

# PSYCHOANALYSIS

*in Cleveland*

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

Vol. 12 No. 1

The Newsletter of the Cleveland Psychoanalytic Center

September 2003

## PSYCHOANALYSIS IN THE COMMUNITY

### **PSYCHOANALYTIC PRESENCE FOLLOWING THE CWRU CRISIS MAY 2003**

*Jose Camerino, MSW and Kay Levine, Ph.D.*

On May 9, 2003, a gunman forcibly entered the Peter B. Lewis building, the newest addition to the Weatherhead School of Management on the CWRU campus. One student was killed, and dozens of others were trapped inside. While the crisis continued, many mental health people offered their help. Resources were quickly mobilized to deal with waiting family, co-workers and friends. A CWRU crisis counseling group was created, led by Lynn Singer, Ph.D., Deputy Provost of CWRU and Glenn Nicholls, Vice-President of Student Affairs. It formally met within the first 24 hours of the event, and in the aftermath, has continued to meet.

The two of us were invited to participate on this crisis counseling team. The first meeting included some CWRU Central Administrators and deans, a student group representative, representatives from the Cleveland Red Cross Disaster Mental Health Team, the Mandel School of Applied Social Sciences, University Counseling Services, and CWRU's Employee Assistance Program. Many topics were discussed, including determining a formal response to the event, and planning for helpful interventions. The emotional impact of what occurred to the University community was the group's primary concern. Although each of the group brought his/her own

experiences and expertise, we worked together to find a way to reinstate equilibrium into the upheaval and disequilibrium wrought on that day in May.

We planned a formal de-briefing for those directly involved in the incident, as well as for their families. The two of us met with some of the Weatherhead administration and faculty to plan a thoughtful first re-entry protocol for those who had been trapped inside the Peter B. Lewis building. Their re-entry would be brief, and solely for the purpose of retrieving belongings left behind. Students and staff were returning to their workplace, which was now a crime scene. Some physical clean up of the building had begun, but an "emotional de-contamination" would also be required if it were to be a return to a place of neutrality. We suggested that each re-entrant be paired with another Weatherhead person, whom they knew, and who would stay with them all the while in the building. All persons were verbally prepared for what they might see once they were inside. They were assured that they would be in control of the choice to re-enter, and of the pace of their re-entry. We discussed with the Weatherhead officials, the predictable visual scanning that likely would occur, as people would look for evidence of the crime. We made

*continued on page 5...*

### **CONVERSATION WITH CARL RAK, PH.D.**

*Rachel M. Baker, M.D.*

On a recent blistering day Dr. Rak and I sought refuge at a Starbucks Café, and over cold drinks talked about how his psychoanalytic training informs his work and might have some ripple effect in the community. Dr. Rak is a counseling professor at Cleveland State University, where he is completing service as Director of the Ph.D. Program in the College of Education, and returning to teaching in the M.Ed. program in school and community agency counseling. This program graduates between 45 and 65 professionals each year. Dr. Rak teaches the course on theories of personality. An advanced candidate at the Cleveland Psychoanalytic Center, he teaches his course with a psychoanalytic flare, integrating other theories with psychoanalytic thinking from Freud, Mahler, Winnicott and the modern Kleinians. He encourages his students to attend the Center's scientific meetings. He has been able to awaken the interest of several of his students in psychoanalysis, and one of his students has applied for training at our Center.

Dr. Rak's interest in psychoanalysis began when he found that the Rogerian, Gestalt, or other approaches were insufficient in helping patients. He started

*continued on page 2...*

*Carl Rak continued from page 1...*

reading widely on his own in the psychoanalytic literature, attending scientific meetings, seeking supervision from a local psychoanalyst, and finally deciding to enroll in psychoanalytic training.

As his knowledge deepens, Dr. Rak finds it easier to help his students understand what they hear and read. Dr. Rak feels that his training makes his class discussion richer. He has "debriefing" sessions with his students after they attend scientific meetings, helping them integrate what they have heard. His course has become known as one of the best in the Masters Program. Dr. Rak's students use the Cleveland Psychoanalytic Center's library as a resource and are very appreciative of the help of its library staff, Amy Crognale, since Dr. Rak assigns reading from the psychoanalytic literature expecting written critiques of the reading and scientific meetings the students attend. He lets his students pick one theorist to discuss, and the discussion is taped.

One enterprising student was able to interview Rollo May shortly before his death, and quoted him describing his therapy with patients: "I don't know from beans what their problems are, but will sit with them till we sort it out," a remark which clearly delighted his audience.

Another student interviewed Donald Meichenbaum, a cognitive therapist, who shared the fact in working with post-traumatic stress disordered patients he needs a psychoanalytic perspective to be effective.

Dr. Rak also shared a couple of the papers written by one of his students, Linda Lawlor, showing her wrestling with difficult concepts such as Melanie Klein's theory and her very thoughtful response to the recent presentation of Dr. Stolorow at one of the Center's scientific meetings.

Dr. Rak himself has recently published a paper on resilient children, titled *Heroes in the Nursery* (2002, J. of Clinical Psychology) as a counterpart to Selma Freiberg's *Ghosts in the Nursery*.

It was a pleasure hearing about Dr. Rak's work and reading his student's thoughtful papers.

## AMERICAN PSYCHOANALYTIC ASSOCIATION VISITS CLEVELAND FOR TOWN MEETING



Newell Fischer

On Saturday, May 31, 2003, American Psychoanalytic Association (APsaA) President Newell Fischer, M.D. visited the Cleveland Psychoanalytic Center for a Town Meeting on the state of psychoanalysis. Dr. Fischer met with sixteen members of the Center for a morning consciousness-raising discussion of the challenges faced by present day psychoanalysis. Dr. Fischer has visited twenty-four societies to date in his two-year term as APsaA President. Many of the comments by Dr. Fischer at this meeting may be read at APsaA's website ([www.apsa.org](http://www.apsa.org)) in the Presidential Column of *The American Psychoanalyst*.

---

**Catherine P. Sullivan, MSW, LCC**, chairperson of CPC's Candidate Organization, was informed by the National Woman Psychoanalytic Scholar Committee that Cleveland will be one of the two sites to be visited by their fifth elected scholar, **Dr. Rosemary Balsam** in 2004/2005. *Details of the program and dates will be announced.*

---

**LOOK FOR APT'S PROGRAM  
ON DISSOCIATIVE IDENTITY  
DISORDER IN FEBRUARY 2004!**

## IN MEMORIAM: ROBERT D. GILLMAN, M.D.

Joanne Naegele, M.A.



Dr. Robert Gillman of Chevy Chase, Maryland, died July 1, 2003 at Massachusetts General Hospital from a stroke suffered three days earlier while attending Apple Hill Chamber Music Camp in rural New Hampshire. He was 84.

