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The Script

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Have TM, Will Travel

The overwhelming response from Teaching Members has been an enthusiastic wish to contribute to the spread of TA and the continued education of TA practitioners.





Emilio Said and Gloria Noriega, Chairs of the International Relations Committee

Our thanks to International Relations Committee Chairs Gloria Noriega and Emilio Said and Concepcion de Diego for preparing this material, and to Jan Hennig (German) and Ginette Ayache (French) for their help with the translations.

A special service is being offered by the International Relations Committee to ITAA members worldwide. Groups of ITAA members and TA associations around the world may be interested in continuing their growth and development by inviting a well-known TA Teaching Member to present a seminar, workshop, or training group in their country. The International Relations Committee is coordinating such events, and many TMs have agreed to work without charging a fee, on a date to be negotiated, if the organizing country or group will cover the cost of round trip air fare, accommodations, and meals during the days of the event plus one day before and one day after.

The overwhelming response to this idea from Teaching Members has been an enthusiastic wish to contribute to the spread of TA and the continued education of TA practitioners. We offer here a brief list of participating TMs, including their country of origin, subjects they are willing to present on, and languages they will present in. For a copy of a more complete chart listing additional details, contact Concepcion de Diego, Guzman El Bueno 135, 28003 Madrid, Spain.

Note: This service is available only to countries and associations which cannot afford current fees and where organizations are not making a profit. Enclose with the request for this service a letter to the International Relations Committee explaining the socioeconomic situation in your country/organization and the purpose of the event to be held.

Le Comité des relations internationales offre un service spécial à tous les membres de par le monde.

Des groupes de membres de l'Association Internationale d'Analyse Transactionnelle et d'autres associations nationales d'Analyse Transactionnelle peuvent être intéressés à poursuivre leur croissance et développement en invitant une personnalité de la communauté de l'AT à donner, dans leur pays, un atelier, une conférence, ou à animer un groupe de formation.

Plusieurs membres instructeurs ont accepté de rendre ce service bénévolement à une date qui leur conviendrait si le pays ou le groupe organisateur couvrait leurs frais de voyage et de séjour pour la durée du séminaire incluant un jour avant et un jour après l'événement. C'est la tâche de Comité des relations internationales d'organiser ces activités.

La réponse enthousiaste que cette idée a recue des membres formateurs des différents points du globe est un témoignage éloquent de leur désir profond de contribuer à l'expansion de l'Analyse Transactionnelle et au développement continu des spécialistes qui la pratiquent.

Si vous êtes intéressés à profiter de cette possibilité d'organiser gratuitement des séminaires ou ateliers, demandez à votre association de contacter la personne responsable de ce projet au sein du Comité des relations internationales. Il s'agit de: Conception

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TA Formation

by Claude Steiner

One of my prize possessions is a certificate of Charter Teaching Membership given to me and signed by Eric Berne and David Kupfer on March 25, 1960. Unfortunately, after some years of holding that title, I discovered that I did not possess the knowledge that was considered a requirement to pass a TM examination. I therefore felt compelled to exempt myself from the TA certification process and to give up my Teaching Membership. I believed it was hypocritical to expect students of TA to know what I myself could not explain, and I was not able to bear the contradictions I encountered in the exam rooms.

Lately, however, I have discovered that there are many people all over the world who find TA important and exciting enough to want to undertake the work and expense of pursuing advanced membership. I am compelled to admit, therefore, that as long as people want to learn TA we must teach it, and that if we are going to teach it we must teach it well — in an organized and systematic way.

There are three aspects of TA that concern me at this time: the economic aspects of training, the size and relative worth of the TA literature, and the manner in which some TA practitioners engage in the diagnostic process.

Economic Factors

I have heard considerable resentful talk from trainees in the USA and abroad about abusively expensive training, TA Mafias, pyramidal money schemes, ever-proliferating modules and requirements, and exploitive trainers. This has been a problem since Eric Berne's death, due to the fact that he did not set down guidelines for us to follow in these matters.

This description does not, by any means, apply to all training situations. Wherever I go there are also trainers who are concerned with being fair and having a thoughtful, cooperative relationship with their trainees. Wherever I go I also find students who are not fooled and who understand exactly what their trainers are up to.

The two major economic factors in a training situation are how much is being charged and for what. The worse situation, naturally, is one in which maximum fees are being charged for a minimum of service, with the fees going to the trainer and the service being performed by the trainees who, in large part, train each other. Trainees in these situations are often ambivalent. On the one hand they love TA and their work with each other; on the other they are angry about the money they are spending and worried and wondering if they are learning the right things. Often they are angry at the ITAA for its requirements and what they see as an insensitivity to their local conditions.

As long as people want to learn TA we must teach it, and if we are going to teach it, we must teach it well.

I believe that a person who has achieved some considerable knowledge and skill in TA is entitled to a decent wage when teaching it, say one similar to a master plumber's, electrician's, or mechanic's, but not to a royalty or commission as profit derived from the accumulation of as many paying students as can be gathered. Simple arithmetic and a few questions can uncover the financial facts of any training situation, and everyone must draw their own conclusions about whether they are being reasonably served and charged by their trainers.

TA Literature

Novice students in any discipline tend to assume that whatever is in print is true, worthwhile, and meaningful. Otherwise why would it have been committed to print? Further, it is assumed by the innocent and young that when they do not understand something coming from the mouth or pen of an expert the problem is theirs rather than the teacher's.

But it is not always so, especially not in the social sciences, and definitely not in TA. Much has been committed to print which does not have particular merit, much that is not understandable, much that is not consistent with the rest of TA theory, and much that is not even consistent with itself.

I recently reviewed a number of TA journals taken at random and was able to classify the articles in them into five categories:

1. A good minor idea which is worked into a large paper. Here is a good thought, worthy of being expressed and put into print, but one that could be covered in a few pages and is instead ex-

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EDITOR'S COLUMN



by William Krieger

ITAA: An Extended Family?

I'm writing this editorial at the last minute. It is literally a few hours before copy goes to the typesetter. It's not that I don't have anything to write about; in fact, I've had at least two topics in mind for a while now. One had to do with how to handle disagreements over things published in *The Script*, and the other had to do with our upcoming 25th Anniversary Summer Conference. Both are worthy topics, yet every time I sat down to write, my mind wandered to a recent trip.

Last month I was in San Antonio to do a workshop for a local college. Felipe Garcia, our Clinical Columnist, lives in San Antonio, and when he heard I was in town, he broke away from relatives who were visiting to have dinner with me. I was flattered by that gesture, but that's not what I want to write about. It's what he said at dinner that has stayed with me.

First, he was genuinely excited to see me, and then he began to talk about how the ITAA is his family. He related a story about how, while attending an ITAA conference, he received a phone call to tell him his father had died. He said as soon as he hung up, people recognized he was hurting and gave him the nurturing he needed. I don't know if he saw it, but I could feel tears welling up inside me. He had struck a nerve. I certainly experience the ITAA that way, but as I look back, I think the tears were for those who don't have that sense of the ITAA.

We are a family! I really believe that a major role of an organization such as ours is to serve as an extended family. There is no scientific writing about that in the TA literature or the broader social science and psychology literature. Nothing at all, and yet it is important. Part of what makes an organization a family is the perception of family in the minds of its members. We need to encourage and nurture this perception among a broader base of our membership. We are a family!

