The Script

ITAA

INTERNATIONAL TRANSACTIONAL ANALYSIS ASSOCIATION

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When Groups Kill Groups



Living Together in the Former Yugoslavia

by Graham Barnes

My first thought was to decline the invitation to contribute a piece on the former Yugoslavia and the Kosovo crisis for this issue of *The Script*. On the one hand, friends and colleagues might read anything I say as unfair and simplistic, especially my Serbian friends. On the other hand, I am neither a political scientist nor a student of Balkan history, so experts will rightly consider my words naïve and lacking the nuance necessary to account for the complexity of the current situation. On second thought, I decided to speak from my experience as a psychotherapist and student of communication theory. I will make three claims. As background for making these claims, I will say why I was asked to write something and why I choose to speak now.

My work in ex-Yugoslavia began in Belgrade in the late 1970s with a training program in group psychotherapy and transactional analysis that concluded with clinical exams in Belgrade in 1983. I commuted to Belgrade until 1985, when I accepted an invitation to conduct a more comprehensive program for therapists in Zagreb. Participants for this program came from all over Yugoslavia and included heads of hospitals, prison and military psychiatrists, professors of psychiatry and psychology, and clinicians from various other health-care institutions. More than 500 therapists enrolled from 1985 through 1997, and almost 100 passed advanced examinations as clinical practitioners in the School for Cybernetics of Psychotherapy within the Department of Psychiatry at the University of Zagreb. I am still a guest lecturer in the Department of Psychiatry of the Medical Faculty of the University of Zagreb. In addition, I have engaged in various psychosocial and institutional change projects.

Over two decades I have seen how people in what was Yugoslavia have handled one crisis after another. The death of Tito in 1980 created space for the rise of nationalistic leaders who saw ethnic supremacy as paving the way for them to satisfy their lust for power.

> **"What we are seeing in the Balkans is an example of what happens when force and violence overcome persuasion."**

Although the appearance of Slobodan Milosevic generated opposition in each of the republics of the former Yugoslavia, most of the opposition leaders have turned out to be mirror images of him. And while for many in the former Yugoslavia an individual's ethnic origin was of no interest, these leaders have succeeded in turning ethnic friends against each other.

I remember the fierce nationalism that was unleashed by Slobodan Milosevic's infamous speech in Kosovo in 1987. This eventually fueled the wars and became the basis for ethnic cleansing. My students and friends expressed dismay in 1989 when Milosevic began redefining Yugoslavia as a Serbian empire, which meant that he would virtually take over all Serbian enclaves of the former Yugoslavia, including mineral- and agricultural-rich Kosovo.

Having proclaimed Kosovo as "the heart of Serbia," Milosevic unilaterally revoked its constitutional autonomy, dissolved its parliament, and closed most Albanian-language schools. Three thousand police officers of Albanian descent lost their jobs after refusing to take oaths of loyalty to Belgrade, and tens of thousands of factory and farm workers as well as workers in other state-controlled enterprises lost their jobs. Serbs—both local and others imported from Serbia—replaced them. (Serbs then made up about ten per cent of the population of Kosovo.)

In the face of the Yugoslav army's aggression in other areas of Yugoslavia beginning in the early 1990s, the people in Kosovo were advised to wait patiently. Through international diplomacy, they were promised protection from Belgrade, that what was happening in Bosnia would not happen in Kosovo. Meanwhile, Milosevic's war efforts were accompanied by ethnic cleansing in Serbian enclaves of Croatia and were escalated to incomprehensible proportions in Bosnia-Herzegovina. Diplomats in

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The Kosovo Refugee Crisis



by George Kohlrieser

Once again we are confronted with the urgent need to embrace multicultural integration. The war in Serbia demonstrates tragically what can happen when cultures and tribal structures fail to reconcile differences. In fact, the current crisis in Kosovo is yet another example of a catastrophic failure in conflict management. Will the seemingly never-ending cycle of Victim—Persecutor—Victim continue its pernicious march into the future, not only in the Balkans, but elsewhere in the world? And what do we as transactional analysts have to offer toward understanding and intervening in such situations as Kosovo, in which hundreds of thousands of people have lost so much?

To begin, we must look squarely and unflinchingly at what has happened there. The evidence of ethnic cleansing and atrocities in Kosovo is undeniable: The horrendous stories of slaughter, rape, looting and pillaging of homes, threats of violence, destruction of personal identification documents, and depopulation and deportation of mass numbers of Kosovo Albanians are well

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When Kids Kill Other Kids

The Root of the Problem

by Caleb Cornell

For the past three years, I have attended a small private school in Pittsburgh, Pennsylvania. The school has a very liberal attitude as far as dress, school conduct, and curriculum are concerned. The other students tend to be, as I am, misfits in the world of public school. It was a welcome environment and a necessary one. If I had not left my former public school, I might have caused one of the first of a recent rash of high school shootings.

When I first heard about the massacre in Littleton, Colorado, on 20 April, I was neither surprised nor shocked. Over the past two years, these tragedies have become commonplace. As the day of the shootings went on, more information about the Trenchcoat Mafia came to light. These kids were not just outsiders, but misfits who were teased by the more "acceptable" majority of the students. The more I hear about how Dylan Klebold and Eric Harris listened to "goth" music and how they often cited lyrics from the industrial band KMFDM, the more disgusted I become at how our country reacts to this sort of thing. It was not the music that caused this or the lack of metal detectors at the school. And even though the Nazism that these kids were reportedly involved in more than likely played a part, the real problem lies deeper.

I think the root of Eric and Dylan's rage lay in how their peers reacted to them—the mocking and teasing they endured. Thirteen deaths weren't caused because someone made fun of them once, but because they were psychologically tortured by other students every day for years. When you are forced to live in a society that rejects you, that never lets you forget that you are different, in your mind the only solution is to rid these people of their lives. You have an immeasurable amount of rage inside of you that cannot be suppressed.

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Caleb and Bill Cornell

A Father's Perspective

by Bill Cornell

Caleb is 16, our youngest son. As I was writing my column for the last *Script*, the war in what is left of Yugoslavia was escalating. Caleb and I discussed the war, and in his new (liberal private) school he was an outspoken, minority voice opposing military intervention in Kosovo. It was a Tuesday afternoon when Caleb tried to reach me by phone, so upset by the teasing and opposition he was getting from other students that he was afraid he would hurt someone. He wanted to talk to me to calm himself down. When he couldn't reach me, he left school rather than risk losing control. It was the Tuesday of the Columbine High School killings.

I asked Caleb to cowrite this article with me for *The Script* knowing that he identified strongly with the boys who carried out these killings as well as student shootings at other schools. Nothing that Caleb has written here surprised me, but I was not prepared for the impact of his written words. I was both stunned to read his fury and anguish and touched by the courage of his honesty and his capacity for self-reflection.

I could not read Caleb's essay without thinking of all three of our sons. Stephanie and I raised our kids to be independent and outspoken thinkers—providing them as best we were able with a broad range of life experiences, quite different from most kids growing up in the rural and underdeveloped area where we live. We were active, progressive parents, but Stephanie and I, each in our own way, are rather shy. Our sons have mirrored our difficulties in peer relationships.

Caleb tends to meet the world like a full-force gale. He is frequently angry, outspoken, and disarmingly articulate. Caleb is also a tender and deeply compassionate young man

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KOSOVO REFUGEES

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documented. The victims of these crimes have deep physical and psychological scars that set the stage for future retaliation.

I have been working as a consultant and trainer with aid workers who are, in various capacities, trying to assist Kosovar refugees in Switzerland and the rest of Europe. I have also had direct contact with a number of refugees. Those of us in helping roles find ourselves faced with a profound moral dilemma as we consider the best interests of all involved, especially since options are limited and politically dictated.

On an individual level, for each of the victims of this terrible conflict, the need to grieve is urgent and cavernous. Loss is everywhere around them: loss of family, home, livelihood, possessions, security, dignity, hope. While some refugees are clearly suffering from posttraumatic stress, even more important is the need for sustained and wrenching grieving. Each person must find his or her way through the sorrow back to a renewed connection to life and, at some future point, to joy.

For their part, counselors and aid workers must repeatedly face the pain in the memories, hearts, and souls of these individuals; each story seems to touch the depth of darkness and despair, although most also contain the sparks of light and hope. To stop the cycle of violence, each war victim must learn the process of reconciliation, conflict resolution, ethnic integration, and, ultimately, soulful forgiveness. The last may take years. One of the most important things we can do for these people is to help bring injustice to the light of day and to criminal prosecution when possible.

On a larger scale, European countries that accept refugees are also faced with a dilemma. On the one hand, there is deep compassion and a desire to help relieve the suffering; on the other, people fear a repeat of what happened after the Bosnian war. In that case, thousands of refugees who had been accepted in other countries (primarily Germany) refused to return to Bosnia when the war ended. Instead, they demanded reassignment as foreigners with full rights to remain in their host country, where they had established roots and built a better life.

As the Kosovars make their way to Europe, both legally and illegally, the need to determine who remains a refugee and who will be allowed to stay as a resident foreigner is crucial. This is one reason why so many deported Albanians are being kept in the Kosovo region. Once settled in a new country, the motivation to return to their homeland—now devastated by war and filled with traumatic memories—must be powerful enough to overcome the pain associated with deportation as well as the loss of their newfound home and secure base.

