

Celebrating Differences

by Charlotte Sills

The following are excerpts from the keynote speech delivered by Charlotte Sills at the ITAA/CHILD conference held in Bangalore, India, 30 July–1 August 2004.

I was honored, excited, and a bit daunted to be invited to deliver this address. I think that recognizing and tolerating differences is one of the biggest challenges we face as human beings, and it seems that this is not just a phenomenological experience but a scientific fact. Research into the brain and body shows that we are hardwired or programmed to reject differences. A simple and accessible model of this is the triune brain, first identified by Paul MacLean in the 1970s. Since then, neuroscientific research has blossomed, and current thinking is that neural networks connect all levels of the brain so that they work together. Nevertheless, structurally, the idea of three areas of the brain still broadly applies.

Before going further, let me briefly summarize the three parts of MacLean's (1990) triune brain. The lowest section of the brain around the brain stem area is called the "reptilian brain" because in structure and function it resembles the average brain of a reptile and still responds to the world



Charlotte Sills presenting her keynote speech in Bangalore

much as it has for the last 100,000 years. It is alert to difference and responds to it by quickly deciding whether to mate with it, eat it, fight it, or run from it. The mammalian or limbic brain comprises an affect-laden replay of implicit memories that strives for connection and acts from old patterns and transferences. Our sense of self, our identity, lies here and is at the heart of how we construct our world, so difference in this context threatens our entire frame of reference. The third or highest area of the brain is the neocortex, which is found only in higher apes and humans. This is the part that says "I exist, and I can understand the world and reflect on my experience." It is the part that tries to find the universal truth of our existence in order to make it more manageable. It is also the part that can communicate with others. Although it accounts for 85% of human brain mass, it has the least power over our responses. The neocortex has learned and developed beliefs and ideology about the value of treating others in a particular way. While these beliefs are emotionally based in the limbic system, this is the domain of conscious motivation based on aspirations, hopes, values, and so on.

Our aspirations, however, are frequently undermined by the power of scripting and games that reinforce the "lower" parts of our brains. When natural parts of ourselves—anger, envy, competitiveness—are not accepted in our early childhood environment, we learn to repress them or split them off. They become "our shadow," which we then project onto others. As Gandhi said, "The only devils in the world are those running around in our own hearts. That is where the



After receiving her Eric Berne Memorial Award, Pearl Drego (center) enjoys the moment with (from left) Thillai from Chennai, current VP of Research and Innovation Gianpiero Petriglieri, former VP of Research and Innovation Claude Steiner, and ITAA President James Allen.

battle should be fought" (as cited in Erikson, 1969). In other words, we see in difference our distorted projections. Enemy-making thus serves a vital purpose: Those qualities that we cannot tolerate in ourselves we unconsciously and painlessly attribute to our enemies. The urge, therefore, to denigrate or even destroy difference is huge.

Frighteningly, we play this out on a global stage. In today's world, on every continent, we see pain and war, persecution and oppression based on fear and hatred of difference or a desire for

power and exploitation of differences. Globalization seems to have increased our natural desire for universal truth: We want to know what is happening, what makes sense. We want everyone to agree and live by the same code. This has led to what Sacks (2002) describes as politicizing religion and "religionizing" politics.

Religion—from the Latin word *religare*, which means "to bind together"—is, by definition, intended to bring people together under one set of beliefs—thus excluding others. Politics, on

continued on page 6

Intention Orchestrates Outcome

by P. K. Saru

The intention was a soul-stirring conference; the vision was a conference reflecting the learning philosophy of "Living Learning." How we would do it was the question I mulled over in my mind for many days. The easiest way to have a well-run conference would be to entrust it to a professional event manager. But if we did that, how would we experience "Celebrating Differences," interdependence, team building, interacting, relating, and bonding with each other from a position of "I'm OK, You're OK"?

That was the macro picture that I, as convener, dreamed and envisioned for the 2004 ITAA/CHILD conference scheduled for 30 July–1 August 2004 in Bangalore, India. The details were built into it, because the "intention orchestrates the outcome." Now, with the conference a thing of memory, I am happy to say that the intention was realized, and with great pride and joy I can truly say of the outcome, "We did it together."

The core conference organizing team from CHILD (Centre for Holistic Integrated Learning and Development) charted out the objectives of the conference as follows: a united transactional analysis community in India presenting a conference to the international transactional analysis community that would stir and satisfy and



Conference convener P. K. Saru addressing delegates at the opening session for pre-conference institutes

celebrate differences of all kinds—theoretical, philosophical, spiritual, social, cultural, and gender based. The next objective was to make it affordable and reachable for as many participants as possible who were in the pursuit of growth and development. The third objective was to highlight and present India's spiritual heritage in every aspect of the developmental process (physiological, psychological, emotional, and spiritual).

We obtained the full backing and support of all the transactional analysis centers and professionals in South India. It was also an added and befitting bonus that Pearl Drego from Delhi in the north of India was awarded the Eric Berne Memorial Award during the conference. That made the process complete and whole.

There were about 360 delegates attending the conference. The scientific program included presentations in all four fields of transactional analysis (psychotherapy, organizations, education, and counseling) and also offered a special track on Indian philosophy and spirituality. The highlights of the scientific program were the three keynote speeches (Charlotte Sills, Dr. H. R. Nagendra, and Julie Hay) and eight channels of simultaneous sessions. Each day the sessions

continued on page 4

Bangalore Business Meetings Reflect Many Positive Developments

by James R. Allen

At some 3000 feet above sea level, Bangalore is a cool garden city. It was also the site of this year's joint conference of the ITAA and the Center for Holistic Integrated Learning and Development (CHILD). Members of the coordinating committee ensured that the meeting ran smoothly and efficiently, as fitting for an area known as "India's silicon valley." They also ensured that it ran with a warm and gentle graciousness.

The conference well exemplified the theme, "Celebrating Differences." Fr. George Kandathil of Kerala stated on the opening night, "I can be me only because of you." Indeed, with 29 states, 13 official languages, over 1000 dialects, and one-sixth of the world's population, India is known for its "unity within diversity." However, the theme also epitomized a pressing need throughout today's world.

Early morning support/yoga/discussion groups were followed by keynote speeches, then eight parallel workshop tracks covering all fields—education, organizational development, psychotherapy, and counseling—as well as a track devoted to the relationship of transactional analysis to Eastern philosophical traditions. Evenings brought wondrous cultural events.

In the context of this splendid conference, the ITAA Board of Trustees devoted significant time, energy, and thought to the business of the association, and I offer a brief summary of that work here, beginning with a financial update.

The Current Situation of the ITAA

We were able to cut expenses by some \$40,000 this last year, and although we continued to spend about \$150,000 more than we took in, we ended 2003 with a net loss of \$11,000 as opposed to a net loss of over \$300,000 the previous year. This was possible largely because of the improved U.S. stock market. However, we now have sold all of our U.S. treasury bonds, and so far this year the stock market has not done well. Our treasurer, Vern Massey, presented

continued on page 2

the statement of our current financial position in the last Script.

For 2005, we have further cut expenses. This includes a decision not to renew the lease for the current Oakland office and the appointment of a subcommittee to explore other administrative savings. Nevertheless, we intend to improve our services, including significant developments in *The Script* and the *Journal*, now under the auspices of our new Vice President of Research and Innovation, Gianpiero Petriglieri.