Gosh, I guess I have written about the two topics I had in mind after all. First, the way to handle disagreements with articles in *The Script* is to remember we're family and disagreements need to be handled in a loving, caring way, not by har anguing and harassing the author. Second, the summer conference is going to be a great family reunion. We'll miss you if you don't come, so come be with us.

* * * * *

Question of the Month: How has the ITAA been an extended family for you?

A Special *TAJ* **Theme Issue on TA in the Treatment of Children** is planned for April 1988. Deadline for articles: July 31, 1987.

PRESIDENT'S COLUMN



by Lucy Freedman

ITAA 25th Anniversary Conference Rekindles Connections

How many memories of close contact, deep insight, major life changes, or joyful awareness do you have from your experience of TA? When I think about the conferences I have attended, memories of faces, words, and emotions bring back memories of times when I was at major turning points in my life, when I was opening up new professional possibilities, or when I was coming to understand other people in a new and loving way.

I have been with friends at TA conferences over fifteen years on every continent except Africa. Some of my feelings of connection transcend time and space and have to do with the basic truths that underlie TA and that bring people together to teach, learn, and share.

As I imagine and dream about "TA Making a Difference," our 25th ITAA Summer Conference to be held in Chicago this summer, I know that, although there may be echoes, it won't be a repetition of the past. Something really new is happening. A long-time member recently commented to me, "TA is on the upsurge again!" Chicago will be a swelling up of that energy and aliveness.

I hope Chicago will be a blend of past, present, and future. We will start the week with a historical TA 101 given by well-known TA trainers; this will be videotaped and subsequently made available for you to purchase for your training library.

In my imagined Chicago conference, people I have not seen for years, including some I have not even met yet, are there saying hello.

The continuity of our exam process, demonstrated by the Chicago exams, will reaffirm the shared body of knowledge and the observable levels of skill of transactional analysts. I know that thread has helped me keep learning over the years, whether through examining or being examined.

Before the conference, the Training Standards Committee will sponsor a day of exchanging training appoaches, while organizational planners will meet to work on the future of the ITAA.

In the pre-conference institute and opening address by Jean Houston I know we will be stimulated and challenged by her vision and enthusiasm. She believes in the OKness of people at a level beyond what most of us consider. The energy we open up with her will provide a context for the innovative conference that follows.

One highlight of our 25th Anniversary Conference is that each day will start with a live TA group. My dream is that many people will come to those groups ready to renew meaningful elements in their lives. In my imagined Chicago conference, people I have not seen for years, including some I have not even met yet, are there saying hello. I imagine a great deal of hugging and laughter. We laugh and maybe cry together, and then we laugh again.

The freedom to be yourself, unconditionally, in a nurturing environment, has come over the years, not from TA, from trainers or trainees, from committees or the Board. It has come from us doing what we do when we feel free.

I don't think my dream is unrealistic. Chicago is easy to get to, so come with us! Call your old friends and ask them to meet you in Chicago. As an organization, we really do have the potential to make a difference; as an individual you share in that potential. Join us in Chicago — you will be glad you came. □

EXECUTIVE DIRECTOR'S COLUMN



by Susan Sevilla

HMO's: New Opportunities, New Challenges

This month I've been thinking about the dangers — and the opportunities — presented by the booming development of Health Maintenance Organizations (HMOs) and Preferred Provider Organizations (PPOs). Ron Ohlson eloquently described the situation in his November *Script* article, but his warning cannot be overemphasized.

The rapid development of HMOs is having a profound impact on the private mental health practitioner. Regardless of how skilled a therapist you are, your practice could evaporate when your clients are faced with the choice of paying you $50-$80 a session or getting free service at an HMO. Which would you choose? If the practice of psychotherapy is to survive we must develop strategies for remaining responsive to the current push for cost containment. All factors suggest that the growth and success of HMOs will continue. Federal law now mandates that companies with 25 or more employees offer workers a choice of HMO care or standard fee-for-service insurance. The employer-sponsored benefit programs are subscribing as a way to cut rising benefit costs. In self-defense, more practitioners are signing up to ensure ample sources of clients and third-party payments. The payoff for the client is better service, more HMO practitioners from which to choose, and no extra charges, unlike many fee-for-service benefit plans, which are becoming increasingly restrictive, with high deductibles, percentage-splits of the remaining charges, and annual limits.

The problem for the private practitioner is clear. As Ohlson and others point out, one strategy for meeting this challenge is to band together to form HMOs. Think about it. The forte of transactional analysis as a treatment modality is that it can be a model for brief, short-term therapy. Eric Berne's goal was to "cure patients faster." Many TA practitioners I have spoken with would not think of ending a first session without creating a significant contract for change. This is a unique feature of TA therapy that will stand us in good stead forming HMO-type delivery systems.

It is particularly important for the solo practitioner and small group therapy centers to learn how to deal effectively with large delivery systems, payers and purchasers because the "rules of the game" are changing rapidly. Within this environment, there is enormous opportunity for gaining new clientele and for providing higher quality care as well.

In Chicago at the 25th Annual Summer Conference, the ITAA will offer a special half-day workshop by Peter Boland, Ph.D. A nationally recognized authority on managing healthcare costs, he will lead a "how-to" session which will include information on how to set up an HMO for the private practitioner. His pragmatic advice will include how to take advantage of the changing healthcare environment by recognizing the pitfalls as well as the opportunities in contracting for medical care with competitive health plans.

We hope to see you at the Boland workshop in Chicago on Sunday, August 2, 1987. This is a chance to get in on the new wave in health-care delivery systems. Don't miss it! □

The Script

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EDUCATIONAL USES OF TA COLUMN



by Jean Illsley Clarke

Teaching Parenting to Adult Children of Alcoholics

This month's column concerns my own experience teaching TA concepts in parenting classes for adult children of alcoholics, a topic I presented on recently at the third National Convention on Children of Alcoholics in Orlando, Florida, USA.

Four out of every ten adults in the USA grew up in families where alcohol was abused, according to current estimates. In some other countries the rate is thought to be even higher. Despite the prevalence of these people in the population, we have only recently begun identifying and addressing the unique aspects of their experience and their special needs (Woititz, 1983, p. 4).

Teaching parenting to a group composed of adult children of alcoholics (ACoAs) or adult children of alcoholic parents (ACAPs) as they are known in Canada, is exciting and challenging. These people bring to the group experience the contagious excitement of people whose special needs are finally being recognized. Many of them need: 1) *personal support*, 2) the opportunity to *share and claim* the typical individual and family systems experiences and consequences of growing up in an addictive system, 3) *therapy,* and 4) *education* to fill in the learning they missed while they were busy protecting family secrets ("the elephant in the living room") and learning the many skills required of the co-dependent (the person who supports the addict and the addictive process).

One of these great learning holes is how to parent. Many of these adults lack skills in both nurturing and structuring. They pass along double-bind messages without hearing them as crazy making. They usually know how to criticize, but do not want to. They appear always to know how to marshmallow — to be overly responsible, to think, feel, and act for others.

Four out of every ten adults in the USA grew up in families where alcohol was abused . . . . In some other countries the rate is thought to be even higher.

