

Special Membership Privilege

If you are a member of the ITAA, you can now list books you have authored or coauthored on the ITAA website at no cost. Books should be about transactional analysis or a related subject. To be listed, please send the following information by email to webmaster@itaa-net.org:

- Your full name and the name(s) of any coauthors
- Title and subtitle of book
- City/state/country and name of publisher
- Date of publication
- Number of pages
- Price
- Language written in and translations available, if any
- How to order the book or where it is available for purchase
- A short description (2-3 lines) of the book's content

Upcoming TAJ Theme Issues

"EDUCATIONAL TRANSACTIONAL ANALYSIS"

Guest Editor: **Trudi Newton**

Deadline for manuscripts:
1 December 2003



"GAY AND LESBIAN ISSUES"

Coeditors: **Terry Simerly and Bill Cornell**

Deadline for Manuscripts:
1 January 2004



"TRANSACTIONAL ANALYSIS IN LATIN AMERICA"

Guest Editor: **Bill Cornell**

Deadline for manuscripts:
1 June 2004



"TRANSACTIONAL ANALYSIS & PSYCHOANALYSIS"

Guest Editor: **Helena Hargaden**

Deadline for manuscripts:
1 October 2004



Please follow the Instructions to Authors on the inside front cover of any recent issue of the TAJ. Email manuscripts to TAJ Managing Editor, Robin Fryer, MSW, at robinfryer@aol.com or send to her at 1700 Ganges Avenue, El Cerrito, CA 94530-1938, USA.

From Problem Solving to Supporting Development New Trends in Educational Transactional Analysis

Truudi Newton of Ipswich, England, will be guest editing the July 2004 special theme issue of the Transactional Analysis Journal on educational transactional analysis. We thought it would be interesting to talk with her about her views on educational transactional analysis as well as her plans for that journal and hope that this interview will prompt those of you who use TA in educational settings and approaches to contribute articles to the journal (deadline for submissions: 1 December 2003). She is interviewed here by Script editor Bill Cornell.

BILL: I think there's a great deal we can talk about in terms of activities related to educational applications of transactional analysis, but let's start with what inspired you to put yourself forward as guest editor for a special issue of the TAJ devoted to educational TA.

TRUDI: Actually, Robin raised the possibility with me after I wrote an article on transactional analysis in education for Carol Solomon's "For Our Clients" issue of the Journal in January 2003. I think that article might have opened up some ideas for Robin about educational TA and doing a special issue, and it also came up in a conversation she had with Jim Allen. There has been quite a lot of work going on in the educational field and many new ideas

developing. Certainly transactional analysis educators have a stronger sense of themselves than they did a few years ago. The TAJ article in the "For Our Clients" issue grew out of these changes.

BILL: What helped to promote the clearer differentiation of educational transactional analysis?

TRUDI: That's a good question. There's been a move away from the idea of transactional analysis in the education field being simply a problem-solving process. It has been evolving into a systemic model, a means of looking at how an educational culture can promote health and thriving. This takes the focus away from indi-

"Transactional analysis in education can provide a thinking frame for people in perfectly ordinary, straightforward situations."

vidual work with a learner who may be having problems or is defined as having problems in school toward looking at the whole system. This involves using transactional analysis con-



Trudi Newton

cepts to understand what's happening in the system, to look at how the whole environment can shift rather than putting the focus on an individual teacher or an individual learner.

BILL: It sounds like this represents a significant shift in the frame of reference.

TRUDI: It does, and the shift seems to be taking place in various geographical areas simultaneously. I certainly hear this in talking with colleagues in other European countries, and I'm very aware of it happening here in the UK.

BILL: Can you give us a couple of examples of this process?

TRUDI: Sure. In the past there has been quite an emphasis on a behaviorist approach to looking at and working with children or groups of chil-

continued on page 7



The importance of interpersonal competence is widely recognized as a strategic advantage in organizational survival and success in the contemporary globalized economy. More than ever, consultants, academicians, and executives are looking for alternatives that will help them to understand the dynamics of change and to find effective options for dealing with the complex and multidirectional relations between individual, group, and organization.

In any organization—big or small, public or private—individual and group behavior are the outcome of personal experiences, values, proclivities, and idiosyncrasies; the interactive processes that take place in the organization; and the culture and the roles/functions that each person plays in the organizational context.

Transactional Analysis in Organizations Today

by **Rosa Krausz**

By approaching psychosocial phenomena in organizations through the use of transactional analysis, it is possible to focus not only on the smallest unit of the organizational system (individual behavior), but also on interpersonal, group, and organizational behavior. By so doing, transactional analysis can diagnose and explain what causes most of the dysfunctional behaviors that are characteristic of unsuccessful organizations as well as define possible options for facilitating change through the required interventions that minimize/eliminate existing dysfunctions.

An important issue in organizations in today's information age is the need to alter traditional psychological contracts between workers and organizations. As Zuboff (1988) reminded us:

Relationships will need to be fashioned and refashioned as part of the dynamism of the social processes, like inquiry and dialogue, that mediate learning. Such relationships are more intricate because their character derives from the specifics of the situation that are always both pragmatic—what it takes to get the work

done best—and the psychological—what people need to sustain motivation and commitment. (p. 425)

Although this need is recognized by practitioners and academicians, it is spoken about more than practiced in the business world. The focus in organizations tends to be more on monetary results than on building a learning environment in which people will be able to produce more results with fewer resources. This calls for action-centered skills, dialogue, inquiry, growth and development, intuition and creativity, interpersonal competence, and know-how that enables individuals to work and act with one another to generate and share knowledge, to build communities of practice, to expand social networks inside and outside the organization, and to use their potential fully. Translated into transactional analysis language, organizations need autonomous individuals, and this is the focus of transactional analysis applied to organizations.

Berne (1964/1967) wrote that "the attainment of autonomy is manifested by the release or

continued on page 6

Eric Berne: Euhemerus

The traditional primal leader is the one who, by heroic deeds, gives [the group canon] meaning in action by fighting or dying to make it possible.... After his death a primal leader tends to become subject to a process which may be called euhemerization. In fact, the impact of the primal leader may be measured by the degree of his euhemerization, i.e., by the mythical qualities that are attributed to him after he is dead. (Berne, 1963, p. 98)

As I read Helena Hargaden's speech, "Then We'll Come from the Shadows," reprinted in the July 2003 *Script*, I found myself moved and disturbed. I felt immediately protective of Eric Berne and then rapidly found myself thinking about Berne's writings about primal leaders, the euhemerus, and the group canon. I decided to pull out *Principles of Group Treatment* and remind myself of what he had said. Wrong book, I discovered. It's all in *The Structure and Dynamics of Organizations and Groups*.

Berne understood the crucial, unconscious function of the euhemerus for a group's cohesion and longevity: "Since there seems to be a kind of euhemerus hunger in most groups, it would be psychologically incredible if a group survived more than two generations without euhemerizing someone" (p. 101). According to Berne, the group members demand of the euhemerus "the qualities of a god...omnipotent,

omniscient, immortal, invulnerable, irresistible, incorruptible, uneducable, indefatigable, and fearless" (p.106). Exhausting. No wonder the euhemerus is dead!

Berne went on to write, "After the death of the primal leader, the course of the group work is regulated by the canon he has established" (p. 107). He articulated the complex interdependency of the psychological cohesion of a group or organization with its identification with the euhemerus and the "very forceful appeal" (p.108) of the group canon. An organization's euhemerus and canon provide the deeply stabilizing function (hunger) of identity and cohesion, and as Berne underscored, often become inhibiting or limiting forces in a group, leading to dissolution of effectiveness and/or splitting.

"Berne understood the crucial, unconscious function of the euhemerus for a group's cohesion and longevity."

Helena's speech helps us to examine the consequences of holding Berne in the position of TA's euhemerus. However, when I reread it to write this column, I found myself—a bit to my surprise—thinking not about transactional analysis, but about my training and evolution as a neo-Reichian therapist. I first encountered transactional analysis and Reich's work in the late 1960s and pursued training in both simultaneously during the 1970s. I was studying phenomenology at the time and was captured by Berne's rebelliousness and what I interpreted as his practical phenomenology and humanized psychoanalysis. I was also completely enraptured by Reich's passion, politics, and no-holds-barred attitude toward sexuality. Berne became a kind of mentor, Reich a hero. Both were Jews who turned their backs on their Jewish heritage, although as a young man raised Roman Catholic in an all-white, blue-collar industrial town in upstate New York, this didn't mean anything to me at that point in my life. But their rebelliousness and defiance of the establishment meant a great deal.

