



Transactional Musings

Volume 4, Issue 9
September 29, 2013

Trading Stamps

“ California Assembly Bill 1266 allows, for example, a 16 year old boy to go into a public school girls locker room to use as his locker room. He can also use the showers, too.

I'm not making this up. This is now law in California, recently passed by the State Assembly, State Senate, and signed into law by Governor Jerry Brown.

In years gone by this would have been regarded as perversion, taboo, a criminal offense. The fact that the majority elected leadership in California has passed a law regarding under age minor children; and has done so without the consent of the taxpayers and parents, speaks loads to the Legislators' lack of judgment.

In Eric Berne's book "Group Treatment", page 286, he writes about psychological trading stamps.

Trading Stamps

"Transactional trading stamps are the currency of what are colloquially known as "rackets," chiefly guilt, fear, hurt, and anger, and often inadequacy, stupidity, or bafflement as well.

When the patient is young, his parents teach him how to feel when things get difficult: "In our family, when things get difficult, we feel

guilty (afraid, hurt, angry, inadequate, baffled)."

These feelings become

rackets when the patient learns to exploit them and collect them in his games and script, usually because they have become sexualized. ... "

Berne describes where a young boy figured out what collecting psychological stamps is about. In the book of stamps to be filled the legend read:

"This page when full of stamps entitles you to one free suffer." The boy understood perfectly the principle involved: if peo-

ple do not spontaneously frighten you, provoke you, insult you, or entice you, then you can initiate a game in order to make them do it; in this way free fights, mads, suffers, or guilts can be collected.

The "store" where transactional stamps are redeemed has the same assortment of prizes as regular trading -stamp store: big ones, little ones, and toys. For "100 books," say, the patient can get one of the big ones: a free suicide, a free homicide, a free psychosis, or a free

People who save on "color" [of stamps] often tend to pass the other colors by; one who collects mads ("red stamps") may not be interested in collecting guilts ("Brown stamps") and will actively reject "gold stamps" - (affectionate or admiring strokes).

quit (divorce, leave therapy, quit job). For "10 books" he can get a toy (un-successful) suicide. For "1 book" he can get a "little" prize, a free sexual fantasy or drunk. An alcoholic, for example, by starting a game of "Uproar" at home, may provoke his wife into giving him 10 insult stamps, which entitle him to guilt-free evening at the corner saloon and a seat at any tavern seminar on the psychology of women. Some patients, particularly

paranoids, collect "counterfeit" stamps. If no one will provide them, they imagine a provocation. People who save on "color" [of stamps] often tend to pass the other colors by; one who collects mads ("red stamps") may not be interested in collecting guilts ("Brown stamps") and will actively reject "gold stamps" — (affectionate or admiring strokes). Like paper stamps, transactional stamps are usually collected in the course of buying "groceries," that is, they arise out of

legitimate transactions as a by-product; thus while the Adult goes about its

business, the Child is eagerly watching for bonuses. For a patient to get better he must throw away his old stamps, and either stop collecting or start to collect "gold" ones, which will entitle him to some free happies. That is one factor hindering recovery: a few collectors of trading stamps are willing to throw them away."

Special points of Interest:

"The "store" where transactional stamps are redeemed has the same assortment of prizes as regular trading-stamp store: big ones, little ones, and toys.

"The therapy of ailing groups, like the therapy of individuals, depends on a clear understanding of the problems at issue.

"The Grid For What's Happening enables one to classify the outcomes, the results of activities and behaviors into four naturally occurring classes. Each of these classes of outcomes has its own characteristic set of behavior forces that have brought about the social outcome.

Inside this issue:

Trading Stamps	1
Groups and Organizations	2
Threats of the National Security Agency - NSA	2
Ailing Groups	3
Rackets People Play	4

Groups and Organizations

In "The Structure and Dynamics of Organizations and Groups" In Chapter 14, page 179, Eric Berne writes about the therapy of ailing groups.

The Therapy of Ailing Groups Applied Group Dynamics

"Applied social psychiatry deals on the one hand with unhealthy transactions between individuals, where it finds its chief usefulness in group psychotherapy; on the other hand with unhealthy aspects of organizations and groups, where it becomes a branch of the applied dynamics.