Switzerland, where I live, has a long history of showing compassion and offering aid to those in pain. The work of the Red Cross is a cogent example. Switzerland also has a long history of integrating, in a peaceful way, four separate languages and multiple cultural differences in a federation that works effectively. This country now faces the challenge of integrating foreigners who are already here as well as welcoming incoming refugees so that they will feel at home until they can return to Kosovo.

This process is essential not only here, in the heart of Europe, but in countries all over the globe. Today, war anywhere affects people everywhere. Building peace demands bringing differences in people's approaches to life, especially cultural differences, into a constructive process in the micro as well as the macro units of society.

The difficulty of doing this is reflected in the current debate in Switzerland and other European countries about whether refugees and resident foreigners should remain isolated and disconnected from the rest of civilian society. The suggestion by some is that doing so will encourage refugees to return to Kosovo as soon as possible. However, given what we in transactional analysis know about human nature, the importance of communication and contact, and the essential role of dialogue in resolving conflict, it is clear that such isolation is destructive not only to the refugees but to their hosts as well.

The fact is, as communities in countries around the world open their doors to Kosovar refugees, they are faced not only with huge challenges but also with tremendous opportunities for learning about multicultural integration. However, to achieve such integration, we must understand the nature of culture. Hofstede describes culture as "the collective programming of the mind which distinguishes the members of one human group from another." In other words, culture is a coherent pattern of behavior, attitudes, thinking, and feelings of a group, community, or society for the purpose of unifying and creating a boundary of belonging.

Tribalism is the exhibition of this very thing. There is, of course, a positive side to associating for a common purpose, but there is also a danger when tribalism excludes by means of disrespect, humiliation, injustice, and domination. To avoid a destructive conclusion to the exercise of tribalism, it is necessary to maintain a balance between constructive and destructive elements—between cultural identity with openness, on the one hand, and ethnic cleansing and cultism on the other.

> ***"We either honor our tribal ancestors by acts of love, or we carry their blindness forward in dishonorable and tragic ways."***

Creating a multicultural society requires respecting differences and not denying identity. It involves cooperation, compromise, and negotiation of differences between people to resolve conflicts. In contrast, the causes of cultural conflict include differences in perceptions, expectations, values, norms, beliefs, rituals, religion, language, and communications. As E. T. Hall says, "Culture hides more than what it reveals, and strangely enough what it hides, it hides most effectively from its own participants." Herein lies the ultimate danger of cultural tribalism based on domination or exclusion. Ultimately, we need to understand the strengths and weakness of each culture and to make use of the former. Only then is it possible to focus on common goals and to find a purpose in life that brings satisfaction and joy.

I believe that when people bond they can overcome most differences if they have a powerful enough common goal. To truly connect with each other, individuals must manage their most compelling emotions—anger, fear, sadness, grief—the very emotions that drive behavior. Thus, cultural integration also requires moving through grief about what is lost or changed. Only after grief is there the potential for reconciliation, and only by reconnecting to each other through differences can we prevent conflicts.

Cultural integration for refugees means learning the skills of multicultural living both here and when they return to their homeland. Using financial resources now to solve cultural integration problems and to teach transferable skills is a more efficient and economical route than later paying the high economic cost because cultural integration has failed again.

And what is it that people want? To belong to an orderly and caring community. Citizens, foreigners, and refugees alike share that desire. However, those caught in the cycle of violence created by war are driven by the beliefs and emotions of being a victim transformed into the state of victimization. This propels people to acts of persecution motivated by unresolved grief, especially revenge, for the sake of emotional relief. This phenomenon can and does erupt in both individuals and groups.

In transactional analysis we understand how the drama triangle works, the cycle of violence being the most dramatic example of this triangle. Even more importantly, as transactional analysts we can use the concept of script and cultural script to unravel the apparent mystery of how the children of children can carry out horrible actions not only against strangers, but against friends and neighbors.

Crises are moments of opportunity either to reinforce old script patterns or to learn new ways of being. As in Bosnia, Central Africa, and now Kosovo, the opportunity exists to rewrite the story and change the destiny of individuals and communities. Some must learn completely new ways of living together;

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The Script ITAA

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EXAM CALENDAR

Exam	Exam Adm.	Exam Date	Location	App. Deadline
CTA Oral	COC	July 15, 1999	Rome, Italy	April 15, 1999*
	BOC	Aug. 18, 1999	San Francisco, CA, USA	May 18, 1999
	COC	Nov. 5, 1999	Lyon, France	Aug. 5, 1999*
	COC	Nov. 20, 1999	Neustadt, Germany	Aug. 22, 1999*
	BOC	Nov. 20, 1999	Christchurch, N. Zealand	Aug. 22, 1999
	BOC	Jan. 18, 2000	Coimbatore, India	Oct. 18, 1999**
	COC	July 13, 2000	Paris, France	April 13, 2000*
	BOC	Aug. 9, 2000	Halifax, Nova Scotia	May 9, 2000
	COC	Nov. 5, 2000	Belguim	Aug. 5, 2000*
	COC	Nov. 18, 2000	Germany	Aug. 18, 2000*
TSTA Oral	COC	July 15, 1999	Rome, Italy	April 15, 1999
	BOC	Aug. 18, 1999	San Francisco, CA, USA	May 18, 1999
	COC	July 13, 2000	Paris, France	April 13, 2000
	BOC	Aug. 9, 2000	Halifax, Nova Scotia	May 9, 2000
CTA Written (Essay)	All Regions (Non-Europe)	Your choice	To be submitted to Regional Exam Coordinator after payment of $50 recording fee to T & C Council	Your choice
Training Endorse. Workshops	PTSC (COC)	July 12-14, 1999	Rome, Italy	March 12, 1999
	TSC	Aug. 23-25, 1999	San Francisco, USA	April 1999
	TSC	Nov. 17-19, 1999	Christchurch, N. Zealand	July 17, 1999
	TSC	Jan. 13-15, 1999	Coimbatore, India	Sept. 13, 1999
	TSC	Aug. 15-17, 2000	Halifax, Nova Scotia	April 15, 2000

* If COC CTA exam candidates are also doing the COC written case study, this must be submitted no later than six months ahead of the oral exam date. Full details and application papers can be obtained from the COC Language Group Coordinators.
**Subject to availability of sufficient examiners.

Please Note: Exams are subject to availability of examiners and exam supervisors. BOC will not be responsible for expenses incurred where the unavailability of examiners or exam supervisors causes examinations to be canceled or postponed. To be an examiner for an ITAA/BOC exam, examiners must be at least a CTA for a CTA exam or a TSTA for a TSTA exam.

To make arrangements to take a BOC exam, contact the T&C Council, 450 Pacific Ave., Ste. 250, San Francisco, CA 94133-4640, USA. **To arrange to take a COC exam,** contact your EATA Language Coordinator. Check with the EATA office or the *EATA Newsletter* for the name of the appropriate Language Group Coordinator. **TSC Training Endorsement Workshop fee:** $395 payable in US dollars to T&C Council, c/o the T & C Council office, 450 Pacific Ave., Ste. 250, San Francisco, CA 94133-4640, USA. **COC Training Endorsement Workshop:** to take a COC TEW, contact the European TEW Coordinator, c/o the EATA office.

JOURNAL ENTRY

Lions, Crystal Wheels, and Ego States

The ego state is a central integrating concept in transactional analysis. But what is an ego state? A theoretical concept, a phenomenon, an observable reality, a metaphor. A lively debate on these and allied topics continues in the transactional analysis community and is often reflected in the pages of the *TAJ*. This is not just about a postulated intrapsychic structure, but also about how the issues central to transactional analysis may be thought about.

Thinking may be presymbolic or symbolic, and symbolic thinking may be formulated in a variety of ways and at varying levels of abstraction. In presymbolic thinking no distinction is made between the symbol and the thing symbolized. The life-giving power of the sun may be seen as a sun god breathing power into the earth. The process is the deity who is believed in as real. In the later stage of culture the name of the sun god may be used in metaphor. Metaphoric statements appear superficially to be presymbolic, but they imply an assumption by the writer that the reader can decode them. By standing at the edge of the presymbolic, they can be powerfully emotive and a very condensed way of conveying meaning. Take, for example, this passage written by W. H. Auden: "I still recall those evenings when / Time gave his watch no look / The lion griefs / loped from the shade / And on our knees their muzzles laid / And death put down his book." Auden powerfully evokes the experience of being safely supported in a group of friends, and we do not inquire why there were lions roaming in his garden.

At the next level, simile, the poet tells us clearly he is using symbolism. "The Assyrians came down like a wolf on the fold."

Moving further into abstraction we have the analogy: "Electricity behaves like an invisible fluid." This analogy provides a model in terms of which many of the basic features of electric circuits can be understood. However, it breaks down for advanced electronics, which illustrates the point that analogies need to be boundaried (which the aforementioned sentence is not). Better would be: "In many ways, in simple circuits, electricity behaves like an invisible fluid."



"The major requirement of a theory is that it fits the known facts. This does not mean it is true."

At the next level, a theory offers a system of ideas and puts them into relationship so that predictions can be made about future outcomes; that is, a theory is a set of ideas which is *in some way isomorphous with some aspect of what is conceived of as reality*. The major requirement of a theory is that it fits the known facts. This does not mean that it is true.