Reich held out promises for a new human race. He also held out the promise of the genital character and orgasmic potency. I claimed my dedication to the former while hoping for the latter (quietly, I was raised Catholic after all). I learned a great deal in my Reichian training. My Reichian therapy had deep and lasting effects on my way of being. But as I practiced the Reichian work more deeply, and with a broader range of clients, I became disenchanted. I found with many clients that we did not achieve the magical results we had hoped for. I gradually learned to integrate the Reichian body-centered work with transactional analysis, yet I still found myself dissatisfied with the results. And there were a handful of clients for whom the body-centered work was disruptive, even damaging. I nearly turned my back on body therapy altogether.

Fortunately, I began to question and read instead of quitting. I read outside of transactional analysis and the neo-Reichian/Gestalt/humanistic frameworks with which I had identified. This was about the time that James Masterson gave a masterful keynote at the ITAA conference in San Antonio. After that conference, I went out and found myself a psychoanalytic supervisor. I began to reread Reich critically. Perhaps more significantly, I read *about* Reich (*Fury on Earth* [Sharaf, 1983]). He was a profoundly troubled man with a trag-

ic childhood. I had enough distance by that point to begin to see how his genius and creative intensity was shot through with a deeply disturbed personality. Like Berne, Reich never completed his own therapy and created a model of treatment through which he tried to cure himself. The ideas and ideals were there in Reich's work, but the actualities of his theory and technique reflected his defenses. As I was able to move Reich from the hero platform, I could think about Reich the man and then his theories. I was able to change my approach to working with the body rather than abandoning the field altogether.

As I read Helena's speech, I thought as well of the psychoanalytic context against which Berne rebelled. Much of the American psychoanalytic establishment at that time were Jews who fled or were forced out of Europe, deeply wedded to their identities as psychoanalysts and profoundly identified with Freud. The analytic culture in which Berne was treated and trained was rigid and conservative. Freud had been the primal leader and was simultaneously enshrined and embalmed as the euhemerus after World War II. Psychoanalysis began to ossify as a result. Gradually the analytic community began to examine Freud, see his limits, and find new growth for analytic ideas and technique. Today, contemporary psychoanalysis is very different from what Berne knew. I imagine he would be quite happy with current psychoanalytic models, many of which he influenced (although few will acknowledge that). The same has had to happen with Reich for the body therapy community to grow.

Helena offers us an opportunity in her speech to think about Berne as a man struggling within his social/historical context as a Jew in Canada and then in the United States at an

absolutely pivotal time in the history of the Jews. His struggle reflected a rich mixture of defiance, neurosis, and brilliance. The critical examination of Berne that Helena offers us is a complex example of the kind of challenging we need to undertake of our roots and our basic tenets (i.e. canon) to keep our work alive and growing. Berne was keenly aware of the need for this kind of self-examination within group cultures. The psychoanalysts of his day were certainly not doing it and were not open to new ideas, so Berne left to start something new. For Berne, an ailing group was one that could not reflect on or think about itself.

Surely we as heirs to Berne's legacy do not want to fail to remember his insightful analysis of the role of a group leader both before and after death. And just as surely he would not want us to fail to apply these insights to our own organization and to him as our primal leader. I think he would expect that of us at the very least.

REFERENCES

- Berne, E. (1963). *The structure and dynamics of organizations and groups*. New York: Grove Press.
Sharaf, M. R. (1983). *Fury on earth: A biography of Wilhelm Reich*. New York: St. Martin's Press.

Bill Cornell can be reached at 36 Corbriwood Ln., Gibsonia, PA 15044, USA, or at bcornell@nauticom.net



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	4 1/2" (11.5cm)	3" (7.6cm)
1/2 pg	\$170	4 1/2" (11.5cm)	6" (15.2cm)
3/8 pg	\$250	4 1/2" (11.5cm)	9" (23.5cm)
1/2 pg H	\$330	9 1/4" (23.5cm)	6" (15.2cm)
1/2 pg V	\$330	4 1/2" (11.5cm)	12 1/2" (32.4cm)
9/16 pg	\$370	6 3/4" (17.2cm)	9 1/4" (23.5cm)
Full pg	\$625	9 1/4" (23.5cm)	12 1/2" (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: September 1 for the September-October issue, October 1 for the November 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. © 2003 International Transactional Analysis Association, Inc.

Published on recycled paper

Nominations Sought for ITAA Awards

The ITAA is seeking nominations for its three most prestigious awards.

The **Eric Berne Memorial Award (EBMA)** is bestowed on a person (or persons) who has made an original and significant contribution to transactional analysis, normally in one of the following categories: theory, research, applications, or areas not covered by these. The award is made for a published concept that is considered to be so important that all trainees will be expected to know it.

To make a nomination, the following material must be sent to the ITAA office: name(s) of author(s); publication citation; area or category of contribution (specify only one of those listed above); brief title for the contribution; a detailed statement supporting the nomination as an original and significant contribution to transactional analysis in the designated area; the name of the individual, group, or organization making the nomination; and at least one copy of the nominated article/book. If the article/book was written in a language other than English, send an English translation of the material with a copy of the publication in its original language. If an English translation is not available, a summary or abstract of the major ideas presented in the publication must be submitted in English along with a copy of the publication in the original language. Please contact the ITAA office for complete details about preparing EBMA nomination materials. **The deadline is 1 December 2003.**

The **Hedges Capers Humanitarian Award** was established to recognize ITAA members who have made significant, enduring contributions to humanity in keeping with the ideals and ethics of the ITAA. These contributions are primarily seen as activities that promote the welfare of humankind, especially through the alleviation or elimination of pain and suffering. ITAA members who make such contributions often do so at the cost of personal risk and/or sacrifice. The humanitarian activities may form a lifelong pattern or be expressed in a single, widely noted occurrence.

The **Muriel James Living Principles Award** honors ITAA members who have advanced the growth of transactional analysis by personal example as well as by contributions of an exceptional and lasting nature. Personal example involves consistently living the principles of transactional analysis, which includes but is not limited to clear Adult thinking, joyful creativity, compassionate ethics, and a lack of gaminess in transactions with others. Such a person models egalitarian relationships and promotes an "I'm OK, You're OK" atmosphere in both professional and personal arenas. The nominee will have demonstrated commitment, concern, and caring for both individuals and the world community and will be active in the international advancement of the principles of transactional analysis either professionally or personally.

Any ITAA member can suggest another member for the Capers or James awards by submitting in writing a detailed nomination addressed to the vice president of operations. Please submit the nominee's name along with a narrative account of the reasons the individual deserves recognition, attaching all relevant documentation. **The deadline for nominations for the Capers and James awards is 1 January 2003.**

For these awards to be meaningful, we need you to consider who within the ITAA is deserving of the association's highest honors and to let us know. We look forward to hearing from you.

Group Critiquers: A Berne Legacy

Aur thanks to Valerie Lankford for the following piece about how Eric Berne influenced her group work. If you have a story about what Eric said to you, either in person or through something he wrote or said or did, please send it to Pam Levin at PO Box 1429, Ukiah, CA 95482, USA, or to perfectbones@pacific.net.

From Eric Berne I learned the model of having a critiquer for groups. During the late 1960s I was one of a few critiquers for his groups at St. Mary's Hospital in San Francisco. Those of us who were in training sat around the outside of the circle in silence as Berne led the group. At the end we reversed positions, and the trainees moved to the inside circle and held staff meeting with the patients listening. We asked questions of Berne, often why he said what he did to patients and whether he thought an idea of ours would have helped to move the therapy along. If the patients had questions or comments about what was said during the critiquers' meeting, they could bring up their thoughts in the next group, not at the time.

When Berne was in the hospital before he died, he asked if I would lead his married couples' group. He said he chose me because, "for lack of a better word, you are *sincere*." I was leading that group when we found out he died. The next month I married and moved to Baltimore, Maryland.

When I began doing groups in Baltimore, I was interested in having a critiquer for each one. I had a few critiquers, sometimes trainees. Irv Greif was one of the people who took on that role. Through it he became a vital member of our therapeutic community, someone whose presence has benefitted us all.

Dual relationships are considered potentially exploitive of patients, so most therapists are careful not to participate with a client outside the defined role of therapist/client in formal sessions. In contrast, Irv has been able to function well not only as a critiquer, but also as an advocate and resource person just because *he is not a therapist!* This position afforded him far more flexibility in relationships with clients than therapists usually have. Irv has been especially supportive in our community—lunching with people, referring them to lawyers, and sharing personal aspects of his life as he took on a mentoring role. When transference and script issues have kept clients from expressing either their anger toward me as their therapist or their feelings of being misunderstood, he has encouraged them to do so and to get on with their therapy goals.



"Berne chose me because, as he said, 'for lack of a better word, you are sincere.'"

Irv introduces himself and explains his role to any newcomer in the group. He says that he will take notes and that these are for his comments at the end of group and will not be shared with anyone else. He also keeps notes as a resource so that we can check back on dates when people had particular events in their lives or have made important decisions. Berne said that it often takes about six weeks for people to move something new from their head to their gut. We have seen this validated by looking back at what a group member was working on about six weeks prior to his or her making an important step or acting on an awareness.

