat in the spring of 2001 out of which

*continued on page 2*

## **FROM THE COMMUNITY TO THE CONSULTING ROOM**

*Elisabetta Superchi and  
Norma I. Cofesi, Ph.D.*

On January 24, 2003, the American Psychoanalytic Association (APsA) hosted the Second Annual Poster Session of its Winter Meeting, held at the Waldorf Astoria Hotel in New York City. Dr. Linda Mayes and Dr. Linda Goodman chaired this session in which psychoanalytically informed researchers from all over the country participated. The goals of the presentations were to bridge clinical psychoanalysis and systematic research methodologies and to provide a unique opportunity for people with interest in psychoanalysis and research to meet and learn about each other's work. Presenting summaries of research projects in poster board format did this. Persons who attended this event read summaries of research on the "poster" and interacted with the authors/presenters, generating a free interchange of ideas.

This year's event brought together many nationally recognized researchers whose presentations covered clinical and theoretical analytic issues. A total of 42 posters were presented. Elisabetta Superchi and Norma Cofesi from Cleveland were among the presenters. The title of their poster presentation was "From the community to the consulting room: an exploratory study of telephone

*continued on page 2*

**FOUNDATION...cont. from pg. 1**

came the organizations' first strategic plan.

The plan covered four broad goals:

I. Assure Effective, Efficient Governance

II. Professionalize Organizational Management

III. Increase Visibility and Community Presence and

IV. Revitalize the Psychoanalytic Community.

Richard Suttell served as the Foundation's next President, from 2000 to 2002. Looking back, he believes the Foundation's most significant accomplishment was facilitating the merger of the Society and Institute and the hiring of the consolidated organizations' first executive director. The Foundation was able to showcase these accomplishments in April 2002 when the Committee on Foundations of the American Psychoanalytic Association brought its annual workshop to Cleveland. This meeting was covered in an article by Mark D. Smaller, Ph.D. in *The American Psychoanalyst*, (Volume 36, No. 4, p.16) which conveyed the lessons of Cleveland's experience: the need for psychoanalytic organizations to plan their futures strategically and to make use of the rich talents of non-analysts.

In commenting at a recent Foundation Board meeting, Cleveland Psychoanalytic Center President Norman A. Clemens, M.D. stated unequivocally that the Foundation is necessary to the future of psychoanalysis in Cleveland and has an important role to play going forward. Whereas the Center's Board of Trustees must oversee the myriad operational aspects of running a non-profit agency, the Foundation can stand apart to conceive and develop strategies to assist the Center to fulfill its mission.

With the merger, the creation of a diverse Board of Trustees and the hiring of an executive director now behind it, the Foundation has turned its attention to the accomplishment of the last two strategic goals: increased community presence and membership revitalization. The Foundation is now helping the Center to chart a course towards endowment development and the updating and continued implementation of the strategic plan. The Foundation has met with a number of people who can advise it in helping the Center to develop a planned giving program and other mechanisms to ensure the organization's long-term health and strength. As the Cleveland

Psychoanalytic Center moves forward, the Foundation seeks to continue to bring the vision and experience of a diverse group of community members and psychoanalysts, working in partnership, to bring about a vital future for psychoanalysis in Cleveland and beyond.

***The Foundation is now seeking additional community members for its Board of Trustees. Please contact Betsey Kamm if you would like to get involved.***

---

**FROM THE COMMUNITY...continued from**

**page 1**

*inquiries to a psychoanalytic outreach and referral center.*" As indicated by the title, the poster presented preliminary data about the nature of the telephone inquiries made to the Katan Center while maintaining the anonymity of the callers.

