

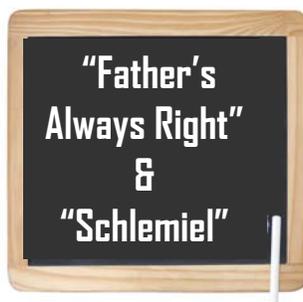
Special points of interest:



“...the time for inviting a patient to leave his mark is based on the patient having achieved a measurable amount of Adult Control over his own behavior.

Inside this issue:

“Leaving Your Mark”	1
Game Analysis and the marking procedure	2
The Game of “Schlemiel”	3



“Leaving Your Mark”

Self awareness is a part of what makes people human. People become aware of themselves when they are very young (babies). People, very young children, learn that they are separate from, and connected with their parents. And they learn about their surroundings. And that there is much more than this.

People learn that they can control their muscles that enable them to crawl, move around, to learn how to walk - to learn how to use a toilet. **People** learn how to have **control over their own bodies.**

As grown-ups, many people have become so, ... how do you say, ... so wrapt up in day to day activities and behaving, doing things the same usual way. Most have forgotten what it was like to have an ever expanding awareness of who they are and the relationship they have with the world/universe around them. A lot of that “forgetfulness” has to do with decisions they made along the way to becoming big person.

Wouldn't it be “better” to be aware of, to reflect on the games you play? Wouldn't it be advantageous to get a handle on the intensity of playing? Wouldn't it be desirable to have a say in the payoff, denouement, outcome of encounters with other people?

I think it is a good thing to know how to be aware of one's behavior.

People practiced walking when very young so that they could walk better. People practice running so that they can be faster. A musician practices the violin every day so that he can make music. A skier practices snow skiing so that he can make the “perfect” turn. Architecture and construction is learned “to make a living.” And so on.

Reflection about and thinking on how to improve oneself (management of self) and one's relationship with other people, the world / universe around you (dealing with others) is an ever expanding discovery of “there so much more.”

Correction of self, self discipline, awareness are so important. And to know there is God. He wants us, me. you to reach out and touch him.

Dad published a paper about “giving yourself away.” He called it “**Leaving Your Mark,**” published in March 1968 by Addresso'Set Publications for the Golden Gate Foundation for Group Treatment, Inc. On page 5 Dad writes: “*In group therapy (new) patients will usually be noticed studying the wall marks of earlier patients. If the individual had not asked for the therapist's permission to leave his*

*mark on the wall earlier, the timing of inviting a patient to leave his mark is based on the patient having achieved a measurable amount of **Adult Control** over his own behavior. This could usually be expected by the 5th to 10th weekly group session. If the patient had not asked before to leave his mark on the writer's walls, he would be invited to leave his mark during that time interval.*

“Doctor, what do all the marks on the wall mean?” is usually an indication that if not ready at that time, the group patient shortly will be therapeutically ready to leave his mark on the wall.

When a patient in group asks, “Is it all right for me to mark on the wall?” a simple “Yes!” is given.

F.H. Ernst Jr., MD writes on page 6: “*Treatment time is not spent in analyzing the marks; instead time is occupied with the analysis of the individual's operational ego state (**Parent, Adult, or Child**) during the event, his trans-actions with someone else in a group, a game played during the marking, or a manifestation of his script [favored Child way of concluding encounters] which becomes evident during the procedure.”*

In the next section titled “Transactional Analysis” he writes “*There are the **transactions** and*

games that take place immediately before, those during, and those following the marking activity. As it has happened, not unusually, more time is occupied with the marking person's experience immediately at the conclusion of marking, when he turns from the wall to sit and face those around him. This can be called the serendipity for each individual. [Serendipity is defined - an apparent aptitude for making fortunate discoveries accidentally.] Almost routinely after turning to face those around him, manifestations are present that the basic childhood position-determining, behavior-affecting decision and commitment (made between 4 and 7 years) has become more readily accessible to the treatment situation; i.e., what the patient decided he would never again give-away about himself. It is from this decision, commitment, and the resultant position the person assumed (see Position, references 3, 5, 7, 9, 12) as a small child self took and that

- 1) the individual's major games develop;
- 2) that the configuration of the "I am okay, not okay--You are okay, not okay," position originates, and
- 3) what specific behavioral attribute would determine what made for OK or not-OK.

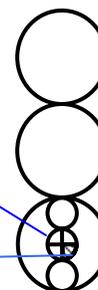
Tim said "I'm okay stood for my rights but not okay if I hurt another person or trampled their rights."

The pre-pubescent, "post-decisioned" Child is often referred to in the psychoanalytic literature as the "Latent Child." This "latency" is then the behavioral manifestation of this Child who will no longer give-himself-away in a manner that would stimulate Parental distraction, annoyance, or rebuke.

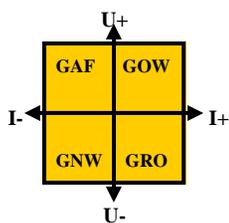
The "Professor," (as diagrammed here and in Game Codes Vol.3, No.3, describing the game "Father's Always Right") is a very influential part of a person's personality.

