

A CONVERSATION WITH JIM ALLEN

An Enduring Interest in Transactional Analysis

In this interview, Jim Allen, who will take office as ITAA president-elect in January 2003 and then as president in January 2004, talks with Script editor Bill Cornell about his long-time interest in transactional analysis and some of his ideas about where the organization needs to go in the future.

BILL: Hi, Jim. Thanks for doing this interview. So, first of all, congratulations!

JIM: Thanks. I was pleased that so many members voted in the ITAA election.

BILL: What I'm most curious about, as we start here, is what it is about transactional analysis that has sustained your interest and involvement for so many years. As I remember, you first became involved with it about 35 years ago. You're obviously a man of many interests and professional activities, yet in the midst of all of those, something about transactional analysis has held your attention.

JIM: Yes, it has, both as a theory and as technique. As I have gone about doing therapy and thinking about psychological issues over the years, transactional analysis has provided the

best base. I'm not sure I always use it in a way that everyone would think is a *correct* way, but I have used it in a way that fits for me and for my clients.

BILL: What do you mean by "fits"?

JIM: A way that really works for me and my patients. It helps me make sense of what I see in myself and in my patients. It helps my

"As I have gone about doing therapy and thinking about psychological issues over the years, transactional analysis has provided the best base."

patients make sense of themselves and go about changing, and it helps me help them in that process and in a way that does not seem foreign to their personalities.

BILL: And what do you mean by "not in the correct way"?

JIM: Well, not in a way that some might think is correct transactional analysis. That comes

from early on. When I first moved to Oklahoma in 1968, Eric Berne would sometimes refer patients to me. Generally, these were people who had read a transactional analysis book, found it helpful, and would call or write Berne for a referral. So I would see them, and they were already using what they thought transactional analysis was from their reading—and doing so successfully. But in listening to them, I realized that they had often gotten the theory all "wrong," although it had been useful to them anyway. Even though they weren't using "correct" transactional analysis, they had gotten permission to change and a framework for making sense of themselves, other people, and their interactions with others. It didn't have to be "correct" to be useful.

BILL: So, obviously, from early on, you haven't been a strict adherent to accepted theory.

JIM: (laughing) That's right! But I have believed that people construct their own understandings and meanings and can put things together usefully. That has been true for

continued on page 6

Violence, Let's TALK

by Moniek Thunnissen

We are pleased to reprint here excerpts from the speech delivered by Moniek Thunnissen at the opening of the World TA Conference in Utrecht in July 2002.

As we prepared for this conference, we thought and talked a great deal about different aspects of violence and the specific contribution transactional analysis might make in preventing and dealing with it. In this speech I will consider some of those themes, especially the fact that violence is found in all cultures and in all times in history, the issue of individual and societal responsibility in relation to violence, and the question of what role transactional analysis might play in dealing with violence. In my analysis I will use the theory of Dutch sociologist Gabriel van den Brink (2001), who wrote an impressive book titled, *Violence as a Challenge: The Meaning of Aggressive Behavior in Youngsters*. His interesting research looks at different layers, including the psychological-individual level and the sociological-societal level.



Violence Is Common to All Cultures and All Times in History

In all times in history and all societies, violence and aggression have been common phenomena. It is not yet clear, however, whether a violent person is suffering from a disease—and is consequently not responsible for his or

"At the same time, assertiveness as a value has increased in significance in Western cultures, tolerance for manifestations of such assertiveness in young people has decreased."

her own deeds—or is just "evil" and should therefore be punished. Although science has made progress in distinguishing between criminals and those who are mentally ill, and knowledge about the brain (e.g., neurotransmitters, genetic input, etc.) is growing, there is still much that remains unknown about the origin of violence.

Nevertheless, here are some significant facts:

- young people between the ages of 14 and 24 are more violent than all other age groups
- men are more violent than women in all age groups

Gabriel van den Brink describes how with each society one can plot a curve that represents tolerance toward aggressiveness in people of a certain age and another curve that represents the development of assertiveness in individuals of that age (see Figure 1).

continued on page 7

EBFF Grant Supports Research on Transactional Analysis in Education

by Stuart Slater

What began in 1996 as a project to produce a transactional analysis handbook for teachers "grew like Topsy" to become a PhD. Assisted by an Eric Berne Fund for the Future (EBFF) grant, I completed my doctorate last year through Curtin University of Technology, Western Australia. It is entitled "Transactional Analysis, Interpersonal Behavior and Science and Mathematics Outcomes: A Case Study in a New Zealand School."

Overview of the Study

The aims of the project were to find out whether transactional analysis methods could be used in schools to improve student out-

comes in science and mathematics, to enhance interpersonal relationships, and to promote positive behavior. The sample group for the study consisted of ten adolescent male students, ages 15-16, who were considered to be "at risk." The control group consisted of 10 male students selected because they were next on the school roll in the same year as the sample group members. The sample group participated in a mentoring program, which lasted six months and had a strong transactional analysis component. The program consisted mainly of one-on-one mentoring and counseling using transactional analysis, but it also included teaching about transactional analysis and group work using discussion and activities based on transactional analysis. The beneficial outcomes of this program included a drop in perceived problems, increased self-esteem, improved behavioral and academic records, and enhanced interpersonal relationships.

The Dissertation

The introduction to my dissertation provides the background to the study followed by a chapter that summarizes transactional analysis concepts. The study itself is then outlined and case studies of the students are given. The penultimate chapter details the survey findings, and then conclusions are drawn.

The literature review was an interesting stage in the project, as was the review of previous research. However, the most exciting process was reviewing my own data to find that there actually was some empirical support for what had previously been hunches.

For example, one of the aims of the mentoring program was to increase students' use of the Adult ego state. This is seen to account for a 25% improvement in classroom behavior and for improved academic outcomes in science and mathematics. In addition, learning about transactional analysis enhanced relationships for the students in the sample group at home as well as at school. As self-esteem increased, the students had a greater ability to see problems in perspective.

There was also a correlation between a student's academic success and his view of the subject teacher as a positive person. In fact, I found that at-risk students changed in their classroom behavior based on how they viewed the teacher; that is, their emotional reactions to various teachers influenced their efforts in a teacher's subject and, consequently, their academic achievement in that class. Not surprisingly, the more positively the students viewed a teacher, the less conflict they had with the teacher and the better they did in the class.

Both the sample group of at-risk students and the control group thought that the ideal teacher was high in leadership, understanding, and helping/friendly behaviors. In transactional analysis terms, such teacher behaviors equate with the positive aspects of Controlling Parent as well as to Adult and Nurturing Parent ego state behaviors.

continued on page 8



Stuart Slater (far left) with boys' hockey team at Wellington College

Souvenir of Eric Berne, with Thanks to His Confrontational Child

Many thanks to Fanita English for the following story about Eric. Please send your vignettes about what Eric said to you, either in person or through something he wrote or said or did, to Pam Levin at PO Box 1429, Ukiah, CA 95482, USA, or at perfectbones@pacific.net.

Transactional analysis is contractual therapy—perhaps with some exceptions, for here is how Berne cured me of a long-standing writing phobia, one that resisted seven years of psychoanalysis.

Berne wanted contributions for the *Transactional Analysis Bulletin (TAB)*, which he edited, so he made it a rule that no one could present at conferences without first submitting a written article for the *TAB*. However, I wanted to present material on “Hot Potatoes” at the 1969 Monterey Conference without having to write something up. So, by manipulation with Gwen, the then secretary of the organization, I got on the printed program anyway.

On my arrival at the conference hotel, Berne marched up to me and said, “Where is your paper?” I started to say, “You know I have a writing phobia, and . . .” but Berne turned his back and walked off.

I had no further contact with him before my presentation, which was well attended. No sooner did I start than Berne walked in and

loudly took a chair. All heads turned toward him. Two minutes later he walked out, ostentatiously, and heads turned again to watch him. Then, five minutes later, he walked in again and took a chair in the middle of a row so people had to get up to let him pass. Shortly after that he stood up and caused another disturbance by leaving, to be followed by yet another disturbance as he came back later, and so on, more than five times. I nevertheless proceeded with my presentation as best I could.

“Later, at the swimming pool, I came up to Berne to make peace, but he just stared at me and immediately dove into the pool.”

Later, during lunch (which had assigned seating arrangements), I sat at Berne’s table. Claude Steiner, who had been the discussant at my presentation, referred to it, whereupon Berne interrupted to say that he did not want to hear about it. Later, at the swimming pool, I came up to Berne to make peace, but he just stared at me and immediately dove into the pool.