The Katan Center, established in 1991, provides a link between the Cleveland Psychoanalytic Center and the greater Cleveland community. It fulfills its role mainly through the following activities: a bi-annual symposium that provides a psychoanalytic perspective on topics of interest and brings together professionals from various settings; outreach and consultation services to community agencies; and a telephone help and referral line that responds to callers seeking individual services and to professionals seeking consultation with or referral to psychoanalysts. The Katan Center itself does not provide treatment but helps the caller to find appropriate treatment services for children, adolescents and adults. Members of Cleveland Psychoanalytic Center deliver the services or refer patients to other mental health facilities when indicated. With the aim that the resulting information could be used by the Katan Center to make outreach effort more effective, the Cleveland presentation identified various common characteristics that may lead members of the larger community to call an analyst. The study found that referrals to psychoanalysts are most likely to come from institutions and professionals with whom psychoanalysts have long established professional relationships. Widening the scope and reach of these relationships and committing to them for the long haul may prove helpful. In addition it was noted that

*continued on page 3*

# ? & A

## GLAD YOU ASKED!

***"Going to war is making me very anxious. How do I help myself and my children?"***

Talk of war stirs up a host of feelings - anxiety, excitement, rage, and sorrow. It is important to know what you are feeling and why. Your children may be feeling worried, too, and it is important to get these feelings into words. A simple statement on your part can let your children know it is OK to talk and that you will be listening. One Mom said to her five year old, "There have been some pretty scary things happening lately. We can talk about them if you would like." He responded, "Mom, I'm afraid I will get hurt." Mom said, "No you won't. I'm going to keep us all safe." What children need is a sense of security that the adults they love will do everything they can to keep them safe. It's a variation on the theme of "who will take care of me?"

External difficulties like war tap into our very human conflicts -- worries, hostile wishes, old guilt feelings, anxieties about losing loved ones, old memories of past traumas. If you need to talk to a professional about personal anxieties at this or any time, please make an appointment at the Katan Treatment Center, 216-721-2777. We are just a phone call away.

**We welcome donations towards defraying the cost of this newsletter.**

**Send your check to:  
The Cleveland  
Psychoanalytic Center  
11328 Euclid Avenue,  
Suite 205  
Cleveland, Ohio  
44106-3959**

## FREUD AND ARCHAEOLOGY

This year's CORST essay prize was awarded to Dr. Diane O'Donoghue, an art historian who teaches on the graduate faculty of the Department of Visual and Critical Studies at Tufts University, in affiliation with the School of the Museum of Fine Arts. Dr. O'Donoghue, who did her graduate work in art history and archaeology at Harvard, is a scholar on the faculty of the Boston Psychoanalytic Society and Institute. She has been a Silberger Scholar at her institute and was the Fulbright/Sigmund Freud Scholar for Psychoanalysis at the Freud Museum and the University of Vienna for 2001-2002. Much of the content of her CORST essay, titled *Negotiations of Surface: Archaeology in the Early Strata of Psychoanalysis* was the result of research conducted last year in Vienna.

Using the description of an excavation that prefaced the *Aetiology of Hysteria* (1896) as its point of departure, Dr. O'Donoghue's paper examined the role of archaeology in Freud's early psychoanalytic formulations. Rather than consider this issue exclusively in terms of topics that already have been well documented, such as the presence of archaeological imagery in Freud's later writings or the collection of ancient objects that would subsequently fill the consulting room and library at Berggasse 19, her essay introduced the influences and experiences that may have led Freud to articulate an "expanse of ruins" at this particular time. In the late nineteenth century, archaeology provided an innovative representation of "topography," one that exceeded the limitations of this concept in neuroanatomical visualizations and

offered a layered site as an early analogy for psychical processes. A reliance upon Schliemann's highly publicized excavations of Troy is recognized as an important, but not the exclusive, source for Freud's narrative of 1896. This paper argues for the additional impact of Austrian archaeological projects in the 1880s and 1890s, which enjoyed considerable visibility in Vienna; most notable among these "unearthings" were those at Ephesus, considered to be the Austrian response to Schliemann's Troy. The paper argued that another city was also present in Freud's passage – one that would not usually be associated with such antiquity. By noting that Freud concluded his archaeological narrative in the *Aetiology* with a Latin phrase – *saxa loquuntur* – that was also the name of Vienna's City Hall, the author suggested that the rise of extreme political conservatism and increasing anti-Semitism may have prompted Freud to turn the image of Vienna itself into that of a ruin – one whose inhabitants had forgotten the liberal modernity that had, only decades before, prompted great building projects such as the City Hall. The excavation imagery in the *Aetiology* text of 1896 is thus posited as a continuation of a meaning, both compelling and complex, that Freud already brought to his engagement with acts of unearthing.