The "Professor", being located in a grown up person's Childself, is where the child has chosen a favored method of concluding personal social events: get-away-from, get-rid-of, get-nowhere-with, get-on-with.

Wouldn't it be advantageous to have the ability to self correct, catch one-self? Giving-Yourself-Away as a way to gain Adult insight of oneself is a way to be ... Why would a person decide to pull a fast one on him (dad), then he (his childhood memory of his dad) won't be so smart about how 'Father's Always Right'? There is definitely an element of self-rekidding, too, in this game. (See "Self-rekidding" by FH Ernst Jr., MD, at <http://www.ListeningActivity.com>)



The "Professor" is located in the grown up person's Childself.



"Game Analysis and the marking procedure"

Patient's came to Dr. Ernst to get well of an ailment, something that was bothering them. In one instance Dad described how one patient specifically came to him, the doctor, to get well of "bugging" those he dealt with.

"At the end of a group session, Joe came over to the wall behind me while I was saying good-bye to some other group members. He took out his crayola, hurriedly knelt, wrote a greeting to another member of the group, naming him, and then turned to almost run out of the room while I called: "Hey, Joe. Wait!" Since I did not tag him at that time, he got away free. Joe's tag game as he identified it had been played in other ways and

truly he was a fast, capable, challenging, provocative, laughing player who periodically was at the brink of disaster: financial, marital, etc. He played his game to be in the path of a person who was "it"; he might get himself tagged, but he managed in so doing to have a third person close whom he could in turn and very shortly tag in turn to next be "it," thus unloading himself of the "it" position almost routinely. He came to group because his wife tagged him out. He was a long time in group before he decided to decrease the intensity of his game, giving-away the reason why he had initiated treatment. Once he described to group his being tagged out by his wife (almost divorced) there

was (has been) an in-cresed confidence and satisfaction in playing tag in the group but a decreased intensity with which he played. He was more confident that interruption by another to discuss some other aspect of group situation was not to infringe on his game; therefore, he gained additional Adult control. In many respects this new capacity of his to interrupt a move in his game in order to examine its significance before playing it out, whether in group, at home, or on business, came to be how he became playing his game. He did not stay playing tag. He became expert at handling his social situation without "bugging" those he dealt with."

The Game of "Schlemiel"

Another favorite game of some people is "schlemiel."

"Webster's New World Dictionary" defines "schlemiel":

schlimihl, schlemiel, n. [Yid. <Heb. proper name *Shelumiel* (lit., my peace is God); current meaning probably developed by metonymy and partly popularized after Peter *Schlemiel*, title character of a novel by Adelbert von Chamisso (1814).] [Slang], an inefficient, bungling person who habitually fails or is easily victimized.

In "Games People Play" Eric Berne, MD writes about the game of "schlemiel." The Index of Games and Pastimes lists several page entries where he writes about this game: 61, 63, 75, 84, 114-116, 145, 146, 157, 158. In "Transactional Analysis in Psychotherapy" he writes about "schlemiel" on page 107.

E. Berne writes in "Games People Play" on page 62:

".... games are quite deliberately initiated by young children. After they become fixed patterns of stimulus and response, their origins become lost in the mists of time and their ulterior nature becomes obscured by social fogs. Both can be brought into awareness only by appropriate procedures: the origin by some form of analytic therapy and the ulterior aspect by antithesis. Repeated clinical experience along these lines makes it clear that games are imitative in nature, and that they are initially set up by the Adult (neopsychic) aspect of the child's personality. If the Child ego state can be revived in the group player, the psychological aptitude of this segment (the Adult aspect of the Child ego state) is so striking, and its skill in manipulating people so enviable, that it is colloqui-

ally called **"the Professor"** (of *Psychiatry*). Hence in psychotherapy groups which concentrate on game analysis, one of the more sophisticated procedures is the search for the little "Professor" in each patient, whose early adventures in setting up games between the ages of two and eight are listened to by everyone present with fascination and often, unless the games are tragic, with enjoyment and even hilarity, in which the patient himself may join with justifiable self-appreciation and smugness. Once he is able to do that, he is well on his way to relinquishing what may be an unfortunate behavior pattern which he is much better off without.

Those are the reasons why in the formal description of a game an attempt is always made to describe the infantile or childhood prototype.

Because there is so little opportunity for intimacy in daily life, and because some forms of intimacy (especially if intense) are psychologically impossible for most people, the bulk of the time in serious social life is taken up with playing games. Hence games are both necessary and desirable, and the only problem at issue is whether the games played by an individual offer the best yield for him. In this connection it should be remembered that the essential feature of a game is its culmination, or payoff. The principal function of the preliminary moves is to set up the situation for this payoff, but they are always designed to harvest the maximum permissible satisfaction at each step as a secondary product. Thus in "Schlemiel" (making messes and then apologizing) the payoff, the purpose of the game, is to obtain the



forgiveness which is forced by the apology; the spilling and cigarette burns are only steps leading up to this, but each such trespass yields its own pleasures. The enjoyment derived from the spilling does not make spilling the game. The apology is the critical stimulus that leads to the denouement. Otherwise the spilling would simply be a destructive procedure, a delinquency perhaps enjoyable."