About a month later, back home in Chicago, I sat at the typewriter to write Berne an angry

letter. Instead, I found myself typing out my presentation on thin, duplicate-quality paper. (Berne always pleaded with would-be authors to send him material on good paper rather than on what he termed “toilet paper.”) I mailed it off, fully expecting it to be thrown into the wastebasket.

Instead, to my surprise, Berne crossed my game transaction with his Adult. In my mail came, on good paper, a retyped copy of the text I had sent with Berne’s handwritten editorial corrections and comments in red ink, including the suggestion that I use the name “episcrypt” for the process described (as an alternative to the term “antiscrypt,” which I had used) and a statement that the article would be published in the forthcoming *TAB* (October 1969), if I would resubmit it with corrections.

After I saw my article in print I realized that my writing phobia had disappeared. I started writing out my material on rackets to urge him to change the name “racket” to a less demeaning term. Tragically, he died before I could do so. Jack Dusay and Frank Ernst, as editors of the new *Transactional Analysis Journal*, urged me not to throw away the material, as I wanted to. With editorial help from my daughter, eventually this material was also published, although too late to expunge the term “rackets” from the transactional analysis vocabulary.



2004 INTERNATIONAL TRANSACTIONAL ANALYSIS CONFERENCE

“Celebrating Differences” ■ Bangalore, India ■ 30 July — 1 August
Preconference Institutes: 28 July & 29 July

Sponsored by the Centre for Holistic Integrated Learning and Development
For more information, contact C. Suriyaprakash at iitac2004@hotmail.com
or child_asha@hotmail.com

ITAA The Script

The Newsletter of the International Transactional Analysis Association
436 14th St., Suite 1301
Oakland, CA 94612-2710, USA
Phone: 510-625-7720
Fax: 510-625-7725
Email: itaa@itaa-net.org
Website: <http://www.itaa-net.org>

Editor: William F. Cornell, MA
Managing Editor: Robin Fryer, MSW
Desktop Publishing: lockwood design
Printing: MarinSun Printing

Subscription Rates:
\$10 as part of all ITAA membership dues; not available by separate subscription

Advertising Rates:
Classified Ads: \$5/per 80 characters/spaces
Display Ads: Copy should be camera-ready

Ad Size	Rate	Width	Height
1/16 pg	\$50	2" (5cm)	3" (7.6cm)
1/8 pg	\$90	4½" (11.5cm)	3" (7.6cm)
1/2 pg	\$170	4½" (11.5cm)	6" (15.2cm)
3/8 pg	\$250	4½" (11.5cm)	9¾" (23.5cm)
1/2 pg H	\$330	9¾" (23.5cm)	6" (15.2cm)
1/2 pg V	\$330	4½" (11.5cm)	12¾" (32.4cm)
9/16 pg	\$370	6¾" (17.2cm)	9¾" (23.5cm)
Full pg	\$625	9¾" (23.5cm)	12¾" (32.4cm)

Deadlines for copy and advertising—first of the month prior to the month of publication. (*The Script* is not published in January, May, or September.) Deadline: January 1 for the January-February issue.

Note: Publication of advertising in *The Script* does not imply endorsement by the newsletter, the Editor, or the ITAA.

The Script (ISSN 0164-7393) is published monthly except January, May, and September by the International Transactional Analysis Association. The subscription rate is \$10/year as part of dues for all classes of membership. For information on dues rates for various membership classifications, contact the ITAA office at the above address. Periodicals postage paid at Oakland, California and additional mailing office. POSTMASTER: send address changes to *The Script*, 436 14th St., Ste. 1301, Oakland, CA 94612-2710. © 2002 International Transactional Analysis Association, Inc.

Published on recycled paper

DEAR DR. S

by Carol Solomon

How do you relate to a family member who is an admitted alcoholic but won’t seek help because life hasn’t gotten “that hard” yet? She is an affluent professional, which helps to prevent her from reaching “her bottom.” As a result, our relationship is, at best, shallow and mundane. This is very painful because of the love I have for her.

—Seeking Guidance

Dear Seeking,

The trickiest part of dealing with someone who is an alcoholic (or addict) is to remain loving while protecting yourself. Use your Nurturing Parent and show that you care without assuming responsibility for your loved one. Make Adult reflections when the time seems right while staying out of your Critical Parent ego state. Allow your Child to love and connect when that feels safe, but also to withdraw when connecting will be hurtful for you. In this way, you can stay involved, showing your loved one that she is worth fighting for.

Good luck. I hope she will one day decide to turn her life around.

—Dr. S.

Dear Dr. S.,

One of the most anxiety-provoking aspects of dating is not knowing how the other person feels. My tendency is to assume the worst—a maladaptive defense mechanism against feeling hurt and disappointed—which in itself is anxiety provoking. So, in an effort to avoid being caught off guard by the inevitable bad news that the person isn’t interested, I give this bad news to myself every step along the way, making it difficult to just relax and enjoy whatever happens. How do I hold on to a sense of optimism about the process and confidence

about my own attractiveness in the face of potential rejection?

—Attractive and Successful Surgeon in Los Angeles

Dear Attractive and Successful,

Thank you for writing with a question that is of concern to so many people. Your letter shows that you have a lot of insight about your own process and this is good. We humans are born with both the need and capacity to bond with another human being; without that initial bonding, we would not be able to survive. Hence, vestiges of “my life depends on being bonded” still exist for most of us even later in our lives. When you are dating, you are open-

“We humans are born with both the need and capacity to bond with another human being; without that initial bonding, we would not survive.”

ing yourself up to that desire to bond and at the same time you are aware that you might not attain it. Of course this creates anxiety. Use your Nurturing Parent and remind yourself that entering into a new relationship does have some risk involved. Reassure yourself that it is natural to be somewhat scared and that these feelings are OK. Use your Adult ego state to tell yourself that you can deal successfully with being on your own, and write down your personal assets so that you can remember the wonderful things about yourself when fear and insecurity creep in. I am interested in knowing more about your life script, what messages and role modeling you received growing up, and

how that may have shaped how you feel about yourself regarding your desirability to men. Please write again and let me know how the dating stuff is going for you. I would like to know!

—Dr. S.

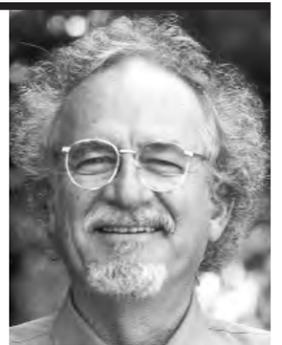
LAST MONTH’S QUESTION WAS: “How do people fall in and out of love?” Let’s begin to look at how this happens. First of all, “falling in love” is very different from “growing to love” someone. When we fall in love, or become infatuated, we see that person not as he or she really is, but as we think and hope he or she is. Our wishful Child ego state says, “Oh, boy! Finally! Someone who will give me everything I have always wanted! Someone with whom I have so much in common! Someone who is perfect for me!” This state of being often precedes the actual work of getting to know the other. Endorphins run high. It can be a happy, and sometimes scary, time. Next time we will talk about the pleasure and disappointment in getting to know the other as we discover who that person really is.

Transactional analysis colleagues from around the world are encouraged to contribute their ideas to this column. Let me hear from you!

Dr. Solomon can be reached at
3610 Sacramento St.,
San Francisco, CA 04611, USA,
or at drcsol@pacbell.net



The Development of Transactional Analysis Theory and Practice: A Brief History



Fifty years ago Eric Berne invented transactional analysis (TA). From the beginning, transactional analysis—which is at once a theory of social and personal psychology and a method of psychotherapy and education—ran into difficulties. This was because Berne expressed his theory not only in scientific terms, but also in terms of his personal idiosyncrasies. He had a penchant for provocative, intuitive neologisms, generalizations, aphorisms, simplifications, and fairy tales that were suited to the rebellious style of the 1960s and made sense to some but shocked, and even revolted, others. He wrote a sensational best seller, *Games People Play* (101 weeks on the *New York Times* best-seller list). In the first 50 pages of that book he gave a summary of his thoughts at a peak moment in his thinking. As a consequence, Berne, transactional analysis, the three circles, games, strokes, and even scripts became part of US popular culture in the 1970s.

In time transactional analysis was reduced to an “I’m OK, You’re OK” parody of itself. As is the case with all such media-promoted fads, transactional analysis sank into oblivion, with editors of major publishing houses refusing to publish anything that included any overt transactional analysis concepts.