The paper was followed by a lively discussion which included questions concerning Freud's later archaeological writings, the process of research that lead to the "unearthings" in the paper itself, and the possible meanings, for Freud, of powerful figures such as Schliemann and his Viennese counterparts.

## FROM THE COMMUNITY

### TO...continued from page 2

the Katan Center gets specific inquiries about subsidized treatment. Therefore, sustaining efforts to make psychoanalysis available to people who otherwise could not afford it is necessary. This is now accomplished through a grant from the Mayer- Haber Memorial Fund at the Cleveland Foundation.

Our poster was well received and generated a lot of attention to the Katan Center. Many people were interested in setting up similar services and asked questions about the day to day function, organization and staffing of the Center. They inquired about referral sources, methods by which the Katan Center made its services known to the wider community, as well as its outreach and liaison efforts to other organizations. We thus feel that our presentation served the stated aim of providing an opportunity for discussion, exchange of ideas, and establishing relationships with other researchers. It also served to showcase the work done by the Cleveland Psychoanalytic Center in making services accessible to the community. Additionally, the study generated a lot of interest within the Cleveland psychoanalytic community in developing research methodologies suitable to understand clinically oriented psychoanalytical endeavors.

**SAVE THE DATE:  
RICHARD KOGAN, M.D.,  
returns  
October 25, 2003!**

**The American Psychoanalytic Association Committee On Research and Special Training announces the 2003 ~ \$1000 CORST Essay Prize in Psychoanalysis and Culture** for essays on psychoanalytically informed research in the biobehavioral sciences, social sciences, arts and humanities.

The essay should be no more than 30 pages in length and should neither have been published nor submitted for publication. The CORST essay prize is open to anyone regardless of institutional status or affiliation. Applicants are requested to include their name only on the cover letter.

The winning essay will be presented at the January meeting of APsaA, and will be reviewed for publication by The Journal of the American Psychoanalytic Association.

*Entries are due September 1, 2003.*

**Four copies of the essay should be submitted to: Vera J. Camden, Ph.D.  
The Cleveland Psychoanalytic Center  
11328 Euclid Avenue, Suite 205 Cleveland, Ohio 44106**

## A VISIT WITH DR. BADAL

Rachel M. Baker, M.D.



On a recent sunny afternoon I visited Dr. Daniel Badal in his bright, art filled apartment at Judson Park to chat about his rich, long life. Dr. Badal who will celebrate his 91<sup>st</sup> year in August, closed his psychoanalytic and psychiatric practice only a couple of years ago, after an illustrious career as one of the original founders of the Department of Psychiatry at University Hospitals of Cleveland and past president of the Cleveland Psychoanalytic Society. He is the author of some 30 scientific papers and two books on depression. He keeps abreast of current literature via the internet and is currently working on updating his 1988 book *Treatment of Depression and Related Mood Disorders*, and recently published a second book *Treating Chronic Depression*, in which he described the predicament of patients who are unable to solve a relationship problem with a significant other in a satisfactory manner.

Dr. Badal recently moved to Judson Park, after a fall from a bicycle injured his back, depriving him of his ability to play tennis and restricting his mobility, although he is still able to drive. Blessed with a sturdy constitution, this move did not affect his continuing a life of intellectual curiosity and involvement with people and the arts.

His paternal grandfather, who belonged to the ancient Assyrian community in Persia, a member of the Nestorian Christians who considered themselves the original Christians, owned vineyards and planned to send his son to be

educated in Scotland. Badal's father chose to go to Oberlin College instead, graduating in 1900. His grandfather was slain in the 1914 ethnic unrest that befell his country, as he was trying to flee on horseback to Russia. By that time his son, Dr. Badal's father had graduated from medical school and established himself as a GP in Lowellville, Ohio. He married a German nurse he met during his training and raised three sons and a daughter of which Dr. Badal is the youngest and the only survivor.

