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The Aquarian Conspiracy: an Up-date

By Marilyn Ferguson

The following is a summary of excerpts from the Keynote Address given by Marilyn Ferguson at the ITAA Summer Conference in Snowmass, Colorado in August, 1982.

I'd like to talk to you this morning about some of the things I have observed in the two years since my book, *The Aquarian Conspiracy*, was published. As a result of the traveling I've done and the people I've heard from, I have seen what appears to be a remarkable cultural readiness to look at the idea of major social, transformational changes in terms of their deeper dynamics.

In the book, I used the paradigm and paradigm shift, as described by Thomas Kuhn in *The Structure of Scientific Revolutions*, as a model for understanding the wrenching transitions that we're going through as individuals and as a society. Recently, a startling new scientific theory has been proposed and its reception in the scientific community and the general public suggests that maybe the age-old pattern, in which new paradigms are resisted and rejected, may be changing. Political scientist Walt Anderson remarked several years ago that perhaps the transformation has already happened because we've had the paradigm shift about paradigm shifts. I think we are really just beginning to integrate that realization.

Startling New Theory

A year ago June, *New Scientist*, a very respected British science journal, published an essay by plant physiologist Rupert Sheldrake. In the editorial preceding the article, the magazine said, in effect, "Warning — in this issue we are publishing an essay which challenges the very basis of the scientific method and you may think we're bonkers. But, remember, all new paradigms appear bizarre or outrageous when they're first proposed. Notice that Sheldrake is a distinguished scientist who has always done good work and that this is a very scholarly presentation." Finally, they compared him to Newton and other broad, almost Renaissance-type scientists.

Sheldrake's theory, which appeared a week later in a book called, *The New Science of Life*, proposed that the universe doesn't have laws so much as habits. Sheldrake suggested that everything that happens either sets up or feeds into an invisible causative field, which he calls the morphogenetic field (and which we shortened in *Brain/-Mind Bulletin* to M field). This M field sets up an invisible matrix, a blueprint, which causes other things to tend to happen in the same way. The morphogenetic field is in a dimension that is not affected by time or space so it's always available.







Sheldrake also says that DNA itself is not really the carrier of genetic information, but just the mechanism. He compares it to the transistors in a television set. If we were primitive people and we saw a TV that had people showing on the screen, our first impression might be that people were in the box. Once we learned that was not true, we would develop a more sophisticated theory, one that suggested, perhaps, that the people were produced by and contained within transistors because we could, by fiddling with them, distort the people or even make them disappear. We would not realize there was an invisible source of information that was merely being mediated by the mechanism of the transistors.

Sheldrake suggested that, in fact, genetic material serves the same function. It is the morphogenetic field of our ancestors that causes family resemblances, inheritance of family traits, etc.

The field also influences thought in general. Sheldrake proposes that Jung's collective unconscious is the sum total, archetypes included, of anything anybody ever thought or did. He also proposes that our linear sense of time leads us to believe that time extends backwards into the past so that 20 years ago appears to be twice as long as 10 years ago. If, in fact, all of the past is still contained in these M fields, then it is all totally with us. It is like an accordian, concertina-ed up against the present.

When this theory first insinuated itself into the brain of Sheldrake, he was a little shocked. In thinking about it, he realized that, if the theory is true, then laboratory scientists should observe that animals get smarter at certain tricks that have been done many times. So, he checked the literature and found that, indeed, this has been observed.

In the 1920's, a Harvard psychologist named McDougall was training mice in water mazes. Every generation of mice was smarter and ran the maze with fewer trials. At first, they thought that Lamarck might have been right, that one could inherit acquired learning. So, researchers in other laboratories said they would see if they could replicate the findings. They used different strains of mice, but they couldn't even really complete the experiment because, by now, all mice seemed to know this water maze. Some mice even ran the maze through on the first trial; it had gotten into mice consciousness.

Sheldrake also thought that, if his theory was correct, getting a new crystal from a new organic compound would be very difficult the first time it was attempted. However, as time went on, it would get easier and easier. So, he interviewed crystalographers and they said, as a matter of fact, this was true. Although no one knew how it happened, they explained it to themselves with a kind of popular theory that proposed that some of the scientists from the original laboratories got seed crystals in their beards and on their clothing, and when they visited other labs, the seed crystals fell out.

In any event, this is called the hypothesis of formative causation. It is written up very clearly in Sheldrake's book and he proposes a number of experiments to test it. Not long ago, Bob Schwartz's Terrytown, New York Executive House decided to offer a $10,000 prize for the best test of Rupert Sheldrake's hypothesis. That is exciting because it provides a popular, public-spirited, civic approach to supporting science.

It was interesting to me that, when Sheldrake's theory appeared in *New Scientist*, the magazine was primarily praised by its readership for having the courage to publish it. When a reader wrote that the article was "errant nonsence," other people wrote in to say that that was not a scientific challenge. Then, *Nature Magazine*, the topmost British science publication, wrote an editorial saying, if books should be burned, Sheldrake's book should be. They then got a lot of angry letters from their readers saying that was unscientific and Brian Josephson, a Nobel laureate in physics, wrote in saying Sheldrake's work was, indeed, perfectly good science. It was very exciting to see the open-mindedness to what has to be one of the most radical theories anyone has put forth in the last decade.

John Stuart Mill, writing in the 19th century, said, "Why do we punish our heretics when they are the only people who brings us progress?" One argument is that the truth will prevail, so it doesn't matter if you persecute people over it. The fact is, many vital truths have popped up again and again in human history before they found a hospitable

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Aquarian Conspiracy (continued)

time. For instance, penicillin was discovered 18 times before it was discovered by Sir Alexander Fleming in 1942. The only reason we know this is because it was reported in the literature, usually as a problem.

Recently, I was at a conference for hospital chief executive officers which had as its slogan, "We are confronted by many opportunities brilliantly disguised as problems." This is an essential element in the creative process. The most highly creative people see a problem as an opportunity. It is that shift in perspective to being curious rather than threatened by a contradiction or paradox that allows the same people to make breakthrough after breakthrough. I think that, as a culture, we can no longer afford to have only handfuls of people who do that. Somehow, the creative process is being democratized because it has to be.

We have been thrust into an historic period — with economic crises, nuclear crises, crises in resources — that demands that we all be operating or functioning at a far higher level of alertness and creativity than we have ever been before or than we were ever educated for. I am sure you see this in the work you do with clients. It is no longer enough to fix up people's pathology. There has been a turnabout of attitude and consciousness which allows us to see that it is also as necessary to transcend the situation we've gotten ourselves into as a species as to deal with our own personal lives.

A New View of the Transformational Process

In the *Aquarian Conspiracy*, I wrote about the four stages of the transformational process. I am not going to talk a lot about those today, but I would like to mention some of the major catalysts which contribute to the beginning of this process in an individual.

For some people, the process starts when they become involved in some kind of social action. They begin questioning the society. As Bertrand Russell said, "I don't know who discovered water, but we can be sure it wasn't the fish." Most of us have been fishes in the water of our culture. When we break out of that and begin asking how things got to be the way they are, we are challenging the unconsciousness and unreasonableness of a lot that has been going on. That can lead to some profound changes in values and how one sees the world.