As the dust settled, the International Transactional Analysis Association (ITAA), now truly international in scope, lost the majority of its 10,000 members, and transactional analysis ceased to be a “cash cow” for anyone willing to sell it. Berne had died suddenly and prematurely at age 60, and the organization was left rudderless. But transactional analysis was undeniably attractive and useful and had gathered a sturdy and varied group of enthusiasts and followers. In spite of its demise in the media, transactional analysis began its new post-celebrity life. Books about it were still widely read, workshops on it were presented worldwide, and a training and certification program remained an active source of new interest and fresh faces. Today, while the ITAA membership has dwindled to 1500 members, transactional analysis is nevertheless a global movement with easily 10,000 adherents of varying levels of allegiance and theoretical sophistication.

As is the case with any such theory and practice, many bright ideas emerged and many of them faded from view. Some ideas kept their supposed importance but came into disuse—mere icons of an earlier period. Other ideas developed on their own and created whole new movements within transactional analysis. Still other ideas stand alone and are used constantly, inside and outside transactional analysis. Here I offer a few examples:

Bright ideas that disappeared: the intimacy experiment, the script fairy tale, game names such as “NIGYSOB” and others, redefining hexagon, etc.

Ideas that became icons in disuse but are often referred to and tested for in transactional analysis advanced membership examinations: the script matrix, time structure, Formula G, levels of discounting, etc.

Ideas that became a separate movement: The rededication movement of Bob and Mary Goulding; John Dusay’s egogram, which is seriously studied at Japanese academic institutions; Steiner et al.’s stroke-centered emotional literacy training; Erskine and Trautmann’s integrative transactional analysis, etc.

Single concepts that stand alone: Contracts, the drama triangle, the stroke economy, scripts, the (inner) Child, power plays, the Adult, etc.

To summarize, Berne’s transactional analysis can be at least three things:

- 1. A set of ideas based on belief:** Intuitively connected myths, metaphors, and neologisms that are helpful to people who want to understand and change their lives and other people’s lives but that make more sense as morality tales than as scientific or philosophical postulates. This is the basis of TA’s early popularity.
- 2. Heuristic development of useful techniques based on transactional analysis theory:** Modern(ized) methods of psycho-therapy/educational practice based on trial and error, pragmatic findings and the creative use of techniques and/or scientific research from other methods. This is the most likely path for a revival of transactional analysis in the professional community.
- 3. A theory and practice based on scientific research:** This is the only possible basis for a place for transactional analysis in the scientific community and depends on just how prescient Berne was 50 years ago. His vision regarding the nature and importance of strokes and the effectiveness of contracts, for example, has already been demonstrated by independent researchers in the social sciences.

These three aspects of transactional analysis—metaphor, method, and science—intermingle in the minds of adherents of transactional analysis, creating puzzling contradictions for veterans and students alike. One of the outcomes of this is that many think of themselves as “in TA” but are aware of, and sympathetic to, only a part of the broad scope of transactional analysis.

The work on strokes, as an example, encompasses all three aspects:

Strokes as metaphor: Berne’s aphorism “People need strokes or their spines will shrivel up” inspired *The Warm Fuzzy Tale*, which impacted popular culture by creating the ubiquitous phrase, “warm and fuzzy.”

Strokes as method: The use of strokes as a method of therapy/education is thoroughly supported by decades of experience with the efficacy of methods that emphasize TLC (tender loving care), groups, contact, interaction, and touching.

Strokes as science: The scientific aspect of the stroke concept is demonstrated in a large number of research findings on children and adults, showing the importance of human contact for survival.

Not all transactional analysis concepts have that strong a representation in all three areas (metaphor, method, and science). Some have none at all except as metaphors. For example, ego states are only dimly confirmed by research and are useful mainly as metaphors. The hypostatizing tendencies of transactional analysis (turning words that seek to describe phenomena into entities, then speaking of those entities as if they exist) read as naïve, insular, unsophisticated, and disconnected to professionals in many fields. That is why, in my opinion, it makes little sense to debate fine

“These three aspects of transactional analysis—metaphor, method, and science—intermingle in the minds of adherents of transactional analysis, creating puzzling contradictions for veterans and students alike.”

EXAM CALENDAR

Exam	Exam Adm.	Exam Date	Location	App. Deadline
CTA Oral	BOC	Jan. 12, 2003	Bangalore, India	Oct. 12, 2002
	COC	Apr. 10, 2003	Swansea, Wales.	Jan. 1, 2003
	BOC	Aug. 6, 2003	Oaxaca, México	May 6, 2003
TSTA Oral	COC	Apr. 10, 2003	Swansea, Wales.	Oct. 1, 2002
	BOC	Aug. 6, 2003	Oaxaca, México	May 6, 2003
CTA Written	All Regions (Non-Europe)	Your choice	Submit to Regional Exam Coordinator after paying \$50 fee to T&C Council	Your choice
TEWs	TSC	Jan. 16-17, 2003	Bangalore, India	Sept. 12, 2002
	PTSC	Jul. 6-8, 2003	Malmö, Sweden	Mar. 6, 2003

* COC CTA exam candidates who are doing the COC written case study must submit it no later than six months before the oral exam date. Details/application available from the COC Language Group Coordinators.

Note: Exams subject to availability of examiners/exam supervisors. BOC not responsible for expenses incurred when unavailability of examiners/exam supervisors causes exams to be canceled or postponed. To be an examiner for an ITAA/BOC exam, examiners must be at least a CTA for a CTA exam or a TSTA for a TSTA exam.

To arrange to take a BOC exam, contact the T&C Council, 436 14th St., Ste. 1301, Oakland, CA 94612-2710, USA. **Note:** COC people sitting for BOC exams must forward the equivalent of the EATA fee to the T & C Council office. **To arrange to take a COC exam,** contact your EATA Language Coordinator. Check with the EATA office or the EATA Newsletter for the name of the appropriate Language Group Coordinator. **TSC Training Endorsement Workshop fee:** \$395 payable in US dollars to T&C Council, c/o the T & C Council office, 436 14th St., Ste. 1301, Oakland, CA 94612-2710, USA. **COC Training Endorsement Workshop:** to take a COC TEW, contact the European TEW Coordinator, c/o the EATA office.

points of ego state theory. If ego states are metaphors, how can we “study” them as if they were validated and replicated realities?

In fact, it seems that the theory of ego states was a prescient anticipation of the theory of “brain modules” being advanced by evolutionary psychology today. Brain modules are neural networks in the brain that have certain functions developed through evolution and that come into play to perform certain tasks. The Adult is a brain module postulated by Berne, one that maps very nicely onto the neo-cortex (as Berne suggested when he also called it the “neopsyché”). Yet the Parent and Child do not so far map onto any known brain structures, so we must proceed with caution when we discuss them as if they were realities rather than metaphors.

Therefore, more than a handful of ego state subdivisions—or, for that matter, arrows on the script matrix or drivers—become, to me, increasingly less meaningful and akin to the medieval debates about how many angels can dance on the head of a pin. They remain extremely useful metaphors but cannot be taken as hard-core realities.

Other examples of largely metaphorical concepts are scripts and script decisions, both of which have little basis in research. Yet they have proven effective in psychotherapy and have become the basis for a respected method: rededication therapy.

During his life, Berne and his followers generated a great number of interlocking ideas. Until he died, Berne was the sole arbiter of what would be incorporated into the theory; his intuitive decision to commit to an idea defined what would be included as new theory or practice. Since his death, debates about “What is TA?” have no generally accepted system of resolution. Some argue that the question is being answered by the Training and Certification Council and the incorporation into transactional analysis canon of the concepts that receive the Eric Berne Memorial Award. Others argue that nothing should be done to establish what is and what is not transactional analysis. Amid great controversy, as a first step in an effort to establishing an orderly method of theoretical and technical advance, the 1999 Core Concepts of Transactional Analysis were assembled by an ITAA task force chaired by me. These and related issues will be explored in an upcoming special edition of the *Transactional Analysis Journal* on “Core Concepts.”

The 1999 Core Concepts, in five languages, can be read at www.itaa-net.org/resrcsonline.htm

Claude Steiner can be reached at: 2901 Piedmont Avenue, Berkeley, CA 94705, USA; or at csteiner@igc.org

CORRECTION

Pat Crossman’s email address was incorrect in the November Script. Her correct email is patricax@aol.com.