Irv says he has learned much from his role in our group that he has then applied to children, young adults, and elders over the years. Perhaps not incidentally, he was honored with an award as one of the most contributing volunteers in the United States for his role at a Baltimore school for emotionally disturbed and learning disabled students.

Clearly a critiquer can reap benefits from the practice as can clients and therapists—just one more piece of Berne's legacy.

Valerie Lankford is a licensed counselor and a Teaching and Supervising Transactional Analyst (clinical). She has a private practice in Baltimore, Maryland, and is director of "A Comfort Zone Counseling Center." She wrote *Four Feelings and What to Do With Them*, co-authored *What Did I Learn from a Child Today?* with Pearl Ratushewitz, and has written several articles. For the last two summers she has trained people in the Ukraine with Steve Karakashian and Nadya Spassenko, Director of the Ukrainian Institute. Valerie sees individuals, couples, and groups on a regular basis and enjoys leading workshops. She can be reached at 11600 Hunters Run Drive, Baltimore, Maryland 21030-1951, USA, or by email at vaam@bcpl.net

ITAA WEBSITE: www.itaanet.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 webmaster@itaanet.org. Please also forward any suggestions, feedback, and information for upcoming events.

RESEARCH FILE

by Claude Steiner

Theoretical Musings

In a letter in the January-February 2003 issue of *The Script*, Ian Pizer calls for a response to Ian Stewart's article in the April 2001 *Transactional Analysis Journal*. Stewart questions the functional/structural distinction and calls for the abandonment of the functional model altogether.

This sent me back to reading Ian's thoughtful article. I found that I agree with his opinion that the structural/functional distinction is meaningless. I never understood the importance given to it by some, and I find it very confusing, especially to trainees. Ian's article says a great deal more, all of it interesting, and I respond here to some of the issues he raises.

One point Stewart makes is that Berne was often self-contradictory, which Stewart seems to imply was somehow Berne's intention, perhaps to keep us thinking and on our toes. I doubt that Berne would have appreciated this characterization as I knew him to be very sure that his formulations were internally consistent and in his mind not contradictory at all. If he was self-contradictory, it was not out of a desire to challenge and befuddle but out of a failure to grasp the ramifications—especially the developmental ramifications—of his momentous theory.

When Berne formulated the theory of ego states it was because he saw two distinct kinds of behavior in people (Adult and Child). Then he realized that there was a third equally distinct behavioral pattern, the Parent. He postulated on the basis of the evolutionary and neurosciences of the time that these three patterns of behavior had their source in different parts

of the brain. From an evolutionary point of view, he saw that the Adult was probably associated with the neocortex, a recent development in hominids. That caused him to call the Adult "the neopsyche" and persistently to speak of the Adult as a computer with little or no emotion except the "blue light of insight." Berne found confirmation of his thinking that ego states were represented in the brain's anatomy in Penfield's findings that when certain parts of the brain were stimulated, childlike experiences were produced. He also believed that further anatomical structures in the brain that mapped onto the ego states would eventually be clarified.

"As a transactional analyst, my attention is focused on transactions; ego states, while important, take a back seat in my thinking and method."

I believe that Berne's theory is being confirmed by recent findings in the neuroscience of modular brain functioning (see Siegel, 1999). For example, it seems that the Adult is clearly represented in prefrontal lobe anatomy. The Child and Parent are not quite as clearly mappable in terms of brain anatomy (the limbic brain and the amygdala respectively), and time will tell whether further research will support such localizing. On the other hand, it is clear that there will be no *specific* areas of the brain that correspond to the ego states because brain net-

works are widely disseminated and interlaced. Nevertheless, the fact remains that the mind has modular qualities that stem from brain structures. The ego states qualify as mind modules; whether they will be found to exist as described by Berne remains to be seen.

Berne's description of ego states was a first step in the development of transactional analysis. In *What Do You Say After You Say Hello?* (Berne, 1972)—his last work, which was partially written on his deathbed and thus can be considered his latest thinking—he categorically wrote, "Transactional Analysis is a theory of personality and a clinical method of psychotherapy based on the analysis of all the possible transactions between two or more people on the basis of specifically defined ego states" (p. 20). What that means to me is that what is central to transactional analysis are the transactions between the different ego states (emphasis on transactions) that when analyzed make it possible to understand and modify human behavior in a deliberate, hopefully contractual manner. As a transactional analyst, my attention is focused on transactions; ego states, while important, take a back seat in my thinking and method.

The reason is probably that ego state theory has definite weaknesses. Its strength is that it is a model of human behavior that helps people improve their lives, the functional categories being very helpful in that respect. Its weakness is that it is in many respects no more than a metaphor and prone to hypostantiation (the treatment of a metaphor as if it represented a substantial reality). Therefore, to me the debates raging about

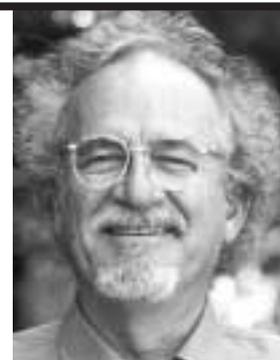
ego states are reminiscent of the legendary deliberations about how many (hypostantiated) angels can dance on the head of a pin. They do not appear to lead anywhere, and to an outsider they are incomprehensible and must seem outlandish.

Ian Stewart has written a must-read article for anyone interested in ego states. I also call your attention to the April 2003 theme issue of the *TAJ* on "Core Concepts" for its equally thought-provoking articles on this and related issues by Leonard Campos, Jim Allen, Jorge Oller-Vallejo, Damon Wadsworth and Alexis DiVincenti, Marye O'Reilly-Knapp and Richard Erskine, Bruce Loria, and myself.

Claude Steiner can be reached at 2901 Piedmont Ave., Berkeley, CA 94705, USA or by email at csteiner@igc.org

REFERENCES

- Berne, E. (1972). *What do you say after you say hello?: The psychology of human destiny*. New York: Grove Press.
- Siegel, D. J. (1999). *The developing mind: How relationships and the brain interact to shape who we are*. New York: Guilford.
- Stewart, I. (2001). Ego states and the theory of theory: The strange case of the little professor. *Transactional Analysis Journal*, 31, 133-147.



© ANDREW PARTOS

Transactional Analysis in South India

by C. Suriyaprakash

Frather George Kandathil, SJ, brought transactional analysis to India in the early 1970s. He founded the Institute for Counselling and Transactional Analysis (ICTA) at Kochi in Kerala, the southern most state of India. A visionary, Fr. George spread transactional analysis using all the possibilities available at that time: advanced transactional analysis training, corporate training, personal counseling, and work in educational institutions. Around the same time, Carlos and Saroj Welch were actively involved in similar activities in and around Bangalore. A quarter century later, today transactional analysis has seen its third generation of trainees and has gained the attention of the corporate and academic worlds. The Indian transactional analysis community here has grown strong with over 300 members, including 30 TSTAs, PTSTAs, and CTAs.

"Today in south India transactional analysis has seen its third generation of trainees and has gained the attention of the corporate and academics worlds."

Since deaffiliation with the ITAA in 1998, ICTA has focused on the spread of transactional analysis in Kerala through its network of training groups preparing candidates for its two levels of counseling certification, namely Bachelor's of TA and Master's of TA. Its annual conferences are well attended, usually by over 200 delegates. ICTA publishes a monthly transactional analysis magazine titled *Neeyum Jnanum*, which means "You and Me." It carries articles and news in English, Malayalam, and Tamil. ICTA has also published several TA books in those same three languages, including *TA for You and Me*, *How to be Alert and Achieving*, *Enthanu E Jyan?* and *Yaar Intha Naan* by Fr. George. The latest ICTA publication is a book about life scripts written in Malayalam by K. A. Sebastian.

In the rest of India, the spirit of transactional analysis is kept alive and nourished by a network of trainers and the transactional analysis groups and institutions they have founded. At present, the major centers of transactional analysis activity are Kerala, Coimbatore, Bangalore, and Chennai. There are over 100 CTA trainees in these cities as members of the groups run by Sr. Annie Maria, P. K. Saru, Shri Sashi, Josephine Dhanaswamy, Susan George, T. S. Radhakrishnan, I. A. Mohan Raj, C. Suriyaprakash, and K. A. Sebastian.

The study circles in Coimbatore and Chennai share a major part of the credit for developing transactional analysis in these regions. The TA Study Circle of Coimbatore (TASCC) was founded in 1983 by a group of self-motivated people interested in transactional analysis, and it continues to meet every Thursday. Even though the founding members never took up formal training or supervision, over the years TASCC has provided the fertile ground in which several transactional analysis professionals have developed. The Transactional Analysis Circle of Kovai (TRACK), an offshoot of TASCC promoted by Jones Bosco, still meets every Tuesday. The Madras TA Study Circle was the first study circle in south India and is also active, meeting once a month.

