

# SOCIAL TOOLS NEWSLETTER

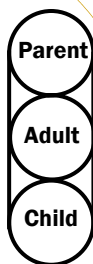
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The following is from an unpublished manuscript titled "Social Tools" by Franklin H. Ernst Jr., M.D.

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## CLASS #1 OF SOCIAL TOOLS MANAGEMENT OF SELF



### MANAGEMENT OF SELF (MOS)

The better a person manages himself, the better success he will have in the use of his other social tools.

To this end of having a good quality SELF-MANAGEMENT, the ability to sort out the elements of ones own behaviors (without necessarily changing any of them) can be of significant benefit:

BEHAVIORS of yourself (and those of others also) can be sorted into:

1) Those resulting from thinking, data processing, being matter-of-fact, reasonableness, here called **Adult** self.

AND

2) Those resulting from the expression of emotions, feelings and beliefs, such as being stressed, excited, and/or expressing a strongly held belief. This class of behaviors is called the **Child**self.

AND

3) Those behaviors involved in **protecting** the integrity of self, someone else such as ones own child are called the **Parent** self. One's Parentself can serve in protecting something

else: such an ideal, freedom and liberty; a concept such as the U.S. Constitution. We should not forget that the preservation of the Constitution is a key element in the preservation of our individual selves, families, grandchildren.

### SELF MANAGEMENT

Respectively these three classes of behavior are called the ADULT, the CHILD and the PARENT.

Child is drawn at the bottom because those experiences from childhood years are the foundations of the person's basic (emotional) behaviors. Parent is at the top because Parent-like behavior is the first to respond to events such as emergencies, dangers.

Emotional behaviors are referred to as Child because characteristically the manner in which a person shows emotional behaviors, and the basis for these behaviors originate in ones childhood. So far I have not met anyone who did not go through a personal childhood.

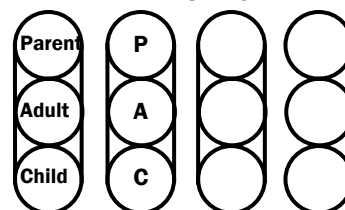
### CHILD

The (emotional) zest for life, the vitality and energy for life are in the Child. No need to

dampen that. This is to show how these Childhood behaviors can be kept, at the same time freeing up more computer capacity (ADULT), by separating Child-self from Adult-self, not by suppressing one's Child. Each can continue living but as next door neighbors, not as room-mates.

The following four diagrams represent the same concept. They are four different ways to draw the same diagram.

### PARENT ADULT CHILD



**To THINK** — **Adult**  
**To KNOW** — **Parent**  
**To FEEL** — **Child**  
**To BELIEVE** — **Child**

### TO THINK — Adult

To **think** is to use **Adult**self, refer to verifiable information. Adult activities refers to data processing, to a systematic series of calculations. Being methodical typifies Adult behavior.

## SPECIAL POINTS OF INTEREST:

There are four types of social tools.

- Management of Self
- Dealing With Others
- Tickets, Talents, Hellos, Education, Trades, Techniques
- Money

## MANAGEMENT OF SELF

### TO KNOW — Parent

To **know** something is frequently to be absolutely certain, beyond any shadow of a doubt. A person who says he emphatically says he “knows” something is being opinionated. To be Parental includes presenting Parent opinions. A Parent view on a subject is to “**know** what he is talking about” and not tolerate any argument about what he said.

### TO FEEL — Child

To “feel” here refers to an emotionally based view of an event. How an emotional event is perceived and expressed originates in a person’s Childhood.

### TO BELIEVE — Child

To “believe” is to use a Childhood originating method of assessing a situation. A lot of Child learning is by rote memory, a Child believes what he is told, or does not act based on what is told to him.

### PERCEPTION IS NOT ALWAYS REALITY

Perceptions, as a rule, are tied into a combination of what you see and what you believe (have been taught to believe). To the degree a perception is a reality, it can be verified by random others. Such is measurable by another party.

### PARENTING

It is primarily the job of your Parent-self to make sure food, clothing and shelter are available for yourself.

Anna was diagnosed as having a mental illness. She was skillful at persuading this person or that one to go to the store for her for the groceries she kept in stock. She got people to take her shopping at Goodwill for her clothing which was warm and more than adequate in style. She was friendly and cordial with her landlord and paid her rent in a timely manner.