Our membership as of 31 December 2003 was 1,400. This is 84 people less than the previous year at the same time. Our members come from 82 different countries, although the majority come from the United States (464), England (160), Japan (138), and Canada and New Zealand (64 each). The fastest growing areas in terms of new members are Canada, England, and India. Members who dropped out reported a variety of reasons but especially the expense and their decision that some services seem better provided at a local level. A significant number said they just forgot to renew.

Meetings

The board met in Bangalore for two full days before the formal conference; the general membership meeting was held on 30 July. In addition to the usual business of an ongoing organization—such as reducing expenses while improving services—board members devoted considerable effort to the tasks of reconceptualization and transformation. Among the questions we explored were: What should be our core func-

tions? What services could we provide better? What sort of organization would we need to do this? How best can we address the factors that block such development? For a significant part of this process, two of our organizational consultants—John Parr of Romania and Günther Mohr of Germany—served as facilitators.

At this point our vision can be summarized as follows: The ITAA is a global organization dedicated to supporting and developing the transactional analysis community by:

- Encouraging, supporting, rewarding, and popularizing personal and professional development and high quality research
- Supporting nonhierarchical international networking in the transactional analysis communities through:
 - ❖ *The Script* newsletter
 - ❖ the Web site
 - ❖ international conferences
 - ❖ a bibliography of relevant transactional analysis publications
 - ❖ the *TAJ*
- Serving as a clearinghouse for information, communication, and mentoring needs
- Publishing a world-class journal (the *TAJ*)
- Maintaining updated international standards of training, education, and certification
- Advocating for and promoting the professionalism of transactional analysis practitioners, taking advantage of our being an international organization
- Providing a “historical memory” of the development of transactional analysis theories and methods
- Providing an ethical framework for practitioners
- Networking with other behavioral science organizations

Evolution and Transformation

If you have not already, you will soon receive a copy of our impressive new products and services catalog, recently developed by Vice President of Development Gaylon Palmer. In it you will find information about our products and services, such as the exciting new Moiso-Crespelle DVD. Soon you will also begin to notice changes in *The Script* and the *TAJ*. Claude Steiner, our first Vice President of the Internet, has made improvements in the Web site, and you can expect more as he continues to upgrade it.

Ours will be an ongoing process of transformation and transfiguration, much as the theories and practices of transactional analysis themselves are in the process of evolution—and in this our board members need your support and active input.

General Observations

For me personally, the meeting in Bangalore was a delight. It reflected the hospitality, graciousness, and hard work of our hosts; the excitement of ongoing and, in some areas, explosive growth in and acceptance of transactional analysis; and an appreciation of the cooperation and goodwill within transactional analysis communities, which are manifesting in fluid and informal knowledge-based work relationships as well as strong affective ties.

New transactional analysis groups and organizations seem to be forming everywhere. In Australia, the Western Pacific Association of Transactional Analysis (WPATA) has recently made significant organizational changes. In the Americas, the United States Association of Transactional Analysis (USATAA) is being reenergized, and the new Canadian/US/Mexico group, Americas Transactional Analysis Association (ATAA), will hold its first conference in Calgary this month. In Europe, some 100,000 therapists are members of the European Association of Psychotherapy, an organization in which I understand transactional analysis holds a place of honor because of the quality of our practitioners, training, and mentoring prac-



The ITAA Board of Trustees doing the association's work during their meeting in Bangalore

tices. Random House has just released the special 40th anniversary edition of *Games People Play*. Internationally, members of the four fields are beginning to identify themselves as counselors, therapists, educators, or organizational development professionals first, then as transactional analysts, as has been recommended by the TACC. This construct encourages professional networking beyond traditional transactional analysis groups while still remaining faithful to the foundations of our particular interpretive community.

I came away from the Bangalore conference warmed by the sense of comradeship and the belief that we truly had celebrated our differences; excited by the possibilities that lay before us; a little sad at what we may be leaving; a little anxious because we are stepping, albeit cautiously, into the unknown; relieved not to be alone in the process but in good company; and more than a little grateful to all those who are making this possible.

I also came away with an appreciation that there is a significant discrepancy between how some people perceive the ITAA and what it currently is and how it functions. Many do not really know those of us who are on the board, what we are thinking and doing, what we have done, or even how to contact us. To improve this situation, I have asked board members to take turns writing about themselves and their ideas for *The Script*, and I invite you to share your thinking with them.

Challenges: Organizational and Scholarly

The organizational challenges before us are clear: fiscal stability and implementation of our vision. In view of next year's meeting in Edinburgh, however, let me also advance another challenge, a scholarly one that has very practical implications.

Given the fact that Berne was educated at McGill, a university founded in 1821 as part of the Scottish diaspora, as well as the fact that he was a man of the modern world, it is interesting and relevant to consider what the effects have been on the development of transactional analysis of such seminal thinkers of the Scottish Enlightenment as Francis Hutcheson, David Hume, Adam Smith, Lord Kames, Dugald Stewart, Thomas Reid, and the practical breed of doctors from Edinburgh's medical school typified by William Cullen and John and William Hunter. What, for example, is the importance of Hutcheson's explorations of “happiness,” Kames's “sense of self,” Hume's descriptions of our interactions with others, and Smith's “fellow feeling” for our current understandings of existential positions? What is the importance of Smith's descriptions of divisions of the self, Hume's emphasis on the importance of reason in getting what we want but the passions in determining what that is, and Smith's delineations of the internalization of the approval and disapproval of others for our understandings of ego states? What is the relationship between John Hunter's great quote “Don't think, try” and Berne's “Change first”; Hutcheson's belief in education and Berne's emphasis on patient's understanding? What is the relationship between Reid's “common sense” and Stewart's demands for the precision and exactitude of chemistry and physics in descriptions of human nature and the way Berne presented transactional analysis in everyday, even colloquial language and, at times, in formulae? Most importantly, how can we as transactional analysts best use these ideas today?

Next year, in Edinburgh!

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P. K. Saru (far left) presenting the Bangalore conference organizing committee members to the conference delegates on the first day

ITAA The Script

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Back on Career Track Thanks to Berne

by Jan Elliott

Eric Berne's genius in creating transactional analysis provided me with a framework to move through my blocked career path into continuous personal and professional growth. In addition, transactional analysis allowed me to integrate varied therapy tools over my entire 40-year career as a therapist. While I never met Eric Berne, I felt as if I had, and I trained closely with several of his original colleagues. In spite of myself, through his writings and those people he trained, Berne left an indelible mark on my life, one for which I am most grateful.

I was dragged kicking and screaming into transactional analysis. I was, at that time, taking a soul-searching time-out from a work situation in which I had grown increasingly uncomfortable with the expert clinician role. The better I did, the more responsibility I was given, and the worse I felt. Something was really wrong. I thought maybe I wasn't suited to the profession. I couldn't seem to get what it was. My childhood pattern of seeking new information/help when something wasn't working was driving me even though I wasn't recognizing it at the time. My husband, a therapist, was excited about his transactional analysis learning. He persisted in encouraging me to explore transactional analysis until I finally agreed.

