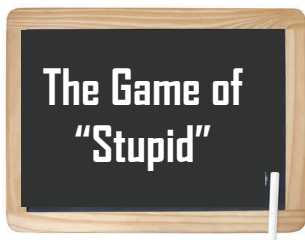


Special points of interest:

Playing games is not a bad thing, as if playing were a bad thing. Children play. People play with each other. The payoff of every game, the consequences, can conclude in one of four ways: Get-on-with each other, get-away-from a person, get-rid-of a person, get-nowhere-with a person. However, where and when one plays, and with whom one plays is a matter of ...



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The Game of "Stupid"

Some people play the game to frustrate teachers, some to avoid giving an answer, and some use it as a means of political expediency.

Stupid is a not a rare thing. There is much people don't know. Much of what is unknown is not even on the radar screen. People don't even know they don't know that they don't know. You laugh. Donald Rumsfeld said something like this when he was the Secretary of Defense in the Bush (2nd) White House. A clever statement for a bright person that rivaled some things the famous baseball player Yogi Berra would say. They both enjoy themselves and have fun.

Playing games is not a bad thing, as if playing were a bad thing. Children play. People play with each other. The payoff of every game, the consequences, can conclude in one of four ways: Get-on-with each other, get-away-from a person, get-rid-of a person, get-nowhere-with a person. However, where and when one plays, and with whom one plays is a matter of ...

Mr. Rumsfeld's intense play had a bit more serious consequences. His game of "stupid" cost a lot of lives when it came to saying WMD existed before invading Iraq, when in fact intelligence was never there to begin

with and later shown to be false, made up by non-intelligent people. (weapons of mass destruction or words of mass deception ?)

In games, people loose track of the payoff, because their Child gains control. This does not have to be. The payoff can be decided on ahead of time with Adult programmed precision, allowing for Child satisfaction (and without loosing your friends). See "The Game Diagram" by FH Ernst Jr., MD.

Understanding games is important for overcoming many of the handicaps we as humans deal with every day, with ourselves and with others. Games are OK.

The moves of the game of "Stupid" :

- (1) full bright,
- (2) half bright,
- (3) quarter bright,
- (4) blank out,
- (5) payoff.

Encounter

A friend of mine described an encounter where he went in to see his accountant about getting a California Income Tax return finalized. The reason the accountant gave for signing the return is that "according to the 1978 tax law" he reads he must sign it. My friend commented that his previous accountant had not felt required

to sign it. "That must have been before 1978." My friend denied that, couldn't recall what the name of the firm was but it was one of the "Big 8." My friend's accountant named all of them except the one that counted, Price-Waterhouse. "This was the first play of stupid and I stayed with being confused, stupid myself also. My next procedure was to move the conversation over onto local politics. He 'did not go to City Hall, either, last night.' Then I recalled City Hall was not last night, but the night before, to which he also promptly corrected himself. (This was highly reminiscent of another acquaintance play with me some 5 years ago reference not seeing him for so long, oh dear my mistake, just three days ago, with him agreeing in return correspondence to each step of my play.) Next the accountant moved the conversation over to Mike Gage, reference redistricting. I let this go. He brought up McQuaide, Sebastiani. I brought up Asera-Sebastiani race and let him continue. Then he brought up Vic Fazio as our previous representative. Eventually when he ran out of 'things to say' on that I gently corrected him that Hannigan is our current representative in the Assembly. He started to argue, but in just enough intensity so as to encourage me to be challenged and correct him, which I did."

"The Game Diagram" by
F.H. Ernst Jr., M.D.



"Games People Play" by
Eric Berne, M.D.



"During this set of transactions he was tighter faced, a tinge red-eyed. I thought to myself that these actions on his part were truly unbelievable. Here was a guy who on previous occasions had been so very up to date on just the very widest assortment of political events, without fail, never in error on anything."

"Before I left, I did collect a \$99 check from him for my friend's political campaign for Congress. The other area he covered was that before he could donate more he would have to sit down and talk with the candidate more about his position on some of the social issues. What? Military spending, the deficit, that military spending had to be cut back; that when the military gets strong the "People get comfortable and begin" to take things for granted."

"I asked him for his estimate of the budget in percentage that goes to the military. 40%. I corrected him again., "Less than 30%." Again tightening of

face and red-eyed. He must not have liked this assignment he had been given, i.e. taking an intellectual dive. He has been so used to the other position assigned to him, namely on the basis of his "looking it up" then getting credit for being the MORE ACCURATE one in any debate."

"My moves in the second phase of this encounter were those of "I'm Only Trying To Help." (1) Inquire, (2) Correct. (3) Reassure. (4) (Gently?) Take to Task (5) Payoff."

"I'm Only Trying To Help You (Get Your Facts Straight)" recycling them appropriately with him as long as he kept responding and I had time. In the background I had a deadline of departure to get to another meeting, which my accountant may have been vaguely aware of. In any case, his was the assignment to do what he could at the social level to delay my leaving: late 10 minutes starting his appointment with me even though there was no previous clients in the office and unusual non-

usual slowness in procedure, routine with me. He was stalling."