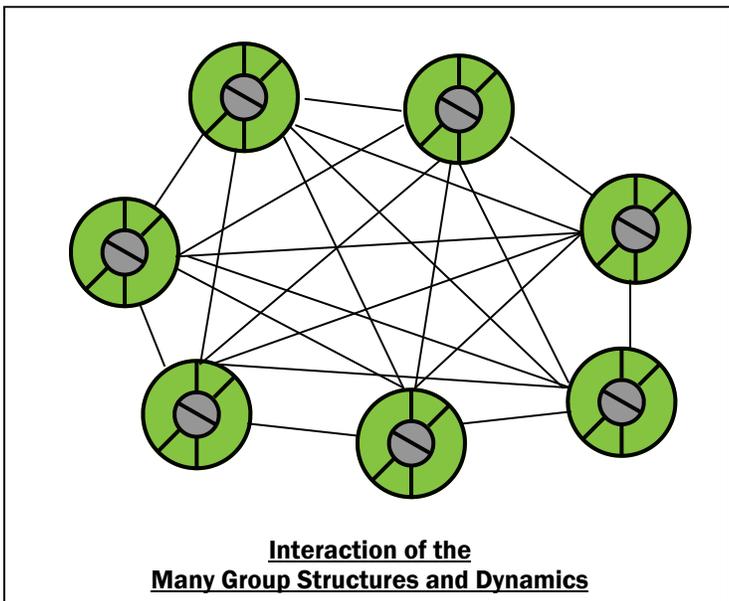
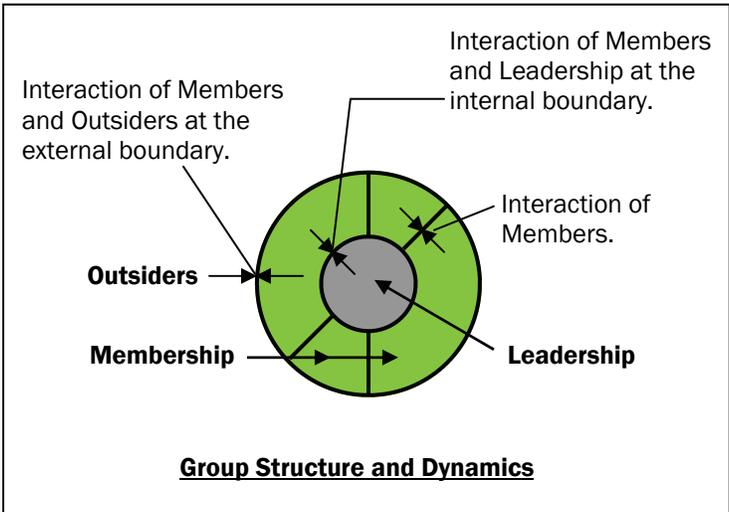
The therapy of ailing groups, like the therapy of individuals, depends on a clear understanding of the problems at issue. In both cases, the ailments may be considered under the classic headings of pathologic structure (anatomy), pathologic function (physiology), symptoms, diagnosis, outlook and treatment. In order to understand the malfunctioning of a group, one should have at least enough information to draw the 6 basic diagrams: Location, Authority, Structural, Dynamics, Imago and Transactional. In addition, it is necessary to know something about the history of the group and the motivations of the leadership and the membership. The actual proceedings at a given moment then can be considered or reconsidered in an attempt to find a remedy.

At the present time [1963], the therapy of ailing groups is mostly in the hands of industrial psychologists. But all chiefs of state and their internal apparatuses, legislators, public officials, political scientists, economists, sociologists, educators, criminologists and

sometimes anthropologist are concerned with the questions involved. In fact, this applies to anyone in a position of leadership and to any member of a group apparatus."

...

To be continued



Threats of the National Security Agency – NSA

The National Security Agency has the power (?) to tell an elected Congressman "to shut up and sit down," or be thrown in jail. This hap-

pened to Congressman Justin Amash after he got Congress to vote on a bill to defund NSA. The Congressman was circulating supposedly

"classified" information to his colleagues, information that is in the public domain.

Is this a Catch-22 clause? Gotcha?

Ailing Groups

California Assembly Bill 1266 allows, for example, a 16 year old boy to go into a public school girls locker room to use as his locker room. He can also use the showers, too.

This is now law in California, recently passed by the State Assembly, State Senate, and signed into law by Governor Jerry Brown.

In years gone by this would have been regarded as perversion, taboo, a criminal offense. The fact that the majority elected leadership in California has passed this law regarding under age minor children and without the consent of the parents and taxpayers “speaks” to their (the leaders’) lack of good will and judgment.

