

SOCIAL TOOLS

NEWSLETTER

AUGUST 30, 2013

The following is from an unpublished manuscript titled "Social Tools" by Franklin H. Ernst Jr., M.D.

INSIDE THIS ISSUE:

THE GET-ON-WITH CLASSROOM AND CAMPUS	1
THE OK CORRAL: AS TAUGHT IN THE TACT CLASS	2
THE BASICS OF GAMES WERE SUCCESSFULLY TAUGHT	3
READING SKILLS, READING "GAMES PEOPLE PLAY"	3
TACT CLASS ATTENDANCE	4
OBJECTIONS TO THE I'M OK, YOU'RE OK CLASSROOM ?	4
REACTION OF THE ITAA BOARD OF DIRECTORS	6
A SEA OF UNKNOWN FACES IN PUBLIC SCHOOL	7
TO RESPECT AUTHORITY	8

SPECIAL POINTS OF INTEREST:

There are four types of social tools.

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

SOCIAL TOOLS THE I'M OK, YOU'RE OK CLASSROOM

This is a continuation of the previous issue of "Social Tools Newsletter," and from "[The I'm OK, You're OK Classroom: Exchange of Named Hello Greeting Exercises in Public Education Classrooms](#)" By Franklin H. Ernst Jr., M.D.

The Get-On-With Classroom And Campus

[Get-On-With](#) comes from [I am OK and You are OK](#). [When I am OK and You are OK we have a Get-On-With](#).

The high school teachers taught the "OK Corral: Grid for What's Happening" to their

students. And the students immediately began to accurately identify the social dynamics involved when they had:

a **Get-On-With** experience on campus ("It came from an I'm OK and You're OK"),

a **Get-Away-From** ("I wasn't OK and he was OK"),

a **Get-Nowhere-With** experience ("I wasn't OK and he wasn't OK with me, either"), or a **Get-Rid-Of** experience ("I was OK and he was not OK")

These high school teachers immediately put what they had just learned into action, what

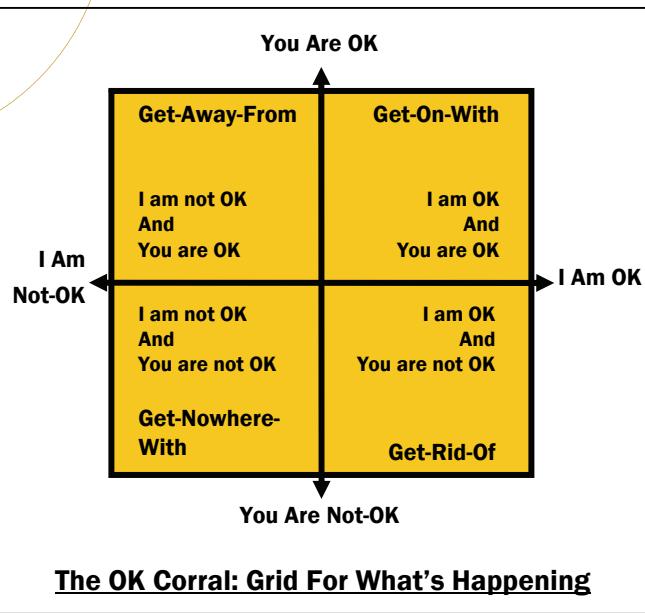
they had been taught by this writer. And then, the students who had just been taught by the faculty students were found within a few days, to be correctly teaching to a "third generation" of other students what this writer had only a week before taught to the first generation (the faculty members).

[A Sea of Unknown Faces In Public Schools](#)

By

Franklin H. Ernst Jr., M.D.

