

HISTORY OF PSYCHOANALYSIS IN CLEVELAND

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The Beginnings

After a decade of developing the “talking cure,” Sigmund Freud¹ introduced psychoanalysis to the world in 1900 with the courageous publication of “The Interpretation of Dreams.” The discovery of the power of listening to patients’ free associations and Freud’s provocative ideas about the workings of the mind drew students from across Europe and inevitably from the United States as well. Freud and Carl Jung visited America once, in 1909, to give lectures at Clark University, but Freud was dubious that psychoanalysis could take hold in the American culture. Nonetheless, a distinguished group of psychiatrists and a psychologist who was president of Clark University formed the American Psychoanalytic Association in 1911. Psychoanalytic societies and training programs sprang up and gradually evolved into formal institutes. In 1932 the national association became a federation of psychoanalytic societies with Baltimore-Washington, Chicago, and New York as the original members; Boston joined the next year.

It took the Second World War to create the conditions for psychoanalysis to reach into the cities of the American heartland. Two factors were at work: dozens of seasoned psychoanalysts, many of them Jewish, fled the Nazi horrors and found refuge in England and the United States; and American military psychiatrists, who had been exposed to the value of psychoanalytically informed listening and talking with patients in dealing with post-traumatic stress and other battle-related mental states, fanned out across the country to take academic positions in medical schools that were belatedly incorporating psychiatry into their undergraduate and post-graduate curricula. It was in this environment that psychoanalysis came to Cleveland.

In 1938 as the extent of Nazi depredations against the Jews mounted, two Cleveland psychiatrists, George Reeve and Oscar Markey, sent a telegram to Sigmund Freud respectfully inviting him to leave Europe and make his home in Cleveland. Freud and his daughter Anna Freud had already escaped Austria and settled in England, and he indicated in a letter to Marie Bonaparte that he would decline the offer (Krent 1977). Freud died in 1939.

¹ In general the psychoanalysts referred to in this chapter are physicians with the M.D. or D.O. degree, which is omitted to avoid needless repetition. When analysts who were originally trained in another discipline are first mentioned, their profession will be stated whenever possible. Sigmund Freud was a physician. His daughter, Anna, was originally an educator who then trained as an analyst.

In 1945 Dr. Joseph Wearn, newly appointed Dean of the School of Medicine of Western Reserve University, invited Douglas Danforth Bond, MD, to establish a Department of Psychiatry. Dr. Bond had had partial psychoanalytic training in Boston and had attended seminars with Anna Freud when he was chief psychiatrist of the U.S. Eighth Air Force in England. "Wearn appointed him explicitly to form a psychoanalytically minded psychiatric service" (Krent 1977). There had been only two psychoanalysts in the Cleveland area prior to 1946, Carl Ulrich and Alan Finlayson, who had trained in Chicago. They had done some teaching of psychoanalytic ideas in the Western Reserve University, but Finlayson and Ulrich declined to become training analysts in the psychoanalytic training program that Dr. Bond intended to establish (M. Katan 1957). Dr. Bond recruited John Flumerfelt, whom he had met in England, and two Canadian psychiatrists, Brian Bird and Alfred Bochner. Edward Harper and Neil McDermott, who had previously been psychiatrists in the Department of Medicine, Daniel Badal (an analyst trained in Boston), and David Crocker completed the medical staff of the new department (Harper 1977). All became psychoanalysts. Their ranks were subsequently augmented by Willard Boaz and Marvin Brook, both psychoanalysts trained in London, and Sam Lerner and Walter Musta, trained in the early years of the Cleveland training center.

In order to start a psychoanalytic training program, Dr. Bond called upon Anna Freud for assistance. She facilitated the recruitment of Austrian-born Anny Katan, a child analyst, and her Dutch husband, Maurits Katan, "both of whom had endured the brutal occupation of their beloved Holland during the German occupation of World War II" (Harper 1977). They had had a close relationship with Sigmund Freud and his daughter, Anna, and had obtained much of their psychoanalytic education in Vienna. They arrived in Cleveland in 1946.

The Katans joined with Detroit analysts Leo Bartemeier and Richard Sterba (who had come to Detroit in 1939) to form the **Detroit Psychoanalytic Institute**. The Detroit-Cleveland program became a new training facility of the American Psychoanalytic Association under the sponsorship of the Chicago Psychoanalytic Institute (Harper 1977, Waltz 1997). "The young psychiatrists who had begun their analytic training and personal analysis in Cleveland went to Detroit for supervision of their analytic patients" (Harper 1977). Dr. Bond became a training analyst in 1952, and Drs. Bird and Flumerfelt were subsequently appointed training analysts as well. Things went along well for three years, but major dissension within the Detroit part of the program led to dis-accreditation of the Detroit institute by the American Psychoanalytic Association and the Cleveland analysts' withdrawal from the relationship with Detroit (M. Katan 1957). In 1954 the Cleveland analysts formed a psychoanalytic Training Center under the sponsorship of the Philadelphia Association for Psychoanalysis. The new trainees traveled to Philadelphia for supervision and seminars on theory and technique. Theodore Suratt and Henry Brewster were officers of the Training Center. In 1960 the program was fully accredited by the American Psychoanalytic Association as the **Cleveland Psychoanalytic Institute**, a part of the Department of Psychiatry of the Western Reserve University School of Medicine. Courses were free and being part of a university setting allowed for the free exchange of ideas between different disciplines.

The graduates of these early years became the nucleus of a growing psychoanalytic community. Thirteen charter members formed the **Cleveland Psychoanalytic Society** in 1957, and in 1958 it was accepted as an affiliate society of the American Psychoanalytic Association.

A **Division of Child Psychiatry** had an early place in the Department of Psychiatry. Along with Anny Katan, non-physician child therapists trained in London or in Cleveland joined its staff, notably Marion Barnes, Joanna Benkendorf, Mary Bergen, Elizabeth Bremner, Elizabeth Daunton, Erna Furman, and Alice Rolnick. Willard Boaz became director of that division. Under the leadership of Anny Katan and Miss Emma Planck, the **University Hospitals Therapeutic Nursery School** was established in 1951 to provide services to pre-school children with emotional difficulties. Called “Children’s House”, it operated in a house in University Circle. Anna Freud visited the school in 1956 and 1964 and had a significant influence. These innovations in services to young children eventuated in the Hanna Perkins Center, which will appear later in this chapter.

In 1948 Dr. Alan Finlayson and a Cleveland businessman, Walter Grabski, established the **Cleveland Psychiatric Education Fund**, an independent foundation that provides interest-free loans to professionals undergoing psychoanalysis in the course of training to be analysts. An original provision was that if the trainee stayed in the University, the debt was reduced by half. That fund continues to assist future analysts.