CONFERENCE NEWS

International Transactional Analysis Conference ■ Congreso Internacional de Análisis Transaccional 6-10 August, 2003

Hotel Victoria, Ciudad de Oaxaca, México



Preconference Institutes: Richard Erskine on "Inquiry, Attunement, and Involvement: The Application of Transactional Analysis Theory" (\$95). Ruth McClendon and Les Kadis on "Achieving Reconciliation in Couple, Family, and Family Business Relationships" (\$95).

Guest Speakers: Marina Castaneda of México on "The Invisible Machismo" and "Authoritarianism and Democracy in Everyday Life." Marina Castaneda has a private practice in psychotherapy in Mexico City and Cuernavaca. She studied at Harvard and Stanford Universities, the Ecole Normale Supérieure de Paris, and the US International University. Her last two books, *The Homosexual Experience* and *The Invisible Machismo* had great social impact in México and France. She is the author of more than 250 articles about psychological, political, and social issues.

José Rivas (to be confirmed) is a well-known psychiatrist and professor in Cuba. He has done extended studies and research on personality disorders.

Also, Muriel James, Mary Goulding, Claude Steiner, Fanita English, and Abe Wagner of the USA and Curtis Steele and Nancy Porter-Steele of Canada

A TA 101 will be presented in Spanish (faculty to be announced)

CTA and TSTA exams will be held on Wednesday 6 August

Research posters will be welcome for display during breaks at the conference. Send proposals using the Call for Proposals form published in the September-October *Script* or see the conference website at www.taconference.com.

Bilingual Program Planned: This will be a bilingual English-Spanish conference. If you are interested in joining our team of volunteer interpreters, please contact Patricia Rincón Gallardo at patringal@att.net.mx. Volunteer interpreters will receive free conference registration.

Conference Theme: The theme "Giving and Receiving" was chosen for the 2003 International Transactional Analysis Conference in México in part because our gathering will take place just after the "Guelaguetza" party in Oaxaca. This festival gathers representatives from all the native peoples of the state of Oaxaca, who regale one another with traditions, dance, song, and products from each of their regions. The spiritual meaning of the party is to put into practice a complementary transaction whereby people share strokes and gifts with each other. This mirrors what usually happens at transactional analysis conferences, where participants and presenters mutually enrich each other by stimulating their minds and hearts, giving and receiving experience, and sharing knowledge and recent developments regarding the evolution of transactional analysis. We are also planning to have a mini-Guelaguetza during the party on Saturday evening at the end of the conference.

Conference Venue and Accommodations: The conference will be held in Oaxaca, México, which was founded in 1532 and owes its fame to the beauty and harmony of its architecture, the richness of its cultural traditions, the wide variety of its cuisine, and its year round spring-like climate. Travel to Oaxaca by initially flying to México City and then taking either a second, one-hour plane trip to Oaxaca or a six-hour deluxe bus trip. A special reduced room rate has been secured at the Hotel Victoria, where all conference events will take place so that it will be easy to connect with friends and colleagues.

Hotel Victoria: US \$130/double or single occupancy room (includes tax, gratuity, buffet breakfast). Make reservations directly with the hotel before 1 July 2003 and mention you are part of "TA Conference." Email: reservaciones@hotelvictoriaoax.com.mx; website: www.hotelvictoriaoax.com.mx

For information on less expensive accommodations nearby, see the conference website at www.taconference.com

Tours: On Wednesday 6 August there will be preconference tours to Monte Albán, one of the best preserved local archeological sites, and on Sunday 10 August there will be post-conference tours to nearby beautiful beaches. (For more information about tours see www.taconference.com)

CONFERENCE REGISTRATION

(Includes coffee/tea breaks and opening Mexican party)

	Early Before 15 Dec. 2002	Late After 15 Dec. 2002	Onsite
Regular	US\$230	US\$265	US\$300
Student	US\$135	US\$150	US\$175

Closing parade with Guelaguetza Party and Dinner: US\$30 additional. There will be a minimal charge for the children's program.

Payment in US dollars: If you pay by check, make payable to "New Beginnings-México 2003 Conference" in US dollars through a US bank. You may also charge to VISA or MasterCard (not American Express); indicate total amount charged, including a \$10 fee for each credit card transaction. To register, send your check or credit card information (name on card/card number/expiration date) plus your name, postal address, and phone/fax/email addresses to Gaylon Palmer, 11622 Fair Oaks Blvd, Suite 103, Fair Oaks, CA 95628, USA; phone: 1-916-863-7096; fax: 1-916-863-7098; email: gaylonlcs@aol.com.

Payment in pesos (use exchange currency of the day): (1) Make a money transfer to this account: BBVA Bancomer, Account No. 0135605334, Instituto Mexicano de Análisis Transaccional (IMAT), México City. Make sure the total amount due is transferred to IMAT. Bank charges abroad are paid by the ordering customer. Send an email to registration@taconference.com for confirmation after making your transfer; OR (2) In the Mexican Republic make a deposit to this account: BBVA Bancomer, Account No. 0135605334, Instituto Mexicano de Análisis Transaccional (IMAT). After making the deposit, send your bank receipt by fax to: (5255) 52-71-52-04.

Cancellations received by 1 May 2003 will be refunded in the total amount minus \$300 pesos administrative fee; after 1 May until 1 July refunds will be given in the amount of 30% paid.

Conference Office: Instituto Mexicano de Análisis Transaccional (IMAT), A.C., Agrarismo 21, Col. Escandón. México, D.F. C.P. 11800; phone: (5255) 55-15-06-28; fax: (5255) 52-71-52-04; email: registration@taconference.com.

The Redecision Therapy Annual Conference

will be held 3-5 August 2003 at the Hotel Victoria, Oaxaca, México. Contact: Janet Lee O'Connor, 2012 South Augusta Place, Tucson, AZ, 85710, USA; (520) 360-0007 or (520) 886-0176; southwesttraining@yahoo.com; email: jasmindarvish@yahoo.com.

ORGANIZED BY/ORGANIZADO POR

International Transactional Analysis Association (ITAA) ■ United States Transactional Analysis Association (USATAA) ■ Instituto Mexicano de Análisis Transaccional (IMAT)

ALSO SPONSORED BY

Asociación Latinoamericana de Análisis Transaccional

MEMBER'S FORUM

KUDOS TO ITAA BOARD

Dear Editor,

Congratulations to President Gordon Hewitt and the ITAA Board of Trustees. In the October 2002 *Script*, Gordon reports that the board decided to reduce (yes, that's right—reduce!) the fees in three membership categories. This will reduce ITAA's income by about \$46,000 a year with the aim of increasing membership and thus income over time.

I find this decision deserving of congratulations as it involves creativity, innovation, insight, daring, and even some risk taking. I cannot recall ever belonging to a professional organization that reduced its fees.

As many are aware, the falling membership of the ITAA has been a problem for a long time. Many means have been tried to counteract it with very little success. This current approach hopefully will be successful in assisting the turn around in falling membership. However, even if this specific initiative does not, the decision shows an attitude at board level that is reassuring to me. It means these people have the will and insight to tackle difficult problems in ways that require ingenuity and hard decisions. If such an attitude continues on the board, it is only a matter of time before they hit on the winning formula to this problem. I hope they persist as it indicates some Child ego state in their thinking.

The transactional analysis organization in my part of the world (Western Pacific Association for Transactional Analysis or WPATA) is currently heading in the direction of increasing regulations and fees. I understand that at times it is necessary to do so to survive as an organization. However, it is a risky path because increasing regulations and fees can gain a momentum of its own and spiral out of control. Perhaps this happened to the ITAA. What sane person is going to be attracted to an organization that is becoming more regulated and

more expensive? I hope we (WPATA) do not end up in the same predicament as the ITAA at some point down the track.

Again, well done to Gordon and the ITAA board.

—Tony White, Leederville, Australia

TOUCHED BY BOTH SIDES

Dear *Script*:

As an American who has spent most of her life abroad (in France), I am a dual citizen, touched by what happens to my country of origin yet also sensitive to an outside view of the United States from my land of adoption.

Though moved and in agreement with much of what Bill has written in his *Script* columns, I also had some points of divergence and expressed those to him months ago. I am also not concerned that his expression of a personal position makes *The Script* his personal forum. I was deeply affected by the World Trade Center tragedy, as were so many others, probably because it was so "close to home," even though many more casualties go unacknowledged in countries less familiar to many of us (e.g., Africa). In contrast, the tragedy of 9/11/01 was addressed in our *Script*, month after month, more than I would have preferred.