"His MOVES were those of "Stupid" (with a tinge of Ain't It Awful ref the deficit): (1) Full Bright, (2) Half Bright, (3) Quarter Bright, Ending with Move (4) Blank Out (which he resented being required to go thru with.) (5) Payoff."

"Although it might be thought that my putting him on the spot for a campaign donation might have wound him, on two previous visits I mentioned I might be asking for a donation. This was the first time he took a dive on me. Then, too. There was the social requirement to have refused to come up with the name of Price Waterhouse and be red-eyed about that, too, and to have played confused about City Hall attendance night, a man who so routinely is so very precise and takes such pride in the real accuracy of those things he talks about."

An Encounter with a very Bright "Stupid" Playing Teacher

I think the goal of teaching is to teach individuals how to be independent, how to function independently as autonomous individuals in society. I would like to believe that is why people teach. Some (teachers, politicians, leaders, professionals, businessmen) prefer the dependency model though. They (would) make slaves of those they could take advantage of in (former) today's era (s).

In teaching, the job is to teach. For students, the job is to learn. These activities, for the most part, are Adult activities. However, being people, individuals bring with them their internal Parent and Child-self, too; into a classroom setting. For the most part

for students you never know who you are going to get for a teacher. And as a teacher you don't know who you are going to get as students. I'm sure today there is a way to do some background checking beforehand. Counselors" have always been able to place people. There is more certainty in private lessons, coaching, in the one-on-one tutorial setting, and home schooling.

One teacher I knew enjoyed playing a very intense game of "stupid" for get-rid-of payoffs, get-away-from payoffs in her personal life. And in her professional life she was regarded as very bright, except for the predictable really stupid things she would do

there, too; she appeared to lack a strong internal Parent. These behavior patterns were well known by other teachers and professors at the local "big" university. And it was fairly well known by specialists, too, that (in her personal life) she enjoyed wrecking other people's lives (game of "schlemiel"). She was very entertaining and hooked people with it.

Early on in her teaching at a local high school this very bright and precocious teacher taught "The Howdy Diagram," "The OK Corral: Grid for What's Happening," and "The PAC, Parent-Adult-Child" diagram. The students learned this material very quickly, and liked it. The teacher who



would play out an intense game of “stupid” later described how one of her students in a learning disability classroom setting played a more immediate version of the game of “stupid.”

The student was placed (likely by a counselor behind the scene) into this “special” class, “because of her low score in math.” As described by the teacher: (“I can’t count. I can’t count on myself. You can’t count on me.”) This was also reflected in her also low “Reliability Quotient.” She, the student often stood her friends up. “Where were you at noon? You said you’d meet me for lunch.” In the fourth grade, Cindy had been the arithmetic whiz of the class, and the teacher’s pet. This was shattered when a new girl entered the class who was “better in math than I was.” In response to the teachers’ stroking attention to the “new addition” to the class, Cindy decided, “I’ll show you. I’ll never do any math for you again!” It worked. The teacher kept Cindy in at recess and after school “trying” to find out what the problem was. Cindy practiced and refined the art of her game of “Stupid.” She would come on bright to

hook and tantalize the teacher. She became a master at asking bright “good questions.” She would then proceed through the moves of the game, going from “full bright” to “half bright” (a quizzical look) to “quarter bright” (tilting the head, dropping her facial muscles) and finally to the “blank out.” At this last point, the teacher throws up her hands in exasperation.

“Most teachers have a lot of personal investment in being able to teach. A player of the game of Stupid plays into this teacher investment by “holding out” on the teacher. As a toddler, the same player may have been “holding out” on the potty and watching Mommy’s exasperation. Mommy was obviously responsible for her baby’s inability to “have a moment.” Where did she go wrong? Too much applesauce, or not enough? Teachers spend a lot of time worrying about “applesauce.”

“At the end of the first semester of this special program, Cindy’s grades were once again a resounding C average (See, I told you so!) The teacher had one more after-school session with Cindy. This time there was no

“trying” to find out why the grades were not better. Instead, the teacher said, “Cindy, we’ve spent a lot of time and energy playing the game of Stupid. I’m not getting the payoff I want. I am withdrawing my stroking from you until you decide to come through for me. I want from you a B average (necessary to get into a university - her goal). Your ticket to get back into the in-group in class activities and the stroking from me - is a report card with B’s instead of C’s.”

“Her response was, “I’ll show you I CAN do it. I WILL do it. You’ll see. I’ll show you.” This was a reversal of her fourth grade decision. “I’ll show you I won’t do it.”

“From that day all transactions by this teacher were restricted to the greeting and parting rituals and the basic instruction requirement absolutely necessary - each group of transactions limited to three; thus avoiding getting hooked into a game with her.”