I had been working as a clinical social worker under the direct guidance of a child psychoanalyst (a real human being and a down-to-earth former pediatrician) in a large university hospital. I was a regular participant in clinical staffings with prominent psychoanalysts (many very "heady") and in seminars with visiting dignitaries (including Anna Freud). I perceived an attitude that suggested that the local psychoanalytic institute was the mecca for psychotherapists. However, for some reason, more of the same did not attract me. I later realized that I was in search of a way to achieve effective therapeutic results that involved the client as an equal partner—this in contrast to relating to the client/patient as "damaged goods." It seemed to me that my training set me up for often accepting the patient as permanently afflicted, an attitude that offended my sense of doing a good job. In addition, there was the underlying suggestion that I might contribute to making matters worse if I weren't careful (a subtle "I'm OK, You're Not OK" or "We're Both Not OK").

I intuited, from my brief gleanings about transactional analysis, that I would be faced with unlearning much of what I had been taught ("indoctrinated" would be a more descriptive term). My resistance soon diminished as I entered transactional analysis training groups. Hearing such statements as, "Most of us [therapists] in this room are here to find out what works and to be the first in line to get it!" rang true to my farm roots. "If clients' needs are met, their symptoms drop away." Astounding, even heretical where I came from, and yet so obviously simple! I found that, over time, I could integrate my elaborate theoretical education (I became more forgiving toward the psychoanalytic model, even appreciative) into this fresh operational transactional analysis approach. I could literally feel and see making a difference. In brief, my comfort level grew with a corresponding openness to learning the new tools.

My excitement grew as I explored varying transactional analysis instructors and trends. I had a few clients follow me from the hospital, some of them with stubborn difficulties that had not responded to my usual pre-transactional-analysis interventions. With their informed consent, I began to introduce transactional analysis into

our work together, thereby opening up opportunities for growth with them. Eventually, my former chief at the hospital asked me to return to the inpatient children's unit. I agreed on the condition that I would be allowed to practice my new transactional analysis skills. She agreed, and I was subsequently invited to give staff seminars sharing my transactional analysis learning. I even had a client family present their own case to the hospital staff. Some staff met this with "those were unusual clients," which I quietly saw as a disturbing discount. Clients, I had come to learn, were adequate. With therapist expectations matching this OK attitude, clients measured up and grew toward their capacity. My realization that I was outgrowing this setting prompted my move to private practice, where I have been ever since (with one 3-year exception). When I moved from Chicago to Oregon, I took an interim university teaching job where I passed along, with full confidence, my transactional analysis tools wherever appropriate (e.g., in child psychology).

In this process, my own growth—fostered by all the tools I was experiencing—convinced me of the validity of transactional analysis therapy. The transactional analysis framework allowed me to integrate successive therapy tools, such as body and energy therapies and the use of Jungian typology. I moved from questioning whether I was suited to being a therapist to feeling fully grounded and competent as a therapist. As a result, I had something solid to offer those who chose to work with me. This was subsequently born out in clients and trainees over the years as they went on to new levels of growth. This process was repeatable. Having grown up on a farm with an innovative father who valued



"In spite of myself, through his writings and those people he trained, Berne left an indelible mark on my life."

results, I needed to see this in my chosen profession. It is true there were painful growing spots along the way—new and uncharted territory to try out, a sorting out of what fit and what did not. I did all that in my bent for pioneering. This has been an organic process all the way through my practice to my current semi-retired status. Transactional analysis is my valued framework—spoken or silent—from which to offer many interventions.

I confess that for me, the one missing link in both my earlier and my transactional analysis training was the application of Jungian personality type/Kiersey temperament theory. Integrating this allowed for enhanced outcomes and a sense of OKness.

The specific transactional analysis tools that I found/find most valuable and continue to use include:

1. The essential basic grounding in an attitude that "I'm OK, You're OK," thereby setting OK expectations
2. A developmental frame of reference with clearly identifiable reference points that focus psychotherapy in collaboration with a fully informed client
3. Recycling of needs: When the need is identified and met in collaboration with the client and the necessary action is taken, symptoms drop away.
4. Ego state identification with training and reinforcement for a positive internal nurturing and structuring Parent for an OK feeling Child, which is easily understood by the client
5. The triangle that identifies the OK feeling state/behaviors (caring, assertiveness, vulnerability) and points out the skewed roles of rescuer, persecutor, and victim with identifiable behaviors and directives for what to do to change this
6. Overall opportunity for client empowerment

Thanks to Eric Berne and all of my transactional analysis experiences, I regained my career and continued to grow in quality of life for myself and my clients.

Jan Elliott, is a licensed clinical social worker. She can be reached at jelliott@mind.net.

Introducing Members of the ITAA Board of Trustees

Servaas van Beekum, drs
Vice President of Training and Certification

This is the first in a series of statements from members of the ITAA Board of Trustees designed to introduce readers to who they are and what they are doing as board members. As you learn about them, we hope you will feel free to contact them with your ideas and concerns.

As a social scientist, my working background and experience has been as a trainer, school counselor, psychotherapist, organizational consultant, supervisor, and executive coach. My own training and therapeutic experience has extended the transactional analysis framework to include psychoanalysis, gestalt, systemic thinking, and group relations thinking. I ran transactional analysis training groups until the late 1990s, mainly in Europe, after which time I moved my home base to Sydney, Australia. I previously served on the EATA Council as vice president of development and as president as well as on the ITAA board as president. Since 1991 I have been the chair of the Training and Certification Council (T&CC) and as such am elected to the ITAA Board of Trustees.

Training and certification are the blood of transactional analysis. Everywhere in the world where transactional analysis training has been professionalized, the growth of transactional analysis has been enormous. In addition, the main source of new ITAA members is people who take up training. The T&C Council is formally separated from the ITAA due to California law, one of the disadvantages of being incorporated in the United States. The T&C Council has a contract with the ITAA for the services it offers:

- Setting training standards
- Developing curriculum guidelines based on core competencies
- Setting standards for monitoring the training and supervision of trainees
- Establishing eligibility requirements for admission to examinations
- Issuing and maintaining the credentials of those who pass examinations

- Establishing nomenclature for certified professional transactional analysts
- Organizing and conducting seminars on ethics, trainee supervision, and training methods
- Providing guidelines for establishing and monitoring continuing professional development for transactional analysis
- Establishing standards for the introductory course in transactional analysis and determining who is qualified to teach this course
- Disseminating information about training and certification in transactional analysis
- Establishing and maintaining a peer referral service for certified transactional analysts to enable them to share professional opportunities with each other
- Establishing and maintaining an information service (clearinghouse) for members of the ITAA and for the general public

The ITAA is represented on the T&C Council Board of Directors, and the chair of the T&C Council is represented on the ITAA Board of Trustees. The T&C Council has a strong working relationship with EATA's Professional Training and Standards Committee (PTSC) and WPATA's Training Standards Committee within the Transactional Analysis Certification Committee (TACC). It is in this cooperation that all matters regarding training and certification are discussed and fine-tuned so that we have a truly global system of training standards and certification procedures, one that is unique in the world.

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Servaas van Beekum

Intention

continued from page 1

started with the Indian cultural tradition of invocational songs.