One of the great astronomical problems of the ancient world was the movement of planets. Most of the stars appear to move across the sky in a fixed pattern of constellations. The planets, however, trace complex paths against the background of the "stellar wallpaper" of the so-called fixed stars. The great astronomer Ptolemy of Alexandria came up with a solution to this problem: The earth was covered by a crystal vault, an enormous dome of crystal stretching over the whole of the earth (which was conceived as flat). The fixed stars were attached to the vault, which slowly rotated. The planets were carried on crystal wheels which themselves rolled inside crystal wheels which rolled over the surface of the dome. By calculating appropriate diameters for the inside and outside wheels, Ptolemy was able to make accurate predictions of planetary movements. The theory worked and performed its job of assisting navigation at sea. I do not know whether Ptolemy was aware that he had come up with a convenient mathematical model and not a representation of reality, but there must have been many who believed that he had "proved" the existence of crystal wheels in the heavens.

Truth implies a complete correspondence between a statement and some aspects of an external system. It is an extremely useful word in legal settings but is less appropriate in science where the aim is to produce models of increasing explanatory and predictive power. Newtonian physics is neither true nor untrue. It is very useful and is often used even in such contexts as calculating the trajectory of spaceships in the solar system; however, in deep space, relativity theory is more appropriate.

Psychology deals with a subjective domain in which certainty is more elusive than in any other branch of science. This is difficult to live with, and figures as great as Freud and J. B. Watson have succumbed to the temptations of dogmatism and simplisticism.

Transactional analysis has chosen to tread a difficult path between the objective and the subjective viewpoints. This calls for very clear thinking. Eric Berne was a remarkable thinker but also a great pragmatist. We need to be aware of the thinking tools we use, what they are good for, and also what they cannot do. Perhaps when we formulate a question we need also to consider two other questions: Does this question have an answer? If so, is it useful that I try to figure out what it is?

- Tony Tilney, TAJ Editor

NET CONNECTION

Prozac or Face Time: Internet or No Internet?

I have been urging ITAA members who haven't yet done so to get online, aware of some of the hardware and software obstacles that they will no doubt encounter on the way. But getting online with everything working is one thing; then comes the question, "What's so good about being online anyway?"

Consider the results of the Carnegie Mellon research project on Internet use. Only the amassed grants of a collection of industry giants—Intel, Apple, ATT, BellAtlantic, Hewlett-Packard, and Panasonic among them—could have funded such a thorough study. The findings (*American Psychologist*, Vol. 53, No. 9) were that greater use of the Internet led to subsequent self-reports of increases in loneliness and that greater use of the Internet was associated with a subsequent increase in measured depression.

These two findings were thoroughly validated for the experimental group of university-aged people. It is not possible to wiggle out of these conclusions by arguing, for example, that lonely, depressed people are more likely to use the Internet in the first place, and, therefore, their depression and loneliness is not the result of Internet use. Those types of concerns were anticipated and controlled for. Internet use caused loneliness and depression, period. Bad news, presumably, for high-tech stocks, good news for pharmaceuticals. Of course, it has been argued that people who are homebound or disabled might actually improve their insufficient human contact through Internet use, and that seems true, although it remains to be demonstrated.

No transactional analyst will be surprised. We know that people need strokes. Of course, sitting in front of a cold cathode-ray tube is lonely, and of course it will lead to depression. Loneliness and depression are intimately connected; one leads to the other. Depression leads to inactivity and vice versa. No matter how exhilarating our work, we who spend major time in front of our computer screens are aware that we are in danger of becoming depressed and flabby and of losing our human connections. Deep in our bones we fear that we will slowly become a smelly pile of compost.

So how can I be so sanguine in promoting our Internet use? What I am suggesting is that with Internet use we can network, interest our members in becoming active on our committees, provide the kind of effective, speedy communication and accountability between members and staff that makes things happen in ways never before possible on an international scale. This is exemplified by the way the SF'99 Conference is being organized.

I am not suggesting that we will be less depressed or lonely if we do, unless, of course, in the end we meet and have what is called in infospeak "face time"—real human contact—and that too will hopefully be an outcome of our Internet use.

But there will be downsides. As we get involved in the Internet we learn its shortcomings and problems. In future columns I will write about two problems that we as transactional analysts will be able to understand and be helpful with. On one hand, there is the drying up of contact that the Internet encourages with its lifeless style of communication—e-style if you will. On the other, there is the possible emotional abuse that we can inflict on others via Internet "flaming" in its various degrees, from the subtle third-degree innuendo to the all-out first-degree insult.

One of the Internet Committee's projects is a transactional analysis discussion list on which both of these issue will be directly addressed using our transactional analysis skills. We are still looking for a person who will help manage that discussion list; if you are interested, please let me know at ctseiner@igc.org or www.claudesteiner.com And plan to attend the conference in San Francisco—our first Internet-organized, full-contact meeting.

- Claude Steiner, Internet Committee Chair

It Really Can Happen Anywhere

After the Littleton, Colorado, shootings on 20 April 1999, in which 12 high-school students and a teacher were killed by two fellow students, we asked Jon and Laurie Weiss, who live there, if they had anything they wanted to share with Script *readers. They forwarded the following piece, written by their daughter, Rachel Claret (formerly Linda Weiss).*

I keep reading about the tragedy at Columbine High School. At first, I am numb, but after reading the list of victims again, I finally cry. How could this happen? Littleton was MY home. "Did you know anyone from Columbine?" I am asked. "Yes," I reply. "I dated a guy from there once." I even remember his name. But the boyfriend is ancient history. It's NOW that hurts.

There is a line in the Jewish celebration of Passover we recite when explaining why the holiday is celebrated: "It is because of that which the Lord did for me when I came forth out of Egypt." Finally, I understand why it is said in the first person singular. I understand that there is no difference between my ancestors and me, no separation between those living in distant cities and those in my backyard. There is only one people; only one God. When there is pain in one place, it affects us all. I am not like my brother, I am one with him. I share his blood, I share his pain.

Those poor Columbine children! The ones who were killed only died once, but those who held the guns died many times over. How many times must one cry out before he is heard? How much pain one must feel to believe that lashing out will relieve it! Not to value the lives of others is a terrible thing. Not to value one's own life is worse.

Littleton was my home for almost 30 years. It is where I changed from an infant to a child, a child to a teenager, a teenager to an adult, an adult to a mother. I used to joke that Littleton was the definition of boring suburbia—where every fifth house is exactly alike, including the dogs. But I also remember realizing that it was a great place to raise kids. Nice schools. Nice parks. You could ride your bike around the neighborhood for hours. It was safe there.

Suddenly, with a crash of bullets and homemade bombs, my childhood trust that the world is a safe place has been destroyed. When it happens in your home, you suddenly understand that it really can happen anywhere.

The heartbreak of the parents of the slain children must be indescribably awful. I can't help, though, feeling even worse for the parents of the two boys who did the shooting. We cannot lay blame fast enough—on parents who didn't know what their children were up to; on school faculty who didn't intervene sooner; on the Internet, television, and the media for glorifying violence; on classmates who ignored the boys. But I don't think laying blame solves anything.

I look at my 10-month-old son and wonder how I am going to teach him that the world is a safe place, that it is good to express himself, to explore and learn—and at the same time protect him from harm? At what age will his behavior be his own responsibility rather than a reflection of my abilities as a parent? What can I do now for my child so this never happens to him? What can I do to make sure that he never gets so upset/depressed/lonely that hurting himself or others becomes a justifiable way to express his angst?

I believe that each and every one of us needs to take responsibility for loving every child we meet. It is only through active, comprehensible love that we can overcome the loneliness, hatred, and grief that leads to this kind of tragedy.

Rachel Claret, Lake Charles, Louisiana,USA
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ITAA News


Gordon Hewitt

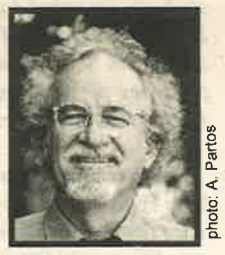


photo: A. Partos
Claude Steiner


Sam Lloyd


Edie Bogusky-Beaujon


Vann Joines


Marian Weisberg

Election Contest Shapes Up for 1999

For the first time in some years, there is a contest for several ITAA elected positions. The following is the slate of candidates for the 1999 election:

President-Elect (automatically succeeds as president in 2001):
Gordon Hewitt, New Zealand
Claude Steiner, USA
Secretary: Sam Lloyd, USA
Vice President-Development:
Edie Bogusky-Beaujon, Aruba
Vice President-Training and Certification Council: Vann Joines, USA
US Board position 2000-2002:
Marian Weisberg, USA
"Other" Board position (non-US and non-European) 2000-2002:
P. K. Saru, India
Curtis Steele, Canada

As per the bylaws, since there is a contest for several positions, a printed election ballot will be mailed within 60 days, and voters will have 60 days to respond. Below are the ITAA election guidelines.

ITAA Election Campaign Guidelines

Preamble. These guidelines are intended to assist in maintaining a spirit of collegiality and essential fairness in all ITAA elections and to keep the amount of campaigning and electioneering for the offices of president-elect, vice president, secretary, treasurer, and membership on the board of trustees within established procedures.

Endorsement of Candidates

A. Individual members may endorse candidates for elected positions within the ITAA provided that such endorsement makes clear that it represents the personal view of the endorser.

1. If such personal endorsements are made by individuals holding an elected, appointed, or honored position within the ITAA, such individuals may not mention their position within the organization as part of the endorsement.