For the past five years Bob was a member of the Education Committee of the Cleveland Psychoanalytic Center as a Geographic Supervising Analyst for child analysis. He was a superb human being, a man of compassion, sensitivity and warmth. We benefited from his extensive knowledge of child analysis when he came on Saturdays to discuss analytic cases, and talk about a topic of interest with the candidates and the Child Analysis Committee of the Center

When Bob was the supervisor/consultant of a case he would listen with a questioning mind, with feelings both for the analyst and for the patient. He was compassionate and critical in a sensitive manner, appreciative of good psychoanalytic work. For him analysis was fun! He did his best to help a child psychoanalyst be the best psychoanalyst he or she could be. Child analysis, he asserted would exist and flourish for generations to come. This was an extension of his legacy as President of the Association for Child Psychoanalysis from 1988 to 1990.

Dr. Gillman was a leading psychiatrist and psychoanalyst in Washington, D.C., for almost 50 years. Born in Cleveland, he grew up in New York City, where he graduated from the progressive Walden School. He earned both a B.A. and a  
*continued on page 11...*

## TCHAIKOVSKY: MUSIC AND MELANCHOLY

Rachel M. Baker, M.D.



**THE FRIENDS OF THE CLEVELAND PSYCHOANALYTIC CENTER, IN CONJUNCTION WITH THE CLEVELAND PSYCHOANALYTIC CENTER, WELCOME BACK RICHARD KOGAN, M.D. FOR A CONCERT AND LECTURE ON SATURDAY, OCTOBER 25, 2003, AT 11:00 AM AT THE CLEVELAND RACQUET CLUB, 29825 CHAGRIN BLVD. IN PEPPER PIKE. THE PERFORMANCE WILL BE FOLLOWED BY A LUNCHEON AT 12:30 PM.**

Dr. Kogan will discuss Tchaikovsky's struggle with severe depressive episodes since his mother's death at age 14, and his subsequent career as a composer. Tchaikovsky's music was an expression of his suffering, as well as an escape from it into a world of fantasy. Music was his lifeline. As he has said many times, music kept him sane. Dr. Kogan will perform excerpts from Tchaikovsky's Piano Concerto No.1 and other musical examples to demonstrate the impact on his music of Tchaikovsky's conflicts over his homosexuality, his brief disastrous marriage, and his relationship with a benefactor whom he never met.

Richard Kogan has an active career both as a concert pianist and as a psychiatrist. His accomplishments have been described in the *Boston Globe*, (March 13, 2001) *The New York Times*, (July 15, 2001) and most recently in *U.S. & World Report*, (January 13, 2003.)

Dr. Kogan was a first prizewinner of the Chopin Competition of the Kosciusko Foundation and has also won the Concert Artist Guild Award. Dr.Kogan has

performed throughout the United States and in Europe and Asia as a recitalist and orchestral soloist. Dr. Kogan studied at the Julliard School with Nadia Reisenberg and furthered his musical education with Nadia Boulanger in France. Dr. Kogan is a graduate of Harvard College and Harvard Medical School. In his psychiatric practice he specializes in sexual dysfunction. He is director of the Human Sexuality Program at the New York Hospital-Cornell Medical Center.

Dr. Kogan combines his professional pursuits by giving lecture/performances that focus on how composers such as Beethoven, Mozart, Chopin, Schumann, Tchaikovsky, and Gershwin used inner conflict, illness and suffering as sources of inspiration. To quote the New York Times article, written by Evan Eisenberg, Dr. Kogan feels that the four stages of lovemaking – desire, arousal, climax and afterglow – are often paralleled in the structure of music.

Dr. Kogan last visited Cleveland in October 2001, lecturing on *Schumann, Manic-Depressive Illness, and the Creative Process*, playing selections from Robert Schumann's work.

This event is a fundraiser to support the Cleveland Psychoanalytic Center's Katan Center, that provides referral for evaluation, psychodynamic therapy, and psychoanalysis for adults and children regardless of their ability to pay.

Watch for flyers in the mail. For more information please contact Rachel Baker at 216- 464-2393, or Betsey Kamm at 216 - 229-5959.

**Calling all Borrowers  
In anticipation of the Administrative work needed to catalog and move the library to its new, permanent location, we ask that you return all library materials to the Center (2490 Lee Blvd., Suite 320) as soon as possible. We appreciate your assistance. If you have any specific questions, please contact Amy Crognale at 216-229-5959.**

## SCIENTIFIC MEETING DEALING WITH SHAME

Anna Janicki, M.D.

At the Scientific Meeting of the Cleveland Psychoanalytic Center on May 15, 2003 Melvin Lansky, MD., author of many writings devoted to the study of shame, presented a paper, *Modification of the Ego-ideal and the Problem of Forgiveness in Sophocles' Philoctetes*. Dr Lansky dealt with something truly fundamental but rarely taken up: how the agony of betrayal leads to feeling mortified, perhaps beyond repair. Similar themes appeared in his previous papers on *Ajax*, *The Tempest* and *Philoctetes* as a prologue to killing and/or suicide.

The subject of his study is the moment in which a predicament emerges for both the victim and the traitor: take revenge or forgive. The way out of this possibly deadly conflict depends on the tolerance for dishonor and the processing of shame. Lansky stated that this shame is often not conscious. By becoming aware of the fantasized humiliation by others the individual regains contact with fantasies or memories of being loved and loving, respected and respectful, pitied and able to pity and forgive. Lansky says that forgiveness depends on the modification of the ego ideal.

Sophocles' *Philoctetes* is set during the return of the Greeks to the island of Lemnos, where ten years earlier they had abandoned their comrade Philoctetes, while he was asleep, because of the stench of a wound, that wouldn't heal. The Greeks returned because they need Philoctetes' special bow and arrows to win the Trojan War. Heracles gave this weapon, which never misses, to Philoctetes. Odysseus is worried that Philoctetes would neither come with them nor give up his bow voluntarily. Thus he plans to betray Philoctetes again by sending Neoptolemus (who is Achilles' son) to trick Philoctetes into surrendering his weapon. Philoctetes, preoccupied with his hatred about betrayal and abandonment, ruminates about being mocked by former comrades and his wish to kill them. In Lansky's words: "The fantasized danger situation, so brilliantly rendered by Sophocles"

*continued on page 4...*

characterizations of Philoctetes' shame fantasies, is that of humiliation, the deliberate intent to shame, inflicted by former intimates who mock him and relegate him to inferior status. It is this paranoid shame and the fantasies surrounding it that holds the fixation in place and that must be resolved if a reunion with the Greeks and with social order is to become possible." Lansky described the need for Philoctetes to "look for an (ego) ideal that he could take in to modify circumstances that lead to unbearable shame."

