

USATAA-NET

Volume 23 No. 3

Summer 2007

Happy 25th Anniversary USATAA

The Future of TA



Editor's Note by Angela Berquist

We're here because we're devoted to the idea that TA has a future. To actualize this future, we must be ready to adapt TA, not only to the demands of life as we currently live it, but also to our conception of how the world can be. TA can adapt. Let's do it!

The theme of the next issue covers how what we learned at the conference can be used in our practice. How do we turn the fruits of this conference into practical application? The deadline is 9/15. Looking forward to your submissions. Send articles to TA_Neteditor@comcast.net.

TA: The Bright Idea

by Toppie Lincicome



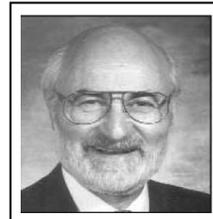
The future of TA is bright because TA is a bright idea conceived and built upon by great minds. TA boomed in the 60s and 70s due in part to best sellers like Berne's *Games People Play*, Jongeward and James' *Born to Win*, and

Harris' *I'm OK, You're OK*. These books were not written to be best sellers, but the public at large readily adopted the concept of TA. Even as I write this article I am surprised at how many people from my school district have come out of the woodwork after hearing about my plans to attend the conference in San Francisco, and as a result, want to discuss "OKness" and "Warm Fuzzies." There was once the joke that everyone but their dog was doing TA and then some guy showed up on Johnny Carson's Tonight Show with his dog. The dog demonstrated TA. Since the boom, TA's bright light has somewhat dwindled in the US while shining brightly in other countries.

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The Future of TA - Practical TA

by Abe Wagner



I am continually amazed at the power of Transactional Analysis. I have been in Transactional Analysis since 1971, and for the last forty-plus years (there are three kinds of people, those who are good at math and those who aren't) I have been working in

organizations from start-ups to Fortune 500 companies and from profit-making to non-profit.

In the thirty-plus countries in which I have done training, I am often elated about how eye-opening Transactional Analysis theory is to the average listener. I am invested in making theory understandable, practical, and uncomplicated. Allow me to explain.

I teach that red ego states (Critical Parent, Rebellious Child, Compliant Child) are ineffective in that people don't get the responses they want, and blue states (Nurturing Parent, Adult, Natural Child) are effective in that people get the responses they desire the vast majority of the time.

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**USATAA General Meeting, Thursday, August 9, 2007, 4:45pm to 6:15pm,
Westin Hotel, Millbrae, CA**

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I believe the marketplace of ideas is still wide open for TA. Not long ago Malcolm Gladwell wrote a book, *Blink*, that hit the market with all sorts of fanfare. Mr. Gladwell discussed intuition and “thinking without thinking.” It was a best seller. Not long after *Blink*, Michael R. LeGault wrote a response with *Think*, a book that promoted more critical thought and, bingo, it was another bestseller. Great minds in TA have long written and worked off the functions of the Little Professor and the Adult Ego State. Has the time come for us to speak up again? I think so.

TA has been adopted by many a great thinker and, as old gold rush miners used to proclaim, “thar’s gold in them thar hills!” The question is how do we mine this gold? Who will write our next *Born to Win*? Better yet, do we really want a TA best seller in America? Don’t forget, there is still a Tonight Show and plenty of dog acts. How about a grass roots movement?

The USATAA has been working on an education project that will give therapists the opportunity to earn some CEUs and, after completing the course, the right to be a TA Practitioner. How can we build on this idea? Could becoming a TA Practitioner open the gate, encouraging more clinicians to become certified Transactional Analysts? Could this idea spark more college level TA courses? Could such a grass roots movement put Eric Berne in his rightful place in the world of academia alongside Erickson, Rogers, and Freud? I believe in this possibility if enough of us get behind this idea now. I believe becoming a TA Practitioner is a bright idea whose time has come.

As Education Coordinator for the USATAA, I welcome anyone willing to sponsor the Education Project module training. These sponsors help set up CEUs in their state, locate a place for workshop modules, and get the word out. There have been some real TA powerhouse presenters like Jim Allen, John Gladfelter, Claude Steiner, and Barbara Little Horse, just to name a few. Anyone interested please send me a note at this email address: tlincicome@shawnee.k12.ok.us.

