



Transactional Musings



“Leaving a mark on the wall is to leave oneself identifiably in evidence - to give oneself away. Each author and artist in making his mark is giving himself away.”

“Making and leaving an indelible mark on the wall has been equated by patients to ‘leaving-your-mark-on-the-world.’ Making a mark is marking on the world; leaving the mark is to give-self-away, give life existential meaning.”

Giving Yourself Away continued

The following is from the “Conclusion” of Leaving Your Mark by F.H. Ernst Jr., MD.

“Reader’s Digest”

“This is the first report of wall marking which was used as a clinical treatment procedure. The graffito procedure here described has been used in a private practice office and in a correctional setting. Wall functions are

- sortable into
- a) empiric
- b) aesthetic
- c) unrealized potentials.

“The use of wall marking as a prescription by the clinician is described. It is used in both group and individual psychotherapeutic treatment. The marking on the wall is handled as a treatment procedure on a ‘prescription’ basis. Wall marking is not used as a projective technique. Wall marking is a procedure that can be introduced to enhance the therapeutic process. The technique of introducing wall marking to patients, the timing of introducing wall marking procedure, and contra-indications to using this procedure are described.”

“Wall marking in the clinical setting offers the opportunity to study an individual’s personality structure (Operating Ego States—Parent, Adult, and Child), character structure (Childhood Ego State), transactions, games, and his script for therapeutic handling. Of the married couples seen together the husband has invariably preceded his wife in the marking event.”

“The serendipity of this study has been the discovery of accessibility to the vivid imagery of the Childhood decision (its resultant commitment and position) of the three to seven year-old era of life. This particular character defining decision has to do with what the individual decided back-then that he would ‘never-ever-give-away-about-himself-again.’ This not-giving-away decision is to withhold a smile, a frustrated appearance, a foolish feeling, or a kiss, etc. This decision is the one that often leads to relatively, permanently changed adaptive modes of behavior through most of a person’s ensuing life. This is the behavior-determining decision that leaves its mark on the person’s expressive-

ness, creativeness, learning capacity, sexual capacity, and perhaps his ability to accomplish intimacy. This is colloquially referred to in transactional analysis as the selection, by the person, of his ‘okay, not okay’ position and what valued item (withheld or given-away) of expressiveness will be the determinant of his ‘okay, not okay’ position vis-a-vis other individuals encountered in life; the basis of the preferred games played.”

“In the clinical situation, wall marking has been useful for therapeutically reaching the ‘pre-decided’ Child. Behavior-determining moments and the decisions arising from them are held in force by vividly retained memories. As such, these memories (more often than suspected) are retained by both of the two or more persons present when the significant moment was lived. Marking on the wall in the clinical setting has invoked a sense of intimacy when done with another looking on. The marks put on the wall are for the response; be it for cheering or jeering, the difference is not that great to group patients. It was the act of going on record, of leaving-a-

Volume 3, Issue 9
September 18, 2012

Special points of Interest:

“The ‘Don’t-mark-on-the-wall’ training program is accompanied by, if not synonymous with, the ‘Don’t-give-yourself-away’ program of many homes. The ‘Don’t-give-yourself-away’ parental training is the precursor of the form the four-to-six-year-old (latency era of childhood) decision takes with its resultant commitment and position on what is relevant to hold-back, hold-out from another, not give-away, to not be responsive to another party who is being verbally stimulating, not audibly acknowledging another person.”

“A classification of people marks is given.”

Inside this issue:

Giving Yourself Away continued	1
Rx for Get-Well of Hives	3
Formulation: Choosing a Feeling	3
Formulation: The Alphabet of Behavior	4
Encounter	4
Formulation	4



**EPILOGUE TO
LEAVING YOUR
MARK**

Second Printing 1973

***“On Saturday evening July 18, 1970, this writer and many others gathered for the last time at Dr. Eric Berne’s office home, 165 Collins Street, San Francisco. Entering under the archway with the famous three circle emblem, we came to mourn our departed, Eric Berne; our leader, teacher, confidante, great man in our lives. At that time some of us* looked at the walls of his group treatment room, known to us as the seminar room.*”**

mark, of giving-it-away that counted in those who get well. This procedure has improved the ability to locate alternative solutions to life scripts. Examples are cited of behavioral-option recovery. Many individuals describe making-up a trademark emblem of their own between the ages of 11 and 13 years.”

“A classification of people-marks is given.”

“The significance of ‘WOW’ is described in some detail: First from MOM, later for ‘MY-MOTHER-THE-ARCHIVES.’

“Leaving a mark on the wall is to leave oneself identifiably in evidence - to give oneself away. Each author and artist in making his mark is giving himself away.”

“Making and leaving an indelible mark on the wall has been equated by patients to ‘leaving-your-mark-on-the-world.’ Making a mark is marking on the world; leaving the mark is to give-self-away, give life existential meaning.”

