

Alphabet of Behavior Newsletter

January 28, 2016

The following is from an unpublished manuscript titled "The Howdy Diagram" by Franklin H. Ernst Jr., M.D.

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Special points of interest:

Rx

Activate the "Howdy Diagram":

The "Exchanged Named Hello" exercise can be accomplished by a large group of people. The upper limit, however, is thirty people.

Enthusiasm comes from the abundance of free O.K.'s given and received during the named hello exchanges.

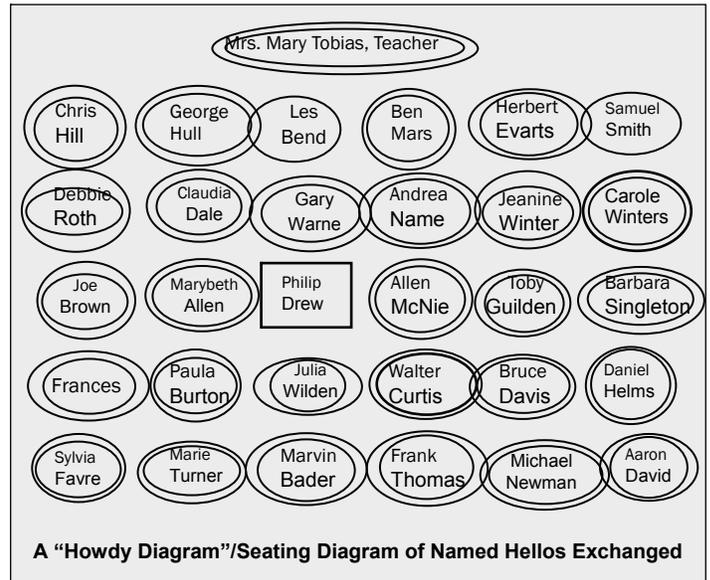
The "Howdy diagram"

Spelling of Names

Most people know how to spell their own names. People know how to spell their own names because it is important to them, even when their name is as complicated as von der Hoffenberg Steen, or as unusual as Pierce. Usually people can spell their name by the time they are in the first grade and almost universally by the second grade. It is true that most students will not use their last names to identify themselves in a classroom until they are at least in the 8th or 9th grades.

When a student misspells his own name, sometimes it's because of some other reason other than lack of information or skill with the alphabet.

For example, in one class students were given a quiz on spelling the names of their fellow students and teacher. There were over 50% misspellings of the teacher's name.



The word "Hi" stimulated anger in some and for a few others "Hi" wasn't real.

In fact, it was in this teacher's classes where I ran onto the only case of a student spelling his own first and last names incorrectly.

Writer recalls this student being strongly antagonistic towards the teacher. This was additionally evident in his hand writing.

Noah, the student, was going for a GNW (get-nowhere-with) the teacher. His goal was to prevent

"his" teacher getting any satisfaction, even to the extent of messing up not only his papers, but also his hand-writing, and misspelling his own name. The teacher accomplished nothing at all.

Noah's sweatshirt slogan would probably have said: "I am sorry I have but one semester to mess up for you."

What was the teacher doing? What was so objectionable to Noah?

During a test this same teacher gave each student half of a piece of paper to

The "Howdy Diagram"

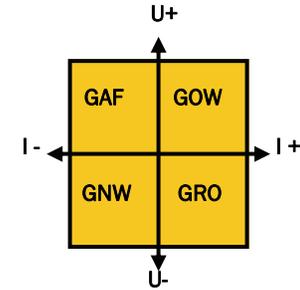
write the names of his fellow students on it. There wasn't enough room for a seating chart.

For two years, while observing and getting to know Nick, the teacher, I came to the realization that he was (also) endeavoring to prove get-on-with concepts and transactional analysis were useless. He was out to prove using them socially, educationally, or clinically was an exercise in futility, a get-nowhere-with (GNW). His alter program usually took over. And in his class, his student Noah, too. Did he have a problem?

Noah had a talent - a talent aimed in a get-nowhere-with direction, at least in Nick's class. Noah wrote even his name illegibly, inaccurately, barely decipherable. His talent, probably unrealized up to that point, was that of code designing. He was a (latent) cryptographer.