B. ITAA resources may not be used for the purpose of supporting any one candidate over another.

C. The electioneering use of newspaper or journal advertisements is prohibited.

D. The association's newsletter may be used to report the candidacy of members and election results provided that the report is included as a news article and all candidates for a nominated position are represented.

E. The executive director and staff of the ITAA are to refrain from electioneering in any form, including making personal statements regarding the qualifications of any candidate.

Campaign Spending and Membership Appeal

A. Mass mailings on the part of a candidate for elected position or on behalf of that candidate by other individuals or organizations is prohibited. While it is appropriate for nominees to elected positions within the ITAA to communicate their platforms and qualifications to the membership, mass mailings are deemed inappropriate because they create the possibility of unfair economic advantage for some nominees.

1. Individual personal letters or phone calls to friends and colleagues are appropriate.

2. Form letters or "Dear Colleague"–type letters sent by an individual or a group of individuals to a group of persons on a mailing list is not acceptable practice.


P. K. Saru


Curtis Steele

Long-Time Members Honored

We are pleased to honor the following members, who in 1999 celebrate either 10 or 25 years as members of this association. Congratulations to them and to the many other members who celebrated their 10- or 25-year anniversaries in years past.

Ten-Year Anniversary in 1999
M. Altink
Vincent E. Barone
Arthur James Batson
Hugues Boillat
Jones Bosco
Suzanne Boyd
June Brereton
Sue Brock
Gerhard Otto Buchinger
Natalija Cakic
Susan Carroll
Isabelle Crespelle
Sandy Crowley
Zeljko Curic
I. J. Anne de Graaf
Helene Houdemont
Josephine Dhanasarny
Ursula Duncan
Ulrich Elbing
Joaquin Granados-Rossi
Ki Harley
John Heath
Rachael M. Hewett
H. Sheena Hudson
Chava-Eva Joseph
Susan L. Josephson
Geraldine Lakeland
Agnes Le Guernic
Gerry Lefebvre
Lynne Marsha Lomond
Alfredo Acevedo Magdaleno
Alvaro G. Manotas
Marie McCrea
Jane McQuillin
Hans Georg Metz
Carolyn P. Miller
John Monk-Steel
Joan Moore
Anne H. Naab
Ursula Niclaus
Giacomo Nocera
Tom I. Payton
Sue Phillips
Jody Putnam
Annie Christine Rogers
Gordana Rostohar
Robert A. Sacinger
Lidy Seysener
Victoria Margaret Smith
Penny F. Snow
Thomas Steinert
Jose Chumillas Talavera
Susan Taranto
Jennifer Thomas
J. G. C. Vriens
John Watkin
Thomas V. Weinkam

Twenty-Five Year Anniversary in 1999
Martha S. Adams
Patricia D. Allen
Bob C. Avary
James M. Banbury
Brenda B. Bary
Joseph Boatwright
Edie Bogusky-Beaujon
Abraham Botbol
Robert Boyle
Mary T. Brainard
Robert L. Brizee
Patsy Brown
William E. Cox
Sharon R. Durtka
Joanna M. Fikkert-Mitchel
Terry B. Fontenot
Margery G. Friedlander
Felipe N. Garcia
Rene Garvin
Norma Gilbert
Jewell Elizabeth Golden
Maryann Gonyea
Birger Gooss
Marek J. Hann
Ann Kirk Hardman
Carole Hirsch
John B. Houck
Frederick M. Hufford
John M. Iacovini
Washio Ishii
Darryl C. Jones
R. W. Junek
Virginia S. Kinsella
Mavis Klein
Luther E. Kramer
Thomas L. Kruse
Edward G. Kuekes
Kenneth R. Liggett
David L. Mack
Helen T. Markov
Helen McCarthy
William K. Mcdonal
David Medley
Marti E. Minnema
Sven Osterman
John A. Perkins
Susannah W. Perkin
George L. Procter-Sr
Bruce H. Reddrop
Mimi S. Rouzie
Sarah B. Sadler
Marguerite Salley
James E. Savage
Brenda M. Schaeffer
Arnold D. Schaper
Marjorie Schulte
Allan J. Schwartz
Keith A. Scott
June Seropian
Marian L. Sheppard
Janice E. Siler
Clarice Sinars
Diana D. Snow
Richard J. Stapleton
Gloria Stulberg
Barbara Thorne Thomsen
Ruth H. Thurlow
Don F. Vild
Frances Villeneuve
Gloria Wax
Genie Weitzman
Sharon J. Wendt
Douglas Wesley
Nancy E. Williford
Bobbie R. Willingham
Edward Zerin
Marjory F. Zerin



Nominations Sought for Three ITAA Awards

The ITAA has three awards that are designed to honor outstanding contributions by members.

The **Eric Berne Memorial Award** (EBMA) is bestowed on a person (or persons) who has made an original and significant contribution to transactional analysis, normally in one of the following categories: theory, research, or applications. The award is made for a published concept that is considered to be so important that all trainees will be expected to know it.

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

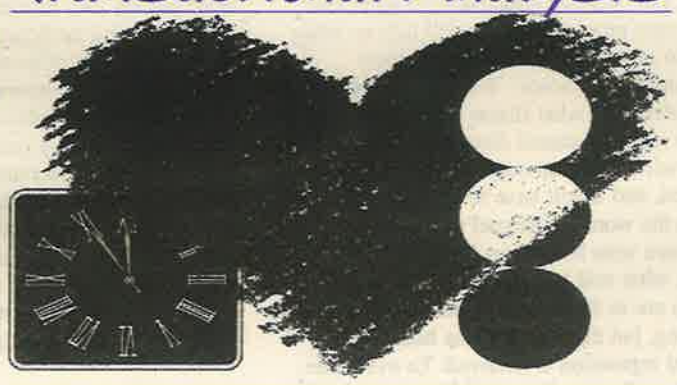
The **Hedges Capers** Humanitarian Award was established to recognize ITAA members who have made significant, enduring contributions to humanity in keeping with the ideals and ethics of the ITAA. These contributions are primarily seen as activities that promote the welfare of humankind, especially through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

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

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

The deadline for nominations for all three of these awards is **1 January 2000.**

SF'99 Transactional Analysis



Tools for Living in Times of Change

Introducing San Francisco Presenters

In previous issues of *The Script* we showcased various groups of people who will be presenting at the USATAA/ITAA San Francisco Conference, including Sunday's closing panel, Saturday's "Spirituality and Transactional Analysis" panel, and Friday's specialists in therapy with children and their families. For our last installment in this series we want to introduce a few more outstanding individual presenters.

Gianpiero Petriglieri, MD, Italy: I am 26, a 1997 graduate of medical school in Catania, Italy, and currently a second-year resident in psychiatry. As the son of a transactional analysis therapist, I've been learning about PAC since I was 10 years old. For the last eight years, I have translated George Kohlrieser's lectures and workshops into Italian. As a researcher, I am interested in the links between psychotherapy and the neurosciences, psychology and the immune system, and the doctor-patient relationship. Transactional analysis sparks my enthusiasm and warms up my everyday clinical work. On a more personal note, I love skiing, windsurfing, and traveling. I have been lucky enough to spend a few months as a visiting student in Stockholm, Tel Aviv, and Santa Cruz, California, where people with different cultures taught me to love and encourage differences in work and life. Finally, by backpacking all over Europe and across the United States, I learned that, while lots of people mostly care about getting where they are going as quickly and easily as possible, I care more about enjoying the journey. I hope someday I'll be able to repay transactional analysis for all the enthusiasm and motivation I have received from it. I am happy and honored to be presenting my research at the San Francisco conference.

Eva Long, PhD, USA: Transactional analysis is my most valuable tool in life and work. I was first introduced to it as a classroom teacher in the 1960s, and it changed how I worked with adults and students. When I returned to school for my PhD, I was accepted into the first class of Fielding Institute, where I was lucky enough to study with George Thomson, John Gladfelter, Frederick Hudson, Gene Kerfoot, and Bob Goulding. Since then, I have been superintendent of the Davis Unified School District (California), a CEO, and senior executive with multimillion dollar institutions. I continue to serve as a senior executive with Education Partners, a San Francisco-based company whose main focus is to help low-performing schools that have been "reconstituted" become higher achieving, successful schools. One of my greatest passions is to work with teachers and administrators to achieve personal power within a system's structure. I also own a management consulting business that specializes in building world-class organizations, leadership, and change and transition in life and work. I serve as adjunct professor at the University of Southern California, where I teach organizational theory and leadership to doctoral students. My most recent research is on executive life transition and longevity, many of the findings of which I will report at the San Francisco conference. In my organizational work, I use transactional analysis in learning and team-building activities. Because of my personal work, I pay close attention to my Child, and when I am stressed or overwhelmed, I give myself permission to relax. I also spend time journaling and use transactional analysis as I write.

Kaspar Wolfensberger, MD, Switzerland (keynote speaker): I am a psychiatrist and psychotherapist working with individuals, couples, and families as well as teaching, supervising, and running my own training institute. To me the most helpful aspects of transactional analysis theory are: (1) It allows us to connect intrapsychic concepts with interpersonal and systemic views; (2) it offers theoretical models that are directly applicable to teaching social skills and making behavior-oriented interventions; and (3) it is (or should be) an open system—open to critical examination, input, and new ideas. On a personal note, I am married and the father of two (just about) adult children, so the days of family activities are almost over. I was a globe-trotter 30 years ago and am excited that I will be resuming that passion now with my wife. We plan a journey through African countries, a trip to India, perhaps a trip around the world. Meanwhile, I enjoy dine-and-wine weekends with my wife in Piedmont (Italy) and Burgundy (France) and am a regular visitor to the Zürich concert hall.