Education Coordinator

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The Future of TA – Practical TA continued from page 1

The principle is, “stay blue and people will respond well to you, turn red and it’s better not said.” The easiest way to cross transactions can be stated as follows: “The easiest way to stay blue is to see it from their point of view.”

I carry the theme of red and blue throughout much of my training. Blue strokes are positive conditional, positive unconditional, and constructive negative conditional. The latter I call “carefrontation.” When people understand that diplomatic confrontation is a form of caring, their resistance to “carefronting” is diminished. I then teach twelve “carefronting” techniques. Red strokes are the negative conditional and negative unconditional type.

Ego states are activated by our thought processes, that is, what we say to ourselves, and/or the imagery we see in our brains, and what we do with our body, i.e., breathe rapidly as a result of this thinking and be tense, or breathe slowly and relax. We all have red ways of thinking and blue ways of thinking. The stimulus does not cause the response, rather, the stimulus invites it. If we think red, we act red; if we think blue, we act blue.

These are a few ways to make TA live and be viable for the average person. The more practical TA is for the average person, the brighter its future. Stay blue.

Rocky Mountain Region

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**NEW PACIFIC
REGIONAL REP.**

by Phyllis Jenkins



Phyllis Jenkins is a licensed marriage, family therapist and certified group psychotherapist in private practice in San Jose, CA. A graduate of Santa Clara University, she has extensive training in Redecision Therapy, Gestalt

Therapy and Process Therapy with, respectively, Bob and Mary Goulding, Erving and Miriam Polster, and Don Hadlock. A past Executive Director of Almaden Valley Youth Counseling Center, Board Member and Instructor at Process Therapy Institute, Phyllis has presented frequently at American Group Psychotherapy Association conferences, Northern California Group Therapy Society institutes and conferences, TA conferences, and various training institutes around the United States. She is a popular speaker for professional

training institutes and university settings. A clinical member of AGPA, NCGPS, ITAA, USATAA, and Diplomate in Redecision Therapy, she is a Charter Member and President of the worldwide Redecision Therapy Association (RTA). Phyllis has evolved her clinical practice to include creative arts in healing and psychogenetics in couples therapy and parenting.

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**REDECISION:
IMPROVING WITH
IMPROV!**

(USATAA/ITAA Conference 8/07)

by Phyllis Jenkins

There is an interesting mini-track (theatre arts) at the upcoming conference that is a special interest of mine: creativity in healing and growing. Beyond psychodrama, I have been exploring enhancement of creativity as a pathway to script rededecision for the past six years. Art therapy and psychodrama have long been honored as effective ways to assist people in healing trauma and in the undoing of life scripts. I facilitate (and often augment individual therapy with) *Artist's Way* workshops utilizing author Julia Cameron's *Artist's Way* material. It is a unique and special way to free Child ego state and the so often entrapped creative gifts of Free Child. In addition, I began experimenting with improvisation techniques in group therapy to foster open communication, build trust, teach listening skills and help people learn to play rather than argue. Improv skills heighten awareness, increase concentration and "wire brains together" in a way no other approach does. I have often assigned clients the homework of joining an improv class taught locally. The TA model lends itself especially well to improvisational "play." So a special treat at the conference is a class I am facilitating called "Improving with Improv." Participants will learn basic improv skills from an improv artist and actor, Russell Galloway. There will be time to discuss application and brainstorm with other like-minded therapists, educators and organization development folks. This is really a unique opportunity among many fine offerings this August and should be a lot of fun!

ERTAA WORKSHOP

by Barbara Little Horse & Marian Weisberg



During the weekend of March 11-12, the Eastern Regional Transactional Analysis Association (ERTAA), a small but energetic group of clinically oriented

transactional analysts, had the pleasure of sponsoring a thought-provoking workshop with Fanita English. We were indeed fortunate to have this opportunity since Fanita has been delivering her fascinating theories of human behavior primarily in Europe since the 1980's.

Over the past twelve years, ERTAA has organized and presented several conferences as well as a number of low-cost workshops offering a platform for discussion and further education mainly focused towards advanced TA practitioners. These get-togethers have included a keynote speaker and a process session where members may discuss any personal issues that have been stimulated by the speaker's presentation.