From my European point of view, I have been relieved to read in *The Script* differing opinions. After all, it is an international newsletter, not an American one. In our *Journal des*

Psychologues, the editor also states his responses to major current events, in the process reflecting the feelings of many, but not all French psychologists. I don't think we need to worry that most members of the ITAA will leave the organization because the *Script* editor takes a left-wing stance. They will agree or disagree, fully or in part, and hopefully say so!

Many of us here in Paris are delighted with the way *The Script* has evolved under Bill's guidance. Every issue gives us something to reflect on. Thank you, and keep up the good work!

—Laurie Hawkes, Paris, France

PRESERVING THE CAPACITY TO THINK

Dear Editor,

We read your articles on the November-December 2001 and January-February 2002 issues of *The Script* and liked them very much. We appreciated that you underlined the necessity to preserve the capacity to think rather than to be stupid all together (quoting Sontag). Actually, it seems to us that at this point in history it is easier and socially more advantageous to adhere to the most stupid political suggestions, like little kids in search of reassurance.

However, in our opinion, in recalling the 11 September attacks we must acknowledge not only the victims killed at the World Trade Center in New York and all those who were traumatized by that terrible event, but also the so-called US "humanitarian war" against

Afghanistan, the inhuman treatment of war prisoners, and the imperialistic policies President Bush and his administration have been carrying out since then all over the world—without restraints and with renewed military arrogance.

President Bush asks Americans to love and care for each other in order to be strong in the war against their enemies. The inducement not to think—especially the inducement to examine reality without using reason and honesty—seems clear to us. We live in Italy, and reality for us includes the fact that the United States has military bases worldwide, and inconsiderate policies of the United States inevitably have bad consequences in other countries as well as in the States, especially if in these other countries there is a political climate that is receptive toward American militarism.

All these considerations involve politics. We think that *The Script* must be concerned with politics if this implies think critically and considering social problems in addition to individual scripts. If we keep challenging our ways of thinking and behaving and guarantee a space for the expression of dissent, perhaps we will be doing something to preserve liberty of thought and press.

We completely agree with you about the importance of tolerating complexity; we believe this is the responsibility of every psychotherapist because it is the essence of our work. However, it seems to us that we can lose sight of tolerating complexity and ambiguity when dissent is labeled a game and thus excludes the possibility of dialogue.

Thank you for challenging our mental laziness to such a point that our wish to answer you was stronger than our fear of not being able to do it correctly in English.

—Valentina Terlato and Paola Piera Ermini, Rome, Italy

GENDER SCRIPTING

Dear Editor:

I am writing in response to the article about the death of Hogie Wyckoff in the August 2002 *Script*. In international culture and social usage, what Hogie observed about the prevalence of gender scripting is so true. Women are under a constant stroke deficit because we are enjoined by our scripting as women to give more strokes than we receive, and we are scripted not to use our Adult capacities but instead to develop our Nurturing Parent. As Hogie maintained, women's scripts promote social exploitation of women, turning us into "stroke cows."

It is true that they milk us dry to meet the needs of the species. The self-sacrificing mother who does not feed her Free Child is not natural to her own cause. The latest trend in Kerala, India, is that the empowered woman is looked upon for succor. There is a persistent, constant demand made of the woman in her empowered capacity until she is drained of all psychic energy. This is the present-day social practice.

—Nileema Pereira, Kollam, India

TRANSACTIONAL ANALYSIS CONFERENCES WORLDWIDE

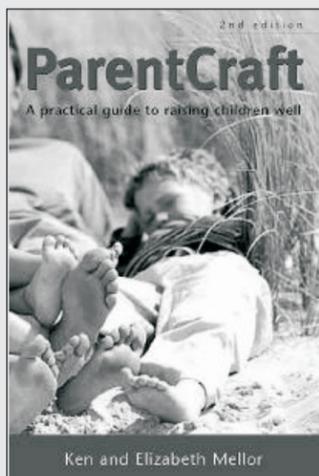
February 4-12, 2003: Frenchman's Cove, near Port Antonio, Jamaica. USATAA Gathering. Contact: Diane Maki, 908-234-1873; email: makisethi@aol.com

April 11-13, 2003: Swansea, Wales. Institute of Transactional Analysis Conference. Contact: Doug Hampson, dhampson@glam.co.uk

August 3-5, 2003: Oaxaca, México. Redecision Conference. Contact: Janet Lee O'Connor, 2012 South Augusta Place, Tucson, Arizona 85710, USA; phone: 520-360-0007 or 520-886-0176; email: southwesttraining@yahoo.com

August 6-10, 2003: Oaxaca, México. International Transactional Analysis Conference (designated ITAA conference). Contact: Instituto Mexicano de Análisis Transaccional, Agrarismo 21, Col. Escandón, México, D.F. C.P. 11800; fax: (5255)52-71-52-04; email: information@taconference.com

July 30-August 1, 2004: Bangalore, India. International Transactional Analysis Conference (designated ITAA conference). Contact: C. Suriyaprakash, email: iitac2004@hotmail.com or child_asha@hotmail.com



ParentCraft by Ken & Elizabeth Mellor

Combines love, strength, caring, understanding, common sense, and fun. This book has made a difference to many people.

"I feel I'm back in charge of myself again."

I...can only say I wish you'd written it 17 years ago! Maybe then I wouldn't be wishing for a rewind button for my teenager! I've passed my copy along to a friend who has a six-month-old boy.

— Rita, Hawaii, USA

ParentCraft is practical and has a knack for showing how to provide what children need. It includes:

- ways of loving
- methods for guiding and controlling children
- getting children to talk to us
- talking to them clearly
- getting them to do what they don't want to do
- having fun
- developing self-esteem

"How great it is to find a book that I can read easily with things that really work with my kids." — Father of three

ParentCraft is one of those special books that, once read, moves people to share it with others. — Eric, USA

Contact Biame Network to order.

Price is US \$13.00 plus postage & handling (approx. US \$4.00 per book.) (Cost varies with exchange rate.)

Order through:

- mail to PO Box 271 Seymour, Victoria 3661, Australia
- Email: shop@eck.net.au
- Website: www.biamenetwork.net
- Tel.: +613 5799 1198
- Fax.: +613 5799 1132

CLASSIFIED AD
Straight-shooting computer repair guy.
Jim Cooley/Computer Closet.
415-642-1651

me as well. As the years go by, I learn meaningful things, but most fit into the transactional analysis framework. So it has remained my basic framework.

BILL: You refer often in your work and writings to the importance of permission. In fact, the article that you and Barbara wrote many years ago on the hierarchy of permissions first drew me to your thinking. Can you say more about your understanding of permission and the impact permissions have on clients?

JIM: Permission is a central idea for me. I see permission and the use of permission now somewhat differently from how it was originally conceived. I have been much more aware and appreciative of not giving permissions directly and verbally—"I give you permission to . . ." that sort of thing—but of indirect, non-verbal permissions that are communicated through the quality of and interaction in relationships. Richard Erskine refers to this sort of thing as meeting relational needs. I'm also interested in how permission, or the lack of it, is provided in and through the environment.

BILL: What do you mean by permission through the environment?

JIM: Well, on a basic biological level, there is experience-dependent gene expression. For certain genes to function, there must be certain inputs from or opportunities in the environment at the right times. If the environmental cues—permissions, if you will—are missing, the genetic potential doesn't develop, or at least not fully. Most of us as therapists think about infancy in terms of attachment patterns, the influence of attachment on subsequent relationship development and on the establishment of basic, existential life positions. Those

are very important, but there are many other genetically inherited but environmentally determined neurological patterns as well. For example, there is a critical period between 4 and 8 months for distinguishing language sounds. If there isn't an appropriate environmental input, this capacity doesn't develop.

BILL: You mean that a certain acuity or sensitivity to sound and language differentiation doesn't develop?

JIM: Right. For example, take the transition from the sound of "b" to "p." As a sound is morphed from a "b" to a "p," those of us raised in an English-speaking environment notice a change only about halfway through the transition. But someone raised in a Thai-speaking environment can pick up about five different gradations between "b" and "p."

This brings to mind a study of 800 artistically gifted ad-



"Can you say more about your understanding of permission and the impact permissions have on clients?"

"I have become much more aware and appreciative of not giving permissions directly and verbally but of indirect, nonverbal permissions that are communicated through the quality of and interaction in relationships."



olescents that I'm working on right now. We're looking at what seems to be involved in the support and cultivation of their specific artistic talents. For example, what are the permissions that are offered—and not offered—by society that can facilitate or hamper an individual's development of specific artistic potential?

BILL: So these are, in essence, permission structures afforded by the social environment?