Adult

When the group members write each other's names and reliably spell them,



**The OK Corral
Grid for What's Happening**

they are using their own Adult. Their Adult is plugged in.

Writing is an Adult activity/exercise. Writing gets the computer in the person stimulated and warmed up for data processing, objectivity, probability estimating; for learning geometry or understanding the significance of the minutes from the last meeting; or making a clearly spoken and organized presentation about a new power plant for the D-6 Caterpillar Tractor that the dealership is getting.

By starting your meeting with a set of exchanged named hellos, you the leader can count on reducing the amount of refrigeration in those just coming in. You can take care of some of the "angrys" who are coming in (the "cools" and the "unfriendly"), those

emotionally laden events that were set into motion just before these people arrived at the meeting - problems that were conceived in other places, grew in their stomachs on their way to your workshop and then came alive full term for you to deal with.

By using the "Howdy" procedure you can reduce the effects of illegitimately conceived feelings that otherwise might come to full term in your meeting, their delivery room. A lot of these teacher, leader, midwifery chores can be reduced by starting off with the "Howdy Diagram."

For those members who are clinicians, don't forget to uncork your patient's reluctance to use names when they are away from the group, and out in real life. You, the clinician, in treating people want them to realize that treatment can be for doing something different for real; so that they will go ahead and use the things you tell them when they leave your office. See if you can tell them something that they can use in the hour after they leave.

Organized

Pandemonium

A Course On "School Riot Control", Taught In 1971

By FH Ernst Jr, MD

Continued from previous newsletter

The teachers were protected when carrying out their "homework assignments" which I gave them in the course to carry out in their classrooms as part of the course they took. The homework assignments carried out by these teachers in their own classrooms were the riot control measures for the school. This protection for the classroom "noise" coming from the class exercises, this protection came from the office of the Superintendent of Education of the School District. The fact that "only" 12% (12 out of 100 faculty) took the course proved the power of social contagion in a closed setting (classrooms of the high school) of a well-taught social

Change Your Mind

There are high school graduates who decide to change their minds during the last three years of school. They decide to change what they are doing with themselves.

I recall several who embarked on a program

of learning first and last names of all of their classmates; to accurately spell and pronounce them. In addition, they began to make a point of giving daily named hellos to all of their classmates.