Under the aegis of ICTA, two ITAA conferences have been held in India—1993 in Kochi and 1997 in Coimbatore. These conferences provided the impetus for the further growth of transactional analysis here. The 1997 conference

created public awareness of transactional analysis in Coimbatore and motivated P. K. Saru and her team to found the Centre for Holistic Integrated Learning and Development (CHILD) and its flagship program, Asha Counselling and Training Services. Since its inception, Asha has been involved in advanced transactional analysis training, public programs on TA, and taking transactional analysis to the poor and weaker segments of society through its outreach programs. In September each year, Asha, in association with Relations-Developmental TA facilitators, organizes a regional meeting on transactional analysis and human development called "Saying Hello!" This unique meeting provides a forum for over 100 transactional analysis trainers, trainees, and aspirants to come together for two days to learn from each other in an atmosphere of sharing, caring, and camaraderie.

When they retired from active training and settled in the United States, Carlos and Saroj Welch left behind Parivarthan Counselling Centre in Bangalore. A group of transactional analysis trainees who had been trained through Parivarthan then founded Sparsh Foundation. Parivarthan and Sparsh support transactional analysis training and counseling in Bangalore. In Chennai, Radhakrishnan and Susan George give training through their training center, Poornam Centre for Holistic Development.

India is a vast country with varied interests, cultures, and characteristics. To suit such diversity, all the regional institutes offer certificate and diploma courses as per local requirements.

The role of visiting faculty from abroad has been critical in the development of transactional analysis here. In its early years, Jack Dusay and Muriel James visited the ICTA campus and supported its activities by conducting training programs. Subsequently, Charlotte Daellen-



Participants of a bodywork therapy marathon with visiting trainer Marijke Wusten (center row, fourth from left)

bach, TSTA (psychotherapy) from New Zealand, Elana Leigh, TSTA (psychotherapy) from Australia, Julie Hay, TSTA (organizations/education) from the United Kingdom, and Marijke Wusten, PTSTA (psychotherapy) from The Netherlands have continued to extend their support and encouragement for the growth of transactional analysis in southern India and to ensure the quality of transactional analysis training in India. A PTSTA workshop facilitated by Julie and a body therapy marathon conducted by Marijke are regular annual features in the Indian transactional analysis calendar.



C. Suriyaprakash standing in front of Jain Temple at Mumbai (erstwhile Bombay)

Charlotte and Elana also visit each year to conduct PTSTA workshops and other training and therapy workshops for advanced trainees. Since 2002, they have introduced the concept of multilevel training (MLT), which is based on their experience working with PTSTAs and advanced TA trainees together at two levels in their respective countries. MLT has an interesting and effective structure in which small groups of advanced trainees (at multiple levels of training) are led by PTSTAs, and they in turn receive supervision from the TSTAs. The PTSTAs also have the opportunity for peer discussion and supervision on matters of interest and concern regarding training and certification and also organizational aspects of the transactional analysis community. In January 2003, the idea of a trainers' process meeting (TPM) was also implemented. At the TPM, trainers meet for a day or two to work on their own process issues and also to share notes, develop theory, and support training and research. The TPM has met twice already and

counseling as professions, there is no legislation governing these professions, and there remains social stigma attached to both psychotherapy and counseling. Therefore, few universities and colleges offer courses on these subjects. However, with the liberalization of the educational field around the corner in 2005, transactional analysis is well placed to face the challenges with a strong network of professionals. Already several universities have included transactional analysis as a module taught by management and psychology faculty. Our immediate focus is to gain transactional analysis its rightful place in academia by establishing full-fledged diploma courses or master's degrees in psychotherapy, counseling, or developmental transactional analysis. The TA community also needs to act proactively to achieve legal status for transactional analysis certification.

Yet another area of focus here is research and publications. Training groups are working on projects that adapt transactional analysis theory to the rich philosophy of India and to suit her unique cultural milieu. For example, Jones Bosco has done his PhD research on strokes, and C. Suriyaprakash is doing his PhD research on studying the relationship between aspects of ego states and quality of work life. In general, there is a growing interest among transactional analysis trainees and others in carrying out research in transactional analysis.

It is good timing that the next international transactional analysis conference will be held in Bangalore from 30 July-1 August 2004. Jointly hosted by the ITAA and CHILD, this conference will showcase the collective potential of the Indian transactional analysis community and provide the impetus to make TA known more widely among the public, the corporate world, academia, and the intelligentsia. With 29 states, 13 official languages, over 1000 other dialects, and one-sixth of the world's population, Indian has a rich tradition of values, culture, acceptance, and communion. The conference theme, "Celebrating Differences," epitomizes one of the greatest imperatives of our time, not only in India but around the world. This conference will be an excellent opportunity to demonstrate to our society and the world how the philosophy, principles, and concepts of transactional analysis can be used effectively to deal with our perceived differences, both at the individual and social levels.

C. Suriyaprakash, BE, MBA, MPhil, PTSTA (O), is director of Relations-Developmental TA facilitators and secretary and counselor at Asha in Coimbatore. He was formerly assistant professor at GRD Institute of Management. He has served as exam coordinator for India and as cochair of the ITAA training standards committee (TSC). He is currently a member of the TSC and finance committees of the ITAA. He can be reached at 7, Ambika Layout, New Sidhapudur, Coimbatore-641044, India, or by email at relations.ta@vsnl.com.

will meet for the third time this coming September. The TPM has, of late, recognized the need for an Indian apex transactional analysis body to coordinate the efforts and activities of the various TA groups and organizations so as to make a greater impact on Indian society. Reflecting the growing trend toward consolidation, this will also help us to reach out to the international transactional analysis community collectively.

There are a number of challenges facing transactional analysis in India at this time. Indian sociocultural and economic conditions have not fostered due recognition for psychotherapy and

MEMBERS' FORUM

TRANSACTIONAL ANALYSIS REACHES NEPAL

The following letter was received originally by ITAA Vice President of Training and Certification Servaas van Beekum, who forwarded it to The Script. Servaas has written to Binod, but if other readers wish to do so as well, please note his address at the end of this letter.

Dear Sir/Madam:

I am writing to you from Nepal—actually, from a small eastern town in Nepal. I am writing to you on behalf of 23 million people of this country. So please read this letter with absolute scrutiny. Thank you very much!

My name is Binod Rijal. I was born in a lower middle-class family and have always considered myself lucky because of that fact. I became acquainted with transactional analysis at the age of 15. And because I live about 500 kilometers away from the capital, Kathmandu, I never had the privilege of befriending the erudite folks of the cities. Though bereft of such a privilege, I have always had a voracious appetite for reading books and self-educating myself from the very outset of my life.

As fate would have it, one fine day when I was strolling through my ancient town, I saw a dusty book titled *I'm OK—You're OK* by Thomas A. Harris, MD. It was shelved in one of the dirty windowsills of a bookstore. At first I couldn't make heads or tails of what that title meant. Somehow, I bought the book; it cost me about Rupees 80 (equivalent to US 1 dollar), a pretty rich sum for me at that time. I took the book home and tried reading it but couldn't make out what the book was trying to say. It took me almost a month to realize that I had wasted my money for some indecipherable garbage. Several years passed by, and the book remained untouched somewhere in my ramshackle attic.

Thereafter, I became busy with the rigmarole of my daily affairs—executing society's rituals, games, pastimes, and scripts. Then one day, as I was rummaging through the stacks of my old stuff, I came face to face with the book again. I was 20 at the time. I tried reading the book once again hoping that I might understand it this time.

As I began turning the pages, I slowly started grasping what I had missed on my previous perusal. I became so charged up by the time I finished the book that I became a different man. I understood for the first time in my life that this would work. I realized that transactional analysis was a panacea for all problems we have always had in relationships. I wondered how I could have missed that awareness previously. Thenceforth, I became a very different personality.

Later that year, in one of my rare visits to India, I had the fortunate privilege of chancing on a few other books in one of the bookstores. I had saved a meager sum of money from the tutoring that I had offered to the local kids, so with that money I bought a few books, including *Transactional Analysis in Psychotherapy* and *Games People Play* (God, they were expensive!). In later years, I also read *Born to Win*, *Staying OK*, *What Do You Say After You Say Hello?*, and so on.

Now that I have been acquainted with transactional analysis, although only through books, I have been feeling that a great deal of responsibility lies ahead of me to impart such knowledge to my folks and friends.

If you don't know where Nepal is and what's happening here, you ought to look at the

evening news. Nepal, my country, the place where I was born and raised, has now become a paragon of poverty, deprivation, and bad luck. People can't think properly in this country. I also have prescience of an imminent war between the Maoists and the State in the very near future, although there is a truce right now. The people here are in desperate need of an Emancipated Adult.