“The giggle heard on mention of the word ‘crayola’ is quite similar, if not identical, to that emerging as a clue from the (recaptured hider in the two-to-four-year-old game of Hide-and-Seek. The giggle of the captured hider in this game strongly resembles the one heard when a patient’s game solution is discovered, when the hidden secret of its solution is opened as in treatment. The speculation is made that the game of ‘Hide-and-Seek’ is the precursor of (many of) the Games People Play. The childhood event of wall marking with crayola is probably one of the earliest methods of making an identifiable, unique marking to stand for self; perhaps a part of

identity; usually an identification of self in action; an activity in evidence for later consideration, pride or shaming.”

“There is widespread prejudice about teaching and training about wall marking. The intensity with which the anti-wall-marking campaign is carried out during childhood development is often greater than the intensity with which sexual prohibition and (bathroom) ‘housebreaking’ are taught.”

“The ‘Don’t-mark-on-the-wall’ training program is accompanied by, if not synonymous with, the ‘Don’t-give-yourself-away’ program of many homes. The ‘Don’t-give-yourself-away’ parental training is the precursor of the form the four-to-six-year-old (latency era of childhood) decision takes with its resultant commitment and position on what is relevant to hold-back, hold-out from another, not give-away, to not be responsive to another party who is being verbally stimulating, not audibly acknowledging another person.”

“Educators could well consider that the non-permanence of a mark (e.g., as with marking on paper) by ‘educationally handicapped’ students may be partially accounted for in terms of the non-lasting quality of paper and pencil teaching methods.”

“Examples are given of two schools using the graffiti with apparently beneficial results for the (administrators and students of the) schools.”

“Socially, it is speculated that a marking couple is pledging with an intensity equivalent to that of taking marital vows.”

“Attention is invited to the fact that riotous behavior on the part of some participants may be partially accounted for in terms of the desire to make and leave a mark.”

“Transactional Analysis, as practiced in this office, was aimed at reducing the amount of exploitation that one individual gets from and gives to another; in order for the individual to be able more advantageously and confidently take hold of the opportunities presented during his life.”

“Some patients have taken the wall marking prescription literally to utilize it in their homes. Several report increased pleasureableness in the home with marking and painting on the floors, ceilings, and walls. ‘The place has become a more adventurous HOME in which to live.’ ”

“A lasting mark is a jewel for later measure,

A covered over, painted over mark is a buried treasure.”





Rx for Get-Well of Hives

The following is quoted from The Encounterer, Vol. 2, No. 21.

"Work it so you get called by your first name more often."

In group, in family and in one-to-one therapy sessions, urticarial lesions have receded within 6 hours and less for the use of the patient's

first name, by the patient getting his first name given to him ten or more times in a session, as the sole additional treatment medium. Persons with repeated episodes of hives have been told explicitly "Get yourself called by your first name more often, more regularly." "Get your first name back to you at least fifteen times a day." This is done,

eg, by the hive-ridden person using the names of the other persons with whom he is in touch. Persons with hives are pale-faces. Increasing the use of their first name to them leads to more warm-faces.

Clinical Hypothesis: Rheumatoid arthritis and urticaria (repeated hives) may be based on similar psycho-physio-pathology.



Formulation: Choosing a Feeling

The following is quoted from The Encounterer Vol. 2, No. 25.

When a decisive moment for emotional response arrives, the first event to occur is that the emotional (apparatus of the) person is placed at "turn-on" (for "warm-up"). While "turn-on" of emotional-ness is taking place (in the person) there is a measurable and finite interval of time during which the array of possibilities for feelingmentating are being warmed-up. This is the time, also, when the particular mode of emotion is being selected from that internal array for the ensuing transactions. On occasion, individuals have been known to postpone, for several seconds, the selection of which feeling to display; usually this choice is made within a shorter interval.

Once "turn-on" has been initiated it takes at least 0.2 second of time before the specific emotion can be selected and then set in motion. (This is in those instances where pre-warm up and pre-selection have not occurred). This is the interval when it is (still) possible to (re)consider "Do I want to make this (e)motion". This minimum interval of

0.2 second is that interval which can be relocated for the person, with the person, by the person in therapy. This relocating of the "option time" for the patient is called by several different terms. This "option time" is what the therapist is opening-up when he gives the on-the-spot insight, provoking now" treatment as with "like you are doing right now?!" confrontation statement-questions back (to patient) as patient is readying himself to take up a well-known, perhaps unassailable position from which to then be emotion. This is the rationale for the therapist's response of "I-wouldn't-think-of-it, and-that-is-why ..," inserted directly after patient say[ing], "Doctor, you don't mean to tell me..," and before the patient's ensuing opinion is released into the stream of talk.

Feelings are optional, including which one will be used. When the decisive moment for emotional response has arrived (an internal determination plus the external impinging stimulus) to then accomplish "turn-on" of emotional responsiveness, there is a capability of the organism to select from among the internal options. This inherent capability is in

the "long circuiting," in the patient (person) wanting to re-obtain, relocate a goal-directed ability to objectively control his emoting, become a more self-determining person (vs one reactively "showing his feelings"), be more the master of his own destiny.