Discussant Anna Janicki M.D., agreed with Dr. Lansky's hypothesis that the regulation of shame is crucial in the mastery of affects leading to forgiveness. However, she proposed a different understanding of the ego ideal concept. She pointed out that Milrod (1990) would argue that Lansky is not talking about the ego ideal, but the ego's idol. The ego's idol, according to Milrod, is our fantasy and conviction about what kind of human being we would aspire to emulate, which often is based on the one we most love or admire. The ego ideal is different than ego's idol. The mature ego ideal according to Milrod represents a loving, respectful, smart and caring person, whatever is the "ideal me". The emotional state after recapturing the "ideal me," through action or newly integrated knowledge, is experienced as the state of joyous renewal.

Based on this different understanding, Dr. Janicki also proposed that ego ideal modification happens while actively confronting intrasystemic conflict. That is, the disagreement within a person's conscience between shame and guilt can lead to a compromise, such as a fair person who does the right thing. She contrasted this healthy resolution with one in which the individual splits off one side of the conflicted feelings, resulting in a person who either does the right thing or is fair, but not both.

In a clinical setting, the emotions described as the theoretical ego ideal, lie somewhere between the expressions "I am the apple of my mother's eye," and "The world is my oyster," (Freud, Blos, Chasequet-Smirgel, Hendricks, Weigert) in early childhood, and through "my ideal is so and so and I aspire to be like them" in adolescence and early adulthood. The mature ego ideal represents being loving, respectful, smart and caring, and achieving the joyful feeling that this is "my personal

best."

What happens to the ego ideal in the face of severely disturbed family or social bonds, during times of inconsolable despair and grave danger? Dr. Janicki gave an example of how the ego ideal contributes to the state of joyous renewal by the force of fantasy. She recounted a comment made at the Cleveland State University commencement ceremony by speaker Antwone Fisher, who had lost his family in his early years and was once homeless, hateful, and vengeful. Mr. Fisher said that all throughout his suffering "I imagined I was loved, safe and smart," which helped him to forgive. Another example she mentioned was the conviction a person may have that they have a connection with God as the one who accepts, forgives and raises the spirit. However, the survival of such a relationship to the self, which reflects being controlled and indoctrinated often leads to a repetition of feeling betrayed and abandoned, even by God.

In Sophocles' play, Philoctetes is doomed to repeat the trauma of being betrayed and abandoned unless he will accept the reality of two questions, is he is dealing with comrades who need help or with villainous murderers, and is he their comrade or their murderer, not just a victim. He needs to actively confront the conflict between being a fair person who does the right thing right now and being a person who has to be right and take revenge on the Greeks for what they have done ten years earlier.

Dr. Janicki reprised her understanding of the shame dynamic elucidated by Lansky in Philoctetes: When without warning, ten years earlier, Odysseus left the injured Philoctetes on Lemnos while Philoctetes was asleep, he betrayed him and left him to certain death. When, during the play, Philoctetes falls asleep again, in the presence of Neoptolemus and loses Heracles' bow and arrows, he leaves himself open to a new betrayal, to feeling shame and hatred towards Neoptolemus. The bow and arrows were the only tools of his survival. By losing them Philoctetes repeats the trauma and produces a new crisis of hatred and with it another opportunity for resolution. Lansky wrote that the resolution of Philoctetes' rancor, which would depend on forgiveness, is not complete: "He can forgive in the weak sense of that word, let go of his grudging, damaged, blaming state of unforgiveness enough to go back into the human world. He forgives, not in a joyous and loving sense of that word, but more, as one would forgive a

debt, so that one could get on with life and stop counting what is owed, what is due, and what is unfair."

It is important to note that while Lansky talks about ego ideal modification, Dr. Janicki believes the example he gave has to do with guilt rather than with shame. The example of the scene that reflected tolerance of shame and guilt as well as a shift into pride and caring is better reflected in the quote showing that Philoctetes was elated by his own ideal of himself as a fair, courageous and caring man:

**Philoctetes:** *Carry me home...Make no further mention of Troy*

**Neoptolemus:** *Very well, then. Let's go.*

**Philoctetes:** *Oh, Generous Word!*

**Neoptolemus:** *Lean on me as you walk.*

**Philoctetes:** *With all my strength.*

**Neoptolemus:** *How can we escape the blame of the Greeks?*

**Philoctetes:** *Don't think about it.*

**Neoptolemus:** *What if they ravage Scyros?*

**Philoctetes:** *I'll be there.*

**Neoptolemus:** *What can you do to help?*

**Philoctetes:** *I have the bow of Heracles.*

Dr. Janicki asserted that four men and their family stories were hidden in the play. She reviewed the Greek myths detailing family lives full of mayhem and betrayal in important relationships. Neoptolemus, Achilles' son, had an opportunity to modify the shame he suffered after his father's death on the walls of Troy, but when the Greek elders gave Achilles' armor to Odysseus, they rejected Neoptolemus as the rightful heir to his father's armor. When Odysseus urged Neoptolemus to lie to Philoctetes about his grievance against the Greek elders he helped Neoptolemus to get in touch with his warded off hatred and his wish for retaliation. By making a relationship with Philoctetes, Neoptolemus had a chance to recognize his own feelings towards his father, who had abandoned him in order to go to war, and to see behind Philoctetes' agony a wounded man, not only an immortal hero. Thus Neoptolemus is able to act like a man capable of taking responsibility for his own actions. He flexibly shifts between shame and guilt and returns the bow and arrows to their rightful owner.

Philoctetes, relying heavily on the idealization of gods and demigods and the work of the gods themselves, whose scapegoat he had been in their own quarrels, he might not appear to be well equipped to contain his shame and hatred. Notwithstanding this, Dr. Janicki thought there is enough

**DEALING WITH SHAME cont...**

evidence in the play to see him as capable of processing unconscious shame.

Dr. Lansky took the audience beyond the latest psychoanalytic theories regarding ego ideal modification, demonstrating the possibility of resolving the conflict about being fair, which reflects shame dynamics, and doing the right thing, which relates to the processing of guilt. It is this resolution that results in ego ideal modification, one of the factors contributing to forgiveness. Dr. Lansky showed in his paper that relishing hatred or another's discomfort hides shame. Tolerating shame produces a crisis. This crisis hides the mystery of survival, a transition from full life to emotional death and back. Disgrace isn't necessarily claustrophobic or depressing, and might allow for the sublime exhilaration of accident and surprise. Philoctetes survived and confronted his disgrace and his despair about being abandoned by Neoptolemus and reacted with appropriate anger towards him. He regained his ego ideal by being tolerant and caring towards Neoptolemus. Neoptolemus showed respect for Philoctetes. He had the courage to face the wrath of his family and the Greeks from Scyros, when he decided to take Philoctetes to Greece instead of to Troy. Philoctetes, a broken man before that moment, now saw himself as his defender against their wrath.

The audience discussion, among many comments, focused on a "faked" forgiveness, which does not lead to a successful mastery of abandonment and grief.