I would like to help my 23 million people understand the underlying principles of transactional analysis. I would like to show them how important it is to understand the nature of the folly that we have been committing because we make decisions from the wrong ego states. I would like to show them how we've been living with a "dearth of common sense."

I have promised myself to help these folks through transactional analysis. Please respond to my letter because I feel very lonely right now. I need someone who can give me some hope. If it is possible I would also like to study this subject further so that I can use it in my country later on (maybe as a Certified Transactional Analyst).

Who knows, your concern now could make a big difference in the lives of many sick people, people who have become victims of their contaminated consciences.

Binod Rijal, Dharan 12/113, Sunsari, Nepal;
email: tabinodrijal@yahoo.com

RESPONSE TO HARGADEN'S SPEECH ABOUT BERNE

Dear Editor:

I was not happy to read in the lead article of our July 2003 newsletter, no less, that Eric Berne was, according to Helena Hargaden, in the throws of a "perverted" transformational process in which he "never had to directly confront his victimhood," that in his life he "attempted to move away from the shameful feelings attached to being a victim," and that he was "vulnerable, insecure, even fearful." Nor was I persuaded when she wrote that he "clearly sought to make himself less vulnerable" and that "he wanted to escape from the stigma of being a Jew" by changing his name from Bernstein to Berne.

Knowing Eric and being fully aware of his flaws causes me to wonder where Hargaden gets the conviction to make such statements, even if they are followed by occasional faint praise. I take exception to this highly speculative psychoanalysis by a clinician certified by our organization of a man I loved and admired, even if it is made in the service of "understand[ing] ourselves better...[and] where we came from and what made us who we are." These are nothing more than fanciful musings in which, as a small example, Berne's statement that his father punished him when he needed it is transformed into the claim that he was "regularly beaten." I question the judgment that went into placing this piece in *The Script*.

Be that as it may, however, the principal issue I want to respond to here is that it seems that the unacknowledged purpose of the speech on which this article was based was to critique one of the cornerstones of transactional analysis: contractual treatment. Contracts, Hargaden argues, were designed as a way to "avoid...any vulnerability by working for declared objectives, aims, and control." Berne designed a theory, she suggests, to "rid us of those hurts without having to feel the hurt, the pain, the shame, without having to feel one's humanness." She

further writes that the "ulterior motive was to help people avoid misery through the use of contractual psychotherapy...[and] in so doing ...[to make] transactional analysis into a type of happy pill and to promote the insidious lie that it is never too late to have a happy childhood!"

Thus transactional analysis is clearly flawed, it seems, because it is in denial of its shadow, living in "fear of the unconscious," "a lopsided theory that contains within it a fear of what is not readily comprehensible, concrete, tangible, and therefore controllable." Hargaden then projects all this into an unself-consciously Jungian revision of history as she reminds us that "after all, one of the reasons the Jews were slaughtered in Europe was because the Nazis projected their shadow onto them and then tried to rid themselves of it by murdering every last one."

And all of that fallacy can be avoided, it would seem, by simply dropping the contractual aspect of transactional analysis.

On the contrary, contracts are not the sacrifice of intimacy, empathy, intuition, or even femininity at the altar of denial. Contracts are an effective technique widely accepted by professional clinicians to deliver a result instead of endless, aimless, mushy, shadow-chasing "chicken soup therapy," as Berne was fond of calling it. Nothing about contractual therapy requires that we abandon our humanness, intuition, empathy, or attunement. No therapy works without that human, humane contact, of which Berne had plenty to give to his clients in the opinion of one who observed his therapeutic process. Although caustic in his writings, he was intuitively empathic and highly respectful of his patients' inner life, even though he sometimes appeared bemused by it.

I argue that therapy without a contractual relationship between therapist and client is doomed to fail, except to the extent that people get better anyway as long as the therapist is a nice person. Contracts focus effort, maximize results, and are demonstrated to be an effective technique, unlike free association, transference analysis, and interminable psychodynamic therapy.

Hargaden fails to get the essence of Berne's transactional analysis. I find it sad that so many who owe their identity to transactional analysis are returning to psychodynamic homilies and the comfort of unconscious, shadow, transference and countertransference while stripping transactional analysis of its cognitive-behavioral essence. In my opinion, they are living in the past, where it is acceptable to speculate on the psychodynamic aspects of a person one has never met, with arguments based on literary styles of analysis, and where psychotherapy can be done by just sitting and listening compassionately, however long it takes. Transactional analysis was designed as an exodus from that sort of "jazzy" speculation and interpretation.

Claude Steiner, Berkeley, California, USA

Dear Editor:

I anticipated that my article in the July 2003 *Script* would provoke debate. I think it regrettable that you as editor are criticized for publishing my article. Any attitude that closes down the right to think and express one's own thoughts frightens me.

I think it imperative if we are to progress as a profession that we talk about our theory openly, that we critique it and help ourselves move into the 21st century. Steiner accuses me of going backward, but the education I had taught me that analysis and debate are progressive and educational. Further, I was taught that to think for myself was not only a very good thing but

that it was educationally unsound to accept other peoples' beliefs and theories at face value as though they are commandments written on tablets of stone.

I can appreciate that maybe Steiner feels strongly because he knew and loved Eric Berne. I don't, of course, feel that and merely admire Berne and seek to explore the historical context of his very valuable contribution. Perhaps I am, therefore, freer to critique without a sense of disloyalty.

Some of what Steiner said made me think further. First, in the area of contracting I believe my meaning was not the one inferred by Steiner. Indeed, I do think contracting is important. I listen for the ulterior transaction and will verbalize this to a client in the form of a question as to whether this is what he or she has come for. In other words, the therapist, in my view, needs to pick up on the implicit contract and make it explicit. I think both therapist and client need to know why they are sitting in the room together, that both have a job to do, and that all these things need to be made into an explicit agreement between them. However, I do not believe that you can proceed with any certainty to a given conclusion about what will happen, nor do I think it particularly useful to have measurable contracts—most of the time. This brings me to my second point.

Steiner refers to transactional analysis as a cognitive-behavioral therapy, and I think the three original schools of transactional analysis are just that. Keith Tudor has recently developed a schema (to become a book) in which he identifies seven areas of transactional analysis (rather than schools) as follows: classical transactional analysis (psychodynamic), classical transactional analysis (cognitive-behavioral), rededication, Cathexis, radical or social psychiatry, integrative transactional analysis, and narrative transactional analysis.

I think we have all variously developed these models in response to the type of clients we have been seeing in the last 20 years. When I say "all," I do not mean just the writers who have represented these different perspectives but also many others, unnamed and quietly getting along with their work, who are also developing their styles and work in ways that move away from a strict adherence to traditional transactional analysis. Maybe nowadays we are meeting clients and patients in our consulting rooms whose psyches are either more disturbed or complex or both?

In our recent book, *Ego States*, edited by Charlotte Sills and myself, we make the point in the introduction that diversity in transactional analysis is one of its strengths and allows us to assess the different requirements of clients. Each person is different, and within transactional analysis we have choices about how we respond in terms of treatment direction. For instance, sometimes I will choose to use a measurable contract because it is right for that person and a way of addressing a concrete problem. I think such diversity of approach makes us strong, and to risk referring to Jung again, he said that it is a weak ego that cannot tolerate diversity.

And it is not only us in the transactional analysis community who are required to think about these things. Recently, among a group of British psychoanalysts, someone referred in passing to a recently published work on transactional analysis as the "modern thinking." In other words, they were learning from our development of our own theory. At the end of the day, everyone who works with those who are in psychological distress has to take stock and is required to rethink his or her models. No one

continued on page 6

TA in Organizations Today

continued from page 1

recovery of three capacities: awareness, spontaneity and intimacy" (pp. 178-181). If we look at the needs of contemporary organizations, there is a high degree of coincidence between the competencies there are required nowadays and autonomy as conceptualized by Berne.

The application of transactional analysis in organizations goes far beyond training and

"Transactional analysis can diagnose and explain what causes most of the dysfunctional behaviors that are characteristic of unsuccessful organizations."

development of human resources. By expanding awareness, spontaneity, and intimacy, transactional analysis is a powerful invitation to all those who work in organizations to look into and around themselves to see how they have been underusing their personal power to change themselves and their environment and to review their mental models so as to prepare themselves to live in harmony within the tur-

bulent technological, sociocultural, and economic changes that are impacting the organizational environment.

In my experience as a consultant, trainer, executive coach, and TA trainer and practitioner, I have found transactional analysis to be a powerful tool for personal and organizational growth and development and a potent alternative for building healthier work environments in which organizations as a whole and all of their members share with fairness and mutual respect the outcomes, material and immaterial, of their collective work. This is how success-oriented organizational cultures work.