Claude Steiner and his sessions attracted special attention, and participants thronged to his presentations on emotional literacy and a stroke-centered theory of transactional analysis. Many wanted to see one of the legendary figures of transactional analysis and one of Eric Berne's closest associates.

The special session on the "legends" of transactional analysis both in and outside of India was another highlight of the scientific program. Five legendary figures—Claude Steiner, Fanita English, Carlos and Saroj Welch, and Fr. George Kandathil—gave simultaneous presentations on their contributions to transactional analysis theory and practice. Afterward there was a plenary session in which we upheld the age-old Indian tradition of honoring the gurus (teachers); all five of our transactional analysis legends of India were recognized and celebrated. This gave participants the unique opportunity to see these legends at the same time on the same platform. In addition, Elana Leigh, Charlotte Daellenbach, Marijke Wusten, and Julie Hay were honored for their untiring efforts to build up the Indian transactional analysis community, initially by way of training, supervision, and conducting exams.

The program offerings that were outside the framework of transactional analysis were on mandala, journey, and dance therapy. The track on Indian philosophy and spirituality added depth and breadth to the theoretical frameworks of growth and development.

The formal inauguration of the conference was on 29 July in a ceremony that reflected Indian tradition as well as bringing together the presidents of ITAA, EATA, and WPATA on the same platform for the first time. The chief guest, Dr. Ramachandra Guha—a renowned historian and writer—beautifully summed up the conference theme of "Celebrating Differences" in terms not of a "melting pot" but a "salad bowl" in which every piece harmoniously combines with the others while still keeping its own identity. Yet another way of "Celebrating Differences"—a Western song on "Love"—concluded the function. We started with Indian invocation and ended with Western fusion!

"I am happy to say that the intention was realized, and with great pride and joy I can truly say of the outcome, "We did it together."

The other exciting events to kindle the Child ego states of participants were the cultural programs. Mallika Sarabhai, the legendary activist and Indian cultural ambassador, kept the audience spellbound with her powerful combination of Western and Indian styles of dancing, aptly reflecting our theme of celebrating differences. She and her troop, which consists of dancers of various nationalities (all women), emphatically brought out the differences socially, culturally, and in terms of gender. The big question this troupe posed in their performance was, "Are we ready to face our differences, redeem them, and go beyond to celebrate them?" Mallika, with her powerful personality and articulate presentation, charmed the audience. This was followed by a theme dinner with a variety of foods from different parts of India.

The next day was another cultural experience designed, in particular, for the conference participants from outside India. It provided them with a taste of Indian classical dances, such as Bharatanatyam, Kathak, Kuchupudi, and Puppette dance, along with food that was a blend of both the southern and northern cuisines of India.

Another interesting and exciting part of the conference was the three-day children's program, which allowed 18 children to go through a learning process with great joy and fun.

The Bangalore conference was a full three days of presentations and events, and the enthusiasm of the participants was sustained to the very end, as reflected in the fact that most of them attended the closing ceremony. At the closing there were the usual opportunities for feedback and expressing gratitude and thanks. We concluded with a beautiful ritual that reinforced the idea that the same divinity pulsates in oneself and in the other as summed up in these words: "Who are you?" "I am you in another form." With those words, what can we do other than "Celebrate Our Differences"?

P. K. Saru is a Teaching and Supervising Transactional Analyst (psychotherapy); Managing Trustee, CHILD; and director, Asha Counselling and Training Services. She served as conference convener for the 2004 ITAA/CHILD conference in Bangalore, India. She can be reached at pksaru@vsnl.com.

Our thanks to C. Suriyaprakash for the wonderful conference photos.



▲ Julie Hay (right) receives flowers from Udaya Shree Badiga in recognition of her contributions to the growth of TA in India



▲ ICTA President Fr. George Kandathil speaking at the inaugural ceremony

► Conference organizers with presenter Claude Steiner (from left): I. A. Mohan Raj, P. K. Saru, Claude, Anie Cariapa, Dr. Raj Bammi, and C. Suriyaprakash



► Members of the Bangalore conference organizing committee (from left) C. Suriyaprakash, I. A. Mohan Raj, and Ashok Kumar with two legends of TA in India, Carlos and Saroj Welch (at right)

Dr. Ramachandra Guha, chief guest, releasing the conference souvenir booklet with Jim Allen obviously pleased to receive a copy ▼



▲ Charlotte Daellenbach being honored by K. Raguraman for her contributions to the growth of TA in India



▲ Successful TSTA exam candidates (from left) Rosemary Napper, Dörte Landmann, and P. K. Saru with Charlotte Daellenbach, TSTA Exam Supervisor, and Jan Grant, CTA Exam Supervisor



► Group of conference delegates from Bangladesh with some of the conference organizers



MEMBERS' FORUM

On Returning to Romania

Dear Script:

I want to share some of my experiences while attending the 2004 EATA Conference in Timisoara, Romania, last July. When John Parr urged me to present at the conference I was both tempted and anxious about being given a reason to visit the country of my birth, since it used to be notoriously anti-Semitic.

I was born in Galatz, on the mouth of the Danube, after my father was drafted because of World War I and my pregnant mother, fleeing the Bulgarian army advancing towards Constantza, took refuge at her father's residence. I was raised in my grandfather's home until I was 5, when my father returned from the war and my parents moved to Turkey. Except for school holidays and a short period when I was 17, I did not live again in Romania. However, while growing up in Turkey I often heard my father rail about the discrimination in Romania and how he had suffered from it as a young man, even though he had patriotically served the country during the war.

Many years later, during World War II, as a grown woman safely ensconced in the United States, I suffered emotionally when I heard and read about how, under the notorious "Iron Guard," Jewish families in Romania were rounded up in town squares to be harassed and shot at, with many taken to slaughterhouses and hung on butcher's hooks to die horrible deaths. Such images haunted me for years, so I was always reluctant to think of myself as a native of Romania.

Yet I had been very happy during my first 5 years in the home of Bernard Gottesman, my beloved grandfather, who was president of the Jewish community in Galatz at the time. He was active in raising funds to help Jewish boys emigrate to the United States before they reached age 17 so that they could escape being drafted into the army, where Jewish recruits were mercilessly scapegoated. The living room of his spacious apartment was constantly filled with parents of would-be applicants, and I enjoyed spending time there—probably because I got loads of strokes and attention from all these people, who may have been glad to be distracted from their cares by a little girl or who perhaps hoped to get into my grandfather's good graces by praising me. Anyway, I credit these experiences with scripting me to enjoy running workshops.

After John Parr's invitation and urged by my friend Isabelle Crespelle and my daughter, Deirdre, who was curious about our roots, I overcame my reluctance to revisit Romania, especially since Deirdre offered to join me on a brief tour of Romania before the EATA meetings. When we got to Galatz, the town and the beautiful promenade on the Danube seemed new and strange. Near the old synagogue we came upon the small headquarters of the Jewish community, now reduced to only about 200 mostly elderly, impecunious people. Yet the place was buzzing with activity, and there, to my utter surprise and joy, stood a tall white marble plaque on which were engraved the names and dates of previous presidents of the Jewish community. Sure enough, there was the name of Bernard Gottesman, president from 1907 to 1925.

