BULLETIN
OF THE SOUTHERN CALIFORNIA PSYCHOANALYTIC INSTITUTE AND SOCIETY

No. 73 Published Quarterly Summer 1985

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LETTERS TO THE EDITOR

Dear Dr. Pomer:

I got your letter a few days ago and it pleased me very much. Thank you for sending me copies of the Bulletin in which my article appeared (Fall 1984).

Should you or any of your colleagues be interested I would be glad to have the opportunity to receive each of you for a few days trip in Hungary after the Hamburg visit. I can reserve for you a private room in Budapest. It would be a good idea if you could give a brief lecture about an interesting topic -- for instance, ego theory vs. instinct theory, or narcissism -- before a small professional audience. We also could visit some psychoanalysts, if they are not away on holiday.

If you decide to come, please apply for a visa, write me conveyances as well as the suitable days in late July or the fore of August, as soon as possible. I am ready to wait for you at the airport or the bus terminal. They are regular flights between Copenhagen-Budapest, Frankfurt-Budapest; bus comes daily from Vienna in late afternoon.

With best regards. I look forward to hearing from you.

Dr. Janos Csorba

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Dear Editor:

I am writing to give you my reactions to the Walter Briehl Human Rights issue that I received in the mail.

It was most unexpected and revived for me that remarkable two-day conference of last September.

Each reporter captured the unique spirit that prevailed during the sessions I attended. Thank you all for a very well organized review of the conference. I plan to keep the issue as a reference.

Patricia Wells, Ph.D.

EDITOR'S NOTEBOOK

THE MAN WHO PUT THE EGO IN THE ESCARGOT

"Is there a molecular alphabet for learning?" To answer this question Dr. Eric R. Kandel came to UCLA to deliver the School of Medicine 30th Annual Lectureship.* Kandel is Professor of Physiology and Psychiatry at the Columbia University College of Physicians and Surgeons and one of four University Professors, the highest academic honor granted at Columbia. He spends his days tracking the lowly sea snail, Aplysia, in his quest for the molecular basis of thought, learning and memory.

In a fascinating presentation Dr. Kandel spoke of his decision to use Aplysia because it has the largest nerve cells in the animal kingdom. In contrast with the more or less trillion neurons in the human brain, the Aplysia has only 20,000 neurons. Of these the twenty-four tail and siphon sensory neurons can be identified and can readily accommodate the microelectrodes which measure chemical and electrophysiological changes.

A major problem in working with invertebrates is to validate that what works in them is applicable to mammals and ultimately the human being. Criticism remains from those who say that what happens in marine snail neurons has no relevance to the mammalian brain. Since trying to comprehend what goes on in the human brain is virtually impossible today, Dr. Kandel has made a remarkable giant step and created what one colleague called an Aplysia industry.

In the manner of Pavlov, Dr. Kandel trains the Aplysia. To begin, he subjects the snail to mild tapping of the specimen causing the snail to briskly retract its gills. This initial tapping is accompanied by a shower of sodium and calcium ions into the neurons, and a neurotransmitter is released passing the message to an adjacent nerve cell. Repeated taps lead to the snail "learning" to ignore these gentle stimuli, a form of habituation, and the reflex soon stops. Habituation comes from the presence of a blocking mechanism, when the shower of ions blocks the discharge.

In a conditioning experiment Kandel repeats the tapping, but accompanies the taps with a separate stimulus of an electric shock to the tail. There is an outpouring of potassium and calcium ions as well as the enzyme adenylate cyclase. The outward flow of the potassium ions is restricted, calcium ions flood in and the motor neurons provoke the gill muscles to sharply contract. "Activation of adenylate cyclase is a persistent change, " says Kandel.

After repeated pairing of the mild taps with the noxious electric stimulus, the Aplysia "remembers" that the tap is followed by a shock, hence a tap in a conditioned Aplysia's siphon results in a very strong contraction.

Neuronal activity is carried on more like a symphonic rising and falling of ionic activity, not step-by-step actions. Positive sodium ions cascade in and positive potassium ions exit, trying to maintain a negative charge. When the sodium goes past a given threshold there is an action potential and the cell fires. Anything that makes a cell more or less likely to fire is involved in information processing, i.e. memory and learning.

From his research Professor Kandel is able to see what effects learning and how memory works in his understanding of what goes on in the Aplysia neurons. It may well be that Dr. Kandel will crack the biochemical code behind the learning process revealing that memory is at root a shower of ions inside a single nerve cell. "Learning," says Kandel, "involves an alteration in the properties of pre-existing neurons and their interconnections with other neurons."

Among his many honors, his recent awards include the 1983 Albert Lasker Medical Research Award, the 1984 Lewis S. Rosenstiel Award for Distinguished Work in Basic Medical Research from Brandeis University, and the 1984 Howard Crosby Warren Medal of the Society of Experimental Psychologists. Aplysia is now the most famous nonvertebrate in the world of neurobiology. Through his work Dr. Kandel has brought us closer to having a grammar of thought and himself, nearer to a Nobel Prize.

S.L.P.

Reference

Hall, S.S. (1985). Aplysia and Hermissenda. Science-85, 6:4, 30-39.

* University of California at Los Angeles School of Medicine, Feb. 11, 1985.

CARTOONS OF MARTIN GROTJAHN

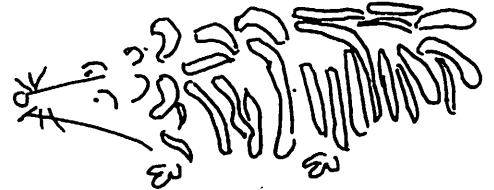
Lena Pincus

Martin Grotjahn, whose amusing and whimsical cartoons on psychoanalysis, psychoanalytic group therapy and other subjects have enlivened books, journals, and bulletins over a span of several decades, lent a group of these sketches to the SCPI Library during the month of February. About half of these were mounted and displayed on the library walls and in the reception area of the Institute. The rest were placed in a loose-leaf binder for browsing.

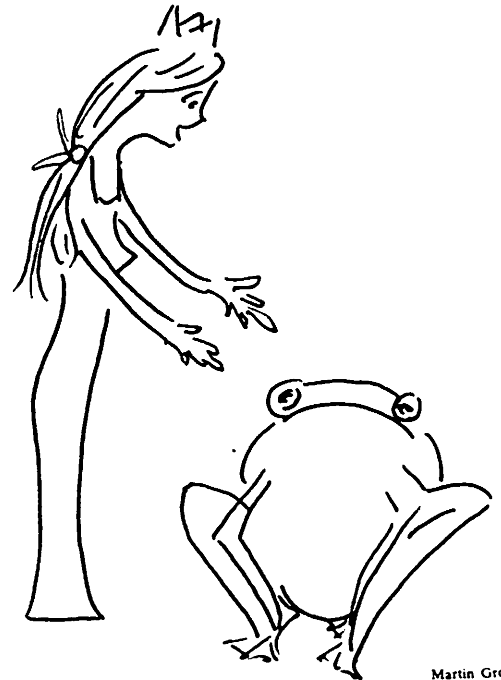
Although a first look at these sketches is likely to produce a smile, the viewer subsequently becomes aware of the insights and truths they depict. The group therapy set, for example, emphasizes the importance of the members to other group members and to the therapist. The last group of sketches, based on the themes of retirement and aging, show the shift of the artist's focus to interest in family, in home and flowers and in the importance of the small things in life.

One of the most enjoyable aspects of preparing this small exhibit was the opportunity it gave to my husband and me for several informal visits with Dr. and Mrs. Grotjahn. Dr. Grotjahn had elected the drawings he felt most suitable, and we discussed them. But our conversation also drifted off into other channels of interest -- literature, the state of the country and the world today and yesterday, and the people he remembered who played significant roles in the analytic community or in other aspects of society.

It would have been impossible to have presented this exhibit without the help of a number of people. Dr. and Mrs. Grotjahn were wonderful in their support of the project and in the initial preparation and classification of the material. Friends of the Grotjahns, Mr. William M. Sabersky and Mr. Skip Schneider of the Zelig Gallery, gave much-needed advice on how to display and hang the cartoons. Most of all, my husband, Dr. Jack Pincus, led the way with his enthusiasm for the project and in the practical aspects of acquiring the needed materials and arranging and hanging the displays.



Analyzed Porcupine with Quills turned To NOODLES
Apr. 85 17. Gr.



THE NARCISSISTIC FROG:
"But I do not want to be a prince!"

Exhibit at the Franz Alexander Library, Southern California Psychoanalytic Institute and Society, February 1985.

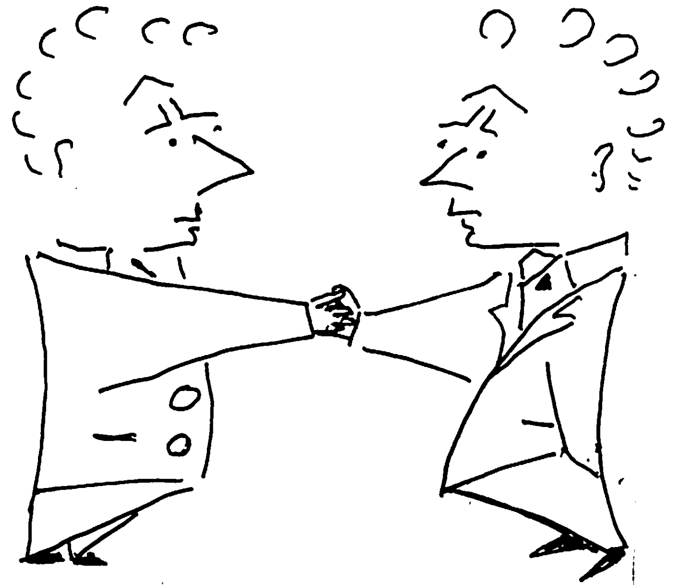
THE VIEW OF CARTOONS OF MARTIN GROTJAHN
Roman N. Anshin, M.D.

Words can do limited justice to the humor, wisdom and access to the unconscious that Martin Grotjahn gives us in his cartoons, and which he has always given us in his teachings and writings. In this first exhibition in our library, Dr. Grotjahn gives us thirty-five cartoons relating to issues around analysis, group therapy, and psychiatry from his rich store of personal and clinical memory. He would not want me to state that his cartoons will be published this year but for those of you who might wish to purchase these gems, I shall do so: Grotjahn, Martin My Favorite Patient: The Memories of an Analyst, Peter Lang Pub., New York, 1985.

These cartoons distill some of the wisdom of almost fifty years of clinical experience on Martin's part. As always, he gently presents us with mild self-depreciation along with his wisdom. He has a cartoon showing Grotjahn the Flamingo, "In my next life, I will be a flamingo." He shows us an analyzed porcupine, with its quills turned into noodles through the magic of psychoanalysis. He shows two Martins shaking hands, in his cartoon entitled "Therapy is relationship therapy, mostly in relation to himself." He presents numerous cartoons on the group: "The Orthodox Group": a covey of patients in an orthodox group, dressed as monks, with their eyes downcast. He gives us sketches of Bion, Horney, Jung, Lewin and Spitz. The last cartoon that I shall note is aptly titled "Old Analysts do not die -- They just shrink."

Martin's career and person have been a precious gift to our Institute. I remember first meeting him in a glorious course he gave in 1959, while I was a resident at the Brentwood V.A. He presented his material on "Psychoanalysis and the Family Neurosis," gave numerous clinical gems to our first-year group, and delighted us with analytic insights on the erotic sculpture of India (a subject which awoke us from our usual torpor!). Through his career Martin has evidenced rare clinical wisdom, initiative in particular in his work on analytic group therapy and in his omnipresent Central European humor and balanced point of view in regards to life. Martin's cartoons, his teaching, and his writings evidence not only balance, but they offer a wonderful perspective to the omnipotence that many in the analytic community struggle with on a theoretical and personal level daily. His prescient witticisms and vast scholasticism are eminently pragmatic -- in the way that the works of fellow Central European Jaroslav Hasek's "Good Soldier Schweick" are, and as are the plays of Arthur Schnitzler or the books of Heinrich Boll and Gunter Grass.

I am sure I echo the sentiments of our entire Institute in saying that we salute Martin Grotjahn for his magnificent contribution to psychoanalysis over the years and that we hope to hear more from him in his writings and cartoons in the future.



My Favorite Patient.
Apr. 85 M.Gr.

ALEA IACTA

Sumner Shapiro, M.D.

Don't waste your breath! I'm well aware that Latin titles frighten off a reader. Doubtlessly Joyce did that with the original Greek characters in Ulysses. And I'm sure that Havelock Ellis disenchanted multitudes when he rendered the most prurient passages of psychopathia in the untranslated classic tongue.

Even modern writers bore the average man with undeciphered, if authentic, Russian in the spy intrigues, much as did romanticists who penned long paragraphs in French.

Recourse to a foreign language seems re-jecting, cruel, elite. The uninitiate is left outside -- poor lamb! (A student once com-plained about a story I had done: "I had to keep a dictionary open on my desk!" -- poor thing!)

The present effort found its caption several years ago. When Laurie hurled a javelin at me. The phrases formed themselves upon my exhalation, riding on a sigh. A kind of reflex action that bespoke a sad lament. They mean, "The die is cast." A pair of rather ugly, somewhat mouth-disfiguring caco-phonies whose swift juxtaposition seems to cast an onomatopoetic die . . . I mean, the muscles of articulation must commit, and having done so, lose control: "Iacta!" "Cast!"