For other people the trigger for their transformational change is a personal, unexpected life crisis such as an abrupt end to a relationship, getting fired, being sick and flat on your back for six months or, it can be a positive trauma, like getting a major promotion with new responsibilities or some unexpected success. The unexpected life change, either positive or negative, puts the uncertainty of life into our program. Most people get a real sense of surviving after having been through something like that. After all, they don't die or fall apart. They may even come through it with less fear of the next unknown and the next risk.

The major catalyst for change that I talk about in the *Aquarian Conspiracy* is what I call the psychotechnologies. This encompasses all the techniques, schools and approaches to intentional change going on right now in our society. Included are everything from running to est to TA to psychosynthesis to hypnosis and biofeedback. These various psychotechnologies are designed to bring about deliberate change. However, when people first get involved with them, they often do not intend to change all that much.

Increasingly, I have been seeing that some of Karen Horney's work has great relevance to this situation and to the transformational process as a whole. Horney was a neo-Freudian psychoanalyst who wrote several important books on neurosis. While I would disagree with her belief that there are neurotic people and then there are normal people, she did develop a brilliant model for normal neurosis.

Basically, Horney suggested that, when we are very little, our real self, the essence of who we are, is not necessarily acceptable. We develop a lot of neurotic strategies which lead us to create what she called the neurotic, idealized self. This self is what others wanted us to be, or sometimes is a total rebellion against what they wanted us to be, but it is, nonetheless, reactive to the environment. We become so identified with this neurotic, idealized self that we think that's who we are. The real self gets increasingly bound and gagged and we forget about it. We start living out of our neurotic pocket, developing what she calls the neurotic pride system. Because of the idealized notion of who we're supposed to be, we become very touchy if we are criticized. However, we are also in a lot of despair because we know we're not perfect and that we haven't lived up to this neurotic self.

According to Karen Horney, when people come in for help, they are not coming in to get rid of their neurosis. They are coming in to get it fixed up because it isn't working very well. So, initially they come in with a neurotic conflict that grows out of the idealized self. The role of the therapist is to undermine the neurosis gently enough so the client doesn't run away and, at the same time, to strengthen the real self. In the beginning, the agenda of the therapist is therefore, not necessarily the same as that of the client.

I think, basically, that is also true of people who become involved in any of the psychotechnologies. We do not enter them to radically overturn our lives. If your brochure invited people to come to your weekend seminar, lose their friends, end their relationships, quit their jobs, who would come? When we start into this process, we have no idea how dangerous the territory is when you begin opening up consciousness.

As Horney describes it, over time, if the process works, the arena of conflict shifts from the neurotic conflict to what she called the central inner conflict. The real self gets so strong that it begins to compete with the neurotic self for who's in charge. When that happens, the neurotic self is like part of a split personality. We've identified with it — that's who we are, that's where all the rules come from — so we think, who is this upstart and what is this other agenda that is trying to come through into my mind? If we resolve this struggle, then the deep agenda, what she would call the real self, is dominant in the person.

I don't think we ever get rid of the neurotic self. It is like the Vedic idea of samskara or Sheldrake's M fields. It is a pattern that has been there so long that we can easily fall back into it. But, I think Horney's model is a useful way of looking at the transformational process because many times things get worse before they get better.

The Aquarian Conspiracy Today

Changing focus for a moment, I would like to talk to you about some of the transformational changes or paradigm shifts that I have observed in the last couple of years as I've traveled around the country. I think the most advanced change is happening in health care. In the last ten years, there has been great de-mystification of medicine. True, there is still a very powerful, controlling medical establishment, but we really think of it much less as medicine and more as health care now. People are far more open to alternatives. Insurance companies are increasingly required to acknowledge health care providers other than doctors. Anyone who reads the National Enquirer and watches Merv Griffin knows about the body-mind connection and the role of stress in health. There is much more awareness that we need to take responsibility for our health.

Education, on the other hand, is slower to change. This isn't because individual educators don't want it to or because there isn't a lot of consumer unhappiness. However, I think that major changes in education are going to come as the community fights for them. There is a need, in the whole society, for a different kind of education. There is some hope. There is increasing networking. I have spoken to a number of holistic networks and holistic education conferences and I see increasing linking, even though the bureaucratic structure makes it difficult. There is immense vitality at the community college level with the idea of life-long learning. It is a major transformational experience for people to decide they never have to stop learning.

In the area of politics, I think there is some change happening. I've talked to a number of politicians, governors, senators and other Congress people who have read the *Aquarian Conspiracy* and met or corresponded about it. They don't exactly know what they are supposed to do in politics about all of this.

I think increasingly we are taking the leadership away from the politicians, and only those politicians who deserve to be leaders will really be able to move people at the grass roots level. John Naisbitt, who publishes the *Trend Report* out of Washington, DC has remarked that Washington and New York are a year and a half behind in knowing what's happening. All the innovation and creativity and leadership is happening in the cities, states and regions.

In terms of religion, statistics show that people are moving away from organized religion towards a desire for direct spiritual experiences. Bucky Fuller calls this "no more second-hand God." That is an important move. Granted, there are counter-trends, even a backlash, to all these changes. In any cultural awakening, there is a moment when the people who are the traditionalists will get their hearing. In a sense, I think the Moral Majority has been our conservative backlash.

In terms of the economy, there has been a shift towards looking at values. About ten days ago, I spoke to a meeting of chief executive officers from top restaurant chains. Their conference was basically about values. They were all saying how things have changed since their gathering three years ago; the words "trust" and "caring" and "community" were heard again and again at the conference.

I'm astonished that the section of society that is most open to the idea of transformation is business. And, it is not just an issue of productivity. It's personal. A lot of very powerful people who have been high achievers, who had gone zooming to wherever the top is in their field, are really looking for meaning in their lives. They are looking for ways to give service to their communities and to become really involved in social responsibilities.

In May, I talked to large groups in London, Hamburg, Cologne, Vienna and The Hague. All over the world, people are basically waking up to the same ideas. Someone heard me talk about Karen Horney's model of how the neurotic conflict changes to the central inner conflict and suggested that, perhaps, at a planetary level our big neurotic conflict is changing to an inner conflict. We have had, in a sense, neurotic conflicts — family against family, tribe against tribe, nation against nation — and now we are beginning to get a different sense of who we all are and what it is we have in common.

In closing, I'd like to read you two brief passages. The first is from Anais Nin: "One discovers that destiny can be directed, that one does not need to remain in bondage to the first wax imprint made on childhood sensibilities. One need not be branded by the first pattern. Once the deforming mirror is smashed, there is a possibility of wholeness. There is a possibility of joy."

The other is from John Masefield:

"Therefore, go forth, companion, when you find
no highway more, no track, all being blind.
The way to go shall glimmer in the mind.

Though you have conquered Earth and charted sea,
and planned the courses of the stars that be,
adventure on, more wonders are in thee.

Adventure on, for from the littlest clue
has come whatever worth man ever knew.
The next to lighten all men may be you."

