THE SCRIPT®

Volume XI, Number 1 February 1981

INTERNATIONAL TRANSACTIONAL ANALYSIS ASSOCIATION, 1772 VALLEJO ST., SAN FRANCISCO, CALIFORNIA 94123

Theme Issue on TA and Education

Uses of TA in a Laboratory School

I'll Choke On A Stroke, But I'll Salivate If You Validate



By Gerda Lawrence, LCSW, CM

A teacher once said to me: "Don't give me another stroke because I'll choke on a stroke." So I asked her, "will you salivate if I validate?" We laughed and got along fine from then on.

My task as the social work consultant to the staff of the University Elementary School at UCLA is to work with teachers on developing and strengthening their skills in relating to their students and to the parents of these students. I have named the model "Teacher-Centered Guidance." TA is the framework in which I work. With many teachers, I use TA language and diagrams openly. With others, who object to TA "jargon," I translate TA concepts into a "jargon" which is acceptable to them. I am comfortable with this because the communication of ideas is what is important to me rather than any particular way of stating those ideas.

To teach *well* is an extremely hard job. Teachers are often discouraged, depleted of energy, feel "raked over the coals" by difficult children, unsupportive parents or by other, often conflicting demands on them. The teacher may be in her Adapted Child or Critical Parent when we first talk and then I find it often useful to start working out of my Nurturing Parent to get the teacher's Adult energy cathected for problem-solving or simply to reduce threat, anxiety or hurt. For instance, I empathetically acknowledge the difficulties the teacher experiences and stroke for caring about the student and for wanting to do a professionally sound job.

Examples:

1) Shawn is an explosive, destructive and also a bright and charming four year old, new to the school. He has been assigned to a particularly well trained, effective teacher and made some headway establishing trust in her. However, the teacher had to be absent for two days. When she returned, Shawn was "hell on wheels" and the teacher felt that it was not safe for him to be in our school with its large open spaces and its highly stimulating program.

Me: "It's extremely difficult and exhausting, not only because of what he takes out of you but because of the responsibility for him and the other children. Only watching for a few minutes I'm tired from what I saw." As I observed the teacher relax a bit, I add, "I wonder why he's so wound up now?"

Tr: "It could easily have to do with my having been absent. He's just not one who can take separations and changes in routines yet."

Me: "I'm sure that can have a lot to do with it. Want to brainstorm after school what can be done right away and in the longer run?"

The brainstorming resulted in the teacher coming up with the idea to shift Shawn into the unit's afternoon program, which is more structured, where there is a smaller pupil/teacher ratio and where the children are not as easily triggered by him into wild behaviors. Through my support, she was willing to support herself and to come up with a solution other than getting rid of Shawn.

2) I observe a teacher looking discouraged and tired. The students have been unruly for days. She has piled more and more work on herself to get things under control, to no avail.

Me: "You look beat."

Tr: "This class is one of the worst I've ever had. No matter what I do it's not enough. They're not behaving. They're not learning. I've done so much 'enrichment' it's coming out of my ears."

I try working out of my Free Child. "I can just see those things coming out of your ears in film strip shape," but the teacher just shakes her head at me saying, "it's nothing to laugh about."

Me: "I know. I just feel like I'd like to take you home, make you a nice dinner, get you to forget the kids and see if there is something good on TV."

Tr: Sounds fine and maybe you're right. Maybe what I have to do is something *I* enjoy for a change. Maybe I'll go to the library and get a nice book and start the day reading it aloud to them." Then, laughingly, "and if it doesn't help them, at least it'll help me and that's just as important."

3) However, sometimes using my Free Child works directly.

Paul, age 6, drew breasts on the picture of a pilgrim lady.

Tr: "Look at that. It's sick. He just does that to get attention."

Me with a smile: "He sure succeeded. Got your goat?"

Tr: "Sure feels like it." After a pause, "heck, I'm not going to let him do that to me. Actually it's kind of funny and he does draw well. But I told him I would have to show the picture to his mother. Shall I?"

Me: "Seems to depend on what you want him to get attention for."

Tr: "Maybe it's not sick. Maybe he's just being 'smart' and I fell for it." Then laughingly, "He's a rascal, that's what he is. And I can conveniently lose that picture."

I may use primarily my Adult, my knowledge of the student in question, of the classroom situation or the history or I may give direct information on psychological theory or useful ways of approaching a troublesome situation. Using Adult energy to see things in perspective seems to be experienced as nurturing while promising sound solutions to problems.

Examples:

1) Tr: "Susan hasn't learned anything. She's just as awful as she was in the beginning of the year."

Me, giving information and stroking success: "I don't believe that. Remember how closely we monitored her earlier? You brought her up at meeting almost weekly and we had her on strict regimes. This is the first time in months that you've even mentioned her name."

Tr: "You know you're right. We both must have had a couple of bad days and I've lost my perspective."

2) Shawn again. He had hugged his teacher with all his might saying "I'm going to hug you to death."

Tr: "I'm really concerned about his anger and aggressiveness."

Me, slowly: "I wonder what he could be saying to us. It could be so many different things. For all I know, he might be, for the moment, in touch with tempering his aggression with his more loving impulses or. . ."

Tr: "It could be some cartoon he saw on TV, which he watches much too much anyhow, or as you say, many other things."

I also use TA directly. I am working with a group of latency-age students in a friendship-making social studies unit, using as the base *TA for Tots*. I have taught basic TA principles several times at staff meetings and I use a useful diagram developed by Denton Roberts, TM, "Being on my Side, not on my Case" with both teachers and students. The concept is one which works particularly well to teach teachers the possibility of changing their internal transactions from negative to positive not only for themselves but so that they, in turn, know their influence on the Parent messages their students develop in the elementary school years.

Children catch on to the concept too. I got a kick out of a boy recently who said to another who had taunted him for being stupid, "Hey, if you can't be on your side at least be on mine."

I work with teachers, many of whom, understandably, are at times upset with the parents of their students. Some parents do not back up the school or they put undue pressure on their children or they do not take proper care of the children. For example, I may use a sentence I learned as a young social worker, "Feed mother so she has something with which to feed her child," again teaching the value of, through Nurturing Parent, helping to ameliorate a problem or concern. My work with teachers to help them in their work with the parents of their students has resulted in a book, "Parent-Teacher Conferencing," co-authored with the principal of the University Elementary School, Madeline Hunter.

continued on page 2

Laboratory School (continued)

TA has sharpened the precision with which I work, increased my facility to communicate ideas and allowed me to be more effective in my work. I don't rescue as I once did and I now have permission to be in and use my Free Child. And I particularly like the understanding I now have of why what I do works.

*The University Elementary School is the laboratory school of the Graduate School of Education at U.C.L.A. and has a student population of approximately 450 youngsters ranging in ages from 3.7 to 12 years of age. These are selected from a pool of applicants and through an outreach program to be as representative as possible of the general population. All classes are both non-graded and team taught. There are four levels each corresponding to age and maturational levels of student development: Early Childhood, Lower Elementary, Middle Elementary and Upper Elementary. Each level consists of two teams. A team will consist to two to three master teachers, student teachers and possibly a resident teacher, — an experienced teacher or administrator who is volunteering in order to advance his/her own professional competence, — and somewhere from 50-75 students. Assignment of students to teams is made primarily for social needs and each level has an overlap of age groupings to make for the most flexible placement of students possible. The school has for many years integrated almost all categories of handicapped children except the blind.