"Nor all your piety or wit . . . will not" expunge a single surd of it. Irrespective of one's telekinetic prayer, "body English." Fling it and it's off!

That introduces Laurie. She's to be our little heroine. A wistful, tragic vessel. Laurie. Play upon the name. It has a lyric quality. Faintly floral. One whose gentle undulations dimly call to mind a distant moor and heather scent. A Scottish tor that echoes "Laurie" from the rolling hills. A pleasing cognomen that sets a pleasant mood...

Moliere was aware of painting with a sound. He knew the image that configured on the canvas when he wrote about a beautiful Cléonte. A sweet di-syllable that stood in contrast to her rugged, avaricious sister, the grim Asinoé. And Shakespeare dabbled too. When groundlings saw the handbill's cast of characters, they doubtlessly anticipated hating Goneril and Regan well before the pla began. Nor so Cordelia. Her soft sibilance (and philologic root) imply her having heart. And warmth...so, had I chosen active or not, there did inhere a faintly positive prejudgment when I met the tiny lass.

For what?

Her falling victim to the spinoff of divorce. Her life was all unstrung. Her friends, her school, her moods. Or, as her counselor had put it, "She simply isn't meeting her potential. There's no doubt she has the brains, but she sits there in a cloud."

Laurie was the oldest sib of three. He Achilles heel was math. She was flounderinc in fractions and distraught by decimals. Nc could she concentrate. Know why? The con-volutions of her cortex danced the figure oi her father -- who was gone -- up before her eyes. And how it used to be. The starkness of his absence really stung. In consequence of which she dreamt. Awake. And filled the awful voids with reminiscence that was swee And so, a distant look replaced a former spark. Inside her nebula she hologram-ed tl past. Sequoia Park. The lofty redwood trees. A giant that their car had driven through. The cabin of John Muir. The Moro Rock, and Crystal Cave. A picnic en famill in grassy, yellow, swaying meadowland that bathed itself in sun. The Rangers and thei hats. The campfire and the ghosts.

A funny parallax. To focus on the blackboard in the class yet vision far beyo

Laurie.

She was as freckle-stippled as a papri sprinkled welsh rarebit. Ask if that's a l Well, count! Laurie won the freckle contes She came that afternoon. An ink tattoo stil printed on her arm. An inch-square area th the judges passed beneath their lens.

"I won! I'm freckle queen!"

Pity that they had no dimple competitic She'd have won that too!

She used to dream about Prince Charming. I felt pleased by that. It hinted hope. To deal. And if I asked for more about her prince, a story would emerge.

Of marriage, settling down, raising kids.

"How many?"

"Three, of course!"

" 'Of course'?"

"Of course! Just like my mom."

"I see."

"And I shall be an airline stewardness -- before, that is. The same as my mother was --"

I interrupted her. I knew the simple script. I didn't want to hear the closing malediction that so blandly tumbled out. "Laurie --"

"And then I'll get divorced."

Of course! Just like her mom.

My first exposure to that simple formula occurred while ambling through the hills. I put my palm across her mouth to fend such future off. Then, lightly hugged her sloping shoulders, while reflecting, inwardly, how much the die was cast. How tragic and prophetic were her words. How slanted were the odds. To marry and divorce. I thought of Lear. And his advice to Kent: "The bow is bent and drawn!" Could Laurie, as Lear urged, "Make from the shaft"?

While inebriated fathers and hysteric mothers batter one another with the rolling pin, and rip out telephones from walls, are children's psyches scarred? Do you suppose their concept of the marriage bond incorporates the lumps? Profanities and all?

She wore the biggest tennis shoes! I used to think her mother bought them roomy to anticipate being filled. An elfin with big feet! But the toe-tips and the heels already were scuffed smooth. She made a brake of them. Her ten-speed bike. The yawning calipers outreached her tiny grasp. She scraped her shoes to stop.

We'd play.

" 'She's coming,' the farmer said to the owl."

I bit. " 'She's coming,' who?"

"The owl said, 'Whoo.' The queen. The Royal Queen. 'Oh, what shall, oh, what shall I do? Shall I bow when she cómes? Shall I twiddle my thumbs?'"

That seemingly ridiculous quatrain was a rune from the freckle contest prize book ... How odd that she had no difficulty memorizing it, but was stymied with denominators and numerators ... And then, echolalically, she would chant the whole silly barnyard plot, all the way to the mall where I'd buy her a cone. And all the way back, pausing only to roll her tongue around and around the cold globular treat. Lick. Smack. Smack and lick, with a surprisingly broad, red scoop. Almost obscene. Then, insisting upon walking without a supporting hand, the entire length of the mounded curbside tar.

"Your cheek has spots of chocolate." She brushed it with her wrist.

"To marry and divorce?"

"Just like my mom." The slightest singsong tinted her response with an impertinance. You know how the little ladies do.

"Oh, don't be sure," I said. And looked along my muzzle with a scowl.

"The horse said, 'Nay!'"

"The sheep said, "Bah!'"

"The wren said, 'Cheap!'"

"Hey! That wasn't in the poem!" She giggled and sniggered, Irish freckles and an Irish twinkle joining in. A dimple in her cheek.

How many times I rewrote her awful augury! And how many times after the dented, dirty, dusty Chevrolet had chugged on down the hill, did I, in fantasy, apply the jolt to nudge her out of her trajectory? And how often did I wonder whether all my effort had

effected any change? Whether she would master algebra and calculus and trigonometry? Whether I'd dispelled the mantecores and gorgons of her life?

I'd dim my eyes. I'd vision strutting lawyers and their close-fit, smart-cut vests. Interrogatories, alimonies, depositions, pleas for child support. And telephones with ripped out cords. Broken crocks. Bruises on the slender, willow arms. Hematomata.

"Can we get ice cream cones today?"

"What flavor?"

"Banana-licorice."

"Sounds great. How about horse radish? Or tuna fish?"

"They don't have those!" Miss Freckle said.

We had another game. This one was her all-time favorite. We made up its "rules" together: Every month I'd stand her by my office closet door. Against the jamb, and once she'd backed upon it, tightly, I would lay a ruler level on her head. And mark her height; I'd also note the date.

Internally I'd make a mental note. How increments were cloning her relentlessly with Mother, and to Mother's fate. Kahouek's comet, moving on...the changes being most remarkable, of course, with longish breaks from school and summer holidays...

All her baby teeth fell out. At last. The freckles faded by degrees. The baby fat was melting away. Her stride affected Mother's poise and glide. That Mona Lisa smile.

I inked the door jamb, penning in the date, and, as I did, I noticed, pushing through her sweater's loose angora weave, twinned tiny nubbins that were mere mosquito bites.

Yet there!

They heralded the end of childhood. And our games. My little elfin, Laurie, wouldn't much concern herself with inches up and down. She'd watch her fore-to-aft. Cup-size. Things like that.

She'd graduate from weirdo flavors of those cones. She'd hark to whistles from the boys. Forget the horse and owl and sheep. Forget the tar embankment and a balance on its length...

No, I'd measure her no more.

The die was cast.

In Latin, that is rendered, "Alec iacta." Make from the shaft!

Oh, I could see it all: a lad, a courtship, marriage, kids --

And divorce?

SCIENTIFIC MEETINGS

PLEASURE AND FRUSTRATION

Summarized by the author — Leon Wallace, M.D.

Psychoanalytic theory, regardless of the school of thought, offers comfortable explanations for the psychopathology observed in patients. The latter, in turn, are generally receptive to the analyst's reconstructions, even while they manifest the expected transference-resistances. Still, it is often difficult to correlate therapeutic progress with evolving insight, except for the infrequent melodramatic discoveries, the "Aha!" phenomena, and even these retrospectively are often related to some unverbalized aspects of the patient's attachment to the therapist.

This leads to the question of which specific therapeutic forces operate, both in the dramatic insights as well as during the slow, plodding analytic work. Inevitably, the search for the source of therapeutic influence focuses on the transference, and Freud's early formulation of the essential role of the positive transference provides the direction for further investigation of this issue. His discussion was focused on the role of the positive transference as a stimulus for revealing the unconscious, and he raised a question that is still with us, as to why some patients who achieve substantial insight do not benefit accordingly.

Freud's question regarding therapeutic change can be confronted by an even broader focus on the positive transference. Psychoanalytically-based research has already provided the tools for treating narcissistic, borderline and schizophrenic patients. At the same time, I believe that the parallel evolution of our understanding of the therapeutic interaction in formal psychoanalysis has been inhibited by a taboo that was left over from the early years of psychoanalytic history, the taboo against gratifying the patient. Beginning with Chapter 7, Freud postulated that the "reality principle," the primary expression of psychological development, evolves as a result of frustration, and this assumption was carried over into his reconstructions of the therapeutic process. Both theoretical formulations and clinical recommendations have been distorted by the failure to understand the implications of the knowledge that the conflict-free components of the positive transference provides a source of gratification for the patient. I believe that careful examination of successful analyses supports the thesis that this gratification carries the treatment forward, not only as an investigative process but as a therapeutic experience.

A change of focus from frustration to gratification as the primary stimulus for psychological growth provides the foundation for a resynthesis of clinical and theoretical psychoanalysis, one that does away with the internal inconsistencies of psychoanalytic theory and much of its confusing aspects. In addition, I believe that this offers a more flexible and effective approach to psychoanalytic treatment.

In the first chapter of my book I introduced the inconsistencies in Freud's discussion of the pleasure principle. In particular, I described the weakness of a theory of instinctual drives that was based on the equation of pleasure with discharge by means of affects and action.

As an alternative concept that is more consistent with clinical observations I suggested that pleasure is an intra-psychic process with conscious (or pre-conscious) manifestations. Those impulses that do not have access to consciousness have limited potential for providing pleasure. In making the unconscious conscious psychoanalysis frees the repressed impulses so that they can be satisfied. This clinical perspective is translated into a metapsychological abstraction as discharge into consciousness. As a result of this formulation by apparent contradictions to the pleasure principle manifested by masochism and sexual excitement are resolved. The pursuit of pleasure can then stand as a solid clinical concept without exception. This construction provides the theoretical basis for my thesis.

In order to provide a brief and (hopefully) coherent overview of my monograph I have summarized its main conclusions, all of which represent further developments of the above ideas, and which I believe are supported by psychoanalytic observations: The two

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*International Universities Press, New York, 1984.

primary psychological experiences are pleasure and frustration. Infantile and childhood gratifications result in modifications of the inborn needs or drives, and promote their adaptations to the external world. In order to maintain the optimum level of functioning the instinctual derivatives need to be renewed by further gratifications that are appropriate to their developmental level. This is summarized by the term, "the cycle of satisfaction." In other words, satisfying experiences contribute to psychological growth. This process continues on a lesser scale throughout adulthood.

Frustrations contribute to emotional growth only to the extent that such reinforcements of evolving psychological functions are stimulated; otherwise they inhibit development and provoke intra-psychic conflicts. The pleasure associated with the cycle of satisfaction suggests that frustration is limited to a secondary role as a stimulus for growth.

Two classes of observation demonstrate the necessity for conceptualizing an aggressive drive: Frustrations of libidinal needs or their derivatives ordinarily result in hostile responses; conversely, the subordination of aggression to libidinal goals is demonstrated in both sublimations and overt sexuality. Neurosis and destructive behavior both demonstrate inadequate subordination of aggression to libidinal needs.

These observations suggest a supplement to the pleasure principle: The earliest libidinal satisfactions result in the subordination of the accompanying aggressive impulses to libidinal goals. The associated memories of libidinal satisfaction provide the bases for the development of lasting substructures, and these become organized into the ego. This process and its renewal through the cycle of satisfaction contribute to the flexibility that is essential for adult sublimated behavior as well as for sexual discharge. Likewise, it maintains the synergic functions of aggressive and libidinal drive derivatives in the pursuit of satisfaction. Frustration, in contrast, stimulates psychological rigidity and repetitious neurotic behavior.

The process of identification can also be understood better within this perspective. Memories of satisfaction that are associated with significant persons establish the bases for the identifications that are essential for psychological development. Early frustrations, if excessive, lead to disturbances in the roots of the ego, the primary identifications. Later frustrations lead to conflicts that are manifested by pathological superego formations and other ambivalent identifications.

The therapeutic process in psychoanalysis results in the replacement of ambivalent identifications with relatively non-ambivalent ones that include aspects of the analytic experience. In this I disagree with the assertions of some authors (such as Loewald) that non-ambivalent identifications with the analyst are limited to his role as investigator. I believe that the final therapeutic identifications with the analyst inevitably incorporate his image as a gratifying person.

The tension affects, the expressions of memories of frustration, can also be understood better within this theoretical framework. For example, depression is associated with the loss of an "ambivalent object." The mourning process following object loss can ordinarily be relatively successful if ambivalence is not excessive, but the process requires stable memories of satisfaction in order to catalyze working through the loss. Such stable memory systems are not firmly established in early childhood, with the result that real or fantasied losses are not effectively mourned. Disturbances of early attachments consequently result in a predisposition to recurrent depressive reactions.