In 1961 former Cleveland Indians owner Alvah Bradley II established **The Cleveland Psychoanalytic Society Foundation** to advance psychoanalytic learning, research, and services to adults and children. It started with \$900,000 in assets to reside in the Cleveland Foundation; grants were to be distributed by the Cleveland Psychoanalytic Society Foundation through a board elected in an annual meeting of its members, who are the membership of the Cleveland Psychoanalytic Society. The earnings were distributed between the Cleveland Psychoanalytic Society and the Cleveland Psychoanalytic Institute (after merger in 2002, the Cleveland Psychoanalytic Center) and services for children seen in analysis by candidates in what became the Child Psychoanalytic Training Program of the Cleveland Center for Research in Child Development (now part of the Hanna Perkins Center.) Though the amount varies from year to year with the state of the economy, this continued support has been invaluable to these psychoanalytic institutions and the services they provide.

“Camelot”

For those who worked in the psychiatry department during those early years this period was recalled as a golden era. There was great enthusiasm for teaching and learning psychoanalytic methods. Psychoanalytically informed research was initiated in psychosomatic disorders and sleep. In 1952 the Western Reserve University School of Medicine adopted a revolutionary new curriculum that eventually became a model for medical schools across the country. It included psychoanalytically informed patient care in special medical, obstetrical, and pediatric clinics that introduced first and second year

medical students to clinical care and so leavened their heavy concentration in basic sciences; Benjamin Spock taught in the family clinic. Basic and clinical science curricula were integrated in a cross-disciplinary approach by organ systems rather than departments. There was time for independent study and research. Students' responsibility and motivation for learning were high.

Department psychiatrists contributed to the growing literature on these new approaches to medical education, incorporating psychoanalytic ideas on talking with patients, child development, and psychological issues in medical, obstetrical, gynecological, surgical and pediatric practice. Initially a service in the Department of Medicine, psychiatry became a separate Department of Psychiatry in 1960. Dr. Bond became the first psychiatrist to be dean of a medical school. Brian Bird's book, *Talking with Patients*², became a classic. The excitement about psychoanalytically informed medical education was high across the country, and Western Reserve participated with the leaders of a number of other new or rejuvenated departments of psychiatry in a series of meetings to discuss innovative concepts in psychiatric and medical education. This was informally dubbed "The Stagecoach Club", because they made a ritual of watching "Stagecoach", the 1939 movie that was the favorite of John Romano, chairman of psychiatry at the University of Rochester. Dr. William R. Adams, a training analyst and contributor to the medical education literature of those times, is quoted as saying it was "like Camelot."

Close ties with Philadelphia remained from the years of sponsorship by the Philadelphia Association for Psychoanalysis, and for many years the Cleveland Psychoanalytic Society conducted joint weekend congresses with Philadelphia analysts which were later joined by the Baltimore-Washington Psychoanalytic Society as a semi-annual "Tri-City Congress."

Camelot came to a crashing end in part because of the unusual structure of the psychoanalytic training program in the Department of Psychiatry. In general, training facilities approved by the American Psychoanalytic Association are free-standing, with their own governance directed by "educational committees" composed of training analysts that choose their own leadership. The institutes are commonly incorporated and administered independently. In contrast, the Cleveland program was integral to the Department of Psychiatry and appointments were deemed to be like other academic appointments.

Conflict surfaced in 1967 when Dr. Bond, the department chair, insisted that Drs. Anny and Maurits Katan must retire at the medical school's mandatory age of 65, without offering to them the available alternative of year-to-year appointments. There was also controversy about the selection of candidates for training, about what some saw as an authoritative, restrictive, or purist stance towards candidates, and about the opposition of some training analysts to expanding research and clinical services in biological treatments in the department. A paramount issue was that Dr. Anny Katan and the other child analysts initiated the training of non-physicians as "child therapists" to conduct psychoanalysis of children. At the time training of non-physicians to be psychoanalysts

² Bird, Brian. *Talking with Patients*. Philadelphia: J.B. Lippincott, 1955. Second edition, 1973

was not approved by the American Psychoanalytic Association. The outcome of the crisis led to the long and complicated gestation of two major Cleveland institutions independent of the Department of Psychiatry: they are now known as the Cleveland Psychoanalytic Center and the Hanna Perkins Center for Child Development. Their evolving story continues through the time of this writing.

The turmoil came to a head when Dr. Bond appointed himself to be chair of the Educational Committee. The committee elected Anny Katan as its own chair and strongly protested to the Board on Professional Standards of the American Psychoanalytic Association and the Dean of the medical school. During August of 1967, while many were on vacation, Dr. Bond informed some of the opposing members that they must support his actions or resign. Ensuing bitter struggles involved legal actions, grievances about the firing of tenured faculty that brought the intervention of the American Association of University Professors, and spirited disputes in the Board on Professional Standards of the American Psychoanalytic Association (Waltz 1997).

Five of the nine members of the Institute's Educational Committee **incorporated the Cleveland Psychoanalytic Institute** on December 29, 1967, and surreptitiously moved the institute's records from the Department offices to a rented office at 11328 Euclid Avenue, a block away from the Hanna Pavilion site of the Department of Psychiatry. Those who had been on the full-time staff moved over the ensuing year to other offices. Dr. Bond countered by reaffirming the Institute as existing within the Department and continued to offer psychoanalytic training. After a protracted conflict in the Board on Professional Standards of the American Psychoanalytic Association, the Cleveland Psychoanalytic Institute, Inc., was recognized as the Association's approved psychoanalytic training facility in Cleveland. Dr. Bond resigned as administrative head of the department in 1969 and died in 1976.

Training analysts who stayed in the Department of Psychiatry program were Douglas Bond and John Flumerfelt. Edward Harper, Theodore Suratt, and J. Patrick Duffy were appointed as training analysts, joining them to continue that program. The training analysts who left the department to work within the Cleveland Psychoanalytic Institute were William R. Adams, Brian Bird, Robert Furman, Anny and Maurits Katan, Justin Krent, and Walter Musta. Drs. Edward Schiff and Marjorie McDonald soon augmented the Educational Committee as training analysts. Many close friendships were ruptured in this great fracture, and painful feelings between the two groups lingered for decades.

Efforts were made to protect the candidates in the midst of their training from having their personal psychoanalyses or their training disrupted by the conflict. As they completed training, however, they tended to remain with the group to which their training analysts had belonged. Douglas Lenkoski, who succeeded Bond as department chair, David Agle, Charles DeLeon, Howard Sudak, and Ellen Rothchild remained and became long-time teachers of psychoanalytic therapy in the Department of Psychiatry. Others left the Department offices and went into private practice, giving their energies to the newly reorganized Institute. However, some of the analysts associated with the Institute continued or eventually returned as clinical faculty to teach and supervise

psychoanalytic psychotherapy in the Department of Psychiatry. They augmented the efforts of those analysts who had stayed with the Department and people subsequently trained by Dr. Bond, such as Richard Corradi. But the Department and the Institute largely went their own ways. Resolution of the many issues that had been vigorously contested in what came to be known as “the split” has taken place, sometimes gradually, sometimes at crucial turning points, over many decades.