Marilyn Ferguson is the author of **The Aquarian Conspiracy.** *She is also the publisher of* **Brain/Mind Bulletin,** *the most widely read newsletter in the areas of brain research and consciousness, and* **The Leading Edge,** *a newsletter dealing with the frontiers of social transformation. For a complementary sample of either, send a stamped, self-addressed envelope to Box 42211, Los Angeles, CA 90042.*

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Board of Trustees Meeting

August 1982 - Snowmass

Board Vacancies Filled — due to the resignations of Trustees Michael Reddy and Vann Joines, Vincent Lenhardt of France was elected to fill a one-year vacancy and Carlo Moiso of Italy was elected to fill a two-year vacancy on the Board of Trustees.

Treasurer's Report — Treasurer George Barnitt reported that the financial picture for the first six months of the year was generally good news. In January, 1982, the Board had asked each component of the organization to operate at a break-even level. This was being carried out, with the exception of a slightly higher deficit for Trans Pubs than had been planned. However, inventory and space use for Trans Pubs have been reduced which allows more space in the headquarters building to be rented out.

The Treasurer then reported that we will conclude 1982 with a small surplus, due primarily to the resignations of the Executive Director and Conference Coordinator. A preliminary budget for 1983 was presented based on an anticipated continued decline of 500-600 members a year and on not hiring an Executive Director or Conference Coordinator in 1983. If an Executive Director (ED) were hired in 1983, the deficit for the year would be equal to the salary and benefits for that position. The treasurer also pointed out that we have a $60,000 cash flow fund which could be used to pay the salary and benefits for an ED in 1983, at the end of which time, we would not have the deficit or the cash flow fund.

The Treasurer also presented figures comparing declining membership (income) and operating funds needed for 1983-86. If expenses are reduced in conjunction with membership decline and we continue with present staff (without hiring an ED or Conference Coordinator), we will be at a break even point through 1983. In 1984, we would begin to break out of this pattern and, in order to continue without a deficit, staff would have to be reduced to four persons. This would be the lowest number of staff we could have to function, regardless of the size of the membership.

Income is expected to continue dropping over the next few years and, therefore, there will need to be an increase in membership dues by 1985. The Treasurer invited the Board to decide on a responsible direction to take in light of the way things are going. The Board was asked to take one of the following directions:

A. To allow membership to decline and continue to reduce staff and not hire a new ED.

B. To allow membership to decline and continue present services, hiring an ED and using present cash reserves until 1984, at which time the headquarters building would be sold to obtain operating funds.

C. To take steps to reverse membership decline and to establish a goal of increasing membership by 10% net by December, 1983.

It was also suggested that the Board approve studies to determine the feasibility of establishing a profit-making subsidiary as an alternative source of income for ITAA.

As recommended by the Executive Committee, the Board approved the direction of achieving a 10% increase in membership by 1983, and a task force appointed by the President was charged with soliciting professionals from areas such as psychotherapy, education, and business and recommending ways to enhance membership services to such professionals.

Trans Pubs — a task force headed by Len Campos was appointed to consider options for Trans Pubs to become more effective and, if necessary, to consider other ways of operating or disposing of Trans Pubs. The task force is to report back to the Board in January, 1983.

Script — after operating as a Sub-committee of the Public Information and Professional Relations Committee for three years, there was confusion as to who has the final authority with regards to the newsletter. The Script Sub-committee asked for clarification on this. The Executive Committee recommended and the Board affirmed that the President of ITAA has final executive authority over the *Script*. The President will delegate authority to the Editor and the Managing Editor. In addition, at the request of the Sub-committee, the *Script* was taken out of the jurisdiction of the PIPR Committee.

International Relations — the International Relations Committee was charged with studying and developing ways to assess the needs of individual members living outside the US and to report on this with specific recommendations for action to the Board in August, 1983.

Code of Ethics — the Board charged the Ethics Committee, the International Training Standards Committee, and the International Relations Committee to meet and translate the Code of Ethics and that it go out to international members with their packets.

US Training Standards — the USTSC reported on activities of the BOC and the transition coordination between the BOC and USTSC. The BOC will take over and continue to use and refine the written exam. The TSC accepted its new purpose and function, which is to develop and review a consistent philosophy, body of knowledge and recommended standard of training of transactional analysts (including curriculum design and recommended training process) to be adopted by the organization and coordinated with the credentialing board. To this end, a sub-committee was appointed to design a questionnaire to gather data regarding current training programs in the ITAA and another one will recommend a process for consistent program of training sponsored by the TSC at all ITAA conferences.

Multi-lingual Services Task Force — a task force composed of members of the International Relations Committee, *TAJ*, *Script* and interested others was formed to investigate the possibility and feasibility of providing multilingual written materials and services through the use of word-processors, translators and to find means for financing the technical changes they recommend. Harry Boyd will chair the Task Force, which will report back to the Board in August, 1983.

President-Elect and Treasurer-Elect — the Nominating Committee and By-laws Committee were asked to devise a plan for establishing a President-Elect and Treasurer-Elect who will serve as non-voting members of the Executive Committee for the year preceding their actual terms of office. The Board asked that this plan be submitted in January, 1983 for immediate action.

Committee Chairpersons — the Board approved that Committee chairpersons be appointed by the President-Elect, with Board approval, six months prior to the time they assume their responsibilities as committee chairpersons.

1984 Summer Conference — the Board approved the dates of June 24-July 1, 1984 in Villars, Switzerland at the Club Med for the 1984 Summer Conference in collaboration with the European TA Association (EATA). The ITAA has committed itself and guaranteed 100 people for the conference. Jenni Hine has been authorized to negotiate a contract for ITAA with the Club Med.

1983 Summer Conference — Toronto, Canada will be the site of the 1985 Summer Conference and Vince Gilpin is the chairperson of the host committee for that conference.

Membership Retention — the Membership Committee has implemented a maintenance contact network (national, regional, state, local) with worldwide regional coordinators. The network sub-committee will contact members in the various regions who are one month in arrears in their membership dues, who have changed membership status or who have discontinued their membership. It is also the intention of the committee to submit an ongoing column to the *Script* which will provide information to the membership on marketing ideas on various approaches to and uses for TA. This column will also serve to share what various regions are doing.

Directory — a task force composed of Rita Justice, Mary Goulding, Graham Barnes and Felipe Garcia was appointed to get estimates for printing and funding a new directory.

TAJ Editor — the Board approved the recommendation by the *TAJ* Editorial Board that Rebecca Trautmann be appointed as Editor of the *TAJ*, beginning in 1983. John McNeel was unanimously commended for the great job he did as Editor for the last three years.

Membership Development — the Membership Committee met with the Public Information and Professional Relations Committee, the Program Committee, the Education Committee and the Long Range Planning Committee to see how these committees together could facilitate membership development. They discussed possible areas that might be worked on, including commitment, professionalism, general membership involvement and promotion of membership.

Staff Reorganization — the Board supported President Norman L. James, PhD, in reorganizing the office and staff and to fill or delete positions or functions as necessary. They also appointed a task force, composed of Lucy Freedman and George Barnitt to assist Norman James to do a task analysis of the office and asked them to report back to the Board in January, 1983.