People attending an ACoA parenting group share some degree of several of these common characteristics, although there are wide differences in experiences and behaviors. Parenting classes are important to ACoAs who need to start making their changes in groups outside of their original binding family systems. Since they come at various points in their individual growth and recovery journeys, an ACoA parenting class often includes poeple who have done extensive therapy and personal recovery and growth. Others will be active co-dependents and are often firmly placed in what Gershen Kaufman (1980) calls a "shame base," a position where OKness rests on the ability to act before being asked and to know before being told. The adults who decided as children to survive by "being good" enter parenting class with high energy and often seem to do well, at least for a while, with a teacher willing to be "the" authority. The adults who chose "being right" as a survival skill seem to find parenting classes stressful since each new topic confronts them with a new way in which they are not or have not been "right."

In the class, the introduction of special TA vocabulary is often interpreted as secretive and exclusive. A didactic presentation about parental care, discipline, or structure is often interpreted, at worst, as direct criticism or, at best, as the double-bind suggestion that the person who did not already know and was not already doing this is not OK. To folks who have concluded that all love is conditional, a lecture about the role and importance of positive, unconditional strokes can seem meaningless, deeply critical, or irrelevant and stupid.

As a facilitator I prefer to work with heterogeneous groups because there are a greater variety of parenting strengths to draw from, and it is easier to do Parent decontamination work. I wonder, however, if many adult children of alcoholics sit silently in traditionally taught classes, learning more about their own not-OKness than about the subject being taught.

When we as educators choose to meet ACoAs where they are, the easy, positive basis from which to work is that the people coming to class wish to be better parents. The task then is to create learning processes that help them achieve that wish without activating shame or contributing to the co-dependent tendencies to discount both self and others by caring for others to the neglect of self.

We can do this by using a common cultural vocabulary that creates *indirect learning experiences*. Examples of such experiences include the Four Ways of Parenting, the Responsible Language, and the Suggestion Circle techniques I have outlined elsewhere (Clarke, 1981). These experiences provide a way for people to: 1) do (or simulate) a familiar connection, 2) experience and identify the familiar affect, 3) analyze the transactions, 4) identify and practice three or more alternative behaviors, 5) examine the outcome, 6) consider the consequences, 7) recognize the discomfort they feel around changes, 8) contract for observations of behavior or change of behavior, and 9) receive sympathetic support. This process provides an experience in which each person can find a way to "be good" or "be right" while expanding parenting skills and improving thinking skills.

Please send brief articles (500-700 words) about your experience using TA in educational settings to me at 16535 9th Avenue North, Plymouth, Minnesota, USA 55447.

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Clarke, J.I. (1981). *Self-esteem: A family affair leader guide.* San Francisco: Harper & Row.

Kaufman, G. (1980). *Shame: The power of caring.* Schenkman.

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TA PIONEERS COLUMN



by Katherine Dusay

Early Days of San Francisco Seminar Recalled

This month I talked with Viola (Vi) Litt Callaghan about her memories of Eric Berne and the early days of the San Francisco Seminars. If you have stories to share about Eric or the early days of TA, please write me at 2709 Jackson St., San Francisco, CA 94115.

Vi met Eric in 1957 when he was featured as Psychology Club "Speaker of the Month" at San Francisco State where Vi was completing her BA degree. Berne was presenting a new kind of psychotherapy called transactional analysis, and Vi loved his words, style, clarity, and insights. She was particularly excited because Berne did not use jargon or multisyllable words; hearing him talk, psychotherapy made sense to Vi.

When the talk was over, Vi offered to drive Eric home. When they arrived at his Washington Street apartment, Eric gave her a flirtatious wink and said, "Why don't you come up and see me sometime?" Vi laughed, but she also noticed his shyness and discomfort. They exchanged a pleasant goodbye.

When Vi graduated months later, she phoned Eric on a lark to ask for suggestions about looking for a job. They got together to discuss job possibilities, and again Eric seemed uncomfortable, rustling papers on his desk and fidgeting in his chair. As Vi left, he invited her to what was to be the first Tuesday night TA Seminar in San Francisco. Vi went the following night, and when Berne passed around a sign-up sheet, she offered to type it up. Thus she became known as the seminar's secretary and then as the social secretary because she made sure people were comfortable and chided Eric into participating more socially. She would often encourage him gently by saying, "Come say hello, Eric," or "Eric, say goodbye to so-and-so." Later she became especially popular when she "promoted" and hostessed the 101 graduation parties.

Vi learned to stay in her Adult with Berne, which helped her feel more powerful and equal. He seemed to appreciate her clear thinking and spontaneity.

Around the time he was formulating the I'm OK, You're OK ideas, he told her how upset he was with the Harris' book because they believed humans were born not OK and Eric believed the opposite was true: that we are born OK and learn how to be not OK.

Vi also remembers observing Eric get stuck in uncomfortable, negative transactions with students and colleagues. She later gave him "permission" to use different kinds of transactions in response to dissident stimuli, such as "That's an interesting idea," or "Thanks for bringing that up." These were suggested alternatives to polemics and uncomfortable situations.

Vi remembers an interesting story Berne wrote about in an early *TA Bulletin* that suggests some early roots to his way of responding to dissident seminar members. As a boy, Eric began a club he called "King David's Club" (after King David of Israel). He charged each of his friends a plum for admission, and if he got mad at someone or disagreed with him, Eric kicked him out. At the Tuesday night seminar Eric also played "kick out" if someone was disagreeable or would not share his or her reason for being there. Eric would say in clipped, though polite and non-emotional tones, "Sorry, you have to leave."

Although the seminars seemed democratic in many ways, they were actually quite autocratic and done in Eric's way. He was generally pleased to let interested mental health professionals or students attend as long as they were bright, learned the new language, and wanted to join the club. However, it was clear that Eric maintained the authority to play "kick out" if he chose.

On the happier side, Vi fondly remembers how the seminars began promptly at 8:30pm in his living room when Eric



Viola (Vi) Litt Callaghan

rang a bell. Overflow crowds would spill into the bedroom and kitchen as well, and it was not unusual to have fifty or more people attending. At 10pm Eric made a ritualistic statement: "You can help yourself to anything in my refrigerator as long as you leave my two eggs for breakfast." A social time with wine and cheese followed until 10:30 when seminar members adjourned for a "field trip" to such local hangouts as the Spaghetti Factory and the Edinburgh Castle. Vi remembers with amusement the times when she, Eric, and others danced on the table tops.

Some time later Mary Goulding presented Vi with the informal title of the "First Charter Member of ITAA." Vi has been a faithful member ever since, continuing to attend the ongoing Tuesday night San Francisco Seminar which is now celebrating its 30th year! □

Conference Update

CHICAGO CONFERENCE SERVICES CONNECTION

Translation

The language of the conference is English. We want to know if you require or can provide translation services. If so, please sign up below, and we will attempt to connect volunteer translators with non-English speaking participants.

Language spoken: _____

_____ I need translation services.

_____ I can provide volunteer translation.

Childcare

If you will require babysitting services during the Congress, write us and we will try to match you with a babysitter.

Age(s) of Children:_____

_____
Day & Time Care Is Needed

_____
Name

_____
Address

_____
City/State

_____
Country/Postal Code

_____
Day phone/Evening phone

Please return this form by *June 1, 1987* for either service to Marilyn Marx, Program Committee, 1772 Vallejo St., San Francisco, CA, USA 94123.