The parents obviously nurtured a love for music and the arts, as well as humanitarian values in their gifted children. Dr. Badal noted that he couldn't live in a place without a piano, which he continues to play. When he showed interest in drawing from fourth grade on his parents hired a professional artist to teach him. Dr. Badal's art expressed his interest in beauty and helped him visualize and interpret what he is attached to; it also helped express feelings. Some of his earlier drawings depict his parents, their church, and the house in which he grew up. He continued his art studies at the Cleveland Institute of Art in evening classes while attending medical school at Case Western Reserve University. One memorable watercolor from that time, *The Road*, was made after driving home to Lowellville from medical school. Dr. Badal considers his paintings and drawings a geographical biography of his life – images of his home town and family of origin, portraits of teachers and friends in medical school, local scenes from Boston where he received his postgraduate training, and local scenes of

Cape Cod where he spent vacations and made friends with several painters, including Peter Hunt and John Whorf. This documentation continues with his trips to Florida and Arizona where Dr. Badal visits with his daughters, who are also painters. He is pleased to be able to continue his art studies with professional teachers at Judson. His historical interest led to a serendipitous find in a Coventry antique store in which he found two vignettes of stained-glass windows from the Glenville Presbyterian Church his mother used to attend as a nursing student in Cleveland; they now grace his apartment.

During Dr. Badal's training as a neurologist, ECT became an important discovery as a first line treatment for depression. As a neurologist he was put in charge of administering ECT, but in typical manner he got involved in talking and listening to his patients and was impressed by all the early losses in their history. With exposure to and training in psychoanalysis he started a life long investigation into the interface of soma and psyche and treatment of the depressed. He remembers vividly his father's last words on his death-bed: "We must be Christ like." He understood this in terms of humanistic concern and care for people, regardless of their ability to pay.

Dr. Badal has had his share of losses, having been bereaved by the loss of two wives to cancer. He uses his painting to express his feelings. A poignant painting is of an empty chair on a beach, a way to remember his wife Eli's love of sunning herself on the beach. Another striking painting is of the corner in one of his daughter's rooms, where a cheerful painting of flowers hangs next to a New England Pie Cupboard he gave her from the home he had to give up; next to the cupboard is a plastic blow-up doll depicting Munch's "Scream." Dr. Badal has now moved on to calm, colorful landscapes and cheerful flowers. He is planning to make postcards out of Judson Park's garden views.

Dr. Badal is not only a joy but an encouraging role model for our later years.



## PSYCHOANALYTIC BOOK REVIEW



Kay Q. McKenzie, M.D.

***Happiness, Death and the Remainder of Life* by Jonathan Lear. (2000) Harvard University Press. \$ 24.**

In *Happiness, Death and the Remainder of Life*, Jonathan Lear, a psychoanalyst at Yale University, looks at psychoanalysis from philosophy's point of view. What, he asks, does psychoanalysis contribute to construing human values? The construction of values and the social education of youth into those values was considered a difficult, but rational, project prior to Freud's explorations into the unconscious or that which is driven by irrational desires.

This book is divided into three chapters, originally three lectures. In the first chapter, *Happiness*, Dr. Lear examines Aristotle's classical rational search for "the good." This is a beautifully written chapter, reflecting the cadence, balance and tension of the classical literature it examines by a close reading using both modern philosophical tools and psychoanalytic ideas. In his *Nicomachean Ethics*, Aristotle carefully explores "the good" and "happiness." Dr. Lear presents the development of Aristotle's ideas with his own commentary interspersed, leading the reader through difficult material with clarity and freshness. Aristotle presents the practical values, that which we would call "character" in his study of ethics. The importance of being just, being brave, being politically wise occupies most of the book, but Dr. Lear makes note of an abrupt shift at the end of the book – a shift which the reader has not been prepared – to a presentation that the contemplative life is the "highest good" and is that purpose for which all the other activity should prepare.

Although many philosophers have disregarded this sudden change, Dr. Lear sees this as having been the goal of the whole book from the beginning, hinted at, hovering under the surface, an enigma. He notes within it the structure of a trauma – seduction experienced early, not understood at the time and traumatic when development endows the memory with meaning and it can no longer be

contained. The leap to the overarching value of the contemplative life is seen as something "outside," a "remainder," something uncontainable.