Those students were a witness to their grade

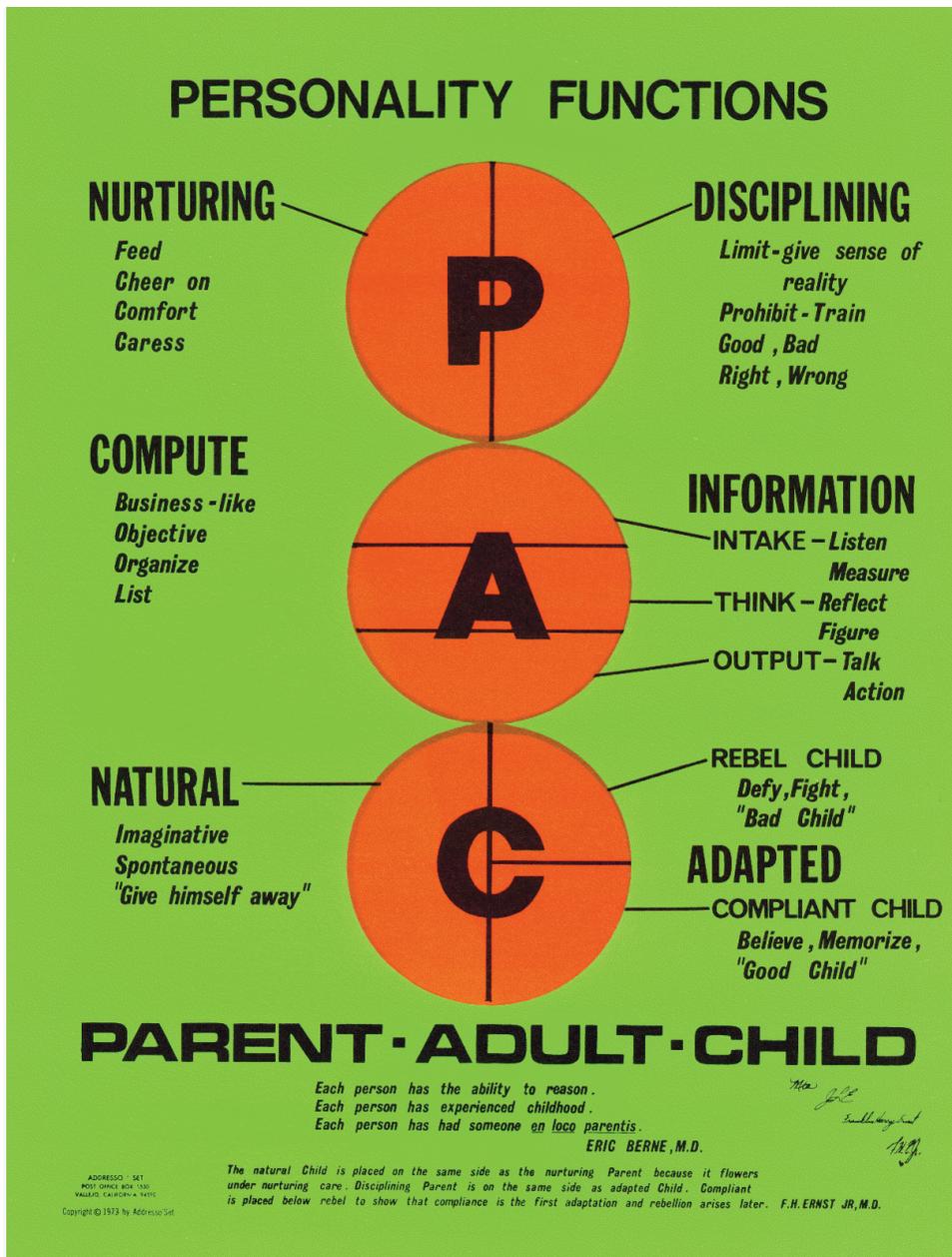
point averages improving greatly, not unusually to 3.5 or better (on a 0 to 4 grade scale). This suggests that improved grades, improved course material comprehension follows rather closely with the amount of social name recognition of their fellow students. Their school

tool with personal rewards. At sometime in the day 50% of the student body did attend at least one of the five periods taught by these teachers. Subjects these teachers nominally taught in high school included biology, chemistry, physical education, history, geometry, English and social studies.

CLASSROOM EFFICIENCY

The teacher of a class has to learn and know the 60 names of his 30 students. Each student can learn and know names of each of the other 29 students (58 names) plus teacher's 2 names. Therefore, there are 30 "other" people in a classroom (60 other names) each person can learn and know. And there were 31 people in that room. This means there is a possible combined (perfect) awareness of 1,860 names in that classroom (31 persons times 2 names per person) for a 100% score.

In fact the combined name awareness in a public school classroom is usually less than 30%. This means the efficiency in these "usual" classes is less than 30%. It is much harder to learn in a class if you do not know who those are you are with, what



The "Howdy Diagram"

grades correspond closely to their computed Adult interest in others in their classrooms.

Better grades became proportional to the daily giving of named hellos and charting the names of those they were with.

Their pleasure in the mastery of new information on the subject matter and from the teacher increased. As their satisfaction in meeting and knowing fellow students went, the better their social mastery in their classroom ... the better the instructional information subject matter was mastered.

They came to enjoy the increased use of their own Adult, their own internal computer. This means, therefore, that they were coming closer to manning the tiller of their own OK, "owning their own diagram", closing in on ownership (for grown-up purposes) of their own destiny.

The unexpected finding was an improved control and use their own spontaneity.

[Some school teachers and administrators have recently said that their

students have more empathy for each other. Maybe so. But I ask, why cloud what's happening with archaic jargon? Sounds like teacher Nick's style of teaching, again.

Students, for that matter people, respond positively to the freedom of freely given and received named hellos. They respond well to freely given "You are OK's."]

Money and Names

For teachers and students who think money is important, I agree. Money is one of four major classes of social tools. The ability and skill to give named hellos is another. People who develop the use of this tool (exchanged named hellos), and who have become proficient in the use of this tool, also make more money. Those who are embarrassed, unwilling, stingy, intimidated, or stuffy about giving and getting names, using names, are less likely to make a lot of money.