STUDENT DISCOUNT AVAILABLE FOR CHICAGO

Full-time students in an accredited academic program are eligible for a 20% discount in conference registration fees if they register before the July 7 pre-registration deadline ($135 member student instead of $170; $165 non-member student). This special discount is also available to TA trainees under Level I contract with the ITAA for BOC certification. Please spread the word and encourage eligible students and trainees in your area to attend the Chicago Conference.

ADOPT OR BE ADOPTED IN CHICAGO

The Singaporeans did such a super job of hosting foreign visitors to their city through their one-on-one adoption program that we are borrowing the idea. Expand your life by hosting a foreign friend or a newcomer to Chicago, or by letting a member from Chicago sponsor you.

Each host will contact his or her "guest" through the conference reception desk and provide a phone number by which he or she can be reached. The hosts will offer information, advice, and ideas about Chicago and will also take each guest to Second City on Saturday night.

If you want to be or have a local host, send this application to the Local Host Coordinator, Marilyn Marx, c/o ITAA, 1772 Vallejo St., San Francisco, CA, USA 94123 *before June 1, 1987.*

CHICAGO ADOPTION PROGRAM

_____ I am available to be a host

_____ I want a host

_____ I cannot participate, but enclosed is my donation of $9 to sponsor a guest at Second City Night on Saturday.

_____
Name

_____
Address

_____
City/State

_____
Country Postal Code

Hotel/Address in Chicago:
_____ Westin No. Michigan Ave.
_____ Other: _____
Arrival Date _____
Departure Date: _____
Prefer Adopted Host to be:
____ Male ____ Female
____ Family

Occupation/Special Interests: _
_____

Age Group ____ Below 20
___ 20-40 ____ 40-60 ____ 60+

TA FORMATION

- continued from page 1

panded into a full size paper in preparation perhaps for attempting it as a book.

2. A competitive ladder-of-success idea; another something-gram, hereto undiscovered game, a new script, parallelepiped or emerald, a new ground-breaking thought, a chart whose major purpose is to make a mark in TA, to propel TA into worldwide attention and the writer into the ranks of the Eric Berne Memorial Scientific Award winners.

3. An article which proposes to build a bridge between TA and another discipline such as business, diplomacy, or the arts, in which neither discipline is well-represented and which turns out to be a half-baked, half loaf that falls flat in mid-paper and leaves anyone truly knowledgeable in either field wondering how anyone can be so naive, but may leave the student lamenting his or her own ignorance and drooling at the immense stores of knowledge hidden in the writer's brain.

5. Finally, a genuinely original idea which is developed in a thoughtful and systematic way. This type of article usually has a short title, uses simple words, avoids jargon and neologisms, and ends with some self-criticism and some questions for further study. The feeling is one of crispness coupled with modesty, and unfortunately it often fails to make a very strong impression.

Students facing this endless, often inane material must wind up feeling very crazy. They will either try to commit to memory, verbatim, everything they read, or they will pick and choose among everything they read those things which they consider the best and most important. I suggest a few guidelines for deciding what papers among the many are really worthwhile.

Longevity — a genuinely valuable idea is likely to be around for at least five years. Many clever and brilliant thoughts that were part of a TA luminary's rise to prominence have faded into oblivion well within this five-year period. We have seen many bright ideas which are no longer heard of. I suggest that, unless an idea has been around for more than five years, it not be given a great deal of attention, unless it literally jumps out from the page or cannot be put down.

Comprehensibility — I have spent many hours reading and rereading a number of articles in the TA *Journal* which were supposed to be of great significance and have failed to make sense of most of what was written in them. True, I detected an idea, sometimes an interesting one, perhaps a brilliant one, but one that, for the most part, had been proliferated to the point of incomprehensibility. Most useful in this respect is Occam's Razor. Occam said long ago that, of any two theories that attempt to explain an event in nature, the simplest one is to be preferred.

Using Occam's Razor I will dismiss, until convincing proof of validity is offered, any theory containing more than five new concepts or any diagram that contains more than five topological areas or more than five arrows. True, I may in this manner be dismissing the New Unified Field Theory of the Social Sciences, but I am willing to take my chances, and I'll be the first to wear a dunce's cap and reflect on my stupidity in a dark corner if and when I am proven wrong.

If the average person cannot, with some effort, understand an article, it probably is not really worthy of a great deal of study. This was Eric Berne's point of view, and I subscribe to it.

When judged by the above criteria, it is likely that as much as 75% of what has been written in TA will fall away, unless the student is interested in the history of the organization, in the self-congratulatory power trips and political maneuvers of those who are climbing to the top and who, as Groder writes, "eat and disseminate their theoretical excreta," in which case these writings provide not information about TA theory and practice, but about the politics of TA as an organization.

I hope that by giving some demystifying guidelines to the TA literature I make easier, for the many talented students that venture into its waters, clear sailing to the shores of Advanced Membership.

The Mean-Spirited Diagnosis

I have one last concern in the area of TA training, and it has to do with the quality of interpretations or diagnoses which are advanced by TA therapists. I have observed a trend in TA which is not peculiar to TA, but which I had naively hoped TA therapists would dispense with and which I can only characterize as the Mean-Spirited Diagnosis (MSD).

For me, the transaction with which I communicate to a client my interpretation of what is going on in his or her life is an event of major importance. It is important that it be done in the spirit of compassion, humility, and willingness to accept that one may be completely or partly mistaken. Openness to information from the client which will improve analysis and a capacity to change one's mind are essential in forming and delivering a valid diagnosis.

The process of diagnosis is not a testing ground for the size of one's ego or a place where one is entitled to take out one's resentment and persecutory energy on a client we have come to see as resistant, difficult, or reluctant to accept one's feedback. Generally I describe two kinds of Mean-Spirited Diagnoses.

1. **You Are Doing This To Yourself** — In this approach, the therapist believes that people engage in "pathological" behavior, because, for some mysterious reason known to the therapist, they are "self-destructive," that is, they seek the negative consequences of their behavior. If a woman is staying with a particularly obnoxious man, this type of diagnosis assumes that she is staying with him because she really enjoys his abuse. If a man cannot seem to get a job or seems to be losing his jobs endlessly, then the theory assumes that he enjoys his state of unemployment. Or, if he will not stop

— continued on page 5

Members Forum

Editorial Policy: We welcome letters to the editor (c/o ITAA office). In editing for taste, accuracy, and length, we strive to retain the author's meaning.

RESPONSE ON BERNE AWARD

Dear Editor:

I am responding to the excellent article by S. Karpman on the Eric Berne Memorial Scientific Award.

The issue of the lack of creativity on the TA scene has bothered me for some while, and I agree with Karpman that there are multiple reasons for this. I also agree that the introduction of BOC-guided examinations have influenced our creativity and encouraged over-adaptation. I think the over-adaptation is probably more likely to come as a systemic problem within a national organization. I find, for instance, that we here in Britain are spending a fair amount of our energy discussing training standards. While this is necessary, especially in view of a possible registration for psychotherapists in this country, I think it has made all of us more concerned with training and standards and with ensuring that our trainees are covered.

I am also concerned that some trainees will over-adapt to exam procedures and focus on getting on with their careers rather than on playing around with TA theory. I think it is important for trainers to pay close attention to this issue.

I also agree with Karpman that it appears that many of the original scientific leaders in TA have shifted from promoting creativity to just promoting their own work.