Fritz Mautsch, Germany: I have a degree in economics and a doctorate in sociology. I am founder and director of the Institute for Personal and Organizational Development in Cologne. At present there are 38 people in basic and advanced transactional analysis training in the organizational field who attend my institute. Ten of them will soon take their transactional analysis exams. I also work in partnership with eight colleagues from different transactional analysis specialties. I've been a member of the DGTA, EATA, and the ITAA for 17 years and was a keynote speaker at the ITAA conference in Hawaii. I live and work with Claudia Marker, who manages the institute and is chair of the ITAA Conference Committee. Together we are organizing the German transactional analysis conference in Cologne in 2001. For over 30 years, I have been a collector of international contemporary art and have lent my paintings and sculptures to exhibitions in Europe. I am also learning the role of grandfather to my 3-1/2 and 5-1/2-year-old granddaughters. Although I have been doing my job for such a long time, my enthusiasm for it continues to increase.

(Because of an oversight by the program committee, the OD panel was left off the program. Fritz kindly agreed to give up his own workshop so that the panel could be scheduled at that time. I appreciate his generosity, although I am sorry we will miss his workshop. Mary Goulding)

To register for the SF'99 conference, contact the ITAA office or visit the ITAA Web site at www.itaa-net.org

Conference Feedback Sought

The ITAA Board of Trustees wants your input regarding international conferences. At its meetings in Zürich and Maui, the board approved the establishment of a task force to study current ITAA policy and procedures pertaining to conferences. ITAA President George Kohlrieser appointed Felipe Garcia as task force chair and the following members have volunteered to serve on it: Fritz Mautsch (Germany), Edie Bogusky-Beaujon (Aruba), Curtis Steele (Canada), and Laurie Hamilton (USA). If you would like to join this task force, please contact Felipe Garcia (see below for contact address/numbers).

CONFERENCE FEEDBACK QUESTIONNAIRE

The ITAA Board of Trustees will have a long-range planning retreat in San Francisco on 17 August 1999 and would like your input before then. ***Please fill out the following questionnaire and return it before 5 August 1999 if possible or as soon thereafter as you can.*** Send to Felipe Garcia, Conference Task Force Chairperson, 9900 Escondida Road, Helotes, Texas, USA; fax (210) 695-9924; felipe_garcia@Prodigy.com Thank you.

1. Presently, the ITAA and EATA sponsor a major international conference (MITAC) every three years: one year in San Francisco, three years later in Europe, six years after than in San Francisco again, etc. I would like this policy to continue: ☐ No opinion ☐ Agree ☐ Disagree

2. The ITAA should sponsor an international conference on one of the years between MITAC conferences: ☐ No opinion ☐ Agree ☐ Disagree

3. The ITAA should sponsor an international conference every year there is not a MITAC: ☐ No opinion ☐ Agree ☐ Disagree

4. Present ITAA policy is that ITAA international conferences are not scheduled in Europe to avoid competing with EATA summer conferences: ☐ No opinion ☐ Agree ☐ Disagree

5. ITAA international conferences should be held in Asia, USA, Latin America, Africa, Canada, India, or areas other than Europe: ☐ No opinion ☐ Agree ☐ Disagree

6. The ITAA should support many regional and national conferences on one of the years between MITAC by not sponsoring a conference and by promoting conferences being held all over the world that year: ☐ No opinion ☐ Agree ☐ Disagree

7. The ITAA should invite and pay non-ITAA keynote speakers who are big names outside the transactional analysis community to attract lager participation at conferences: ☐ No opinion ☐ Agree ☐ Disagree

List persons or topics you would like to see invited or included: _____

_____

8. A symposium for advanced continuing education for transactional analysts should be part of every international conference sponsored or cosponsored by the ITAA: ☐ No opinion ☐ Agree ☐ Disagree

List topics you would like to see addressed at all-day symposiums held during ITAA conferences:

_____

Would you be willing to coordinate such a symposium? ☐ Yes ☐ No

9. Organizers of such advanced symposiums should be a different advanced member(s) each time to offer a variety of topics and points of view: ☐ No opinion ☐ Agree ☐ Disagree

10. ITAA international conferences should be cosponsored with local associations whenever possible: ☐ No opinion ☐ Agree ☐ Disagree

11. ITAA conferences should be scheduled in: ☐ June ☐ July ☐ August ☐ Other_____

12. At all ITAA-sponsored conferences, there should be a reduced fee (half the regular registration) for those enrolled in colleges and universities: ☐ No opinion ☐ Agree ☐ Disagree

13. ITAA board members should be exempt from paying registration fees since they are usually so busy during conferences and are important ambassadors for transactional analysis: ☐ No opinion ☐ Agree ☐ Disagree

14. Please pick the number from one to five that best expresses your opinion on each of the following goals for transactional analysis conferences, with 1 being not important at all and 5 being very important:

____ To provide an educational opportunity for attendees
____ To facilitate communication and provide a place for people-to-people interface
____ To provide cooperation with other transactional analysis organizations worldwide
____ To build knowledge, acceptance, and understanding of transactional analysis
____ To provide the association with a tool for public outreach and enhancing the image of transactional analysis and the association
____ To provide members of the public with useful techniques to enhance their practice or jobs
____ To provide the ITAA with a substantial source of nondues revenue
____ Write in one goal not on the list: _____

15. ITAA conferences should be for professionals rather than for lay people wanting to learn more about transactional analysis: ☐ No opinion ☐ Agree ☐ Disagree

Your thoughts and suggestions (please be brief): _____

_____

° I would like to serve on this task force:

Name_____ Email: _____

Phone: _____ Fax: _____

Address:_____

TRANSACTIONAL ANALYSIS CONFERENCES WORLDWIDE

July 23-25, 1999: Costa Rica. Eric Berne Training Workshop. Contact: ITAA, 450 Pacific Ave., Ste. 250, San Francisco, CA 94133-4640; phone: 415-989-5640; fax: 415-989-9343; email: itaa@itaa-net.org

July 15-18, 1999: Rome, Italy. European Transactional Analysis Association Conference. Contact: EATA, c/o Martine Huon, Les Toits de l'Aune Bat. E, 3, rue Hugo Ely, F-13090 Aix-en-Provence, France; web site: www.eatanew.org

A VIEW OF SERBIA

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Belgrade knew that in due time Milosevic would be likely to provoke violence in Kosovo to stir up nationalist sentiment in Serbia.

Croatia also has done its share of ethnic cleansing. Under Franjo Tudjman, approximately 300,000 ethnic Serbs were forced to flee their homes in August 1995 when the Croatian army carried out ethnic cleansing during military operations against areas controlled by Serbs. (This was the same enclave the Serbs had earlier "cleansed" of Croats with the assistance of the Yugoslav army.) Only a small percentage of Serbs has been allowed to return to Croatia. (In Serbia, there are now some 400,000 Serbian refugees from other areas of the former Yugoslavia.) The Organization for Security and Cooperation in Europe reported in January that in Croatia, "There has been no progress in improving respect for human rights, the rights of minorities and the rule of law." Clearly Croatia has suffered under Tudjman, although there is a better chance of democratic processes emerging there than in Serbia, Bosnia, or Kosovo.

Historically, the republics of the former Yugoslavia, especially Slovenia and Croatia, belonged to Middle Europe. These people accepted only reluctantly, if at all, the Yugoslavia into which they were pushed in 1918 and again in 1945. During 40 years of communism, the other republics of Yugoslavia were subordinate to Serbia and longed for independence. However, Tito's way of keeping the ethnic groups together in Yugoslavia did lay the foundation for people to continue living together in a loose confederation with each state having political and economic autonomy. It was just such a federation that Croatia and Slovenia proposed in 1990, and I was invited to assist the Croatian government in putting into place communication procedures for running the country democratically. Milosovic would hear nothing of a confederation agreement, however, because he did not want to lose control of territory, especially access to the Adriatic coast via Croatia. The blocking of the confederation by Milosevic was indirectly connected to the failure of the project in which I had been involved, and progress toward democracy in Croatia became impossible. When people are threatened by force, their leaders are not likely to take time to talk about long-term plans to develop the lines of communication for an open and free society.

Now to my three claims: (1) The problem in Kosovo, as in all of what was Yugoslavia, began with distorted and deceitful messages of communication; (2) communication was used to incite violence by weaving old myths and epics into new stories and combining the stories with the persuasive message, "Kill the neighbors before they kill you"; and (3) what we are seeing in the Balkans in an example of what happens when force and violence overcome persuasion.