Those who avoid practicing the use of this tool (people's names)

because of prejudices or intolerance, because of personal biases, are also likely to be less skilled in the use of the dollar tool. They won't have as much of the dollar tool for their use.

Those people who use the tool of giving names to others will very likely be making more money than those who don't. Those using the social tool of giving people their names will make more, have more money than those who hold back from learning and using the names of their acquaintances. For those for whom money is declared to be unimportant, that instead it is people that is important, so much the more to the point.

People are warmed up and brought to life and health very much more efficiently when their names are known and spoken, given to them.

When, as a leader, you introduce the "Howdy Diagram" to one or more people you will sometimes run into people who respond with: "Oh why do we have to do this kid stuff?" More

to expect from them, let alone expect some manner of goodwill from them. Who knows? The public school classroom student doesn't. There may be more ill will against you than goodwill in the particular classroom settings, where you don't know their names.

Once a student had attended two sessions of this particular style of classroom experience he/she kept on coming and both in the near term and longer term also began to mobilize some others of his acquaintances into awareness of this class activity. Enthusiasm for school attendance came up as a result of the mutual exchanges of named hellos.

Of particular interest to author was the student body fascination with being able 1) to become acquainted by name with so very many more people on their own campus of 2000, 2) to gain some basic understanding of how the behaviors of each other could become more understandable (the PAC diagram), and 3) how each individual found he could better regulate his own behavior to more often

often than not they are telling you about the Frog (loser, two dimensional) tapes in their heads.

Winners

People who use the "Howdy Diagram," get-on-with exchanging named hellos with people are leaders, they are winners. And for example, a leader-winner is the one who breaks a new trail thru four feet of snow, who clears a path for others to follow, is the pace setter, is the concertmaster.

About Remembering Names

It is not reasonable for you to expect to remember all the new people you meet, that you are introduced to, let alone their names. When, however, you use a person's name to him in any conversation, then you can at least double the chances of remembering him and his name to the end of the meeting.

Spend a full six seconds of time when first meeting someone, and give him back his name, use it in the short conversation once or twice. This will increase your odds of

keeping new personal names by a magnitude.

If you have more than six seconds, let's say a minute or so, give the person their name two, or even three times. This will also improve your ability to remember their name and assist retaining a new name for later recall.

You'll do better when you let the person's presence and his name "sink in," reach your Adult **and** reach you're (intuitive) Child. Get a sense, an estimate of who the other person is, and his name.

If you have the opportunity to write-record his name in some manner your chances of name recall go way up.

When you meet ten new people in a row, spend six seconds with each, giving each one their name once or twice. Chances are you will remember the names of two, maybe even four of them 90 minutes later, should you happen to see them again.

By speaking to one new person a day with their name, and then saying hello to them with their name whenever you see them during the next 15 years you would be

on speaking terms with more than 5,500 "new" acquaintances.

About Forgetting Names

You have all recognized someone that you had met in the past, and you forgot their name. I **said and**. I didn't say "but you have forgotten his name." The distinction is important.

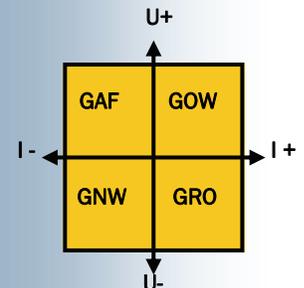
About this phenomenon of forgetting names more often than faces: our brains have a relatively large and compact area that is devoted for just that, remembering faces. This area takes a picture of a face and stores it in memory, a photographic type memory for the registering the widest variety and numbers of individual faces. **Not so for remembering names.**

The area of the brain used for remembering names is much more diffusely and loosely organized. You might even say the parts of the brain needed to keep and use names are scattered throughout the brain.

This capability to learn, hold, keep, and recall names of people is not centrally located.

In terms of survival

achieve a desired outcome with another person while the particular event was going on, how the **OK Corral diagram** really works.



The OK Corral Grid for What's Happening

Some teachers and students began to call an occasional other to "get your head on straight" if the other student in the classroom was getting argumentative or rowdy in class.