There is, however, another issue that Karpman does not address. When I meet overseas colleagues for the first time, I am often struck by the wealth of knowledge and creativity they possess. Even more striking, I find that some of the most creative and inspiring among them never write anything! I remember often saying to some German colleagues, "This is really wonderful; why don't you publish it?" Invariably I heard, "I don't have time to write," or "I can't be bothered."

I think this is important, and I wonder if we could actually invite all ITAA members to seriously consider writing about their own TA models rather than just teaching them to their own trainees. If I might mention one example: Birger Gooss of Germany has developed an interesting model on discounting which, for the reasons just stated, he would not publish.

Perhaps if we all decided to make an effort to publish in order to promote TA, we would surprise ourselves with the wealth of creativity among us. I hope, in fact, that this letter will nudge some unwilling writers into action, including myself. *Lilly Stuart, CPTM*

CONGRESS BUILDS SUPPORT FOR TA

Dear *Script:*

I want to thank the ITAA for coming to Singapore for the ITAA/WPATA Congress last January. We appreciate those members who traveled so far to share their expertise and to take part in the Congress.

The Congress certainly put TA on the map in Singapore and has given it an important official stamp in this new area of the world. Many Singaporeans expressed admiration and enthusiasm for the various applications of TA, and we in the Singapore 202 seminar are happy to announce that about four more trainees are joining our ranks.

Our local newspaper has been running articles about the Congress which we will forward to ITAA Executive Director Susan Sevilla. And again, from all of us in Singapore, thank you for coming to our part of the world. *Irene Yong*
Congress Coordination Committee

KNOWING WHAT YOU DO HELPS OTHERS, TOO

Dear Bill:

I want you to know that your thoughts on using TA (January-February 1987 *Script*) were very helpful to me. I hope to take my exams in August, and every once in a while I panic when thinking about them. Your words helped. I know I have integrated much TA, and that between now and August I will have most of it organized so I can tell them what I *do* well.

Thanks for giving me what I needed to think about frequently before I take those exams. I enjoy the *Script* and appreciate the good job you are doing as editor.
Ann Hansen, Indianapolis, Indiana

OPENING UP TEACHING OF TA 101

Dear Dr. Krieger:

The ITAA is concerned about who should be authorized to teach the TA 101. A better question might be, "Who is *qualified* to teach the TA 101?" We are not talking about doing therapy or teaching advanced TA to professionals, but rather about teaching basic concepts. If we want to reach a worldwide audience, then *all* who are qualified to teach should be authorized to do so. Qualification should not necessarily mean formal training leading to a certified teaching membership, but should come about through extensive self-study and experience as well.

I have been a Regular Member since 1974, and since that time I have taught over 3,500 people the basic TA concepts in business and educational organizations. Many of them have benefited greatly from applying TA to their work and personal lives. To my knowledge, no one has ever been harmed by my unauthorized teaching.

In addition to taking the TA 101 under Dorothy Jongeward, I have, over the last twelve years or so, read virtually every book, pamphlet, and article on TA and have an extensive TA library. Am I qualified to teach the TA 101? I think I am, and I have to believe that there are many other Regular Members like me. If the Association is really serious about promoting TA, it must find a way to certify people like me. Certification, *for those who seek it*, might involve a review of credentials and a personal interview by a local Teaching Member, or some other non-bureaucratic, simple way to gain certification.

If we are serious about reaching more people (and I agree 100% with that goal because I have seen what TA can do), then we need more teachers than the ranks of the TMs can supply. Let's find a way to certify qualified Regular Members.

Richard Crosbee, MA

Dear Bill:

I was delighted to read in your Editor's Column in the December 1986 *Script* that you want to open up the subject of who will teach 101s. I also question the need to have only BOC-approved instructors teaching the 101. I agree that those ITAA members who have become certified are qualified to teach the 101.

As an EOM (Educational/Organizational Member) since 1982, I have taught a sixteen-hour basic TA class to dozens of interested students. Many of them have gone on to take our intermediate TA class and our introduction to redecision therapy class. Because we do not have a trainer in this area of Utah, and we could not offer a TA 101, it has been extremely difficult to interest professionals in becoming certified.

I encourage the Board of Trustees to examine this whole issue. The TA model is great, and I want to see more professionals have the oppportunity to expand their skills and pursue added knowledge of this model.

Laura Root, Salt Lake City, Utah

TA FORMATION

(continued from page 4)

drinking, that he prefers being drunk to being sober.

This hypothesis is presented with a knowing smile, in the form of a question ("Why are you doing this to yourself?") which reveals that the therapist knows the answer ("Because you love to hurt yourself"). Putting aside the question of whether people ever really do self-destructive things in order to hurt themselves, this kind of riddle-like presentation is not very useful. Much more useful would be to say something like: "I have a theory about why you do the things you do, if you want to hear it." Then, assuming the client agrees to hear it, present it in as straightforward a way as possible. That way, the client can consider it, think it over, accept it or reject it, instead of having to play a coy guessing game which begs the question of the accuracy of the diagnosis.

2. **Bad Little Patient** — Sometimes the therapist arrives at an analysis of a client's situation which may even be correct in content but which is presented in a way that can only be described as nasty. A certain tone, attitude, or demeanor on the therapist's part will suggest that the client is stupid, stubborn, uncooperative, or has in some way been misbehaving and which makes the diagnosis, even if correct, most unpalatable.

This tone of voice, which I have so often observed, is bad enough when the analysis is relatively accurate, but its effect is devastating when coupled with an interpretation which is far off the mark. In the first instance, the client can put aside the nastiness of the delivery for the sake of absorbing the information, and I have seen many do that to advantage as they ignore the therapist's bad mood and learn from his or her insights.

However, when the nastiness is coupled with inaccurate or not very useful analysis, then the problem for the client is mind boggling, since he or she can no longer distinguish between his or her negative response due to the tone and a negative response due to the lack of apparent truth value of the therapist's analysis. The "couch-broken" client in that kind of situation is forced to swallow the package whole, leaving himself or herself with a large, undigested, foul-tasting and ill-feeling lump in the middle of the stomach. Much healthier for the client would be a rejection of the diagnosis, indeed of the therapist, but often clients are not in a position to do so; sometimes all the therapists in an area have been trained by someone who uses the MSD routinely.

There is absolutely no reason that a therapist can give to legitimize even the slightest persecutory attitude or tone in the diagnostic process. In all likelihood the therapist who has been speaking this way to his or her clients has been Rescuing either that particular client or another client(s) and is simply delivering the inevitable other side of the equation: "For every Rescue a Persecution will follow." The therapist who finds himself or herself being mean-spirited should seek help forthwith to deal with whatever personality weakness or defect is causing the Rescuing, and consequently the Persecuting.

My concern in writing this article is the many eager, enthusiastic students of TA I meet. Many become confused and disillusioned, losing their enthusiasm in the process. Among these disillusioned people are potential contributors, people who could do us proud with their intelligence, creativity, and wit.

It is my hope that by offering my thoughts on these issues I can support new and old students of TA in using their critical faculties to separate the TA wheat from the chaff. This is one of the most important and still vital parts of the legacy left to us by Berne. The continued formation of TA depends on it.□

HAVE TM, WILL TRAVEL

- continued from page 1

de Diego, Guzman El Bueno 135, Madrid 28003, Spain.