Gerda Lawrence, LCSW, CM has been the clinical social work consultant to the staff of the school since 1964. She has also been a consultant to a number of other schools and has conducted a variety of workshops in the US and abroad. She has a private practice in West Los Angeles.

The TA of Education

By Mel Boyce, PhD, TM

Ninety years ago a genius of his time wrote pop psychology articles on pragmatic, enlightened self-interest. His name was William James, and his emphasis was on the *enlightenment*, reasoning that we would grow out of our self-centeredness when we fully realized our connections with all other people. Since he was an educated person, with an M.D. from Harvard, I take that to mean a *learned* approach to self-interest. His ideas were extended by John Dewey, another great in education. Both men were misunderstood, and their ideas warped by more recent leaders and teachers who often separated words from action, and by politicians who put short term results ahead of more abiding principles.

Eric Berne was an educator, too, if a multitude of books, articles, speeches, lectures, and seminar presentations are any measure. He said in 1970, "It depends on whether you like to paint your own pictures, or prefer the kind with numbered sections that tell you where to put each color". While he was talking about Advanced Sex Education, I think he meant all learning. He went on to say that learning sex out of a book is no substitute for a sense of adventure and having fun. Recently a sociologist learned that *play* among children was the key factor in rapid learning, and needed to be encouraged in the school curricula.

We now have an ITAA president named James who is an educator. Perhaps this heralds an era of educational TA, or TA of Education. I think the Decade of the Child has passed, and we have more focus on Adult and Parent, for there can be no complete education without them — without a balanced, integrated PAC.

Not everything *is* painted by numbers! We learn from everything, every waking hour, and possibly when we are asleep. While modern print media is the most stable format, TV gets the larger role in "learning", and computers could wipe out all previous formal learning systems. Informal systems, such as the functions of the body, the warmth of a bed, the slap of a hand, along with repeated verbal messages, form the Script. "The medium is the message," as the late Marshall McLuhan said.

Sometimes I do a workshop sequence with my only prop the daily newspaper. I hand it to someone in the group, ask them to open it at random, and then *defy* them to *not* learn something from that page, whether it is the want ads, a story about potato bugs, or a feature on the economy. My stepson, who is in medical school, looks askance when I talk this way. He knows that an A in Histology or Embryology will get him into the next semester, and reading the newspaper won't. Yet, to his credit, he can become fascinated by a cockroach under his bed, or the personality of a cafeteria worker. He may yet get a well-rounded education.



The TA of Education, like the *Zen of Motorcycle Maintenance*, starts with Child enthusiasm. Without it, you would not have read this far. In fact, anyone who has will get a free gift by sending me your name and address! Central in Zen is the concept of *accepting*, or non-expecting. Translated into TA terms, the TA of Education is as follows:

(1) **Child enthusiasm**, sense of fun, here-and-now absorbing of life experiences, either natural or created. Somehow, creativity always suggests painting or sculpting, even though such luminaries as Rollo May suggest a wide variety of innovative experience, both verbal and non-verbal. Because so much of early life is idiosyncratic, the chances are high of warping the personality, then locking it in with anxious Parent in the Child messages to form negative scripts. Perhaps was can somehow, sometime develop positive education for parents.

(2) **Adult creativity** — yes, *creative* functions that gather and combine and process the old and new data, with some sense of the ethical. This avoids the purely passive collecting of facts, and the cruel Child in the Adult use of skill, information, and expertise that addresses immediate "problems" at the expense of long-range objectives. This frequently takes the form of competition in scholarship, sports, job selection, and other unnatural hierarchies.

(3) **Parent stability**, long-range planning, *clarifying of values*, are imperative to effective education. With the entire world a classroom, the clash of values is inevitable, and always causes the greatest problems. Whether we struggle with the Ayatollah, or the Russian premier, the value systems can only be reconciled by Parent seeking the greatest good for the greatest possible number of people.

Melvin Boyce, PhD, TM, was trained by Eric Berne and other good people. He works as a consultant, therapist and trainer in Marin County, California.

Applications of TA

Helping Educational Administrators To Be Winners

By Miriam Sewell



The "OK Administrator," a 30-hour training module for leaders in education, is now in its third year. Approximately 200 school administrators from 13 counties in Maryland have participated, with 170 more projected by June, 1981. The basic framework for the module is TA, and H.D. Johns' "Analysis of Anger" chart provides a structure for introducing some of the concepts.

In designing the "OK Administrator," I took the title from Muriel James' *OK Boss*, one of the resource books for participants. I am an administrator in the Montgomery County Public Schools and am also in Special Fields and Clinical training with Fran Newby, PTM. Fran frequently travels from Michigan to close the "OK Administrator" week by presenting her IRIS Learning Process, integrating much of the TA material. My husband, Bill Sewell (also in Clinical training with Fran) helped me with the design of the module and sometimes co-leads the training. His background in Neuro-linguistic Programming is a potent addition to effective work with participants. Nancy White, a leader in parent education, was an early consultant and co-leader.

As a licensed LIFO (Life Orientations) trainer, I use the 6-hour LIFO training program to open the week. LIFO is a strength management© system used by half of the US Fortune 500 companies, by many educational and religious organizations, and which is rapidly expanding its international reputation. I was first introduced to LIFO by Kathy De Forest and now serve as consultant and trainer of trainers for the LIFO Division of Stuart Atkins, Inc., a California firm. Based on results of a self-reporting questionnaire, LIFO identifies the mix of four possible stylistic preferences that has helped the participant reach his/her current level of success. Participants are taught how to maximize the use of strengths, avoid the excesses of overusing preferred styles, expand coping skills by using hitherto underdeveloped strengths. Finally, they learn how to communicate with others through their preferred styles.

LIFO meshes very effectively with the TA material that follows.With the strength profile of each group member posted on the wall, participants are soon working in small groups figuring out where each style would most likely enter the drama triangle, which games would probably be favorites of each style, how each style can best be stroked, what problems each style is likely to encounter in structuring time, and how a bar graph of each person's LIFO profile compares with her/his Egogram. As "aha's" are heard around the room, participants look for LIFO strengths they can develop to supplant the self-defeating overuse of a favorite style. When an underdeveloped strength area is targeted for expansion (for example, when an "idea person" decides to do more careful research before rushing into implementation), I use Fran's "2-minute contract" for change. Some participants work through such contracts during the week. At the close of the workshop all are invited to make confidential contracts with themselves. I keep copies sealed in self-addressed envelopes which I mail to them as reminders on pre-selected dates as much as a year later.

Administrators come to the week with such goals as, "I would like more insight into myself, how I relate to others and how I can work more effectively with others." More than 90% leave saying things like, "This is the most useful workshop I have ever attended."

Currently, I am working with Stuart Atkins on an article detailing the highly productive partnership between LIFO and TA. The enthusiasm and demonstrated growth of school administrators in self-knowledge and interpersonal effectiveness are persuasive indicators of the value of using TA as a framework into which other systems can be integrated for management training. One group contracted with Fran for a full 101 at a follow-up conference. An increasing number of "OK Administrator" graduates are arranging for the workshop to be brought to their staffs. Several are also pursuing additional TA training.

Montgomery County, like some other Maryland systems, has offered TA for teachers (partially developed and taught by Bill and me) for almost a decade. Now the good effects of TA are reaching children through educational administrators as well. That is very OK indeed.