*References are available on request.*

**CWRU CRISIS**

*continued from page 1*

suggestions to aid in neutralizing the visual stimuli, in an effort to promote fusion as a step toward mastery. As our crisis counseling group talked further, we all agreed that each type of intervention and its outcome (both positive or negative) be documented for future evaluation and learning. Such documentation would serve as verification and acknowledgement of the events, and thus aid in ego mastery for those involved.

The University Counseling Center and CWRU's Employee Assistance Program provided great help in facilitating many of

the direct interventions. As for us, the blending of our psychoanalytic training and our crisis/disaster training as members of the Cleveland Red Cross Disaster Mental Health Team, contributed greatly in guiding our conceptual framework and approach to this situation. Our thinking and decisions all along the way, clearly have been governed in large part by psychoanalytic principles.

Our participation in this crisis event reinforced for us:

- our appreciation and respect for alternative, efficacious models of interventions
- our belief that given the right circumstance, a thoughtful active on-site response intervention is the treatment of choice
- that a focus on the resiliency of individuals and groups rather than on their psychopathology is essential in crisis situations
- that in such a process, a psychoanalytic perspective provides an additional observing ego that promotes integration and synthesis
- that even in the chaos and rush of a crisis, the psychoanalytic tenet of trying to identify and acknowledge the feeling behind the behavior is invaluable
- that during and after the helping, the helpers may need help themselves
- the value of psychoanalysts additionally being "cross-trained" in other techniques and the complementarity that can result.

*Editor's note: Jose Camerino, a child psychoanalyst, is a Field Education Advisor and Adjunct Instructor at CWRU's Mandel School of Applied Social Sciences. Kay Levine, a child psychoanalyst, is a Senior Clinical Instructor of the faculty of CWRU's School of Medicine, and a psychologist in University Hospitals' Department of Psychiatry. Both are members of the Cleveland Red Cross Disaster Mental Health Team, and are affiliated with the Hanna Perkins Center.*

**\*Jose Camerino and Kay Levine will present at University Hospitals Child Psychiatry Grand Rounds on September 26, 2003, a talk on Children and Trauma, and Countertransference of Helpers of Crisis.**

## WORKPLACE ISSUES ARE VITAL IN PSYCHOTHERAPY

*Norman A. Clemens, M.D.*

The workplace is everywhere. How we work is a central part of our identity, whether one happens to be a bricklayer, an investment banker, a stay-at-home parent, or a mental health professional. Freud defined mental health in terms of the capacity to love and to work. One has only to read Studs Terkel's book, *Working: People Talk about What They Do All Day and How They Feel about What They Do* (New York: Pantheon Books, 1972) to sense what a mother lode of information about a person lies in the experience of work life. So it is no surprise that knowing how a patient works and feels at work is a vital part of understanding the patient in psychotherapy.

Employers have much at stake in keeping their workforce - their human capital - healthy and functioning. Depression, anxiety disorders, substance use disorders, and, less obviously, personality disorders are major and costly problems for them. Because of awareness of their concerns, the American Psychiatric Association's Committee on APA/Business Relationships (which I chair) teamed up with the Committee on Psychotherapy by Psychiatrists to present a symposium on "Workplace Issues in Psychotherapy" at the APA's Annual Meeting in San Francisco in May. What follows are some highlights from my lead-off presentation.

Psychoanalysts are keenly interested in why people do what they do, and particularly important are the reasons why people choose their vocations and what keeps them going in their fields. Innate abilities are, of course, one determinant, but early life experiences often play a major role. These may include traumatic or stressful events or relationships, as with an athlete with a deformity or sports injuries who goes into orthopedic surgery. Positive reinforcement by a parent who takes a strong interest in a child's activity, or identification with a beloved figure in one's early life, may have a powerful effect in making a certain line of work attractive, even without a parent's self-propagating tendency to encourage Junior to take it up. On the other hand Junior may react in the other direction - *anything but* the same profession. Or a child may select a vocation to cope adaptively with an early life problem, such

*continued on page 10...*

# HPC

## HANNA PERKINS CENTER

### **OPENING DOORS: PAST, PRESENT, AND FUTURE** *Elisabetta Superchi*



In a paper on the history of Hanna Perkins Center (HPC), Dr. Robert Furman wrote: "There are many ways to tell the history of HPC and its evolution over the past half century." Here I would like to tell the story of the two buildings that have housed the passionate and uncompromising work of many people for over fifty years, and the one that will open its doors this September.

The first Hanna Perkins nursery school building was a house on what was a quiet, essentially residential Abington Road, owned by the Hospital and renamed Children's House. It started as The University Hospitals Nursery School in the fall of 1950 with perhaps 10 children attending. Across the street from the school building was a gracious home that was converted to the Therapists' House for the newly arrived therapists from England including Erna Popper (later Furman) and Elizabeth Daunton. The decision to open what was at that time the only therapeutic school in the United States was made by Dr. Anny Katan, a child and adult analyst who came to Cleveland with her husband Maurits at a time when psychoanalysis was closely connected to the medical and academic world.

The school would provide the opportunity to study neurotic development in status nascendi, and allowed mental health professionals to observe young children directly. A new model for treating prelatency children by the way of their parent(s) was developed at Hanna Perkins, based on the psychoanalytic understanding that prior to the age of five or six, the child's personality is still fluid, flexible, closely linked to and readily available for understanding by the mother. Through sharing observations from home and school with an analytically trained therapist,

parents are helped to understand the meaning of their child's behavior and to intervene themselves to promote mastery of the tasks of the early developmental phases and attendant conflicts, both external and internal.

A lay training program in child psychoanalysis was initiated by Dr. Anny Katan and a need for more space for the school and therapists began to be felt towards the end of the 50's. A series of coincidences made possible the construction of the Cornell Road building that opened in 1960. Dr. Robert Furman, who became director of the Cleveland Center for Research in Child Development, fulfilled his childhood dream to be an architect by participating in designing the building. In addition to the nursery school class, an extra room was included for future development, along with a kindergarten class that made it possible to follow the transition into latency and conscience development.

The 1970's saw the publication of four books on child development. In 1981, thanks to collaboration with the United Way, outreach sites at local nursery schools or day care centers were established and flourished. An annual workshop for early childhood educators and daycare providers was implemented. In the late 1980's the extra classroom of the Cornell Road building started to be used for a twice-a-week toddler program for mothers and children. The clinical research and experience in observing children from 18 months to six years resulted in numerous scientific publications and in 1991 the journal "Child Analysis" first appeared. In order to develop and maintain relationships with colleagues around the country, the Center began to host an annual symposium. The change in leadership of the Center from Dr. Furman to Dr. Thomas Barrett,

who trained at Hanna Perkins, took place in 1991. According to Dr. Furman, along with Dr. Barrett computers and a fax machine arrived at HPC, as well as innovations to recruit and train a new generation of child analysts.

