

SOCIAL TOOLS NEWSLETTER

JULY 31, 2012

The following is from an unpublished manuscript titled "Social Tools" by Franklin H. Ernst Jr., M.D.

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SOCIAL TOOLS - ALPHABET OF BEHAVIOR

Alphabet of Behavior

Man's mastery of his universe is proportional to the symbols he has developed by which to represent it.

The phonetic alphabet was developed about 4,000 years ago. This means the spoken word could then, after being written, be readily symbolized by an easily memorized set of written phonetic equivalent diagrams, the A, B, C's. True, the separate letters for the vowels were the last addition to the phonetic. By symbolically (diagrammatically) identifying the unique vowel sound in a syllable of a spoken word and separately diagramming it from the companion consonants of the syllable with its representation, accuracy in the written representation of the spoken word and language was finally achieved.

Previous to separately identifying vowels from the consonants, each by its own symbol (diagrammed), the number of symbols to memorize in a written language were myriads, one for each syllable.

To memorize? Memorizing the equivalent between the spoken (phonated) sound and

its written equivalent diagram! Before adding the separate written vowel diagrams (letters) to the phonetic alphabet, spoken words like Dan and Don could and were written the same way. So also "bare," "bear," "beer," "bier," and "buyer."

Contrasted to say, having to memorize 2,000 diagrams, one for each syllable, as with the syllabary alphabets, instead now with the Roman alphabet our task of memorizing the phonetic sounds and/or other basic diagrams for reading and writing purposes is cut down to less than 100, counting letters, punctuation marks, numbers and the common arithmetic operations with quantities.

Basic to the usefulness of symbols, is to cut down the amount to be memorized so that instead these diagrams can be used for what they were invented, ie simplify and speed the processing of the data they were meant to represent. Twenty-six diagrams to memorize, then a little person can begin to read and write AND mentally picture "CAT," "CAR," "BROTHER," "GOOD," and "BAD."

Before 500 AD there were several ways to represent quantities (for example 0.825), such as the Roman numerals and method of representing quantities. 1998 was represented in Roman numerals by MCMXCVIII. Here it can be seen the Arabic representation is more readily understandable.

The invention of the ranked decimal system, the Arabic numerals and the zero again simplified the amount of memorizing and established a readily learned method for representing quantities. The decimal point by which to represent partial unit quantities was then invented about 1500 AD, about the time of Columbus.

Mathematicians devised a series of easily learned and standardized "conventions"- (mathematic "letter" diagrams) by which to represent the different operations to be carried out in calculations, such as the + (addition), the - (subtraction) and the x (multiplication). The development of differential and integral calculus theories and diagrams vastly simplified an entire field of mathematical quantity calculations (Isaac Newton and Gottfried Leibniz, both at the end of the 1600s).

SPECIAL POINTS OF INTEREST:

There are four types of social tools.

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

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Unquestionably the invention of the printing press, also about the time of Columbus, vastly increased the availability of known written knowledge and the opportunity for more people to learn from what had been written. Reading and writing allowed more knowledge to be built on the knowledge of earlier educated people.

The industrial revolution came. The information age arrived. And also, new diagrams were developed enabling man to better understand, represent and classify his own behaviors. Regulating himself became easier.

True, Gottfried Leibniz had written fairly extensively on symbolic logic, (Monadology).

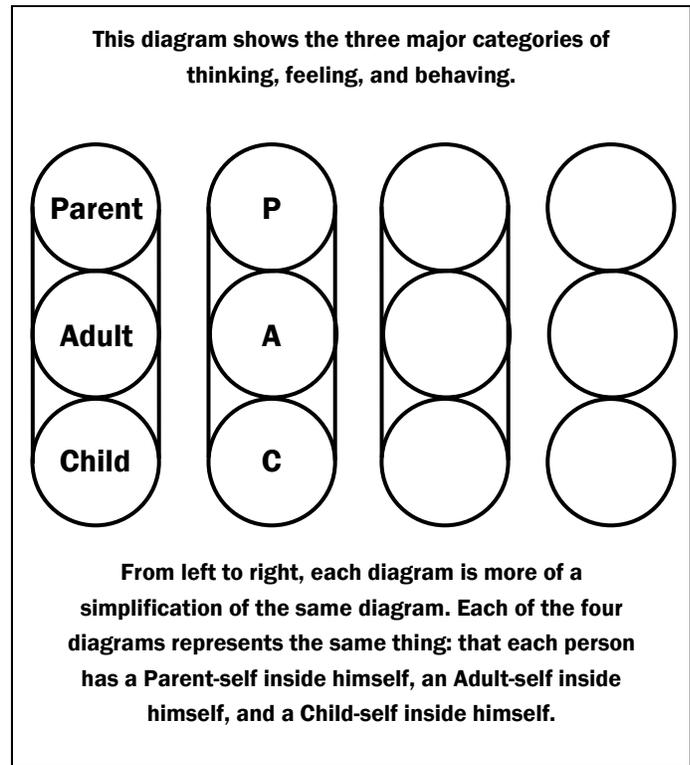
Rene Descartes, of the early 1600s was inventor of Analytic Geometry and the Cartesian coordinates. He too, wrote about diagrammatically representing human behaviors and life. Descartes was an early writer on existentialism.

