I am delighted to be here and to have been a vital part of this pioneering organization that has become one the most unique and outstanding psychoanalytic training programs in the country. Our graduates have moved on to creative and leadership roles in academic life, hospitals, clinics and in private settings. I would like to tell you something about the history and background of our program from the perspective of one who has lived through it from the planning stage through its becoming a reality and going through the program as a member of the first class. Now, some background information. Following World War II, many of us returned from combat with renewed energy and excitement about building a new world and a new life. Clinical Psychology was coming into its own as a profession and psychologists in the army and the navy were in responsible, unique treatment situations. There appeared to be a clear path to become a psychoanalyst--finish your doctorate in clinical and then move on to an analytic school. That’s is how it was done by our non-medical European colleagues. However, on this side of the Atlantic, (and I refer to the early 1950’s at this point when I was a graduate student in the NYU Clinical Program) there were very few facilities that offered full psychoanalytic training for psychologists because of the tight controls of psychiatric, medical and yes, psychoanalytic organizations. White limited their classes to about two or three psychologists a year, and they described their program then as slightly different than the one offered to physicians. Even though it was essentially the same program, they
would not give psychologists equal recognition as graduates. New York
Psychoanalytic accepted psychologists as “research candidates” I was
encouraged to apply by a supervisor of mine who was a training analyst there.
My interviewer was pleased with my credentials, and my record and was very
positive about my getting in. The only issue was that I would have to sign an
affidavit stating that I would not practice. I told him that I would not do that and
his answer was that “everybody did and nobody paid attention to it”. I felt that
this undermined the very integrity of the field and they were supporting
psychopathy, which I told him. That was the end of my experience with them.

I joined a reading and a clinical seminar given privately by two top analysts.
They risked the wrath of their institutes by training non-physicians and my
colleagues and I admired them for it.

In the latter days of my graduate work, during a thesis seminar in 1953
conducted by Stuart Cook, then head of Graduate Psychology, he organized a
questionnaire to be sent to graduates of clinical programs in New York as to their
interest in postdoctoral training in psychoanalysis, psychotherapy, and research.
Bernie Kalinkowitz, who subsequently came over to the Graduate School of Arts
and Science to head the Clinical Program was most instrumental in that project
and, as you all know, became the Director. Remember that the original name of
the program was “The Postdoctoral Program for Study and Research in
Psychology” which was to have a strong emphasis on research in
psychoanalysis. Stuart was instrumental in setting up the Research Center for
Mental Health in the Psychology Department in which Bob Holt, Leo Goldberger,
George Klein, and many others were researchers.
The response from the community was completely positive and plans were made to establish a program. It still took an additional eight years to get it implemented. It may sound strange to you from the perspective of the twenty-first century, but the New York Medical Society was vehemently opposed to psychologists practicing psychotherapy. We finally achieved state licensing in the 1950’s, but there was no definition of practice. The New York State Legislature, under pressure from the Medical Society, introduced a bill defining psychotherapy as a medical practice. It was introduced and defeated a number of times, but there were powerful forces behind it. As a result, there was flack from the NYU Medical School about beginning the program, but that was handled without too much difficulty.

Applications opened in the spring of 1961 for a fall class. Of several hundred applicants, a class of 15 was selected. Aside from personal and professional criteria, each of the members of the class held a position in which they trained other mental health professionals. The reasoning was that more people would thus be influenced by the training. Personally, I developed and headed a post-masters graduate program that trained psychologists to work clinically in schools. That program’s emphasis was heavily psychoanalytic.

As far as the Post Doctoral faculty was concerned, they were tops and represented strong positions in different theoretical fields. This was not going to be an “eclectic” program, but one in which the points of view represented were dealt with in a clear, focused manner as they are today. Beside classical and interpersonal positions, we had Erich Fromm come up from Mexico twice a year.
to teach and supervise, and Rollo May presented his point of view.

At the beginning, since there were only 15 students, some of the classes contained only 3 or 4. Some contained the whole group of 15. Early on, there was more faculty than students.