To summate, there is a fraction of a second (about 0.2 second) before the specific emotional expression with its muscular components (behavioral manifestations) begins to appear. This is the "split second" within which the specific emotional quality is selected. Having a feeling is optional, including which feeling will be expressed, be experienced. This describes that a feeling is selected, that experiencing a feeling is optional, that the experience of feeling and the coincident manifested behavior is within the realistic potential control of an individual for himself; that a feeling (behavior plus internal experiencing, state of mind) is something over which an individual can and does have opportunity for self determination. A "Feeling" is one of the categories of (internal) experiencing.

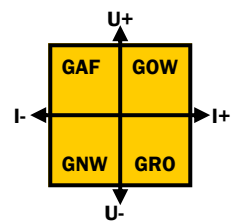
Around the walls just under the narrow shelf going around the room 5 feet above the floor were a series of dark colored wall markings, most of them scribbled almost to illegibility.

Behind the famous blackboard at the head of the room was the wall mark of the just deceased owner, a faint but evident crayola marking.

Most of the markings were dated variously from the latter half of 1968 well into 1969. They were a series of treatment contracts, many of them signed by the individuals."

Franklin H. Ernst, Jr., M.D.

**** FHE III, JPS, FHE Jr.***





Addresso'Set Publications

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

Phone: 707/643-5100
Fax: 707/644-6358
Email: harrysternt@a03news.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 © 2012
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"

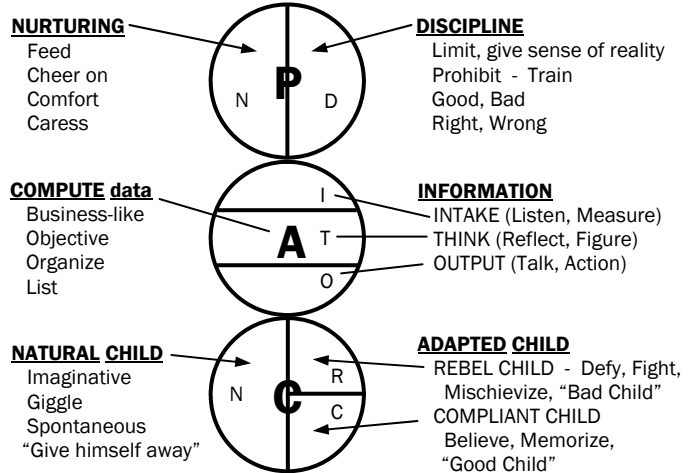


Formulation: The Alphabet of Behavior

The following is from The Encounterer Vol. 2, No. 33.

The Natural Child is placed on the same side as the Nurturing Parent because it flowers under nurturing care. Disciplining Parent is on the same side of the diagram as Adapted Child. Compliant is placed below and Rebel above in Adapted Child to show that compliance is the first adaptation and rebelliousness arises later.

Personality Functions Diagram



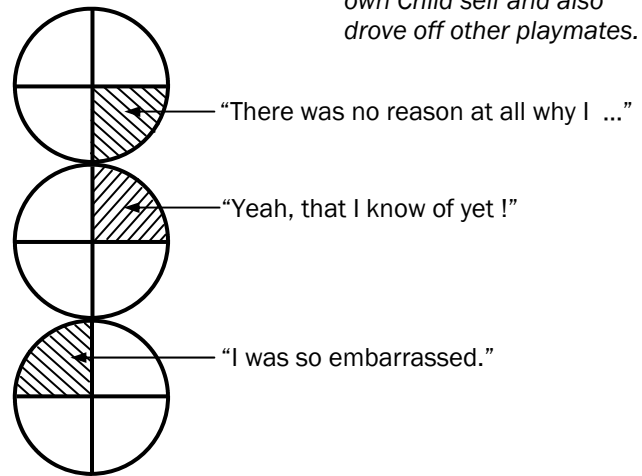
Encounter

The following is from The Encounterer Vol. 2, No. 35.

Millie, a 19-year-old waif in her 20th session: (Shyly) "I got so embarrassed when he said that last night. (Then scolding) There wasn't any reason at all why I should have felt that way."

Therapist: (Quietly) "Any reason you know of yet?" Millie: (Thoughtful) "Yeah, that's what I mean, that I know of yet." This was then diagrammed on the blackboard as:

Her Adult was able to do a get-on-with job for her own Child, furnish protection from her vindictive Parent; her Child had gotten-away-from the event; and her Parent scared off (got-rid-of) her own Child self and also drove off other playmates.



Formulation

From The Encounterer Vol. 1, No. 6

In a group, dissension promoters with reasonable talent can rely on the fact

that most contenders would rather fight than switch to thinking of themselves as being puppets of a puppet master,

especially one who has left the scene.

(See The Encounterer Vol. 1, No. 5. 3/5/69)