Executive Director — the Board declared the position of Executive Director vacant for at least six months, during which time no salary will be available for that position.

Recognition for Former Executive Director — the Board gave Robert F. Andersen public recognition for the job he did in his position as ITAA Executive Director, particularly during the last days of his tenure when he provided a great deal of foresight information which has been helpful to the President and the Board.

Social Action Committee — the Committee wrote to Amnesty International in London, England, requesting organization membership. Amnesty replied that they did not have organizational members, but that they were enthusiastic that ITAA was interested in belonging to their organization.

Professional Practices Guidelines — the Professional Practices Committee presented the Board with a rewritten and revised version of the Professional Practices Guidelines. (For the full Guidelines, see the October, 1982 *Script*.) The Committee also stated that it is in the process of seeking non-US members to serve on it and to contribute to varied procedures responsive to non-US situations.

Translations — all English words indicating the professional status in ITAA will be translated into different languages and these will be presented to the Trustees in January, 1983 for their approval. Carlo Moiso was appointed to handle this process.

Ethics Procedures - the Ethics Committee recommended and the Board approved a change in page 2, paragraph 5 of the Procedures for Handling Ethics Complaints. The change reads: "the defendent and his/her supervisor shall be given at least 30 days notice of the impending hearing."

Long Range Planning Committee — the Committee reported that it had received the long range plans from all committees and suggested that this process be continued in terms of goal setting by committees. These reports could then be used to determine if a committee's goals are being met or if they need revision. The LRPC also reported that the reports received so far reflected mostly US members' points of view and that there was a need for more international in-put. The Committee also indicated that they wish to meet at the end of committee meeting day and they requested that all committee chairs attend that meeting.

Scholarship and Loan Fund — the Scholarship and Loan Fund Committee was charged with developing a plan to include non-US and Canadian members for scholarship loan applications and to investigate the legal ramifications of that plan.

Winter Congress Task Force — Len Campos reported that the recommendation of the Task Force is that there be a Winter Congress and that it be programmed to meet the needs of advanced members, for example, by meeting some continuing education requirements. The Board accepted the Task Force's recommendation.

Connections Commended — President Norman L. James, PhD, commended the Connections Committee for the breakfast for new members held during the Snowmass conference. In addition, Natalie Garber was commended for her work with the Connector Room.

Board of Certification — Les Kadis was commended by President Norman L. James, PhD, for his hard work in organizing the Board of Certification. In addition, Harry Corsover was appointed to the BOC.

Nuclear Disarmament Resolution — President James ruled that a resolution such as the one presented to the business meeting regarding nuclear disarmament should be handled in such a way as to insure that the Board is representing the wishes of the membership. Therefore, he assured the Board that the motion, which states, "We, the membership of ITAA, accept the concept of a bilateral nuclear arms freeze," and the request to send this letter to the leaders of countries involved in the development and deployment of nuclear weapons, would be presented in a survey ballot to be printed in the *Script*. (See November, 1982 issue.) The membership can then respond to the ballot in writing. The data from this survey will be forwarded to the Social Action Committee which will then return to the Board with information for possible action.

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By-laws and Guidelines for

The Board of Certification (BOC), in conjunction with the ITAA Training Standards Committee (TSC), plans to implement a cooperative examination process at the Winter Congress in January, 1983. The BOC By-laws and Guidelines are printed here for your information.

By-laws

I. **Introduction.** The ITAA shall establish a Board of Certification, hereafter called BOC, for examination and certification of Transactional Analysts. The BOC shall be administratively independent of the ITAA and any of its subcommittees or boards. This administrative independence is assured by these Bylaws. The BOC is granted administrative independence in the ITAA Guidelines Manual.

The Board of Certification, hereafter called BOC, shall become effective upon appointment of its core members, at the Winter Conference of ITAA, in January, 1982. The BOC shall be administratively independent from the ITAA as defined in the following items:

A. **Examination and Eligibility Qualifications:** the BOC shall be solely responsible for examination content and construction, item writing, test administration, and the establishment of all individual qualifications for certification.

B. **Budget:** the BOC shall set its own budget, maintain an accounting of its funds (including income, expenditures and cash on hand) and shall not issue funds to the ITAA without adequate consideration, except for purposes of certification research and development, and the maintenance of a reserve fund. The bookkeeper method used by BOC is not an issue of administrative independence.

C. **Cut-off Score:** the ITAA, nor any of its committees and boards, shall have no authority with respect to the setting of scores required for passing certification examinations.

D. **Appeals Process:** the BOC shall establish and maintain a process for candidate appeals of scores. It is recognized that the ITAA may share in this process only when its legal liability is in jeopardy.

E. **Meeting Process:** the BOC shall be solely responsible for its own rules of procedure, agenda, frequency of meetings and related matters.

F. **Board Appointments:** the BOC shall be free to appoint committees.

G. **Grants and Contracts:** the BOC shall be permitted to enter into grant and contract arrangements, publish documents, and disseminate information, without inappropriate interference from the ITAA.

H. **Fees:** the BOC shall have the responsibility for setting fees.

I. **Chief Staff Member:** the BOC may have a chief staff member, and shall possess authority to:

1. Approve the selection of an individual to fulfill responsibilities of the chief staff position;
2. Evaluate formally the performance of its chief staff member;
3. Assent to, require, or initiate the dismissal of its chief staff member.

J. **Certification Responsibility:** the BOC shall be responsible for certifying two levels of Transactional Analysts determined by the ITAA, with examinations based on demonstration of competency. The BOC will be responsible for clearly defining requirements for admission to the examination, methods of testing, passing standards, and for circulating this information to the ITAA membership.

K. **BOC composition:** the BOC shall be comprised of twelve (12) members, six (6) core members selected by the Board of Trustees of ITAA, with two (2) selected each year. The term of each core member shall be three (3) years. The initial six (6) core members shall be appointed simultaneously, two (2) for a term of one (1) year, two (2) for a term of two (2) years, and two (2) for a term of three (3) years. The initial six (6) core members shall be appointed no sooner than the ITAA Winter Conference, in January of 1982. The core members thus appointed shall select the additional six (6) members of the BOC in numbers and in terms consistent with the membership of the core members. Criterion for selection of members shall be clearly defined, and the membership of the BOC shall represent a cross-section of the ITAA. Core members may not serve concurrently as officers of the ITAA, or as members of its Board of Trustees or any standing committee.

L. **Current Credentials and Contracts:** the BOC will accept all credentials and contracts of candidates which are current as of the effective date of the BOC, which is the date that the Board of Trustees of the ITAA meets at the Winter Conference in January, 1983.

M. **Applicable ITAA By-laws and Guidelines:** where not in conflict with Article V, Section 3, of the By-laws and Article II, Section 19 of these Guidelines, the remaining By-laws of ITAA and provisions of the ITAA Guidelines Manual shall apply to the BOC where appropriate.

It is the goal of the BOC to produce a written overview of the training process which would (a) define and delineate the competencies to be demonstrated for certification and (b) explain that there would be variations in programs from trainer to trainer.