In the next chapter, *Death*, Dr. Lear takes a fresh look at Freud's Death Drive relating Freud's thoughts and the structure of mental operations to Aristotle's classical notions. Freud described two principles of mental function. In one part of the mind, energy is bound and, in the other, energy is unbound. He reviews the traumatic situation, in which the mind is presented with an excess of unbound energy and must try to bind it. For this purpose, Freud postulated the repetition compulsion, but Dr. Lear notes that with each repetition, the mind retraumatizes itself. Dr. Lear believes that this mental function represents a self-disrupting characteristic of the mind. Freud formulated the Death Drive in his attempt to account for his observations. Dr. Lear believes that the theory of Death Drive served to obscure the lack of a theory of aggression in psychoanalysis. The Death Drive represents, according to Dr. Lear, that which Freud left out, his "remainder." The final chapter, *The Remainder of Life*, pulls together the intuitions of these two great thinkers, Freud and Aristotle, and also develops Dr. Lear's own idea of the importance of recognizing this self-disrupting quality of mind in our psychoanalytic work. Self-disruption is an event that we see in psychoanalysis and which can be clinically useful. It occurs, and like mutations, which are neither good nor bad until they are subjected to natural selections, the analytic self-disruptions are neither good nor bad. They do offer a chance for new possibilities. Dr. Lear gives some clinical examples to illustrate this point and includes a fresh look at Freud's *Rat Man*.

I recommend this book because it is a good read. Dr. Lear conveys his deep understanding of classical philosophy in his refreshingly unpedantic discussion of Aristotle. In modern psychoanalytic theory, the economic position is rarely considered, so that his synthetic presentation of energy and mind was deeply satisfying. In his presentations of the self-disruptive qualities of the mind, Dr. Lear has stated very clearly something that he finds of use in thinking of how he works analytically. If I have any criticism of this book (and I have little), it is that this most synthetic of writers fails to deal with the synthetic function's interaction with the self-disruptive function. Perhaps another time.

## UPCOMING SCIENTIFIC MEETINGS

Joanne Naegele, M.A.

Training and Supervising analyst **Robert D. Stolorow, Ph.D., ABPP**, a founding faculty member at the Institute of Contemporary Psychoanalysis in Los Angeles will be with us on Friday evening, **May 2, 2003**, in the Rainbow Babies and Childrens Amphitheater at 8:15 p.m. to present a paper, explicating the intersubjective point of view. Dr. Stolorow's paper, ***World Horizons: A Post-Cartesian Alternative to the Freudian Unconscious***, is based on a chapter of his most recently published book (2002), *Worlds of Experience: Interweaving Philosophical and Clinical Dimensions in Psychoanalysis*. **Richard Lightbody, M.D.** will be the discussant.

The next morning at 10:00 Dr. Stolorow will meet with our psychoanalytic candidates to discuss his journey in becoming a psychoanalyst. An informal luncheon meeting will follow from 12 to 1 p.m. for any member of the Cleveland Psychoanalytic Center or APT who wishes to talk with Dr. Stolorow about the creation of his freestanding Institute and how it works, or about the intersubjective point of view in psychoanalysis. Anyone interested in being part of the luncheon meeting may contact Ms. Joanne Naegele, Program Chair, 216-791-2711.

**Melvin R. Lansky, M.D.**, Training and Supervising Analyst at the Los Angeles Psychoanalytic Institute, and Clinical Professor of Psychiatry at UCLA Medical School will present a paper on **Friday, May 16, 2003**, at 8:15 p.m. in the Rainbow Babies and Childrens Amphitheater. Dr. Lansky's paper ***Modification of the Ego-ideal and the Problem of Forgiveness in Sophocles' "Philoctetes,"*** explores the issues of shame, forgiveness and the modification of the ego-ideal through a study of Sophocles' play. Philoctetes has been exiled by his fellow Greeks because of a festering wound, yet at the time of the play he is approached for his help because the Greeks need his powerful bow. The rage and shame of Philoctetes are examined and the problem of his overcoming his antagonistic emotions is dealt with in detail as an example of the issues one faces on the road toward forgiveness. This paper is an example of how literature and psychoanalysis come together in applied psychoanalysis. This promises to be an event not to be missed!