JIM: Yes, I think so: permissions, but also protections. In regard to various art forms and training in the different arts, what does each have to offer? How are they different? Dance, for instance, offers some things that are different from those offered by poetry, and the modern dancers I am studying are different from the ballet dancers. Each art form offers certain kinds of permission. We need permissions from the environment for their talents to develop. So I'm using the term permission in a much broader sense, I think, than it was used by Schiff or Crossman or Berne.

BILL: How did you become interested in studying the arts?

JIM: I have been very interested in the role of the arts in terms of psychological resilience, especially in adolescence. We're doing this study through the Oklahoma Arts Institute, a program for gifted adolescents, of which I am now a board member. My interest also comes from the fact that my son is a sculptor.

BILL: Will the results be published?

JIM: I hope they will be eventually. This may all seem, at first, to be far afield from transactional analysis, but I don't actually think it is. Basic transactional analysis ideas—permission, protection, the manifestations we call ego states, script, existential life positions—these are all so useful and clarifying, I think, in so many areas. I gather from your writing that this is your experience as well.

BILL: Absolutely. So now for the organizational question. Whatever possessed you to be interested in the ITAA presidency?

JIM: (laughing) Well, that's a good question. I feel that the organization is at a major turning point. In many ways the ITAA has been very successful in accomplishing the goal of spreading transactional analysis throughout the world. That's largely done now. There are transactional analysis organizations in many countries as well as smaller living-learning communities in many places. At this point it is important to look at what we need to do next to become a truly international organization. The organization is changing but we are not sure where we are going. Perhaps we will evolve into more of a federation. There is already a push in this direction. The use of websites in many languages and reducing our fee structure may allow us to be more inclusive. Hopefully these are the kinds of changes that will bring back some of those individuals who have dropped out, but more importantly,

various professional organizations whose dues paying members number only a few hundred people, but through journals, conferences, and websites they maintain an important presence and influence within the professional community.

JIM: Yes, that's one of the things I think the ITAA needs to do. We have the *Journal*, videotapes, books, and conferences, for example. We need to provide a professional, scientific, and intellectual base for members. I have also thought we need to help local national organizations gain acceptance from third-party payers and from university and professional communities. There are, I believe, important lessons to be learned in this regard from our failure in the United States to do this.

BILL: And along with the presidency of ITAA on the horizon, I understand there is a book in the works.

JIM: Yes, there is a book in the works, in the works a long time. It's proven to be a lot more complicated than we had imagined. It will be titled *Therapeutic Journey: Practice and Life*. It is a collection of papers mostly written by Barbara and me, though a few were coauthored with others over the years. They are updated and annotated with much new material. The articles include some things that are very simple, written for those beginning to work with people, such as some chapters taken from a book Barbara and I wrote, based in transactional analysis, for general physicians and psychiatrists on how to conduct diagnostic interviews and do assessments.

In addition, the book contains a section on our ideas about psychotherapy. It's heavy on permission and redecision. There are a couple of articles on working with children, articles on constructivism and script theory, and a long case history of work with a ten-year-old boy who thought he was dead. Although the largest section of the book is on therapy, there is also a section on biology and neurology, topics that interest me a lot. That section includes one older article on the biological basis of strokes, but most of the material is on neuropsychology of the last 5 to 8 years and how it applies to transactional analysis. The book also has several chapters on social issues, including an interesting one on the psychosocial tasks and development of the Plains Indians, and specifically the development of their white selves and native selves. A couple of the articles consider the effects of the Oklahoma City bombing, including the adjustment of mothers and grandmothers who had children killed in the bombing. There is also an article on the 1921 Tulsa race riots, the largest race riot in the history of the United States. As this section makes clear, one of the things that intrigued us throughout our careers was how we can and cannot apply ideas developed in the therapy room to larger social issues. In a way, the book is autobiographical, the story of what interested Barbara and me and how our ideas changed, our own therapeutic journey.

BILL: As you pulled all of this work together, 30 years of writing, what stood out to you?

JIM: The most striking thing was how strong, important, and enduring the basic ideas of transactional analysis have been for us. The surface has changed and ideas from other fields have been incorporated, but the basic core of transactional analysis remains strong throughout.

BILL: And that's over a broad range of interests, too!

JIM: Yes. As I said, the largest section of the book is on psychotherapy, but it includes a lot of other topics as well. Personally, this book project came at a good time in my life, our life. We started to put it together during the last year of Barbara's life. It gave us a chance to do a kind of life review. I hope it will be useful for others. It certainly was for me.

BILL: Thank you, Jim.

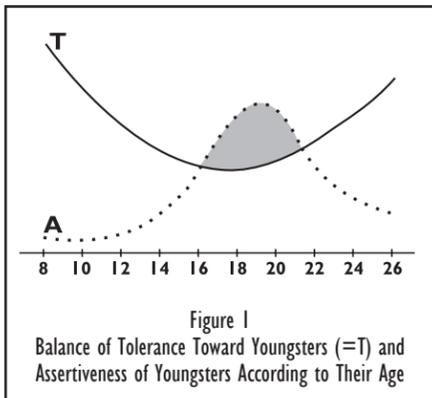
Welcome to New Members

NEW MEMBERS	MEMBERSHIP SPONSOR
June 2002	
Junko Amano	Chie Shigeta
Keiko Aoyama	Michiko Fukazawa
Judy Friedman	—
Elaine Garofal	—
Kent Johnson	—
Mayumi Kania	Chie Shigeta
Patricia Mizera	Sr. Donna Marie Perry
Carol J. Simms	—
July 2002	
Carlos Huajardo	Angela Melgar
James Leslie Luck	—
Karen Minikin	—
Kota Takahama	—
August 2002	
Nirmal Choudhary	—
Teresa Cornish	—
Asha CTS	—
Alicia Garcia	—
Marta Gehringer	—
Kazuaki Kato	Tomoko Abe
Nielse Maluf	—
Charlotte Michie	Vann Joines
Prue Muschamp	—
Suzanne Paton	—
Toshiko Yoshizono	Yoshitaka Moronaga
September 2002	
Shin-Ichi Amino	Chie Shigeta
Teresa Brasier	—
Hedy Hug	—
Tetsuya Yamazaki	—
October 2002	
Elaine F. Cherry	—
Kikuo Endou	Yoshitaka Moronaga
Adra Lovley	—
Catherine O'Sullivan	—
Sabar Rustomjee	—
Ruriko Ushijima	Chie Shigeta

Violence, Let's Talk

continued from page 1

During puberty the curve of assertiveness goes up: Youngsters are struggling to develop their own identity and rebel against parents and other authorities. One could say that there is a struggle between P_2 , or the values of parents, teachers, and others, and C_2 , or the youngster's needs and wants. In time, A_2 will choose an individual direction, integrating values and needs and shaping P_2 to the form that fits the young adult person. This takes about 10 years.



At the same time, tolerance toward assertive manifestations in young people is, in general, lower during puberty. Often parents and teachers are convinced that it is important for adolescents to learn values and norms, and the result can be an exhausting exchange of parallel Parent-Child transactions, sometimes ending in more or less harmful games.

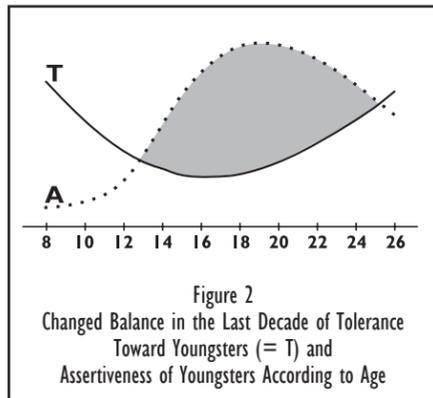
Van den Brink explains how aggressive youngsters often are underdeveloped in affectional, social, and cultural respects. Often they grow up in difficult social circumstances and do not learn enough coping strategies to keep up with others of their age. They have a shortage of social commitment, are loners, or join "gangs" with specific codes.

At the same time, Western society has adopted an increasingly assertive lifestyle. People want freedom to make their own choices, individuality and autonomy are highly valued, and there is little objection to putting oneself first. The difference between being self-assured and being selfish is sometimes hard to distinguish. For example, people raised in other, more communal cultures (e.g., individuals from Turkey, Morocco, other African or Asian countries or the Antilles) experience a major difference between their values and those of Western cultures. In the assertive lifestyle of Western cultures, self-respect is exaggerated and sometimes even inflated. "We deserve respect" has

been a common slogan in recent times, and if respect is not given by another, it is not hard to force "respect" by an act of aggression. This exaggerated idea of self-respect is, however, unstable and vulnerable.

