

In memoriam

Vladimir Gruden

Prof. dr. sc., dr. med. / *Professor MD, PhD*

(Osijek, 21. lipnja 1939. – Bjelovar, 11. siječnja 2020.)

(Osijek, June 21, 1939 – Bjelovar, January 11, 2020)



Vladimir Gruden rođen je 1939. godine u Osijeku. Nakon završene realne gimnazije upisuje se 1957. godine na Medicinski fakultet Sveučilišta u Zagrebu, na kojem diplomira 1963. godine. Specijalizaciju iz neuropsihijatrije završava 1969. godine. Na zagrebačkom Medicinskom fakultetu doktorirao je 1979. godine s temom „Objektivna validacija subjektivnog doživljaja topline kod autogenog treninga“. Završio je edukaciju iz grupne analize. God. 1980. postaje primarius, 1983. docent (u tadašnjoj) Katedri za psihijatriju i medicinsku psihologiju Medicinskog fakulteta Sveučilišta u Zagrebu, a 1986. godine redoviti profesor. Predavao je medicinsku psihologiju (kasnije psihološku medicinu), psihijatriju i psihoterapiju u diplomskoj i poslijediplomskoj nastavi na matičnom fakultetu. Predavao je i na Medicinskom fakultetu Sveučilišta u Mostaru te Visokoj zdravstvenoj školi u Zagrebu i Poslovnoj školi Experta. Bio je mentor u brojnim diplomskim, magistarskim i doktorskim radovima.

Svoj radni vijek proveo je na Rebru u Centru za mentalno zdravlje Klinike za psihijatriju, odnosno Klinici za psihološku medicinu. Bio je voditelj Odjela za stacionarnu psihoterapiju Centra za mentalno zdravlje od 1980. do 1987. godine, a zatim voditelj Psihoterapijskog centra za parcijalnu hospitalizaciju Klinike za psihološku medicinu. Predstojnik te Klinike bio je od 1995. do 2003. godine.

Vladimir Gruden was born in 1939 in Osijek. After graduating from a general-education secondary school, he enrolled in the University of Zagreb Medical School in 1957, from which he graduated in 1963. He completed his residency in neuropsychiatry in 1969. In 1979, he completed his PhD at the University of Zagreb Medical School on the topic “Objective Validation of the Subjective Experience of Warmth in Autogenic Training”. He also completed his education in group analysis. He became the chief physician in 1980 and an assistant professor in 1983 at what was at the time the Department of Psychiatry and Medical Psychology of the University of Zagreb Medical School, and in 1986 he became a full professor. He taught medical psychology (later psychological medicine), psychiatry, and psychotherapy in graduate and post-graduate classes at his university. He also taught at the University of Mostar Medical School, the University of Applied Health Sciences in Zagreb, and the Experta Business School. He mentored many graduate, master, and doctoral theses.

He spent his career working at the Rebro Clinical Hospital Center at the Center for Mental Health of the Psychiatry Clinic, i.e. the Clinic for Psychological Medicine. He was head of the Inpatient Psychotherapy Ward at the Center for Mental Health from 1980 to 1987, and then the head of the Psychotherapy Center for Partial Hospital-

Redoviti je član Akademije medicinskih znanosti Hrvatske od 1994. godine.

Stručni rad i znanstveni interes prof. Grudena bili su usmjereni prema psihoterapiji i psihodinamici. Razvio je nekoliko psihoterapijskih tehnika (analitički autogeni trening, psihoterapiju autoopservacijom, terapiju agnostičkim optimizmom). Najviše se bavio autogenim treningom i hipnozom. Autogeni trening je razvijao, popularizirao, podučavao i postavio u rang samostalnog, gotovo paradigmatškog psihoterapijskog modela. Tečajevi autogenog treninga koje je organizirao za građanstvo, predavanja, tribine, nastupi u javnim medijima najbolji su dokaz uspješnosti njegove životne misije – poboljšanja psihičke kvalitete života velike skupine ljudi. Tome je doprinijela i njegova sposobnost vođenja grupe i grupne terapije. U tome je bio nenadmašan. Bio je supervizor i trening analitičar iz grupne analize brojnim generacijama specijalizirana.

Kao terapeut bio je iznimno uspješan, cijenjen i omiljen. Svoju je smirenost prenosio na sugovornika, klijenta, bolesnika. Dogodilo bi se da bračni par dođe na terapiju, uđu u njegovu ordinaciju posvađani i ljuti, a nakon sat i pol izađu zagrljeni. Znao je umiriti i najagresivnije osobe. Imao je empatiju za svakoga tko mu se obratio za pomoć.