In trying to convey the excitement of the time to you, I can only say that we felt like pioneers. The whole psychoanalytic world was watching us--not only the psychologists. We had visitors from all over the world. Remember, this was the first university based psychoanalytic training programs for psychologists in the country! In the early days of the program, there was a good deal of federal grant money. In fact, in my second year, I took a sabbatical from my academic post, received a grant to work on a study of the deaf that I had started, and had tuition and supervision covered by the grant. This aid enabled me to complete all of the clinical, research and academic requirements rather quickly and I graduated in 1965, the first one in the class to finish. Two years later, a number of my classmates joined me as graduates.

I would like to acknowledge our faculty, particularly those psychiatrists who ignored the rules of their medical institutes and came and worked, supervised and taught us.

They are: Arthur Arkin
Leo Bellak
Manny Ghent
Ed Hornick
Ed Kasin
Saul Miller
David Schechter
Ed Tauber

Ed Hornick and Dave Schechter started teaching in the second year of the program.

The other original faculty members were:
Avrum Ben-Avi,
Harry Bone,
Iz Chein,
Charles Cofer
Jack Cohen,
Morton Deutsch,
Ruth-Jean Eisenbud,
Kenneth Fisher,
Erich Fromm,
Florence Halpern,
Bob Holt,
Nathan Jaspen
Bernie Kalinkowitz (who was the Director of the program)
Ray Katzell, (Then Chair of Psychology)
George Kaufer,
Rollo May,
Esther Menaker,
William Menaker,
Ernest Schachtel,
Bob Silverman,
Erwin Singer,
Morris Stein, and Herb Zucker
Sabe Basescu and Roz Gould came about a year later.

An innovative aspect of the program were special lectures and meetings conducted by visiting scholars from all over the world. We had the head of the World Health Organization lecturing to us, among several others. The woman who was instrumental in developing the field of Art Therapy, Margaret Naumberg, gave a mini-course in it which Ben Lapkin and I took in the second year of the program.

One of the unique aspects of the program was that each candidate was requested to choose a supervisor from an orientation that was different from the other two. I worked with Ernest Schachtel for a year and it was a phenomenal experience.

We were also required to write a publishable research paper as a graduation requirement and of the first class, Mark Grunes, Leslie Berger and I were in a seminar with Moe Stein, Bernie, and Bob Holt. I wrote a paper on the superego with Bob as advisor that was published in the Psychoanalytic Study of the Child. As, I have mentioned, in those days there was a strong research component to the program. When the governance changed a couple of years later and the
The senate was organized and convened, their first order of business was to eliminate the research requirement!

At this point, I would like to pay tribute to my classmates, some of whom are no longer with us. Several of us joined the faculty five or more years beyond graduation and still teach. We are Sheldon Bach, Mark Grunes, myself, and Zeb Schachtel. Ruth Lesser, Irv Steingart, and Herb Turkel, all deceased, were also faculty members.

The other class members were Leslie Berger, Leonard Blank, Harold Levene, Alan Sapolsky, Rebecca Snyder, Herbert Spohn, Al Talkoff, and Miriam Tanzer MacKenzie.

Following my graduation, I began to supervise in the doctoral child treatment seminar and several years later began to teach Freud and supervise at the Postdoc. Forty years later, I am still an active member of the faculty.

Being the first graduate afforded me some unique opportunities. I was able to start the Graduate Psychoanalytic Society when we had a core of graduates. It has been most heartening to see how the Society has evolved both as a professional and social organization and to note how well it has supported research by members applying for grants. My congratulations to all of you.

I would also like to acknowledge the fine leadership of Lew Aron who has maintained the highest level of professionalism in the program and who has made significant moves toward integrating the Postdoc with the rest of the
academic community at NYU...as well as helping candidates find funds for the expensive training.

I would like to close with a wish that some of you will be here to celebrate Postdoc at 100 and will recall what was said here today.

Thank you.

January 21, 2012