Later we visited a school he had founded, although it was taken over by the government in 1967. At the Jewish cemetery, sadly, many of the tombstones were either broken or missing (including his), but at the entrance there was a monument, still in good shape, that had been erected in 1923 during his presidency and that listed the names of the many Jewish soldiers who had died in World War I. Thus I finally learned the answer to a riddle that had puzzled me for years. After my grandfather's death in 1925, my parents were informed that he was honored with a military funeral and that a memorial bust of

him was placed in the town square. How could that be, we wondered, given that he had helped some young men escape military service? Now I realize that he was also a good diplomat and probably had many contacts with the military authorities in an effort to obtain honorable



After attending the EATA Conference in Romania, Fanita English (center) went on to the Bangalore conference. She is shown here with Bangalore conference organizers (clockwise from bottom) C. Suriyaprakash, P. K. Saru, Ragini Rao, I. A. Mohan Raj, and V. Varalakshmi.

acknowledgment for the relatively large number of Jewish soldiers who died during the war. Apparently, for a time after World War I, anti-Semitism had abated in Romania, only to flare up worse before, during, and after World War II.

Nowadays, I was assured, anti-Semitism in Romania is a thing of the past. Certainly, we were welcomed warmly by the EATA organizers in Timisoara, although I referred to being Jewish in my program book biography. In particular, Alina Rus, an advanced transactional analysis trainee, was incredibly helpful by email with our complicated travel arrangements and then even enlisted the services of her husband, a fascinating and highly cultured sociologist, who took us around and substantially contributed to our education and well-being.

The conference organizers, who were happily surprised by the high registration, asked me to offer two similar workshops to accommodate all who wanted to attend. I had discovered by then that my ability to speak Romanian had returned, so I suggested that I could do one of them in Romanian. It was thus announced at the registration desk that my morning workshop would be in English and that the same workshop would be given in Romanian in the afternoon. The next day, before starting the morning workshop, I repeated the plan in English and Romanian, indicating that anyone who preferred to attend the workshop in Romanian could return in the afternoon. About 10 people left and indicated that they would attend in the afternoon. The morning workshop proceeded well, and I even received help on translating material I'd written on a flip chart, so by the end I felt ready to do a good workshop in Romanian and eagerly looked forward to it.

However, when I arrived in the afternoon, a clearly distraught conference organizer told me that the large hall where I was scheduled to present (and which contained the flip chart I had prepared) had accidentally been locked. There was a large group standing in front of the locked door, and I was told that someone had informed them about what had happened and asked them to wait. Meanwhile, I was offered a chair at the end of the hallway. With hindsight, I believe I

should have stood at the door to talk to the people waiting, but I have trouble standing and did not think to do so at the time. Unbeknownst to me, the person who was to inform the waiting participants of the reason for the delay was unexpectedly taken ill and simply passed on the

selectively arranged for the Romanians to miss out on your workshops."

I was dumbfounded. Shades of projections! My own countertransference came to the fore, as my Child got stuck on the word "discrimination." Did they believe I came here to "revenge" historical wrongs? "That's what you get for your good intentions," said my Parent to my Child, just as my father used to say about Romania's discrimination against Jews, which had led to our moving to Turkey even though he had served honorably in the army during World War I!

Fortunately, my transactional analysis training came to the rescue as I mustered my Adult to temporarily silence the paralyzing dialogue within me. Rather than respond defensively, which my Child was clamoring to do ("Unfair!"), I suggested that we apply what we know about ego states and what I had already presented about underlying unconscious motivators to examine projections and potential misperceptions between the young man and myself. We did just that for the next half hour, with full group participation, so the workshop turned out to be a good learning experience for all, myself included, although different from the morning workshop not only in language but in content and process. According to spontaneous feedback offered by the group at the end of the afternoon, they were pleased with what they had learned. The young man and I ended with good rapport, and he said he felt good about me and having stayed on, something he would tell those of his pals who had left.

I must admit that although I was also pleased and even proud that the workshop had ended well, once back in my room I felt shaken thinking about the 30 or more potential participants who had marched away. Did they now harbor feelings about me like the initial ones the young man had expressed? Such thoughts and the ensuing anxiety prevented me from attending the conference closing ceremonies because I feared the angry looks I might get from some of those individuals.

On talking honestly with Alina and her husband later I realized how fortunate I am to have had the opportunity both to grapple with my archaic demons and to feel free to gratefully recognize that genuine human warmth had emanated around me while I was there and that appreciation and concern were generously lavished on us by the entire Romanian conference team and most of its participants.

Fanita English, San Mateo, California, USA

TRANSACTIONAL ANALYSIS CONFERENCES WORLDWIDE

OCTOBER 13-17, 2004: Calgary, Canada. Americas Transactional Analysis Association (ATAA) Conference. Contact: Lorna Johnston, 25 Somme Blvd., SW, Calgary, Alberta, Canada T2T 6K7; +1 403 243 4208 (phone); +1 403 243 4209 (fax); email: lornajohnston@shaw.ca

NOVEMBER 11-14, 2004: Wellington, New Zealand. 17th Annual Australasian Transactional Analysis Conference. Contact: Conference Committee, PO Box 15148, Wellington, New Zealand; australasianta2004@paradise.net.nz

JANUARY 30-FEBRUARY 4, 2005: Tenth Annual USATAA Gathering. Frenchman's Cove, near Port Antonio, Jamaica. Contact: Dianne Maki, 908-234-1873, email: makisethi@aol.com

October 27 - 29, 2005: Nashville, Tennessee. USA TA Association Conference. Contact: Suzanne Wilson, 229 Ward Circle, Suite B-21, Brentwood, TN 37027, USA; phone: 615-373-0443; email: psswlp@bellsouth.net

JULY 7-10, 2005: Edinburgh, Scotland. World TA Conference sponsored by ITAA/EATA/ITA. Contact: Richard Reynolds, exec@ita.org.uk

Celebrating Differences

continued from page 1

the other hand (coming from the Latin *polis* or city), was originally intended to be a space for encapsulating differences, using diplomacy, mediating different priorities and needs and finding compromise. When the two are brought together, peoples' problems with difference are exploited. Political interests get turned into ethnic tensions, civilizational clashes, and the use of religious justification for acts of terror.

Given all of this, I marvel at the wonderful fact that despite everything we know in our hearts about the difficulties of differences, as a transactional analysis community we still aspire to celebrate them. And I cannot help but think of all the ways in which difference is essential to our lives. We need difference to learn and grow. It is



WPATA President Rhae Hooper lighting the traditional lamp to mark the opening of the conference

only through curiosity about difference that children learn to explore the world. The research of Panksepp (1998) identified a number of prototype or basic emotions in the mammalian brain, which presumably will be the key factors in the development of early patterns of behavior. He described a "foraging/investigation/curiosity/interest/expectancy/seeking" emotion that underlies practically all of our development. Simply put, that particular emotional system wants to explore and needs difference.