Miriam Sewell and her husband Bill met in a workshop given by Jack Dusay. Their dream of a conference center that would offer TA and related training and therapy was realized with the opening of "The Pilgrimage" in September, 1979. It offers three buildings in a country setting that is becoming a second home to an increasing number of Maryland educators. They both hold full-time jobs as administrators (his in computer sciences) and spend their "vacation" days offering "The OK Administrator."

Graham Barnes reports that his professional work this year has been primarily in Europe. He made several presentations at the EATA Conference in Brighton and at the Belgium TA Conference in Brussels. The training group he began last year in Belgrade, Yugoslavia is still very enthusiastic and a second group wants to begin. Graham is the Director of the International Institute for Roce Analysis and the results of his research (1977-80 will be published in the January, 1981 TAJ.

Cesar Sanchez Marichal, director of IMPERSON—AS, s.a., Instituto Para La Actualizacion Individual y Grupal, sponsored three programs in Fall, 1980 in redecision therapy given by **Leonard Campos**. The programs included an introduction presented for 43 psychology students and professors of the Escuela de Psicologia of the Universidad Rafael Undaneta in Maracaibo, an introductory workshop in redecision therapy for 11 professionals in Maracaibo, and an advanced workshop for 10 therapists in Caracas, Venezuela.

Gloria Wax, Co-director of North Jersey Transactional Analysis Groups, CPTM, has recently completed the requirements and passed the test for certification as a Certified Clinical Mental Health Counselor. Anyone interested in knowing about the certification process can write her at NJTAG, 168 Howard St., Dumont, NJ 07628.

Donn Brechenser, ARM, has published an article entitled "Toward a Humanistic Transactional Analysis" in the *Humanistic Psychology Institute Review*, Vol. 2, No. 2, Fall, 1980. Copies are available from Donn at Bascomb Rd., Greenfield, MA 01301.

Ethics Principles: Installment #3

It is the primary protective resonsibility of members of the ITAA to provide their best possible services to the client and to act in such as way as to cause no intentional or deliberate harm to any client.

On the Adult level this standard does not present a problem to the mental health practitioner. It is when various Parental beliefs and/or Child illusions and/or disillusions (usually without awareness) intrude into the therapeutic process that breaches of ethics can occur. For example: "doing what is best for the client," is particularly subject to the therapist's own script motives and resulting "hot potato" projects. It might be said that doing what is best for the client is often a mask for doing what is best for the therapist.

The decontamination of either Parental and/or Child distortions is probably a lifelong task for the practicing therapist. Whether one as a therapist continues to engage in his or her own therapy, supervisory or peer review, it becomes an ethical responsibility to continue the decontamination and rescripting process.

The problem, in the opinion of this writer, is not in terms of the intentionality or deliberateness of harm, but rather the unconscious factors to which all of us as human beings are subject.

Transactional Analysis recognizing the continuing influence upon one's functioning of these "unconscious" factors makes it an ethical mandate for the mental health practitioner to continually deal with these contaminations and/or exclusion issues.

Hy Goldman

The Script
(ISSN 0164-7393)
Newsletter of the International
Transactional Analysis Association
1772 Vallejo Street
San Francisco, CA 94123
(415) 885-5992

Editor ..... Ken Ernst, PhD
Managing Editor ..... Robin Fryer, MSW

Script Editorial Board (Sub-committee of Public Information and Professional Relations Committee): Les Kadis, Penee Field-Orfila, John James.

Deadlines: receipt in ITAA office on the first of the month prior to the month of publication; i.e., Jan. 1 for February issue.

The Script is published monthly (except January and August) by the International Transactional Analysis Association. The subscription rate is $2 a year as part of dues for all classes of membership. For information on dues rates for various membership classifications, contact the ITAA office at 1772 Vallejo St., San Francisco, CA 94123. Second class postage paid at San Francisco, California.

The editors reserve the right to edit material submitted for publication for taste, accuracy and length. Letters to the Members Forum should be limited to 400 words. Editing will be done responsibly and in such a way as to preserve the intent of the author.

Keeping in Touch

The British Institute of Transactional Analysis Annual Conference will be held April 10-12, 1981 at the University of Warwick in Convetry. Visitors from outside the British Isles will be cordially welcomed for their presence and possible contributions to the program. For details, write to Colin Tatton, 66 Shirley Rd., Acocks Green, Birmingham B27 7NA, United Kingdom.

Steve Lankton was an invited speaker at the December 4-8, 1980 International Congress on Ericksonian Approaches to Hypnosis and Psychotherapy in Phoenix, Arizona. His paper on "Psychological Level Communication and Trance Phenomena" was presented to an audience of 800 participants. Steve also addressed the Ohio Psychiatric Association at their annual meeting in Akron, Ohio, October 2-4. He and Carol presented a three day invitational workshop at the North Carolina Group Behavior Society conference November 1-3, 1980 just prior to relocating in Pensacola, Florida on the Gulf of Mexico. They plan to continue training around the country in addition to conducting a local private practice and residential training workshops on Pensacola Beach.

The American Board of Family Psychology is now accepting applications from licensed psychologists for its certification and diplomate status in two areas: marital and family therapy and marital and sex therapy. For further information, write Dr. Don-David Lusterman, Secretary, AMFAMP, 86 McKinley, Baldwin, NY 11510.

Larry Green and Gaylin Norris joyfully announce the birth of their son Jonathan Carl Norris-Green, on November 10, 1980 at 8:01 pm. He weighed in at 8 lbs. 5 ozs. and is looking forward to meeting all his new friends in ITAA.



At the annual DGTA conference (German TA Association) where Bob and Mary Goulding were "senior" guest speakers. Photo shows re-elected DGTA president Rudiger Rogoll (with baby) with the Gouldings, his earliest TA teachers, and some of his PTM's: (left to right) Fred Jessen, Bernhard Wydra, Klaus Pfender, Martha Husben-Adler, Rudiger, Mary, Bob and Bernd Schmid. The conference was a big success again this year and provided the fast spread of TA with high standards in German-speaking Europe.

Tasi Darshan, the Bulletin of Transactional Analysis News and Views Around India, Vol. 1, No. 1, came out in October, 1980. For subscription information contact the Transactional Analysis Society of India (TASI) at C-14 Community Centre (VHAI), Safdarjung Development Area, New Delhi - 110016.

Book Reviews

Superlearning
By Shiela Ostrander and Lynn Schroeder
Delta, New York, New York, 1979. $4.95
Reviewed by Robert E. Crawford
(Available through Trans Pubs)

The authors have written an intriguing book concerning the unused abilities of the human mind. A variety of authorities agree on great untapped potential, each citing reasons from individual expertise. The quantum jump in learning accomplishment through superlearning is attributed to its harmonizing the whole being to the task: logical (left) brain, creative (right) brain, and body. One part soars because the others support it in this more efficient, less stressful method of learning.

Primary and extensive development of the system stems from Eastern traditions and has been developed within the Communist bloc. Dr. George Lozanov of Bulgaria (ancient Thrace) wove systems of relaxation, Raja Yoga and elevated goals into suggestology, then refined it into suggestopedia. The system involves relaxation, largo movements of baroque music, beat, timing, breathing and tone. The reason for its effectiveness is declared not fully explainable, but is attributed to its holistic nature.

Impressive is the declaration that human progress will be at a standstill unless we move beyond nineteenth century learning styles to a wider spectrum of human consciousness, the full range of human capabilities. Chastening is the suggestion that most Americans need ten days of relaxation training before being able to benefit from the musical component of superlearning. Magical seems the assertion that each component must be exact or the process will not work. The multifaceted system's strictness assures that it is not the effortless panacea for instant success which most seek.