To most readers of *The Script* my claims will appear self-evident. Nevertheless, assumptions are made that hatred, warfare, brutality, and violence are "in the blood of those people"—in transactional analysis terms, that it is part of their script. I think the former explanation is superficial and the latter is overdetermined. With exceptions here and there, the peoples of Yugoslavia lived together, played and danced together, shared good times and bad, and even married each other for more than 45 years. They had for the most part become friends and often family. I offer as proof the thousands of people who left Yugoslavia during the early months of the hostilities in Slovenia and Croatia in 1991 and later in Bosnia-Herzegovina. Some men left to avoid conscription and fighting a war they did not believe in. Others, including many professionals and intellectuals, left voluntarily. Many were forced out and became refugees. Yet, for the most part I claim they believed in the ideas of toleration, cooperation, and friendship and did not revere "blood-soaked soil." They did not want to fight a war against their neighbors. In fact, recently there were press reports that in Pristina Serbs are protecting and caring for their Muslin neighbors and old friends. Warren Zimmermann, the last US ambassador to Yugoslavia, wrote in *Origins of a Catastrophe: Yugoslavia and Its Destroyers,* "In the Yugoslavia that broke up in 1991, over a fifth of its citizens were members of ethnically mixed families—an unlikely phenomenon if ethnic hatred were foreordained and immutable. It was primarily the ruthless ambitions of the leaders, manipulating a critical mass of population through the cynical use of television images, that destroyed the multiethnic experiment of Yugoslavia" (p. 138).

One of the most important means used by Milosevic to create hatred among different ethnic groups is skillful use of the state-controlled media. For example, he has tailored his message to old myths that Serbs have been in Kosovo for a thousand years and that nationhood was forged there in 1389. (That was the year Serbs were defeated by the Muslim Ottoman forces, which led to five centuries of brutal Muslim domination and Serbian Orthodox resistance.) Meanwhile, the Albanians claim to be descendants of Illyrian tribes who settled Kosovo 2,000 years ago.

Generations of Serbian schoolchildren have memorized heroic poems about the battle of 1389. One of many Serbian epics says: "Whoever does not fight at Kosovo / May nothing bear fruit that his hand sows." However, this epic, and others like it, did not operate as effective messages before they had a spokesperson to frame them in a new, contemporary story. To incite people to kill their neighbors and fight in war, these epics were woven into the historic self-definition of Serbia as the victim to create a story filled with distortions and lies. Over time the distortions have become realities and the lies have become truth.

What are the consequences of a nation defining itself as the victim? Are the people not then subject to having their aggressive acts of violence classified as instances of their own victimization? No matter what the nation does, it can claim that it is the victim. Underlying the position of this victimization is the notion to "kill the neighbors before they kill you."

As long as people and groups continued talking with each other, they were engaged in activities that were potentially civilizing. The introduction of the threat of war, and the beginning of the violence and hostilities, interrupted those conversations. From the beginning of these campaigns, and continuing until the war(s) prevented colleagues and students who lived in Bosnia-Herzegovina and Serbia from attending our seminars, there was the often-heard comment that it was good to get back together with friends who were Serbs (historically Serbs are Orthodox Christians), Croats and Slovenes (both historically are Roman Catholic), Muslims, and Jews from all over ex-Yugoslavia—and to find out that they had not become the devils the propaganda machines were portraying them to be (with the blessing and, in not a few cases, the aid of the three major religions).

Throughout this period, an underground of support has operated across ethnic and national lines. In 1995, the School for Cybernetics of Psychotherapy conducted a seminar, in cooperation with Indiana University, on the theme "how to live together." Participants from all over the former Yugoslavia committed themselves to working together to find ways for all ethnic groups to live together in tolerance and peace and with equal rights within each nation of what had been Yugoslavia.

After the current war, Serbia will be impoverished, devastated, and angry. There will be a need for healing communication processes in both Serbia and Kosovo so that people can organize effectively for open and democratic processes. What will happen when the pain of brutality, torture, and ethnic cleansing finds a voice? When the individual's pain enters into what Elaine Scarry describes as "the realm of shared discourse," what story will it tell? Each individual's story will be different, and it will have to be listened to and, in the words of Miguel de Unamuno, "lamented with bitter tears." No theory can predict what will happen.

There are in Serbia voices of sanity awaiting a hearing, but they can only be heard if all political repression is removed. To overcome barbarism, these voices must become part of the larger conversation of humanity. Yet, the tragic sense of the Yugoslavian wars and ethnic cleansing will begin to show only when there is peace and when all refugees have been allowed to return home with their rights guaranteed as outlined in the United Nations' Universal Declaration of Human Rights.

What have I learned about psychotherapy and communication from working with other professionals in the former Yugoslavia during these 20 years? During war psychotherapy can further the war effort or it can heal through conversations by persuading professionals on all sides to keep talking to each other. Psychotherapists have a special competence in communication. Through using the "right" words, they can—even in the middle of war—treat the wounded, the emotionally bruised, and others ravaged by war and its effects. They can also work with distortions of communication and maltreatment of stories. Psychotherapy can treat the larger context of the war itself with the insight that the messages that engender conflict and the conversations that resolve conflict are communicative actions that are not part of the war itself. Thus, it shows that war cannot resolve war, although force may have to be matched by force until the offending parties are defeated or sue for peace. The resolution of war can only be achieved through communication. Psychotherapy may become an organizing voice speaking invocative words to gather individuals and groups to talk, listen, and relive one another's experiences. Psychotherapy can further these conversations by questioning the privileged descriptions of religion and nationalism as well as racial and ethnic ideologies. To handle the speech context of psychotherapy, conditions must be created whereby people can talk to each other. The creation of these conditions will, of necessity, entangle psychotherapy in institutional arrangements and matters of public policy.

One of the effects of the wars in the Balkans was that I came to see that all psychotherapy theories of personality and psychopathology are inadequate and irrelevant substitutes for healing with words. I gave the first public lecture in Zagreb after the start of the Croatian war. In that lecture, I shared my observation that in the war crisis "theory faces its own critical moment: It cannot get us through the crisis it was not designed to explain or predict. The crisis of the theory becomes the occasion to jettison it and start talking, get others to talk, and through the conversations speak words that unify and heal the ruptures in relationships" (*Justice, Love and Wisdom,* 1994, p. 39).

As of this writing, both Slobodan Milosevic of Serbia and Franjo Tudjman of Croatia survive as pariahs in the Balkans. And if there is anyone who should be held responsible for what has happened, it must be Milosevic (and the core group around him and his wife). It is fitting that he and four of his deputies have been indicted for war crimes (including 340 counts of murder stemming from seven massacres and 740,000 forced deportations from Kosovo) by the International Criminal Tribunal in The Hague.

To them, and to all who aspire to be like them, there are civilizing voices they will have to hear as well as the judgment of public opinion and the rule of law. The Spanish philosopher, Miguel de Unamuno is one of those voices. As a tribute to all who have suffered during the breakup of Yugoslavia as well as on behalf of those who have been silenced forever, it seems appropriate to honor the memory of a friend—a compassionate Croatian psychiatrist and advocate of ethnic friendship and cooperation who died just as the situation was becoming severe—by citing Unamuno, his favorite philosopher: "Every individual who conspires among a people to break the spiritual unity and continuity of that people tends to destroy it and to destroy himself as a part of that people."

KOSOVO REFUGEES

continued from page 2

others already understand multicultural living and can be teachers and models. And any one individual has the power to stop a destructive script and thus to affect positively his or her neighborhood, community, country, and world.

Among the stories from Kosovo are examples of both atrocities and heroism. One example shows both: A 55-year-old Serb woman was murdered by her own Serbian people as she tried to protect an Albanian Kosovo mother with her three children. Many other Serbians have sacrificed their lives or acted at great personal risk to help those from other ethnic groups. Perhaps the greatest story to come out of the tragedy of Kosovo is how good can ultimately overpower evil and how individuals struggle to find a path of joy to lead them out of sorrow. In the end, we either honor our tribal ancestors by acts of love, or we carry their blindness forward in dishonorable and tragic ways. In transactional analysis we have a way to understand and influence for the better which of these paths a person chooses.

THE ROOT OF THE PROBLEM

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Dylan and Eric were friends only with others who were in the same situation. I, on the other hand, eventually had no friends in my former school because I was the only one there who held my views. I had books and other objects thrown at me while walking down the hall and was constantly insulted because of my appearance and outspoken views, not only by students but also by some faculty. "Satanist! Faggot! FREAK!!" I went through this every day for two-and-a-half years. There was no one in the school to go to for help or guidance. During my freshman year, I begged my father daily not to make me go to school, but to no avail. I began experiencing violent stomach pains and used this to my advantage, often leaving school early.

I have never been a violent person, and I doubt I ever will be. But I began having violent fantasies about walking through the halls with a duffel bag full of weapons, shooting whomever I saw and throwing grenades into classrooms. In fact, I have been involved in only one fight, in which one punch was thrown—by a much bigger kid who had been taunting me for months. I got sick of it and one day told him that he was a stupid redneck, and that if what he wanted was to hit me, to just do it. The result was two scars on my face. He was suspended, but when he returned to school, the taunting got worse. I could find no solace. I felt that the entire world was against me. When my feeling that violence was the only way out became all I thought about, I got scared.

The final straw at public school was when I saw a big kid brutally punch a much smaller kid for no reason other than to make his presence known. I was the only one willing to tell the principal and police who had done it. I was assured that no one would find out I'd

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THE ROOT OF THE PROBLEM

continued from page 6

ratted, but the next day people I'd never met kept asking why I'd told. I was hit in the head with a book in the hall, but when I complained to my guidance counselor, he told me to continue with my day. I then found a note in my locker with "Die fag" written on it. That was it. I told my counselor that if he didn't excuse me to leave, I would leave anyway. I didn't return to school for weeks, and when I did, it was only for three days before transferring to a liberal private school. By that point, the only thing that prevented me from going on a shooting spree through the school was that I couldn't get any guns.

