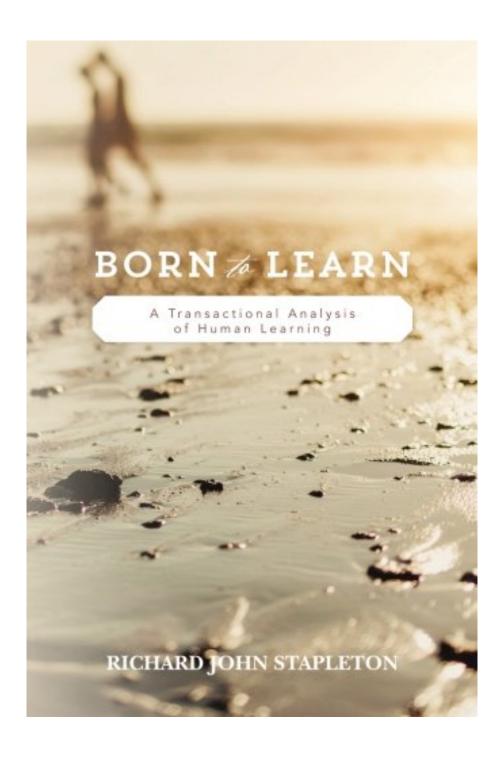


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### About the Author

Richard John Stapleton, PhD, has taught a variety of subjects at Georgia Southern University, including entrepreneurship, organizational behavior, operations management, management information systems, and business policy using the case method. Stapleton also taught at US Air Force NATO bases in Turkey, Greece, Holland, Germany, and Italy.

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In a world suffering from global warming, riddled with constant warfare, and struggling under the weight of money and banking crises, Born to Learn: A Transactional Analysis of Human Learningasks what would happen if we learned to perform human transactions in a different way. What if we were able to improve our social and psychological messaging in classrooms and in learning situations everywhere? What kind of effect could it have on our nation and the world?

From the instant we first draw breath to the moment when we take our last, humans instinctively use transactional analysis (TA) to get what we need to survive. The overwhelmingly important factor, frequently overlooked in this process, is our environment's influence, often negative, on these transactions. At the same time, many of the socioeconomic and political problems we face today, including resource depletion, dysfunctional systems, global warming, and money and banking crises share a root cause—humans discounting relevant phenomena, problems, opportunities, alternatives for change, and ability to change.

Richard John Stapleton, PhD, asserts these problems are not caused by humans making mistakes exercising free will, but instead are caused by natural cause-effect chains determining human feelings, thoughts, and decisions and physical environments, and therefore humans are not to blame or praise. On the other hand, by cooperating with each other and by focusing on the real causes of problems, rather than focusing on fixed ideologies, dogma, and doctrine, hopefully we can cause positive changes and generate real solutions for the long run.

Born to Learn: A Transactional Analysis of Human Learningaims to give readers a more comprehensive understanding of how our lives are shaped and controlled by both social and psychological messaging as well as offering tools to pursue a better future.

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KIRKUS REVIEW A refresher course in Transactional Analysis emphasizes its ...

By richard john stapleton

KIRKUS REVIEW

A refresher course in Transactional Analysis emphasizes its application to the classroom.

Transactional Analysis (TA) was invented by psychiatrist Eric Berne and then popularized in his classic book, Games People Play, originally published in 1964. Stapleton (De-Gaming Teaching and Learning: How to Motivate Learners and Invite OKness, 1979), a retired professor, acknowledges Berne's contribution by providing a salient overview of TA principles, including ego states and "OKness," in the early chapters of this book. The focus of the content, though, is applying TA to "the total learning process" in a volume updating material that appeared in Stapleton's previous work. While the author suggests his new book could apply generally to organizations and businesses, it seems most relevant to educators. Four of the eleven chapters concentrate on such specifics as classroom layouts, teaching methods, tests, grading, classroom management, and classroom games. The psychology behind classroom games is particularly intriguing; "classrooms are inherently Gamey," writes Stapleton, "because of the natural presumption that students need teachers to help them, which more or less creates a Drama Triangle situation." Perhaps most enticing is the author's description of the "Classroom De-Gamer," a "roulette"-type device he created to effectively spread out student anxiety. Students spin the De-Gamer's arrow to randomize being called on. With the De-Gamer's proper usage, "all ego states in students can see and feel that they are not being Persecuted or Rescued by a teacher playing a Game when they are called on to respond to classroom requirements and challenges." This idea alone should spark a creative teacher's rethinking of the traditional classroom environment, but it is just one of a number of alternative learning concepts covered in this enlightening book. Stapleton uses the final chapter to reflect on his career from the perspective of a retired 75-year-old looking back on chapters he wrote as a 38-year-old. Somewhat loose, freewheeling, and maybe a bit beyond the book's scope, Stapleton's parting shot more broadly concerns the state of students, universities, society, politics, and the world.

Illuminating, if quirky at times; insightful, eye-opening observations about the interplay of teachers and students in the classroom.

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Transactional Analysis 101

By William John Cox

Dr. Stapleton's "Born to Learn" deserves a place on the bookshelf of every educator, manager, and entrepreneur for whom decision making, personality analysis, and performance evaluation is a part of their job description. Read the book and profit from the experience!

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