Ce service ne sera offert qu'aux pays et associations qui ne peuvent se permettre de payer les tarifs courants et dont les organisations ne sont pas encore profitables. Votre demande devra être accompagnée d'une lettre au comite des relations internationales expliquant la situation socioéconomique de votre pays/association et les buts décrivant l'activité organisée.

Un servicio especial del comité de relaciones internacionales para los miembros alrededor del mundo. Los grupos de miembros de ITAA y las asociaciónes de analisis transaccional alrededor del mundo que esten interesados en continuar su crecimiento y desarrollo, invitando a conocidos teaching members, para presentar un seminario, taller o grupo de entrenamiento en su pais.

El comité de relaciones internacionales esta coordinando estos eventos y muchos teaching members — han acepatdo trabajar sin cobrar honorarios en fechas que lleguen a negociarse, siempre y cuando el pais organizador o grupo cubra su viaje redondo en avion, hospedaje y alimentos durante los dias del seminario mas un dia antes y otro despues del evento.

La respuesta abrumadora a esta idea de los teaching members alrededor del mundo ha sido un deseo entusiasta de contribuir en la difusión del AT y continuar la educación de los practicantes de AT. Sitú estas interesado en aprovechar esta ventaja para seminarios o talleres gratuitos, por favor pide a tu asociación el que se ponga en contacto con la persona encargada en este comité de hacer estas conexiones: Concepcion de Diego, Guzman El Bueno 135, Madrid 28003, Spain.

Este servicio está dicponible unicamente para países y asociaciones que no puedan pagar los honorarios actuales y sin fines de lucro. Adjunto a la solicitud de este ser vicio el Comité de Relaciones Internacionales requiere una carta explicando la situacion y razones socioeconómicas de tu pais organización, asi como el propósito de la invitación y seminario que se piense llevar a cabo.

Ein besonderes Angebot vom Komitee für internationale Beziehungen für Mitglieder in aller Welt. Gruppen von ITAA-Mitgliedern und TA Gesellschaften in aller Welt sind sicherlich interessiert, ihr Wachstum und ihre Entwicklung fortzusetzen, indem sie einen bekannten TA-Ausbilder (Teaching Member) einladen, ein Seminar, einen Workshop oder eine Traininggruppe in ihrem Land durchzuführen. Das Komitee für internationale Beziehungen koordiniert solche Veranstaltungen und viele Ausbilder (TMs) haben angeboten, ohne Honorar zu einem zu vereinbarenden Zeitpunkt zu arbeiten, wenn das organisierende Land oder die organisierende Gruppe die Flugkarte und Unterkunft und Verpflegung für die Dauer des Seminars plus 1 Tag davor und danach trägt.

Die überwältigende Reaktion auf diese Idee von Ausbildern rund um die Welt war der begeisterte Wunsch zur Verbreitung der TA beizutragen und zur Weiterbildung von Transaktionsanalytikern. Wer an diesem Angebot von kostenlosen Seminaren oder Workshops interessiert ist, wende sich als Gruppe oder Organisation an das Komiteemitglied, welches diese Verbindungen herstellt: Concepcion de Diego, Guzman El Bueno 135, Madrid 28003, Spanien.

Dieses Angebot gilt nur für Laender und Gesellschaften die übliche Gebuehren nicht bezahlen koennen und wo Organisationen keinen Gewinn machen. Wer dieses Angebot in Anspruch nehmen will schreibt einen begleitenden Brief an das "International Relations Committee" in dem die sozioekomische Situation in dem Land/der Organisation und das Ziel der geplanten Veranstaltung erklaert werden.

Allen, Sister Lydia (USA) — rackets, scripts, marriage, teaching, training (English)

Bader, Ellyn (USA) — couples therapy, training and supervision (English)

Balbona, Gloria (Mexico) — leadership styles, group dynamics, time management (English, Spanish)

Batts, Valerie (USA) — multiculturalism, TA and social change, families (English)

Bjorck, Annika (Sweden) — clinical TA, TA 101, impasse theory and therapy, communities for drug abusers (English, Swedish, others)

Boyd, Laura (USA) — play and intimacy, restructuring relationships, couples (English)

Campos, Leonard (USA) — redecision therapy (English)

Caracushansky, Sofia (Brazil) — use of myths, fairy tales and TA (English, French, Italian, Portuguese)

Cassius, Joseph (USA) — body script therapy, mind-body interaction (English)

Chang, Valerie (USA) — clinical TA, developmental theory, depression, communications (English)

Close, Alberto Jorge (Argentina) — organizational use of TA (English, Portuguese, Spanish)

Demelo, Marcelo (Brazil) — TA theory, therapy (Portuguese, Spanish)

Dunn, Suzanne (USA) — understanding psychopathology in TA terms, spiritual passages of therapists (English)

English, Fanita (USA) — clinical, organizational, various according to interest (several languages)

Erskine, Richard (USA) — integrative psychotherapy (English)

Falzett, William (USA) — counseling, parenting, child development (English)

Fowler, Jean (USA) — using toys to teach, TA for intimacy, TA with couples and families (English)

Frazier, Tom (USA) — most TA topics, 101, Gestalt, hypnosis (English, French, German)

Garcia, Felipe (USA) — advanced TA training, supervision (English, Spanish)

Garfield, Val (USA) — to be arranged (English)

Haimowitz, Morris and Natalie (USA) — process in group treatment (English)

Harnest, Charley (USA) — grandmother and religion, cultural scripts and archetypes, others (English)

Harrison, Ted (USA) — 101, scripts, TA in correctional settings, character disorders (English)

Harsch, Helmut (W. Germany) — 101 and other TA, dreams, rackets (English, German)

Haykin, Martin (USA) — type casting, development of ego structure, script analysis (English)

Hunter Ruppert, Emily (USA) — conflict resolution, how groups work, TA models (English)

James, John (USA) — self-reparenting, marriage therapy, script and rescript, others (English)

James, Muriel (USA) — topics negotiable (English)

Johns, H.D. (USA) — dealing with anger, therapeutic interventions (English)

Johnsson, Roland (Sweden) — 101, TA in therapeutic communities, redecision therapy (English)

Kandle, George (USA) — TA and spiritualism, expansion, couples communication (English)

Kaufman, Jack (USA) — personal change, group treatment (English)

Kokkelenberg, Lawrence (USA) — business orientations, clinical orientations, reparenting (English)

Kohlhaas, Anne (W. Germany)

Krausz, Rosa Brazil — TA in organization (English, Spanish, Portuguese)

Levin, Pamela (USA) — cycle of development, rev. script quest. (English)

Maggi Calcano, Luis (Venezuela) — 101, 202, other topics (Spanish)

Maxwell, Jean (USA) — therapy strategies, reparenting, basic TA skills (English)

McClendon, Ruth (USA) — redecision family therapy, redecision therapy, family business problems and solutions (English)

McDougall, Ian (New Zealand) — treating depression in a TA framework (English)

McKenna, James (USA) — stroking profiles, substituting excitement in crisis generating families (English)

McCormick, Paul (USA) — stages of redecision, experimental and didactic therapy (English)

McNeel, John (USA) — redecision therapy (English)

Moiso, Carlo (Italy) — topic to be negotiated (Italian, English, Spanish, French)

Moses, Joanne (USA) — TA and the elderly (English)