Objavio je preko 200 znanstvenih i stručnih radova. Autor je više poglavlja u temeljnim udžbenicima psihološke medicine i psihijatrije. Samostalno je objavio knjige „Osnovne vježbe autogenog treninga“, „Vježbom do sreće: autogeni trening“, „Budućnost je u nama“, „Srećom do uspjeha ili Veliki igrač“, „Uspjehom do istine: sloboda kao ljubav“, „Istina je u prirodi“, „Psihoterapija“, „Psihomenadžment“, „Obitelj za obitelj“.

Sa suprugom Zdenkom Gruden, koja je bila dječji psihijatar, napisao je knjige „Dijete, škola, roditelj“ i „Ožiljci na duši Hrvatske“. Sa su-

organizatorom the Clinic for Psychological Medicine. The was head of that clinic from 1995 to 2003.

He was a full member of the Croatian Academy of Medical Sciences since 1994.

The professional work and scientific interests of Prof. Gruden were focused on psychotherapy and psychodynamics. He developed several psychotherapy techniques (analytic autogenic training, self-observation psychotherapy, agnostic optimism treatment). He worked primarily on autogenic training and hypnosis. Autogenic training was something he developed, taught, and raised to the level of an independent, almost paradigmatic psychotherapeutic model. The workshops on autogenic training that he organized for the general population, as well as lectures, panels, and media appearances are the best evidence of the success of his life mission – improving the psychological quality of live in a large group of people. His abilities in leading groups and group therapy also contributed significantly, as his skill at this was unsurpassed. He was also a supervisor and training analyst in group analysis for many generations completing their residencies.

As a therapist, he was exceptionally successful, respected, and beloved. His sense of calm would spread to any interlocutor, client, or patient. There were cases of married couples coming to him for therapy, entering the office angry and in the middle of a fight, and leaving in an embrace after an hour and a half. He could calm down even the most aggressive persons. He had empathy for anyone who turned to him for help.

Prof. Gruden published over 200 scientific and professional articles. He was the author of multiple chapters in basic handbooks for psychological medicine and psychiatry. He independently published books titled: “Basic Autogenic Training Exercises”, “Through Exercise to Happiness: Autogenic Training”, “The Future is in Us”, “Through Happiness to Success or The Great Player”, “Through Success to Truth: Freedom as Love”, “Truth is in Nature”, “Psychotherapy”, “Psychomanagement”, and “Family for Family”.

prugom i sinom imenjekom napisao je knjigu „Primijenjena psihoterapija“.

Sudjelovao je na brojnim domaćim i međunarodnim skupovima. Bio je voditelj nekoliko projekata pri Ministarstvu znanosti. Bio je glavni istraživač projekta „Integralni psihoterapijski pristup ratnim stradalnicima Hrvatske“. U Domovinskom ratu je sudjelovao u edukaciji djelatnika za pružanje psihološke pomoći vojnicima, prognanicima i ranjenicima.

Prof. Gruden bio je predsjednik Društva za psihoterapiju Hrvatskog liječničkog zbora, prvi predsjednik Hrvatskog saveza za psihoterapiju, predsjednik Hrvatske udruge za autogeni trening te član mnogih nacionalnih i međunarodnih udruga.

Jedino što mu je bilo važnije od posla je njegova obitelj. Supruga Zdenka, djeca Vladimir i Sanja Josipa bili su mu radost i podrška. S njima je živio u skladu sa svojim vrijednostima. Znao je od kuda potiče i kuda ide. Krasila ga je nacionalna osviještenost, vjera, empatija i briga. Brinuo je za one koji pate. Zalagao se za svakoga. I za psihijatra i za psihijatrijskog bolesnika.