I am particularly interested in the development of ways of talking about the "space between" people and the notion that our inner world is simply an internalized version of the conversations/interactions/relationships we have on the outside. One useful model comes from those working in organizations with complexity theory. Stacey (1992) and later Critchley and Casey (1984) described two axes: one of certainty to uncertainty and one of agreement to disagreement. They indicated three areas: (1) maximum certainty and agreement, in which there is structure and predictability but inevitably no change and, indeed, a risk of stagnation; (2) no certainty and no agreement, leading to plenty of newness and excitement but also the risk of chaos, anxiety, and fragmentation; and (3) enough structure for safety and support and enough newness—even chaos—for flexibility and excitement. This is the area of true creativity, which Stacey called the "area of bounded instability." Thus, the celebration of differences becomes central to creative living.

Having considered the role of difference in our lives and our development, I want now to apply some of these ideas to psychotherapy, my particular field of interest. However, I believe these ideas are equally relevant to the other fields of transactional analysis.

Recently, there have been splits and challenges in the world of transactional analysis theory and

method. I believe this is an inevitable consequence of growth and development and as such should be welcomed—even though it sometimes makes me uncomfortable to hear that someone else uses transactional analysis in very different ways from me. It is interesting to notice how much difference is tolerable. "This much" difference still fits within my way of thinking, but "that much" difference challenges my whole frame of reference. Yet it is always an opportunity to learn, to be challenged to think more widely and to grow.

However, I feel sad and scared when the debates turn into fighting and attacking—this or that is not transactional analysis, this or that is what Berne said. It's as if we are religionizing transactional analysis instead of allowing the diversity of true politics—in other words, providing a space for differences to be discussed and negotiated.

I think one of the greatest strengths of transactional analysis is that we have this large, integrated body of theory—accessible and coherent—that can be used in different ways according to the differing needs of our clients. This diversity is a result of many things, including the fact that Berne, in developing his theories, drew on all his own learning, the approaches that were prevalent at the time, the spirit of post-war America, and his own personality (including his culture, gender, race, and script). Consequently, from the start transactional analysis incorporated psychoanalytic ideas and thought, behavioral and cognitive-behavioral concepts and approaches, the positive humanistic philosophy of post-war America, and radical psychiatry. Since then, the theory has been used, tried, tested, and developed in all parts of the globe and naturally has been shaped by the culture and setting in which it was used, the proclivities of the people who used it, and especially the changing needs of clients.

Within transactional analysis, Tudor and Hobbes (2002) have identified seven different traditions or schools. [Note: In September 2004, the British Trainers Group identified 20!] At Metanoia Institute, where I work, we now teach the following traditions, which I describe here along with my own thoughts about each one's particular strengths.

■ **CLASSICAL TRANSACTIONAL ANALYSIS**—a cognitive-behavioral approach that also addresses feelings, used by Berne and those in the original San Francisco group; ideal for "change now," for someone who has insight and is able and willing to take charge of his or her thinking and behavior. Developments in this tradition include Kahler's *process communication model* and English's *existential therapy*. Many classical transactional analysts (e.g., Claude Steiner, Hogie Wycokoff, and others) used (and use) transactional analysis within the *radical psychiatry* movement, which holds that the vast majority of emotional disturbances are the consequence of power abuse, sexism, racism, class oppression, and so on. It recommends as a psychotherapy the demystification of oppression and action against it.

Stroke-centered transactional analysis and its practical application, emotional literacy training, developed out of an aspect of the original theory of classical transactional analysis. This approach proposes that game playing and harmful scripts are largely the result of chronic stroke hunger due to toxic stroking patterns and therefore seeks to correct in a positive direction the way people interact with each other.

■ **PSYCHOANALYTIC TRANSACTIONAL ANALYSIS**—especially associated with the Italian schools of transactional analysis (Moiso and Novellino) working with transference and unconscious communication. A development of this tradition is *relational transactional analysis* (Hargaden and Sills). It involves bringing largely unconscious intrapsychic processes into the interpersonal/intersubjective realm in order to be understood and changed via the interpersonal process of relatedness.

■ **REDECISION TRANSACTIONAL ANALYSIS**—originated with the Gouldings; the focus is on self-responsibility and resolution of those internal conflicts that are accessible to conscious memory.

■ **CATHEXIS TRANSACTIONAL ANALYSIS**—developed by the Schiffs; involves structured restructuring of the ego for clients whose developmental deficits and conflicts have left them without reliable functioning.

■ **INTEGRATIVE TRANSACTIONAL ANALYSIS**—developed by Erskine, Trautmann, and the New York Integrative Psychotherapy Group; a model of inquiry, attunement, and involvement for those with accessible early developmental trauma.

"It's as if we are religionizing transactional analysis instead of allowing the diversity of true politics—in other words, providing a space for differences to be discussed and negotiated."

■ **CONSTRUCTIONIST TRANSACTIONAL ANALYSIS**—associated particularly with James Allen; takes the approach of helping people understand how they construct themselves and their story and experiment with different narratives. A development of this is *cocreative transactional analysis* (Tudor and Summers), the use of the here-and-now relationship, combining elements of the constructionist approach and drawing on gestalt principles of here-and-now cocreation of self in relationship.

I have identified relational transactional analysis as a separate approach. However, many of the traditions (integrative, cocreative, psychoanalytic) use the therapeutic relationship as the vehicle for change. As we know, research (see Assay & Lambert, 1999; Wampold, 2001) emphasizes that the quality of the therapeutic relationship is the most significant factor (within the consulting room) in determining psychotherapy outcome. I believe we can integrate all the different transactional analysis traditions using a relational lens: for example, offering an empathic, accepting, encouraging relationship while using the classical or redecision approach; using the real, here-and-now relationship in cocreative transactional analysis; using the reparative relationship in Cathexis work; and working in the transference relationship as described by Helena Hargaden and myself. The relationship thus becomes the unifying factor that allows us to move flexibly or integratively between the various transactional analysis traditions.

All of these traditions overlap, all embrace the same basic transactional analysis philosophy of OKness, self-responsibility, and the possibility of change; all have ways of looking at early experience, the development of script, and also here-and-now thinking, feeling, and behaving/relating; and all have a slightly different lens. This means that they will use some transaction-

al analysis theory more and some less. Some of them correlate so closely that elements of them can be used together (e.g., classical and redecision, psychoanalytic and relational); some have very different methodologies and use very different interventions. How we decide what sort of practitioner to be depends on our own proclivities, history, and identity. However, it is also related to the context, setting, and needs—perhaps changing needs—of the client.

Pine (1990) identifies four different systems of human motivation underlying the various approaches to psychological thinking. These aspects of human motivation can be present at different times for our clients and need a different approach from the therapist. I think our different transactional analysis traditions allow us to address these. It is our strength that we have a rich diversity of approach, and our responsibility is to listen carefully to our clients—and ourselves—to try to hear what a particular client's need is at a given time in a given context and to respond appropriately.

Therefore, I wish for us—as we encounter each other in our transactional analysis community and discover our differences—that we can both recognize and forgive ourselves for our reluctance and resistance to those differences and still find ways to rise to the challenge of being with each other in our differences and ultimately to celebrate them.

Charlotte Sills is a Teaching and Supervising Transactional Analyst and head of the Transactional Analysis Department at Metanoia Institute in London, England. She can be reached at 2 Richmond Rd., London W5 5NS, England; email: charlotte@csills.fsnet.co.uk.