In the second part of my book I focused on psychoanalytic technique and the therapeutic process. My thesis recommends a change of focus in the therapeutic interaction. I believe that it is an error to establish deliberately an atmosphere of frustration for the patient. On the contrary, the frustrations of the therapeutic process must be demarcated clearly as manifestations

of the patient's neurosis so that they can be subjected to analytic investigation. Anxiety and other tension affects are useful to the therapeutic process when mobilized by interpretations of resistance, not when they are a consequence of the analyst's behavior. Conversely, the gratifications associated with the interpersonal process in psychoanalytic treatment have two functions. The initial gratifications provide the bases of rapport so that the conflict-free core of the patient can be mobilized for the investigative process. As this becomes stabilized it also provides an essential catalyst for the resolution of neurotic conflict.

The analyst's manifestations of sincere therapeutic interest, his empathic and appropriate responses and his commitment to the therapeutic process provide the sources of these gratifications, within the limits of a patient's capacity to respond at a given time. I wish to emphasize that I do not recommend that the analyst offer any gratifications other than those provided by his sincere interest in the therapeutic process and its effect on the patient.

Neurotic conflicts intrude on the therapeutic relationship from two overlapping sources: First, those disturbances in the patient's ability to participate in a stable inter-personal relationship, as normally expressed in the basic positive transference, are generally due to conflicts associated with the earliest developmental stages associated with the roots of the ego. These must be overcome to a considerable extent before psychoanalytic treatment can result in lasting therapeutic changes. Secondly, intrusions stem from conflicts associated with later developmental stages. This construction is especially clear in the treatment of severe psychopathology, although it is equally valid in understanding the psychoanalysis of neurotics.

The role of analytic insight in the therapeutic process is described as follows: The repetition of neurotic conflicts after the establishment of a stable, conflict-free positive transference describes the transference neuroses. This is necessary in order to provide access to consciousness of previously repressed or otherwise defended-against impulses. Since the conflicts expressed in the transference neurosis inevitably include memories of frustrations, the analyst's interpretations express the fact that he is not the source of the frustrations. The re-integration of infantile impulses then becomes possible as a consequence of their association with the gratification associated with the attachment to the analyst.

The process of working through requires the repeated experience by the patient of childhood frustrations in the relatively gratifying environment that is made possible by the positive transference. Resolution of conflict inevitably leads to modifications of the infantile needs which become redirected toward adult interests that have the potential for greater satisfaction. While the development of insight is essential to this process it is not sufficient, in itself, for a lasting therapeutic effect.

In contrast, psychoanalytic psychotherapy focuses on insight in order to provide the patient with tools of understanding for more effective ego operations. It lacks the intensity or consistency to mobilize the kind of positive transference that is ordinarily necessary to catalyze significant ego changes.

On the other hand, the positive contributions of Kohut's approach to treatment derive from, and are limited to, the stabilization and reinforcement of the conflict-free positive transference resulting from the analyst's empathic responses. This technique is a highly sophisticated adjunct to psychotherapy that potentially reinforces the healthy components of the patient's personality and supports its defensive operations, but without confronting the resistances that permit psychoanalytic investigation. However it requires no new theories of psychological development.

PANEL DISCUSSION OF DR. WALLACE'S BOOK

Bradley Daigle, M.D., Reporter

This evening's meeting was set in an interesting but somewhat frustrating "meet the author" format, with an introductory 20-minute synopsis of his book given by Dr. Leon Wallace, followed by prepared discussions from Drs. Norman Atkins, Rudolf Ekstein, and Jack Gaines.

Dr. Wallace took as his orienting focus the perennial question of the basis for the therapeutic effectiveness of psychoanalysis, and took his direction from Freud's early emphasis on the therapeutic role of the positive transference. Freud raised a question still with us: why some patients who achieve substantial insight do not benefit accordingly.

Wallace believes that our understanding of the therapeutic effectiveness of analysis has been inhibited by a "taboo" against gratifying the patient. He said:

> Both theoretical formulations and clinical recommendations have been distorted by the failure to understand the implications and the knowledge that the conflict-free components of the positive transference provide a source of gratification for the patient. I believe that careful examination of successful analyses supports the thesis that this gratification carries the treatment forward...as a therapeutic experience.

His major thesis is that,

> ...a change of focus from frustration to gratification as a primary stimulus for psychological growth provides the foundation for a resynthesis of clinical and theoretical psychoanalysis.

Revising Freud's view of pleasure as a product of discharge by means of affects and action, Wallace suggests that pleasure is an intrapsychic process with conscious and preconscious manifestations, and that impulses without access to consciousness have limited potential for providing pleasure. In making the unconscious conscious, analysis frees the repressed impulses so they can be satisfied.

Infantile and childhood experiences of pleasure and gratification result in modifications of the inborn needs or drives and promote their adaptations to the external world. These gratifications need to be "renewed" by further gratifications appropriate to their developmental level. Wallac summarizes this process as, "The cycle of satisfaction." Frustration, on the other hand, tends to "inhibit development and provoke intrapsychic conflicts." It leads to "hostile responses" and "psychological rigidity." Early libidinal satisfactions serve to "subordinate" accompanying aggressive impulses to libidinal goals. Wallace did not deal directly with the concept of "optimal frustration."

Dr. Wallace sees the process of analys as resulting in the replacement of ambivale identifications with nonambivalent ones. I this, he disagrees with some, Loewald for instance, who believe that nonambivalent identifications with the analyst are limite to his "role as investigator." Wallace thinks that these therapeutic identificatio "inevitably incorporate (the analyst's) ima as a gratifying person, that is, as someone who cares about the patient." Seeming to contradict this, however, Wallace later sai that:

> I do not recommend that the analyst offer any gratification other than those provided by his sincere interest in the process and its effect on the patient.

Wallace re-emphasized the classical ar commonsense position that, "the transferen neurosis by definition requires the establ ment of a stable conflict-free positive transference." In what seems to be a reve of the customary view, he contrasts this w psychotherapy, which "focuses on insight i order to provide the patient with tools of understanding for more effective ego operations." He praises Kohut for providi a highly sophisticated adjunct to psychotherapy, but without confronting the resistances that permit psychoanalytic investigation. It was not clear, though, how, an to what extent, Wallace ultimately analyze the positive transference insofar as it se as a resistance.

Scientific Program of the Southern California Psychoanalytic Society, February 18, 1985.

Dr. Norman Atkins praised Dr. Wallace as a "caring, empathic human being...who sees his patients as allies rather than adversaries." He saw a correspondence between many of Wallace's ideas and those of developmental psychology, "feedback, operant conditioning, positive reinforcement." He thought that analysis viewed essentially as a developmental re-experience might meet with some objection, and missed, in the book, a more careful elaboration of the working through of intrapsychic conflict.

Atkins was skeptical that there has been any general acceptance of a "taboo" against gratification but noted that many analysts, especially in training, have throughout the years been taught to carefully observe the rule of abstinence in order to clearly differentiate analysis from psychotherapies prevalent in the past which did not recognize transference and resistance. Additionally, he believed that:

> The stress toward frustration and nongratification among certain teachers and writers, historically, as due to residual superego problems related to guilt and/or shame rather than good pedagogy.

Atkins eschewed an either/or approach to the issue of frustration and abstinence, and defined his approach as:

> The ability of the analyst to have sufficient empathic capacity to be able to titrate, automatically and freely, the balance between the necessary frustration and gratification.

Dr. Rudolf Ekstein praised the book as, "The kind of book that can be read anywhere and (would stimulate the reader to) start to think." He reminded us of the doctrine of functionslust, the pleasure in functioning, and "the trouble with Freud was that he believed that pleasure and frustration are the only things that matter." He said, "Frustration is of course basic as a driving force but frustration alone destroys. On the other hand, satisfaction alone will destroy also."

Dr. Jack Gaines provided some pertinent and necessary metatheoretical perspectives. He believes that we must strive to expand rather than reduce our conceptual horizons, and spoke in support of an epigenetic and hierarchical view. He saw Wallace as best exemplifying this notion in his view of the person, "as being able to derive affection, pleasure, and the capacity to love, all of their lives, at all levels of maturation."

Gaines was concerned, however, that Dr. Wallace's clear and commendable focus on the patient as person, as illustrated by his clinical examples, gets "taken out in abstraction" when he makes pleasure or frustration the guiding superordinate principle.

Just as the panel discussion could not do justice to the richness of Leon Wallace's book, this brief report cannot convey the rich discussion of the meeting. I would encourage everyone to read Dr. Wallace's thoughtful book, which I am now doing, as Dr. Ekstein put it, "with pleasure and with frustration."

LONGITUDINAL EFFECTS OF DEPRESSED MOTHERS ON THEIR INFANTS

M. Hossein Etezady, M.D., Reporter

Dr. Theodore Cohen opened the discussion as he welcomed the participants and remarked on the quality of the research to be presented by a group of outstanding analytic researchers. Due to illness, Dr. Judith Wallerstein was unable to attend the meeting, but sent Dr. Julia Lewis as her replacement. Dr. Wallerstein's subject was "Children of Divorce, Preliminary Report of a Ten Year Follow-Up of Young Children."

Dr. Lewis described the presentation as a preliminary report on 60 families, with 131 children between ages 2½ and 18 at the time of the family breakup. At the initial assessment shortly after the marital separation, the children's responses fell into four distinguishable groups and were analyzed accordingly. These were children age 2½-5 years 11 months; 6-8; 9-11; and 12-18. Subsequently, at the one-year follow-up and at the five-year follow-up, the children's responses were also analyzed within these same groups. At the ten-year follow-up, however, the children were divided into three groups: those who were pre-school age at the time of the marital rupture; children in latency; and children 9 years or older at the same critical time. The earliest report from the study focussed on the reflections and recollections of those children who were 9 years of age or older initially. The second report of the pre-school children was the subject of Dr. Lewis' presentation.

To review findings from observations of children at the time of the separation, the initial depression and anxiety of the children facing the breakup was coupled by the universal wish to undo the divorce and to restore the unity of the family. Anger, guilt and loyalty conflicts were similarly common among these children and adolescents. The 18 month follow-up revealed new or consolidating psychological decline in children who had first seemed to have survived the rupture without significant psychological impairment. At that stage of the study, boys, especially those under age 9, seemed more vulnerable and their behavior was affected at home, playground and school. Almost all of these children were in the custody of their mothers.

The 5 year stage of the study revealed close correlation between the adjustment of the children and the quality of life within the post divorce family. Age at the time of the breakup and sex of the child no longer appeared significant at the time of the 5 year follow-up.

In addition to general considerations required in all longitudinal studies, one must be cognizant of the fact that divorce is not a single circumscribed event but a multi-stage process of radical changes that begin in the failing marriage and extend over years or decades, characterized by continued instability in family structure as well as social and economic circumstances. Another critical issue is the profound impact of divorce phenomena on patterns of courtship, marriage, and the family as a whole in this society.

One of the most striking findings among the group of children who had been 9 years or older at the time of the breakup was the freshness and accessibility of memories especially related to the divorce. The vividness of these memories did not appear to have faded in course of time. Detailed memories of parental conflict and disturbance provided by these children made it difficult to believe that these were events that occurred 10 years earlier. Many remembered the exact day and their own feelings and thoughts in detail. The predominant affect attached to looking back was regret, sadness and yearning. Many of these children maintained cherished fantasies of idealized families which were preserved as separate from the real experiences of their family life. They felt sorrow and were resentful of having been deprived of belonging to an intact and together family. They sensed that their lives had become increasingly more difficult, more hazardous, and less pleasurable. They yearned for the intact family of their memory and of their fantasy.

The anger at one or both parents (among the youngsters who were 9 years or older at the marital breakdown) that was prominent at the time of the marital rupture and had persisted at the 5 year mark had diminished at

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Vulnerable Child Discussion Group, American Psychoanalytic Association meeting, San Diego, May 3, 1984.

time of the 10 year study. Most had forgiven their parents and had come to terms with their divorce. It was surprising to find many of these children critical of their parents' conduct and their morality at the time despite the passage of many years. They were especially critical of their parents for not recognizing and attempting to correct their mistakes before the children were born--"You can undo a marriage but you can't undo a child." These youngsters did not take emotional comfort or intellectual reassurance in the high incidence of divorce in the society. On the contrary, the high incidence of divorce intensified their anxiety about the hazards of a loving relationship. A significant minority, almost entirely consisting of young women, drew a separate set of conclusions for themselves. These young women left their homes before or after graduation from high school to live with a man. They seemed to be drifting from job to job and man to man. Some of them elected older men as lovers, expecting these men to be caring and to treat them well. These women have difficulty making commitment to a career or education appropriate to their level of intellectual capacity. Some have been sexually promiscuous and wild, while others during their adolescence remained conservative and restrained.

Young men in this same age group, in contrast, seemed to be more on course, more sure of their future plans and less ambivalent with regards to relationships. These young men did appear more constricted and less likely to freely share emotionally in a loving relationship. Many of these young men had early marriages and became very attached to their wife's family.

With the group of children who were preschool age at the time of the family rupture, there was no conscious memory of pre-divorce family. Memories of painful events of the time were also suppressed. The lack of memory in this regard notwithstanding, for the majority of these children the divorce remained a central aspect of their lives and evoked strong feelings, fears and sadness.

After 10 years, the children who had been preschool age continued to disapprove of the divorce in the family and not a single child considered divorce as a new norm in the society. Over half of these children longed for an intact family and often wondered what that would be like. They wished for the presence of the other parent to set things straight. The diminished protection these children experienced became apparent when they wondered about what would happen to them if their mother would die. Considering the relative absence of memory of the divorce or the pre-divorce family, it was interesting to find the persistent fantasy of reconciliation in half of the sample. These were fantasied families that the youngsters created and recreated over the years. Whether easily available or not, the father remained a significant psychological influence in the lives of these children. When they needed information, they made use of any scraps they could gather in order to construct an image of the phantom fathers, one suitable to their needs or appropriate to their feelings. There is interesting evidence to indicate that the need for the absent father heightens in intensity and will increase with the approach of adolescence. There was a strong urge to contact and to confide their innermost feelings in their father. Idealization of the father in its common sense was not present in these youngsters although they maintained a benign image of their father often not consistent with a storehouse of detailed recollections of repeated rejection and failures.