II. **Membership in BOC**

A. BOC members may be reappointed only once.

B. Membership will be increased to 15. At least one member of the BOC will be a "consumer" and not a member of the ITAA and two members will be individuals whose primary language is not English.

C. The function of the BOC is to:

1. oversee standards for examinations
2. appoint, train, and maintain a core of examiners
3. conduct examinations
4. certify the BOC's of non-US TA organizations

III. **Certificates Offered**

A. The BOC will certify candidates at two levels:

Level I. Transactional Analyst, with a specialty such as "clinical," "organizational," "educational," etc.

Level II. a. Instructor - "effectively communicates concepts of TA"

b. Supervisor - "effectively supervises the application of TA"

B. Duration of Certificate: a certified Transactional Analyst certificate (Level I) may be valid 3-5 years, whereas a Supervisor or Instructor (Level II) may be valid 7 years.

C. **Grandfathering:** advanced members with active certificates will be certified by the BOC without examination under the following conditions:

1. They apply by letter by no later than December 31, 1983.
2. They remit the application fee of $25.
3. They sign a statement that they have not been found at fault in an ethical procedure and have not been found guilty in a criminal proceeding. Exceptions to the above are possible following a review of the relevant details by the BOC.
4. Members who have left the organization may receive a certificate from the BOC without examination by special application.

IV. **Examinations**

A. **Level I** — A Written and Oral Examination is Required

1. **Written Exam** — candidates will be required to take a written exam. This exam will be a proctored essay-type exam. There are 18 questions from 9 categories drawn from a pool of 75 questions. The candidate must respond to 9 of the 18 questions. Each question is worth 10 points (5 for knowledge and 5 for application). Three examiners will score each exam and a consensus is required for a pass.

2. **Oral Exam** — Pre-submission Requirements

a. The candidate will submit two tapes, at least one of which contains work with a group or family, three months prior to the examination. In addition, the candidate must submit a case study (see addenda A).

b. The structure of the oral examination will be as follows:

(1) the candidate will also bring recently taped work to the exam

(2) up to half of the oral exam will be focused on the pre-submitted work

(3) half or more of the exam will be focused on recent work that the candidate wants to play for the board

c. Minimum requirements to be met in order to take the oral examination will include:

(1) successful completion of the **written examination**

(2) **endorsement** of the candidate's readiness by two advanced members who have supervised the candidate's work; at least one of the advanced members should be a PTM or TM

(3) **advanced training:** 600 hours in the field in which the candidate is being examined. This includes 250 hours of TA training by an advanced member (PTM or TM), of which 50 hours *must* be course work and 50 hours *may* be TA therapy. The remaining 350 hours may include relevant course work in an academic setting, training settings, etc. These 350 hours should be clinically-related.

(4) **supervision:** 150 hours of direct supervision of work with a client, a tape, or a case presentation. This includes any experience between a trainer and a candidate in which a trainer does actual supervision of clinical work. There will be a minimum of 40 hours with one trainer over a minimum of one year. Additionally, a minimum of 75 of the 150 hours of supervision must be in TA.

(5) **experience:** 1500 hours, in which the candidate has been responsible for clients. The candidate must have had primary responsibility for the care for 750 hours. A minimum of 500 of those hours must be using TA, over a minimum of 1½ years.

(6) **ethical/criminal considerations:** candidates will sign a statement which specifies that they have not had ethical charges brought against them by any professional organization and that they have not been found guilty of a criminal violation. (If they have, candidates would submit information on charges and resolution.) Candidates also need to sign a document stating that they are in compliance with state and national regulations for practicing psychotherapy.

(7) **application** to take the exam, along with fees and materials, must be submitted 3-6 months prior to the exam.

B. **Level II** — Requirements to be met in order to stand for the examination:

Instructor:

1. BOC Level I **certification** in specialty
2. 300 hours of **experience** teaching in specialty (i.e., 101's, weekend workshops, lecture series, university courses, etc.)
3. continued **education** - 100 hours of coursework and/or related training events
4. 12 hours of **presentations** at conferences and pro-

Everything You Wanted To Know About the BOC . . .

The Guidelines and Examination Policies of the Board of Certification (BOC) appear in this issue of the *Script*. How these Guidelines and Procedures affect individuals may, perhaps, be best understood by presenting some of the questions ITAA members have asked the BOC along with brief answers. If this format proves useful, it may be used in the future to respond to members' concerns and questions related to the BOC.

1. Why was the BOC organized? How will it make a difference for the ITAA?

The special structure of the BOC (see the Guidelines) puts it in line with the credentialling bodies of other professional organizations and, as such, provides a chance for us to gain wider recognition of our own credential. Our plan to work with other professional organizations imposes specific requirements on our process which, in turn, will improve our credentialling procedures. Our goal is to provide an exam that is both reliable and relevant to the task of using TA in its various applications. Other parts of our plan will make our process sufficiently constant so that anyone can be assured of a similar exam, regardless of where in the world it is taken. These will also join us with UNESCO as part of the movement to make credentials valid across national boundaries.

2. What will the BOC mean for exams held outside the US?

The BOC will devise exam structures, validation procedures and answer important procedural questions that will allow regional TA organizations to upgrade their own procedures. The ITAA will recognize credentials offered by the BOC as criteria for advanced membership. The BOC will, in turn, recognize regional organizations whose procedures and standards meet its requirements.

continued

experience - check

the Board of Certification

fessional meetings, 6 of which must be at national or international meetings.

5. 50 hours of **supervision** of candidates; teaching by a certified instructor (currently a TM).

6. **fees and materials** submitted three months prior to exam

7. **three letters of endorsement** from current TM's, one of which must be from the supervisor (see #5 above).

8. a **course or workshop design**, syllabus, or curriculum presentation; a tape of such a course with a ten-minute segment marked for examination

The examination itself would be focused up to 50% on the submitted tape from the course, and 50% or more on depth and breadth of TA theory and related models.

Supervisor:

1. BOC Level I **certification** in specialty

2. 500 contact hours of **experience** as a supervisor, either individual or group; of which at least 40 hours is with each of two supervisees

3. 50 hours of **supervision** of candidate's supervision by a certified supervisor (currently a TM).

4. 35 hours BOC-approved **course** in ethics, supervision, and training (currently a PTM workshop)

5. **Fees and materials** submitted three months prior to exam

6. **Three letters of endorsement** from current TM's, one of which must be from supervisor (see #3 above)

7. **A write up and tape** of a supervision session with a ten-minute portion segmented (with typescript)

The examination itself would be focused up to 50% on the segment material, and 50% or more on current supervision.

V. **FEES.**

	U.S. & Canada	Non-U.S.
Level I written:	$90.00	$15.00
Level I oral:		
(a) application for:	75.00	75.00 (to U.S.)
(b) exam itself:	50.00	50.00 (to country which examines)
Level II Instructor:		
(a) application for:	75.00	75.00 (to U.S.)
(b) exam itself:	50.00	50.00 (to country which examines)
Level II Supervisor:		
(a) application for:	75.00	75.00 (to U.S.)
(b) exam itself:	50.00	50.00 (to country which examines)

VI. **Examiners**

The BOC will use a core of 30 examiners who will serve for a period of three years with 10 new appointments made each year.