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Dignitaries at the inaugural ceremony (from left): Conference Convener P. K. Saru; WPATA President Rhae Hooper; ITAA President Jim Allen; chief guest, eminent historian, and author Dr. Ramachandra Guha; ICTA President George Kandathil; and EATA President Adrienne Lee

TSTA Revisited?

by Servaas van Beekum, T&C Council/ITAA, and Charlotte Sills, PTSC/EATA

The Transactional Analysis Certification Committee (TACC), in which the Training and Certification Council (T&C/ITAA), the Professional Training and Standards Committee (PTSC/EATA), and Training and Standards Committee (TSC/WPATA) cooperate, discussed the Training and Supervising Transactional Analysis (TSTA) exam procedure at its meeting in Bangalore, India, in July 2004. The discussion was triggered by two documents—Vogelauer (2002) and Sills, Hagehülsmann, and Vogelauer (2004)—and by discussions at the European trainers' meeting in Malmö in 2003 and at the German speaking "Lehrendentreffen" in Zürich in 2003.

Background

For some time, many trainers—PTSTAs and TSTAs—have been asking whether the current system of TSTA examination is the best way of assessing readiness for the TSTA qualification. Concerns were raised and discussed which, broadly summarized, are that a person's performance on a one-day exam does not reflect 7 (or more) years of professional investment by the candidate. The system of the three exams cannot truly assess a trainer's competence and experience at, for example:

- supporting and training a trainee through his or her many stages of development from the start of training through to qualification
- researching, reviewing literature, writing articles, and so on that further the field and also demonstrate a level of academic and/or clinical/organizational/educational thinking
- designing and delivering a training program that takes into account the overall "formation" of a transactional analysis practitioner as well as differing learning needs and learning styles, levels of professional and personal development, and so on.

Furthermore, the exam requires the candidate to perform under exam conditions, and the result may be blurred if the candidate has an off day or the pressure to perform is too high.

These concerns have led to discussions about how the TSTA exam system might be amended

to include, perhaps, an element of ongoing fulfillment of requirements or the accumulation of credit points. Some people felt that the qualification could become entirely a process of ongoing assessment and that the exams were unnecessary. Others felt strongly that in the world of transactional analysis, the person of the TSTA (or, indeed, transactional analysis practitioner) is essential, and a test of his or her ability to relate to groups and to "perform" is important. At the European Trainers' Meeting in Malmö, groups of trainers got together and discussed all these issues. Discussions were also pursued at the German-speaking trainers' meeting, and suggestions began to emerge.

Alongside these ideas was also a growing request from some PTSTAs that there be a possibility for people to simply become and remain supervisors of practitioners, without an expectation that they pursue full TSTA or even STA qualification.

These questions came to the meetings of EATA's PTSC and also the T&C Council and WPATA's TSC and finally to the TACC.

The Current Position

TACC's discussion included the following summary of the situation and also ideas and decisions in relation to possible ways forward:

1. A PTSTA currently has 7 years to fulfill the requirements for the TSTA exam.
2. He or she may extend this period one time by another 7 years.
3. Over the last years, this has created a mindset that a PTSTA has 14 years to fulfill the requirements for the TSTA exam.
4. The extended period of 14 years "in the mind" may have increased the level of fear of failure.
5. A PTSTA trains and supervises CTA candidates under supervision.
6. A TSTA extends this by training and supervising transactional analysis trainers and supervising transactional analysis training institutes.

7. Some PTSTAs are not interested in getting to a level of training and supervising transactional analysis trainers; instead, they may wish to keep training and supervising CTA candidates for the rest of their lives.
8. This wish can be recognized by creating a structure that allows this to happen.
9. The TACC is *not* intending to abolish the current TSTA exam as a rite of passage for those who wish to become trainers and supervisors of transactional analysis trainers and training institutes, although the exam process may be reviewed.
10. The TACC is, however, in favor of having a second system of recognition for PTSTAs who do not wish to become TSTAs.
11. This second system should allow PTSTAs to continue their training and supervision of CTA candidates without the pressure of having to do the TSTA exam. The 14-year cut-off point would, therefore, be abandoned.
12. This additional system will appreciate the professional activities of PTSTAs in 7-year cycles.
13. For each cycle, criteria for the fulfillment of the cycle will be listed (which will include the sorts of activities suggested by the trainers' discussion). Their fulfillment allows the PTSTA to move to the next cycle. Initial criteria for becoming a PTSTA will also be reviewed.
14. If the cycle's criteria are not fulfilled, the PTSTA stays in the same cycle.
15. The completion of cycles adds to professional (not age) seniority, for example, (PTSTA-1) (PTSTA-3). (The title may also need to be revised.)
16. This system gives PTSTAs an option: either to keep doing what they do and be assessed on a 7-year cycle basis or move on to what is really another level of training and supervising.
17. A PTSTA may decide to do the existing TSTA exam and keep training and supervising CTA candidates only.
18. This second system of appreciation and recognition of PTSTAs will make it possible to refocus the TSTA exam.
19. A separate system of CEUs (continuing education units) for TSTAs will have to be created as well.
20. A working party has been formed with the task of working out and producing suggestions for the TACC meeting in Edinburgh 2005. The Vogelauer (2002) report can be used in this process.
21. The working party consists of Jan Coleman, Australia (chair); Hedi Bretscher, Switzerland; Dr. Susan George, India; Nicole Pierre, France; and Kathy Leach, UK. Another representative of the German-speaking countries will be appointed shortly.

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Last Call on Training Files

The ITAA is in the process of digitizing old training files. If you want your files returned to you, please contact Lisa Rosenstreich at the ITAA office no later than 1 January 2005 (lisa@itaa-net.org). After that time, old files will be thrown away.

2004 Bangalore Exam Results

TSTA Candidates Passed

John Health, Germany (clinical) Rosemary Napper, UK (organizational)
 Peter Held, Germany (counseling) P.K. Saru, India (clinical)
 Dörte Landmann, Germany (educational) Mara Scoliere, Italy (psychotherapy)
 Maria Milizia, Italy (psychotherapy) Thomas Steinert, Germany (organizational)
 Günther Mohr, Germany (organizational)

Examiners: Jim Allen, USA; Jan Coleman, Australia; Claude Steiner, USA; Adrienne Lee, UK; Isabelle Crespelle, France; Jan Grant, Australia; Elana Leigh, Australia; Julie Hay, UK; Georges Escribano; Raffaele Mastromarino, Italy; Servaas van Beekum, Australia; Gordon Hewitt, New Zealand; Sr. Anne Maria, India; Nicole Pierre, France; Françoise Tachker Brun, France; Jan Henning, Germany; Felipe Garcia, USA; Charlotte Sills, UK; Denton Roberts, USA; Charlotte Daellenbach, New Zealand; Janne Blarke, Denmark

Translators: Pia Dobberstein and Pio Scilligo

CTA Candidates Passed

R. Susheda, India (clinical)
 Irene Mills, UK (clinical)

Examiners: Colin Brett, South Africa; Bea Verzaal, Netherlands; Fran Parkin, New Zealand; Susannah Temple, UK; Alistair Moodie, Scotland; Mohun Rajia, India; Sashi Chandran, India; Theo Van Der Heijden, Netherlands