In elementary school the student spends his days in the same classroom, gets a chance to become familiar with the teacher and the expected behaviors of classmates in the same room over a period of weeks, whether he knows all their names or not. The next step after elementary school involves the pre-adolescent student being moved hour by hour, from one room of classmates and teacher and their behaviors to another room

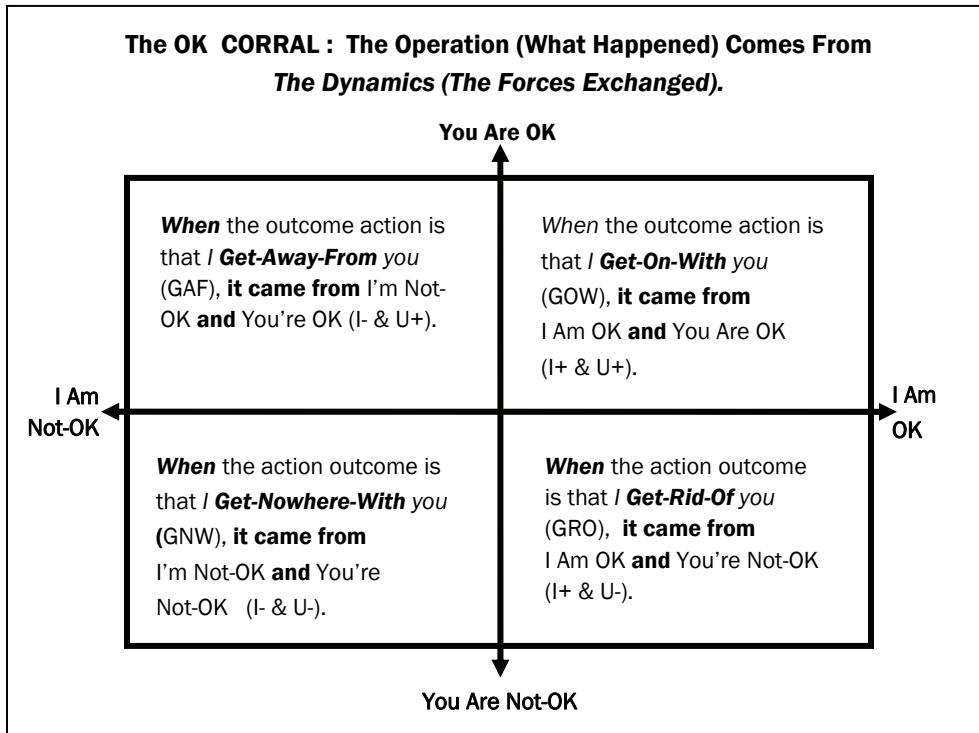
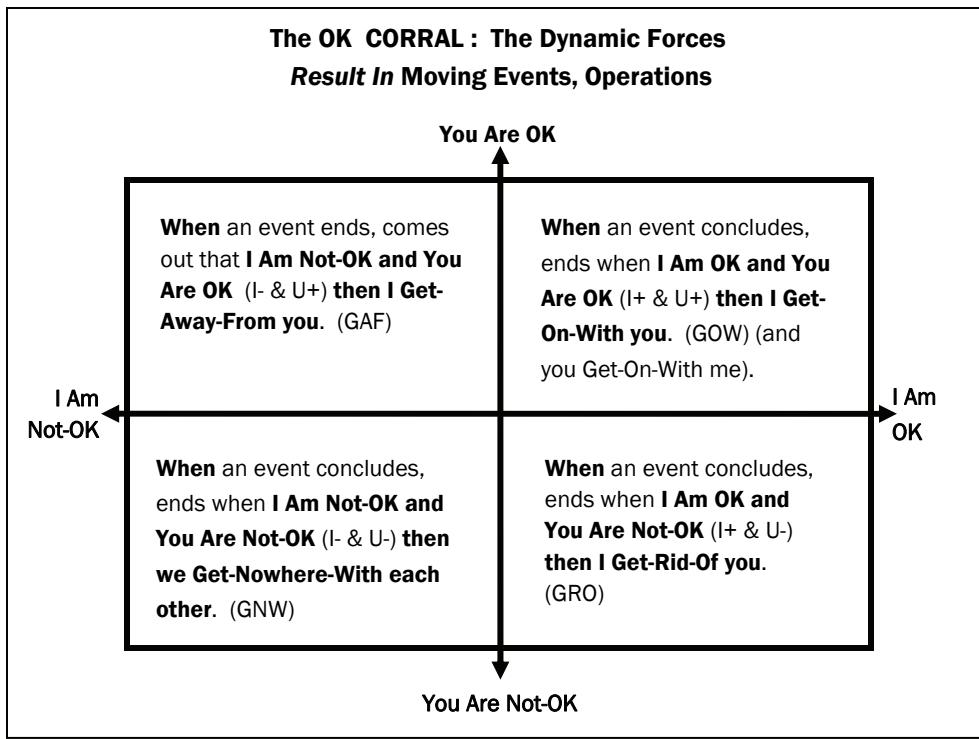