Noriega Gayol, Gloria (Mexico) — any TA topic (Spanish)

Ohlsson, Thomas (Sweden) — extended 101, TA psychotherapy (English, Swedish)

Paul, Jerrold (USA) — general TA theory, game theory, personal power (English)

Peck, Harris (USA) — TA in relation to group process and/or psychoanalysis, TA in organizational development (English)

Perkinson, Edward (USA) — basic TA training, supervision, TA with Reichian body work (English)

Porter-Steele, Nancy (USA) — information available on request (English)

Reed, Clark (USA) — basic 101, life script workshop, others (English)

Said Diaz de la Vega, Emilio (Mexico) - any TA topics and our own workshops (Spanish)

Shinyashiki, Roberto (Brazil) — 101, supervision, auto-reparenting (Portuguese, Spanish, English)

Solomon, Carol (USA) — 101, supervison/training, eating disorders: anorexia, bulemia, obesity (English)

Steere, David (USA) — nonverbal behavior in psychotherapy, principles of organizational treatment, marital and family therapy (English)

Thomson, George (USA) — training, redecision therapy, impasses and developmental theory, dreamwork in TA, supervision (English)

Trautmann, Rebecca (USA) — integrative psychotherapy (English)

Turpin, Margaret (Britain) — introductory TA (English)

Villegas Malda, Roberto (Mexico) — TA and bioenergetics, TA topics, TA and hypnosis, scripts, games (Spanish)

Wagner, Abe (USA) — TA in Management (English)

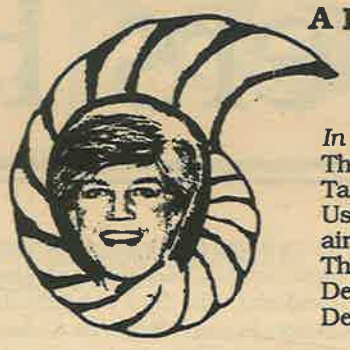
Wax, Gloria (USA) — Script work, stress management, group structure (English)

Weisberg, Marian (USA) — introductory TA, group dynamics, contracts and other topics (English, some French)

Weiss, Jonathan and Laurie (USA) — developmental diagnosis, confrontation techniques, couples (English)

Welch, Carlos (India) — all TA topics (English, Hindi)

White, Jeffrey and Margaret (Australia) — 101, script workshop, treatment/teaching (English) □



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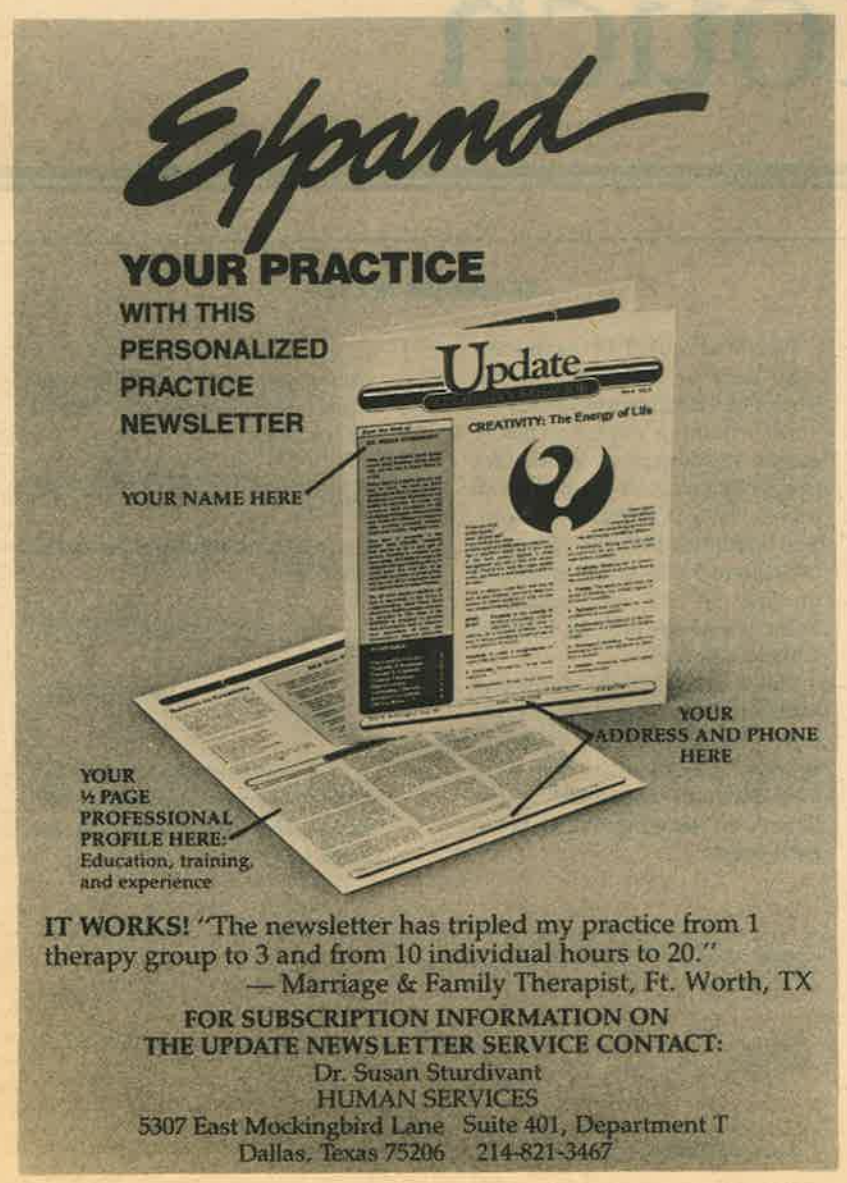

EXAM CALENDAR

Exam	Exam Date	Location	Application Deadline
Level I (CM/SFM) Exams	April 23, 1987 July 5, 1987 July 28, 1987 November 7, 1987	Chapel Hill, No. Carolina, USA Chamonix, France Chicago, Illinois, USA Bad Soden, W. Germany	January 22, 1987 April 3, 1987 April 30, 1987 August 7, 1987
Level II (CTM/SFTM) Exams	July 5, 1987 July 28, 1987 November 7, 1987	Chamonix, France Chicago, Illinois, USA Bad Soden, W. Germany	April 3, 1987 April 30, 1987 August 7, 1987
Level I (CM/SFM) Written Exam	July 10 or 11, 1987 Nov. 13 or 14, 1987	To be announced To be announced	April 13, 1987 August 17, 1987
Training Endorsement Workshops*	July 5-7, 1987 August 3-4, 1987	Chamonix, France Chicago, Illinois, USA	April 3, 1987 May 4, 1987

** Please contact Jackie Ward-Flaggs at the ITAA headquarters for more information.*

All fees due by application deadline. All exam fees are non-refundable, but will be credited to your account (except oral application fees paid each time applying for oral exam) if at least 30 days written notice is given for cancellation. Otherwise fee is forfeited. Fees: written exam - $90 US/Canada ($10 administrative fee deducted for cancellations received prior to 30 days deadline); all other countries pay $15 written exam recording fee to BOC and $35 to reader/scorer. Orals applications: $75, non-transferable. Oral exam - $50. Contract filing fee: $30. All fees must be paid in US funds.