Author knew from the outset that writing (the names down) would of itself lead to Adult behavior. There was this to keep in mind, a person is unlikely to be simultaneously angry or tearful ("Child behavior" as defined by these students) and to also be writing ("Adult behavior") at the same time.

This event of teaching classroom teachers in eight sessions (no more than 12 hours total time) the basics

The “Howdy Diagram”

value, remembering a face is to know who is a friend and who is not; is to remember who is new in town and who “belongs.” Those faces you recognize and remember are more predictable to you than the newcomer. You more or less know what to expect from Nicolas NIGYSOB and Effie IFFY; but from a newcomer - you don’t know what to expect. As a newcomer you’ll be wondering what the angle is of these two.

Where’s he coming from? What’s he up to? What do I have to watch out for, trust, mistrust? Is his name Arnold Awful or Calvin Corner?

It is semi-automatic to remember faces. However, it is not an automatic thing to remember the names of people you have heard or met. And so, it is unrealistic for you to expect remembering, recalling the names of even 50% of the people you have been introduced to, the first time.

I know that when I talk to a person for an interval of time, and use his name to him some, as I talk to him, then show two different faces, two different aspects of my-

self, such as my Adult and Child, he will more than likely come back with two different sides of himself, too. When this happens I stand about a 35% or better chance of remembering his name next time I see him.

Note: this is more likely to happen if it occurs within next 6 weeks, but less so if the time interval is longer. You may have to ask him for his name again after this.

[Don't be shy.]

I knew a man who had “five faces.” His life fairy tale was “Snow White and the Seven Dwarfs.” While talking with him for an hour the first time I saw two of his “faces,” that is, two sides of himself: persuasive and enthusing. And he had just the right pastimes to bring me along, and with an apparent erudition about mutual literary interests.

I saw him about three hours later wearing another “face”: sober and assessing while talking to some other people. His eyes were level across his face, cheeks drooped under his eyes. But I didn’t recognize him. He was showing a new part of his personality on his

face. I didn’t even remember talking to him.

When I asked him for his name (again) this time his “face” changed to the one I knew a few hours earlier, the bright faced Rollin, his “turned on” face. And then we clicked, started talking again.

However, there were three things to consider about not remembering Rollin’s face:

1. Was my memory of his face defective?
2. Had my intuitive Child spotted Rollin’s interest in me to be not for real, his interest was not authentic interest, but compliant to the external instructions he was given?
3. Was it both (of the above)?

So what are you going to do when you don’t remember someone’s name, the fifth time you meet them, or the twelfth time?

Some of you will walk across the street to avoid the embarrassment of having forgotten a person’s name. Some of you

leading to (1) good school morale and (2) quality educational achievement by **teachers and students** was a singularly outstanding experience which demonstrated both an efficient, an effective method of teaching teachers AND High School campus Riot Control.

Quite obviously, at least to the author, those who might lose a job if this method became relatively standard in schools would be opposed by the institution of such a program by the campus unions in their school district. Lose a job? There would be far fewer teaching assistants required in a school district, what with 30 students and one teacher per classroom voluntarily each managing their own behaviors and learning of teaching the instructional material without appreciable problem. Thirty pupils per classroom teacher is a desirable ratio. Fewer students per teacher in order to give each student more “attention.” This is not necessarily a good idea. It readily lends itself to increasing the “dependency needs” of a student, slow

who stop to visit will try to find out by asking another friend this person's name. Some of you will peek a look at his name badge if he's wearing one and then only if you can do it surreptitiously. Some other people will look to see if that person is wearing anything such as a ring or other jewelry that would help to identify him by an initial, anything that would give you a clue.

Take for example the situation where you've known the individual for twenty years and then you want to use his name to him and yet, you just cannot recall it for the life of you. In this kind of situation your friend whose name you have lost may just keep talking with you. And you, too, may continue talking, trying to figure out this guy's name, if only you can talk long enough, hoping to recall, remember your brother-in-law's name.

This kind of thing actually happens. Dave estimated he had talked a full three minutes before recalling his brother-in-law's name. Dave had started out by telephoning his sister Anne, and she was big in his life.