Rosa Krausz is an ITAA and a UNAT-BRASIL Teaching and Supervising Transactional Analyst (organizational and educational) and director of INTELECTUS, a human talent development consulting company in Sao Paulo, Brazil. She can be reached at rokra@terra.com.br.

REFERENCES

- Berne, E. (1967). *Games people play: The psychology of human relationships*. New York: Grove Press. (Original work published 1964)
- Zuboff, S. (1988). *In the age of the smart machine*. New York: Basic Books.

Members' Forum

continued from page 1

has the definitive, one true and only theory—in my view.

Recently EATA held a training and supervision conference in Malmö, Sweden, organized by Anika Bjork, Rowland Bjork, Adrienne Lee, and Charlotte Sills. It was attended by about 150 people, and we spent two days together discussing transactional analysis. One of the things I came away with, particularly after a discussion with Moniek Thunnissen—a TSTA and psychiatrist in The Netherlands—is how much transactional analysis has to offer to others and how often we seem to miss the opportunity to broaden our horizons and promote transactional analysis as a valuable theory.

To return to my original subject—the shadow of transactional analysis—one of the subjects discussed in Malmö was "the shadow." Of about 15 groups, one decided to discuss the shadow in transactional analysis; by the end of that session, about five other groups had ended up discussing the shadow. To go Jungian again, the collective unconscious is an amazing thing!

Helena Hargaden, London, England

Dear Editor:

I have concerns pertaining to the direction the ITAA may or may not take. When I review in my head the history of the association, I cannot help but reflect on the initial extraordinary explosion of new membership in the ITAA and then the subsequent plummeting of membership, at least in the United States.

Berne clearly recognized that the then current formulations of transactional analysis were devoid of an adequate address to the self. Possibly this is why he insisted that prospective transactional analysis trainees should have at least two years of training in psychoanalytic theory, which would have provided them with an address to the self.

Then Berne died prematurely, and it seems that people forgot his admonition that the goal of transactional analysis proper was the establishment of social control and that deconfusion of the Child state of the ego was the province of psychoanalysis. Mind you, Berne preferred to speak of deconfusing the *Child* rather than deconfusing the *self*. This deliberate avoidance of addressing the self was misleading and only created confusion in transactional analysis theory.

Transactional analysis formulations such as its theories of ego states, games, strokes, and scripts addressed the ego and self-image rather than the self. I recall when script theory was greeted with the statement that "TA is now a complete theory of personality." Eric Berne addressed the topic of the self only once and quite inadequately in an article he titled "The Problem of the Self" (italics added).

I and many of the original converts to transactional analysis were not well informed. I am aware of real estate agents, school teachers, gas pump jockeys, and high school drop outs who were accepted into transactional analysis training and subsequently certified as transactional analysts. Membership in the ITAA swelled to dizzying heights. Members of this new certified membership, often quite talented but lacking any background in depth psychology, were instilled with confidence that their training in transactional analysis had adequately provided them with the tools necessary to address all of their clients' problems. In fact, many early Teaching Members were devoid of any background or even interest in depth psychology.

For ten years I was one of those who out of frustration dropped out of the ITAA. In my studies during those years, I found some of what was missing in the then current transactional analysis theory. On my return to the fold I was able to offer some input on unconscious communications and the analysis of duplex transactions. My studies in psychoanalysis had touched on the topic of the self but still did not adequately prepare me for an address to the client's self. Anyone who has undertaken to address the self of psychoanalytic theory will appreciate the difficulties of such studies.

My thinking about these issues was once again stimulated by Helena Hargaden's article "Then We'll Come from the Shadows" in the July 2003 *Script*. I have remained frustrated by the continuation of an adversarial relationship

EXAM CALENDAR				
Exam	Exam Adm.	Exam Date	Location	App. Deadline
CTA Oral	COC	Nov. 7, 2003	Lyon, France	Aug. 1, 2003
	COC	Nov. 14, 2003	Kappel, Switzerland	Aug. 1, 2003
	BOC	Nov. 21, 2003	Christchurch, NZ	Aug. 21, 2003
	COC	April 1, 2004	Reading, England	Jan. 1, 2004
	BOC	July 24, 2004	Bangalore, India	April 1, 2004
TSTA Oral	COC	Nov. 14, 2003	Kappel, Switzerland	May 1, 2003
	COC	April 1, 2004	Reading, England	Jan. 1, 2004
	BOC	July 24, 2004	Bangalore, India	April 1, 2004
CTA Written	All Regions (Non-Europe)	Your choice	Submit to Regional Exam Coordinator after paying \$50 fee to T&C Council	Your choice
TEWs	PTSC	July 11-13, 2003	Timisoara, Romania	April 11, 2004
	TSC	August 2-4, 2004	Bangalore, India	April 2004

* 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. **COC Training Endorsement Workshop:** to take a COC TEW, contact the European TEW Coordinator, c/o the EATA office.

between psychoanalysis as a depth psychology and transactional analysis as a social psychiatry, something Berne himself fostered in his early formulations of structural and transactional analysis. In my view, the TA movement's Parent identified itself with Berne's personal biases and conflicts while neglecting to note that Berne's Adult asserted that deconfusion of the patient's Child remained the province of psychoanalysis. As long as we neglect to address the confused Child, there is no way that transactional analysis will gain professional credibility.

Recognizing this, Moiso, Novellino, Hargaden, Sills, and others have taken it upon themselves to expand transactional analysis theory and to develop a TA methodology and rationale for addressing deconfusion of the Child. This is clearly articulated in Helena Hargaden and Charlotte Sills's (2002) book *Transactional Analysis: A Relational Perspective*, which provides those of us in transactional analysis with a remarkably clear, understandable, and comprehensive theory of the self, for which I am profoundly grateful. I speculate that if every TSTA in the United States became familiar with this book and then insisted that all of his or her trainees do the same, then deconfusion of the self would become a province of transactional analysis. If this book receives the attention it deserves, I suspect that ITAA membership in this country will begin to grow slowly but steadily.

Ken Woods, Belfair, Washington, USA

REFERENCE

- Hargaden, H., & Sills, C. (2002). *Transactional analysis: A relational perspective*. Hove, England: Brunner-Routledge.

Remember that you can purchase additional copies of the special January 2003 issue of the TAJ "For Our Clients" to sell or give to clients, trainees, workshop participants, and/or colleagues who are interested in learning more about transactional analysis. The cost is \$10 each or \$8 each for 10 or more copies (postage included). To order, please contact the ITAA office or visit our website at www.itaa-net.org.

TRANSACTIONAL ANALYSIS CONFERENCES WORLDWIDE

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

November 8-9, 2003:
Lyon, France. Annual conference of IFAT (French Association for TA).
Contact: IFAT, 1, rue de metz, F-75010 Paris, France;
phone: 33-1-47-70-22-62;
fax: 33-1-47-70-22-64;
email: ifat@club-internet.fr

Make Sure Your Payment to ITAA is Properly Credited!

We have recently received several bank transfers without any identifying information that would allow us to credit them to the correct person for the correct reason. When making bank transfers into the ITAA bank account, please make sure to include your full name, the ITAA account number (obtain from Ken Fogelman at the ITAA office), and what the payment is for (membership dues, books or videos, etc.). In addition, please email or fax the ITAA office with the same information (your full name, the amount you transferred, account number, reason for payment) in case it is not included with the information forwarded to us from the bank. If you have any questions, please contact Ken Fogelman at ken@itaa-net.org.

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

Educational TA

continued from page 1

dren who are identified as having behavior problems in school. The behaviorist approach can offer lots of useful techniques, but what we are realizing is that when those techniques don't work, teachers and administrators don't have anywhere else to go. So people are looking for a model that gives them a greater understanding and a broader explanatory framework beyond technique, and transactional analysis can provide that.

BILL: An explanatory framework?

TRUDI: Yes. Without going into a therapeutic mode, transactional analysis can offer a whole range of ways to look at what's happening so that educators can develop their own options for working with whatever situation confronts them. I find this is particularly the case with professionals who work with children at young ages, such as preschool. Much of the focus of their work needs to be on emotional development, especially since we view healthy emotional development as a necessary prerequisite for cognitive learning. Transactional analysis offers a model for this sort of developmental understanding that is accessible enough for ordinary professional people, who can then use it in their own creative ways. I'm thinking here, for example, of the ways Jean Illsley Clark's models for parent education have been adapted for use in schools, even though her basic model was originally developed for parents. That's one major area that seems to be very effective. Developmental understanding and the tools that go with it are coherent and relatively easy to use, so educators can become quite adept at using them, and transactional analysis becomes an integral part of their thinking when they are confronted with something new.

BILL: So you are talking about using transactional analysis as a means of educating the system itself as well as an individual?