In order to serve a wider geographic area, office spaces in Westlake (2000) and Beachwood (2001) were rented. New programs continued to be added. A summer garden program (1999) for Hanna Perkins school children found a place at the Community Garden behind the Dunham Tavern Museum. A Distance Learning Program (2001) using video-teleconferencing capability connected the Katan Archives room in the red brick building with Italy, Toronto, St. Louis, Portland, Oregon and Lansing, Michigan.

There was inadequate space for the growing number of programs, candidates and students. At the turn of the millennium, the red brick HP school building found itself dwarfed by the surrounding university and mega-medical complex. In May of 1999 the Board of Trustees decided to evaluate the possibility of relocating. In the summer of 2001, the Malvern School property in Shaker Heights, built in 1927, became available. The building was acquired and the historic restoration and renovation will be completed in time for the Center to open its new doors this fall.

The new location will house the school programs (toddler, preschool, and kindergarten); clinical services (psychotherapy, psychoanalysis, and parent guidance on behalf of children and adolescents); the training programs (in child psychoanalysis and graduate and postgraduate clinical experiences for psychology and social work students); and extension division programs (outreach activities, consultation with daycare centers at

## KAREN GOULANDRIS RECEIVES THE HPC “INSIDE HELPER” AWARD IN 2003



*Fatemeh Toossi  
& Laura Cyrocki*

*From left to right:  
Joan Horwitz,  
Fatemeh Toossi,  
Karen Goulandris,  
Laura Cyrocki.*

Every year Hanna Perkins Center honors one or more individuals with the “Inside Helper” Award to acknowledge their contribution to the Center’s work on behalf of children. This year Mrs. Karen Goulandris, head teacher in the Hanna Perkins Preschool, received the award. Having had the honor to work with Mrs. Goulandris daily in the classroom as fellow teachers, we felt strongly that she deserved the award. Mrs. Goulandris has been teaching preschool at Hanna Perkins for 20 years. During that time she has immersed herself and truly integrated the Hanna Perkins philosophy in her everyday work with preschool-aged children, their parents and the community.

In the classroom, Mrs. Goulandris allows the children to ask questions, think freely, recognize their feelings, and form their own opinions. She creates an environment where children can learn how to use their inner resources to manage their “growing up” issues and discover the world around them. There are so many instances during the school day when we observe Mrs. Goulandris’s way of matter-of-factly explaining a situation and addressing the children’s feelings. For example, one day a group of children were playing a board game and refused to include a classmate wearing an eye patch. Mrs. Goulandris reassured the group that the boy was a fine school boy even with his eye patch, thus allowing the children to talk about their worries about their bodies.

As the Head Teacher, Mrs. Goulandris guides our work with our students with the same care and attention she offers to the children. In the classroom she acts as an “inside helper” as she repeatedly allows us to tap into her experience and knowledge, in a way that draws on our inner resources and

observations. She helps us make the work our own and allows us to integrate the work in “bearable bits.” There are times when we need help knowing the best way to help a child with questions and worries, and times when our own feelings might interfere with a classroom situation. For example, Miss Toossi recalls the time when, as a new teacher, she burned the chocolate chip cookies she and her student had made from scratch earlier that day. At first Miss Toossi panicked, and thought it would be best to go home and make more cookies to replace the burnt ones without telling her student. Mrs. Goulandris suggested that Miss Toossi instead explain to the child what had happened and make the cookies together again. Miss Toossi and the child could then talk about how grownups sometimes make mistakes and address their feelings about the burnt cookies. This is a small example of how Mrs. Goulandris teaches us the Hanna Perkins’ philosophy of helping children with mastery in the classroom.

Mrs. Goulandris’ commitment to working with young children is evident as she continuously shares what she has learned from her Hanna Perkins experience with the wider community. She is an active member of both The National Association for the Education of Young Children (NAEYC) and the Cleveland Association for the Education of Young Children (CAEYC). During the 2002 CAEYC Winter Conference, she presented a workshop about helping young children have a smooth transition into a new school setting, and has been involved with organizing the winter conferences. She also has offered classes through the Hanna Perkins Center Extension Division and for the past three years has served as a cooperative/mentor teacher for students from area colleges. Each summer, Mrs. Goulandris leads a gardening program for Hanna Perkins families at the Dunham Tavern Museum property.

*continued from page 6...*

the local and national level, research, and distance learning connections). A parent resource and drop in center staffed by HPC will offer educational activities for the wider community. When HPC opens its doors at Malvern it will continue its long tradition of understanding and serving the needs of children and their families.

*The new address & phone number for  
The Hanna Perkins Center is 19910  
Malvern Road, Shaker Hts., OH 44122  
(216) 991 - 4HPC (4472)  
Effective September 1, 2003.*

## GLORIA ALLEN TO PRESENT AT THE HANNA PERKINS FALL WORKSHOP

*Elizabeth Fleming*

The Hanna Perkins annual Fall Workshop will be held on **Saturday, September 20th and Tuesday, September 23rd**. This year we are very pleased to have Mrs. Gloria Allen presenting on the topic of “Caring for children, parents and staff in a day care”.

Mrs. Allen is currently the Director of Wade Day Care Center, a part of The Center for Families and Children, and brings to the topic a wealth of knowledge and experience.

After receiving her degree from the Elliot Pearson program at Tufts University in 1972, Mrs. Allen joined the staff of Wade (which at that time was run by the Day Nursery Association) as a kindergarten teacher. Hanna Perkins was already working with the Day Nursery Association to provide consultation at its sites, and cooperative work between Wade and Hanna Perkins goes back 50 years, 31 of which have involved Mrs. Allen. She next became lead teacher in the preschool unit, in addition to directing the Harkness Day Camp for school-age children. Mrs. Allen went to become the Assistant Director at Wade and for the past ten years has been the Director there.

In addition, she currently works with the Tri-C Literacy Award Plan which includes doing training sessions to help County Certified Home Providers bring literacy activities into the home, and teaching courses for Tri-C students.

As the Hanna Perkins consultant for Wade, I have felt very fortunate to have known and worked with Mrs. Allen for the last ten years. I have learned much from her, and the Wade Center is where we always take visitors to let them see how really caring day care can be. We are all looking forward to her sharing her knowledge and expertise with us.

## UNIVERSITY EAST BUILDING RECALLED

Betsy Kamm

At the request of University Circle Incorporated, in June 2003 the Cleveland Psychoanalytic Center bid farewell to the quarters it had occupied for thirty-four years in the University East Building. Our former landlord plans to turn the space into residences for medical students and nurses. As so many of our members had practiced, taught and learned in this space, we asked people to share their recollections.



basically a parking garage, but also had space for the original Goose Acres music store fronting on Cornell. This plain building sat right outside my second story office; I rather liked to contemplate its quiet façade. I enjoyed a sense of protection from winter storms. I enjoyed the shelter of the alley that led to the back door of our building, and the little key that opened the huge overhanging door. Parking indoors was a fine thing, never mind that water sometimes dripped from the

decaying cement ceiling.