During this most recent gathering, Fanita English offered the group a smorgasbord of topics from which to choose. Amazingly, considering the limited time available, Fanita was able to satisfy each of our preferences and relate these topics to current personal and intellectual concerns of each workshop participant.

Following an initial dialogue with each member of the group regarding preferences based on current personal issues; Fanita delivered an intriguing lecture.

Based on the infant studies of Melanie Klein, Fanita related the period of infancy that Klein calls *depression*, and what Fanita more aptly, I believe, has termed *despair*, to TA concepts of OKness. As adults, Fanita explained, we are most primarily concerned with two of the four existential positions: "*I'm OK you're not*," and "*I'm not OK you are*." These two states she has entitled *oversure* and *undersure*.

In addition, Fanita spoke about her triadic drive theory, and the importance of establishing and maintaining a healthy balance among the three. Each of us, she explains, has periods when we are primarily active and aggressive, times when our creative drive is foreground, and still other times when we wish to withdraw and become meditative and at rest. A lack of balance among the three drive states will cause us to suffer both emotionally and physically.

Finally, Fanita spoke of the malleability of early script messages over time and our power and ability to use elements of our life script to achieve positive goals.

NEW SOUTHWESTERN REGIONAL REP.

by Chuck Holland



I am excited to be the new Southwest Representative to the USATAA Coordinating Council. I give thanks to Toppie Lincicome, Ray Quiett and Felipe Garcia for prior excellent representation. For several years, I have been watching from the

sidelines wondering when and where to re-enter the organizational world of Transactional Analysis. Never did I give up being a Transactional Analyst in my daily life. I simply put one foot back in the organizational waters, and “whamo” pretty soon I was “reborn” and “rebaptized”!

In the early sixties Eric Berne and Transactional Analysis reached out and grabbed me. I was working on a psychology degree at Baylor University. My professors dismissed these new faddish ideas as “too simple” and not anchored in years of research. So far, I found very little to learn from research and learned more from experiencing people and life—so TA fascinated me. When in graduate school at Texas Tech, I experienced similar opinions from the faculty. Then came Vietnam and I left grad school early and accepted a commission into the Air Force.

Thinking the Air Force would surely want to use my psychological education and skills, I was shocked to be sent to Aircraft Maintenance Management School. To my delight, much of this schooling was excellent and great training about managing people. In addition, they taught a whole block on Transactional Analysis (very well, I might add, it was in 1965). I spent the next four years or so managing the women and men who maintained F4 fighter aircraft. These people and this experience taught me far more than formal education. My minimal knowledge of TA served me well and I earned several management and leadership awards. This period also turned me from a bias (contamination) against military thinking, and opened my mind to the amount of peacemaking that goes on inside the military/industrial complex. I decided to be a change agent from inside rather than from the outside.

I left active duty, joined the Air National Guard and attended two theological seminaries to study theology and psychology together. I earned an MA in Social Work from one of them and there met my wife Judy, who earned an MA in Child Development.

About this time, Judy and I attended a TA 101 in Dallas taught by Bob and Mary Goulding. In late 1972, I started my formal TA training and passed my clinical board exam in San Antonio in February of 1975. One of

my early trainers and mentors was William E. Edwards, MA, PTM, an inmate in the Federal Correctional Institute in Fort Worth. Bill was far from a perfect man and I learned loads from him. I signed contracts with John Gladfelter, Harry Boyd and Ruth McClendon and began training regular members as a provisional teaching member of the ITAA.

In the late eighties I decided to disinvest in organizational TA as I had not designed an internal Script or Parent that could protect me from organizational dangers. After observing from the outside and changing to some healthier Script decisions, my Parent and Child were ready to work together with my Adult to protect me. It also appeared to me that “The TA Organization” had also grown up some. It is now my desire to be a part of the internal organization once again. I hope to play a part in our organization as a safe, fun entity for healthy human behavior and growth.

Since 1972, I have maintained a private practice in Fort Worth. Until 1996 my military career was concurrent with that practice. As a reservist I spent about half of each month on military duty. In the last fifteen of those military years, I commanded huge units that operated twenty-four hours a day, three hundred and sixty-five days a year. Most of you probably do not understand that reserve units do the exact same missions as active duty units, only Reserve or Guard Units do their mission with a few full-time people and more part-time people.