Many of the young people in this same age group look forward optimistically to an enduring marriage and having children. They felt there was no relationship between having been raised in a divorced family and the liklihood of divorce during their own adulthood. Most of these young people did not share in the apprehensiveness of loss and betrayal that so many of the older youngsters had expressed. Several spontaneously emphasized the importance of marital fidelity. Most of these young people allowed fully for the possibility of marital failure and regarded divorce as an acceptable solution to a troubled marriage, albeit a solution that should be employed reluctantly and only following efforts to improve the marriage.

Dr. van Leeuwen commented on her reaction to Dr. Wallerstein's work by thinking about material on divorce which we all encounter in analysis or psychotherapy with children. Although Wallerstein's sample was not a psychiatric population, there are parallels that can be seen over and over again, especially in analysis when there is access to unconscious feelings over the course of a long period of time.

Dr. van Leeuwen felt that one can appreciate the sensitivity and perceptive touch with which these youngsters were treated which would inevitably distort the project due to its beneficial effects.

From her own cases she recalled the anger, helplessness, guilt and life-long yearning for the reunion of the family, and often unconscious unresolved dependency in those who appear to others to be self-sufficient and independent. She gave details extracted from clinical experience with children as well as adults who, long after divorce or remarriage of the parents, had continued to long for the reunion of the broken family. She described material elaborating the longing for the absent father and the need for such children, especially around adolescence, to live with their fathers. With regard to the difference between younger children and those older than nine, she found herself fascinated and speculated that during the latter half of latency children are involved in learning both games and various skills and they often use these games and skills to deal defensively with the trauma of the divorce.

Introducing Dr. Gerald Stechler and his presentation titled "Mild Depression in the Mothers of Young Children," Dr. Cohen regarded this report of special interest and value on a 25 year study of Drs. Pavenstedt, Sander and Fineman. Describing the context of the study, Dr. Stechler explained that the 25 year data, which is now subject to study and analysis, is being reviewed by two groups. One, including himself, is concerned with material collected some 25 years ago when the 30 subjects were young children. Another group is only concerned with the analysis of the material obtained about these individuals or familie 25 years later as adults. The aim is to se whether each group can match the children's material with their adult counterparts and vice versa. For this reason, no informatio is shared between the two groups. All longitudinal studies that have attempted to demonstrate a trend of continuity and coherence in development havé failed to this point. Dr. Stechler stated that the reason for such failures has been the methodology adopted and its inevitably misleading oversimplification. During this study in contr organizational properties otherwise referre to as "style" and the manner in which the individual grasps on to his life are being looked for. These organizational propertie may have survived all the vicissitudes and transformations of the course of developmen and a glimmer of continuity may still be recognizable at each end of the spectrum. child team has no knowledge of the developmental events which the future will bring. adult team, looking backwards, will have an easier task since they know about the event of the past and their effects on the individual.

Dr. Stechler called maternal depressio the major problem of our time, considering fact that all the intergenerational studies have implicated maternal depression, even i severe disorders such as schizophrenia. Depression in the mother or the father cont butes as much or more than does schizophren to the development of schizophrenia in children. Since the frequency of depressio in mothers is much greater than schizophren the enormity of maternal depression as a pu lic health issue is obvious. Granted that what we encounter is often mild, transient reactive depression related to the stresses of the particular phase of life. British epidemiologists have demonstrated a sharp drop in frequency of depression in women occurring after their youngest child has pa sed the age of 6. Depression should be vie in the context of the family system and in the light of cognitive, affective, attitudi nal, perceptual, behavioral and action qualities as a complex phenomenon rather th as an outcome depending only on one or some of these variables. These families had no psychiatric histories, but were selected fr

the healthy population of a prenatal clinic in an impoverished area of Boston. They ranged in psychological maturity and were classified in 3 categories of relative maturity. In this population, depression appeared to be a non-specific configuration rather than a quality apart from others. Mother's characterological features, conflicts, symptoms and style all coexist with and interact with depression rather than being replaced by it. Neurotic or characterological manifestations are aggravated and exaggerated under the effects of depression. The effects of sadness, dysphoric affect, detachment, guilt, irritability, psychomotor-retardation, helplessness, hopelessness and somatic preoccupation can be identified in the children and are usually regarded as the result of the failure of maternal empathy and its influence on the formation of the sense of the self. Empathic failure due to depression, as observed during one interaction between mother and child and its immediate detrimental effect, may be assumed to be repeated during thousands of such interactions. There is a strong parallelism in mood, frustration tolerance, interest, excitement and activity level of the pair. Every family observed appears to be susceptible to characteristic episodes of failure of empathy and detouring during times of regression and crisis. Children recover quickly from their apathy and withdrawal in response to their mother's recovery and are able to renegotiate and resolve issues belonging to previous periods when the mother's emotional availability had been compromised for extended periods.

Dr. Stechler presented material from the analysis of one case. The mother's first statement after delivery is that she cannot believe she has given birth to a baby. The parents wake up the baby to feed her when she is not hungry; they interrupt the baby's sucking pattern, sleeping and eating never get regulated and the mother feeds the baby chocolate and vegetables. The baby has gastrointestinal distress by 3 months of age. The mother rarely holds the baby who is often strapped to a bassinet and left alone. Mother seems unwilling to assume the responsibilities of caring for the baby and seems to feel intruded upon by the baby. Pleasurable mutual exchanges are minimal. Mother's recognition of baby's need for engagement is infrequent and her tolerance for mutual activities that are gratifying for the baby is small. The more she pushes the child away, the clingier the child becomes and the pair is unable to extricate itself from this predicament. The interaction between the father and child is warm, playful and friendly. The mother seems to perceive the child as demanding and does not want to give in to the child's initiatives and wishes. Examination and exploration of toys are discouraged by this mother. At 2 years, the child's cognitive and even gross motor development are below normal or near average. The overriding issue for the child is how to establish a relationship with a woman who cannot tolerate a close relationship. The child becomes negativistic and angry before one year of age. This mother is inattentive to the baby who is frequently in precarious situations and receives many bumps and bruises in his attempts at exploration. She has no understanding of the child's need for self-assertion. She blames her lack of skills for the problem and says, "The baby is not a bad baby, I just don't know how to cope with the baby." At one year the child is not interested in objects unless one tries to move them, at which time he holds on and cries in distress. At age two the child appears to be reckless, falling and crashing into things, unheeding of danger. The child has developed a false sense of self and will do whatever possible in order to elicit a response of excitement from the mother.

Dr. van Leeuwen expressed agreement with the approach to the topic of maternal depression as a non-specific manifestation, with variable qualities related to numerous factors in the context of a complex set of relationships. Looking at these mothers also from the point of view of their level of maturity is important, as exemplified by the description of the mother which so sensitively makes the point in terms of her empathic

failure. She referred to her own incomplete study of a similar nature in which mothers had been divided in two groups: one capable of giving care and another which consisted of women who needed to be taken care of and were unable to care for another. Some women who lacked an adequate support system and had decided to raise their babies alone were unable to cope once the babies were born. For all mothers and depressed mothers in particular, the availability of adequate support system is extremely important. At times a baby may be able to pull a mother out of her mild depression. More often the depression causes the mother to be withdrawn. She was reminded of an adult in analysis who had worked hard as a child to draw out his depressed mother through use of humor. In later life he found himself attracted to women whose attention was difficult to get.

Dr. Cohen commented on the theoretical contributions of Brenner to depression and his view that depressive affect is the consequence of compromise formation, involving any phrase of development and any of the childhood calamities. He suggested that Brenner's contributions should prove of special interest to those who are engaged in research in this area. Dr. Cohen made mention of Anna Freud's view of ego deviation in children raised by depressed mothers. Here the development and coping mechanisms are subject to structural considerations that are influenced and derailed early in life. This leads into areas of new inquiry concerned with neurophysiology and biochemical features of depression.

Dr. Robert Tyson, commenting on the importance of the data spanning over a 25 year period, remarked that we are far from understanding and appreciating all the steps in the course of development and speculated that as we gain more understanding of the many steps along the way, we will be able to better organize and interpret what we in fact see in front of us. He expected, for example, that 25 years later, the data which was once viewed in a particular light can be understood differently now, when we have a more thorough appreciation of the role of the father.

Dr. Herman A. Meyersburg's presentation was titled "Retrospective on Long Range Effects in Adults who were Infants to Post-Partum Depressed Mothers." He explained tha his material was primarily demographic and extracted from long term treatment of women whose mothers had suffered from protracted post-partum depression.

In therapy, all these individuals revealed tenuous defenses against anxiety and were subject to intense distress at shifts in the therapeutic relationship. They responded to silences with frank distress verging on panic. These reactions, complex behaviors, as well as a variety of motoric discharges had to be regarded as the principal communicational data and be translated into verbal modes through characterological interpretations. These behaviors and their interpretation had to be repeated many time over before the patients were able to revea these states in spontaneous verbal expressions. Much further repetition was require for the symptomatic acts to be modified. The patient-therapist relationship underwen many sudden shifts from "good" to "bad" in matter of minutes. The intensity of the anxiety and discomfort in these individuals may be illustrated in these sudden shifts and by the regularity with which these persons considered themselves as the epitomy o badness, unbearably painful states often leading to suicidal thoughts and feelings. The transformation of self and object from bad to good is rather prompt once the anxiety runs it course.

These manifestations are also prominen in patients with borderline character struc ture. Some of these sufferers have discove ed that their fear of abandonment is partly relieved by their becoming the center of attention as a result of troublesome or critical circumstances. The range of these troubled situations may vary from violent and antisocial acts at one extreme to illne at the other. Unlike this sample who remained in treatment, Dr. Meyersburg made mention of similar individuals who were incapable of seeking or remaining in treatment. Such transformations in affect and self-concept can similarly be observed in

nursery school children in conditions of divorce, illness, family discord and calamitous events.

In presentation of case material on a depressed woman with extensive and far reaching history of susceptibility to depression, anxiety and failing adaptation, Dr. Meyersburg described a session during which he had to physically intervene and restrain the patient from hitting her head against wooden book shelves. The patient could not accept Dr. Meyersburg's interpretations of such states as the reenactment of circumstances during which the patient had felt abandoned. As the patient improved and became able to separate from her mother, she planned to leave the area in pursuit of educational plans. Her mother was unable to allow the separation and, in fact, threw herself down a flight of stairs which resulted in permanent injury. With subsequent reduction of the intensity of her symptoms, the patient was able to tolerate a hiatus in treatment, finish her education and establish a successful career. Eight years into her treatment, she married a man with great capacity for compassion who helped sustain her many episodes of severe distress.

Dr. van Leeuwen clarified the fact that in the sample treated and described by Dr. Meyersburg, the patients' mothers had suffered from post-partum depression and, in addition, these mothers had been depressed throughout the period of their children growing up. She regarded Dr. Meyersburg's approach of object relations and object loss very appealing and useful. Fluctuations in self-esteem and transference as the recapitulation of the object relationships shift in the therapeutic relationship leading to depression and narcissistic injury can be seen in many patients such as those who feel unloved and rejected as they might fantasize due to their aggression or sexuality. Maternal depression is not the only constellation leading to such conditions. These traumata occur during a period of development in which poor frustration tolerance, primitive defenses, intense affects and dependence on the presence of mother for maintenance of a sense of well-being, subjects these children to interference with their establishment of object constancy.

The findings of Dr. Meyersburg have been confirmed and described by many other workers. Many of these findings have limited value in that depression itself and its effects on mother-child relationships have not been defined. At this point in our research methodology is not refined enough to deal with all these aspects adequately. Dr. Meyersburg's work is very helpful and important in that it brings one's attention to the history of post-partum depression in mothers of those patients who exhibit the cluster of symptoms that he has described.

Dr. Cohen called upon the participants to make summary statements and respond to the questions.

Dr. Meyersburg commented on the resistance of the patients to interpretation as being related to the ability to accept from the mother. This issue belongs to the early differentiation and individuation period during which the child's initiatives are directed against the mother rather than along with her.

Dr. Stechler described Winnicott's term "the false self" as the result of the unempathic mother driving the child to a reactive state rather than responding to the baby's feelings. Consequently, the child is incapable of knowing who he/she is and is really a false being.

Dr. van Leeuwen found herself in complete agreement with Dr. Stechler and his elaboration of the notion of the false self, as in adults in treatment who do not know who they are and depend on others for validation and approval.

Dr. Cohen closed the meeting commenting on how difficult it is for us as analysts to deal with this topic, evidenced by the fact that in 15 years this is the first time this subject has been addressed in these meetings. He expressed appreciation to all present for their participation and asked for suggestions regarding future topics for future meetings.

M.H.E.

WHY NOT ANALYSIS?

Jerome Karasic, M.D., Reporter

"Why Not Analysis?" was the title and theme of the West Coast meeting of child and adolescent analysts held in San Francisco, November 17, 1984. Child and adolescent analysts from Denver, Los Angeles, San Diego, Seattle and San Francisco attended the all day session.