Scott Dowling, M.D.

recalled: This is not about the building itself but the neighborhood. Back in the 70's, there was a small Fisher's Grocery Store in an extension of the building that is directly across Euclid from the University East Building. Hillel House now occupies the space. We used to drop by to get something to eat or to do a bit of grocery shopping. One day as I was looking for some carrots, two of the workers were talking about a strange occurrence. It seems that the canned goods were all lined up especially neatly, something that they did not remember doing. They also noted that the bags of potato chips were also lined up neat as a pin. They joked that someone had done their work for them and went about their business. A few days later I was again in the store and looked myself at the shelves. They were extraordinarily neat and I spoke to someone about it. They agreed, seemed puzzled but everyone shrugged it off. This continued in succeeding days until there was joking about elves living in the basement, much like the old story of the shoemaker whose shop was picked up and beautiful shoes made each night. It became a mystery, a pleasant mystery, a magic mystery. Everyone joined in, loving the mystery and magic of it all.

The truth then came to light, a jarring and sad reality. It seems that a seminary student, wishing to remove himself from the world, had taken up residence in a crawl space above the meat cooler of the

grocery store. All day he would be quiet but in the evening he would come down, get something to eat and "pay for it" by cleaning and arranging the store. He had done this for more than 2 months before someone heard him moving about and found him in his dusty living quarters above the cooler. He was taken to Hanna Pavilion. The store again became dusty and a bit disorderly. Soon it was torn down, also becoming a memory.

The whole event was like a dream, a suspension of reality, with a secret desire that it never end. It's ending, a bit sad and more than a little tragic. We woke from a lovely dream and returned to the work of the world.

Vera Camden, Ph.D. waxed nostalgic on being approached in the parking lot for money because some traveler to University Hospitals had "run out of gas and needed \$10" noting that "The first time I gave it to him and then about a week later the same guy approached me again". She also remembered, "...the strange experience of turning on my air conditioner in the winter (10 degrees outside) because the furnace was sub-Saharan".

Carl Rak, Ph.D., noted that his main recollection of the space was of our remarkable libraries, the peaceful respite they provided and the warm welcome his students received. Happily we have taken both our staff and our libraries with us!

Richard Lightbody, M.D. shared: Behind the University East Building, there used to be a two story brick building. It was

One summer, maybe 1985, the little building was torn down. Crash went the wrecking ball, crush went the bulldozer. The noise was terrific, the dust profuse. One of my patients said it reminded him of Hell. I used to stand at the window and watch the demolition, and the fill dirt, and eventually the smoothing for a new parking surface. Sometimes I would see Brian Bird, whose office was at the end of the hall, on the same side, standing outside to inspect; he always took a great interest in the major building projects around, of which there were many over the years.

One day in particular stands out, a hot summer day. I was struck by the way bulldozers would push dirt from one end of the site to the other, and then push the whole pile right back to where it started. Over and over, back and forth. As I watched, I thought I could divine a purpose, a gradual gain of solidity underfoot, but the process was amazingly repetitive. I mentioned my surprise to Jay Krent, who had an office overlooking the site also, and who was friendly to me. He said, "Analysis can seem a lot like that at times." That droll comment has stuck with me, and been a help to me in my practice. I often think of him, and of Brian Bird, that little building, and of the other analysts whose offices were in University East Building.

Though it was not our choice to leave, we feel certain that good things await us and our community in our new space in the Heights Medical Building.

## PSYCHOANALYTIC BOOK REVIEW



Elisabetta Superchi

***Harry Potter and the Order of the Phoenix***, Bloomsbury, Britain, 2003, 870pp., \$29.99, hardcover.

This book has been in the bookstores since June 21, and has sold 5 million copies during its first week. In her previous books the English writer, and ex welfare mother, J.K. Rowling told us the story of the 11-year-old Harry who discovers he is a wizard, and started to unfold the mystery of his parents' death and his survival among many adventures with his friends Hermione and Ron at Hogwarts school of Witchcraft and Wizardry. In the series the author introduced a charming, straightforward Harry who, in spite of his suffering, is astonishingly brave and remarkably adept. To underline Harry's uncomplicated identity and heroic but conflicted choices, a dark evil wizard is introduced (Lord Voldemort) who killed Harry's parents and shares a similar background with him. Harry grows from book to book and the grey tone of reality and ambivalent feelings reluctantly make their appearance since *Harry Potter and Prisoner of Azkaban* (Book 3).

The last book of the boarding school's adventure stories opens up to a more complex world of emotionally driven turmoil. The fifteen-year-old Harry no longer knows or trusts himself. The world around him suddenly becomes more complicated. Definitions of good and evil are blurred. Dragons and Hippogriffs become political intrigues to gain power, sorcery contests become mind-invasion duels and the atmosphere turns on psychological rather than supernatural strengths.

Following the format of the previous books the fifth takes place in the summer between 4<sup>th</sup> and 5<sup>th</sup> grade. At number 4 Privet drive, where Harry spent his childhood and goes back each summer to stay with his pernicious aunt, uncle and cousin, the growing teenager is far more

savory than sweet. Among scary dreams, worries about the return of Lord Voldemort, guilty feelings for the death of Cedric in the *Harry Potter and the Goblet of Fire* (Book 4), feelings of isolation and frustration about being considered unworthy or too immature to know what is going on, Harry finds himself in trouble with the wizard authority and his return to school is jeopardized. Illustrating the power of the media under the influence of special interests, when Harry got to Hogwarts School everyone thinks he is either nuts or a pathological liar thanks to a smear campaign by the major wizard's newspaper the Daily Prophet.

The school itself gets invaded by the poisonous bureaucrat Dolores Umbridge, the new Defense against the Dark Arts teacher, who undermines the headmaster Dumbledore, restricts the freedom of the press and strangles the rights and privileges at Hogwarts. In addition to facing the looming terror of the end –of–the Ordinary Wizarding Level term exams, Ron becomes a player in the Gryffindor team while Harry gets unfairly expelled. The growing Harry discovers the ambivalence of his own feelings toward his inseparable friends and what has been stable until now. He also experiences the pleasures and disappointments of a first date and a first kiss. Probably reflecting the teen characters' growing awareness of the world around them Quidditch and school rivalries are all but crowded off the page.