It was, however, not until the middle of the 20th century that any breakthrough occurred in the field of diagrammatically representing and classifying human behaviors. It is to this newly developing field of endeavor, the **Alphabet of Behavior**, which this chapter of Social Tools is addressed.

This breakthrough was immeasurably facilitated by the work of Sigmund Freud (1856-1939) and Erik Erickson.

Eric Berne MD (1910-1970), in his seminal work **Transactional Analysis in Psychotherapy** of 1961 originated a practical easily learnable set of diagrams by which to represent, classify and therefore understand and better self-regulate one's own behaviors. Easily learned? Teachable to as young as kindergarten students with demonstrable results in their own better self-controlled behaviors. Berne's findings achieved worldwide dissemination with his book **Games People Play**, 1964, translated into about 50 written languages.

Comparable to business transaction, social transactions also are carried on with a bid-offer (stimulus), and a responsive counter offer, etc until completion of the particular social exchange. Very extensive time and drilling of the child takes place in most every family, in most every society on how to carry on social transactions. These are the childhood training programs about courtesy and politeness in the social setting. "Answer when you are spoken to. Say thank you. Listen when you are spoken to. Look at the person who's talking to you," etc.

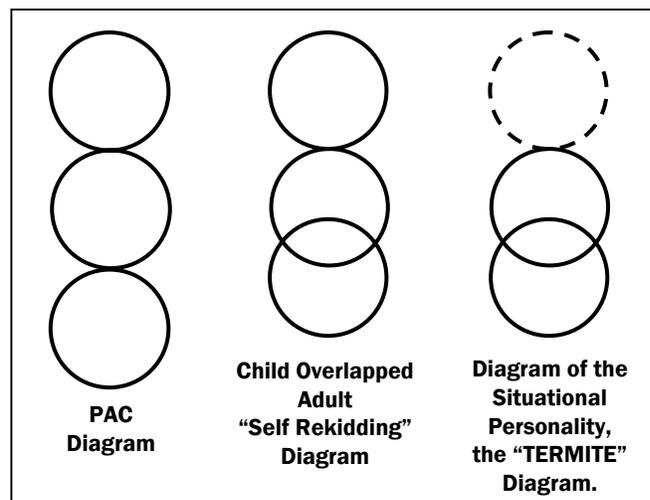


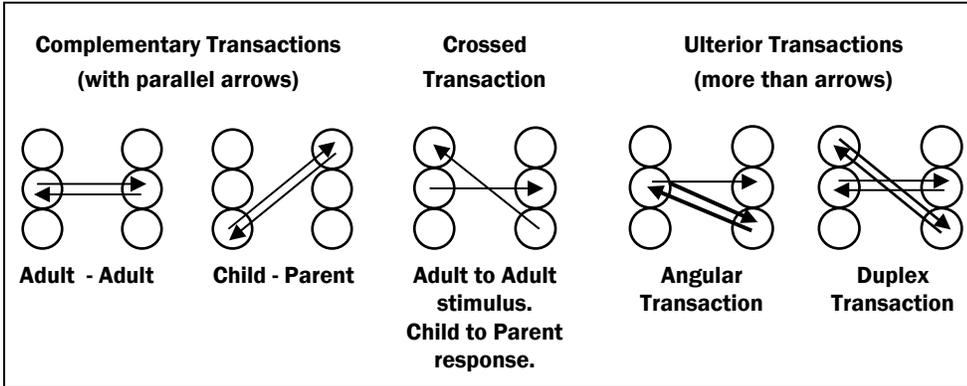
**The PAC Diagram
Letter of the Alphabet of Behavior**

The first diagram shown above was originated by Berne: Parent, Adult Child (PAC), the first Letter of the Alphabet of Behavior.