Consolidation and building

In the history that follows, reference will sometimes be made to the Cleveland Psychoanalytic Center (CPC.) This entity came into being in 2002 through the merger of the Cleveland Psychoanalytic Society and the Cleveland Psychoanalytic Institute, and carried forward the functions of both organizations.

A variety of subsidiary or related organizations emerged over the years. For the most part, their subsequent history will be summarized at the time they are introduced, rather than trying to weave them into a complex chronology of the Cleveland Psychoanalytic Society, Institute, and Center and of Hanna Perkins Center (HPC) – except where they intersect with these core organizations.

After “the split”, Brian Bird was briefly chair of the Educational Committee and functionally the chief executive of the Institute. He then left the Educational Committee, although he continued as a training analyst to teach and supervise until shortly before his death in 1992. Justin Krent became chair in 1969 and remained until 1988. At the time of his untimely death in 1990 Dr. Krent was chair of the Board on Professional Standards of the American Psychoanalytic Association. Maurits Katan died in 1977 and Anny Katan in 1992. Edward Schiff continued active in practice and served on the Educational Committee until his death in 2004, as did William R. Adams until he died in 2010. Robert Furman retired from the Educational Committee in the late 1980s; he and his wife, Erna Furman, both died in 2002. Other analysts of that era who were very active in teaching and leadership in the psychoanalytic community in subsequent years were Marvin Brook, David Crocker, James Doull, John Hadden, Melvin Ross, George Streeter, Robert Tyson, and Herbert Weiss.

Candidate classes were started on an irregular basis every two to eight years and ranged in size from three to nine. The psychoanalytic community continued to grow, and the demand for psychoanalysis or psychoanalytic psychotherapy kept practices full. Close ties with the medical clinicians of University Hospitals that had developed during the “Camelot” era led to referrals and coordinated care where appropriate and feasible within the limits of confidentiality and patient consent.

Under Dr. Krent’s direction, conference rooms in the Institute were furnished and a psychoanalytic library grew steadily. The Cleveland Psychoanalytic Society used the services of the Institute’s office and its long-time secretary, Miss Brenda Green, until she retired to be the personal secretary of Anny and Maurits Katan. The Scientific Programs Committee enriched the psychoanalytic community by bringing prominent

psychoanalysts to Cleveland for lectures and seminars as well as supervision. Tape recordings of many of the scientific meetings from the early years are housed in the library of the Cleveland Psychoanalytic Center. Starting in 1974 an Extension Division offered courses to the community in aspects of psychoanalytic thought and clinical expertise as well as applications to literature, the arts, patient care in medical practice, and the judicial system. Graduate analysts formed study groups for ongoing case consultation and study of psychoanalytic concepts; one group has been in continuous existence since 1975.

Over the years psychoanalysts provided leadership at various times for other mental health services throughout the community. After his tenure as chairman at University Hospitals of Cleveland, L. Douglas Lenkoski was the first director of the psychiatric service at Cleveland Metropolitan General Hospital. Howard Sudak became director of the university-affiliated psychiatric service at Cleveland Veterans Administration Hospital. Herbert Weiss was a long-time director of the psychiatric service at Mount Sinai Hospital. Willard Boaz and later Kay McKenzie and Richard Lightbody directed services for adolescents at Saint Luke's Hospital. Henry Scali and John Hadden served as medical director at the Children's Aid Society. Lawrence Schreiber and Richard Lightbody directed services at Bellefaire JCB. George Streeter studied, taught, and provided psychoanalytically informed care for patients with advanced tuberculosis and other disabling conditions at Sunny Acres Hospital and later with the Back Team of University Hospitals' orthopedic department. He also founded the Art Therapy Studio at Highland View Rehabilitation Hospital, a part of Cleveland's MetroGeneral Hospitals. Marc Horwitz directed psychiatry at Huron Road Hospital, and Patrick Enders was medical director at Windsor Hospital. James Doull and others consulted and provided supervision at the Family Service Association. Under a NIMH grant through the Department of Psychiatry, Norman Clemens developed a course of Continuing Education for Clergy in Mental Health. Scott Dowling established a Parent-Infant program at the Friendly Inn. Roknedin Safavi became director of Northeast Ohio Health Services. Arthur Rosenbaum provided consultation at the Recovery House and the counseling service of Case Western Reserve University and later served as interim clinical director of the Hanna Perkins Center. Affiliate members Kay Levine and Jose Camerino became experts on disaster mental health, responding to disasters nationally and providing instruction with a psychoanalytic perspective on work with disaster victims and aid responders. Over the years Cleveland psychoanalysts have extensively taught various graduate and post-graduate seminars in related fields, as well as supervision and administrative leadership, incorporating psychoanalytic thinking and practice on a practical, operational level.

Hanna Perkins School, the Cleveland Center for Research in Child Development, and the Hanna Perkins Center for Child Development

Leaving the sponsorship of University Hospitals of Cleveland in 1960, the therapeutic nursery school became an agency of the Day Nursery Association of Cleveland. Eleanor Hosley was then director of the Day Nursery Association (DNA), which had a long, pioneering history of providing kindergarten and child care services. In 1961 the

University Hospitals Nursery School became the **Hanna Perkins School** with the aid of generous grants from descendants of the Hanna and Perkins families. Housed in a specially designed building on Cornell Road, it continued to offer psychoanalytically based therapeutic services to nursery school and kindergarten children. These were inspired by the work of Anna Freud at the Hampstead Nurseries in London, where many of the staff had been trained to work with children. Their modality of psychoanalytic treatment emphasized “treatment via the parent” rather than direct analysis of pre-school children, augmented by nursery school and kindergarten services guided by psychoanalytic principles. As expressed by Anny Katan in an article on verbalization, this approach emphasized helping children “move from bodily expression of feelings to mental recognition and verbalization of affect” (paraphrased by Streeter 2013 from A. Katan 1961). Anna Freud visited Cleveland in 1956 and 1964 to meet with the child analysts and to give lectures in the Western Reserve School of Medicine. She continued to correspond with Anny Katan regarding the work at the Hanna Perkins School.

Eleanor Hosley retired from the DNA in 1971. The DNA subsequently merged with other community social-service agencies to form the Center for Human Services and, while maintaining its child care centers, discontinued its support of the therapeutic nursery school. As a supported agency of United Way, however, Hanna Perkins expanded its consultation work and established outreach sites.

In 1958 a group of psychoanalysts had created a Child Therapy Course in the Department of Psychiatry of University Hospitals to train non-medical child therapists to be child psychoanalysts, and to conduct therapy-via-the-parent and other psychoanalytic work adapted to children and their families. In 1967, because of difficulties noted earlier in this account, this program left the Department of Psychiatry and came under the independent auspices of the newly formed **Cleveland Center for Research in Child Development (CCRCD)**, which also conducted a Child Analytic Clinic, provided therapeutic care of the children in Hanna Perkins School, and offered courses in child development to early childhood educators. Hanna Perkins and the CCRCD had overlapping boards of trustees. According to one writer, “This outstanding center for the study and treatment of the child was organized by Anny Katan, Robert A. Furman, and Eleanor Hosley, and is recognized in child analytic circles throughout the world for the excellent studies which have been carried out there” (Harper 1977).