The results of such a cultural dynamic are shown in Figure 2.

At the same time assertiveness as a value has increased in significance, tolerance for manifestations of such assertiveness in young people has decreased, which results in problems, represented by the longer, wider space between the curves in Figure 2 as contrasted to the space in Figure 1. The stage of "being young and wild" is longer these days. For example, in some ways youngsters are more self-reliant at earlier ages: their first sexual experience is often between the ages of 14-18, and they often earn quite a bit of money from evening and weekend jobs, money they can spend as they like instead of having to give it to their parents for the household. On the other hand, young adults are having children at later ages, so the time when they assume more responsibility is postponed.

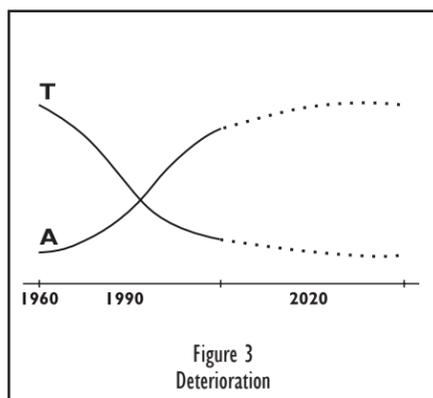


We see the resulting problems of this dynamic especially in social situations in which violence is easy, anonymous, and without many consequences: graffiti and vandalism in railway stations, hooliganism after soccer games, fighting on weekends after going to the pub.

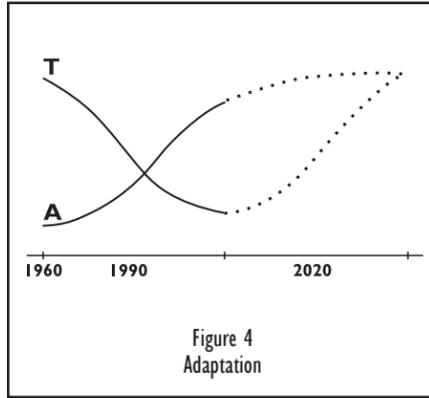
Individual and Societal Responsibility in Relation to Violence

What will the future look like and how much power do we have to influence it? Van den Brink suggests three possible scenarios, beginning from the idea that in Western society between 1960 and the present, assertiveness as a value has increased while tolerance for assertiveness in youngsters has decreased. (The dotted lines in Figures 3-5 represent projections into the future.)

1. DETERIORATION: In this scenario (Figure 3), as assertiveness increases and tolerance decreases, there is more confrontation between youngsters and authorities, less a feeling of safety, and more ghettos or areas of cities in which it is not safe to go. As we know from transactional analysis, parallel transactions between Parent (society reacts more and more repressively) and Child (adolescence is prolonged, with more testing limits and illegal acts) can continue endlessly and do not result in change. This is not a scenario to which any of us would look forward.

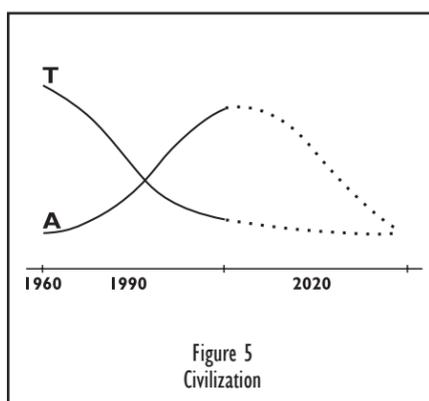


2. ADAPTATION: In this scenario (Figure 4), people get used to the level of assertiveness in society. They accept that youngsters have a stage of puberal, maybe aggressive behavior, but they assume this will decrease gradually once young people assume more work and family responsibilities. In the meantime, rich people lock themselves up in their estates, elderly people are afraid to go shopping or to open the door to strangers, and some urban areas are the domain of gangs, where even the police do not dare to intervene. There is also the possibility that the assertive or aggressive behavior will not remain limited to youngsters but will spread to other age groups as well.



Recently I experienced an example of this that rather shocked me. I was cycling home, and in front of me an elderly lady—at least 60 years old and neatly dressed—was riding her bicycle. I was just preparing to pass her when she suddenly swerved to the left, causing a rather dangerous situation. I called out, "Lady, please, extend your hand when you go to the left." She called back, "Fuck off." I nearly fell off my bike in astonishment and later wondered if that woman has perhaps adapted to the increased assertiveness in society by using words she might not have used five or ten years ago. This scenario is also not an appealing one.

3. CIVILIZATION: In this option (Figure 5), assertiveness decreases to a much lower level, where it eventually meets the level of tolerance. The scenario of civilization means, in the words of transactional analysis, individuals are autonomous but from the position of an Integrated Adult. This involves self-directedness from a stable self, with a balance between the needs and freedom of the Child and the rules from Parent. In such a scenario, the freedom modern life offers is balanced by explicit rules in society, rules that are maintained and that if broken lead to serious consequences.



In Western society we now see an imbalance between the broad acceptance of an assertive lifestyle and the unequal distribution of cultural and social assets that would put this assertive lifestyle in a civilized form. To remove this imbalance, we must invest in the social and cultural development of lower- and middle-class families. We know, for example, that problem children often are already recognizable at age 9, when they are just difficult and steal from their classmates. To help them at that age is easier and a better investment than waiting until they are 16 and end up before a judge for burglary or stealing scoot-

ADVANCED TRANSACTIONAL ANALYSIS TRAINING

Transactional analysis training is now available internationally via correspondence from the Gregory Institute for Transactional Analysis with Linda Gregory, TSTA, in Australia.

This training is provided via videos (in English) or training lectures, with contact and supervision via email, phone/fax, and audiotapes.

For a brochure and costs, contact Linda at lgregory@central.murdoch.edu.au or 3 Trafford St., Beaconsfield, WA, Australia, 6162; phone/fax: 61 8 9335 6950

ers. Participation of youngsters in shaping their own environment meets their need for autonomy and can take place within the norms and values of society.

Although autonomy and independence are important values in Western society, during traveling and teaching in Russia and Asia I learned the relative nature of those values. Being part of a community, living together with a family larger than two parents and one or two children, and having to adapt to the needs of a bigger group—these are things many of us in Western society have lost touch with and that might be partly a cause of our troubles with violence. We can learn a great deal from other cultures in this respect.

Which brings me to one of the reasons I am so enriched by transactional analysis and my involvement in the worldwide transactional analysis community. Through both the theory and our relationships with transactional analysis colleagues and friends, we have the opportunity to learn about other cultures. I hope that this conference will be another opportunity for exchanging views, learning from and with each other, and—not to forget—having fun.

Moniek Thunnissen is a Teaching and Supervising Transactional Analyst and was president of NVTa, the Dutch Transactional Analysis Association, at the time of the Utrecht conference. She works as a psychiatrist in Psychotherapeutic Centre De Viersprong. She can be reached at m.thunn@xs4all.nl.

REFERENCE

van den Brink, G. (2001). *Geweld als uitdaging: De betekenis van agressief gedrag bij jongeren* [Violence as a challenge: The meaning of aggressive behavior in youngsters]. Utrecht: NIZW.

INFORMATION WANTED

Training in Transactional Analysis: The ITAA office would like to hear from members who are doing ongoing training in transactional analysis for 2003. Please send details to Ken Fogelman at ken@itaa-net.org or write to the ITAA office, 436 14th St., Suite 1301, Oakland, CA 94612-2710, USA, attn: Ken Fogelman. Please include dates of training events and contact information for further details. We would also love to receive copies of your brochures or flyers, c/o Ken at the ITAA office.

Book: If you know how to obtain a copy of *Guide for Use of a Life Script Questionnaire in TA* by Paul McCormick (Transactional Publications, San Francisco, 1971), please contact Fabio Drigani at fabiodrigani@inwind.it or write him at Strada degli aceri, 48/1, 33030 - Basaldella di Campofornido (UD), Italy.

ITAA WEBSITE: www.itaa-net.org

The ITAA website provides comprehensive information about every aspect of the ITAA. Recent additions to the site include links to upcoming international, national, and regional activities as well as membership criteria and an application form. If you want your website linked from the ITAA site, please forward the site address (URL) to Elaine Frances at elaine@itaa-net.org. Please also forward to her any suggestions, feedback, and information for upcoming events.