In 1996, I retired from my military life and started the 7Institute. Several of us called ourselves *Innovation Catalysts* and we led think tanks or 7Tanks, as we called them, all over the nation. Each think tank brought together ten or fifteen visionary thinkers. Transactional Analysis always played a part in these 7Tanks. We did about a hundred of these before I wore myself out administratively. As well as maintaining my private practice under the 7Institute name, I still do 7Tanks by design for specific entities. A significant part of my practice is phone counseling and consulting with professionals around the nation.

My early goal as Southwest Representative is to bring non-renewed ITAA and USATAA members back into registered membership, along with recruiting new TA minds. Will you ask your unregistered friends to register? Will you help me organize an informal gathering in your area? Will you send me your ideas and tell me what you will do to help? We can easily provide a fun, safe place to let TA grow in our organizations and in ourselves.

Southwest Region

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ADOLESCENCE

by Jonathon Wagner



The word *adolescence*, a derivative from Latin, first appeared in the 1400's. Its use as a developmental stage started in the mid 1890's. Forty years later when I was born, adolescence was in common usage to refer to people in the teen years. This period in life was recognized as

special by J. Piaget, S. Freud, and E. Erikson in their distinctive developmental sequences. More recently, L. Kohlberg spent his academic life charting moral development.

Two changes, the growth of neuroscience, and rapid cultural change, lead me to suggest another model for adolescence. I call it adolescence, but it really includes Erikson's psychosocial stage of young adulthood. Neuroscience is offering possibilities to support and correct the groundbreaking work of Piaget and Freud by clarifying the difference between the visual perceptive learning that dominates a child under five and the cognitive learning that adds to memory about age four. The rapid cultural change of the twentieth century overwhelmed most people living in the final third of the century, which led to adaptations in psychosocial development.

Looking back on that period I find myself adapting my understanding of adolescence that I first proposed in the 1980's to people who were often mystified. I remember one introduction that went "You'll be surprised tomorrow or maybe weeks from now when what you hear today makes sense to you." I still like to use the letter "I" to name the elements that need to be resolved in this extended period of adolescence. Those tasks are: ideas, identity, industry, independence, intimacy, and interdependence. What I am adding is the idea that these tasks need to be recycled through early, middle, and late adolescence.

Early adolescence starts with the spurt of growth that finally allows Piaget's formal operational stage to move ahead of the visual perceptual learning process. It is that new ability that allows for the development of identity, which requires a new effort at industry. This stage moves forward with more ease if parents can adapt to the teen's switches between wanting to be a comforted child and often-awkward attempts to express individuality.

Middle adolescence starts after high school, and the added responsibilities for gaining employable skills, as well as more freedom to come and go from the parental residence, introduce a growing bond between independence and industry. It also contributes to a refinement of ideas as the brain develops its ability for forethought.

Late adolescence is where cultural change is most likely to cause emotional stress. The extended period of education puts pressure on developing independent domiciles, and thus put pressure on parent child relationships and intimate social relationships. Intimacy and interdependence take a serious hit with many young adults needing to return to a parental domicile for extended periods after post high school education. The difficulty in finding rewarding work puts pressure on one's sense of independence and success at industry

A fuller discussion of this understanding of adolescence will be found on the USATAA web site.

Jonathon is a founding member of USATAA, a member of the Education Committee, a former Midwest Region Coordinator, Program Coordinator and General Coordinator.

After 14 Months Of Search, Vice President Lands Job In Two Weeks And Two Sessions

by Ken Taber

Reparenting miniscript proves effective in a quick turnaround for a senior careerist whose age and interrupted career path presented barriers for hire.



The Vice President of Marketing, with a Stanford University MBA, was on a fast track of employment through her thirties, traded career for raising a family in her forties and found herself unexpectedly outplaced at 50. She was given six months of severance that included professional transition assistance. But those efforts were not producing. She sought help from a career counselor who practices TA.