Because the American Psychoanalytic Association would not accept the training of non-medical analysts at the time, and because there was ongoing controversy as to whether one could call analytic work with children “psychoanalysis,” graduates of the training program became affiliate members but were not eligible to become full voting members of the Cleveland Psychoanalytic Society until 1991. Early on, some of the Hanna Perkins faculty taught courses to the adult analytic candidates at the Cleveland Psychoanalytic Institute. Adult candidates also observed work with children in the Hanna Perkins School and attended case conferences presented by therapists working in the school and analytic candidates in the CCRCD training program. The Cleveland analysts viewed understanding of child development as fundamental to effective

psychoanalysis of adults. More recently, some of the CCRCD graduates have pursued adult training through the Cleveland Psychoanalytic Institute or Center, and many are involved in teaching in that Center's Psychoanalytic Psychotherapy Program.

The CCRCD produced a number of important papers and books by Anny Katan, Erna Furman, Robert Furman, Elizabeth Dauntton, Marjorie McDonald, Eleanor Weisberger, and Eleanor Hosley, and established a journal named *Child Analysis: Clinical, Theoretical, and Applied*, which was published from 1990 to 2008. Cleveland child analysts were instrumental in establishing the national Association for Child Psychoanalysis. Extensive consultation with early childhood educators, child care centers, child life workers, school teachers, and social agencies extended the "ripple effect" of these child analysts throughout the community and eventually included a national Child Care Consultation Alliance project extending across the country. An annual Hanna Perkins Symposium/Forum drew attendance by people developing psychoanalytic schools across the country modeled on Hanna Perkins. This evolved into the establishment of the national "Association for Psychoanalytic Schools."

Anny Katan served as Director of the school and the child analysis training course that became the CCRCD until 1958, followed by Robert Furman, who retired from that position in 1991. Thomas Barrett, Ph.D., then served as Director until May 2010. In November, 2010, Arthur Rosenbaum became Interim Clinical Director. In addition to those already named, Devra Adelstein, Elizabeth Fleming, Beatrice Griffin, Ruth Hall, Amy Lipkowitz, Joanne Naegele, Judith Pitlick, Barbara Streeter, Carl Tuss, and Lorraine Weisman have been leaders in educating future child psychoanalysts and providing clinical services. Most have also had leadership positions in the Cleveland Psychoanalytic Center. Of inestimable value has been the tireless work of Elaine Hadden, wife of the late Dr. John Hadden, in leading the boards of Hanna Perkins and CCRCD and spearheading their fund-raising efforts.

As the geographic range of families served expanded, and the extensive development of the University Hospitals campus crowded in on the Hanna Perkins School property, there was a need for larger and more accessible facilities. In 2003 Hanna Perkins moved to the former Malvern Elementary School in Shaker Heights. Following a major fund-raising campaign the school building had been extensively renovated to fit the needs of the therapeutic school and the offices of the staff. The Hanna Perkins School and the Center for Research in Child Development integrated their identities as the **Hanna Perkins Center for Child Development**, which continues to offer training of child psychoanalysts, therapeutic preschool, kindergarten and parent/toddler programs, psychoanalytic treatment, and work with parents and teachers to foster healthy child development. The inclusion of a state of the art distance learning facility in the renovation of the building made it possible to train child analysts in other cities, notably Detroit, Toronto, Seattle, Portland OR, and Houston. It also continues to provide workshops, courses and consultations as before. Additionally, HPC child analysts and trainees have participated in consultation projects with probation officers at the juvenile court and City Year workers in the Cleveland Public Schools. A hallmark of

the work of Hanna Perkins Center is respect for each child as a unique and developing person.

Over the years, Hanna Perkins Child Analysts and Educators have been influential in a number of agencies and programs serving children and families. Catherine Berwald founded the Children's Aid Society. Emma Planck helped establish the profession of Child Life Workers in local hospitals. Elizabeth Daunton and Marion Barnes maintained positions in the Department of Child Psychiatry of University Hospitals through the 1980s. Eleanor Fiedler, Elizabeth Fleming, and a number of child analytic candidates held positions at the Bellefaire Residential Treatment Center for Adolescents;. Beatrice Griffin served as the on staff child analyst consultant to parents at the Jewish Day Nursery. Ruth Hall worked at United Cerebral Palsy and in the Child Life Program at Mt. Sinai Hospital. For a period of time, Carl Tuss was principal of what was the Friends School and later became the Eleanor Gerson Alternative High School for at-risk adolescents. Marilyn Machlup established a practice of working in parallel to the pediatrician, Doris Evans. Sandra Redmond served as the Director of the Children's Museum of Cleveland. A more recent graduate, Anita Eddie, had positions at Berea Children's Home and Beech Brook. For more than several decades, The Hanna Perkins School has provided rotations for child psychiatry programs at the Cleveland Clinic and University Hospitals. And the consultations that began at the child care centers of the Day Nursery Association have continued through with the same centers under what is now called the Center for Families and Children (covering a span of 60 years).

Though the Hanna Perkins Center's training program for child psychoanalytic therapists is not an approved training facility of the American Psychoanalytic Association, in 2011 its graduates became eligible for membership in the Association because of their having substantially equivalent training in child psychoanalysis. HPC analysts Denia and Thomas Barrett and Carl Tuss were among the first group of analysts admitted to membership. Dr. and Mrs. Barrett went on to achieve APsaA certification and were made child and adolescent supervisors for the Chicago Psychoanalytic Institute, where they had relocated, as well as geographic rule supervisors for the Institute of the Carolinas.

Child and Adolescent Training in the Cleveland Psychoanalytic Institute

Early in its history, led by Anny Katan, the Cleveland Psychoanalytic Institute developed its own program of training in child and adolescent psychoanalysis for analysts who had been trained in adult psychoanalysis. Its faculty included William Adams, Robert and Erna Furman, Marjorie McDonald, and Edward Schiff, subsequently joined by Scott Dowling, Joanne Naegele, and Arthur Rosenbaum. Some parts of the program are conducted in collaboration with Hanna Perkins, and faculty at times taught in both programs. Dr. Dowling has served as an editor of the annual *Psychoanalytic Studies of the Child*. The child and adolescent psychoanalytic program of the Cleveland Psychoanalytic Center is consistent with the standards for training of child psychoanalysts of the American Psychoanalytic Association.

It is desirable at this point to step away from the chronological accounts of organizations and people to consider the overarching, fundamental changes that were taking place in psychoanalysis in Cleveland and elsewhere over the decades following the independence of the Institute. The changes occurred in the domain of educational principles as well as in psychoanalytic theory and technique.