Examiners will take part in the BOC training and will be responsible for conduct of the written and oral exams.

Additional examiners may be added on an as needed basis.

Guidelines

Addenda A
Guidelines for Clinical Case Presentation

Vital Statistics of Identified Patient

Age, sex, marital status, position in current family (e.g. "Living with boyfriend, Joe, and two teenage daughters, ages 14 and 17 years"), job status.

Referral and Presenting Issues

Source of referral and reasons for referral where appropriate. Presenting problems and mental status at time of referral. Initial diagnosis.

Initial Contract

History

Family history, developmental history, educational history, sexual history, work history, relationship history. (These suggestions to be included only where relevant and must be related to presenting problems and/or treatment plan.)

Formulation and Diagnosis

Diagnosis: your analysis of the client's present situation:

1. using Script Analysis and one other aspect of Transactional Analysis theory

2. using a standard diagnostic nomenclature in use in your geographic area (e.g., DSM III)

For each, describe how you have reached these conclusions, and how you distinguished between this and other similar diagnostic judgments (i.e., differential diagnosis).

Treatment Plan

Describe your overall treatment plan, relating (#1 under Diagnosis above) to the overall and intermediate goals. Discuss your choices of treatment approaches and strategies, including your reasons for these choices. Describe the mode of treatment (e.g., group, family, individual, etc.) and reasons for choosing mode(s), frequency and duration of sessions. For treatment already provided, summarize significant interventions or processes, contracts made, contracts fulfilled, and indications of partial or complete attainment of overall contracts and goals. Discuss your criteria for judging congruence or completeness in goal attainment in general and in this case; relate this to the theoretical models discussed (#1 under Diagnosis above). For future treatment, outline current thinking and planning regarding intermediate and long-range treatment strategies and interventions; include mention of what circumstances or responses by the client would lead you to revise these plans.

You may present this material either in narrative form or in an outline. Indicate relevant time frames or duration of stages of treatment. Remember to emphasize **your** part in the therapy process, not only what the client did or does.

Implementation and Progress Report

A report of the implementation of the treatment plan and significant steps along the way. Current status of the treatment process and the experience of both the patient and the therapist in this adventure.

Tape and Transcript

Select an audio cassette tape of a recent session with this client that demonstrates your application of Transactional Analysis theory and process. For this segment:

1. Provide a clear and legible transcript of a 10-minute segment

2. Have the tape cued to this segment

3. Describe the session contract and how it relates to the overall treatment contract

4. Describe the work done, and relate to TA theory.

5. Describe what was accomplished, how demonstrated on this tape and in future sessions

Discussion of Direction and Prognosis

Mention what has been accomplished, how it is relevant to diagnosis, contract and treatment plan.

Where appropriate, discuss prognosis in the light of diagnosis and psychosocial variables.

Discuss long and short term goals.

Description of Your Practice

Provide the following information about your practice:

a. Setting(s)

b. Nature of laws or statutes affecting clinical practice in your geographical region

c. How are you in compliance with these laws (or if not in compliance, how do you justify your practice and protect yourself and your clients in this process?)

d. Description of clients served; e.g., nature of population, diagnostic categories, etc.

e. Who would you not work with, why and what systems do you have for referrals to others?

f. If you are not a medical doctor, what referral and/or consultation arrangements do you have to provide medical advice, treatment, or back-up? How do you determine when and with whom to utilize medical consultations?

Addenda B
Guidelines for Special Fields Case Presentation

To be submitted prior to examination in Organizational and Educational applications of Transactional Analysis
Suggested length: 5-7 pages.

I. **Background**

Description of client or client system, status, authority

Referral and presenting issues with initial assessment

Relevant history of group or organization, previous interventions, organizational script and/or games

Contract

II. **Design**

Needs assessment, method and results

Objectives of intervention

Description of design or plan; TA theory basis; brief discussion of other theories or models applied.

Learning materials (agenda, handouts, workbooks, references, as applicable)

Diagrams, one or more of the following: formal authority, informal authority, location, seating, boundary.

III. **Implementation**

Tape of presentation, discussion, or activity, up to 20 minutes, with explanation of context, significance in the overall implementation strategy, and transcript*

Current status of intervention, future direction or follow-up.

Evaluation: describe method of evaluation used by client, method used by candidate, results.

IV. **Description of Practice**

General description of the profession in which you apply TA, type of clients and settings, organizational affiliation/position, how you get referrals.

Ethical and professional guidelines you observe in your practice, when and how do you decline work or refer to other practitioners; ethical issues in this intervention and how they were handled.

*In rare cases, taping is not appropriate. If no tape is submitted, provide thorough narrative and reason for not taping, as well as complete materials. Clearance in advance is recommended.

. . . And Weren't Afraid To Ask!

3. How did the BOC determine the number of hours of experience, training, etc. that are part of the requirements?

We considered several different factors: the experience and recommendations of Training Standards, the combined experience of other professional organizations and the knowledge that many of our candidates will have valid professional training and experience apart from their TA work. These requirements set minimum standards and allow several different routes by which candidates can meet the BOC requirements.

4. Will exams be harder?

Requirements will be more stringent and more pre-submission work will be required. Examiners will be trained and better prepared and they will have more information about the candidate. Pass/fail criteria will be clearer. Examinations themselves will be neither easier or harder.

5. What about contracts?

The BOC is a **credentialling organization.** Contracts traditionally have been a tripartite agreement between the candidate, sponsor and the ITAA. The BOC will require documentation of a candidate's experience and the recommendation of a primary sponsor, but will not require contracts as a prerequisite for the exam. The ITAA may decide to keep contracts in force for other reasons. Trainers may want to continue using contracts with their trainees as a way of clarifying the relationship.

6. How will the BOC affect me if I already have a contract?

The BOC will require people who have contracts in force to meet the requirements of those contracts and their contracts will be accepted as prerequisites for taking any of the various exams. People without contracts currently in force (as of January 1, 1983) will be examined under the new rules.

The Call for Proposals for the 1983 Summer Conference in Oakland, CA was published in the October, 1982 *Script*. Copies are also available upon request from the ITAA office.

NINE DAYS AT RIDGELEA

WITH

HARRY CORSOVER — **TOM NISSLEY**
LESLIE LOWEN — **JOSEPH ZINKER**

JULY 8-17, 1983

This advanced training workshop, for mental-health professionals, will emphasize the integration of Transactional Analysis and Gestalt Therapy with Bioenergetic Analysis and related bodyscript work. Beginning with personal therapy, we will proceed to training and supervision in the theory and application of integrative psychotherapy. Oral exam preparation and "mock orals" will also be available.

Ridgelea, with its proximity to New York, handsome greathouse, lovely grounds and pool, and healthful food, is well-known for its nourishing environment.

Cost: $850.00. Accommodations and meals are included. Non-refundable deposit is $150.00. For registration or information, write to:

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109 Mayapple Road
Stamford, CT 06903
(203) 322-1400

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.