As shown below, the PAC diagrams show two different kinds of "grownup" inside each person (that writer has met so far).

Most diagrams have been derived from the original PAC diagram (symbol).





Parent Adult Child-selves are DIFFERENTIATED

The **Adult-self** is objective, reasoning, and reasonable. The **Adult** person is methodical in activities. The **Adult** is the data processing center, like a computer, figures out solutions. **Adult** makes measurements which can be verified by another **Adult**. It is a person whose head is level as measured across his eyes. A level headed person who is blinking is a listening **Adult**. Following a recipe in making something is an **Adult** activity.

The **Adult** may have an active thinking life going on, reflecting on personal actions, keeping track of the actions of others in terms of possible modification of his own approaches to the situation at hand, in view of personal objectives. A person's **Adult-self** can be the one in charge of programming personal participation in discussions of "issues."

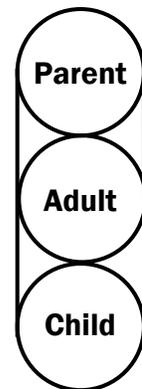
The **Child-self** behaviors include expressions of one's emotions and beliefs. Beliefs? Ever try to objectively discuss a person's beliefs with him. Such discussions almost invariably become emotional in nature. **Child** appearance often includes a tilted head and raised voice.

For some, their personal **childhood** was an unpleasant experience and getting to be "grownup" was the solution. They have a problem with classifying some of their own continuing behaviors as **Child** in origin. They may even feel insulted if their **Child-self** is identified to them.

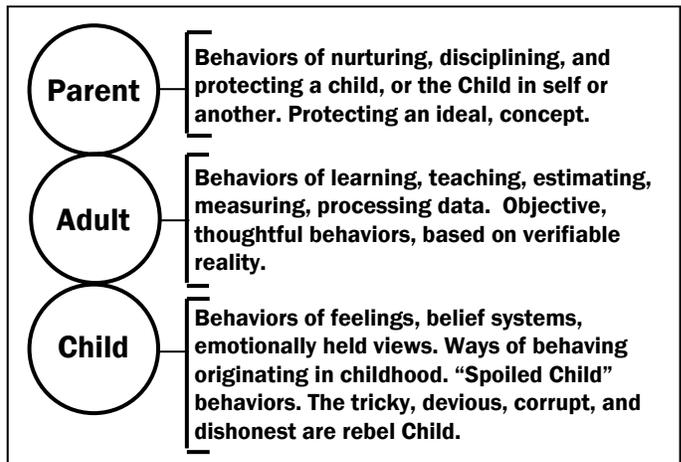
Child behaviors include cursing, defiance, rebelliousness, argumentativeness and epithets. Giggling and belly laughing? Emotional expressions. Hurt feelings, sulking, silliness are expressions of emotion as is over talkativeness. Emotional blackmail and psychological rackets are **Childhood** based.

Managing one's **Child does not mean** shutting his **Child-self** down, suppressing his **Child** expression or changing it. You have a set of beliefs about "liberalism", or "conservatism", in Jesus and Jehovah or not. You can be in charge of the expression of those beliefs or have their expression be in charge of yourself.

Belief systems are the basis of one's perceptions, how you "see" the world. For some people the "environment" is in severe danger from "acid rain", "ozone" layer depletion, "nuclear waste," "toxic waste," dangers from "smoking" tobacco.



The Parent, Adult, and Child can be demonstrated with one finger. How? One answer is on the last page.



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Belief systems are what propagandists work on to influence and gradually shift a perception about a fact; to introduce a belief that can cause a measurable shift in behavior about the willingness to use measurable facts in shaping opinions and views.

The Parent-self in you is the one most insistent you provide food, clothing and shelter for yourself and family, you regulate and discipline yourself. The Parent in the person has as

its function, the preservation and protection of the integrity of whatever the focus of activity is, one's own Childself, another Child, law and order, concern for the destitute, the U.S. Constitution, etc.

The thoughts and behaviors of a Parent are primarily directed to the preservation and protection of the integrity of a Child, whether of the Child inside oneself or the Child of another person. "It's not right to pass this huge national debt onto our grandchildren." "We want our

children to also live in the land of the free, under the U.S. Constitution and the Bill of Rights that it contains."

The Parent in some people pays particular attention to whether a person keeps his word, does what he says he will do.

The Parent in a person will likely be the one who notices whether a public official adheres to the oath of office he took. Before taking any public office in the country, the individual first "freely takes an oath of office" and

usually signs his signature on a written oath with the same words. His oath is a contract.