Evolving educational principles

As psychoanalytic education took root in America, the traditions of professorial authority were ingrained in the immigrating European analysts and their American colleagues who had trained abroad. Noteworthy in writings that describe those early years of training seminars was a pedantic tendency to parse the classical psychoanalytic literature in great detail, as if to learn the catechism. Later accounts describe a much more interactive mode of instruction, with give-and-take discussion, correlation with the clinical experience of seminar leaders and candidates, and openness to new ideas (Waltz 1997). The curriculum increasingly incorporated recent scientific literature and new perspectives. A course on writing case reports of psychoanalytic work offered by Arthur Rosenbaum enhanced supervision, case conferences, and applications for certification by the American Psychoanalytic Association.

The attitude towards candidates also changed. The status difference between faculty and students became less pronounced. Candidates were more visibly respected as mature adults who were competent professionals in their fields. They came to be viewed as colleagues who have unique assets and offer potential contributions to psychoanalysis. Candidates in both the Institute's and Hanna Perkins' training programs were offered voting membership in the newly formed Cleveland Psychoanalytic Center in 2002. Candidates in the approved training centers of the American Psychoanalytic Association became eligible to be voting members of the national organization.

Such changes were presaged in a letter dated March 21, 1963, from Brian Bird to John Flumerfelt, then chair of the Educational Committee (Waltz 1997). It advocated that the analyst of a candidate in a training analysis should "have no part in the educational committee's deliberations and decisions relating to the progress of his own patients." While the tone of the letter implies that there was controversy about it at the time, this principle has subsequently been firmly adhered to in the Cleveland institute's training programs. A candidate was to have a genuine, uncontaminated analysis, not indoctrination. On the other hand, Bird stated that "the educational committee should have an active, usable, knowledgeable, influential and responsible relationship to the candidate. Above all, the candidate should be regarded as an adult and expected to behave as one."

Broadening perspectives of psychoanalysis

Psychoanalysis is foremost a theory of the mind. As a scientific theory, it is always subject to challenge and to change based on observation and study; a static science

that is beyond critique is moribund. The theoretical basis of psychoanalysis has dynamically evolved and become richer over the decades. Its derivatives – psychoanalysis as a method of treatment and as a profession -- have consequently also evolved.

Drive psychology was the dominant perspective of psychoanalysis as the Cleveland Psychoanalytic Institute was founded and became firmly rooted. The focus was on uncovering the derivatives of libido and aggression and making the unconscious conscious. This perspective was soon enriched by the development of **Ego Psychology**. Basic concepts of child psychosexual development; unconscious mental life; the balance of forces among id, ego, superego, and reality; intrapsychic conflict and defense mechanisms; transference and counter-transference; interpretation and reconstruction; and related theoretical formulations dominated the field. The focus was on the analysand (the patient), and the analyst maintained neutrality and anonymity, listened attentively, and shared insights through interpretation. The work of Anna Freud in profiling lines of child development, her study of the ego and mechanisms of defense, and the metapsychology of Heinz Hartmann and the conflict theory of Charles Brenner were emblematic of the prevailing paradigm. The focus on early parent-child relationships at the Cleveland Center for Research in Child Development drew from the writings of Winnicott as well as Anna Freud. In the course of studying the treatment via the parent approach in the school, HPC child analysts extended Anna Freud's profile to include a significant section on parental development and later to include a profile on toddlers and their parents.

However, Cleveland psychoanalysts explored other perspectives as well, such as the views of **Piaget, Margaret Mahler, and attachment theorists**. Psychoanalysis was experienced as a fertile scientific exploration of human mental development and function. Never content with the status quo, William Adams led a committee that reviewed the curriculum to reinvigorate it and make it more inclusive, and began to broaden the perspectives of the Cleveland psychoanalytic group. Analysts in Cleveland became interested in **self-psychology** and its attention to early development of a sense of self in relation to others, particularly in regard to the establishment of self-esteem and a firm identity. The perspectives of Kohut and Kernberg cast new light on the nature of narcissism and narcissistic disorders, in which psychic structure is not sufficiently developed to form more classical neurotic constellations emerging from internal conflict. The analyst-analysand relationship in these conditions may go through stages of "mirroring" or "idealizing" transference in the process of establishing solid psychic representations and differentiation of self and other, before more familiar neurotic transferences could take place.

A group of analysts initiated study of the work of Melanie Klein and her followers in England, who differed sharply from the views of Anna Freud. They enriched the dimension of **object relations** in psychoanalytic theory. They saw early childhood development as a progression from a "paranoid position" -- where intrapsychic representations that generate good and bad feelings are split, with the bad usually externalized to "objects" (people in relationships with the subject) in the environment --

to a “depressive position” in which ambivalence within the self is accepted and not split off, and internal conflict is tolerable. Self and object representations in the mind become more consolidated as the child matures. A study group on modern Kleinian psychoanalysis has continued since the 1990s. Some of the Cleveland analysts found the Kleinian perspective clinically useful, and others, especially those associated with Hanna Perkins and its work in early child development, did not.

Through the efforts of William Adams and Sara Tucker, and the benevolence of Scott Isquick, the annual June Isquick Visiting Scholar Program was established in 1998 and has continued to the time of this writing. Prominent British Kleinian analysts have been guests for three days of lectures, in-depth case discussions, and consultations as well as a social event. In more recent years the Visiting Scholars have introduced the Cleveland psychoanalytic community to French schools of psychoanalysis and other cutting-edge perspectives, while maintaining links with the modern British Kleinians. One of them, Miss Betty Joseph, was made an honorary member of the Cleveland Psychoanalytic Society.

Other scientific presentations have enlarged knowledge of the school of **relational psychoanalysis**, which emphasizes the psychoanalytic situation as a two-person field that creates a third psychic entity, the “intersubjectivity” of the analytic dyad. The analyst’s own psyche enters more openly into the discourse as the analyst’s counter-transference is used actively to deepen self-awareness of both parties.

Cleveland analysts have also demonstrated an interest in **neurobiology** and **cognitive neuroscience** and their relevance to subjective, intrapsychic processes, the development of all mental functions to maturity, and therapeutic change. While deploring the inappropriate use of **psychopharmacology** to the exclusion of all attention to the subjective mental life of the patient, analysts recognized the benefits of medications when used in tandem with appropriate psychological interventions.

Whereas many psychoanalytic communities historically have been split apart by rancorous controversies over theoretical differences, the Cleveland psychoanalytic community largely evolved into vigorous discourse, tolerance of different perspectives, and efforts to assess their clinical usefulness. On that basis varying viewpoints could be functionally integrated into a modern “metapsychology” supporting multiple theoretical perspectives and a spectrum of clinical techniques that could be tailored to the needs of each patient. The psychoanalytic community continued to work cohesively despite theoretical diversity, with flexibility to individualize analytic work to patient needs.