“Cindy began to look for ways to Get-On-With her teachers rather than Get-Away-From or Get-Nowhere-With them. (Get-rid-of?) She placed on the

The “in-group” ?
Peer pressure ?
Dependency ?

This is not accurate. This is the same game with a different payoff. In the beginning Cindy was the classroom whiz kid, and the “teacher’s pet.” She played long term full bright, half bright, quarter bright, blank out until she found another teacher she could be a “pet” to. “Conditional,” stroke dependent Get-on-with.

This is not a new decision. This teacher looked for and found a dependent, did not teach independence.

See “Alienation and Invalidation” and “Persuasion and Conversion” by F.H. Ernst Jr., MD

Game Move	Game of “Stupid”	Words, Phrases	Body Language
Hook	Full bright	“Will you show me how to ... ?”	Body erect, teeth touching, head level
Angle	Half bright	“I’m not sure I understand.”	Quizzical look, furrowed brow, slight head tilt
Con	Quarter bright	“You’re losing me.”	Slump, facial muscles sagging, unmoving
Gimmick	Blank out	“I don’t get it.” “See how stupid I am, but that makes you* me a stupid teacher ‘cause you can’t teach me. Ha, Ha.”	Lower jaw hanging, facial muscles sagging, unmoving
Payoff	GRO GAF GNW GOW	Being scolded, berated by the exasperated teacher	



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

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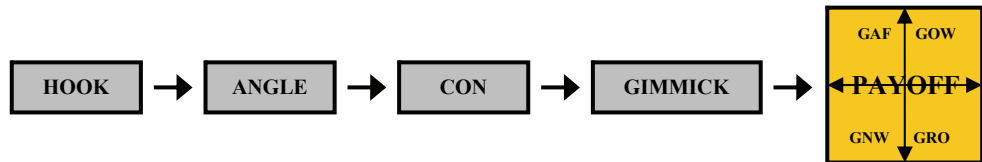
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A game is defined as a recurring set of transactions with ulterior transactions, concealed motivation, a gimmick, and a payoff. Eric Berne, M.D. used a particular variation of the duplex transactional diagram to represent the ulterior aspects of a game. Berne added the concept of switch in 1966 and introduced "The Game Formula." $Con + Gimmick = Response > Switch > Payoff$. The "Ernst Game Diagram" as described by Franklin H. Ernst Jr., M.D. in his paper "The Game Diagram" shows the phenomena of the variableness of a game and number of variations without contradicting "Berne's Game Formula." The Game Diagram" has five moves: Move #1-Hook, Move #2-Angle, Move #3-Con, Move #4-Gimmick, Move #5-Payoff. Diagrammatically it looks like this:



"special" teacher's desk a list of sixty-six "B" words, including Best, Bright, Beautiful. She collected and gave more Gold Stamps instead of Brown. (marshmallows?) The stroking formerly stimulated by her Get-Away-From game payoff was, to her surprise, instead increased as she stuck to her new decision. (Other) Teachers began to beam at her when her grades were the highest in the class. Some of her peers jeered but more cheered her (sure sign of being a Winner!)."

"At the end the first year of the program, 90 percent of the students showed at least two years progress in their academic ability as measured by outsiders; some made as much as three years progress in three months. AND IT WAS FUN!"

"At the end of the year ..."

Later this same teacher messed up pretty good: at home, at school, among her peers, her relationship (s). She liked playing a combination of "stupid" and schlemiel" (wrecking stuff). And she knew and enjoyed

playing these games on individuals, families, groups, institutions over long periods of time. You may see a similarity to the fairy tale "Goldilocks and the Three Bears." She never played for other than a get-rid-of, get-away-from. However, she had a good Adult, when it wasn't contaminated by her Child. And her part-time internal Parent had gaps, holes. Evidently her controllers (peer reviewers) filled the gaps, until the long term game payoff of her "stupid" game. It was known by her controllers that she had a series of lovers (Husbands) lasting 2-4 years, that she played a very intense game of "stupid." Serially it went like this: the first year she was especially cute, attractive, seductive, brilliant, bright. The second year the shine of smart dulled, (periods of time of lots of energy with some time on her back). Third year things were fun a quarter of the time when she wasn't on her back or disappearing for periods of days. By the fourth year she was messing up a lot in her relationship(s), professional teach-

ing, and her reliability tanked. Her payoff? Run off with another doctor who was a good friend of the one she had just left; she left her 4th husband for number 5. The record showed she tried to and managed to trash (blemish) just about everything she came into contact with: people, families, churches, schools; wrecking memories, good ideas, good reputations, and on and on ... in a city that built and maintained nuclear powered submarines at the local U.S. Naval Base. Gold warrior?

In life, as in her profession she focused on playing and teaching about the game of "stupid." She really liked to put other people into very dangerous situations. And she enjoyed picking at the weaknesses of those close to her. (Sadism?) I wonder if HER pet teacher cut HER off, found another to be the prized pet. Evidently she was dependent on an out of sight controller for strokes.