As a rule, the oath of office of an elected includes the words "to support and defend (the U.S. and State Constitutions) ... without mental reservation or purpose of evasion." It is, however, obvious that mental reservation and purpose of evasion play a prominent part in the actions, voting record, and words of many of these same oath taking officials: executive, legislative, and

See Our Letter No. 11, February 22, 1986,

A letter to Musha in Afghanistan, page 3



These MOST NEGATIVES, these NEGITES are like the sadistic homosexual Mr. Ennat as written by Eric Berne. They are lacking a true Parent in their individual heads. At best they use a childhood imitation of a Parent, an artificial Parent, a "droid" Parent, a "toy" Parent. The negites are led to believe that continuous reviewing of alternatives will serve as a substitute for judgment. They are paralyzed when it comes to individual action or expression of independent thought because they fear what their fellow groupies will say or do to them. They are fearful of making a mistake, and they do make mistakes. Their groups make mistakes, too. When they do make mistakes their fellow groupies tell them how stupid they are. They have no inner, self-sustaining true Parent, no firmly fixed set of ideals, no set of personal values of what is right and wrong. They only know what their fellow groupies tell them. That is why they call their own substitute for an inside guiding set of standards "the critical Parent." The only corrective guiding they get is in the demeaning, harshly critical tones and words of their fellow groupies in sessions. Part of becoming a negite and member of the Invisible Bureaucracy is to have one's own personal sense of values that come from Mom and Dad gradually eroded, chipped away piece by piece while getting better and better at pretending.

- P --- The Parent tells you what is right and wrong, how to feed and how to care for the sick
- A --- The Adult thinks clearly
- C --- The Child plays, has feelings, makes believe, pretends.

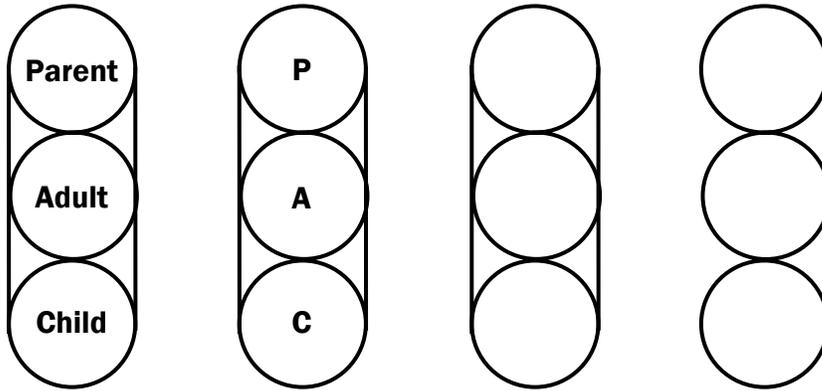
FREEDOM vs US STATE DEPARTMENT

On August 3, 1972 the United States Senate made a deal that compromised the Constitution of the United States of America and threatens freedom. The Senate voted 88 to 2 to ratify the Strategic Arms Limitation Treaty (SALT) between the United States and Russia, which limited antiballistic defensive missile systems. The Constitution of the United States of America says we must defend ourselves against all enemies foreign and domestic. Yet in the past few years the US State Department with the assistance of the US Senate and US Congress has selectively been inattentive and has even shut off the ability of free people to learn about the Killer Empire and the big need here to defend ourselves against their bombs, missiles and sabotage.

South Africa used to keep track of the Empire's submarines spying on the shipping tankers going around the southern end of Africa. Free trade and access to energy reserves in the Persian Gulf depends on the use of that highway in the sea. However, the US State Department will not allow South Africa to purchase replacement airplanes in order to keep on patrolling the ocean waters off the Cape of Good Hope. The State Department says we made a deal with this Empire not to defend ourselves against its aggressions; therefore this applies to us helping other countries defend freedom.

Today it appears that Mozambique's efforts in regaining freedom are being hindered by the US State Department. These facts have been: (1) well concealed, (2) confused; (3) the people obstructing the facts are generally unknown, (4) the known obstructionists are well protected, too, and (5) the fact that most people don't realize that \$375 million US dollars have been sent to the Communist government of Mozambique and Samora Machel to crush Renamo and freedom there. Freedom loving South Africa is being browbeaten and abused by this country's TV and papers whenever it helps the people in Angola and Mozambique regain their liberty.

Self-management includes managing ones Childself, Adultself, and Parentself as shown on the PAC diagram here.