THE "Q" MODEL

Two New Training Seminars

Created by
Dr. Edward and Dr. Marjory Zerin

- **FOR THE PSYCHOTHERAPIST:**
  A Model for the Rapid Diagnosis and Intensive Treatment of Pathology and the Enhancing and Sustaining of Well-Being in Individual, Couple, Family and Group Therapy
- **FOR THE ORGANIZATIONAL DEVELOPER:**
  A Model for the Constructive Use of Stress in Executive, Management and Employee Development and the Assessment of Present and Future Personnel
- **FEATURING:**
  The Four Quadrants - a single Diagram which integrates Theories of Freud, Erikson, Mahler, Piaget and Kohlberg; Family Systems of Bowen, Minuchin, Haley, Nagy, Whitaker, Olson and Beavers; Transactional Analysis; Sociologies of Alienation; Human Growth and Development; and Transformation Concepts.

"...great tool. Invaluable in Staff Development." — *Lois Johnson, People Changers, Florida*
"...opened new vistas. A fresh approach to diagnosis." — *Chaplain Mark Gruebmeyer, Texas*
"...I have seen it work. It's amazing." — *Sy Aufseher, Weight Watchers, Florida*
"...the accuracy of The "Q" Model was unbelievable." — *Fran Newby, Mich. State Univ.*
"...provides therapists of all major schools of psychology with a common vocabulary and diagram for productive cooperation." — *Marti Minnema, Family and Child Services, Mich.*
"...Major breakthrough in personality theory ... recommend for Social Work Staff of all our Homes." — *Loren W. Richter, ACSW, National Supervisor, Childrens Care Homes, Disciples of Christ Church*
"...our treatment facilities could learn a lot from you." — *Vicki Fusco, Alcohol and Drug Abuse Counselor, North Carolina*
"...very practical with easy application on daily basis." — *Betty Allen, Dir., In-Service Education, Saddleback Hospital, Calif.*
"...The "Q" Model . . .a very useful concept for anyone in the helping profession." — *Gail Perry, Director, Family Service Center, Yuma, Arizona*
"So quickly you updated the Parent, activated the Adult and excited the Child." — *Ema Klarin, Institute for Mental Health, Belgrade, Yugoslavia*
"...very useful with all kinds of patients. I look forward to your return." — *Peggy Kocurek, MSSW, Dir., Ed. Services, Fam. Services Assn., Ft. Worth, Texas*

The "Q" Model Training Seminars are held in: Ft. Worth, Texas (2 days), March 7-8, 1983, Fee $200; and Westlake Village, just 45 minutes by direct limousine from the Los Angeles Airport.
August 8-10, 1983/November 18-20, 1983
(3 days) FEE: $300.
Also available by contract at your location. For a descriptive brochure, including fees and schedule, write or telephone:

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This five-day advanced training workshop highlights the logic and principles behind Dr. Erickson's approach to diagnosis and treatment of individuals, and families. Stephen and Carol teach the diagnostic format they use in their Ericksonian work. They discuss, demonstrate and teach Erickson's use of resistance, confusion, conscious/unconscious dissociation, symptom prescription, paradoxical double binds and strategic interventions using complex embedded metaphors, hypnosis and the strategic use of trance phenomena.

by Steve Lankton, M.S.W., and Carol Lankton, M.A.
authors of *The Answer Within: A Clinical Framework of Ericksonian Hypnotherapy,*
Brunner/Mazel Publishers, 1983.

CE credits from University of West Florida are available for psychologists and clinical social workers.

MARCH 16-20, 1983
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904-932-6819

Calendar

January 20-22, 1983 ITAA Winter Congress, Oaxtepec, Mexico
August 3-6, 1983 ITAA Summer Conference, Oakland, California

	Exam Date	Location	Application Deadline
CM/SFM Oral Exams	January 19, 1983 April 13, 1983 July 3, 1983 August, 1983 November 13, 1983	Oaxtepec, Mexico Raleigh, North Carolina Rome, Italy Oakland, California Paris, France	October 29, 1982 January 13, 1983 April 4, 1983 May, 1983 August 15, 1983
TM Exams	January 19, 1983 August, 1983	Oaxtepec, Mexico Oakland, California	October 29, 1982 May, 1983
PTM Contract Workshop	January 23-25, 1983	Oaxtepec, Mexico	October 29, 1982 ($100 deposit)

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 contract filing fees.

Program Committee "Reaches Out" for Conference Proposals

Dear Membership,

This is my personal invitation to you for your active involvement in the 1983 Summer Conference in Oakland. One of the things I learned last year in Snowmass is that individuals can make an impact in ITAA through their involvement in the program and on committees. You don't have to wait for years and work your way up or know somebody "big" or any of that stuff you may be saying to yourself to explain why you're not going to attend or get on a committee or submit a program proposal. Snowmass was my first summer conference — and here I am a Program Committee Sub-committee Chairperson. Voila!

This year's theme is "Reaching Out — the Us Generation"! That's what we, the Program Committee, want to do with you . . . reach out and encourage you to send in your ideas. We need fresh ideas. You ITAA members who have never attended a summer conference are a vast reservoir of new ideas that we need to hear from — and you cannot find a better way to feel a part of your own organization than to attend and participate. Think of the thrill of presenting and looking out in your audience and seeing other professionals you respect writing down something you've just shared.

Of course, we are also wanting to reach out to you experienced presenters who have participated many years running and on whom we depend for your established ideas and methods. I would like to see you present material that represents your best established work, especially for newer members or first time conference attendees. I would also like to see you present your cutting-edge work so that you are reaching out to your colleagues who've heard you many times before and giving them something new and challenging with which to refresh their own thoughts.

We are also planning three tracks of workshops so that you may follow a particular topic in some depth. One is on TA supervision and training, one is on various non-TA approaches to psychotherapy, and one is on holistic approaches to health. If you wish to contribute in one of these areas, you may gear your program proposal in that direction.

In addition to these tracks, we are eager to have proposals on other topics of interest to ITAA members — both clinical and special fields interests. Only you can know what you have to share with your ITAA colleagues, so let us hear from you.

If you have misplaced your October *Script*, in which the call for proposals was printed, contact Karen Alaria at the ITAA office and she will mail you one. The deadline for all program proposals to be in to the ITAA office is January 24, 1983. However, if you get yours in earlier, the blind review readers will have more time to give it full consideration.

If you wish to suggest experts for one of the three tracks, you may contact Margaret Callahan, 6 Davis Avenue, Rye, N.Y. 10580 (914) 967-6534 or Tom Nissley, 109 Mayapple Road, Stamford, Connecticut 06903 (203) 322-1400.

Once again, know that you count with ITAA, that we need your energy, your input, and your expertise. Send in your program proposals *today* and see you in Oakland.

Brenda B. Bary, Ph.D.
Program Committee, Program Proposal
Sub-committee Chairperson

Winter Congress Up-date

Oaxtepec, Mexico

Clarification: thanks to Chellie Joines for pointing out that the Room and Board fees listed in the October, 1982 *Script* are for the entire time indicated and are not per day fees. The Room and Board fees are as follows:

Pre-Congress — January 17-19, 1983
Room and Board — $95/person (This is approximately $32 per day)
Congress — January 20-22, 1983
Room and Board:
Two persons in room or cabana-$110/person (approximately $37 per day per person) Three persons in cabana-$90/person (approximately $30 per day per person)

THREE DIFFERENT WORKSHOPS
TAKE YOUR CHOICE!