SOCIAL TOOLS

THE I'M OK, YOU'RE OK CLASSROOM

The OK Corral : As Taught In The TACT Class

The OK Corral was also taught to the TACT Class, and in turn those teachers taught it to their students in the high school classrooms.



with different behaviors to get acquainted with, from one set of people to be confronted with to another, hour by hour, in the so-called "education process."

In such a setting it becomes easier to adversely influence anybody the student in view of his level of uncertainty about what to expect from his classmate neighbors. His anxiety is elevated. Certainly as one becomes lost in ever larger masses of people with hardly one in a particular setting that you know, a basic level of anxiety rises in any normal person, let alone a young person, a child. "Who is the (potential) friend?" "Who is there around you to call on if accosted, abused, bullied or otherwise frightened?"

Having ever larger numbers of (unknown) individuals to contend with every few years while at the same time being educated (learning?) is a distraction to the learning process. The business of moving to another room setting, teacher, and another set of people hour after hour can

The Basics of Games Were Successfully Taught

The basics of games people play were successfully taught by these twelve teachers in their own high school classrooms. Students of the Transactional Analysis for Classroom Teachers could and did knowledgeably teach about games, for example, to priests. These ideas are easily taught by students to other people.

In one of the TACT classes for High School faculty members this author taught the basics of how people fill their time with each other ("structure time" with each other) with examples, ie withdrawal, rituals, pastimes, activities (such as work and homework), games, and intimacy.

"Homework assignments" for these 12 high school faculty members who were in this "Riot Prevention Course" included:

1) telling their high school class about attending a lecture on the "Games People Play," and to introduce the definition of a game to their selected High School class. Tell them "a Game is a repetitive way of talking to another person that has a concealed motive, ulterior transactions, a gimmick, and a payoff." Examples given to the TACT class included: "Why don't you, ... Yes but... ", "Ain't it awful", and "I'm Only Trying to Help You."

2) Another "homework assignment" for these faculty members attending was to personally observe and note, write down, what looked like a game in their classroom between students and report it back to the TACT class.

3) Another "homework assignment" was to identify two separate instances of students personally observed behavior. Then ask a student if he was playing a game. The assignment also asked that the TACT teacher/student accept his classroom student's response as fact. The TACT class member was also asked to make a personal note of the student's behavior, the student's response, and to later report these two separate instances back to the TACT class and instructor.

Games are a series of serial social transactions which all people indulge in. A student's in-class game could be disruptive to another person's current social program, for example the particular TACT teacher's class program. It was taught, however, that a game (of itself) is neither good nor bad; that a game is a game is a game, that "good" and "bad" are (Parent) opinions in response, eg to a game.

Reading Skills, Reading "Games People Play"

The members of Transactional Analysis for Classroom Teachers class were informed and passed the information along to their friends and students about where to go in town for copies of the references, to either purchase them or obtain them at the community public library. The librarian told this writer that the library did stock these books and, that in fact, they had 20 copies of each reference he listed for his High School faculty class. All the copies of each were almost routinely checked out.

Partial Book List:

"Games People Play"

by Eric Berne, M.D.

"Transactional Analysis in Psychotherapy"

by Eric Berne, M.D.

"I'm OK, You're OK"

by Thomas A. Harris, M.D.

"The Handbook of Listening, Transactional Analysis of the Listening Activity"

by F.H. Ernst Jr., M.D.

"Who's Listening ?"

by Franklin H. Ernst Jr., M.D.

"The Game Diagram"

by F.H. Ernst Jr., M.D.