Those who bring a Transactional Analysis background to the text of *Superlearning* will find in many places, particularly the material on desuggestion, the need to counter early script injunctions. Those who admire crispness and clarity will regret the book's diffuse and sometimes tedious style. Its most disturbing failing is the volume's combination of proof-text approach with an evangelical tone.

These poorly prepare the reader for the system's complexity and detail. Its effectiveness can be independently tested only with considerable preparation and discipline. For the typical reader, therefore, the book's assumptions remain that until much work is done.

The volume includes supplementary sections on superperformance (sports and pain control), superrapport (creativity and intuition), and exercises (mental yoga, visualization, autogenics). Class suggestions, sources, bibliography, and a useful index are included.

The bottom line, in my opinion, is that the book effectively broadens awareness of what creative, experimental researchers in learning are doing, especially in the Communist bloc. It is not designed to give an average teacher readily usable means to improve classroom performance.

MIND BODY SPIRIT

19th Annual ITAA Summer Conference

"Body, Mind and Spirit"

August 12-16, 1981
Boston, Massachusetts

If you know of individuals and/or institutions that might be interested in receiving notice of our 1981 Summer Conference in Boston, please send their names and addresses to Conference Coordinator Marianne Fraticelli, c/o ITAA office.

Please Note: the fees for Post Script Ads will be going up as of the March, 1981 issue. New rates are listed below.

Dimensions and Fees: Post Script Ads
Eighth page - 4½" across X 3¼" down **$110**
Quarter page - 4½" across X 6½" down **$195**
Half page - 9½" across X 6½" down **$330**

Deadlines: first of the month prior to the month of publication. Please note that second class mail delays mean that the *Script* may arrive up to two months after publication in some parts of the world. Ads should include dates at least two months from the time of publication.

Classified Advertising

TRAINING WORKSHOP IN BEAUTIFUL HAWAII june 22-28, 1981 with Ron Ching, CPTM and Art Greer, CM, author of *No Grown-ups in Heaven* and *The Sacred Cows Are Dying*, at Makaha, Oahu. Supervision, fine-tuning of skills, freeing up the Child in the therapist. Ideal place for work and play: in the ocean, swimming pool, exquisite cuisine, terrific weather, beaches, scenery. Enjoy our "Hawaiian style." Full week: $500; half week: $252.50. (Mon-Thu, Fri-Sun). Costs include food and lodging. Non-refundable deposit $75 to Ron Ching, 5290 Kalanianaole Hwy, Honolulu, HI 96821.

Assessment, Development, Treatment
Affective Disorders

Training and Treatment with
Sandra G. Landsman, MA, CSW, CTM (*)
Maxine Loomis, RN, PhD, CPTM (+)

Workshops for therapists who treat affective disorders. You will learn to assess diagnostic patterns, script development and ego state networks. We will also present strategies for reparenting and redecision work for this population.

Farmington Hills, MI	Workshop, February 5 *+
	Marathon, February 7 - 8
Seattle, WA sponsored by Elaine Childs Gowell	Workshop, February 27 *
	Marathon, February 28-March 1
Palo Alto, CA sponsored by Terri White	Workshop, March 28*
	Minithon, March 29
Kansas City, MO sponsored by Matrix Inc.	Workshop, May 8 *+
	Marathon, May 8-9



For further information, write or call:
Landsman/Foner & Associates
7459 Middlebelt Road
West Bloomfield, Michigan 48033
(313) 851-5516

Residential intensive training and treatment available.

WEST LOS ANGELES GROUP THERAPY INSTITUTE
11665 OLYMPIC BOULEVARD
SUITE 300
LOS ANGELES, CALIFORNIA 90064
(213) 473-4463

TOM WILSON, M.D., C.P.T.M.
I am a psychiatrist certified by the American Board of Psychiatry and Neurology. I am currently an Assistant Professor at USC and have lectured and taught courses for USC, UCLA and the Los Angeles Group Psychotherapy Society. I am President of the Medical Staff at the Westwood Hospital in West Los Angeles.

Co-Director ROBIN HEIBER, M.A., L.C.S.W., R.M.
I am a Licensed Clinical Social Worker and a Regular Member of ITAA. I have had experience treating individuals and families as well as working with groups. I have assisted with workshops for the Los Angeles Group Psychotherapy Society and UCLA Medical Center.

The West Los Angeles Group Therapy Institute has been in operation since October 1974. Our focus is on training professionals to work with psychosis, especially schizophrenia, and other severe emotional disorders. The faculty works as a team and has been trained in reparenting and regressive techniques. Facilities of a widely known private psychiatric hospital are available for the purposes of training. The West Los Angeles Group Therapy Institute training program includes 101 courses and training towards ITAA CM membership. We also individualize programs for out-of-town trainees interested in psychosis and wishing to spend three days or more in intensive training with us. If you are interested, contact us at the above address.

SUMMER 1981

RICHARD G. ERSKINE, PH.D.
and REBECCA L. TRAUTMANN, RN, MSW

THEORY AND PRACTICE OF GESTALT THERAPY
June 16-21 Berlin, Germany
Contact: Johanna Pösentrup
1 Berlin 33, Bernadottstrasse 86, West Germany

SCRIPT AND BODY SCRIPT
June 23-28 Paris, France
Contact: Martine Bussat
2 Rue de Lacepede, 13100 Aix-en-Provence, France

ADVANCED TA THEORY AND APPLICATION
June 30-July 3 Copenhagen, Denmark
Contact: Jette Koch
8 N.J. Fjordsalle, 1957 Copenhagen, Denmark

INTEGRATIVE PSYCHOTHERAPY: CLINICAL APPLICATIONS
Sept. 1-6 Kansas City, Missouri
Contact: John Anderson, MATRIX
7447 Holmes Road, Kansas City, MO., 64131

ADVANCED SCRIPT AND BODY SCRIPT
Sept. 8-13 Portland, Oregon
Contact: Claudette Hastie, Lutheran Family Services
635 N.W. 18th Street, Portland, OR., 97202

For information regarding other workshops and our ongoing training programs in New York City and Europe contact:
RICHARD G. ERSKINE, PH.D.
Institute for Integrative Psychotherapy
500 East 85th Street, New York, N.Y. 10028 • Telephone: 212-734-5291

STEVE LANKTON, MSW, CPTM
CAROL LANKTON, MA

5-DAY TRAINING IN FLORIDA

Psychological Level Communication:

ERICKSONIAN HYPNOSIS AND THERAPY

* * *
On Beautiful Pensacola Beach, Florida!
* * *

_ FEB. 9-13 1981
_ MAR. 9-13, 1981
_ APR. 1-5, 1981

Fee of $450 includes:
The Workshop Fee Lodging at Hotel

Enclose $100/deposit
Name _____ Degree _____
Address _____ Phone _____
City/St _____ Zip _____

904-432-9369
904-932-6819

P.O. 958, Gulf Breeze, Fl. 32561

EATA, EUROPEAN ASSOCIATION FOR TRANSACTIONAL ANALYSIS



presents:
7th annual summer-

-CONFERENCE IN RONNEBY, SWEDEN

5th-11th JULY

» » 1981 « «

theme:
psychotherapy and society

- Hotel: Ronneby Brunn, 1st class, a fomer spaa, situated in a park near one of the most beautiful archipelagos of Sweden.
- Fee: 1.600 S. Kr(approx. $ 375) incl. breakfast, dinner, bed and all conference-facilities.
- Conference Co-ordinators:
Roland Johnsson and Annika Björck
Håkanstorpsvägen 34,
S-212 29 Malmö, Sweden
Tel: 46-40-93 96 66



SUMMER 1981
Institute for Integrative Psychotherapy
RICHARD G. ERSKINE, PH.D.
REBECCA L. TRAUTMANN, RN, MSW

ADVANCED WORKSHOP IN INTEGRATIVE PSYCHOTHERAPY
July 31 - August 9, 1981
This ten-day workshop will focus on the integration of T.A., affective therapy, script work and existential growth issues. It is designed for professionals in the mental health field who want personal work followed by an in-depth understanding of theory. An opportunity will be available for supervision. The workshop will begin with a marathon focusing on script work; during the week we will teach group process therapy, advanced theory and do supervision.
The cost is $750.00 which includes tuition, room and meals.