With these overarching trends in mind, we return now to the unfolding story of psychoanalysis in Cleveland. Events will be described in the context of topical trends rather than in a strict chronology.

Emerging leadership

The Cleveland Psychoanalytic Institute graduated many future leaders during the decades following its separation from the Department of Psychiatry in 1967. Following Justin Krent's tenure, in 1988 Arthur Rosenbaum became chair of the Education³ Committee and remained until 1996. He was succeeded by Sara Tucker (1996-2002), Scott Dowling (2002-2008), Patricia Martin (2008-2011), and Richard Lightbody (2011-2014) during subsequent terms. Murray Goldstone was secretary of the Education Committee for many years, followed by Kay McKenzie and in 2012 by Ingrid Geerken, a recent graduate. Vera Camden, Norman Clemens, and Anna Janicki also became training analysts and chaired important subcommittees of the psychoanalyst training program.

In addition to these training analysts, Patrick Enders, Ingrid Geerken, Joanne Naegele, Judith Pitlick, Carl Rak, Roknedin Safavi, and Janet Sharp became educators in the psychoanalytic and psychotherapy training programs. Most of the Institute/Center faculty also taught or supervised in the medical school clerkships and psychiatric residencies, particularly at University Hospitals/Case Medical Center; Cleveland Veterans Administration Hospital at Wade Park and Brecksville; Mount Sinai Hospital and Saint Luke's Hospital before they closed; the Northeast Ohio Medical School and Summa Health System in Akron; and at times the Cleveland Clinic Foundation.

Cleveland also contributed significantly to the leadership of the American Psychoanalytic Association. Norman Clemens, David Falk, and Richard Lightbody served as Councilors at Large. Clemens was nominated for President-elect in 2008, but not elected. Lightbody was a nominee to that office at the time of this writing. As previously noted, Justin Krent was Chair of the Board on Professional Standards at the time of his death. Arthur Rosenbaum chaired the Certification Committee. Norman Clemens chaired the Committee on Government Relations and Insurance and the Committee on Bylaws. Cleveland analysts have chaired or worked on many other committees of the Association or its Board on Professional Standards as well as the International Psychoanalytical Association.

Cleveland analysts also became leaders of other national psychoanalytic and psychiatric organizations. Edward Harper was a founding member of the American College of Psychoanalysts in 1969. Douglas Bond and L. Douglas Lenkoski have served as its president. Over the years Richard Lightbody and Norman Clemens became Fellows of the College, and Clemens served on its Board of Regents. Clemens also was Speaker of the Assembly of the American Psychiatric Association in 1994-5 and later was the APA's Area IV Trustee-at-Large for six years. Erna Furman and later Denia Barrett served as President of the Association for Child Psychoanalysis.

The outreach of Cleveland psychoanalysis has gone to distant continents, usually under the auspices of the International Psychoanalytical Association. Consultation, supervision, and teaching in other countries have taken place with Robert and Erna Furman in Finland, Scott Dowling in Russia, and Richard Lightbody and Arthur Rosenbaum in Korea. The Korean contact began with Jaehak Yu, a Korean psychiatrist

³ The name of the committee was shortened to "Education Committee" in general usage about this time.

who came to Cleveland for psychoanalytic training and has returned to Korea to become a founding leader of the Korean psychoanalytic society and institute.

Broadening beyond a medical identity

Although psychologists and other people without medical training had become psychoanalysts in Europe – Anna Freud, Ernst Kris, and Eric Erikson as prime examples of outstanding contributors -- psychoanalysis in the United States developed as a medical specialty with close ties to psychiatry. A select few non-psychiatrists were trained in American institutes, augmented by some who migrated from Europe as a result of the Nazi genocide and World War II. But under the influence of the Flexner report, psychoanalytic training in the American Psychoanalytic Association was generally limited to physicians. Twin pressures forced an end to this restriction on eligibility. First, applications for training were declining from psychiatrists, who were pulled into emphasizing biological treatments by their training programs. Second, a group of well qualified psychologists, frustrated by years of exclusion and alternative training, filed a law suit against the American Psychoanalytic Association and the International Psychoanalytical Association that was settled in 1988 (Simons 2003). As a result, the restriction on the training of non-medical professionals was lifted.

In the ensuing years a growing proportion of American analysts has been drawn from the professions of psychology, social work, counseling, nursing, and even dentistry. Consequently the ranks of Cleveland psychoanalysts have been strengthened by the addition of the following graduates of the adult psychoanalyst training program of the Cleveland Psychoanalytic Institute and Cleveland Psychoanalytic Center: social workers Deborah Bonem, Beatrice Griffin*, Jeffrey Longhofer, and Catherine Sullivan; psychologists Norma Cofresi and David Falk; and counselors Joanne Naegele* (who became a Child Supervising Analyst), Judith Pitlick*, Carl Rak, and Janet Sharp. Hanna Perkins graduates who have obtained adult analytic training are indicated with an asterisk* earlier in this paragraph. In contrast, only one psychiatrist, Laura Steinberg, has graduated from the psychoanalyst training program since 2000, and two others have reached advanced stages of training.

Psychoanalytic thought has deeply influenced academic leaders in literature, philosophy, and the social sciences over the past century. Some have sought to become psychoanalysts. They were welcomed by the American Psychoanalytic Association through a program administered by the Committee on Research and Special Training (CORST). In 1986, the Cleveland Psychoanalytic Institute admitted for analytic training English professors Robert Bamberg, Ph.D., Vera Camden, Ph.D., and Mark Bracher, Ph.D., all faculty at Kent State University where Bamberg was department chair. The three founded a Center for Literature and Psychoanalysis at Kent funded by an enlightened grant from the State of Ohio. Bamberg and Camden went on to undergo clinical training. Dr. Camden became a training analyst in Cleveland, was appointed chair of CORST, and served as a co-editor of *American Imago*, while continuing both her analytic practice and her academic career at Kent. Dr. Bracher completed course work to become a Research Associate, went on to write books on the

analytic school of Jacques Lacan, and edited the *Journal for the Psychoanalysis of Culture and Society*. Later trained through this pathway were Ingrid Geerken, Ph.D., who had been an English professor at Kenyon College and then taught at Oberlin College, and Richard Grossberg, M.D., who was not a psychiatrist but rather an academic pediatrician in Case Medical Center. In 2012 Dr. Geerken became secretary of the Education Committee. This infusion of academic and literary talent has greatly enriched Cleveland's psychoanalytic thought.

Inclusiveness and reaching out to the community

As 1990 approached, the analytic group sensed that the Society and Institute were too inward-focused and isolated from the larger community, to the detriment of both. Although the Cleveland Center for Research in Child Development had provided services and consulted extensively in community child-care agencies and many individual members had led psychiatric and social work service agencies, the Psychoanalytic Institute had done little beyond establishing an Extension Division in 1974 that offered courses of interest to non-psychoanalysts. The Education Committee was concerned about a prolonged lack of applicants for psychoanalytic training. Becoming chair in 1988, Arthur Rosenbaum noted that the Education Committee was paralyzed by the lethal combination of internal discord and insistence on consensus for all decisions. Yet the committee exerted control over all activities of the analytic organizations, including the scientific programs that were the province of the Society.