## HANNA PERKINS CENTER

**HANNA PERKINS AMONG THE FOUNDING MEMBERS OF THE ALLIANCE OF PSYCHOANALYTIC SCHOOLS**

Denia G. Barrett

In the Winter 2003 edition of the Association for Child Psychoanalysis (ACP) Newsletter, Donald Rosenblitt, M.D. announced the formation of a new organization created to provide support and resources for those who are involved in educational settings where psychoanalytic knowledge and principals are being formally applied. During the 1920s and 1930s, the Baumgarten Institute run by Willie Hoffer and Siegfried Bernfeld, and the Jackson Nursery established by Anna Freud, were precursors to later psychoanalytic "schools." Also in Vienna during this period, an experimental school was created for children who were in analysis themselves or who had parents who were; Peter Blos and Erik Erikson were the school's teachers. After coming to Cleveland following the Second World War, Dr. Anny Katan established "Children's House" in 1951 as part of the Child Psychiatry Division of University Hospitals, under the auspices of the Division of Western Reserve University School of Medicine. This psychoanalytic school, now the Hanna Perkins School, actually was running before Anna Freud opened the Hampstead Nursery School in London in 1956. Over time other child analysts have been interested in developing programs of their own, seeking to design their unique programs and philosophy and to experiment with different approaches. The founding members of the Alliance of Psychoanalytic Schools (APS) are the Allen Creek School (Ann Arbor, Michigan), the Hanna Perkins Center (Cleveland, Ohio), the Harris School Child Development Center (Houston, Texas), and Lucy Daniels Center for Early Childhood (Cary, North Carolina). For a number of years child analysts associated with these schools have established channels of communication among themselves and others interested in developing

psychoanalytic schools in new locations, including a series of workshops held at the time of the annual ACP meeting. With the support of a grant provided by Robert Berry, Ph.D., the work to incorporate the Alliance was made possible. The first officers are Donald Rosenblitt, President; Denia Barrett, Secretary; and Kerry Kelly Novick, Chair of the Nominating Committee (for new member programs). The goals of the Alliance identified by Dr. Rosenblitt include:

- 1) Providing a forum within which schools that have a major psychoanalytic component will be able to share scientific and administrative experience and materials that they have developed.
- 2) Providing a coordinated body to which fledgling programs can turn for support, guidance, and training.
- 3) Developing a video-teleconferencing network that will augment face-to-face meetings with programs, study groups, workshops etc. using distance learning technology.
- 4) Accrediting psychoanalytic schools.
- 5) Organizing national meetings.
- 6) Recruiting new members who share core psychoanalytic values and approaches.

The Alliance of Psychoanalytic Schools provides an opportunity for child analysts and teachers to share what has been learned at the Hanna Perkins School over the past 50-plus years, as well as an opportunity to learn from the experiences of others involved in the application of psychoanalysis to education in settings that function and are organized in ways that differ from our own. We believe that providing service to children and families and contributing to the psychoanalytic knowledge base from direct observation of child development are of crucial importance and we look forward to the interface with our colleagues worldwide who are involved in similar efforts.

**WORLD EVENTS**

Rique Sollisch

*[Editor's note: The staff and teachers at the Hanna Perkins School have been considering ways in which to help the children with what they may be hearing about the prospect of war looming before us. Joan Horwitz, Educational Director, wrote to parents addressing the desirability of finding ways to balance adult concerns and wishes to be prepared with ways of protecting children from being unduly frightened or overwhelmed. She shared advice the late Fred Rogers gave at the time of the 1991 Gulf War. He reminded parents that in times of family, community, or worldwide stress, the most important question in a young child's mind is "Who will take care of me?" and that the least and the best adults can do for children to is let them know that we will take care of them no matter what. ]*

Recently I asked the students at my table to draw a picture of anything they know is happening in the world right now. One child asked me to write the following words and subsequently he and his mother gave permission to share them:

*"A war must happen far away. It didn't happen yet. My mom and dad told me this war will be on a different continent, so I don't worry. You see, there is a president who did not learn to use his words yet and he is making many dangerous things happen, like taking other people's money. His name is Saddam Hussein of Iraq. Saddam Hussein told his people and soldiers, "If you don't fight, you will go to jail." Almost all the soldiers said, "Ok, we will fight." You see, they do not want to go to jail. Maybe not, maybe so, there will be war. My parents told me that if I have this thought on my mind, I should not say it's too horrible to discuss. I should talk about it.*

He then asked for tracing paper and he traced the United States from the globe. He asked for more tracing paper in order to trace Iraq. He explained that these countries had to be on separate paper because they are very far apart from one another. Once he finished tracing Iraq, he gazed at his work and said, "Oh, look at Iraq. It has the shape of a dinosaur with

its mouth wide open.” He asked me to look at the globe as he pointed out the European country where he and his family come from. He showed how Iraq and the USA are separated by the Atlantic Ocean, along with how much closer Iraq is to his own homeland.

In the remarks by Mr. Rogers that were shared with the Hanna Perkins parents, he notes that there is no way for a preschooler to understand war, but children have a sense that something’s wrong and that is when it’s most important for parents to allay any fears. Because the boy at my table was able to talk about and share his perceptions both with his teacher and his parents, we could work together to help him with his individual concerns.

## **REFFERAL DATA STUDIED**

*Shari Nacson*

In the Spring of 2001 Mrs. Erna Furman led our staff in systematizing data collection for referrals to our Intake Committee. A computerized Master Chart, with all identifying information removed to ensure confidentiality, was created to track referral sources, clinic associate assignments, and evaluation outcomes. After a year in use we realized the need to strengthen our system for storing data, with the thought that a more elaborate database would allow us to research and maintain data about requests for services on behalf of children and their families.

Ms. Shari Nacson and Dr. Rimvydas Augis have worked together to conceptualize a database that will store and cross-reference information ranging from basic intake data to disposition. While the conceptual components have been ironed out, the implementation will take more time, as this stage of the project requires programming within the database software. Currently, however, we are able to generate statistics about intakes with much ease, thereby facilitating our intake process, reports to funders, and relationships with referring parties.

As part of this project, Ms. Nacson and Dr. Augis have been trying to conceptualize how to track the reported symptoms at the time of intake, and throughout the evaluation process. This work in many ways echoes the goals of the HPC paper, *Why Parents Apply to the Hanna Perkins School: A study of the*

children’s initially listed difficulties (E. Furman, T. Barrett, K. Bergmann, R. Augis, and E. Superchi, in press) which describes symptoms that lead to a referral or request for service, as viewed by parents, referring persons, and intake therapists. An earlier study established the importance that relationships with referring sources play in successful referrals. While findings of the study of our school cases has been kept in mind, the current study has consisted of original research using referrals to the Hanna Perkins clinic. Our work is still in progress, but a distinction between the clinic cases and school cases is evident, which makes sense given the different age ranges for the respective clientele (birth to kindergarten/first grade for the latter). We look forward to sharing our findings in the future, as we believe this conceptual framework will be a useful tool for clinicians working with children and their parents.

As for the database, through our work clustering symptoms into a conceptual framework we have come to better understand the need for flexibility in recording data. Our plan is to provide space for our therapists to use their own words to define the specific symptoms, with coding of the symptoms into different categories to be done separately. Thus, our stored data will always allow a particular symptom to be coded within more than one category at a time, which seems more genuine to the metapsychological framework.

### ***HPC Statistics – May 2001 to July 2002***

During this 15-month period, our Intake Committee received 196 referrals. Most of the children referred for evaluation were between ages 6 and 12 (52%). Our main referral sources are mental health providers (39%) and pediatric medical providers (36%). About one third of all cases referred for evaluation ultimately entered treatment.