Participants of an advanced transactional analysis course run by Tony White in Singapore earlier this year. Tony can be seen in the second row, first on right. Workshop organizers Edwin Tan (back row, first on left), Jessica Leong (front row, fourth from left), and Cheryl Leong (front row, second from left) are also shown. Cheryl is Jessica's daughter and became an ITAA trainee with Tony at this workshop. Tony writes, "I am always impressed with the quality of the Singaporeans knowledge of transactional analysis theory, and this workshop was no exception."

Asian Region

Asha Counselling and Training Services is proud to report that they conducted the fifth annual regional meeting on Transactional Analysis and Human Development at Hotel Surya International, Coimbatore, India, on 21-22 September 2002, in association with Relations-Organizational TA consultants. The meeting was a grand success, with over 100 delegates from as far away as Bangalore, Kerala, Chennai, and Mumbai participating in four workshops. A TA101 for 36 delegates was conducted by P. K. Saru, Susan George, C. Suriyaprakash, and I. A. Mohan Raj. Many of the participants indicated interest in attending a script analysis workshop and also in advanced training in transactional analysis. During the meeting, Tripura Kashyap, a leading dance therapist, led a workshop on dance/movement therapy entitled "Dance of Healing." This workshop showed how to use movement with children and the mentally retarded and was attended by over 20 therapists, counselors, and teachers. Tehentan Dhabhar, PTSTA, conducted a workshop for 20 advanced transactional analysis trainees on "Discounting, Rackets, Games and I: How We Deal with Unresolved Symbiosis." Stephen Titus, CTA, and Leo Lobo, NLP practitioner, conducted a workshop on "Springing the Source and Sourcing the Spring" for nearly 20 executives, managers, and supervisors. This workshop focused on using transactional analysis and neurolinguistic program-

ming to realize one's potential and lead a fulfilling work life. In addition, during the evening of the first day, transactional analysis trainees and trainers met to discuss aspects of training, the international transactional analysis membership and training scenario, and the forthcoming ITAA designated conference in Bangalore, India, in July-August 2004.

Fredrick Boholst of the Philippines writes that on 17 September 2002 he successfully defended his dissertation, which is titled "The Influence of Scripts and Life Positions on Psychopathology and Positive Mental Health: A Structural Equation Modeling." He is now pursuing further research, including investigating the relationship between life positions and attachment styles using the life position scale he developed and reported on in his article in the January 2002 *Transactional Analysis Journal*.

European Region

The International Association of Group Psychotherapy will hold its 15th International Congress in Istanbul, Turkey, 25-29 August 2003. The theme is "Crossroads of Culture: Where Groups Converge." For details, see www.iagpweb.org.

Nadyezhda Spassenko writes, "We gave out 115 TA101 certificates in the three 101s that Yelena Sergeyevna Soboleva, PTSTA (EATA), taught in early October. This brings to over 400 persons in the Ukraine who have heard the transactional analysis material presented in this course. Today I meet with the head of the Innovative Program Department of our Pereyaslav Peduniversity to design a regular EATA training program into the university offerings. The university advertises nationwide and this program will serve as a powerful drawing card."

The panel on "Ego States and Violence" at the Utrecht conference was originally to be chaired by Charlotte Sills with panel members to include some of the contributors to a book in a series on key concepts in transactional analysis. The book, *Contemporary Views of Ego States*, is edited by Charlotte Sills and Helena Hargaden and published by Worth Publishing. It contains chapters by authors from various countries and backgrounds, including Bill Cornell, Richard Erskine, Fanita English, Steff Oates, Keith Tudor, Michele Novellino, Diana Shmukler, Adrienne Lee, Katarina Gildebrand, Suhith Shivanath,

Mita Hiremath, Charlotte Sills, and Helena Hargaden. Each author describes his or her understanding and use of the ego state concept, from addressing early development to working in the here and now. At the last moment, neither Helena nor Michele could come to Utrecht, so Charlotte joined the panel, Carlo stepped in for Michele, and Elana Leigh was asked to chair. The discussion covered a variety of topics, including how violence can range from deliberate attack, to revenge, to a desperate Child attempt to make an impact/be heard/fight for survival. Fanita related the topic to her Undersure-Oversure model, and Bill had interesting comments to offer on the connection between violence and the body.

North American Region

Eric Sigmund, Certified Transactional Analyst (psychotherapy), has been invited by *Black Belt* magazine to contribute a regular column on relationships. The Fall 2002 installment is entitled "Zero Tolerance: Stop Abusive Behavior in Your Relationship Before It Puts You in Danger." In the same issue, he and coauthor David Anson Russo also published an article entitled "Escape Made Easy," which describes how everyday movements can be turned into quick self-defense maneuvers.

In Memorium

Ken Lessler, PhD, Certified Transactional Analyst, died on 25 October in his home in Pittsboro, North Carolina, after a long 15-year battle with cancer. George Imperato and Gloria Wax write, "In spite of his illness, he continued to maintain an active personal and professional life up to the very end. When asked how he did this his response was, 'active denial.' Ken was quite active in transactional analysis from the early 1970s to the mid-1980s, contributing book chapters and journal articles. We are sure ITAA members will remember him."



Panel on "Ego States and Violence" at the Utrecht conference (from left): Bill Cornell, Charlotte Sills, Elana Leigh, Fanita English, Carlo Moiso, and Richard Erskine.

EBFF Grant

continued from page 1

I devised a questionnaire to assess the students' ego state profiles and found, to my surprise, that instead of being high in Adapted Child as I expected, when compared with the control group, the at-risk students were low in Nurturing Parent. If this finding can be independently established, it has significant implications for work with all at-risk individuals, regardless of age. Of course, the positive aspects of all ego states need to be developed in at-risk young people, particularly Nurturing Parent and Adult.

A few other things also stood out from the results of my study. First, the more acknowledgment, recognition, affirmation, and praise students received for being themselves and for their behavior, their efforts, and their achievements, the more likely these aspects and behaviors would be repeated. While this may seem obvious and hardly new, there are still often elaborate discipline systems in schools that tend to note and punish negative behaviors while giving rewards sparingly and only to a few.

Second, a positive classroom climate is an outcome of both student and teacher behavior. If

this is accepted, then teacher behavior must be seen as a key factor in the promotion of a positive classroom climate. More care needs to be taken in teacher selection to ensure that teachers have appropriate personality traits as well as qualifications, especially since studies have shown that more negative than positive strokes are observed in teacher-pupil transactions. Selecting teachers with appropriate personality traits is even more important when we consider that with economic cutbacks, teachers and other school staff may be the only mental health workers that some students will ever know.

The Case for Transactional Analysis in Schools

I believe a strong case can be made for the value of teachers learning transactional analysis. It has wide applications in schools, and numerous studies demonstrate that teachers with a knowledge of transactional analysis are likely to promote positive behavior in students. Teachers with an "I'm OK, You're OK" life position are likely to teach better and relate well. In my study, teachers found that information on games, rackets, and script theory were most relevant to teaching, with ego states and strokes also of interest. There is a need to make such information and training in transactional analysis available for both trainee and

practicing teachers; one way to do this would be to make the TA 101 a credit course toward teaching qualification.

"To my surprise, instead of being high in Adapted Child, as I expected, when compared with the control group, the at-risk students were low in Nurturing Parent."

One of the main advantages of transactional analysis as a method for use with at-risk young people is that it is straight. Many such youngsters have developed ways of avoiding clear and open communication. In my study, not only did the sample group learn new and better ways to communicate, their attitude also changed, which was a key factor in bringing about other changes. It is important to acknowledge, however, that it takes time to build a relationship and real trust between an adult helper and an at-risk young person. Although the actual study described here was carried out over six months, I had been working with some of these youngsters for up to a year prior.

Recommendations

As a result of this study there are two main things I would like to see happen:

1. For the education sector to become more aware of the potential benefits of transactional analysis
2. For more work to be done on the significance of raising the Nurturing Parent ego state in at-risk young people

Thanks again to the ITAA for early assistance in the form of the Eric Berne Fund for the Future grant. I was also most fortunate to have two of the most positive people in the world helping me: my supervisor, Associate Professor Darrell Fisher of Curtin University of Technology, and my associate supervisor, Dr. Gordon Hewitt of Wellington, New Zealand. My thanks to them as well.

Stuart Slater, PhD, is a member of the ITAA and works as a guidance counselor at Wellington College, Wellington, New Zealand. He can be reached at PO Box 16073, Wellington, New Zealand or at SR@wellington-college.school.nz. His dissertation can be seen online at <http://john.curtin.edu.au/theses/available/adt-WCU/20020225.160225/>