U mom odnosu s prof. Grudenom, koji je trajao više od trideset godina javljale su se razne emocije. Radilo se zapravo o nizu odnosa: učitelja i učenika, mentora, supervizora i superviziranog, grupnog analitičara i edukanta, nadređenog rukovodioca i djelatnika, kako u dnevnoj bolnici, tako i šire na tadašnjoj Klinici za psihološku medicinu. Naime, prof. Gruden mi je bio sve to: edukator iz grupne analize, supervizor iz individualne psihoanalitičke psihoterapije, mentor magisterija, učitelj autogenog treninga, nadređen u Dnevnoj bolnici kao šef i na Klinici za psihološku medicinu kao predstojnik, a kasnije kolega s kojim sam povremeno surađivao i nakon njegovog odlaska u mirovinu. Prof. Gruden obično nije inzistirao ni na čemu, te nije kontrolirao ljude i događaje, nego ih je prihvaćao kako su dolazili, razvijao s njima odnose, a

With his wife Zdenka Gruden, who was a child psychiatrist, he co-authored the books “Children, School, Parents” and “The Scars on Croatia’s Soul”. He wrote the book “Applied Psychotherapy” together with his wife and his son who was his namesake.

He participated in many Croatian and international congresses. He was the head of several projects at the Ministry of Science. He was head researching in the project titled “The Integral Psychotherapy Approach to War Victims in Croatia”. In the Croatian Homeland War, he participated in the education of personnel for providing soldiers, refugees, and the wounded with psychological aid.

Prof. Gruden was the president of the Psychotherapy Society of the Croatian Physicians Association, the first president of the Croatian Psychotherapy Association, the president of the Croatian Autogenic Training Association, and a member of many Croatian and international associations.

The only thing more important to him than his work was his family. His wife Zdenka and his children Vladimir and Sanja Josipa were his joy and support. He lived his life with them according to his values and principles. He knew where he was from and where he was going. He was marked by patriotic awareness, faith, empathy, and care. He cared for those who suffered and supported everyone – both for psychiatrists and psychiatric patients.

There are many different emotions elicited by my relationship with Prof. Gruden that lasted more than thirty years. It was really a series of relationships: teacher and student, mentor, supervisor and supervisee, group analyst and trainee, and supervising director and employee, both in the day hospital and more broadly in what was then the Clinic for Psychological Medicine. Prof. Gruden was all of that to me: an educator in group analysis, a supervisor from individual psychoanalytic psychotherapy, mentor for my magisterial thesis, teacher

tolerirao je mirno i njihove odlaske, držeći se svojih vodećih principa slobode i spontaniteta.

Smrt prof. Grudena, kao teško prihvatljiva, ali ipak nepobitna činjenica ponovno je prizvala te donekle zaboravljene emocije, a njegov posljednji ispraćaj, koji je bio u raznim detaljima izuzetno dojmljiv, potaknuo je proces žalovanja, suočavanje s nerazriješenim osjećajima, i prihvaćanje realnosti onakvom kakva je. Ili kako bi prof. Gruden rekao prihvaćanje 'istine' odnosno 'buđenje iz budnog sanjanja'.

Sloboda i spontanost bile su temeljne vrijednosti za prof. Grudena. On je nastojao obzirno 'probuditi' svoje pacijente i klijente, pomoći im da ostvare slobodu od nespješnih utjecaja koji kočite kreativnost i realizaciju njihovih potencijala. Međutim, nas njegove učenike je ujedno upozoravao: 'Ne analiziraj bližnjega svoga' svjestan mogućih neugodnih posljedica 'buđenja'.

Kant je bio filozof kojeg je prof. Gruden često citirao u svojim knjigama. Krajnju suštinu i istinu nije moguće spoznati mislima i emocijama jer se suština bilo čega ili koga 'stvar za sebe' ne može reprezentirati, prikazati putem psihičkih slika, misli i emocija. Ali moguće je biti prijemčiv za poruke koje dolaze iz dubina nespješnog u formi spontanih impulsa. Upravo tu senzibilnost za poruke nespješnih slojeva psihe, ali i za poruke tijela njegovao je i podučavao prof. Gruden.

Prof. Gruden je nastojao tražiti i vidjeti pozitivno u svemu. U skladu s time prihvatio je koncepte prema kojima nespješno nije samo stovarište potisnutih, nepoželjnih, manje vrijednih i bolnih sadržaja, nego i izvor najvrjednijih impulsa i potencijal kreativnosti.

Prof. Gruden je i u praksi, a ne samo u teorijskom poimanju prihvatio koncept spontanosti u kojem osoba nastoji ostati prijemčiva na unutrašnji kreativni poticaj, bez obzira na logiku. Jedna kreativna metoda psihoterapije koju je razvio i nazvao agnostički optimizam temelji se upravo na nepokolebljivom optimizmu.

in autogenic training, my supervisor in the day hospital and at the Clinic for Psychological Medicine, and later a colleague with whom I occasionally worked with even after he was retired. Prof. Gruden rarely insisted on anything and did not seek to control people and events but rather accepted them as they came, developed relationships with them, and calmly tolerated their departures, adhering to his guiding principles of freedom and spontaneity.