WORKSHOP IN SCRIPT AND BODY SCRIPT
August 18 - 23, 1981
In this six-day workshop we will teach various theoretical concepts and clinical approaches in script therapy and our own unique treatment of *Body Script*. The workshop is designed for professionals in the mental health field who want personal work combined with an in-depth understanding of theory and clinical application. An opportunity will be available for supervision.
The cost is $450.00 which includes tuition, room and meals.

RICHARD G. ERSKINE, PH.D., is a clinical psychologist who has integrated various therapy modalities and explains them using the theoretical concepts of T.A. He is a trainer in Gestalt Therapy, a Clinical and Teaching Member of ITAA, and is the author of numerous articles on psychotherapy.

REBECCA L. TRAUTMANN, R.N., M.S.W., is a psychiatric nurse and a clinical social worker. Her focus is on an existential approach to psychotherapy which integrates Western psychotherapy with Eastern philosophical and religious thought, based on 18 years of living in the Indian culture. She is a Clinical and Provisional Teaching Member of ITAA.

These two workshops are immediately prior to and after the 1981 Transactional Analysis Summer Conference in Boston, August 13-16. Both workshops will be held at Ridgelea Institute, a beautiful Tudor mansion in Stamford, Connecticut (between New York City and Boston) with spacious grounds and swimming pool.

For more information and to register contact:
RICHARD G. ERSKINE, PH.D., Institute for Integrative Psychotherapy
500 East 85th Street, New York, N.Y. 10028. Telephone: 212-734-5291.

Harry Boyd
Laura Boyd

1981 summer workshops in Aspen/Snowmass



FOR MORE INFORMATION CONTACT:
Boyd & Boyd Institute Programs
4502 Northridge Road
Norman, Oklahoma 73069
(405) 364-3146

June 29 - July 3; Examination Practicum for CM and PTM trainees

This week involves a two-day PTM and three-day CM intensive preparation for oral examination boards. Participants can receive supervision, professional evaluation, opportunity for personal growth, and advanced theory, as well as the experience of "examination" by one to three mock oral boards.

WORKSHOP FEE: June 29 & 30 (PTM's): $100
July 1 - 3 (CM's): $150 **DEPOSIT:** $ 50

July 19 - 24; One-week Training Seminar in Marital Therapy

Participants will be taught an approach to marital counseling based on our intimacy model. This model is both highly structured and intensive, and is designed to help couples (whether or not in crisis) to evaluate their relationship and facilitate desired changes. Special attention is paid to the factors that hinder the development of intimacy. Participants will learn a complete system for the diagnosis and treatment of marital dysfunction, and will observe us working with actual couples in each phase of this treatment program.

WORKSHOP FEE: $275 **DEPOSIT:** $100

July 20 - 24; One-week Workshop for Couples

This workshop will convene Mon. - Fri. 9 a.m. - 1 p.m. and will be limited to 8 couples. We will teach a model for pinpointing and resolving major obstacles to intimacy and commitment. Techniques for maintaining high-level intimacy will be taught, demonstrated and experienced. Afternoons and evenings are open to play, sight-see and otherwise enjoy Aspen/Snowmass. Couples may choose to attend afternoon evaluation and planning sessions.

WORKSHOP FEE: $350/Couple **DEPOSIT:** $100

July 26 - 31; One-week Training Seminar for Cotherapist Teams

In this workshop we will teach and demonstrate the unique skills and techniques required of and available to cotherapist teams. Teams will have the opportunity to experience under supervision genuine cotherapy, rather than alternate therapy. Attention will be directed to the development of the relationship between cotherapists and to such unique strategies as transference splitting, polarities, double-blind techniques, the game-play shift, and ricochets.
This workshop is limited to cotherapy teams.

WORKSHOP FEE: $250/Each Participant **DEPOSIT:** $100

August 23 - 28; Play and Intimacy Funshop for Grownups (and other professionals)

This workshop will be based on the theoretical and practical material on play and intimacy that we have developed. Attention will be paid to cultural and personal injunctions against play and intimacy and the pathology resulting from the exclusion of play. Participants will have the opportunity to examine and evaluate their personal limits around play and intimacy as well as the opportunity to learn and experience therapeutic techniques for treating play and intimacy issues in their clients.

WORKSHOP FEE: $250 **DEPOSIT:** $100

Room rates for all workshops in Snowmass condominiums will be $20 - $23/night for double occupancy.
Meals not included. Fully equipped kitchens in each condominium.
Variety of restaurants available.

Members Forum

Can You Help?

Dear ITAA:

Thank you very much for your information about the Association. I am deeply sorry that I am living in a country like this because I have no possibility of joining the ITAA, subscribing to the *Journal*, or buying books. Hungarian people must not have foreign currency. My special interest is in family therapy and strategic psychotherapy and I would be happy to read books from Trans Pubs. I ask that you forward my letter to anybody in your environment who is ready to exchange books and to help me. I could send books on fine arts or popular arts from Hungary. I cannot see any other realistic possibility for getting information in this field. I would consider it most kind if you could help me in this matter.

Sincerely yours,
Dr. Jozsef Telkes
Pecs, Szekely B.u.22.
H-7624, Hungary

A Message from Bob Goulding

Dear Members:

In am concerned about the reaction I got through Mary's "event assessment" cards from her presentation at last summer's conference.

To all of you who griped about my absence, I am truly sorry that I was not there, in terms of contract. However, I am damn near 65 years old, and some years I don't know how I am going to feel a year from the time I sign up to do a workshop. In 18 years of TA annual meetings, that is the first time I have not been there when I said I would be there. I felt lousy that week, and I stayed home to give myself a rest. I deserve it.

For those who just said they missed me, although I don't know who you are, I missed you too. I missed a lot of people, but I didn't and don't miss the absence of being "peopled out" that I would have been if I had gone.

Thank you,
Bob Goulding

Cooperative Mock Exam Boards

Dear Members:

We would like to thank all of you for your attention to our invitation to participate in the cooperative venture for conducting mock oral exam boards in Snowmass June 29 - July 2, 1981. Many of you have written us indicating your support even though time and money will not allow you to participate. If there are others of you (TM's, PTM's, SFM's and CM's) who would like to share in forming mock oral boards and in the fun of a few days together in Snowmass, we would like to include you. Contact us for further information.

We do have enough colleagues responding to go ahead with the mock TM boards on June 29 and 30 and CM/SFM mock boards July 1-3. Those participating on the board as of this time include: Virgil Beasley, CTM, Harry Boyd, CTM, Laura Boyd, CPTM, Denise Coburn, CPTM, Bill Cornell, CTM, Larry Kokkelenberg, CTM, Clarke Reed, CPTM, Jon Weiss, CTM, and Laurie Weiss, CTM.