TRUDI: Yes. I don't want to focus entirely on schools, but schools are a convenient place to start. People are now teaching transactional analysis concepts to children in ways that allow kids to start using them for themselves. The simple, functional model of ego states, strokes,

the drama triangle—young people get hold of these ideas very quickly. It enables them to become more autonomous and take charge of their own behavior.

BILL: And to be able to think about their behavior.

TRUDI: That's right. So, we are looking at enabling autonomous people and autonomous systems as well. I don't want to sound grandiose....

BILL: Take the risk, it's OK.

TRUDI: Right! Well then, from the response I and my colleagues get when we present these ideas, I don't think it is grandiose. I think people become excited that they get these ideas and take them home to begin using them quite effectively. We are beginning to collect stories about how people often see results immediately. That's not to say there's never the need for further work, but sometimes a teacher, for instance, can suddenly see a student in a different light. Or kids experiment for themselves.

BILL: It sounds like one of the important things that is happening here is a model of early intervention and prevention rather than later corrective or therapeutic intervention.

TRUDI: Absolutely. I think transactional analysis in the education field is preventative. And it's also restorative. We can repair things that have gone wrong, and ideally, we enter a system early enough to work preventatively. I think the other important aspect of this is that we are not just focused on problems. Transactional analysis in education can provide a thinking frame for people in perfectly ordinary, straightforward situations. It's a tool that can help everybody. It doesn't need to be pulled out only when something has gone wrong.

BILL: So, as guest editor for the July 2004 *TAJ*, what kind of articles are you hoping to receive? And what kinds of things are you wanting to encourage our members in the educational field to write about?

TRUDI: One of the main areas I hope people will write about is the state of the art of using transactional analysis in education: new ways, new ideas, new developments of models and concepts and applications. And for all age groups, education as a lifelong experience. I

want this issue of the *Journal* to give a good picture of where we are now. Alongside that I hope there will be some people reviewing a longer-term picture.

BILL: I'm not sure what you mean by "longer-term picture."

TRUDI: I think there are many people who have been using transactional analysis in the education field for quite a while. I hope they will write about how educational transactional analysis has developed as well as how it needs to continue to develop.

BILL: What has been the most exciting thing for you personally in using transactional analysis in educational settings?

TRUDI: There are several things. When I first encountered transactional analysis, I realized that it gave me a way to make use of other ideas that I had been thinking about and utilizing for quite some time. The transactional analysis structure helped me to see how to make these ideas more accessible and more available to other people as well as to myself.

A big influence on me in the early and mid-1970s was the Brazilian author and educational theorist Paulo Freire. I was at the graduate school of the World Council of Churches in Geneva and he was there teaching. He had to flee South America because of his radical ideas. This was also the time of the murder of President Allende in Chile, so there was quite a large group of South Americans there. He was particularly influential. Previous to that, I had been a social worker and had found that his ideas about education could be applied to social work. It was incredibly liberating personally. On returning from Geneva, I continued to be interested in and apply Freire's ideas about education and to apply them in many different situations, but it wasn't until I encountered transactional analysis that I felt I had a language with which to express those ideas effectively. Paulo Freire's writings are fairly impenetrable really, although his ideas about banking systems and problem-posing education make sense to people very quickly when they are shared. His way of thinking requires a good deal of explanation for people, but if you talk about symbiosis, for example, people get it straight away. So I started translating his educational ideas into transactional analysis. I found it an empowering process, and I discovered that other people did too. I'm still working from those ideas, linking the work of Freire to other education theories. It's the examination of education as a political process, really. Freire and Berne both promoted revolutionary ideas, and there are lots of links between the two systems. After all, human beings are learners. We are lifelong learners who are engaged in educational processes all the time. I certainly do not see education as being only about formal education.

BILL: You mean formal education for kids?

TRUDI: Or even formal education for adults. I think education is an ongoing process. One of the things I liked about transactional analysis right from the start is that it is presented as an educational process. In therapy, clients are also learning, and they are learning not only about themselves, but about systems, about thinking, about feeling. I don't know who said this, but I read somewhere that good education is therapeutic and good therapy is an educational process.

BILL: And hopefully, good education can reduce the need for therapy.

TRUDI: Yes. Another aspect of all of this is the emergence of what we are calling developmental transactional analysis. We are actually starting a new institute in the UK centered on developmental transactional analysis.

BILL: Yes, I have heard about this.

TRUDI: The idea behind establishing the Institute for Developmental TA (IDTA) is not to separate ourselves from transactional analysis as a psychotherapy, but to provide a forum in which people whose main, or only, focus is

educational or organizational work can find a home. We see this as a necessary development in the differentiation of different modes or applications of transactional analysis.

BILL: "Development" as in programs to support personal, professional, and/or organizational development?

TRUDI: That's right.

BILL: So, is this part of what you are soliciting for the *Journal*? Articles that help differentiate educational transactional analysis from other applications, to articulate this emerging point of view?

TRUDI: Yes. With the growth of the educational and organizational fields, there are now practitioners in transactional analysis who don't have any links to TA as a psychotherapy. They are taking ideas from transactional analysis and using them in their professional fields, so a new discipline is emerging. The concept of developmental transactional analysis is an effort to recognize and support that.

BILL: So developmental transactional analysis is like a new umbrella to bring together different applications of TA. It sounds like an exciting time in the field. I look forward to your journal and reading articles that elaborate on what we've discussed here.

TRUDI: I am excited about the project too, and I want to extend an invitation to readers to submit manuscripts soon because the deadline is coming up on 1 December.

BILL: Good point. Thank you for taking the time to talk with me.

TRUDI: It's been my pleasure.

Trudi Newton is a Teaching and Supervising Transactional Analyst (education) and has written a number of articles and coauthored two books on learning, one for adult educators and one for schools. She is codirector of a training institute in Cambridge, England, and also directs a transactional analysis training program for educators in St. Petersburg, Russia. She specializes in consultancy for behavior support services and teams. She can be reached at Chelmondiston Rectory, Ipswich IP9 1HY, United Kingdom, or by email at trudi@cita.uk.com.

News of IDTA Activities

The Institute of Developmental Transactional Analysis (IDTA) is holding a one-day conference on 6 November in Birmingham, England, entitled "Coaching and Mentoring—What Can TA Contribute?" All presenters will be organizational or educational transactional analysis specialists (either contracted trainees or students in the MSc in developmental TA program or CTAs, PTSTAs, or TSTAs). Julie Hay will be the opening keynote speaker and Trudi Newton will do the closing keynote; in addition, there will be two sets of four parallel workshops offered. Julie Hay is also planning to produce a new book in time for the event, the subject of which will be transactional analysis for coaches and mentors.

IDTA has now established an initial council comprised of eight individuals. Julie Hay is chair, Trudi Newton is vice chair, Anita Mountain is secretary (these three founded IDTA), and Melody Cheal is treasurer. Committee chairs include: Giles Barrow, membership; Sandra Wilson, conference; Colin Brett, ethics and professional practices; and Annie Murray, training standards. The hope is that the first general meeting will take place in April 2004.

Welcome to New Members

NEW MEMBERS	MEMBERSHIP SPONSOR	NEW MEMBERS	MEMBERSHIP SPONSOR
February 2003		April 2003	
Kay Cross	—	Paul Fisher	—
Louisa Day	—	P.K. N. Gispen	—
Mickey Galeotti	—	Aruna Gopakumar	P.K. Saru
Albesa Goett	—	Peter Held	—
Binkie Heather	—	Kimi Inoue	Vann Joines
Aleksandra Jankovic	Zoran Milivojevic	Roelof Langman	—
Narelle Jeffrey	—	C. Michelle Alba Lim	—
Slavica Ravnik	Zoran Milivojevic	Sailaja Manacha	P.K. Saru
Nick Ray	—	Jose Silveira Passos	—
Donald Reid	—	Ragini Rao	P.K. Saru
Tatiana Sizikova	—	Bernard Rivas	—
David Teasdale	—	George Wolf	—
George Tokikuni	—		
March 2003		May 2003	
Marina Borodenko	—	Bev Berenson	—
Robert Carroll	—	Dena Dixon	—
Sharna L. Gillihan	—	Ivana Drezgic	Zoran Milivojevic
William Hooper	—	Saori Ishido	—
Noboru Ikeda	—	Paul Kellett	—
Karen Jones	—	Sarah Patterson	—
Ekaterina Kopylkova	—	Alida Roberts	—
Barbara Lalljee	—	Nathalie Baron	—
Kathy Laverty	—	Tommy Sygrove	—
Maria Lomova	—	Henk Trimp	—
Ian Longhorn	—	Thomas Chia Shih Wan	Jessica Leong
Motosada Mori	—		
Ronald Nierman	—	June 2003	
Vadim Petrovsky	—	Edward Bowman	—
Ekaterina Petuhova	—	Sue Brady	—
Marilyn Simon	—	Jason Brennan	—
Anna Vasilenko	—	Avinash De Sousa	—
Jennie Wickenden-Walsh	—	Melanie De Souza-Cook	Donna Marie Perry
Van Wiesner	—	Sharon Helton	Vann Joines
		Ya Fen Huang	—
April 2003		Vicki Nash	Elena Leigh
Annie Decaux Calmeil	—	Michiyo Okabe	—
Doreen Cornotta	—	Laura Sardone	—
		Yuri Yano	Tomoko Abe

Impressions of Timisoara

by Marijke Wusten

An the 14th of May 2003, my plane is circling over Timisoara. I can see fields, houses, a landing strip. The land is very flat, just like Holland, I think. And I laugh, noticing that I am doing it again: making unknown things into something known. Whenever and whenever I travel I always tend to look for things we—my country and I—have in common with the new country I am visiting and the new people I meet.