In 1990 Drs. Adams, Rosenbaum, and Schiff met with Marvin Margolis of Michigan, then chair-elect of the Board on Professional Standards of the American Psychoanalytic Association, in informal consultation that pointed the way to the next steps. The Education Committee considered polling the larger community but then realized that the first priority was to gain the input of the Cleveland psychoanalytic community itself. Three Sunday morning meetings chaired by Dr. Rosenbaum drew a large turnout of concerned members with much to say. For instance, Hanna Perkins people protested the fact that they had no vote in the Society. Dr. Rosenbaum drew up a set of proposals that emerged from the productive discussions. It was clear that many people wanted to help. The group considered itself to be an Ad Hoc Committee of the whole psychoanalytic community, in which all would have a vote. It was decided to draw up a new set of bylaws for the Institute. It would be governed by elected officers, with majority rule in all activities and stated terms for the officers and training analysts. The Society bylaws would be amended to give full voting membership to Hanna Perkins graduates. The Education Committee would be one of a number of standing committees addressing specific functions of the Institute. Candidates would have a choice of training analysts for their required personal analysis. The Society would establish a newsletter. Another ad hoc committee would develop a proposal for a psychoanalytic clinic to serve the community. Efforts would be made to make the Institute more visible to the community through publicizing activities and a sign or plaque for the facilities. A Steering Committee chaired by James Doull was charged with implementing these proposals. Except for the plaque (prohibited by the landlord), it all happened in a sweeping range of innovations as the year 1991 unfolded.

The Cleveland Psychoanalytic Society established what came to be known as the ***Katan Consultation and Referral Center***, named after two of the founding analysts. For a variety of reasons it was not feasible to establish an on-site clinic facility to provide treatment services, but the psychoanalytic community could enable access to psychoanalytically informed care. People who called a dedicated line were offered evaluation by members of the Society and referral for appropriate treatment to analysts or other community facilities, as clinically indicated. The fees were modest. Evaluations were reviewed confidentially by a committee of analysts. Aided by countless hours of volunteer service by many Cleveland psychoanalysts, the Cleveland Psychoanalytic Center continues to provide this benefit to the community as its ***Consultation and Referral Evaluation Service (C.A.R.E.S.)***.

The Society also created a newsletter, ***Psychoanalysis in Cleveland***, published four to six times a year and mailed to all community members who expressed an interest in psychoanalysis. From its inception in 1991 it documented a broad variety of intellectual activities, engagement with secondary schools and university programs, consultation with mental health facilities, news of members, and organizational change. Anna Janicki was the initial editor, to be followed for 16 years by Rachel Baker and finally by Elisabetta Superchi. In 2010 the printed newsletter was replaced by an expanded web site that could be continuously updated and featured a “blog,” news and a calendar of events. The web site provided access to Center documents and public information. Janet Sharp and librarian Mary Ellen Kollar oversaw the development and management of the new web site, building on an earlier version initiated by David Falk.

Direct outreach to interested individuals was accomplished through an informal organization, the ***Friends of the Cleveland Psychoanalytic Society/Center***. The Friends have generated interest in Cleveland psychoanalysis through monthly “Mini-Lectures” on topics of general interest to which psychoanalytic ideas are pertinent. Also popular are “Analytic Flicks”, monthly discussions of current films with a psychoanalyst. Many of these movie discussions by Melvin Ross and others were later reported in *Psychoanalysis in Cleveland*. To support the work of the Katan Center the Friends instituted a series of fund-raisers with themes such as “Tea at the Ritz” and a popular series of riveting performances by Richard Kogan, M.D., of New York, who combines the talents of a psychiatrist and a concert pianist to explore the psychology of famous composers in relation to their music. Rachel Baker, a psychoanalyst trained in Boston who had moved to Cleveland, was a driving force in this organization’s success. After Baker’s untimely death in 2007, Sara Tucker maintained its momentum.

Dr. Baker and the Friends also were also instrumental in securing a \$58,518 grant to the Cleveland Psychoanalytic Society from the Ridgecliff Foundation in 1999 to expand education and outreach services to the community (*Psychoanalysis in Cleveland* November 1999). In 2002 the Society received a \$50,000 grant from the Mayer-Haber Memorial Fund to support greater access to psychoanalytically-informed mental health services.

From the start Cleveland psychoanalysts have provided modified psychoanalytic psychotherapy for patients who were not clinically suitable or in a position to use full psychoanalysis. However, the Psychoanalytic Institute had not provided systematic training in psychoanalytic psychotherapy. In 1991 a new **Psychoanalytic Psychotherapy Program**, directed by Kay McKenzie, initiated a two year course in psychoanalytic psychotherapy that included weekly supervision. Subsequent directors were Richard Lightbody and Carl Rak. The program has been highly successful and stirred enough interest in psychoanalysis that graduates of the two-year curriculum have initiated advanced courses and study groups, as well as taking significant roles in the administration of the program. Some participants have entered full psychoanalytic training. Non-voting Affiliate Membership in the Cleveland Psychoanalytic Society was extended to qualified mental health professionals.

In 1995 the **Cleveland Psychoanalytic Foundation** began as a committee including analysts and interested lay people to enhance public awareness of psychoanalysis and guide the psychoanalytic group's involvement with community life. In 1998 it was incorporated with a board composed of Society members and community leaders. Over the next several years the guidance of the Foundation was invaluable in bringing about the further evolution of the Cleveland society and institute to become a Center.

In 1997 the Institute incorporated the **Brian and Dora Bird Foundation** to hold and manage its invested assets with the able assistance of experienced investment advisors. The Bird Foundation now serves the Cleveland Psychoanalytic Center.

In 1998 an interdisciplinary organization of professionals founded an **Association for Psychoanalytic Thought**, affiliated with the Cleveland Psychoanalytic Society and similar to others springing up across the country. Its purpose was to explore "psychoanalytic perspectives of clinical work, the arts and humanities, and contemporary issues" (*Psychoanalysis in Cleveland*, 9(2), November 1998). Jane Belkin served as the Society's liaison to the planning board.

Extended work by the bylaws committee led in 1996 to major changes in the structure of the Cleveland Psychoanalytic Institute that established the democratic involvement of the whole faculty, not only the training analysts. A Board of Trustees elected by the membership would manage the administrative side of the organization. All graduate analysts were eligible to be faculty. The Education Committee, previously composed only of Training Analysts, was expanded to include one non-training analyst, elected by the membership, for every two Training Analysts. Term limits were established for the positions of chair and secretary of the Education Committee, and the appointments of Training Analysts were to be reviewed every five years. The Education Committee retained full responsibility for the education of new psychoanalysts within the standards of the American Psychoanalytic Association.