## **A DISTANCE LEARNING COURSE**

*Denia G. Barrett*

A year ago members of the Michigan Psychoanalytic Council (MPC) contacted Mr. Carl Tuss, Chair of the Faculty of the Child Therapy Course offered by the Hanna Perkins Center, to request a course on Anna Freud’s

metapsychological profile. The profile, sometimes referred to as the diagnostic or developmental profile, was developed by Miss Freud as a way to assess a child’s development, going beyond manifest symptoms to consider multiple dimensions and to view psychopathology against the background of normal development. Used in combination with a consideration of the child’s progression along various developmental lines, the clinician can arrive at a balanced view of functioning and task mastery at any stage of childhood. Miss Freud found the criteria used for psychiatric diagnoses in adults was both inadequate and inappropriate for assessing childhood disturbances and she sought an approach that would be more comprehensive, dynamic, and developmental in focus.

I agreed to organize and teach a 15-week course for candidates and interested analysts who were already qualified members of the MPC. The course was limited to 10 participants to maximize the opportunity for discussion. We began at the end of January with a “double session,” meeting for three hours in Ann Arbor, Michigan. For the next three weeks we used the distance learning technology to hold 1 ½ hour class sessions with me in Cleveland and the MPC group on the campus of Michigan State University. For our 6<sup>th</sup> session we met again face-to-face in East Lansing, Michigan. We resumed the distance learning set up which will continue until our final two sessions. These are scheduled here in Cleveland when the course participants will visit and attend the annual Hanna Perkins Symposium/Forum in April.

The class began with an overview of the history of Freud’s concept of metapsychology, followed by the contributions from ego psychology. Miss Freud’s 1965 work, *Normality and Pathology in Childhood: Assessments of Development* served as our basic text. The group has worked closely with each section of the profile and the discussions generated have been exercises in thinking together metapsychologically. Ideally the profile is more than a tool, as it provides the basis for a mental framework which becomes second nature as one thinks about a child as a whole person. The final sessions will focus on later applications of the profile, including the Toddler Profile adapted by Erna Furman and the Adult Profile, described by A. Freud, H. Nagera, and W.E. Freud. The class response has been positive and I have found it a valuable opportunity to think and learn with colleagues from another community.

## MEMBERS IN THE NEWS

**Devra Adelstein, M.A., LISW** and **Judith Pitlick, M.A., LPCC** have joined the faculty of the Hanna Perkins Center.

**Vera Camden, Ph.D.**, presented the paper *The Past is a Foreign Country: The Uses of Literature in the Psychoanalytic Process* to the Ohio Society for Clinical Social Workers, in

March, 2003. She delivered an expanded version of this paper to the Arizona Psychoanalytic Society in Tuscon, in February 2003.

**Anna Janicki, M.D.** was certified in adult psychoanalysis at the winter meetings of the American Psychoanalytic Association in New York.

As part of the collaboration of the Cleveland Psychoanalytic Center and the County library branches, **Elisabetta Superchi** was the discussant of the Italian movie *The Postman*, on Sunday, March 16, at the Warrensville Branch Library. She will also discuss *Bread and Tulips*, on Tuesday, June 10, at the Beachwood Branch Library.

If you wish to be taken off the mailing list for this newsletter  
please call us at (216) 229-5959,  
Fax: (216) 229-7321,  
or email us at [cpresourcecenter@aol.com](mailto:cpresourcecenter@aol.com)



**CLEVELAND  
PSYCHOANALYTIC CENTER**  
11328 Euclid Avenue, Suite 205  
Cleveland, Ohio 44106-3959

Non-Profit  
Organization  
U.S. Postage Paid  
Permit No. 2844  
Cleveland, OH

**EDITORIAL BOARD****Rachel M. Baker, M.D.****Denia Barrett, M.S.W.****Norman A. Clemens, M.D.****Scott Dowling, M.D.****Betsy Kamm****Elisabetta Superchi****Sara S. Tucker, M.D.**

Please submit articles and  
announcements to

Rachel M. Baker, M.D.

or **Amy Crognale**

Production Editor

The Cleveland Psychoanalytic Center  
11328 Euclid Avenue, #205  
Cleveland, Ohio 44106-3959  
Ph: (216)229-5959 Fax: (216)229-7321  
E-mail: [cpresourcecenter@aol.com](mailto:cpresourcecenter@aol.com)