Instead the "brother-in-law" answered the phone and Dave caught himself with his mouth wide open.

Suddenly Dave couldn't remember his brother-in-law's name. He could not, for the life of him, find one single little memory trace of brother-in-law's name. And Dave had known him for twenty years.

While Dave was talking, his brother-in-law kept giving Dave his name; 6 or so times. Dave eventually remembered it after extensive association tracking while also talking to Irv. Dave concluded by finally giving Irving his name, "Good-bye Irv."

Saved by the bell! Did he want to hang up on Irv or did Dave barely avoid getting hung up on? Dave and I didn't get into that, or whether it was that he feared Irving or was angry about him. We instead went into the way of thinking Dave had used to get Irving's name to come back to him. How did Dave figure out that if he just held onto the phone and kept listening and talking to Irv long enough, Irving's name would come back?

We determined how Dave scanned his memory banks. This was in order to strengthen the 2 or 3 avenues of approach Dave's Adult had used to **solve the problem rather than panic**. It was a case of getting his Adult strengthened for now, and maybe, maybe later we would find out why he had that particular mental hang-up; that is, if it in fact it became important later.

The emphasis here was on strengthening the work-it-out now program. The job was to strengthen Dave's ability to get his own computer logic, probability estimator (his Adult) to scan his own memory banks so as to open one of the two or three approaches he had going for him. Resolving the mental block was more important than why he had it.

You see, sometimes people will go to very large amounts of work and trouble to avoid asking another person what their name is, if they don't remember it at the moment. After two introductions to the person, you might think of doing it that way, like Dave did.

down his rate of learning to promote the time with the assistant assigned to him.

The National Education Association is the biggest and richest union in the USA. The author never was invited to come back to this particular school district or repeat the course he gave about 40 years ago. This was so even though his office remained within seven blocks of the school and he did not charge the school district for his services. Expulsions of students for conduct not tolerated in schools has resumed and climbed back to where it was before. The education level of the student as a whole had gone back to being bemoaned by the newspaper of the community. Some of the teachers who took that course are still in touch with the author. Author has no doubt the school district has readily plausible reasons for not wanting author back for a repeat of the course taught to faculty members.



Mastery of the Universe is Proportional to the Symbols Man Has by Which to Represent His Universe.

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"Reach for the stars."

There are other ways for reintroducing yourself to the name of a person who is a source of pleasure, who animates you and in turn, turns on for you. You know that's what stroking is about. You stroke her and she brightens up and gives strokes back to you; she gives you a stroke that brightens your life up.

Memorizing Names

We don't personally advocate memorizing techniques for remembering names. However, you can use a variety of memorizing techniques if you find them useful. And many people do find memorizing valuable.

Some people have a very specialized talent for instantly remembering names, for gobbling them up, as if the supply of

names was almost exhausted, gorging on them, then being able to regurgitate them.

One time Van demonstrated this talent in front of 80 people that he had never met before. He asked each person for their name and when he had collected all of them he recited each person's name back to the individual and assembled 80 to hear. This was followed by his challenging cute kid defying anyone to recall even twenty names.

HE WON! Van's talent was not usual, as most people who saw his exhibition said. His ability to remember, retain, or recall people's names was very, very unusual.

Another way to look at this is that this was a chance to recognize the compliant Child in Van, that was hypertrophied in not only this ability, but other areas: Van's volcanic rages occasionally burst out from under the rigidness of the super tight internal control necessary to accomplish this amount of memorizing and her believing compliant adaptation.

For a period in his life, Van Tuf used to glory in the exhibition, of this, his talent. "Say, you're Hazel Harried aren't you? I haven't seen you in six years now", this after having met Hazel along with others on two different occasions several years before. "Clarissa Coolit, why weren't you at the Board of Directors last month," after one previous introduction. "Thomas Tagawi, where ever have you been?" having met him twice before 24 and 18 months prior.

Coming up with names whether an hour or twenty years later was a stunt, awesome to behold, and frightening for some people. This person would hear a name once only, and somehow never forget it - "never" meaning very rarely.

It reminded onlooker of a stamp collector who knew every stamp in his collection and which ones in a set he needed to complete that set. ...

to be continued