NOVEMBER NEW MEMBERS

New Member	Sponsor
Allen, Patricia	Lilly Stuart
Alvarez, Paul	Mary Goulding
Annick, Rousseau	Nelly Micholt
Benke, Lucy	—
Brown, Jolly	Harry Boyd
Brown, Mark	Lilly Stuart
Butler, Valerie	Tony White
Clarke, Joseph	Vince Gilpin
Cleary, Therese	Vince Gilpin
Cueva, Luis Navarro	—
Curley, Nancy	SOJERTAS/ERTAA
De Alarcon, Luz Marina	—
De Zelada, Angela	—
Dorsey, George	Marilyn Crossen
Dowling, Mrs.	Tay Bach
English, Deirdre	—
Feijoo, Juan Francisco	—
Franzen, Nils	Sven Osterman
Fuller, Robin	Evan Sherrard
Garcia, Pilar	Jorge O. Vallejo
Griffin, Topsy	—
Kluter, Laura	Sheryn Scott
Levin, Richard	Vann Joines
McBride, Hugh	Mary Goulding
Mobley, Emory	—
Otsuka, Takashi	Kozo Rokkaku
Pritchard, Rhonda	G.C. Hewitt
Resin, Robin	Rebecca Trautmann
Seibel, Karen	—
Sng, Bock Thiam	Tony White
Tajima, Kei	Kozo Rokkaku
Talob, Edmund Ramon	—
Thompson, Richard	Bruce Loria
Tyler, John	Frances Bonds-White
Volich, Claire	Ted Novey

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- psychological needs
- drivers
- scripts
- failure mechanisms
- injunctions
- life positions
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- payoff

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TASP
Taibi Kahler Associates
1301 Scott Street
Little Rock, Arkansas 72202
(501) 372-3806

Keeping In Touch



After attending the ITAA/WPATA Congress in Singapore, a group of participants enjoyed visiting the Hong Kong TA Seminar held at the home of Christine Blake in Kowloon.

REGION III — EUROPE

The European Association for TA (EATA) Council has decided to offer a new award to an author of an article on TA in any European publication. The award, which will be offered every other year, will include a cash award of SFr 1000 and the current year's conference package. Authors who wish more information about this new and exciting award may contact Dr. Toni Fuchs, Hauptstrasse 62, 4132 Muttenz, Switzerland.

A Training Endorsement Workshop (TEW) will be offered in conjunction with the EATA Conference in Chamonix in July. For more information, contact Charlotte Christoph-Lemke, Paradiesstrasse 10, 8000 Munchen 22, West Germany.

REGION IV — LATIN AMERICA

Errata — Having received incorrect information, we listed the following persons from Puerto Rico (December 1986 *Script*) as giving the 101: M. Whitte-Hoffman, L. Rexach, J. Genovard, G. Aviles, C. Bonfil, H. Felicianno, and N. Gomez. We wish to make it clear that, at this time, Lillian Rexach is the only person in Puerto Rico certified by the BOC to teach the 101. The others may be certified by the Latin American TA Association, although the ITAA does not have this information.

REGION V — UNITED STATES

The Mountain States TA Conference will be held April 24-26, 1987 in Santa Fe, New Mexico. For more information, contact Southwest Counseling and Human Development Services, 401 Louisiana SE, Suite D, Albuquerque, NM 87108; phone: 505-255-1551.

TRAINING ENDORSEMENT WORKSHOP

The Training Standards Committee (TSC) has scheduled a Training Endorsement Workshop (TEW) for July 3-4 following the ITAA Summer Conference in Chicago, Illinois. The application deadline is May 4, 1987 (a $100 U.S. deposit is required). The TEW will begin at 9am on Monday, August 3 and end no later than 5pm on Tuesday.

Endorsement at a TEW approved and sponsored by the TSC is required for Certified Transactional Analyst Members who want to become Provisional Teaching Members (sign an ITAA Certified Teaching Member Training Contract). Information regarding the materials to be prepared for the TEW may be obtained from Jackie Ward-Flaggs in the ITAA office or from PTM and Certified Teaching Members in your area. The fee for the TEW will be $275 US.

Certified Teaching Members interested in serving on a TEW staff during 1987 may write to Jackie Ward-Flaggs at ITAA headquarters, 1772 Vallejo Street, San Francisco, California 94123, USA.

TA 101 CALENDAR

April 10-12, 1987 — Waldkirch b. Freiburg, W. Germany. Cost: DM 300. Leader: Dr. Anne Kohlhaas-Reith, CTM. Contact: Dr. Anne Kohlhaas-Reith, Birkenweg 3, D-7808 Waldkirch, W. Germany; phone: 07681-6179.

April 20 — June 8, 1987 — Silver Spring, Maryland, USA. TA 101 and Addictions Seminar. Cost: $250. Leader: Marcia Rosen, CPTM. Contact: Marcia Rosen, phone: 301-424-6440.

April 24-25, 1987 — Minneapolis, Minnesota, USA. Cost: $90. Leader: Brenda Schaeffer, CPTM. Contact: Brenda Schaeffer, 6100 Green Valley Dr., Suite 150, Minneapolis, MN, USA 55438; phone: 1-612-831-0497.

May 30-31, 1987 — ITAA office, San Francisco, California, USA. Cost: $90. Leaders: Lucie King, CTM, and Lucy Freedman, CEOPTM. Contact: PO Box 2296, Los Gatos, CA, USA 95030; phone: 408-395-0952 (CA) or 312-459-0632 (IL).

EXAMINERS NEEDED

We need qualified examiners who have or will complete the Board of Certification (BOC) examiner training workshop before exams. Examiners are needed for Level I Exams (CM & Ed/Org) on July 5, 1987, in Chamonix, France, and on July 28, 1987, in Chicago, Illinois; and for Level II Exams (TM) on July 5, 1987, in Chamonix, France, and on July 28, 1987, in Chicago, Illinois.

Please complete this form and return to Jackie Ward-Flaggs, PO Box 3932, San Francisco, CA 94119 by May 5, 1987 if you can help. Your attendance is requested at the Examiners' meetings held prior to each exam.

_____ Yes, I will serve as an examiner on the following exam and attend the Examiners' Meeting (check one):

_____ Sun. July 5, Chamonix, Level I

_____ Sun. July 5, Chamonix, Level II

_____ Tues. July 28, Chicago, Level I

_____ Tues. July 28, Chicago, Level II

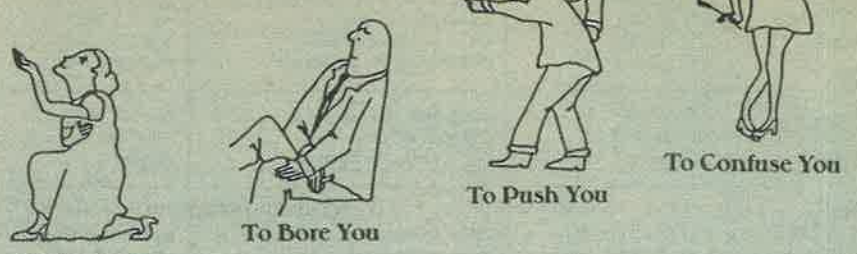
_____ I would like to serve as a supervisee in the supervision section of the above exam (please check one)

Name and Membership Status (Please Print)

Address

Phone Number

We Don't Want . . .



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Return form to: ITAA, 1772 Vallejo St., San Francisco, CA, USA 94123.

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