I am sure that Dylan and Eric went though almost the same thing I did, but I don't hear television reporters and magazines saying, "They shouldn't have been teased" or "We should have cared for their needs." The purpose of public schools is to teach you what they think you need to know and get you out. If you don't comply, they view this as a threat instead of as a cry for help. The faculty doesn't care about a teen who wears all black and isn't one of the popular, cooperative kids. That is where the problem lies: in the ignorance of the schools themselves. Schools shouldn't wait until violence occurs, whether extreme or not, to see warning signs.

I read about the students who were killed in Littleton and was amazed that they were exactly the kind of kids who put me through hell. Football players. Adamant Christians. Patriots. The normal kids. The ones who belong. All we ever read or hear is how horrible it is that "these wonderful kids have been taken from us." It is horrible, but seldom is the question asked, "Why were Klebold and Harris treated like that? Why did everyone make fun of them? Why couldn't people accept them for who they were?" The thing the media, the schools, and the government overlook is the severe cruelty that such "good kids" are capable of. For violence in schools to stop, parents, teachers and children in this country must realize that if you constantly barrage and torment someone who is different from you, you must be prepared to suffer the consequences.

Although resentment still lies within me (and probably always will), I know that violence will only cause more blame to be heaped on those of us who are antisocial. But people aren't antisocial because they want to be; they're that way because of how society treats them. No one should be shocked when these shootings happen, no one should ask, "How could this happen?" We should expect it. I don't like that this is true, but it is. Take the most peaceful, fun-loving kid, put him or her in a setting where he or she is hated and tormented, and see how that kid turns out. It isn't school security systems that need to change, but the environment. Acceptance of one another is the only way to avoid another Columbine.

A FATHER'S PERSPECTIVE

continued from page 1

of rather exceptional maturity. Peer relationships, however, have always been a struggle for him. He has tended to pair with older kids who graduate, leaving Caleb to start all over again. Now Caleb is lead singer and lyricist for a punk band and has established a more stable peer group, but he has suffered tremendously at the hands of kids his own age.

Caleb was 13 when things began to go seriously wrong at school. He was outspoken about racial, religious, and political issues, confronting bigotry and taking unpopular stands forcefully. Caleb became increasingly isolated, and his grades dropped from nearly all As to Cs and Ds. In spite of frequent, often confrontational, meetings with school personnel, nothing really changed. My attention was focused on the school staff. As is clear from Caleb's account, I consistently underestimated the impact of other students' behavior.

After the violent incidents at school that Caleb describes in his essay, he'd been back two or three days when we had a conversation I'll never forget. One of the first school shootings had just occurred, and Caleb told me that he had frequent fantasies of walking into school with a gun and killing kids. I asked him why he thought those kids killed and he didn't. "We don't have any guns here. That's the only difference, Dad. Believe me, if we had guns in this house, there were days I've been so mad I would have taken one to school." I found another school for Caleb immediately, and since then I've witnessed the dramatic difference a competent and dedicated staff can make. Caleb's difficulties have not evaporated overnight, but he has found a place where he expects to be helped and taken seriously.

As I read Caleb's essay, I thought back to an earlier, nearly tragic, incident in Caleb's life. When he was 11 he was at an all-night campout in a friend's back yard. About 1 am the kids, boys and girls, were seated around a campfire. Two local police saw the fire, decided the kids must be drinking or doing drugs (not true), and swept in on them without warning from the dark. Caleb at that time had very long hair and an earring. One of the cops picked Caleb up from behind by his hair, clamping his wrists in handcuffs behind his back. Caleb fainted, falling face-first into the campfire. Miraculously his glasses stayed on, so his eyes were not damaged, but he was horribly burned on the face and neck. He ended up in the intensive care burn unit, where he received extraordinary medical and psychological care. After the accident, I wanted to sue the police and township government. Caleb refused, saying that it had been an accident and that a lawsuit would only create more trouble. Caleb asked instead that I meet with and confront the chief of police, show the photographs of his burned face to the assaultive police officer, and offer the police training on how to deal with adolescents. That's what we did. In contrast, to this day Caleb holds school officials accountable for what happened to him at the public school, seeing it as malicious and intentional, not accidental. He wants to sue the school district, which is not an easy thing to do, although we continue to consider it.

It has been difficult for me to write anything here but as a father. As I approached writing a companion piece to Caleb's I kept wondering, what do I have to offer to my colleagues other than Caleb's honesty?

Just as we were completing the last issue of *The Script*, Robin and I received a brief statement from George Kohlrieser about the Columbine killings. A year earlier, Caleb had read George's article on conflict resolution in *The Script* theme issue on domestic violence and said, "This guy really knows what he's talking about." I was deeply touched by George's comments on the Columbine tragedy and glad to publish it right away. I also showed it to Caleb, and this consolidated our decision to write something together for this issue.

As George has so often said, "People do not kill people—people kill objects." I agree, especially on a social and political scale. Over and over again our political leaders turn other leaders and peoples into objects, things, demons, so as to justify killing them. I think at a social and political level people kill objects or demons, not people. In my clinical experience, however, I see a somewhat different picture. I think people do kill other people, sometimes very intentionally; people kill particular people with particular intent. This is my understanding of what Caleb is describing about his own feelings and fantasies and his identification with Eric Harris and Dylan Klebold. I think people become capable of killing others when they have come to feel like objects or things themselves. I doubt that people want to kill, but they can be driven to choose it rather than not to choose it. I think it takes extraordinary, sustained neglect, humiliation, and cruelty to bring a person—adult or child—to the point that they can kill. Caleb offers us a vivid, personal description of this kind of marginalization and dehumanization and the helplessness, despair, and fury it can create within an individual. Caleb challenges us to ask the right kinds of questions, complicated and uncomfortable questions, about what happened in Littleton and other schools, about what kids need from their communities, about the centrality of peer relationships.

Caleb now has dreadlocks, wears a nose ring, and dresses in black, his clothing covered with punk and political patches. He is also white, very bright, and straight. He also has a father who could afford to take him out of public school and finance a private school education on very short notice. What of the kids who are poor, inarticulate, African-American, Latino, gay? Orlando Peterson, a Harvard sociologist speaking to the *New York Times* on the Littleton massacre, challenged, "There is a disturbing double standard in the way we discuss the problems of different groups of people and in the way we label deviant behavior. If the terrorist act of white, middle-class teenagers creates an orgy of national soul-searching, then surely the next time a heinous crime is committed by underclass African-American or Latino kids, we should engage in the same kind of national soul-searching."

Transactional analysis is practiced and taught worldwide. As practitioners of a methodology that reaches across national and cultural boundaries, we have a unique opportunity and responsibility to try to effect social as well as individual good. As theorists and therapists we must continue to push our theory and technique into the darker reaches of human nature. Caleb's essay speaks to these darker realms, the forces of hatred and ostracization, the potential for cruelty and murder.

It seems that the darker side of Berne's writings has rarely been taken up in any systematic way by subsequent transactional analysis theorists. Transactional analysis has been developed largely within the realms of psychological daylight, too deeply shaped by American demands for support, safety, protection, and happiness, the mental attitude of the white middle class that demands comfort, gratification, and homogeneity. Berne always seemed aware and wary of the uglier, more destructive aspects of human nature. Whether we examine adolescent violence or the unending outbreaks of social and political violence justified under the banners of nationalist, ethnic, or religious identity, we are faced with the destructive capacities of human nature and group behavior. The issues that Caleb addresses take us back to our roots as a social psychiatry, a group and community therapy.

However, the central, visual imagoes of transactional analysis theory are the stacked circles of ego states and the script matrix, images derived from notions of the individual ego and the nuclear family. Transactional analysis script theory needs to be extended to deal more systematically with group behavior, peer relationships, and latency and adolescent patterns of belonging and identity.

We need social and political as well as clinical intervention. In the United States, in most states, it is possible for a kid to purchase a gun before it is legal for him or her to buy beer or to vote. The lack of gun control in the United States is absurd and immoral. I recall the bullies of my grade school and high school years, the teasing and tormenting by the in-group of the outcasts, the fist fights, a couple of suicides, the burning down of our high school by a guy from another town who wanted to kill the janitor. But fortunately, there were no handguns. Richard Reeves, writing in the *International Herald Tribune* (May 12, 1999), also recalled the violence of his adolescence in Jersey City: "If a fight escalated, people went for the maximum available weaponry. Fists. Bottles. Rolling pins. Baseball bats. Knives. There was blood, broken bones, cracked heads. People were patched up, generally, and life went on. If there were guns, there was killing. Life did not go on. That was the difference. . . . The difference is guns. That is why those children died in Littleton. And why others will die. This is not complicated reasoning. It is an obvious fact."

The United States is far and away number one among Western countries in gun-related deaths. If you live in the United States, please do not be silent or passive about the urgent need for serious, systematic, severely enforced gun control. Give money to gun control organizations. And wherever you live in the world, lobby for government support of community-based mental health services in all neighborhoods and schools. Do not be passive or silent. Give time. Give money. Write letters. Write articles. Raise hell about the needs of our kids and the socially outcast.

Since Caleb and I wrote our articles, we see some hopeful changes in media presentations about Littleton as well as in the political winds in the United States. The horrendous *TIME* magazine cover of 3 May 1999, which showed photos of Dylan and Eric with the headline "The Monsters Next Door," has been followed in that magazine and elsewhere by reasonable presentations about the pressures on adolescents and the factors that are increasing the likelihood of violence. And there are the beginnings of changes in gun control legislation at both state and federal levels.