These liberalizing changes paralleled the evolution of the American Psychoanalytic Association, where voting membership was broadened to non-certified graduates of the institutes, to analysts trained elsewhere under the International Psychoanalytical

Association, and in 2010 to analysts trained elsewhere under standards that are “substantially equivalent” to the Association’s. Psychoanalysis at large was changing drastically in its views of the psychology of women and of homosexuality, while being more open to theoretical diversity, systematic research in psychoanalysis, and serious attention to modifications of classical psychoanalysis in the form of psychoanalytic or “psychodynamic” psychotherapy. The national association started a Fellowship program for young people in parallel fields who had an interest in psychoanalysis, and initiated a “Thousand Points of Light” program to reach out to educators and students at secondary and university levels. More resources were invested in government relations and public information, both of which became more effective.

Cleveland Psychoanalytic Center

Throughout the late 1990s there was a strong movement to purchase new quarters for the psychoanalytic organizations. However, the absence of a single corporate entity capable to take ownership and manage the property emerged as a major obstacle.

In 1999, convened by the Steering Committee, a retreat of the psychoanalytic group initiated a process of strategic planning that led to two major proposals. One was to establish the position of Executive Director to provide leadership, administration, and expertise with fund-raising. The first Executive Director was Betsy Kamm. The other recommendation was to merge the Society, Institute, and Foundation to become the Cleveland Psychoanalytic Center. Though the Foundation ultimately decided to maintain its autonomy, the spirit of inviting well-placed community members to participate in the governance of the Center was established and maintained. After thorough debate the memberships of the two organizations concurred, a new code of regulations (bylaws) was created, and in 2002 the two corporations merged.

The Center is governed by a Board of Trustees made up of psychoanalysts and non-member community leaders in approximately equal number, all but two of whom are elected by the membership with staggered terms. The president of the Cleveland Psychoanalytic Foundation and the chair of the Education Committee are *ex officio* voting members of the Board. The community leaders on the board have included the executive director of the Cuyahoga County Board of Mental Health; several chairpersons as well as residency training directors of departments of psychiatry in University Hospitals Case Medical Center, the Cleveland Clinic, and Northeast Ohio Medical University; business leaders and an inventor and entrepreneur; experts in financial management; attorneys and a judge; social service professors, practitioners, and agency directors; consumers of psychoanalytic services; and experienced volunteer board members of other non-profit organizations.

The officers of the Center are chosen by and from the Board, rather than the membership. The first president was Norman Clemens. He was succeeded by Thomas Peterson, Ph.D., and then Joy Wilmott, LISW, both non-analysts. David Falk was elected president in 2011, and Carl Rak succeeded him in 2013.

Almost immediately after the merger a new challenge emerged. The landlord of the offices the Center occupied at 11328 Euclid Avenue terminated all leases in preparation for repurposing the building. Packing up a major library collection of psychoanalytic writings, the Center moved to temporary quarters at the corner of Lee and Mayfield Roads in Cleveland Heights. A capital fund drive helped to finance the reconstruction of space in the Heights Medical Building at 2460 Fairmount Boulevard in the Cedar-Fairmount section of Cleveland Heights. Specialized library housing surrounded attractive, flexible meeting rooms and administrative offices. With the help of a professional librarian, the library was reorganized and properly catalogued. A gala celebration inaugurated the facility, which has served the Center up to the time of this writing.

Unfortunately, after a successful initial major funding drive, financial difficulties emerged and the Center was unable to sustain the expense of a well-qualified Executive Director. Major fund-raising efforts continued, however, under the Development Committee chaired by Richard Lightbody and later Colleen Coakley, an affiliate member, with assistance from the Friends and the Foundation. Careful budgeting and skillful management of the investments in the Bird Foundation allowed the Center to weather a contraction of funding from the Cleveland Psychoanalytic Society Foundation after the 2008 world-wide financial collapse and subsequent recession. The financial condition of the Center remained sound.

In 2004 a Faculty Committee, elected by the members and independent of the Education Committee, was established to be responsible for programs that “contribute to the development, training and preparation of Members of the Center, assisting them to become teachers, supervisors and training analysts.” All active members of the Center are considered to be faculty.

The Psychoanalyst Training Program of the Center, a continuation of the program of the Institute, remains a rigorous program with small classes that contributes an average of about one new graduate psychoanalyst a year to the community. Training involves three important elements: four years of formal curriculum, conducting at least three psychoanalyses under close supervision, and the candidate’s own personal psychoanalysis by a Training Analyst who does not participate in any educational activities, evaluations, or decisions involving the candidate. Additional training in child and adolescent psychoanalysis is also available for candidates in the adult program. In the future the separate psychoanalysis and psychotherapy educational programs may be integrated into a progressive, university-style curriculum in which students may advance to a level of training consistent with their interests and circumstances, whether proficiency in psychodynamic psychotherapy or full training to become a psychoanalyst. Other programs for outreach and creating interest are contemplated.

After a decision of the American Psychoanalytic Association (APsaA) to accredit free-standing training in child analysis without requiring prior adult training, Cleveland is interested in doing so. Joanne Naegele has been head of the Subcommittee on Child Analysis of the Education Committee of the Cleveland Psychoanalytic Center,

since May, 2004. The Cleveland Psychoanalytic Center at the present time trains candidates in Adult Analysis and in a combined Adult-Adolescent-Child Analytic Training Program. In 2012 dialogues were established between the child faculty and CEO of the Hanna Perkins Center and the Subcommittee on Child Analysis of the Cleveland Psychoanalytic Center to establish a joint Child-Only Program. At the present time (2013) this is moving in the direction of establishing a new child-only Program in Cleveland, in conjunction with CPC and HPC, under the auspices of APsaA. In the process of developing the combined program, there is hope of ameliorating long-standing tensions between the two Centers that have revolved around significant theoretical, pedagogical, and personal differences as well as the past policies of the American Psychoanalytic Association that prevented the training of non-medical psychoanalysts.

Now well into its second century, psychoanalysis throughout the world is reassessing its position in the world of modern health care. The rise of competing treatments for mental disorders has prompted creative planning to enhance interest in psychoanalytic therapies and reinforce the value of psychoanalytic thought in general mental health care. On the one hand are heavy pressures towards biological treatments with or without short-term psychological treatments; on the other hand are well-designed studies showing the advantage of long-term psychotherapy with serious, mixed mental disorders⁴. Cleveland psychoanalysis is no exception to these general trends, but the high level of engagement, intellectual intensity, and creative activity on the part of the members of the Cleveland Psychoanalytic Center augurs a committed and promising future for psychoanalysis in Cleveland.

⁴ Leichsenring F, Rabung S. Effectiveness of long-term psychotherapy: A meta-analysis. JAMA 2008;300:1551–65.

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