As the war with Voldemort approaches, adults take more active roles (as in Book 3) and some ink is devoted to explaining the mysterious workings of the adult mind and their heavy baggage from the past. Like the rest of the adult characters, Mrs. Weasley isn't just the scolding/loving mum of the prior books but becomes more real with her worries and fears for her family while she's cleaning Order of the Phoenix quarters. Harry's father's memory and his father figure substitute lose their idealized aura. Although understanding doesn't make Harry like Professor Snape any better, he gets a better understanding of the reasons behind his loathing of the young Potter. Even Aunt Petunia seems marginally less odious. The water seems to turn grey also for minor characters as the Weasley twins escape from school and Ginny Weasley comes roaring back from her role as helpless pawn in *Harry Potter and the Chamber of Secrets* (Book 2) as does Neville Longbottom from his role of complete helplessness. The punk

witch Tonks and the not as spacey as she seems Luna Lovegood make particularly welcome additions to the Potter book. In *Order of the Phoenix* alliances are based on intricate political histories as much as on virtues and belief. Harry's personal struggle with Lord Voldemort expands to entangle the Ministry of Magic and the former stable Hogwarts. The threat of Voldemort is overshadowed by the threat of a dismantled system of legal protection. While the book unfolds the story of the emotional fluctuation of a suddenly sullen, romantically awkward teenage wizard, the seeds of political unrest presented in earlier books bear fruits and the history of magical-empire-building seems to resemble the much broader contemporary political crisis.

### **New Accessions to the Cleveland Psychoanalytic Center's Libraries**

***The Violence of Interpretation***, Aulagnier, P., Brunner-Routledge, 2001.

***Freud and the Freudians on Religion***, Capps, D., Yale Universities Press, 2001.

***Handbook of Attachment***, Cassidy, P., Guilford Press, 1999.

***The Power of Feelings***, Chodorow, Nancy J., Yale Universities Press, 1999.

***The Feeling of What Happens: Body and Emotion in the Making of Consciousness***, Damasio, A., Harcourt Brace, 1999.

***Ethics Case Book***, Dewald and Clark, American, 2001.

***The Freud Encyclopedia: Theory, Therapy and Culture***, Erwin, E., Editor, Routledge, 2002.

***Men, Religion and Melancholia***, James, Otto, Jung, and Erikson, Yale Universities Press, 1997.

***Why Did Freud Reject God?*** Rizzuto, A., Yale Universities Press, 1998.

***The Playground of Psychoanalytic Therapy***, Sanville, J., Analytic Press, 1991.

***Is There Life Without Mother?*** Shengold, L., Analytic Press, 2001.

***Facing Death***, Spiro, McCrea Curen and Wandel, Yale Universities Press, 1996.

***Handbook of Infant Mental Health***, Zeanah, Charles H., Guilford Press, 2000.

## ISSUE 15 PASSES WITH YOUR SUPPORT

*William M. Denihan*

Passage of Issue 15, the Health and Human Services Levy, on May 6, 2003 proves once again that the voters in Cuyahoga County are compassionate and believe that services provided through the Cuyahoga County Community Mental Health Board (CCCMHB) and other health and human services agencies are valuable and needed - now more than ever. This victory for our community, which will generate a total of \$137 million each year for the next five years for health and human services, would not have occurred without the financial and volunteer assistance from the Cleveland Psychoanalytic Center and scores of other agencies and individual volunteers from the community mental health system. Through your assistance we were able to communicate the importance of Issue 15, especially in this uncertain economy, to all members of our community and successfully combat levy opposition. You should feel very proud of this accomplishment.

The passage of Issue 15 maintains vital services that compose a critical safety net. Services that are able to continue because of its passage include community mental health services such as counseling and community support program services, as well as a 24-hour mental health information, referral and crisis hotline - 216-623-6888 - which is available to each and every resident of Cuyahoga County. Funding from Issue 15 also continues other crucial health and human services including foster care for abused children, treatment for emotionally disturbed youth, home health care for seniors, quality childcare, rehabilitation from crippling injuries and strokes, emergency shelters for homeless people, drug and alcohol abuse prevention and treatment, and services provided through MetroHealth Medical Center's Burn Care Center, Metro Life Flight and trauma center.

The CCCMHB Governors and staff, providers, consumers and family members will continue to work in partnership with the Cuyahoga County Commissioners to ensure that the mental health system

receives adequate funding to meet the rising demand for mental health services. We will also look to the community for continued support in keeping mental health a civic priority in Cuyahoga County.

The Cleveland Psychoanalytic Center represents what is right in our community and I am proud to be a member of its governing board.

*William M. Denihan is Chief Executive Officer, Cuyahoga County Community Mental Health Board, and Trustee of the Cleveland Psychoanalytic Center Board.*

### WORKPLACE ISSUES *continued from page 5*

as someone who goes into a counseling profession after long experience in dealing with a mentally ill parent.

From such an assessment comes questions like: Is the person content or fulfilled by what he or she does, or does the work cause resentment or boredom? If the work is an adaptation, is it successful in dealing with the basic issues? And what has changed? What has disrupted the homeostatic balance of the person's work life? Have there been role changes that increase or diminish status and degree of responsibility? Have there been losses, rejections, threats to security? Is the person responding in a beneficial way, or is anger, fear, or reluctance to be assertive interfering with adaptive responses? What characteristic defenses and coping patterns is the person employing?

What psychoanalysts call transference is everywhere in our lives - a repetition or displacement from parents or other key childhood figures into present-day important relationships. It happens with therapists, physicians, teachers, the clergy, police - expectations of protective benevolence, feared authority, trust, idealization, and unfulfilled needs all mixed together in one's mind. So it is with employers, who are often the object of strong ambivalent feelings by their employees. Resentment of authority and power, envy of superiors' wealth and success, dependency and inappropriate expectations mingle with respect and admiration. It helps to sort these out in psychotherapy.

Although the workplace is supposed to be an arena that is relatively neutral emotionally, it is nonetheless rife with the powerful internal conflicts that we are used to seeing elsewhere in life. The effort to manage aggression constructively and relatively automatically may fail under certain stresses. Resentment

towards the boss or co-workers may erupt into workplace violence, a major problem for employers and a sign of serious illness. On the other hand, fear of self-assertion may lead to crippling passivity and fear of taking the initiative. Depression may settle in as a defense against rage, turning it against oneself and even contributing to suicidal impulses. Anxiety or outright panic may occur if hatred threatens to break into consciousness. Workers may use alcohol or drugs to deal with these conflicts. Similarly, sexual attractions, competitiveness, jealousy, sensitivity to rejection, and outright harassment may lead to intense inner turmoil and emotional distress.

The narcissism we all have may lead in problematic directions. Hopefully, one can find healthy pride in one's work and delight in competent functioning. Self-esteem is deeply grounded in our work identity and performance, to the degree that we measure up to our hopes and expectations for ourselves as well as our moral and ethical standards. Low self-esteem, lack of confidence, needfulness, difficulty empathizing with or sensing the feelings of others - all point to serious difficulties, as do the grandiosity or feelings of entitlement that attempt to compensate for a deep sense of insecurity or worthlessness. Losing one's career identity through business failure, being fired, disability, or even retirement can result in profound collapse of self-esteem.