The death of Prof. Gruden, a fact that is hard to accept but is unavoidable, recalled these half-forgotten emotions, and his funeral, which had some very touching moments, initiated a process of grief, confronting unresolved feelings, and accepting reality as it truly is. Or, as Prof. Gruden would say, accepting "truth" i.e. "waking up from a waking dream".

Freedom and spontaneity were the core values for Prof. Gruden. He tried to gently "awaken" his patients and clients, helping them achieve freedom from the unconscious influences that stifle creativity and the realization of their potentials. However, he would also warn us, his students: "Do not analyze your neighbor", aware of the potential negative consequences of "awakening".

Kant was the philosopher Prof. Gruden would often quote in his books. The ultimate essence and truth cannot be known through thoughts and emotions because the essence of anything or anyone is a "thing-in-itself" and cannot be represented or viewed through mental images, thoughts, and emotions. But one can be receptive to messages coming from the depth of the unconscious in the form of spontaneous impulses. This sensibility to the messages of the unconscious layers of the psyche, but also the messages of the body, was what Prof. Gruden nurtured and taught.

Prof. Gruden tried to find and see the positive aspects of everything. In line with that, he accepted concepts according to which the unconscious is not just a repository of repressed, unwanted, less valuable, and painful mental

Također ga je zanimala teorija kaosa, kao ne-razdvojna dinamička i neizbježna komponenta svakog uspostavljenog poretka, koji remeti, ali tako ujedno priprema novi, napredniji poredak. Kreativan, ponekad nepredvidljiv, pronicav, prof. Vladimir Gruden bio je uvijek zanimljiv. 'Shvatimo život kao igru, jer jao si ga onome tko život uzima ozbiljno' jedna je od njegovih važnih poruka.

Kao jedan primjer igre sjećam se situacije kad sam ga susreo prije vježbe. Trebao sam sa studentima razgovarati s pacijentom. Međutim, pacijent s kojim sam dogovorio intervju nije došao. Slučajno je hodnikom naišao prof. Gruden. Kao njegov učenik, poprimio sam neke njegove osobine, te sam tako, neplanski, spontano, pozvao profesora, svog tadašnjeg šefa i predstojnika Klinike da on odigra ulogu pacijenta. A on je, opet spontano, pristao. Tako smo od jedne profesionalne potencijalno nezgodne situacije napravili zajedničku igru, u kojoj su sudjelovali i studenti. Naravno, to je bio vrlo interesantan intervju, kako studentima, tako i meni. A i profesoru, koji je dobio prigodu da ga se sasluša i razumije neke njegove probleme.

Ta situacija pokazuje koliko slobode je prof. Gruden omogućavao u interakcijama, koliko nije bilo straha ni tjeskobe u odnosu s njim, što nije ugrozilo radni učinak kao ni duboko poštovanje, a u ovoj situaciji usuđujem se reći i sublimiranu ljubav prema njemu, omiljenom učitelju. Dapače, takvi odnosi djelovali su poticajno na rad, što je i teorijski utemeljeno u istraživanjima čimbenika uspjeha najuspješnijih tvrtki.

Igra je aktivnost, a okvir igre je cijeli život. U stavu koji naglašava važnost igre i prijelaznog prostora kulture, mašte i fantazije, koji je u praksi provodio prof. Gruden, moguće je prepoznati implementaciju ideja D. Winnicota.

Igra je zanimljiva. Igra je kreativna. Prof. Gruden nije odvajao rad od života, te je za njega

contents, but also the source of the most valuable impulses and potential for creativity.

Not just in theory but in practice, Prof. Gruden accepted the concept of spontaneity in which one tries to remain receptive to inner creative impulses, regardless of logic. A creative method of psychotherapy he developed and named agnostic optimism was based on unfaltering optimism.

He was also interested in chaos theory as an integral dynamic component of every system, which disrupts it but thusly also prepares the ground for a new, more advanced system. Creative, sometimes unpredictable, and insightful, Prof. Vladimir Gruden was always interesting. "Let us see life as a game, because woe is to him who takes life seriously" was one of his most important messages.