I wonder who will pick me up. They sent me an email with two names. Then two stunningly beautiful young women give me a big smile and hand over a bunch of flowers. Welcome to Romania, Marijke! Linda and Cora take my luggage to their car. It is very hot; I open the windows and look at the fields and flowers. Such beautiful countryside.

It all started at the conference in Utrecht where I met the Romanian delegate. She and John Parr—who is coordinating a transactional analysis training program in Romania—asked if I would be willing to go there and teach, just as I did in Russia and still do in India. I said yes, and that's how I ended up in this car driving to Timisoara.

I will stay in the apartment that the transactional analysis group here is renting for their meetings and their guest teachers. Linda and Cora go out of their way to make things easy for me. They are so hospitable. They show me all the food—coffee, tea, water, fruit—they bought for me—loads and loads of it. They show me the bathroom and my bedroom and then ask if I would like to rest for a little while. Rest? No way! I want to walk around in this new city! So Linda offers to sightsee with me in the afternoon and the next day too.

And what a lovely city Timisoara is! Beautiful old buildings, spacious squares with lots of terraces, wide lanes, old churches, trees, flowers, parks. It is peaceful, with people walking or standing talking together, little groups on the terraces, a very relaxed atmosphere. I suddenly realize that this relaxed atmosphere is created by an absence of cars, of which there are very few. This is how a city should be, I think, with lots of space for people. I remember that it was like this in The Hague when I was young, right after the war, when all of us went by foot or bicycle.

I change some money, we meet friends of Linda's, we talk, we drink beer on a terrace and meet more people. So many young people in the streets. Linda tells me that Timisoara has a huge university, that there are many students here from all over Romania as well as from abroad. I feel relaxed and at home. Already on that first afternoon I fall in love with the city and its inhabitants!

The next day, in the large auditorium of the German school, I meet a huge group of people, all of them transactional analysis students, for a three-day training program on TA and bodywork. The setting is for "classroom" teaching, with the students at one side and the teacher in front. We are looking at each other. I am thinking, "What will this bring us, all of us strangers? After three days we will be a different group, a group with bonding, commitment, openness...hopefully." The students observe me and each other, they whisper, some are agitating, some are quiet. As soon as the interpreter arrives, John Parr introduces me and we begin making contracts, all in the slow motion of English-Romanian-Romanian-English.

I explain about working with the body, about emotional blocks, about body language and body armor, about attachment, bonding, and grief. We do some exercises and the atmosphere of "let's wait and see" is slowly changing. The questions are more direct and open now. I relate what we do to transactional analysis. After the first day I feel slightly tired. I recognize that by now: I tend to push and pull a lot at the beginning of a workshop.

We go out for dinner, walking through the city center to a nice terrace. I look around and see the beautiful buildings, many of them with bullet holes. It is evident that they have not been properly maintained for many years, the typical neglect of countries under dictatorship or communist regimes. They tell me about the revolution and about their hopes for the future. They are poor now, but things will change; they will work hard and everything will be better. I feel admiration for these people who single-handedly—without help from abroad—kicked their dictator out and are now trying to rebuild their country.

The next two days we work in a different room. And work we do! I explain, they ask questions, I ask questions and they explain, we compare notes, we do exercises, there is some personal



May 2003 training group in Timisoara with trainers Marijke Wusten and John Parr (first row, third and fifth from left, respectively)

work as well. Slowly I see the miracle happening again as we—strangers at the start—begin to bond, commit ourselves, start opening our hearts to each other. Once more I think that my work is the most wonderful work in the world!

But it is not always easy. There is the language barrier—even though the interpreters are very good—the slight misunderstandings because of our different cultures. The room we are working in is very dusty and dirty, and some participants have difficulty breathing with the chalk dust of tens of years. It is also very hot. When we ask the concierge to please clean the room, she refuses saying it is clean and she is not free to do it anyway. So some of the participants bring in buckets and mops and clean it up themselves! Problem solving at its best!

In between working sessions there are the short walks through the center, with little antique shops to visit and lunches outside. I buy CDs of Romanian music. I feel melancholy remembering the wonderful service of waitresses and salespeople in the United States and even in The Netherlands (not usually known for its good service); they are nicer to customers than here in Romania. We have to wait terribly long for our food, often they bring the wrong things and then shrug it off when we complain. The aftermath of communism, I suppose. But I must say that waiters and salespeople are the only surly, unfriendly people I meet here.

All during my stay in Romania I have flashes of how Holland was when I was young, after the war. The standard of living is low in comparison with the West, more like it is in India and Russia where I have also taught. But that is only in relation to material things. As I said, walking in the peaceful streets as I did in Timisoara is richness in its own right. And the joyfulness I see in the contacts between people, their enthusiasm for making things better, the pace of life in general...we could do with some of that in the West! If there is one thing I have learned while traveling over the world it is that each country has its own ways of expressing poverty and abundance.

I agreed to come and teach for this one time, and then afterward I would decide about coming on a regular basis because I want to work less and have fewer obligations and more freedom. It won't surprise you after reading this that I agreed to return to Romania. I like the country and the people and would love to experience more of both. I truly enjoyed working with the transactional analysis training group and am grateful for the trust they put in me. Together we created a wonderful workshop.

I hope that my writing this will encourage you to register for the 2004 EATA conference in Timisoara. Maybe we could even organize a round trip for those of us who want to go to

Romania first and then to the ITAA conference in India. If you're interested, please let me know.

Marijke Wusten is a Teaching and Supervising Transactional Analyst from The Netherlands who specializes in bodywork therapy and training. She can be reached at Nieuwe Kerkweg 3, 4322 TH Looperskapelle, Netherlands, or by email at mwusten@hetnet.nl.

Notes from John Parr

The transactional analysis community was established in Romania through the hard work and dedication of Adriana Serbescu, who contacted me via the Internet and asked "How can we do transactional analysis training in Romania?" I was at that time EATA President and agreed to do a TA 101 for free and to explain the training process. Adriana gathered a group of 84 students and the process began in June 2000. The first 101 was a success and was followed quickly by another, again with over 80 participants. An advanced workshop was held a week later with 124 participants drawn from the two 101s. (Large groups are necessary in Romania to manage the financial burden.) This group has been far from passive and has established itself as a thriving community. Today, three years on, in both Timisoara and Bucharest, they regularly have over 40 people for weekend trainings, and a third group is now starting in Iasi.

Adriana was the first president of ARAT, the Romanian Association for Transactional Analysis, and has been ably followed by Ibi Daroczi, the current president. Their board has some bright minds that are constantly seeking ways to find resources to continue the training. There are about 150 or so members of ARAT now, and the first students have signed training contracts. The goal is to have enough students certified and enough training members so that they can become self-sufficient.

EATA has provided valuable help by funding half the cost of flights for visiting trainers. However, it is important to recognize the determination of the Romanian group and their leaders to make the project work. If you want to offer training workshops in Romania, please contact me at johnparr@psdci.co.uk. I have contracted with ARAT to coordinate their training so that we can optimize the training and avoid duplication of effort. Each year we plan to have a minimum of ten workshops in both Timisoara and Bucharest, so all help will be warmly received.

John Parr, TSTA, of England, is currently chair of the ITAA nominating committee and will assume the office of vice president of operations in January 2004. He can be reached at john.parr@0800dial.com.

International Transactional Analysis Conference



Bangalore, India
30 July-1 August 2004

Organized by the International Transactional Analysis Association
and the Centre for Holistic Integrated Learning and Development
Supported by the Members of the Indian Transactional Analysis Community

Preconference Institutes: 28-29 July (Wednesday-Thursday)

BOC Exams (CTA and TSTA): 29 July (Thursday)

Conference: 30 July-1 August (Friday-Sunday)

Training Endorsement Workshop (TEW): 2-4 August (Monday-Wednesday)