Her obedience to her miniscript interrupted her success. Her father was a financial business executive who could do no wrong. Mom stayed at home and "would not speak up." By her own admission, "An inability to adapt is in me, so I shriveled up." Further probing revealed a message from her father of "Be more than I am in business," that the client accepted as a *Be Perfect* driver, with a stopper of *Don't Be You*. From the mother was *Please Me* (by not speaking up) and a stopper of *Don't Feel* and *Don't Want*. Energizing the *Be Perfect* was the tertiary *Be Strong* driver with the stopper *Don't Be Yourself*. She sabotaged interviews by failing to be herself, confident in her multiple competencies in marketing. We worked to unleash her high creativity, which we discovered was Intuition on the Myers Briggs indicator combined with high Artistic interest on the Strong Interest Inventory. She wrote me, "I need to follow my passions, which are more about creativity and human relations than they are about

business... I will (1) create positive scripts to counter the ones that have been preventing me from pursuing the true interests I have, (2.) list all my accomplishments in the areas of strategic planning and business creativity. Ken, I am in an action mode because I am anxious. Please affirm whether it sounds right and slow me down if it does not." She did sound right and I didn't slow her down.

The client worked diligently on permissions. She reparented with her own allower messages. Her *Be Perfect* became *Be Special with Yourself* combined with countering her *Be Strong with Have Courage to be Myself*. The *Please Me* driver was offset with *Be Who You Are*. The three permission statements became a unifying energy for new behavior. Within two weeks, I received a email message. She had accepted a marketing vice presidency in a fast-growing start-up distributor of high tech hearing aids, a company that respects her creativity, marketing competencies and energy. "Thank you for helping me with the mindset. I think it made a difference."

Midwestern Region

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**TO BE OR NOT TO
BE.....Socially Active?**

by Ken Taber

The USATAA Council is asking if there is a reason for the Council to have a Social Action Committee? Does the future of TA include social action? Or should we drop the Committee? "No," the Council answers, "the future of TA demands it." The Council left Social Action on the organizational chart under the Program Committee. Further, to express intent, the Council set up an Outreach Fund. We will have more information and opportunities for people to make donations to the Fund at the International Conference in August.

I understand "Social Action" to be a catch-all phrase for diversity, inclusion, cultural competence, and social justice. For me, USATAA exists for social action. TA practitioners seek to liberate those who are imprisoned by false illusions. We invite them to reach outside the boundaries of the psychic prisons of personal injustices to unknown places where justice exists. Social Action has long been a part of TA. Fanita English remembers an early TA

Bulletin that carried a feature about "George our Orphan in Crete" whom Eric Berne personally supported with monthly payments.

Social action takes place on four levels: personal, interpersonal, institutional and cultural. The grasp for justice happens at all levels when any of us facilitates recognition, understanding, forgiveness, and the embracing of differences. Here are some examples:

Personal

Valerie Batts identifies the shift internally of the sources of prejudice before and after the passage of the Civil Rights Act of 1964. The old-fashioned prejudice was a Parent contamination of the Adult ego state. "Blacks (women, poor folks, etc.) should be separate because they are different." Such contamination justified legal discrimination. Since the change in the law in 1964, people have changed their responses to public opinion polls. Today, Batts identifies prejudice as a Child contamination of the Adult ego state. "It is so hard working with the minorities here. They're immature and just don't care about quality control." (TAJ, July 1982) Today, the personal level for social action is the treatment of mostly unspoken phobias. Our role as USATAA is to train therapists to decontaminate the Adult ego state and facilitate clients' efforts to respond appropriately to what is true: that all are one in our humanity.

Interpersonal

In my experience, the Karpman Triangle is a ready way to understand the interpersonal level. Well-intentioned people will seek to rescue those perceived as oppressed by doing what is appropriate for those oppressed to be doing for themselves. Ideally the oppressed liberate themselves. For years as an ignorant and privileged white male, I sympathized with what I perceived as the plight of the oppressed. I walked with other non-violent protesters to gain equal rights in housing and education, and then returned to my privileged home and congratulated myself on what I was doing. Often I hear whites say, "some of my best friends are blacks," without inviting blacks into their home for dinner for fear of neighbor retaliation.

Interpersonal shift to justice operates through transactions that provide protection, permission and empowerment for those oppressed and for those, like me, who oppress. Rather than being overly

solicitous by giving help, oppressors can stand up to the “mini assaults” made on those oppressed in our neighborhoods, stores, churches, and organizations.