This is the wording of the legislation.

**Assembly Bill No. 1266
CHAPTER 85**

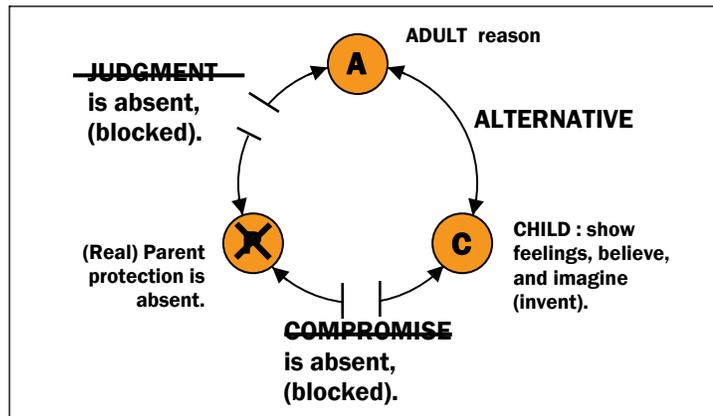
An act to amend Section 221.5 of the Education Code, relating to pupil rights.

[Approved by Governor August 12, 2013. Filed with Secretary of State August 12, 2013.]

LEGISLATIVE COUNSEL’S DIGEST

AB 1266, Ammiano. Pupil rights: sex-segregated school programs and activities. Existing law prohibits public schools from discriminating on the basis of specified characteristics, including gender, gender identity, and gender expression, and specifies various statements of legislative intent and the policies of the state in that regard. Existing law requires that participation in a particular physical education activity or sport, if required of pupils of one sex, be available to pupils of each sex.

This bill would require that a pupil be permitted to participate in sex-segregated school pro-



See “Social Tools Newsletter” — Vol. 3, Issue 3

grams and activities, including athletic teams and competitions, and use facilities consistent with his or her gender identity, irrespective of the gender listed on the pupil’s records.

The people of the State of California do enact as follows:
SECTION 1.
Section 221.5 of the *Education Code* is amended to read:
221.5.

(a) It is the policy of the state that elementary and secondary school classes and courses, including nonacademic and elective classes and courses, be conducted, without regard to the sex of the pupil enrolled in these classes and courses.

(b) A school district may not prohibit a pupil from enrolling in any class or course on the basis of the sex of the pupil, except a class subject to Chapter 5.6 (commencing with Section 51930) of Part 28 of Division 4 of Title 2.

(c) A school district may not require a pupil of one sex to enroll in a particular class or course, unless the same class or course is also required of a pupil of the opposite sex.

(d) A school counselor, teacher, instructor, administrator, or aide may not, on the basis of the sex of a pupil, offer vocational or school program guidance to a pupil of one sex

that is different from that offered to a pupil of the opposite sex or, in counseling a pupil, differentiate career, vocational, or higher education opportunities on the basis of the sex of the pupil counseled. Any school personnel acting in a career counseling or course selection capacity to a pupil shall affirmatively explore with the pupil the possibility of careers, or courses leading to careers, that are nontraditional for that pupil’s sex. The parents or legal guardian of the pupil shall be notified in a general manner at least once in the manner prescribed by Section 48980, in advance of career counseling and course selection commencing with course selection for grade 7 so that they may participate in the counseling sessions and decisions.

(e) Participation in a particular physical education activity or sport, if required of pupils of one sex, shall be available to pupils of each sex.

(f) A pupil shall be permitted to participate in sex-segregated school programs and activities, including athletic teams and competitions, and use facilities consistent with his or her gender identity, irrespective of the gender listed on the pupil’s records.

....

(e) Participation in a particular physical education activity or sport, if required of pupils of one sex, shall be available to pupils of each sex.

(f) A pupil shall be permitted to participate in sex-segregated school programs and activities, including athletic teams and competitions, and use facilities consistent with his or her gender identity, irrespective of the gender listed on the pupil’s records.



Addresso'Set Publications

Transactional Musings
Franklin "Harry" Ernst III, Editor
P. O. Box 3009
Vallejo, California 94590 USA

Phone: 707/644-6358
Email: harryernst@ao3news.cnc.net

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

WE'RE ON THE INTERNET
WWW.LISTENINGACTIVITY.COM
WWW.ERNSTOKCORRAL.COM

Copyright © 2013
Franklin "Harry" Ernst III, Editor
Addresso'Set Publications
Copying for non-commercial purposes authorized.