We invite *all* of you trainers and trainees to take part in this non-profit, cooperative venture.

Laura and Harry Boyd

Response: TA and Women Issue

Dear Editor:

I just read the theme issue on women in TA. As I did I had a sudden insight which moved me profoundly and I want to share it with you. I have always thought of myself as an active supporter of women's rights, a card-carrying member of NOW, etc. What I realized is that I have been a covert snake, more interested in being thought well of and not being attacked, than of fundamentally making a difference.

As I look deeper into myself and my experience, I realize that I have been covertly smug, condescending, and "helpful." I have been coming from a one-up position, which in turn was generated in a context of "you or me." In this context, if you win something, I lose, and it is in my self-interest to appear generous without fundamentally altering the status quo. Within this context, great effort and magnificent gestures can be made, but there is a basic holding back. I experienced this recognition as causing a fundamental shift in my perception of myself in relation to women. Part of that recognition is that I have been responsible for the persistence of sexism, certainly as much as an openly avowed misogynist.

I appreciate the opportunity to share this for whatever value it may have to others.

Love,
Curtis Steele

Response: TA and Spirituality Issue

Dear Editor:

Thank you for the December, 1980 *Script*. I grew while reading it. I am stimulated to read further and to continue to grow in awareness of myself as a spiritual being.

Sincerely,
Nancy Glende

Dear Editor:

The December *Script*'s recent focus on the spiritual dimension of humanness is one more healthy sign of our movement from adolescence toward adulthood. I welcome this movement. As a Christian, however, I contend with the presentation of Christianity devoid of the central message of Christ. Describing Christianity as a spirituality based on one's autonomy in relationship to God makes Christianity one more system to support "self"-centeredness. Christianity is a radical call to humanness redefined by Jesus, as a shared responsibility of all people to the One Communal God and to one another.

It seems to me that our next step as a TA community is in recognizing what a powerful insight we have into human drama and realizing that the change from script into fullness of freedom is not primarily the work of persons, but a work of God, through out exercised faith and obedience to Him. It is at this point, I believe, that prayer and spirituality truly begin.

Warmly,
Jacqueline Solem

On Sexist Writing

Mea Culpa Department

Boy/girl! Did we blow it! In the December ***Script*** *we printed a note which stated that the use of male pronouns in two of the articles was meant to refer equally to men and women. In response, we received several letters which are excerpted below. We appreciate the feedback and have taken it to heart. (Ouch!) Future issues will demonstrate equality of language within articles rather than leaving that process up to the reader.*

Robin Fryer, Managing Editor

Dear Editor:

We were delighted to see the headline of the last issue, "Spiritual Development: A New Dimension for TA" although *Power at the Bottom of the Well* by Muriel James, published in 1974, had already incorporated this concept.

We were appalled to see the disclaimer about pronoun usage. Then to know that the article was written by women was very difficult to understand! If an effort is truly made, eliminating exclusive language is difficult at first, but can be accomplished so that it flows smoothly.

We work in the church structure, which has been known to be patriarchal for years. Yet every effort is being made to use inclusive languages at all levels. It can be done! Sexist language is a put-down for half of our population.

Sincerely,
Frak Pitman
Loraine Pitman

Dear Editor:

I'm writing with respect to pronoun usage in clear writing. Why not 1) edit to (s)he; 2) use "one" or "they," 3) use male pronouns on odd months and female pronouns on even months, 4) use all female pronouns - God knows the imbalance has been going on long enough, or 5) ignore the whole issue and let authors of articles take responsibility for themselves.

I hate the disclaimer. It makes you come across apologetic and there's no need for that. It makes women (me being one) sound like we're going to instantly snap at you. Well, I won't. You do a good job. This is a sensitive area. What about letting Susan B. Anthony handle it? Whatever, keep up the good work.

Take care,
Reesa Abrams

Dear *Script*:

Surely you jest! Since when can sexism be legislated away with a simple, parental "should not?" How is this any different than the social mandate that "he" refers to all people simply because men say so? Further, my reading ability is not in the least impaired by she/he or even by "she" alone for a change. In fact, my reading of this article was greatly impaired by the use of "he" and I was highly offended that two women and the *Script* saw fit to present me with this ridiculous charade and then have the nerve to tell me how to think about such misuse of lanague.

It seems to me that TA, the *Script* and its spirituality could use some serious consciousness raising.

Micki Levin

Gentlepersons:

"Pronouns, verbs and concrete nouns are the most real parts of speech, and tell it like it is," wrote Eric Berne in *What Do You Say After You Say Hello?* Apparently Marge Reddington, Iris Pearce and the editors of the *Script* forgot this and I am appalled.

Their article on Spiritual Development, with language so entirely sexist, excused by nothing but a 3½ line disclaimer at the beginning, does nothing to support what TA is all about — valuing all individuals. The disclaimer is a bold-face discount. Are Reddington, Pearce, et.al., unable to word a sentence in an inclusive fashion? Do they find the word "man" easier to read than "humankind" or "humanity"? I don't!

My job as minister and TA/Gestalt therapist is to facilitate persons finding self-worth and dignity. I am not interested in being a part of an organization that in any way limits those already elusive qualities.

I am sorry to say that I don't know what Reddington and Pearce said about spirituality. Even though as a minister this subject is of prime concern to me, I was unable to force myself through the language — it was entirely too painful for me to read.

Shalom,
Joan Kahn-Schneider

Dear Editor:

Undoubtedly you have heard the story of Abraham Lincoln asking an opposing lawyer, "If you call a sheep's tail a leg, how many legs does the sheep have?" The other lawyer said, "Five, of course." Abe said, "No, it would have only four. Just calling a tail a leg does not make it one."

Just saying that the use of masculine pronouns is not to be taken as a sign of sexism does not make the article non-sexist. The use of masculine pronouns does not facilitate reading. It may facilitate writing and I am not even sure of that.

For me, one of the important bases for change through TA has been the emphasis on the importance of language change, and I would challenge the *Script* to continue to be among the front runners.

Yours in concern (and anger),
Dee Allison Workman

Reminders

Call for Papers for Special Issue of *TAJ* - the July, 1981 issue of the *Journal* will be on techniques; deadline for papers is March 15, 1981. Please see the September, 1980 *Script* for more details. The *TAJ* really wants to get articles for this special issue, so consider writing one!

The Statement of Ethics and the "Procedures for Handling Ethics Charges within the ITAA" are available upon request from the ITAA office.

Calendar

August 12-16, 1981 ITAA Summer Conference, Boston, Massachusetts

	Exam Date	Location	Application Deadline
CM/SFM Oral Exams	April 8, 1981	Nashville, Tennessee	January 8, 1981
	May, 1981 Cancelled	Seattle, Washington	February 2, 1981
	July 5, 1981	Sweden	April 7, 1981
	August 12, 1981	Boston, Massachusetts	May 12, 1981
	September, 1981	Caracas, Venezuela	June 1, 1981
	October, 1981	Montreal, Canada	July 1, 1981
	October, 1981	Adelaide, South Australia	July 1, 1981
	November 8, 1981	Zurich, Switzerland	August 11, 1981
	November 8, 1981	Yugoslavia	August 11, 1981
	February, 1982	Perth, West Australia	November 2, 1981
TM Exams	August 12, 1981	Boston, Massachusetts	May 12, 1981
PTM Contract Workshop	March 17-19, 1981	Feriendorf, Twannberg, Europe	December 18, 1981 (includes payment of $100 non-refundable application fee)

All fees are due on or before the deadline for applying for an exam. All exam fees are non-refundable but will be kept as credit in your account if at least 30 days notice is given for cancellations. Otherwise fee is forfeited. Fees: $75 written exam, $100 oral exam, $30 all contract filing fees.