As one example of his playfulness, I remember a situation when I met him before a medical training session. I was supposed to join some students in talking with a patient. However, the patient with whom I had arranged the interview had not arrived. Right then, Prof. Gruden happened to be coming down the hallway. As his student, I had acquired some of his habits, so without any planning I spontaneously invited the Professor, my current boss and the head of the Clinic, to play the role of the patient. And he, again spontaneously, accepted. This is how we transformed a potentially uncomfortable situation into a game we played together, with the students participating as well. Of course, this was a very interesting interview, both for the students and for me – and for the Professor as well, who got an opportunity to be listened to and for some of his problems to be heard and understood. This anecdote shows how much freedom Prof. Gruden allowed in interactions with him, how little fear and anxiety there was in his professional relationships, but without jeopardizing professional efficacy and the deep respect, and in this case also a sublimated feeling of love I felt towards him, my favorite teacher. On the contrary, such relationships in the workplace

rad s pacijentima, poslovnim ljudima, edukantima i s drugim ljudima bio kreativna igra. Svaka osoba i odnos s njom je za njega bila poticajna zagonetka, a dobar odnos je prirodno slijedio iz dobrog razumijevanja i rješavanja te zagonetke.

U radu s pacijentima integrirao mnogobrojne psihoterapijske pravce i utjecaje, a istraživao je i ideje, prakse i fenomene povezane s psihom i izvan striktnih znanstvenih psihoterapijskih okvira. Iako je u znatnom dijelu svoje ličnosti bio vrlo usmjeren na unutrašnji svijet, njegov životni put, njegova životna igra je uvijek uključivala ljude. Puno ljudi. Bliske, njegovu obitelj, ali i edukante, kolege, stranačke kolege, prijatelje, pacijente, branitelje, poslovne ljude, široku populaciju u Zagrebu, Osijeku, Bjelovaru, Karlovcu, Valpovu i u nizu gradova koje je često obilazio i zainteresiranima prenosio svoja iskustva i poruke. Držao je predavanja o raznim zanimljivim i ljudima važnim temama. Neke od tema predavanja su istina, osobna vrijednost, samopoštovanje. Naslov njegovog zadnjeg najavljenog predavanja, koje je bilo predviđeno za kraj ovog mjeseca je *Nadilaženje pogrešaka*. Redovno je održavao i tečajeve autogenog treninga.

Ispred njegove ordinacije na Klinici za psihološku medicinu je uobičajeni prizor bio puno ljudi koji strpljivo čekaju na svoje vrijeme s prof. Grudenom.

U psihoterapijskim znanstvenim krugovima prof. Gruden je posebno prepoznat po implementaciji i kreativnoj primjeni psihoterapijske metode autogenog treninga. Prof. Gruden se bavio i raznim drugim vrstama i metodama psihoterapije, na primjer, individualnom psihooanalitičkom psihoterapijom, grupnom analizom, grupnom psihoterapijom.

Važan dio identiteta prof. Grudena bio je aspekt učitelja. Kao učitelj prof. Gruden je ljudima na jednostavan i pristupačan način nudio inače

had a positive influence on our work, which has also been established by research on success factors in the most successful companies.

Play is an activity, and the framework of play is life as a whole. In his position that emphasized the importance of play and the intermingling of culture, imagination, and fantasy, that was practiced by Prof. Gruden, one can recognize the implementation of the ideas of D. Winnicott.

Play is interesting. Play is creative. Prof. Gruden did not separate work from life, and for him working with patients, professionals, students, and other people was a creative game. Every person and relationship was for him an inspiring puzzle, and a good relationship followed naturally from a good understanding and solution to this puzzle.

In working with patients, Prof. Gruden integrated many influences and approaches in psychotherapy while also exploring ideas, practices, and phenomena related to the psyche outside the strict scientific framework. Although a large part of his personality was very focused on the inner world, his life, his game, always included people. Many people. Those close to him, his family, but also his students, colleagues, members of his political party, friends, patients, veterans, businessmen, the broader populations of Zagreb, Osijek, Bjelovar, Karlovac, Valpovo, and many other cities he often visited and shared his experience and wisdom with those who were interested. He held lectures on various interesting and relatable topics. Some of these topics include truth, self-worth, and self-respect. The title of his last lecture that was to be held at the end of this month was *Overcoming Mistakes*. He also regularly held autogenic training workshops.