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FOR SCRIPT BREAKING

December 27-31, 1982
February 17-21, 1983
March 28-April 1, 1983

IN LAFAYETTE, CA

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ELAINE CHILDS-GOWELL CM CRN PhD

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Work, play, learn in a small group
$400.00 plus condo/board

Workshops at WIGFT, 1983:
5-Day: Jan. 16-22, Feb. 5-9 $500.00
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2-Week: Aug. 7-19 (Advanced) $900.00

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Workshop and marathons for therapists who treat affective disorders and clients who need information for change.

Affective disorders will be assessed from developmental and behavioral perspectives and the treatment strategies for change will be demonstrated through direct experience and video presentation.

WORKSHOP: Thursday, February 24, 1983
MARATHON: Saturday, February 26 and Sunday, February 27, 1983

For references see: TAJ, October 1980 and TAJ, October 1981.

For further information, write or call:
Sandra G. Landsman, 34316 Thornbrook Drive,
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Residential intensive training and treatment available.



Applications of TA to the Elimination of Racism*



By Valerie A. Batts, PhD
and
John A. Capitman, PhD

— Do you believe that individual racism (prejudice) has declined?

— Is your community or neighborhood racially divided?

— Do any institutions in which you participate have multi-racial membership at all levels of organization?

— Are you willing to accept that integration is not the only way to achieve racial equality?

These are among the questions being addressed through research and clinical and community work which utilizes TA in working towards the elimination of racism. The goal of our work in this area is to help individuals and groups identify and change behaviors that deny blacks equal access to opportunity. This kind of work is also useful with individuals and groups facing problems of ageism, classism and sexism. While the historical roots of these problems differ from those of racism, their resolution involves similar processes. In all of these cases, people are grappling with shared questions about how to recognize, appreciate and respond to differences among people in mutually satisfactory ways.

Much of this work is based on modern racism theory. This theory asserts that racial prejudice remains high, but that it has taken new forms since the 1960's. It suggests that the emotional component of racial attitudes is acquired early in life and is more difficult to change than is the cognitive component. In terms of TA contamination theory, Parent-Adult contamination can be changed by giving new information, while Child-Adult contamination may remain unless there is a new affective experience (Batts, *TAJ*, July, 1982).

Current racial attitudes are thus viewed as cognitive learning in response to the civil rights movement and changes in law. At the same time, feelings about people of other races tend to remain the same. Today, prejudice often means giving non-race related reasons for oppressive attitudes and behaviors.

Identifying the Racial Problem

Essential to racial problem-solving is a clear understanding of the content and process of the issue to be resolved. Racial problems can be identified at the individual, transactional, institutional and cultural levels. People come to understand how organizational structures perpetuate racism even among well-intentioned individuals. Further, they learn how prejudice (individual and transactional racism) is shown in the beliefs, feelings and actions that make up everyday life.

Case Example: Problem Clarification

A community mental health agency serving a predominantly black and poor area with a biracial staff requested a racism awareness workshop. Black staff perceived racism on the part of white co-workers, while white staff "didn't understand" and felt unfairly accused. Some resolution of the problem occurred as both groups developed a shared understanding of its complexity.

Institutional racism existed in that the agency had whites in all key decision-making positions, even though the vast majority of the clients were black. At the cultural level, racism was demonstrated by the fact that black culture was more prevalent, which left whites feeling culturally oppressed but "suffering in silence." Ironically, agency social get-togethers were typically pot-lucks with classical guitar rather than dancing parties with soul music.

Racism often occurred transactionally as well. In one case, the agency director consistently asked a black secretary to get his coffee. She perceived this continued request as prejudiced. She was afraid to discuss her perceptions, however, and he was unaware of the significance of the situation's racial character. She harbored bad feelings; he experienced her as passive-aggressive.

Staff members also explored their personal racism. A Jewish worker who was not well liked by blacks realized, for the first time, that she had made an early decision to deny cultural differences. Two vivid early experiences were involved. At age five, she was no longer allowed to play with a special friend, the daughter of her family's black maid. Then, at age eight, she decided to ignore her Jewishness so as to "fit in" in a largely WASP neighborhood.

Such problem clarification set the stage for continued successful racial problem-solving.

Applications of TA

Many aspects of TA can be useful in helping people change dysfunctional behavior at each level where racism exists. TA's basic premise, "I'm OK, You're OK," is essential to all such work. It is crucial to create a safe environment in which people will use the Free Child, Nuturing Parent and Adult parts of themselves.

Decontamination is a major vehicle for personal level change. Helping people experience the freedom to express racial anger, fear, guilt and pain facilitates work to change Child-Adult contaminations. In this kind of a setting, racial "delusions" can be aired and examined and rationalizations can be confronted in firm, yet supportive, ways.

An additional TA tool which is useful in this area is redecision work, which often helps on the level of personal change. Understanding and changing one's cultural script is valuable at both the personal and the cultural levels.

Finally, transactional and psychological game theory is important when looking at racism at the transactional and organizational levels, as are changing stroking patterns and time restructuring.

Case Example: Affective Decontamination

A white high school teacher from a racially mixed, urban school district wanted help in convincing her black and hispanic students that she was not a racist. "I try so hard to treat everyone the same," she reported, "but they (the non-white students) still don't really trust that I want them to succeed just like everyone else."

This client's personal work revolved around owning how she denied racial differences as a way of avoiding scare. She became aware that she also felt guilty about being scared. As she got new strategies for handling her fear, she was able to see how she might have appeared patronizing, rather than trustworthy, to non-white students sensitive to racial differences.

Case Example: Conflict Resolution

A psychology department at a predominantly black university wanted to resolve a conflict generated between black and white students subsequent to the dismissal of a white psychologist who planned to sue the department for reverse discrimination. The psychologist had been terminated by the black department chairman after the former did not receive tenure.

White students felt that this was another example of the "reverse racism" they experienced. They were resentful and wanted the department to hire more whites and to generally treat them better. Black students were angry at the white students and at the faculty for "catering" to them.

TA game theory was useful in this situation for identifying the "Uproar" both groups used to avoid problem-solving. By examining cultural scripts, the groups clarified cultural differences in their experience of the department and got to know themselves and others in a more realistic way. The students began to confront the power plays used to perpetuate either Victim or Persecutor roles. They generated "Free Child" options for overtly acknowledging and changing dysfunctional interracial relating. One activity was outlining the moves in the game of "Let's You and Them Fight" that they played with the faculty.

This application of TA was extremely powerful in resolving personal and transactional racism. It also facilitated information sharing, organizational problem-solving and conflict resolution. These latter strategies were also employed to help this department resolve its racial conflict.

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Important Election Notice

Due to an error in the mailing of the ballots for the election of Board of Trustees to our international members, it has been necessary to extend the deadline for the return of ballots until Friday, December 10, 1982. You may be assured that steps have been taken to see that the election is carried out correctly.

Felix Messier,
Acting Executive Director