Guest Editorial

TA In The Universities: The Way To Go

By Otho Hesterly, PhD, CM

When we began the TA consultation program in the Little Rock schools in 1972, workshops and study groups for teachers were planned as a key part of the program, as we guessed that the teachers must recognize and accept any new ideas if they are to be used in the schools (Hesterly, 1974). We also taught TA in the classrooms, and later developed TA classes for parents. What we failed to see was the importance of selling the administration on the program. As a result, it was dropped, after three years, when the schools were asked to make a major financial contribution to the program. And this occurred even though the students, parents and teachers were all enthusiastic about TA and the program.

The one part of the program which continues to thrive is the graduate level TA course taught in the Division of Continuing Education, University of Arkansas. This is a three-hour course with credit available in psychology or counselor education, depending upon the needs of the student. It meets one evening a week and enrollment has ranged from 10-65 each semester, with 63 currently enrolled in two sections.

The students include lawyers, homemakers, business people, counselors and others, but the majority are classroom teachers (kindergarten through college). The range of influence exerted by some of these people has been impressive. In the first few years, the demand for qualified transactional analysts increased dramatically, so that at one point there were 30 mental health professionals in training groups in this community of 138,000, including most of the younger psychiatrists and psychologists in private practice. Nine were certified CM's. Now, eight years later, and after the fad aspect of TA has largely blown over here, many of the assumptions and concepts of TA have been incorporated into the thinking and practice of most therapists. In addition, in the classrooms of the public and private schools, subtle changes have occurred which I think will have far-reaching effects on the quality of life in our city.

More and more teachers have accepted the assumption that everyone is OK and thus capable and responsible for dealing with the situations they encounter in living. In the teachers' lounge, one hears fewer of the familiar discounts, "Well, what do you expect considering his homelife?" or "They're just like that and there is nothing you can do with them," or other variations of "Ain't it Awful."

Increasing numbers of teachers are problem-solving classroom conflicts by enlisting the assistance of students in identifying discounts, games and angular transactions. Some are adept at confronting passive behaviors in constructive ways which invite students to take responsibility for their feeling and thinking as well as their own behaviors.



Of all the TA concepts, stroking and the stroke economy have been most understood, accepted and applied in the classroom. Now when a teacher feels uncomfortable or recognizes that the students are becoming upset or bored, these concepts are likely to come to mind and be checked out as a first step in dealing with the situation.

The ability to identify and use the five functional ego states as options in coping with any life situation has also been widely used by teachers as a means of being aware of and using one's spontaneity.

In contrast to the program I just described, for three years we also taught a one-hour undergraduate course which was a part of the required teaching-block for students majoring in early childhood or elementary education. This course was less effective for at least three reasons: 1) students had little or no previous experience in the classroom as teachers and had difficulty understanding how TA might be helpful, 2) the limited time of the course and the other subject matter concerns of the students made comprehensive presentations and exercises impossible, and 3) students did not elect the course and tended to regard it as a "requirement" to finish.

These experiences have led me to believe that a graduate level course which can be chosen by people who have already had teaching experience is more likely to be useful in presenting TA concepts in a manner which teachers can understand and use in their classrooms.

References

Hesterly, S.O. *How to Use TA in the Public Schools.* Little Rock/ Sugar Farm Press, 1974.

Hesterly, S.O. *A Transactional Analysis Handbook for Educators.* Little Rock: Sugar Farm Press, 1980.

Woollams, S. and Brown, M. *TA: The Total Handbook of Transactional Analysis.* Englewood Cliffs: Prentice-Hall, 1979.

Otho Hesterly, CM, is Associate Professor in the Division of Child Psychiatry at the University of Arkansas for Medical Sciences. He developed the consultation program in the Little Rock schools using TA and has taught in the medical school for 18 years. His undergraduate degree is in education and he has both a MA and PhD in clinical psychology from Louisiana State University.



Profile:

Ken Ernst

By Penee Field-Orfila, RM

In preparing the "Profile" for this theme issue on TA and Education, we thought we would take the opportunity to highlight, not only a leader in the field of educational applications of TA, but also our current **Script** *editor. It is our hope that, in knowing a little more about Ken, you will feel an increased connection with him and the newsletter, and that maybe you will then feel like writing to us more!*

I first met Ken Ernst six or seven years ago. I was taking a TA 101 course and he came to do the section on games. I sat spellbound as he wove animated, dramatic vignettes illustrating different games and related scripts. He was dynamic, charming, funny, energetic and conveyed concepts in a style that made learning effortless and immediately usable.

I knew that he taught high school psychology in the same town I did, so after class I asked him if he would give a similar presentation to my psychology students. He replied with a warm grin that he would love to switch classes with me for a couple of days a week! I flushed and gasped and gagged, trying to convey that I could not possibly offer his classes anything. Ken patiently listened and calmly replied, "Oh, sure you can. Just teach whatever you would teach your classes." The sureness, trust and confidence with which he responded shifted my "golly, gee professor — you are wonderful" stance to an "oh, wow, to play along side of you — what fun!" position without a moment's hesitation.

I have endeavored over the years, to share, in my own way, the fun of learning, love of teaching, support of people's individual style and capabilities that Ken gave to me. We have become good friends. He is soft-spoken and incredibly modest. He would do and/or give anything for his friends. I am delighted that he is being highlighted in this issue on TA and education because he would never describe himself in the ways that his students — young and old alike — would, ways that reflect the love they feel for him and the way he has so lovingly taught and demonstrated the concepts of TA.

Ken studied with Eric Berne and it was Eric who asked him to relate *Games People Play* to an educational setting. The result was *Games Students Play and What to Do about Them*. Ken has also written *Prescription*, *TA Stories for Kids*, and *Where Do I Fit In*. He has taught and demonstrated TA in the public school system since 1966, lectured to school system inservice training groups, taught TA through various universities, conducted training sessions for teachers and counselors throughout the Western states and has toured and taught TA throughout Southeast Asia, India and Europe.

Currently, in addition to his teaching, Ken is concluding an eight-year study which he hopes will show that much mental illness and anti-social behavior can be prevented by what he calls "TA Inoculation." This process involves teaching a series of concepts to four-year olds. He has done follow-up work on these youngsters and will be publishing the results shortly.

Ken has his PhD in clinical psychology and is a Teaching Member of ITAA. His contributions have been in different areas. in the teaching of TA and its concepts, with students, in the educational system and the teaching of teachers, and perhaps most importantly, in his contact with people individually and in groups large and small. If you have not heard him present and teach, treat yourself. He is an experience you will learn from and remember.

Penee L. Field-Orfila teaches psychology part-time in Fremont, CA. She is also a licensed Marriage, Family and Child Counselor in private practice in Pleasanton, CA. She has presented workshops to a wide variety of groups in the US, Canada and Central America. Penee is a RM and past-president of the Eric Berne Seminar of San Francisco.