Parent tells you what is right and wrong, how to feed and care for the sick.
 Adult thinks clearly.
 Child plays, has feelings, makes believe, pretends.

The **Adult-self** functions are three: Information intake (learning), data processing (thinking), and methodical (logically sequenced) action.

The **Child-self** can be viewed as inventive (Rissman). The natural Child is the Child in the sandbox, playful and intuitive. He is the one crying when he's hurt, the giggler, the belly laughing person. But in getting older, the Child also became involved in adapting to the realities of parental discipline in his childhood. These learned adaptive behaviors are of two forms, rebellious (defiant) and compliant.

When a person keeps track of what Parent, Adult & Child each do, where they come from, and how, depends on the person seeing his own three different selves as being three real and different people living within "himself", each to be respected. Then he/she can better manage and govern the behavior of that person inside himself.

judicial branches of the government. "Purpose of evasion and mental reservation (crossing their fingers behind their backs) are the hallmarks of the tricky (rebel)" Child-self in many of our government officers.

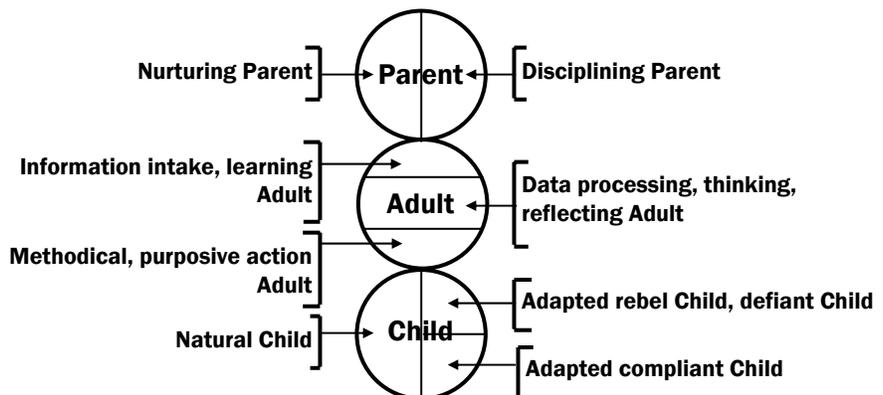
The majority of non-elected personnel working for the elected government officers are also required to take that same oath.

Diagram of the Parent, Adult, Child-self FUNCTIONS

The Parent, Adult, and Child, each carry out different functions.

The **Parent-self** jobs (functions) are those of protection. Protection is here subdivided into those of nurturing and those of disciplining.

Beliefs are a part of the Compliant Child. They are views and perceptions about "reality" adopted for the most part by the Child. Beliefs reside in and are held by the defiant Child and by the compliant Child. For example a defiant belief would be "I know what I'm talking about." An example of a compliant belief : "Boys never cry."





**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."

Those people who retain
some of their natural Child
based intuitiveness on into
grownup life do recognize and
embrace new "truths of life"
faster than those who have
shut off their intuitiveness
early on and adopted a more
skeptical, perhaps cynical,
view of new things. The "Oh
yeah, I see it" exuberance is
an example of response to
understanding, embracing a
"new truth." "I'll have to
think on that" is an example
of an attitude of skepticism
about what the person has
witnessed (oral and/or
visual), a response of with-
holding agreement (approval)
and withholding credit from
the discoverer and from the
exuberant reporter.

Adherence to the rituals
and institutions ("traditions of
men") of a religion has been
described by some as being
anchored in the adapted
Child. The Synoptic Gospels
and the chapter of Acts of the
New Testament of the Bible

report massive numbers of
people embracing the
teachings they heard from
Jesus and His Apostles.

It is proposed here that
these large numbers of
people did this (embraced
these teachings) by atten-
tively listening with their
"intuitive, natural Child."
The Bible continually refers
to those being addressed
as "children."

TO SUMMARIZE:

The knowledge to be gained
(or rejected) about
THE THREE CLASSES OF
BEHAVIORS:

Behaviors of people come
in three general classes:
Parent, Adult and Child.

Many an eight year old in the
past readily learned he could
see these three in the
behaviors both of himself and
in those people around him.

**The Three
Different Classes of
Behavior (PAC)
Demonstrated by
one Finger For
Each ?**

AN ANSWER

**An extended index
finger held
horizontally would
be an Adult giving
directions. An
upright extended
index finger would
be a scolding,
disciplining Parent.
And a Child could
be demonstrated
by an upright
middle finger,
sometimes called
"The Hawaiian
Good Luck Sign."**