Family businesses have their own special sets of problems, as old rivalries, alliances, resentments, control struggles, or even hatred within or between generations may surface with devastating effects. The heir who rises to be the CEO may have to contend with numerous conflicting feelings as the balance of power shifts or the business environment necessitates radical restructuring of the business.

These examples can only scratch the surface of myriad potential issues. Because of their flexibility and multiple levels of understanding, psychoanalytically-based therapies are optimally positioned to work with each person as an individual in dealing with them.

### IMPEDIMENTS TO ACCESS

*Unfortunately, the health insurance that most Cleveland employers provide sets up formidable barriers to employees' access to effective psychotherapy. Low reimbursement rates and "behavioral" managed care companies that invade privacy, require frequent time-consuming reports, and drag their feet about payment drive many skilled therapists to avoid being on panels, leading to long waiting lists or reliance on meager out of network benefit levels. Besides the needless suffering for employees and their dependents, employers lose out on the well established economic benefits of effective mental health care.*

## MEMBERS IN THE NEWS



**Jane Belkin, MSSA**, graduated from the Cleveland Psychoanalytic Center in adult psychoanalysis in April, 2003. She has been in private practice for 21 years. Mrs. Belkin is on the clinical faculty in the Residency Training Program of the Department of Psychiatry at University Hospitals. In this capacity, she co-facilitates Process Groups for the PGY I

and II residents and supervises PGY IV residents who facilitate groups in the community. She provides psychodynamic organizational consultation to the business community through her company, *WorkingThrough, LLC*.

At a meeting of the Ohio Psychiatric Association Council on July 27, 2003, **Norman A. Clemens, M.D.**, president of the Cleveland Psychoanalytic Center, was awarded the OPA's Distinguished Service Award for his work over the years on the local, state, and national levels of the American Psychiatric Association.

**Arthur Rosenbaum, M.D.**, as part of the APsA fellowship program, is mentor to **Gabriele Dillman, Ph.D.** who has been awarded a Fellowship by the APsA. Dr. Dillman is Assistant Professor of German in the Modern Language Department at

Denison University in Granville, Ohio. She received her Ph.D. from UCLA in Germanic Languages and Literatures with a dissertation on the Austrian writer Ingeberg Bachmann's work from a self-psychological perspective.

**Nanette Auerhahn, Ph.D.**, staff psychologist at Bellefaire Residential Treatment Center, has authored a paper with Harvey Peskin, Ph.D., of San Francisco which was recently published in *Psychoanalytic Quarterly*. The paper, *Action Knowledge, Acknowledgment, and Interpretive Action in Work with Holocaust Survivors*, is the latest of a series of papers Dr. Auerhahn has written with Dr. Peskin and Dr. D. Laub concerning the Holocaust, post-traumatic memory and intergenerational memory. The paper is available at the Center.

**ROBERT D. GILLMAN, M.D. continued from page 2**

bachelor of music degree from Yale University, followed by graduate study in piano at the Julliard School of Music. Subsequently he received a master's degree in psychology from Columbia University and an M.D. degree from George Washington University. He completed specialty training in psychiatry at the Shepherd-Pratt Institute.

Settling in the Washington area in the 1950's, Dr. Gillman became director of the Arlington, Va. Community Mental Health Center and started a private psychiatry practice that continued until his death. After completing his psychoanalytic training in the 1960's he became a teaching, supervising and training analyst of the Baltimore-Washington Psychoanalytic Institute. He was a revered teacher for both his intellect and his wit at that institute as well as at Catholic University, Walter Reed Army Hospital and the George Washington University School of Medicine.

During World War II, Dr. Gillman served in the Army Air Corps. While stationed in Texas as an Army psychologist he fell in love with the former Katherine Backus, to whom he was married for 50 years until her death in 1996. Dr. Gillman had many

avocations, including the twice-weekly tennis game that he continued into his ninth decade, and watching baseball with his children and grandchildren. Above all, he loved to play the piano. He maintained his concert-level skills from his first appearance in Carnegie Hall at the age of 11 until the end of his life. At the Apple Hill Chamber Music Camp where he had his last performance, he had just finished playing a Hayden trio with a cellist and an 11-year-old girl playing the violin. The youngest and the oldest camper were performing together. Had Bob been able to choose the manner of his own death, dying at such a moment full of life is just the sort of way he might have selected.

The December, 2002 *Insight* magazine of the International Psychoanalytic Association had a feature article consisting of an interview with Bob Gillman entitled, "Music and psychoanalysis." When asked by Irene Cairo, "Have these two sides of your life, music and analysis, affected each other and influenced each other," his reply was, "Certainly. The freer I became in my mind through my personal analysis, the freer I became with my music. Also the capacity to free associate, although on the surface

quite different than the concentration required in performing, is an opening of one's sensitivity."

A memorial service was held on July 10, 2003 at the Cedar Lane Unitarian Universalist Church in Bethesda, Maryland. Judging by the throng of people who attended, we are not alone in our grief. He will be missed.

**UPCOMING SCIENTIFIC MEETINGS**

**Marvin Margolis, M.D.**

Training & Supervising Analyst, Michigan  
Friday, November 21, 2003, 8:15PM  
RB&C auditorium

*Topic to be announced.*

Saturday, November 22, 2003 Noon -2PM  
**Ethics Workshop**, Open to candidates and Faculty.

**Wendy Olesker, Ph.D.**

Training & Supervising Analyst,  
New York Psychoanalytic Institute  
Friday, Dec. 5, 2003, 8:15PM  
*An Analysis of a Developmentally Delayed Young Girl, Integrating Analytic and Developmental Processes*

## TIME TO RENEW YOUR FRIENDS MEMBERSHIP

The Friends of the Cleveland Psychoanalytic Center are currently involved in a membership drive. In addition to supporting the work of The Katan Center for Psychoanalytic Treatment, membership in The Friends brings the following benefits: Sunday evening analytic discussions of films and books; subscription to Psychoanalysis in Cleveland and special invitations to Friday evening Scientific Meetings.

### FRIENDS MEMBERSHIP FORM

I am a  new  renewing member of The Friends of the Cleveland Psychoanalytic Center.

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

#### MEMBERSHIP LEVEL (check one)

Patron \$ 500       Sponsor \$ 100       Donor \$ 250   
 Family \$ 35       Contributor \$ 50   
 Individual \$ 25       Student \$ 10



**CLEVELAND  
PSYCHOANALYTIC CENTER**

2490 Lee Boulevard, Suite 320  
Cleveland Heights, Ohio 44118-1271

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  
2490 Lee Boulevard, #320

Cleveland Heights, OH 44118-1271

Ph: (216)229-5959 Fax: (216)229-7321

E-mail: [cpresourcecenter@aol.com](mailto:cpresourcecenter@aol.com)

*Forwarding Service Requested*