Berne writes on page 63 about "The Classification of Games"

"Most of the variables used in analyzing games and pastimes have already been mentioned, and any of them can be used in classifying games and pastimes systematically. Some of the more obvious classifications are based on the following factors:

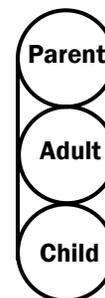
1. Number of players: two-handed games (**Frigid Woman**), three handed games (**Let's You And Him Fight** (* #1) five-handed games (**Alcoholic**) (* #2) and many-handed games (**Why Don't You -- Yes But**).

2. Currency used: word (**Psychiatry**), money (**Debtor**), parts of the body (**Polysurgery**).

3. Clinical types: hysterical (**Rapo**), obsessive-compulsive (**Schlemiel**), paranoid (**Why Does This Have To Happen To Me**), depressive (**There I Go Again**).

4. Zonal: oral (**Alcoholic**), anal (**Schlemiel**), phallic (**Let's You And Him Fight**).

5. Psychodynamic: counterphobic (**If It Weren't For You**), projective (PTA), introjective (**Psychiatry**).





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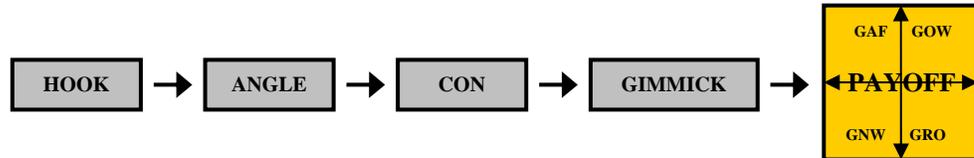
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A game is defined as a recurring set of transactions with ulterior transactions, concealed motivation, a gimmick, and a payoff. Eric Berne, M.D. used a particular variation of the duplex transactional diagram to represent the ulterior aspects of a game. Berne added the concept of switch in 1966 and introduced "The Game Formula." $\text{Con} + \text{Gimmick} = \text{Response} > \text{Switch} > \text{Payoff}$. The "Ernst Game Diagram" as described by Franklin H. Ernst Jr., M.D. in his paper "The Game Diagram" shows the phenomena of the variableness of a game and number of variations without contradicting "Berne's Game Formula." The Game Diagram" has five moves: Move #1-Hook, Move #2-Angle, Move #3-Con, Move #4-Gimmick, Move #5-Payoff. Diagrammatically it looks like this:



"Mastery of the universe is proportional to the symbols man has by which to represent his universe."

6. Instinctual: masochistic (If It Weren't For You), sadistic (Schlemiel), fetishistic (Frigid Man).

In addition to the number of players, three other quantitative variables are often useful to consider (#3):*

1. Flexibility. Some games such as Debtor and Polysugery, can be played properly with only one kind of currency, while other, such as exhibitionistic games, are more flexible.

2. Tenacity. Some people give up their games easily, others are persistent.

3. Intensity. Some people play their games in a relaxed way, others are more tense and aggressive. Games so played are known as easy and hard games, respectively.

These three variables converge to make games gentle or violent. In mentally disturbed people (#4), there is often a noticeable progression in this respect, so that one can speak of stages (* #5). A Paranoid*

schizophrenic may initially play a flexible, loose, easy game of first-stage "Ain't It Awful" and progress to an inflexible, tenacious, hard third stage. The stages in a game are distinguished as follows:

a. A First-Degree Game is one which is socially acceptable in the agent's circle.

b. A Second-Degree Game is one from which no permanent, irremediable damage arises, but which the players would rather conceal from the public.

c. A Third-Degree Game is one which is played for keeps, and which ends in surgery, the courtroom or the morgue.

Games can also be classified according to any of the other specific factors discussed in the analysis of IWFY: the aims, the roles, the most obvious advantages. The most likely candidate for a systematic, scientific classification is probably one based on existential position (#6); but since knowledge of this*

factor is not yet sufficiently advanced, such a classification will have to be postponed. Failing that, the most practical classification at present is a sociological one. That is what will be used in the next section.

Notes by FH Ernst Jr. MD

* #1 "Let's You And Him Fight" in most other writing of EB is listed as a four handed game.

* #2 "Alcoholic" most places in writings of EB is listed as a four handed game.

* #3 Author does not use the term of number of HANDS in a game in this section although the term was used earlier.

* #4 e.g. "All The Way Out"

* #5 "Stages" in other places is synonymous with the "degree" of a game.

#6 Existential position remains valid. But that position is a "Corralogram" now.

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