After a welcome and introduction by Dr. Morris L. Peltz of San Francisco, Dr. Robert Epstein of San Francisco presented the account of an analysis in progress of a three and a half year old boy suffering from post-surgical regressive symptoms.

Dr. Epstein's case was referred by his nursery school because of difficulty in accepting tiolet training. He would not sit on, have a bowel movement in, or urinate in the toilet. His parents observed that M. had never been able to use the toilet. In addition, they reported that M. had a sleep disturbance as well as multiple anxieties.

M. had been born with partial hypospadias. At the age of two days M. developed torsion of the testicle requiring immediate surgery. At the age of two years, he underwent surgery in an attempt to correct his hypospadias. Post surgically, he developed pain and swelling of his penis due to infection. M. removed the bandage, bled profusely, and needed to be rebandaged. This was done traumatically with his mother holding his head and arms and his father holding his legs, while the surgeon rebandaged his penis. Child analysis was recommended for M. and this recommendation was accepted by M.'s parents.

Most of the analytic sessions were carried out with M.'s mother in the playroom; however, occasionally father would come into the playroom to observe what Dr. Epstein was doing with M. When M.'s mother was in the playroom, M. played various games. These included eroticized play in which M. would jump on his mother, or put a pillow on her and jump on the pillow. In another game he would hide behind a curtain and come out of the "dark place." In this erotized play, he alluded to fantasies about his own birth. addition he warded off the separation anxie that had been stirred up by the surgical procedure and simultaneously warded off his castration anxiety.

Gradually, as M.'s mother restricted t erotic play, Dr. Epstein was able to analy: this erotization. Then M. stopped playing out the surgical trauma and began to play out his oedipal competition as well as the oedipal anxieties. Some of this anxiety emerged as a fear of the analyst.

Because of this anxiety, M. had hardl; been able to stay alone in the playroom wit Dr. Epstein. This was especially acute whe M.'s mother had to leave him alone with Dr. Epstein for even a short time. In the discussion, one of the issues raised was wh a greater effort had not been made to get M.'s mother out of the playroom so the analyst could better analyze M.'s separatic anxiety.

The diagnosis given to M.'s illness emerged as one of the important issues in t discussion. Was M.'s conflict an oedipal one or did he in fact suffer from a pre-oedipal conflict? Was he in fact sufferin(from separation anxiety, and then was this, in turn, reflected in his difficulty with separating from his stool and urine? Had t surgical procedure made him so anxious that had to express the erotized activity with h mother as a way of protecting himself from this anxiety? These were some of the questions raised in the discussion.

Dr. Kato van Leeuwen focussed much of discussion of this case on the surgical tr; and M.'s fear of the surgery as well as his pathological interaction with his mother. The ensuing discussion then led back to the question of separation and the need for separation from the mother in the playroom before his separation anxiety could be resolved.

West Coast Regional Meeting, Child and Adolescent Analysis, San Francisco Psychoanalytic Institute, November 17, 1984.

In the afternoon Dr. Leiken presented the case of eleven year old Michael who was referred by his school because he appeared to be depressed. After a series of interviews with Michael and his parents, it was decided that he would do best with analysis. When Dr. Leiken recommended four day a week analysis, his father objected. What gradually emerged was the father's fear that Dr. Leiken would take over and displace him as a parent. This was resolved by a compromise: instead of seeing Michael four days a week, Dr. Leiken agreed to see him three days a week.

Could analysis be carried out on a three day a week basis? Most of the group thought Michael's was a valid analysis which included a thorough analysis of the transference.

Much of the discussion focussed on whether or not Michael suffered from a pre-oedipal trauma or an oedipal trauma. A pre-oedipal trauma could have been due to a maternal depression. During the initial interviews, it became apparent that Michael suffered from asthma which the parents had long considered to be allergic; therefore, they did not consider it as material for analysis. As a matter of interest, Michael developed asthma during an analytic hour in response to feelings of anger toward his parents. I suggested that his asthma might be an indication of early infantile trauma, perhaps in response to maternal depression during the first year of life.

Dr. Calvin Caloruso of San Diego thought that Michael's was an oedipal problem and that the depression was oedipal. Dr. Robert Tyson felt that there were strong pre-oedipal roots in Michael's depression despite the fact that he had concerns about castration. The key to understanding the multiple roots of Michael's depression lay in a fantasy found in a story Michael had written for school. He wrote a story about a puppet who had been fashioned out of some material. This had been cut out correctly and sewn together correctly, but, in ironing its arms and legs, a hole had been burnt in one of the legs. Because of this hole, the puppet was thrown into the trash can. Unable to climb out himself, he sought the aid of a horse who had also been thrown into the trash. Using a piece of yarn, the horse rescued him from the trash can, and at the end of the story, they both escaped.

Did the hole in the puppet represent an emptiness or did this hole represent Michael's fantasy of castration? Did he feel worthless because he had castrated himself in order to avoid competing with his father, or did this feeling of emptiness or lack represent a deficiency in the satisfaction of needs during the first year of life? The question remains unresolved; however, some of those who discussed the case felt that the hole in the puppet in Michael's story may have brought together the idea of an emptiness as well as the fantasies of castration.

Overall the cases stimulated lively discussion. Following the meeting the participants retired to the Sausalito homes of members of the San Francisco Psychoanalytic Society (our hosts) for cocktails and dinner.

DISCUSSION OF "THE BIG CHILL"

Arnold Gilberg, M.D.

Between the mid-1940s and the mid-1950s over 80,000,000 births were recorded in the United States, the greatest single surge in population growth in the nation's history. Over the decades this bulge in demographics has been variously labelled "the sputnik generation," "the lover generation," "the now generation." The cumulative force of this unique phenomenon has affected every thread in the complex and richly textured fabric of American society. From the home to the workplace to every educational, religous, social and political institution, the baby-boom generation has left its indelible mark.

The characters in Columbia Pictures comedy "The Big Chill" are all products of the baby-boom. Written and directed by Lawrence Kasdan and Barbara Benedek, the film is a comedy of values and a compassionate testimonial to the members of its generation. The story concerns a group of college house-mates from the late 1960s, reunited years later by the suicide of one of their once close group. The funeral/reunion provides each an opportunity to evaluate his or her life to assess the prospects for the future within the safe, supportive company of old friends.

"The Big Chill" opens to the tune of "I Heard It On The Grapevine." We glimpse the eight protagonists as they each receive the bad news. The ninth figure, a man being dressed in a spiffy suit, turns out to be a corpse. He is Alex, the fire-breathing catalyst of their shared youth at the University of Michigan, and it is at his funeral in South Carolina that these old friends regroup.

Harold (Kevin Kline) and Sarah (Glenn Close) are the weekend hosts. She's a doctor and the most distraught over Alex's death, for he has recently been her lover. Harold has become a capitalist, about to amass a fortune when he sells his running shoes business to a conglomerate. Michael (Jeff Goldblum) used to record their revolutionary triumphs for the college paper and he now interviews for a People-magazine-like publication. Charismatic Sam (Tom Berenger) has graduated from the barricades to television as the swaggering star of a series called "J.T. Lancer." Karen (JoBeth Williams) has given up writing for a stifling marriage. The lawyer Meg (Mary Kay Place) has been burned once too often defending the poor and has switched to more lucrative corporate clients. What she wants is a baby and she's hoping this reunion will produce an obliging sire. Her first mistake is to hit on Nick (William Hurt), unaware of the Vietnam War wound that left him impotent. Nick is the brooding lost soul of the group, his simmering mind fed by the dope he sells. The odd girl out is Chloe (Meg Tilly), Alex's ex-girl, who is now the age all the others were when they met.

Lawrence Kasdan, who previously wrote and directed the critically acclaimed drama "Body Heat," is himself a boom baby and a sharp observer of the secular problems of hi[s] generation. In his films, he approaches wha[t] he sees as the central issue facing his contemporaries in a very subtle and yet penetrating way. He is a graduate of the University of Michigan, 1970.

"The Big Chill" deals with members of a generation who have also discovered that not everything they wanted is possible, that not every ideal they believed in has stayed in t[he] forefront of their intentions. The film is about a cooling process that takes place as people move from being outward-directed to a kind of self-absorption, a self-intere[st] which places their personal desires about those of the society. (The concept of Kohu[t] and narcissism are apparent in this movie.)

The film boasts a great Greatest Hits sound track which finds just the right comi[c] or dramatic settings for such fine '60s son[gs] as "You Can't Always Get What You Want," "Ain't Too Proud To Beg," and "Good Lovin," "A Natural Woman." Indeed most of the film is a kind of sock-hop benefit for Approachi[ng] Middle Age. This maturing generation never played Taps with such glamour or good humor.

In a speculative way the baby-boom generation may be a victim of its own histo[ry] victimized by the quantum leaps in technolo[gy] and communication, by the social tremors o[f] racial conflict, the threat of global nucl[ear] warm the nightmarish years of Vietnam and Watergate. Lost is that essential glimmer

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*Presented at the Southern California Psychoanalytic Institute Film Series, January 1985.

hope, that willingness to believe in a greater future. "The Big Chill" confronts this elusive spectre of lost hope which haunts the baby-boom generation. Even the well educated, upwardly mobile and financially secure characters of the film must accomplish this developmental task of letting go the traumas of the past so that they may reach out and accept the hopeful, yet more limited, possibilities of the future.

As an analyst it is and was difficult to identify the characters with ease. For a moment I decided to play myself in the background of the group process to see what the characters were about. Each one was elusive, not easy to understand or encounter. In many ways they reminded me of patients we saw in the 1970s. I wanted to ask the group to somehow drop their defenses and just talk to each other and not at each other. There was a sense of caring and a group here -- but they could not connect. Could I have connected them by some group experience during this troubled weekend -- of course not.

Disappointments, lowered self esteem, chronic depression and other depreciated feelings are painful and cannot be easily understood -- yet modified. The characters all share in empty aspects of themselves. Their primitive yearnings are defended against through pseudo sexuality. Sexuality runs throughout the film as does a reference to Freud. From Nick's impotence to Harold impregnating Meg with the encouragement of his wife, we see a superficial commitment to relationships and attitudes toward the self and others. The sense of alienation and isolation these persons experience is intense. These are lifelong struggles. In some ways Alex represents the part of these characters that has died off and that has been self destructive.

While it is easy to label the movie a product of the 1960s, it does have contemporary value. I am sure all of us identify with aspects of the characters. The desire to achieve while we all fail at times. The desire to be loved and love, while we fail at times; the desire to be professionally productive, yet we fail at times. The desire to extend ourselves to others, yet we fail at times. The desire to be less narcissistic, but we fail at times. The desire to be optimistic, yet we become depressed, negative and fail at times.

This movie as an art form can help us deal with our own inadequacies, recognizing our fragilities are universal. The issue is do we want to struggle and try to master our unconscious strivings and therefore our destiny -- or must our unconscious irrationaly drive us.

Unfortunately the characters in this movie have not moved very far. While their outward appearances have a different facade, the internal struggles remain similar. This is essentially the disquieting part of Mr. Kasdan's movie. Time has moved on but the friends have not.

In life we see this too. For some life holds the same future as the past; for others the future can bring positive change. Such striving is absent in the movie, but can alert us to our potential as human brings who live in a very complicated world.

INSTITUTE NEWS

MARIE BRIEHL CHILD AND ADOLESCENT ANALYSIS FELLOWSHIP

The 1984-85 Fellowship in Child and Adolescent Analysis has been awarded to Thomas A. Miklusak, M.D. Tom recently entered his second year of seminars and lives in Pasadena. His residency training at UCLA included a two year Fellowship in child psychiatry.

Thus our institute's long tradition of Child Analysis Fellowships is continued. Orginally funds came from the Rosanoff Foundation begun by Marie H. Briehl to stimulate interest in child analysis. The present annual stipend of $3300 is financed from private contributions and institute funds to be awarded to the most meritorious applicant. Former recipients include: Drs. Mark Doran, Al Schrut, Robert Kahn, Mel Schwartz, Howard Toff and Thomas Trott. The Fellowship is given to help offset the cost of child analysis training. The recipient is expected to analyze a child or adolescent who otherwise could not afford treatment and, in addition, pursue some research-observation project. The two additional cases required for certification may be private patients.

The present fellowship committee consists of Drs. Richard Johnson, secretary-treasurer of the Board of Trustees, Al Schrut, John Leonard and Kato van Leeuwen.

Kato van Leeuwen, M.D.
Chairperson, Child and Adolescent Analysis Section

PRIZE COMPETITIONS FOR PSYCHOANALYTIC STUDIES ANNOUNCED

The Seattle Psychoanalytic Society announces that submittals are now being accepted for the 1985 competitions for the Fritz Schmidl Memorial Prize and the Edward Hoedemaker, M.D. Memorial Prize.

The Schmidl Prize of $500 is awarded fo the best submitted paper reflecting broad interests in applied psychoanalysis. Fritz Schmidl, LLD, MSW, initiated the first seminars on applied psychoanalysis in Seattl in the early 1950s. The 1984 Schmidl prize was awarded to Jerome D. Oremland, M.D. of San Francisco.

The Hoedemaker Prize of $500 is awarded for the best clinical case study of an adult whose problems are primarily pre-oedipal. Th method of treatment may be psychoanalysis o psychoanalytically-oriented psychotherapy. The study should unite clinical observation with theoretical understanding. The papers of the late Dr. Hoedemaker ranged from earl work on neurological topics through studies of delinquency, and finally to those on psychoanalytic treatment of schizophrenia for which he was best known. The 1984 Hoedemaker Prize was awarded to Gerald S. Stein, M.D. of Colorado Spring, for his paper "A Transference Psychosis."