We can apply TA to clarify injustices by analyzing ego states, group imagoes, and time structures. We can shift to a predominant life-giving stroke economy and reparent erroneous scripts. Individually as USATAA members in our home towns, we can set goals to make contact, recruit, and relate to therapists and practitioners of different cultures and socio-economic status. Hopefully they will then become members, increasing the diversity of the membership we already have.

Institutional

The Council is just becoming aware of the institutional level of social action. The Outreach Fund is a start. Eric Berne, in *The Structure and Dynamics of Organizations and Groups* (1963), describes group imagoes but leaves much unaddressed in the way of how people are influenced by complex sociological systems.

Robert Massey picks up where Berne left off and provides a direction for the future of TA. “If Berne had perceived and endorsed social psychology as a more inclusive, comprehensive, and integrative framework, rather than a ‘more neutral attitude’ than social psychiatry, then his lens might have encompassed an... understanding of psychodynamic, relational, and social-structural processes in social and cultural contexts in which the persons he attended to were experiencing and transacting.” (TAJ, January 2007). Massey recalls Berne’s observation that: “institutions do not have ego states but do have corresponding elements that result from information within ego states of individuals who set up the institutions.” Once these institutions are set up with certain defined procedures, they begin to function somewhat independently of any of the individuals involved.” (TAJ, April 2006).

The purpose of TA and of the Council is to expand our knowledge of the social and institutional dynamics that affect our lives and those of our clients. My study of economic data shows widening disparities of wealth distribution between nations, races, genders and other supposed indices for justifying those. As an institution, USATAA cannot stand silent and complicit. The Council voted to join other progressive organizations in support for

the UN Millennium Development Goals with measurable targets and an end date of 2015:

1. Eradicate extreme poverty and hunger
2. Achieve universal primary education
3. Promote gender equality and empower women
4. Reduce child mortality
5. Improve maternal health
6. Combat HIV/AIDS, malaria, and other diseases
7. Ensure environmental sustainability
8. Develop a global partnership for development

These goals are achievable. The poverty rate in the developing world dropped from 28 percent in 1990 to 19 percent in 2002. Hunger rates fell from 20 percent to 17 percent. People living in Eastern Asia on less than \$1 a day decreased from 33 percent in 1990 to 14 percent in 2002. You are encouraged to participate.

Cultural

The power of TA concepts is evidenced in the growth of TA associations around the world. People from many cultures and ethnicities respond favorably to empowerment from scripts. Each of these cultural differences enriches our knowledge, our literature, our conferences, and our practices.

For example, Diane Salters says one of the “simplest and yet most powerful tools” is Ernst’s OK Corral (that becomes the South African OK Kraal) to empower her clients’ understanding to make the transition from apartheid to the new constitution of equality of races. (TAJ, April 2006) She also identifies Drego’s unhealthy Cultural Parent for the reparenting of black/white scripting. We in the US can build on her awareness to address our own racial scripting.

In the same TAJ, Marie Naughton and Keith Tudor explore the impact of “whiteness” on white therapists. Valerie Batts describes elements for changing the cultural script of white racism that invites blacks to express a “healthy paranoia or ‘don’t trust whites’ injunction” that may be functional in a variety of situations in the US (TAJ, October 1983). TA practitioners can lead the removal of the wide disparities that exist across color lines both here and abroad.

Conclusion

I believe that human beings are more likely to be right on what we agree upon than on what we disagree about. The future of TA may build on our past focus on transactions and may set a course to become aware of how complex systems hinder us or help to define us. The future of TA must include Social Action at all four levels.

Bishop Desmond Tutu, in *No Future Without Forgiveness*, expressed the Zulu concept of ubuntu. Ubuntu complements and expands Eric Berne's concept of autonomy. Tutu writes, "*Ubuntu* is to say, 'My humanity is caught up, it is inextricably

bound up, in yours,' and 'We belong in a bundle of life.' We say that a person is a person through other persons. It is not I think, therefore I am. It says, rather: 'I am human because I belong, I participate, I share.'"

We, as USATAA, belong, participate, and share in the International Association, in the UN Millennium Goals, and in the worldwide resources for humankind's well-being. Our humanity is inextricably bound up in others' humanity. The future of TA is to achieve ubuntu.

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Address Correction Requested



First Class Mail

August 8-12, 2007

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