In spite of these hopeful signs, at this moment, I am most keenly aware of the compassion, resilience, and decency that Caleb has maintained throughout an adolescence that has been far from easy. I deeply appreciate his willingness to write for *The Script*. I hope his comments will bring a little more insight and compassion toward kids who are driven to violence. I ask our readers to take a minute, if you like, to write your thoughts and feelings to Caleb at 36 Corbriwood Lane, Gibsonia, PA 15044, USA, or bcornell@nauticom.net

Also since Caleb and I wrote our pieces, *The Script* received articles from Graham Barnes and George Kohlrieser addressing the catastrophe in Kosovo, where we see the issues Caleb describes in adolescent groups—coercive group identification, ostracization, depersonalization, humiliation, and subsequent violence—played out on a far larger scale. I am grateful to Graham and George, whose personal and professional lives are being deeply affected by this war, for taking the time to write for our members. Their articles are not easy to read. They do not offer facile comfort, though they do present determination and hope. It is my wish that all of the articles in this issue will disturb our readers enough to motivate political and social responses on local and national levels.

Correction to Training Manual

A correction is needed to the section of the 38-question written exam in the 1999 edition of the Training Manual. Page 180, paragraph three should read: "The candidate submits the written examination of not more than 1500 words to his/her supervisor for a preliminary assessment, and if necessary, the candidate rewrites the answers. The candidate . . . " It is strongly suggested by the Board of Certification that a word count be included at the end of each question.

Candidates need to know that a marker can stop marking an essay at 1500 words, so further additional words may not count toward a mark.

1998 Financial Outcome Looks Good

by Susan Sevilla

The ITAA ended 1998 with a surplus of $67,499 according to our recent CPA audit. The positive outcome was largely due to the strength of the stock market in 1998 and the outstanding performance of ITAA's investments. We budgeted to earn $88,415 on investments and instead earned $96,288 (interest and dividends), plus $136,598 in unrealized gain on investment.

Things have changed quite radically from the pre-1995 days, when the ITAA owned a historical landmark Victorian building in San Francisco. In those days, the ITAA lived on one floor of the building and rented out three floors for approximately $60,000 annual rent, although most of these earnings were eaten up in the costs of utilities, gardening, and building maintenance. The sale of the building was a turning point in ITAA finances. By carefully investing the $1.3 million proceeds of the sale, the ITAA has realized a healthy investment income in years when we would otherwise have had a deficit. The comparison is striking: In 1998 the ITAA paid $30,000 for rent but earned over $225,000 in investment income. And rather than devoting staff time to building maintenance and tenant management, we can now use the building proceeds to help free up ITAA reliance on dues income, which has long been an ITAA board priority.



"ITAA members are paying less of the cost of running the organization, while more income is generated from other sources."

Another important change in recent years has been the production and marketing of new products and services through the Development Division. The ITAA is now proud to offer 4 books, 1 CD ROM, and 11 professional skills videos, with more books and videos in the works. The 1998 budget for sales from these products was only $18,700, but we were pleased to earn over $34,000. Not included in the Development Division income was profit from two series of Eric Berne Training Seminars, one in San Francisco and one in Zürich, Switzerland. Together these educational sessions reaped $27,533 (gross income), making them the third largest source of ITAA income (after investments, dues, and product sales). Increasingly, ITAA members are paying less of the cost of running the organization, while more income is generated from these other sources.

Public relations was a source of energy in 1998. The board devoted over $15,000 to public relations efforts, anticipating a long-term benefit to all members from this expenditure.

The Scholarship Grant Fund and the Eric Berne Fund continue their fine work of supporting grants for the pursuit of transactional analysis certification (SGF) and grants for teaching and research (EBF). As you can see in the financial statement, many dollars in grants were given out in 1998.

While we have not yet stopped membership decline in the United States, a revitalization is occurring. In addition, the ITAA is administratively tighter, more efficient, and more economically run now than ever before. I feel privileged to be a part of the administration of the ITAA, which continues to be an exciting, challenging, and rewarding job for me. I've enjoyed meeting several thousand ITAA members over the past 16 years, both in the office and at ITAA conferences. Let me know how I can enhance the benefits of your ITAA membership. Don't hesitate to call, fax, or write if I can be of assistance to you.

Statement of Position

Current Assets	
Cash and cash equivalents	$ 224,677
Accounts receivable	6,966
Note receivable	8,268
Investments	1,520,630
Inventory	10,344
Prepaid expenses	20,654
Total currents assets	1,791,539
Property & equipment, less accumulated depreciation	10,154
TOTAL ASSETS	$1,801,693
Liabilities and Net Assets	
Accounts payable & accrued expenses	$ 19,989
Deferred membership	96,333
Prepaid conference income	26,160
Total Liabilities	142,482
Net Assets	
Unrestricted	
Board designated (Scholarship Loan Fund)	217,728
Undesignated	1,286,573
Total unrestricted net assets	1,504,301
Permanently restricted (Eric Berne Fund)	154,910
Total Net Assets	1,659,211
TOTAL LIABILITIES AND NET ASSETS	$1,801,693

Statement of Activity

	ITAA, EBF, & SGF	Temporarily Restricted SGF	Permanently Restricted EBF	Total
Support and Revenue				
Donations	$ 502	$ 606	$ 1,796	$ 2,904
Membership	200,776			200,776
Sales and royalties	55,251			55,251
Interest and dividends	87,815		8,473	96,288
Unrealized gain on investment	127,993		8,605	136,598
Other	8,570			8,570
Total Income	480,907	606	18,874	500,387
EBF & SGF	10,236	(606)	(9,630)	
TOTAL SUPPORT & REVENUE	491,143		9,244	500,387
Expenses				
Program	307,461			307,461
General and administrative	98,951			98,951
Total expenses	406,412			406,412
Change in net assets	84,731		9,244	93,975
NET ASSETS, BEGINNING OF YEAR	1,419,570		145,666	1,565,236
NET ASSETS, END OF YEAR	$ 1,504,301		$ 154,910	$1,659,211

Sad Note

As we went to press we received word that Maria Teresa Romanini, MD, TSTA, died in early June 1999 in Rome, Italy, after a long struggle with cancer. Our condolences to her family and friends. (Watch future *Scripts* for more on her life and work.)

US Members Needed for Research

Now that the first research study on the effectiveness of transactional analysts has been completed (see the January 1999 *TAJ* for the results), I am following up with an expanded study of certified transactional analysts from various countries and language groups. I have been promised volunteers from outside North American and now need 10-15 certified members from the USA or Canada. To participate, you need only mail a questionnaire, a form letter, and a stamped return-address envelope to all the clients you have seen over the last 3-5 years (hopefully about 100 clients). I will supply the questionnaire and a sample letter; you send everything out with a neutral return address so client confidentiality is preserved. Clients will be told that you will not see their responses so that bias toward pleasing the therapist will be avoided as much as possible.

I need both certified members with about five years of experience after certification as well as those with ten or more years. I will assist in any way possible, including paying for duplicating and mailing costs as necessary. The returned forms will be sent to me, with your clients identified only by a department number on the return mailing address. Eventually, we can provide you with an overall comparison of your client set with others if you wish.

This effectiveness research will give us excellent comparisons with other professional groups in the United States as per the *Consumer Reports*/Martin Seligman study.

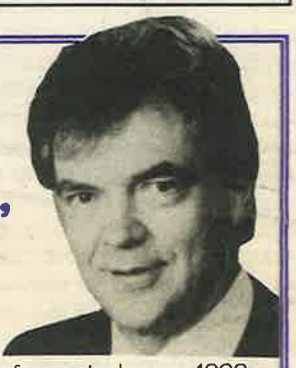
Please let me know of your interest and/or any questions you have. The mailings can take place over the next year or two. Contact me at 815 Indian Rd., Glenview, IL 60025; phone: 847-729-5133; fax: 847-729-5336; email: TNovey@compuserve.com

Ted Novey, Glenview, Illinois, USA

Volume I of Transactional Analysis in Action

"Conflict Management: The Art of Making Peace"

with George A. Kohlrieser, PhD



This 55-minute tape, recorded at the ITAA/USATAA Maui Conference in January 1999, shows internationally recognized trainer, hostage negotiator, and conflict resolution specialist George A. Kohlrieser, PhD, discussing what causes conflict and how to resolve and prevent it. He demonstrates how to maintain interpersonal connections in the midst of conflict, transaction by transaction, creatively combining transactional analysis theory and applications with John Bowlby's work on separation and attachment. With great intelligence, sensitivity, and humor, Dr. Kohlrieser addresses the theory, practice, and problems of dialogue and negotiation as they relate to conflict resolution in personal, professional, and community settings. As Dr. Kohlrieser says, "The science and art of conflict resolution is built on the skills of dialoguing and negotiation, and there is no better tool for doing these than transactional analysis. Thirty years of doing, analyzing, and training in conflict resolution, hostage negotiations, and violence management has made me a believer in the power to influence even the most violence-prone person through transactional analysis. The secret is the ability of the negotiator to continually bond and rebond and to work authentically with the process." Dr. Kohlrieser, a founder of Shiloh USA and Shiloah Europe, works with profit and nonprofit organizations, law enforcement, and governments in 50 countries. He specializes in organizational development, conflict management, team building, and stress management. He is currently president of the ITAA and resides in Basel, Switzerland.

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