Exam Supervisor: Jan Grant, Australia

Process Facilitator: Elaine Childs-Gowell, USA

EXAM CALENDAR

Exam	Exam Adm.	Exam Date	Location	App. Deadline
CTA Oral	BOC	Oct. 13, 2004	Calgary, Canada	July 1, 2004
	WPATA	Nov. 1, 2004	Perth, W. Australia	Aug. 1, 2004
	BOC	Nov. 11, 2004	Wellington, NZ	Aug. 1, 2004
	COC	Nov. 19, 2004	Neustadt, Germany	Aug. 1, 2004
	COC	Dec. 5, 2004	Rome, Italy	Sept. 1, 2004
	COC	July 7, 2005	Edinburgh, Scotland	April 1, 2005
TSTA Oral	COC	Nov. 19, 2004	Neustadt, Germany	May 1, 2004
	COC	Dec. 5, 2004	Rome, Italy	June 1, 2004
	COC	July 7, 2005	Edinburgh, Scotland	Jan. 1, 2005
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	Oct. 18-20, 2004	Calgary, Canada	June 18, 2004
	BOC	Nov. 15-16, 2004	Wellington, NZ	July 15, 2004
	PTSC	Dec. 2-4, 2004	Rome, Italy	Aug. 2, 2004
	PTSC	July 10-12, 2005	Edinburgh, Scotland	March 10, 2005
	PTSC	Nov. 19-21, 2005	Hofgeismar, Germany	July 19, 2005

* 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:** \$450 ITAA members/\$600 non-ITAA members 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. **COCTraining Endorsement Workshop:** to take a COC TEW, contact the European TEW Coordinator, c/o the EATA office.

KEEPING IN TOUCH

Pacific/Asia Region

THOMAS OHLSSON, PhD, attended the 28th International Congress of Psychology in Beijing 8-13 August 2004. The largest gathering of psychologists ever, 5700 participants were reported to have attended. Thomas presented his research on transactional analysis therapy with drug addicts (as reported in the July 2002 *TAJ*) to colleagues from around the world. As he said, "Very inspiring for me!" In addition, in Fenghuang in Hunan in southern China, Thomas had the opportunity to teach English class for high school students. Of that experience he says, "Teaching 'I'm OK, You're OK' truly can take on many faces!"



Thomas Ohlsson teaching English to high school students in southern China under the Chinese flag and a banner that reads, "Determination makes useful people."

In Remembrance of Vince Barone

VINCENT E. BARONE, a member of the board of trustees of the Eastern Regional Transactional Analysis Association (ERTAA), died 31 August 2004 in his sleep. Vince had been a member of the Professional Development Seminar of the New York Institute for Integrative Psychotherapy in Kent, Connecticut, since 1985 and was also a long-time member of both ERTAA and the ITAA. Vince was a licensed professional counselor with a master's degree in human services from Lincoln University. His primary practice was serving clients who had been convicted of driving under the influence and had been remanded to treatment. He was board certified in forensic addictions as well as an addictions counselor and brought a special patience and wisdom to his involuntary clients. He was executive director of the Focus Psychological Services Center for 30 years. An avid aviator, he enjoyed flying his single-engine plane. He leaves behind a large extended family who are devastated by his unexpected death. His fellow members of the seminar in Kent have been dealing with his loss by writing to or about him. You are invited to read some of their letters at <http://groups.yahoo.com/group/integrative-psychotherapy>. A Bahai fund in Vince's name has been set up to promote one of the social causes in which he was interested. Anyone wishing to contribute to the memorial fund may send donations in a check made out to ERTAA with "Vincent Barone



Vince Barone in May 2004 (photo: Joan D'Amico)



Thomas Ohlsson (left) at the 28th International Congress of Psychology in Beijing, China

Memorial" in the memo to ERTAA Secretary Fred Clark, 261 Spring Street, Cheshire, CT 06410, USA.

Spreading the Word

JEAN ILLSLEY CLARKE reports that, *How Much Is Enough*, which she coauthored with Connie Dawson and David Bredehoft, was included in two national publications during the same week. The cover story of the 13 September issue of *Newsweek*, "How to Say 'No' to Your Kids," mentions the book and a workshop. Jean's crib sheet on ways to say "no" appear in a sidebar. In addition, the September issue of *Money* has "7

Rules for Raising Money Smart Kids." It includes reference to the book and their four ways to tell if you overindulge your kids, also in a sidebar.

JAMES ALLEN published an article, "The Rejected Baby Dinosaur and Other Stories," in the February 2004 issue of *Counseling and Psychotherapy Journal* (Vol. 15, No. 1, pp. 13-16). In it he applies a neurophysiological understanding to his use of transactional analysis in counseling children and adolescents.

If you have published in a non-transactional-analysis publication or presented to a non-TA group, please send the details to robinfryer@aol.com.

WELCOME TO NEW MEMBERS

NEW MEMBERS	MEMBERSHIP SPONSOR
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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.

NEW DVD RELEASE FROM THE ITAA

Observation of Bernean Group Therapy

Featuring Carlo Moiso, MD, and Isabelle Crespelle, MA

In French with English Subtitles



In this 2-hour DVD, psychiatrist Carlo Moiso facilitates a group therapy session using the therapeutic principles developed by Eric Berne. A group of therapists in training quietly observes the session while communicating in writing with cofacilitator Isabelle Crespelle. The therapy sessions are alternated with discussions between the facilitators and the therapists in training about the work taking place and the choices made during the sessions. During these exchanges, the clients observe and listen. The DVD was created during a 2-day training session that took place in Paris in November 2003.

Carlo Moiso, MD, is a Teaching and Supervising Transactional Analyst (TSTA) with a private practice in Rome, Italy. In 1987 he received the Eric Berne Memorial Scientific Award for his work on ego states and transference. Isabelle Crespelle, MA, is a Teaching and Supervising Transactional Analyst (TSTA) and psychologist who has a private practice and runs a training institute with seven other TSTAs in Paris, France. She represents the European Association for Transactional Analysis (EATA) and the European Association of Psychotherapy (EAP).

Ce DVD de deux heures est une expérience de thérapie de groupe Bernean avec une observation par des thérapeutes en formation. Le psychologue, Carlo Moiso, anime un groupe de psychothérapie de 8 personnes pendant qu'un groupe de thérapeutes en formation observe silencieusement tout en communiquant par écrit avec l'animatrice, Isabelle Crespelle. Les séquences de thérapie alternent avec des séquences d'échanges sur le travail effectué, les options choisies etc., entre Carlo, Isabelle et les observateurs pendant que les clients écoutent ce qui est dit. Ce DVD est un montage d'un groupe qui a duré 2 jours et s'est déroulé à Paris en novembre 2003.

Carlo Moiso est médecin, enseignant et superviseur en Analyse Transactionnelle (TSTA), en pratique privée à Rome (Italie) Il a reçu le prix Eric Berne en 1987 pour son travail sur le transfert et les états du moi. Isabelle Crespelle est psychologue, enseignante et superviseur en AT (TSTA); elle a une pratique privée ainsi qu'une école de formation de psychothérapeutes avec 7 autres TSTA à Paris.

\$45 ITAA members, \$55 nonmembers (Video available on request)

To purchase, contact the ITAA, 436 14th St., Suite 1301, Oakland, CA 94612-2710, USA

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