**She was** judged to be a **competent person**.

### Homelessness

Homeless people, by definition, are not providing adequate shelter for themselves. The Parentself in the person is not adequate for the task of taking care of the whole person. This circumstance may well be the result of an excessively rebellious Childself in charge, inside the individual. But the Parent is missing the boat on the score of Parenting himself.

### Minorities In Positions Of Government Responsibility

The original settlers in this country had been through several generations of being

“free” people before their country became a “free” country. This is to say, there had been several generations of Parenting and Parents learning how to be free, learning what it means to be a self-governing people.

*Along came the U.S. Constitution Amendment 14, (fraudulently) certified 7/28/1868. Section 4 of that amendment states: “The validity of the public debt of the United States, as authorized by law, including debts incurred for payment of pensions and bounties for services for suppressing insurrection or rebellion, shall not be questioned. But neither the United States nor any state shall assume or pay any debt or obligation incurred in aid of insurrection or rebellion against the United States, or any claim for the loss or emancipation of any slave; but all such debts, obligations and claims shall be held illegal.”*

In short it says:

**“The validity of the public debt of the United States shall not be questioned.”**

And **“the United States shall (not) pay any claim for the emancipation of any slave; all such claims shall be held illegal.”**

Runnymede, England 6/15/1215 was the site of King John’s signing of the Magna Carta.

Apparently it takes many generations in a family for liberty to get into “the bones” of individuals.

It takes many generations of sequenced parents speaking the language of the free country with liberty, before liberty, as a way of life to be preserved and protected, becomes ingrained into the members of that family.

The Magna Carta is an early one of several documents limiting the power of government (King) over the people.

Over the next half millennium several more documents came into being and were signed, progressively leading to more liberty for the commoner to become ever more self-governing. Self-management, self-discipline, self-governing did not come into being overnight, within one generation.

The families of many of the citizens in this country came to this country no more than two generations back. It is only since 1865 that most of the "multiculturals" of the nation began to call themselves free. It is only since 1965 that multiculturalism began to be coercively forced onto the balance of the population in our 50 states by "jailing-judges" and gun carrying police agents of those in power.

Until the age of six, most of the basic "parenting" of a child is done at home by mother. Parental training, scolding, how to speak, comforting and feeding is done with the words of the mother, in her own mother tongue. Most liberty documents are written in English. When a mother talks to her young one in the authentic manner, which it takes to successfully Parent, it will be in the language of the one who Parented her. The language for

successful mothering and fathering does not change in a family rapidly. It usually takes three or more generations in the new country before the new way of living with and accommodating to others in a new language has been achieved. True the young ones pick up the new language with its idioms quickly. But the ideals, values, principles, rules of manners and courtesy – these are picked up and taught to the child predominantly in the mother's tongue.

A strong set of well taught Parent values are the cornerstone of resistance to drugs, are basic to good (school) study habits.

Many, many of the employees in federal, state and local government are "multiculturals." Governments make no effort to balance the numbers of so-called minorities according to the population ratios determined by the U.S. Census Bureau figures. Go to a U.S. Post Office in any city over 100,000. Many staffing these offices come from families whose antecedents have been English speaking, at most, two generations. Or they come from families coercively "freed" onto the populous by the politicians in Washington, DC in the mid-1960's, and forced onto the balance of the population where now they muscle their minority views onto so many aspects of everyday life. The themes of the power brokers