Awardees of both the Hoedemaker and th Schmidl Prize may be invited to present thei winning papers at a meeting of the Seattle Psychoanalytic Society.

Details on specifications and format f submittals, for which the deadline is Augus 31, 1985 may be requested from the Psychoanalytic Association of Seattle, 4029 East Madison, Seattle, WA 98112.

ANNOUNCEMENT

A personal computer database which includes bibliographic data for all articles in the major English psychoanalytic periodicals (IJP, IRP, JAPA, PQ, PSC) from 1920 to the present is now available. The data is contained on four diskettes: I - 1920 to 1950; II - 1951 to 1961; III - 1962 to 1972; IV - 1973 to 1984; it may be kept current by the individual user who will be able to view, modify, search, sort, list and print the material according to a range of criteria for a variety of purposes.

The database, "JOURLIT," was created by a small group of colleagues who believe that immediate personal access to such a resource will be of obvious value to all psychoanalytic students, teachers, writers, and researchers. A Database to include all the books that have been reviewed in the psychoanalytic journals is currently being planned. It is hoped that these cooperative projects will stimulate the creation of other computer applications that have particular relevance to our discipline.

"JOURLIT" is formatted for the IBM-PC (and compatibles) and utilizes the excellent user-supported database management program, PC-FILE III. If one does not already have a copy of PC-FILE III, it may be obtained from most ISM-PC User's Groups or by writing directly to Jim Bitton, Buttonware, P.O. Box 5786, Bellevue, WA 98006. For $49 one receives the program disk, a printed manual, and registration for notification of future program up-dates.

The database is being shared with colleagues on a non-profit (non-loss?) basis. To obtain the set of four "JOURLIT" data diskettes and to help defray the cost of preparation, duplication and distribution, send $25 to Stanley Goodman, M.D., 3021 Telegraph Avenue, Berkeley, CA 94705.

Stanley Goodman, M.D.
Vann Spruiell, M.D.
American Psychoanalytic Association

SIGNIFICANT EXCERPTS FROM REVISED *STANDARDS FOR TRAINING IN PSYCHOANALYSIS*

TRAINING ANALYSIS

The training analysis aims to relieve the candidate of those psychological symptoms and character traits which may interfere with psychoanalytic work in any of its aspects. The faculty of the institute, through observation of the candidate's work in seminars, supervised analyses and case presentations, must ascertain that this goal has been achieved. This does not call for perfection, but a candidate's residual problems must not suggest hazards, either to the patients or the candidate.

The candidate's personal analysis offers first-hand experience with the unconscious and with the process of working through. A high degree of character stability and maturity is an essential goal of such an analysis.

The analyses of candidates shall be conducted five times a week, four as a minimum, through termination, except when special technical considerations provide an indication for temporary interruption or alterations of frequency.

SUPERVISED CLINICAL WORK

The candidate's readiness to begin supervised psychoanalytic work with patients is the responsibility of the Educational Committee of the Institute.

The aims of the supervision are:

1. To instruct candidates in the use of the psychoanalytic method;
2. To aid them in the acquisition of clinical analytic skill based particularly on the ability to recognize and interpret phenomena of transference and resistance and derivatives of unconscious conflict;
3. To observe their work and determine how fully their training analyses and didactic work have achieved their aims; and
4. To determine their maturity and stability over an extended period of time.

The candidate shall have at least three supervisory analysts. Training analysts will not undertake to supervise their own analysands.

(Continued on page 39)

Gleanings From Grotjahn
Martin Grotjahn, M.D.

THE DILEMMA OF AN ANALYTICALLY UNSCHOOLED MIND IN A MAN OF GENIUS

Bernard Berenson was a man of admirable intelligence, of artistically most refined taste and education, with impressive knowledge in all fields of the arts. He was a man who developed the art of living to a new degree of sophistication and he was reliable in the knowledge of details at an age when occasional mistakes became unavoidable.

In the year 1953, when Berenson was eighty-four years old, he found himself once more admiring the illuminated manuscripts exhibited at the Palazzio Veneccia. At that occasion he visited also the Michelangelo statue of Moses, which had been his favorite since early childhood. He thought of the story of the horns on Moses' forehead (never mentioned by Sigmund Freud) and that they shone with their own light. In this magnificent icon of San Pietro in Vincoli, Michelangelo gives Moses the horns and no rays: "as a sculptor should" (Berenson).

And then Berenson allows himself a speculation of embarrassing narrow mindedness, totally out of harmony with a mind like that of Berenson's: perhaps Moses had "mighty proturberances" on his frontal bones, such as "gorillas and Neanderthal humans" had. The speculation has a second part: if it could be verified that Moses was endowed with such protuberances -- comparable with unborn horns -- it would point to the historicity of Moses. (See pages 34, 11/30/53 and 11/26/53 in Bernhard Berenson's "The Passionate Sightseer," in the Diaries 1947-56, Simon and Shuster, New York, 1960.)

The usual analytical-historical interpretation sounds more convincing to me: The mythical Moses was a last representative of a cattle divinity as also implied in the story of the Golden Calf, when the Jews for a short time activated old religious beliefs. Berenson could not make the shift from thinking in terms of facts to understanding in terms of meaning.

A story of the Bible's New Testament tells of the time when Jesus worked his mira cles and teaching the few Apostles in the desert. He returned from His wanderings, fı the heat and the dust, tired, thirsty, and hungry. He came to a fig tree, wishing to have one fig. To His disappointment the tree was bare and Jesus got angry at the tr cursed it and it promptly shriveled and die right then.

Every average Sunday school teacher explai (also to me seventy-five years ago) that th story is a sure sign of Jesus' "humanity." Only a mortal man can get mad and annoyed at a disappointing fig tree.

The knowledge -- or the feeling -- for the symbol offers deeper understanding. At this point, a sudden switch from logical, rational thinking to a quite different kind of psychological understanding of the symbc has to be accomplished -- and this is too difficult for the rationally trained mind of Western culture, as for instance, Berenson's or that of a Sunday School teach The fig tree with its deep blue sinful fruit, offers seductively peculiarly shaped fruit, the form of which is almost unmistakenly clear representation of fertility, lust, temptation, and satisfaction. was a fig (and not an apple) with which Ev seduced Adam. And it was a fig leaf which was used to hide the now sinful nakedness the two people who wanted to eat from the of Knowledge.

Some years ago, when the Santa Barbar School for the Study of Democratic Institu tions was at its peak I was invited to giv a lecture about the symbol. So far as I remember I talked about many things also about the machine as a symbol to a high-mi sophisticated and intellectual audience th tried to follow me in bewildered silence. A senior gentleman said to his neighbor: I never occurred to me to think of any machi as a symbol. I found a hesitant but willi audience -- even if I doubt that anybody remembers what I had said at the evening of the same say.

At one point I used an illustration which may enrage the feminists of today: I mentioned that in everyday usage a man will refer to a non-functioning or defective machine as a "she." He may refer to it with the words: "fix her" or "fill her up" when gas is needed. (It is possible that people do not talk that way any more.)

A Kentucky draftee at an Induction Board Examination pointed at his genitals with the words, "she hurts real smart" -- a way of expressing himself most economically, clearly and to the point, and still -- for me -- surprisingly.

The same change of sex may occur also as a sign of loving or admiring affection: A man -- preferably in a slick advertisement -- may put his hands on the hood of his new shiny car and explain, lovingly, "She is a beauty, isn't she?"

M.G.

TWO REMARKABLE QUOTATIONS FROM FREUD'S LETTERS

William McGuire* quotes a letter by Sigmund Freud to Dr. Jeliffe, written on December 20, 1921 in Vienna, in which Freud states (p. 207):

> American physicians who wish to take up self-analysis with me are advised to sign up for 1st October of the coming year and to allow sufficient time, at least four to six months, for the course.

Training analysis at that early time (1921) and by Sigmund Freud himself, was of brief duration -- which nowadays would hardly be recognized as training analysis in any American institute; such short analytic encounter would not be recognized as having reached the depth nowadays considered as necessary for a training analysis.

Freud's term "self-analysis with me" is extraordinary and remarkable because it seems to show Freud's analytic modesty or awareness of limitations, his resignation to these limitations and final acceptance. Occasionally I have referred to a repeated analysis of an analyst, long after his analytic graduation, as a "self-analysis under my supervision."

Paul Roazen, whose biography of Helene Deutsch is scheduled for publication in the spring of 1985, reports a letter from Felix Deutsch to his wife, Helene. Felix was at that time living in Vienna, Helene had moved to Boston and was struggling with the decision to make Boston her future home. Felix seemed to have had the habit of reporting about his (irregular) visits to the meetings at the Vienna Psychoanalytic Society and especially on Freud's contributions (Freud had been Helene's analyst).

On the 17th of January, 1923, Felix wrote that Wilhelm Reich had reported his method of a hypnotic-analytic treatment of a "tic-case." In the discussion, Freud stated his opinion about such variation or experimentation of analytic technique:

> An analyst can afford such capers since he is standing on analytic ground. Otherwise such a treatment is unscientific and should be applied only after 15 years or after a graduation -- until analysis has nothing new to report.

This remark, reported by Felix Deutsch, shows Sigmund Freud's most remarkable tolerance and open mindedness toward therapeutic experimentation. Nowadays hardly any analyst would call such combination of "psychoanalysis" with hypnosis an "analytic" procedure, certainly not deserving the term "psychoanalysis." Remarkable is also Freud's attitude of greatest, almost encouraging tolerance toward variations of the analytic technique in psychotherapy and his skepticism toward therapist not trained in psychoanalysis.

M.G.

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*McGuire, William: Editor of "Jeliffe's Correspondence with Sigmund Freud and C.G. Jung," in John Burnham's: Jeliffe: American Psychoanalyst and Physician. (Foreword by Arcangelino D'Amore, The University of Chicago Press, Chicago, IL 1983.)

BOOK REVIEWS

The Zoot-Suit Riots: The Psychology of Symbolic Annihilation. Mauricio Mazon.* Austin: University of Texas Press, 1984. 163 pp.

This little book is an incisive analytic study. Trained in psychoanalytic theory as well as in the study of history, Mauricio Mazon looks at the bloody incidents that erupted in Los Angeles during June 1943. They have previously been portrayed only as dangerous conflagrations whose psychological roots have been overlooked or misunderstood, even by informed observers. Among these the author cites Carey McWilliams, Octavio Paz, and Luid Valdez, all of whom unsuccessfully sought to fathom what actually happened. Dr. Mazon continues the scholarly and emotional debate, but on a totally different level.

During World War II, disaffected servicemen rebelled against an imaged enemy within the country -- those young Mexican Americans whose "drape shape" baggy coats and trousers announced a personal rebellion against the ghetto conditions in which they lived. The attacking military personnel, on the other hand, revealed a xenophobia provoked by wartime hysteria and fueled by rumors of saboteurs lurking in the shadows of American society. Dark-skinned Mexican Americans came to resemble the enemy Japanese in the minds of misguided bigots. Recruits headed for the Pacific naively confused the two races, at least in an unconscious transference relationship. Mazon examines the complicated psychodynamics that characterized the interaction of two frightened groups of people caught in the grip of mutual incomprehension.

The cartoonist Al Capp introduced his readers, ironically and facetiously, to a menacing comic-strip character named "Zoot Suit Yokem." Capp played upon the interchangeability of fantasy and reality. His lampooning of a national zoot-suit menace, however, was not far off the mark; for local authorities at Los Angeles sought to clamp down upon the sale of such clothing, which came to represent in the popular mind a uniform of sorts worn by the swarthy street-wis enemies of the social order -- including the military, some women's clubs and other establishment forces.

Mazon argues persuasively that the youn recruits who attacked the zoot-suiters acted out their anxieties unconsciously. Their violence over a period of ten days (June 3-1 1943) escalated to the level of symbolic events, for no one was killed. He focuses on what most historians, untrained as they a in psychiatry, usually deny -- the latent unconscious and irrational assumptions and distortions of aggressors. His approach is similar to the diagnostic treatment of patients with hysterical personalities. The specialized psychoanalytic terminology will confuse some readers, alas.

The author sees his book as:

> as alternative to studies that have understood the riots within a more literal, traditional, and manifest content.

He has benefited also from previously unava: able navy and army accounts that serve to "broaden the interpretation of the riots beyond the confines of the barrio" (p. xii)

Students of California history and the historical profession in general should be grateful that Professor Mazon sought and received psychoanalytic training in an accredited institute. This greatly helped ! to produce this important contribution towa analyzing a complex event never before full understood.

Andrew Rolle, Ph.D.
Occidental College

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* Dr. Mazon is chairman and associate professor, Department of History, USC and also research clinical associate, Southern California Psychoanalytic Institute.

Controversy in Psychotherapy, Herbert S. Strean. Metuchen, N.J. and London: Scarecrow Press, Inc., 1982.

After enjoying this unobtrusive and slightly informal volume, while attempting to marshall significant and contributory gleanings for this review, there came to mind that wry tautamer for which Anatole France recruited the elderly, puckish Sylvestre Bonnard: Anyone, he says, who wishes to live a very long time must countenance old age.