Outside his office at the Clinic for Psychological Medicine, it was common to see many people patiently waiting for their time with Prof. Gruden. In the psychotherapy science community, Prof. Gruden was especially respected for the implementation and creative application of autogenic training as a method of psychother-

prilično komplicirane, a time i nepristupačne psihoterapijske i psihološke koncepte spoznaje, kao i životnu mudrost koju je stekao vlastitim iskustvima. Time se približio idejama M. Balinta.

Osim čestih putovanja i gostovanja, prof. Gruden se široj publici često obraćao i putem medija. U novinarskim krugovima je poznato da im je prof. Gruden gotovo uvijek bio ljubazno na raspolaganju. Na internetu možemo pogledati niz video prikaza u kojima je prof. Gruden na razne načine i u raznim okvirima nastojao psihoterapijske i psihološke spoznaje učiniti pristupačnima široj publici.

U jednom od gradova koje je obilazio, u Bjelovaru, je i preminuo. Njegova smrt je gotovo ahetipska. Nakon tri sada predavanja, nakon zadnje šale, koju je rekao za rastanak, kad su ljudi već ustajali i spremali se na odlazak, rekao je 'Nije mi dobro...to nije srce...' i bez ikakvih drugih reakcija, znakova boli, patnje, borbe koje često prate umiranja je sjedeći izdahnuo.

Carlos Castaneda, čije knjige su prije dvadesetak godina bile hit, a prof. Gruden je i te knjige čitao, piše da smrt besprijekornom ratniku, koji je tijekom života zbog svoje besprijekornosti prikupio puno osobne snage, daje priliku da otplješ svoj zadnji ples, u kojem prikazuje cijeli svoj život. Dok traje ratnikov zadnji ples smrt strpljivo sjedi i čeka. Ako prihvatimo tu metaforu, smrt je sjedila u publici u Bjelovaru, dozvolila je prof. Grudenu da se bez njenog uplitanja posljednji put izrazi na način koji mu je bio najprimjereniji i koji je obilježio njegov život.

U prvom vremenu nakon odlaska voljene osobe, ostaje praznina, osjećaj unutrašnje rupe. Ali 'praznina', koja označava gubitak odnosa uskoro nestaje, jer unutrašnji prof. Gruden ostaje. Dapače, vrlo je aktivan kroz svoje učenike koji na raznim mjestima svakodnevno vježbaju. Temeljna pretpostavka vježbanja autogenog

apy. He also worked with various other types and methods of psychotherapy such as, for example, individual psychoanalytical psychotherapy, group analysis, and group psychotherapy. The aspect of the teacher was an important part of Prof. Gruden's identity. As a teacher, Prof. Gruden would present otherwise very complicated and inaccessible concepts and insights in psychotherapy and psychology, as well as his own wisdom based on his experiences, in a way that was simple and accessible to others. This brings him close to the ideas of M. Balint.

Other than his regular trips and visiting lectures, Prof. Gruden often addressed the general public via the media. In media circles it was well-known that Prof. Gruden was almost always courteously at their disposal. Many videos can be found on the internet where Prof. Gruden attempts to make insights from psychotherapy and psychiatry accessible to the general public in various ways and in various formats.

Bjelovar, one of the cities he often visited, was where he died. His death is almost archetypal. After three hours of lectures, after a last joke that he said as a farewell, as people were already rising to depart, he said "I don't feel well... it's not the heart", and without any other reaction, signs of pain, suffering, or struggle that so often accompany death, he passed away seated in his chair.

Carlos Castaneda, whose books were a hit about twenty years ago and whom Prof. Gruden had read, said that to a flawless warrior who has in his life gathered much personal strength because of his flawlessness, Death provides an opportunity to dance a last dance that represents the warrior's whole life. As long as the dance lasts, death patiently sits and waits. If we embrace this metaphor, Death was seated in the audience in Bjelovar, allowing Prof. Gruden to express himself for the last time in the way that was most suited to him and that marked his whole life.

Initially, after the departure of a loved one, there is a feeling of emptiness, of an inner void.

treninga je postizanje unutrašnjeg mira. Prof. Gruden, učitelj autogenog treninga, je sada ušao u trajni mir, potpuni mir.

Vedran Bilić

But the “emptiness” that marks the loss of a relationship soon disappears, because the inner Prof. Gruden remains. In fact, he is very active through his many students who train every day. The fundamental assumption of autogenic training is achieving inner peace. Prof. Gruden, the teacher of autogenic training, is now fully and forever at peace.

Vedran Bilić