A Student's View of a High School TA Program

By Amy Kolander

Granada High School, in Livermore, CA, offers a psychology class to both Junior and Senior High School students. The semester class is taught by Mrs. Jeanne Kolar and includes a basic introduction to Transactional Analysis. The class is fun and most of the students enjoy it a lot. I am a 16 year old Junior and I'd like to tell you how the class was presented and how it has helped me.

In the class, Mrs. Kolar emphasized three subjects: the three ego states, setting goals and the concept of winners and losers. Aside from teaching about the ego states and what they do, she stressed the need to be able to set goals for one's self and to be able to achieve them. She says this concept will help us as adults later in life. Everyone in the class was asked to set five goals for themselves, two long-term and three short-term goals. In class discussions, we talked about how to achieve our goals. Mrs. Kolar said that our goals should be met if they are important enough to us. Her own goal was to have everyone feel good about themselves by the end of class.

Mrs. Kolar feels very strongly about having everyone feel like a winner. She says, "To be a winner, you have to believe you are a winner." She had each student make a list of twenty good things about themselves. In addition, each one had to have each parent write ten good things about them. It was hard for me to think of twenty good things about myself without sounding conceited. Then, after a friend told me not to worry about that, I finished the list with ease. It also made me feel good about myself to see the ten good things my parents wrote about me. Other students felt the same way after reading what their parents wrote.

For me, TA was not only fun to learn, but has also been useful to me in the sport of gymnastics. I have been actively competing in the sport for five years. I am about to approach my sixth season which will start in February for the Class I level (advanced). I started competing at the Class I level a year ago and it was at that point that I began to feel mentally strained. I found that I had to work twice as hard to be good at the Class I level than at the Class II level (intermediate). I began to feel depressed and thought of myself as a loser. I thought I wasn't doing good enough in gymnastics, in my outside activities with friends or with my school work.

By the end of that competition year, I had had a few good experiences and a few bad ones. By using TA, I was able to use my Adult and solve my problems. I was able to learn through each of my bad experiences and to take a different attitude toward gymnastics and competition. I found that there are two ways I can approach a gymnastics meet. One way is to use my Critical Parent and play games like "Ain't It Awful" and say, "I know I'm not as good as some of the other gymnasts. I know I won't get first place, so why should I even try?" By playing this game I am acting like a loser. I won't get anywhere with an attitude like that.

The other approach I can take is the winner's approach. I can say to myself, "I know some of the girls are more experienced at this level than I am, but I have worked hard and I am going to try my best."

I have entered gymnastics meets using both of these approaches. The meets I went into with a loser's attitude were unrewarding; I did poorly and ended up feeling depressed and not OK. The meets I



went into taking a winner's attitude were successful and rewarding. I ended up feeling good about my ability to do gymnastics and feeling good about myself as a person. By learning through these experiences I found that I must feel good about myself and my ability before I take part in a meet to feel good about my performances afterward.

There is no doubt that TA has helped me learn more about myself and how, by positive thinking, to demonstrate my ability as a gymnast. TA was a fun and rewarding class and I feel all students should have this kind of experience available to them. I am glad I had the opportunity!

Amy Kolander is Dorothy Jongeward's niece.

Dear Susan B. Anthony

Dear Editor:

I enjoyed the November issue of the *Script* and the focus on women. However, I strongly object to the Susan B. Anthony column. The concept, which I take to be a column to discuss feminist issues, is good. But, using Susan B. as a "Dear Abby" is not only in poor taste, but totally out of Susan B. Anthony's character. Keep the column and the concept, but drop the cutesy advice column format and Susan B. Anthony's name.

For too long women have been hidden behind the word "anonymous" or another person's name. Let's have the name of the writer of the column acknowledged. Let strokes be given directly to a person, not a pseudonym. And, how about rotating the authorship of the column? It could become an informative and lively forum on feminist issues.

Sincerely,
Diane L. St. Marie

Dear Diane:

We regret that you object to this column as it was conceived in the spirit of fun and pleasure. Our hope is to introduce some humor into the unending work that women must do to be free and equal in today's society.

You are right that the concept is to have a column for and by women to raise, discuss and poke gentle fun (when deserved) at feminist issues. Although this column may be out of character for Susan B. Anthony, we chose the name because we felt that Susan B. would use any means possible to get a message across.

Authorship of this column is rotated. We too think that it is great to give strokes and to receive them. However, in the spirit of cooperation in which this column was begun, we did not choose to go for strokes for our efforts. We feel stroked when the column appears in print and when we get a response such as yours.

I think that the point you have raised is important. Women have indeed been hidden behind anonymity too long and are now coming into their own and are being acknowledged in writing, music and other arts. However, this column will continue to be entitled "Dear Susan B. Anthony." I mean, after all, who wants to address a letter to "Dear Unknown Author of the Month?" We hope that the drama and mystery of a collective name will stimulate people to write to us.

Thank you for your thought.

Yours,
Susan B. Anthony

Guest Editorial

Give Affective Education A Chance

By Alvyn M. Freed, PhD



The major thrust for TA in the 80's must be its total acceptance into the educational milieu, pre-school through graduate school. Training of teachers, counselors, and administrators in the use of TA concepts from kindergarten through high school is essential if we are to reverse the current swing away from affective education toward traditional, authoritarian educational techniques.

A major barrier to social health in school is the dependence on approaches that ignore pupil needs and feelings and rely on grades and authority for motivation to learn. Little, if any, provision thus far has been made for meeting the emotional needs of children. Despite the fact that the affective education movement has been growing since the progressive education concepts of the 1930's, heavy teacher games of "yes, but" reverberate through the halls of learning when efforts are made to change the traditional methods.

The glaring need for teacher training and teacher techniques in the affective domain still is relegated to a low level of priority in teacher colleges. Such relegation, Parental in nature, perpetuates the emphasis on competition, with rewards for adaptive behavior and alienation for the pupil who is less successful in school. Such alienation leads, in part, to the malicious destruction of school and civil property, rebellion, attacks on teachers and other school personnel, children who drop out and run away for find OKness. Students smoke, use harmful drugs, carelessly engage in sex and too often encounter unwanted pregnancy or disease. Not-OK feelings result in racial tensions and school conflict.

Traditionally, ITAA has exhibited a heavy clinical orientation with emphasis on treatment of mental and social disorders. Applications of basic concepts have been extended into resolving problems of management and supervision, dilemmas of the church, and marriage. Only peripherally has TA entered the areas of school and child development.

Now we must begin the task of building mental and social health through affective education functions. Several excellent programs and a few isolated pieces of research exist which attest to the positive impact of TA on school behavior.

Educational teaching memberships for those well-versed in the basic theory and methods of TA must be initiated. Adequate teaching skills, skills of presentation, adjusted to age, grade, and interest level of learners, are urgently needed. Graduated lesson plans with goals and measured outcomes are a must. Early evaluation of teacher personality in terms of interpersonal effectiveness, game-free behavior, degree of teacher spontaneity, authenticity and autonomy is desirable.

The present public demand for a return to the rule-oriented education and discipline of the past is premature. The humanistic approach represented by TA has not yet had its chance to impact the course of education.

*Alvyn M. Freed, Ph.D., author of **TA for TOTS, TA for KIDS**, and **TA for TEENS**, just returned from an East Coast tour where he introduced **TA for TOTS, Volume II**. He conducted a most successful workshop in Jacksonville, Florida with the Duval County School District which uses the TA audio-visual programs (TOT-PAC and KID-PAC) in all of their schools. In September, he and Mrs. Freed toured Australia and New Zealand presenting TA programs to educators and to the general public.*