From that mot it was an easy drift to the legend of The Sorcerer's Apprentice and his dreadful fate or, more aptly, to the allegory it implies: That anyone who publishes opinions and is bold enough to solicit a rebuttal of his works by leaders in the trade, will more than likely find that each proposed solution to dilemmas springs a pair or more of fresh disputes instead of quelling them.

Strean plays The Sorcerer's Apprentice with his title but he mainages to sidestep in the main, by skirting some of the most cumbersome and imponderable issues with which our field is strewn. Sagely. Blessedly. Under the covers of this text he binds previously published articles. Each reflects his analytic discipline, shows his undying devotion to it, and his skill. The abiding flavor accompanying is that of social work in which he apparently is trained. Each is followed by a brace of discussions, and in a single instance, the author re-takes the stand to counter their critique.

Lucidity and conviction characterize the writer's style. It comes across pleasantly, without parochialism or pedagogy, yet the tome should nicely as an aide to students who are soul-weary of the professional prolixities by which our art seems bound.

Separately, the chapters deal with newer treatment modalities, extra-analytic contacts, unanalysed positive transference, Little Hans, the contemporary family, the schizophrenic patient, college dropouts, extra-marital affairs, intermarriage and social deviancy. Of these, most gratifying, the first which looks with a high icteric index upon the newer therapies impaling them with laser-like logic in a stream of telling quotes -- e.g. "A dearth of therapists calls for more therapists, not less therapy" (p. 14). Most gratifying, I thought, the last two that propose both interesting and original constructs about that nagging, embarrassing dilemma, the psychopath. Strean argues that typically, he (the psychopath) suffers pangs of a terribly severe conscience and anticipates punishment from people in his surround. From them he hears repeated criticism, and upon them he wrecks punition of his own.

The psychopath:

> has murderous wishes that emanate from severe neglect and frustration ...(and) to cope with his strong hatred (he) internalizes (it) and forms a primitive, sadistic, and omnipotent super-ego. Projecting the voices of (it) on to others, he hates the world for controlling and abusing him (p. 267).

This explains wherein the "psychopath's antisocial behavior shoud be regarded as a rebellion against his own super-ego. Although not recognized as such, the psychopath is a very guilty person who wants to be punished" (p. 267).

I found disappointing and mostly ineffectual the criticisms that the invited experts leveled. Many were tangential, others from the soap box, and still others too close to a rehash of the author's words. They failed, thus, to stir the "controversy" that was promised -- which is not to say the author didn't throw the gauntlet down. Contrariwise, I found rewarding a subtle demonstration of the valued but so much unsung counterpart of formal psychoanalysis, the psychosynthesis. Wafting through the works are inferences of those cherished guidelines to a better life via "the miracle of modern (but relatively classical) psychotherapy" (quotes mine). The replacement of crippling, neurotic defenses by healthy ones, viz. "A mutual love relationship involves listening to one's mate, not only being listened to. It involves absorbing his or her 'no's' as well as his or her 'yes's'" (p. 30). Platitudinous? Perhaps, but oh, so necessary in a time gone slightly mad!

In sum, a volume I shall recommend and add to course work where I can.

Sumner L. Shapiro, M.D.

JOHN C. BURNHAM

Jeliffe: American Psychoanalyst and Physician. His Correspondence with Sigmund Freud and C.G. Jung. Edited by W. McGuire. Foreword by Archangelo R.T. D'Amore. Chicago and London: The University of Chicago Press, 1983, 324.

Smith Ely Jeliffe (1866-1945) had such a multifaceted life that it was difficult for the conscientious biographer to describe the different aspects and be fair to all of them. Jeliffe was an American -- and proud of it, not apologetic -- with an unusual interest in geneology. He bcame a physician, specialized early in psychiatry and supported himself partly by his medical journalism, which at those happy early times was not really a lucrative but still profitable sideline. C.G. Jung introduced him early (before World War I) to psychoanalysis and motivated him to continue his medical-analytic education by regular, annual prolonged European vacations, on which he frequently took along his wife, five children, and two maids. His special interest was the analytic investigation of organically sick patients; however, from his writings, editing, translating and lecturing, little stood the test of time. What remained was an outstanding personality who was influencing the lives of many of his students, friends, colleagues and acquaintances.

The second part of the book consists of the correspondence between Jeliffe and Freud, Jeliffe and Jung. The first letter is written in 1913, prompted by the first issue of the Psychoanalytic Review, edited by White and Jeliffe. Freud responded to the invitation to contribute to the new psychoanalytic journal with indignation: The journal seemed to him to be intended to compete with the already established journals from which none had enough worthwhile material to be published. It seemed to the Professor as if the "Review" was presented as a commercial undertaking -- which he could not support.

The mood and tone of the correspondence slowly changed. Freud accepted Jeliffe as a analyst in America and not many questions were asked about training. The last Freud letter (1939) repeated an apology about Freud's initial indignation as expressed in the first letter, twenty-six years earlier.

Most of the letters are formal, brief, thank you notes for reprints, etc. There is none of the tragedy of the correspondence wi Fliess, nor the drama with Jung, the paternal protecti affection with Zweig, the paternal protectiveness toward Weiss, the fairy tale mood of the letters to Princess Bonaparte, the sensitivity to H.D. Only in a few and brief letters written from London, shortly before his death, Freud allowed himself to show some personal feelings about aging, sickness, an the foreboding end of his life.

Since the German text of the Freud letters is not given, an opinion about the quality of the translation cannot be offere There is, however, a peculiar formulation i one of the Freud letters which I have never seen anywhere else (20 December, 1921, pg. 207):

> American physcians who wish to take up self-analysis with me are advise to sign up for the 1st of October in the coming year and to allow sufficient time, at least four to six months, for the course.

It would be of great interest to know whether Freud really considered the trainin analysis with him as a kind of supervised self-analysis. To the best of my knowledge this would be the only time where Freud expressed himself that way. It is certain the impression one gets when reading repor by Freud's analysands.

Martin Grotjahn, M.D

Norbert Bromberg and Verna Volz Small, Hitler's Psychopathology. New York: International Universities Press, 1983. Pg. 335.

There is already a sub-field of psychodynamic works on Hitler within the current "Hitler Boom" in book publishing. In addition to Erikson (1942, 1950, 1958) and Langer (1943, 1972) who interpreted Hitler's writings, McRandle (1965) who focussed on Hitler's self-destructiveness, Binion (1976) who centered on Dr. Bloch's treatment of Hitler's mother, Stierlin (1976) who took a family therapy perpsective and Waite (1977) who affirmed Hitler's sexual perversion, we now have this clinically centered interpretation by Bromberg and Small.

We must agree with Bromberg's assumption that Hitler can be psychologically understood (p. x). We dare not isolate him in our thoughts as some nonhuman embodiment of the mysteries of nature, for this would be to accept his grandiose myths about himself. We cannot doubt the value of a clinically informed exploration of individual psychology in history. All historians have a theory of personality functioning, whether they are conscious of it or not. The relevant issue is whether it is a good, rich, and appropriate theory or one that obscures complexity with the nostrums of common sense.

Bromberg's labors to comprehend Hitler show persistence and determination of half a lifetime. His engagement with Hitler is an enterprise of over a quarter of a century. He has presented papers and published articles trying to conceptualize the problems of Nazi totalitarianism and Hitler since 1958. This makes him one of the leading psychoanalytic experts on Adolf Hitler. It is instructive to review the development of Bromberg's scholarship on Hitler. In 1961 and 1962 he categorized Hitler as a "psychotic character" as defined by John Frosch. A decade later the diagnosis was "narcissistic personality with overt borderline features" (Bromberg, 1971). By 1974 the diagnosis became "narcissistic personality with paranoid features, functioning in a borderline personality organization level." This is the first time he cited the work of Otto Kernberg on the borderline personality (p. 8). Now Heinz Kohut, The Analysis of the Self (1971) and James Masterson, Psychotherapy of the Borderline Adult (1976) are also a part of the diagnostic armamentarium. Thus we see how development and increasing sophistication in psychoanalytic theory and clinical practice are reflected in the conceptualization of known and fixed bodies of data, such as Hitler's corpus.

Bromberg's method is both the strength and the weakness of the book. He views himself as a psychiatric consultant who makes a diagnosis from data supplied by other sources -- in this case not only scholarly researchers but the recollections of Hitler's secretary, his valet, associates such as Ernst "Putzi" Hanfsyaengl, Otto Strasser, etc. All scholars must rely on other researchers for many of their facts. From that point it is a matter of discernment and judiciousness in evaluating sources. Bromberg is undiscriminating in the facts he uses, thus vitiating the value of the book. One never knows what facts he relies on are authenticated, what are rumors or speculation. A careful checking of the data he used against the known facts, for instance the issue of the Jewish family in Graz that Hitler's paternal grandmother Anna Maria Schicklgruber assertedly worked for (p. 29) would have made this a more valuable book. The strongest parts of the book are those where Bromberg uses Hitler's own writings, his own words and images to tease out the latent content of his fantasies. In this sense Mein Kampf is the most useful text we have for understanding Hitler. This primary data is immutable -- it is the writing of Hitler himself as dictated in a free associative form to Rudolf Hess. From Mein Kampf we derive our basic and permanent knowledge, not of the facts of Hitler's life which he often distorted, but of his inner world of sexual brutality, coercion, and impotent lust. These are as subject to intelligent interpretation today as the day Hitler wrote them. Bromberg follows the Office of Strategic Services team of Walter Langer, Henry A. Murray, Ernst Kris, and Bertram Lewin, who in 1943 treated Mein Kampf as a fantasy that is indeed autobiography, but in ways that Hitler never intended.

We know that the subjects a writer chooses for elaboration reveal earlier fantasies or experiences in his life that he has forgotten, but they still live in his present conduct as unconscious premises. These are the fantasies and examples that he chooses, the figures of speech that he employs in his metaphors, allegories, imagery, and examples. He selects them over all other illustrations that are available and would be just as appropriate, a choice that is unconsciously determined. The imagery, similies and idions chocen contain elements of the subject's own earlier experiences and fantasies that conditioned his view of the world.

Thus, Bromberg interprets passages of Mein Kampf beginning: "Now let us imagine..." and "Let us assume..." which describe "brutal attacks of the father against the mother, of drunken beatings" as primal scene material, Bromberg perceptively notes that at the end of this passage Hitler abruptly shifts from the third person to the first person singular, telling us what "I quickly and thoroughly learned in those years" (224-226). Bromberg makes a convincing case for the link of sexuality, aggression and anal dirt in Hitler's mind by discerning interpretation of the emotional content of Hitler's own text. He does the same with Hitler's manifest Jewish rape fantasies (278-279) and the connections between Jewishness, filth and moral decay (282).

The greatest weakness in Bromberg and Small's treatment of Hitler is the virtually total absence of the application of the concepts of ego psychology to Hitler. The borderline personality, Bromberg reminds us, "maintains his capacity for recognition of reality except for occasional lapses in limited areas" (p. 21). He points out that Hitler's "hold on reality is at most times, though not always, relatively undistorted" (p. 11). This should, one would think, open a path of inquiry in ego psychology. The obvious questions are: why did Hitler function well in given situations and why did his reality testing fail in others? These are problems in ego psychology and the time specificity of history, which in the case of Hitler cry out for exploration and interpretation.

An examination of Hitler as a political leader will disclose precisely when his ego functions of reality testing and adaptation in specific foreign and domestic areas worked well, and when they broke down and failed. When, for example, we look at Hitler's conduct in such moments of history as the crisis in the Nazi Party after the failure of the Munich Putsch, 1923-1925; the period of electoral decline in the party's fortunes in the fall and winter of 1932; the "artichoke" diplomacy of 1937-1938, we see his skill and perspicacity in comprehending and making use of the weakness and fantasies of his opponents.

He knew how to divide them and strike them one by one. He was effective at dealing with such masters of intrigue as Franz von Papen and General Kurt von Schleicher in the political crises of 1932-33. He dealt with great inner and outer stress, severe setbacks in the election of November 1932, pressure from his followers to compromise with the establishment and take a Vice Chancellorship and the posts of Prime Minister of Prussia and Ministry of the Interior (Police). Hitler's adaptation to the psychological forces and his ability to define and shape the political situation led him to power on his own terms on Jan. 30, 1933. He manipulated the Reichswehr generals, whom he at first needed, into supporting him in 1934, and the managed to control them and intimidate them into subservience in 1938. Hitler well unde stood how to play with the fears, guilts, an fantasies of the western leaders Edouard Daladier and Nelville Chamberlain, and Anglo French public opinion in the Munich crisis o 1938.

On the other hand, the diplomatic and military errors beginning with Dunkirk in Ma 1940; the decision to invade Russia in June 1941; the declaration of war on the United States on Dec. 8, 1941; and decision-making on the Russian front including Stalingrad i the winter of 1942; constitute in Hitler a series of misperceptions, fantasied calcula tions, and self-destructive acts that are a startling contrast to his prior acute judge ment, flexibility, and sense of the possibl It is here that ego psychology must be appl to the study of Hitler's biography, for we have in his time specific decision-making

solid evidence of his reality testing, frustration tolerance, adaptation, coping, assimilation and integration of data, and mental and emotional functioning. Here is the unfilled, yet open assignment in psychodynamic Hitler studies. This is particularly important because it gives the essentially static clinical diagnosis of "borderline personality" a dynamic time dimension by which we can delineate its contours against the movement of inner and outer pressures on Hitler's personality.