Permission is hereby granted to any person, magazine, newspaper, other periodical, or media to reprint this newsletter in any single issue of the periodical in question, so long as two conditions are met: (1) the newsletter is printed word for word, including diagrams, figures, and footnotes, and (2) the following reference is given at the bottom of the first page on which the reprinted newsletter begins: "Transactional Musings is published by Addresso'Set Publications, Franklin "Harry" Ernst III, Editor, P.O. Box 3009, Vallejo, California, 94590, USA, www.ListeningActivity.com"



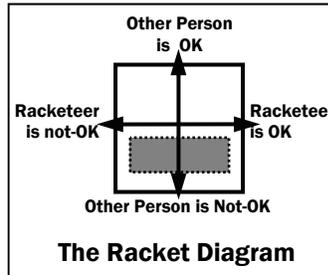
Rackets People Play

This is the Diagram AND Theory of Racket Behaviors.

For all practical purposes this theory AND diagram are applicable to both Social Behavior Rackets and Anti-Social Behavior Rackets. For example, the antisocial terrorism racket is aimed at coercing people to give up freedom, liberty, AND join up with socialism (negatism). However, whether or not they join up, they are still subject to the antisocial vandalism of the terrorists, and being swept up in a big Get-Rid-Of, killing activity or persuaded that resistance against terrorists is hopeless and therefore that resistance will Get-Nowhere-With the terrorists. The best so far offered, is to keep the terrorists on hold, so they Get-Nowhere-With the free people; to keep them from getting anywhere with the potentially terrorizable populace. This is essentially a rearguard, holding kind of activity against terrorists.

Behavior is measurable, observable and it does not take another person's interpretation to tell you what you see. The event can speak directly to you. "Psychological" too, tends more to be out of sight, to be the "invisible." When you see and define what is happening before your very own eyes you are less likely to be conned by the admonition that "You should give him the benefit of the doubt." We are more concerned here with what anyone can see and measure for himself.

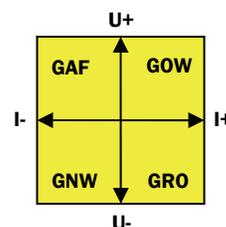
Racket behavior is best understood in terms of the



outcomes that arise from racketeering activities. The DIAGRAM and THEORY best suited to outcome events is The OK Corral: Grid For What's Happening.

In brief, The Grid For What's Happening enables one to classify the outcomes, the results of activities and behaviors into four naturally occurring classes. Each of these classes of outcomes has its own characteristic set of behavior forces that have brought about the social outcome. Behavior forces are also sometimes referred to as behavior dynamics.

The outcome results of (human encounter) social events are operational in nature. This is to say that, as a result of how an event plays out, there will be consequences, on the direction of future events of these parties. AND it is also to say that the outcome of a social event is the result of the operating stroking forces at play of the parties involved in the particular encounter prior to the conclusion of the encounter between them.



The four classes of outcome for (human) events in the colloquial

are:

1. **Get-On-With** you
2. **Get-Rid-Of** you
3. **Get-Nowhere-With** you,
4. **Get-Away-From** you.

A Brief Summary:

1. As shown in the OK Corral diagram "I have a **Get-On-With** you outcome to our encounter is the result of a combination of I AM OK **AND** YOU ARE OK strokes."
2. "I have a **Get-Rid-Of** you outcome to our encounter when our stroking ends with a combination of I AM OK **AND** YOU ARE NOT-OK."
3. "I have a **Get-Nowhere-With** you outcome to our encounter occurs when the stroking in it ends with I AM NOT-OK **AND** YOU ARE NOT-OK."
4. "I have a **Get-Away-From** you outcome to our mutual encounter when the stroking between us ends with I AM NOT-OK **AND** YOU ARE OK."

By definition an outcome is the result of two sets of events. It is the result of how I Am and how you are RELATIVE TO EACH OTHER AT OUR CONCLUSION.

The Grid For What's Happening is essentially a self teaching set of diagrams and theory. There are no new words, no specialized terminology.

The diagram to the left shows the OK Corral: Grid for What's Happening.

See
"Transactional Musings
Newsletter"
Vol. 4, Issues 2-6