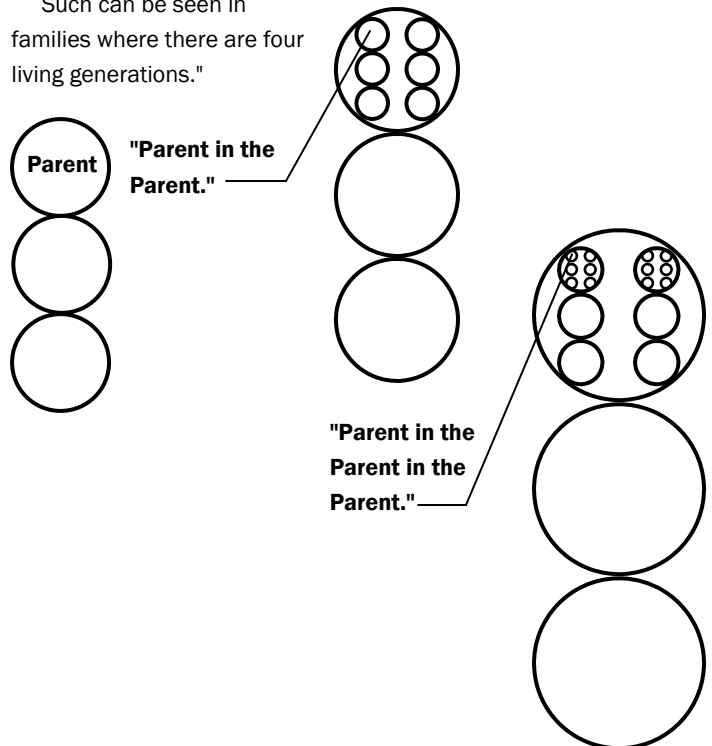
behind these groups include government by selective complaint and only the minority person shall be equal.

"Don't get me wrong. Some of my best friends are white." How many of the multiculturals are members of the elitist banking families of the world, the international moneychangers? How many hold stock in the Federal Reserve Bank in this country?

**POINT OF THIS**

Apparently it takes many generations in a family for liberty to get into their bones. It takes many generations of sequenced parents speaking the language of the free country with liberty, before liberty, as a way of life to be preserved and protected, becomes ingrained into the members of that family.

Such can be seen in families where there are four living generations."





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

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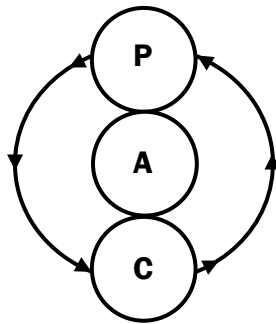
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**"Reach for the stars."**



While treating inmates at the California State Prison in Vacaville, I heard another therapist, Marvin Schaffer, PhD say: "We are what we hate."

"You are what you hate." And who was it who wrote?: "The son is the father of the man." Another truism along the same line is "We wear the chains we forge."

Jesus in Matthew 7:3-5 and Luke 6:41-42 talks about people seeing a problem in someone else before recognizing they have the same problem. Specifically, He talks about a person offering to correct the "mote" in his brother's eye before the person himself

admits he has a "beam" in his own. The lesson taught here is to urge a person to take care to correct his own behavior trait before correcting his "brother" for having the same behavior. Implicitly this is to draw attention to how many people see their own (objectionable?) behavior trait in another person before recognizing it in themselves.

Dave, an ex-fireman, characteristically in moments of personal stress at work would animatedly go around telling fellow workers to calm down, don't get so excited. Or if he thought personnel hadn't been active enough on the job during one of his unaccountable absences, he would talk of putting a fire under them.

A dad who used to episodically embarrass his wife and children, could often be heard chastising his son "Walt! You're making a spectacle of yourself."

**INITIATIVE**

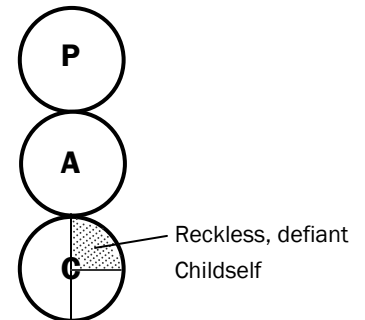
One aspect of this self-management set of tools is how much you use your own initiative in doing something. Or you can use your own initiative by withholding from doing something. This latter would be like how students are being taught to refrain from participating in the use of drugs.

Taking the personal initiative in an activity is almost

invariably accompanied at the start by its handmaiden, excitement (fear?). Those with an internal sense of protectedness go ahead on their own, usually without feeling a personal guarantee of acceptance from the others around.

The exercise of your own initiative can be from several points of view – personal "drive", a sense of internal protection you experience when carrying out an action, how much you are prepared to take the consequences of what you start.

When the initiative arises from a sense of reckless abandon, it comes from the defiant side of the person's Childhood self, an emotionally based way of behaving. Reckless abandon implies that the consequences have not been carefully weighed.



**Well ordered initiative** is the essence of the individual. Initiative is one of the elements of **the essence of a leader.**

to be continued