This is not to vitiate the value of Bromberg and Small's work in the area where it does make an insightful contribution to Hitler scholarship -- in the sensitive treatment of his fantasies and the uses of these as data for depth interpretation of his projections, hatred, phobias and fears to reconstruct his inner world. The author's conclusion that

> the megalomania of the narcissistic-borderline personality, reinforced by his aggression, permits the climbing politician to present a believable image of the strong, self-confident, and determined authority figure (p. 317),

does not tell us why or how Hitler was different from the many borderline personalities stalking the streets of Central Europe in the 1920s and 1930s. That question is not any closer to being answered.

The book's organization into categories of behavior such as mother, perversion, guilt and shame, anti-Semitism, leads to redundancies (e.g. 239, 244) which should have been dealt with by a good editor.

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The Bourgeois Experience Victoria to Freud. Vol. 1: Education of the Senses. Peter Gay. Oxford and New York: Oxford University Press, 1984, Pp. 534. $25.00.

Sexuality is the most private sphere of human existence, shrouded even in the present with discretion, concealment, and disguises. It is the most difficult topic for the historian to research, to "know," to accurately describe, and to evaluate, because it is largely unmentioned in public documents and the truth is buried in dissimulations. Peter Gay has now tackled this topic with daring, gusto, and ambition. His aim is nothing less than to delineate and place in perspective this most zealously guarded realm -- the sexual -- over the entire culture of Western Europe and North America, for a century. What was utterly audacious and risky has been successfully realized. Gay has legitimized sexuality itself as a subject of serious historical research.

Gay's thesis is that behind the propriety of Victorian appearances there was bodily enjoyment, love, sexuality, and happy marital sexual intercourse among the middle classes of Europe and North America. The evidence is in private diaries, memoirs, letters of individuals, novels, medical texts, including Freud's clinical cases, and such sparse sexual surveys and medical data as exist. The use of novels is, of course, especially appropriate for the nineteenth century -- the great age of the novel.

Gay's thesis has a two-pronged thrust: (1) Women liked sexual intercourse in the nineteenth century. Often they were "insulted by thoughtless, egotistical or impotent lovers" (p. 161). Contrary to accepted folklore and appearances, some bourgeois women relished sex both in and out of marriage; (2) The nineteenth century bourgeoisie made a place for, and experienced, sexual enjoyment -- a prudent and very private place -- behind the presentations of good taste and cultivation which dictated discrete ignorance of all things sexual. Although others, such as Steven Marcus, The Other Victorians: A Study of Sexuality and Pornography in Mid-Nineteenth Century England (New York, 1966); and Carol Degler "What Ought to Be and What Was: Women's Sexuality in the Nineteenth Century," American Historical Review, 79:5 (December 1974), 1467-90, have gone behind the clichés of Victorian repression to find a world of sexual expression and enjoyment, their presentations have been more guardedly time and place specific than Gay. He has extended the range and scope of his purview to the whole nineteenth century bourgeoisie in the West.

Gay puts forward an ideologically liberal interpretation of history. He explicitly counters Marx and Engels critique of bourgeois marriage as a hypocritical commerce in women (he quotes the same bitter indictment from The Communist Manifesto twice on this, pp. 37, 436). Instead he shows us a bourgeois world of marital bliss, of "sweet bourgeois communions" constituting "a paradise for two." The middle class lived in, and valued, the family as "the supreme haven of privacy" (p. 445). The family and the home were the scene of "that treasured, almost miraculous encounter, happy marital sexual intercourse suffused with tenderness." This was possible because the domicile and its inhabitants were protected by a facade of public propriety, by masks of hypocrisy and correct behavior. External conformity was the tribut the bourgeoisie paid "to their high regard fo loving, erotic pleasure" (p. 458).

Gay uses psychoanalysis in two ways new among historians -- the clinical data of psychoanalysis serves as documentation of bourgeois morals, and psychoanalytic techniqu provides him with a penetrating set of conceptualizations for getting below the manifes in human behavior. Gay presents his psychosexual interpretations with humanity, eleganc and grace. He generally avoids introducing the termini technici of psychoanalysis, prefe ring literary English. But the operative concepts are there: castration anxiety, penis envy, vagina dentata, the oedipus complex, childhood sexuality, Freud's structural theor (id, super-ego, ego) all find their place in his recounting of specific nineteenth century behaviors.

This study of sexuality over an entire century lacks a temporal dimension. Gay ope with the declaration that he will divide the nineteenth century between an early and a la

phase, noting "a broad band of far-reaching cultural shifts between, for the most part, the 1850s and the 1890s" (p. 3). However, this is the last we read of such development. The book tends to describe nineteenth century bourgeois sexuality topically en bloc: masturbation, contraception, the rigors and dangers of childbirth, anaesthesia, female organs, male potency, menstruation, postitution, and pornography get their due sequentially rather than developmentally.

The issue of periodization is rich with implications for the foci and perceptions of historians. Political historians delineate epochs by revolutions and regimes (1815, 1830, 1848, 1871, 1890). Intellectual historians will be sensitive to the publication of landmark works On Liberty (1859), The Origins of Species (1859), Das Kapital (1867), Traumdeutung (1900) that define a turning point in the development of ideas. Economic historians will make the invention of the steam engine or its broad utilization in shipping, railways or industry, an axial event of interpretation, as was the ascendency of the chemical and electric industries and fiance banking. Certainly Gay's treatment of sexuality as a topic of hisory is also an invitation to re-think periodization. When Gay discusses the terrors of childbirth he writes:

> The waste of human vitality, of flourishing and energetic young women's lives, was enormous. Early death hung like a capricious plague over the proper and prosperous (p. 231).

He is implying a bold new approach to periodization. Perhaps the technological feasibility and spread of contraception in the last decades of the nineteenth century is an historical watershed with meanings for the transformation of attitudes toward family and sexual life equal to the development of cheap electric power or greater than a political change of regime.

Much of Gay's evidence for sexual pleasure may be understood in other ways. He does not deal with the issue of separation and depression as autonomous from sexual pleasure in relationships. Many of the vignettes Gay presents for a rich sexual life are in fact "sexual" only in the sense that they deal with two people in a relationship. They are not genital in the explicit sense in which Gay uses sexuality. The yearnings described are not evidence of the quality of a mature sexual relationship at all, but rather a demonstration of much deeper and more primitive separation longings upon which sexual relations are based. When Lester Ward felt that "to be away from his wife was torture" and said "How can I wait another week?" (p. 130), this is not necessarily proof of a gratifying sexual relationship. It is evidence of the pain and frustration of separation. Even a letter to his distant wife by Henry V. Poor affirming that "he could not sleep at night, and could hardly tolerate 'going to bed all alone'." (italics in text, p. 132) is more evidence of feelings of attachment and bonding which come to the fore in the regressed state of going to sleep, than it is a demonstration of the quality of the couple's sexual life or its lack of repressiveness. The botanist Karl Koch expressed in flowery language the anguish of his lonliness when he was away from his wife on expeditions. But such longings tell us nothing of his sexual potency or his wife's orgasms. These are expressions suggesting depression upon loss and a terror of being alone such as a child feels when it has been left by its caretaker or patients in psychoanalysis experience when their analyst is absent and unavailable to them. Indeed, the idealized affect of Koch relating to his wife at the "most serious, the deepest life of the soul" (p. 133) is suggestive of Freud's discovery of a split between the sensual and sublime currents of love in many men, which Gay so lucidly explicates in his analysis of the psychology of pornography. His discussion of dialective between pornographer and the moralists who were preoccupied with suppressing sexuality deserves to become a classic: "The pornographer and his nemesis occupied the same mental universe and wrestled with the same primitive sexual problems" (p. 378). His other discussions of the dialectical logic of psychoanalytic principles are equally limpid and felicitous.

Gay's heroine is Mabel Loomis Todd, a woman who lustily enjoyed sex both with her husband, who was an astronomer at Amherst College, and her lover, Austin Dickinson, the older brother of Emily Dickinson, who was also

the College Treasurer. Fortunately for the historian, she recorded every sexual union, every orgasm, her menses, and gynecological symptoms in a personal diary now deposited in the Yale University Manuscripts and Archives. Indeed, the weight of Gay's "sample" comes from genteel, cerebral, Protestant New England: The Todds and Dickinsons of Amherst, the Cabots of Boston, the Lymans of Easthamptom, Massachusetts, the Watfs of Providence, Rhode Island.

Gay is well aware of the problems of representativeness:

> It remains to ask how many other middle-class wives, or for that matter husbands, even those on the most intimate terms with their passions, could have filled their diaries with remembrances of communions quite so sweet, quite so often (p. 109).

He knows that there are problems of regionalism, religion, and ethnicity; that there were many middle classes in which culture and family structure were different. The Roman Catholic bourgeoisie of Spain and Italy were scarcely like the Jews of Russia, and neither were like the Protestants of New England. Gay successfully makes the case for some of the nineteenth century middle class, and that is a great deal. Glib generalizations about bourgeois neurasthenia are no longer possible.

If Gay's heroine is Mabel Todd, his hero is Sigmund Freud. It was Freud who championed the sensuality in women behind the "contemporary cultural disguises of shame, reticence and crippling frigidity" (p. 166). It is Freud who gave him the tools of insight "to read unconscious fantasies in their expressive manifestations" and link the subject with his time and his past. "The point," says Gay, "is to recognize the confession for what it is and understand what it means" (p. 111). Gay is thus able, for example, to plumb the meaning of David Todd's complicity in his wife's sexual affair with Austin Dickinson. Todd carried messages between the lovers, encouraged their assignations in his home, and "discreetly kept out of the way in the evenings, when the pair were together upstairs in his house, warning them that he was coming home by whistling a tune from Martha" (p. 94). Gay points to Todd's vicarious erotic pleasure in his wife's affair and the homosexual emotional intimacy with her lover that the affair offered David Todd.

Such an insight would not have been possible to an historian uninformed by psychoanalysis. Thus this book breaks important new roads in historical research and writing. The historian can, says Gay:

> interpret dreams, especially if the dreamer has placed them within an associative texture; he can read the sequence of themes in a private journal as though it were a stream of free associations; he can understand public documents as condensations of wishes and as exercises in denial; he can tease out underlying unconscious fantasies from preoccupations pervading popular novels or admired works of art (p. 8).

Gay has not only made the programatic statement of what may be done, he has executed it in a wonderful and literate book.

The quality of care that has gone into the excellent footnote apparatus will be appreciated by scholars. Gay makes his own translations of Freud and offers the reader citations from either one of two German editions as well as the English Standard Edition. The bibliography is copious, running to forty-five pages, topical, and discerningly annotated.

This is the first of what will be a five volume history of the bourgeoisie in the nineteenth century. It is a work of craftsmanship and wit, of humanity and judicious judgment to be admired and enjoyed. It has set a standard for using psychodynamics with smoothness and elegance to uncover the latent layers of meaning and the hidden connections between passion and behavior in history. We look forward with eager anticipation to the ensuing volumes.

Peter Loewenberg, Ph.D.

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(Continued from page 25)

The candidate's experience should encompass a suitable variety of types of patients; three adult non-psychotic cases including patients of each sex are a minimal number to meet this requirement. The supervision should occur over a sufficient length of time so that the development of a transference neurosis, or significant transference manifestations can be observed and understood and the candidate's ability to recognize and interpret the principal genetic factors and to interpret the patient's principal conflicts can be adequately demonstrated. The supervision should include the period of working through, and the candidate should receive regular supervision until there are indications of an ability to work independently. It is educationally desirable that supervision continue or be resumed through termination in at least one case. If, on the basis of an evaluation of clinical competence an institute graduates a candidate without a case supervised through termination, provision should be made for such experience after graduation. Patients should be seen regularly five or four times a week through termination except when unusual circumstances indicate temporary interruption or changes in the frequency of sessions.

Experience has shown that both training analysis and supervision benefit when concurrent. Thus it is expected that the candidate will be in analysis during a significant period of supervisory work.

It is desirable that selected and adequately prepared candidates be encouraged to undertake the analysis of children and adolescents under the supervision of supervisors in child analysis. Such experience can enrich general psychoanalytic training and help to achieve the educational aims of supervised work with adults. It shall be given due consideration in the evaluation of the total supervised experience with patients.

TRAINING IN CHILD AND ADOLESCENT ANALYSIS

Specialization in the field of child and adolescent analysis requires instruction in the analysis of individuals in these age groups in addition to completing the training requirements for adult analysis. Special lectures, clinical seminars and supervision, as set forth in the statement of Training Standards in Child and Adolescent Analysis, are obligatory for those deciding to specialize in this field.

Candidates who are undertaking full training in child and adolescent analysis may substitute their supervised child and adolescent cases for one of the three adult cases required for completion of their psychoanalytic education.

TESTS OF THE ADEQUACY OF A CANDIDATE'S TRAINING

Although in general each successive phase of training acts in some measure as a check upon the previous phase, the institute shall be responsible for evaluating the candidate's mastery of the educational experience as a whole. Such assessments may include oral or written examinations or a critical evaluation of the candidate's scientific contributions, but of greatest importance is the estimation of the quality of the candidate's analytic work as observed by supervisors, and in the presentation of analytic cases in clinical seminars. The evaluation of such clinical work also constitutes a means of assessing the progress and adequacy of the training analysis or may indicate the presence of difficulties requiring further personal analysis. It is important for each institute to develop some method by which candidates can be informed regularly of their educational progress and problems.

Abstracted from Standards for Training in Psychoanalysis.

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