These books are still readily available today, in 2013.

be taxing, let alone disruptive as the sea of new (unknown) faces in direct contact with the person grows and grows, let alone be distracted by legalized in-house pornography ("sex education") and confrontations with situational values teachings at odds with the values about right and wrong taught at home.

Thus the desire grows in a student to find someone he can sit with, talk with, who seems to accept himself. The social predators and the "termite organizations" know about this. It makes it easier to "befriend" (con) an unsuspecting young person. So a student finds a "buddy." This buddy may already be in contact with one of the "just a little older peers" who knows the ropes better and seems more secure in his person.

The "termite" recruiting program includes fairly sophisticated psychological manipulations to attract the particular student into

SOCIAL TOOLS THE I'M OK, YOU'RE OK CLASSROOM

TACT Class Attendance

For the first "Transactional Analysis For Classroom Teachers" class session, 20 members of the high school faculty showed up, of whom three of them did not know either the first or last name of four or more of their fellow faculty members two months into the start of the school year. That is, they did not know fellow faculty member names until after the first time this exercise was carried out in the private office of this professional, this author. Two of the teachers did not show up for the (voluntary) second class of the series. Another four were tentative about the "organized pandemonium" that confronted them in their school classrooms, although very enthusiastic. Two other teachers were bordering on being disruptive in the TACT course in the writer's office. By the fourth of these eight class sessions, this TACT class of faculty members had settled down to the 12 who graduated and also received college credit for their attendance.

Writer did not ask about those 8 who dropped out before class session #4 started. 12 out of 20 who came "cold turkey" with a promise of earning college credit for attending, was a good percentage. This was certainly higher than the

hoped for 50% of initial show ups. Don't forget, each one of those 20 came to and into the office of a psychiatrist in town, who had "patients" coming to him who "needed" to see a psychiatrist. When they told their friends, how did their friends respond to them?

Objections to the I'm OK, You're OK Classroom ?

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 down his rate of learning to promote the time with the assistant assigned to him. The National Education Association is the

bigest and richest union in the USA.

There Certainly Were Objections to this Course

Writer was never invited back. The exchange of named hellos, among students in their classrooms, as a teacher sponsored classroom exercise, were completely discontinued altogether. It was abandoned. It was no longer allowed or sanctioned by school administration, or school district superintendent. Classes no longer were teaching themselves, let alone student on their own being allowed to exchange named hellos among each other. Within a few years the expulsions of students from school, for student conduct not tolerated in school, climbed back up to where it had been before this "Anti-riot Course" was taught to the 12 classroom teachers, and for them to teach in their classes.

School SAT scores stopped climbing, started another set of declines as advertised in the local newspaper. All teaching of this TACT information had apparently vanished by the fourth school year following the successful riot control, even after this anti-riot course was very successfully taught to 12% of the school faculty with school wide academic and school

"looking at," "coming to one of our group meetings after school at a friends house," whether led by a "friend" or someone slightly older whom he has already met. Once "hooked," the particular student can be led through a series of steps including studying peers and dishing out peer pressure. He will learn how to be "cool" under peer pressure. He will be taught some simple measures for dealing with, countering the rules of one or both his parents, "to get them off your back," if that's the initial complaint of a recruit.

The "termite" goal is to ultimately produce an entity whose personal values, personal ethics, principles and standards will no longer be operative; to produce an entity who can carry out actions contrary to those values and home teachings he had before, when he used to become embarrassed, feel ashamed, felt bad, guilty or having some other internally painful

campus advantages. Within four school years, the students who participated with pride in their school affairs, because it was **their school**, had graduated.

It is not this writer's job to speculate on school administration reasons about what he saw and heard. Writer's job is to report what he did and saw. This is to say: Schools, Churches and Hospitals all have very complex, complicated organizational structures, ie they are compound and complex organizations. By 1973, one year after the conclusion of the school year in which the undeniable successes from the Transactional Analysis for Classroom Teachers course had been amply demonstrated to the California Public School system, the International Transactional Analysis Association Board of Directors passed a resolution prohibiting and condemning the "illegitimate teaching of Transactional Analysis courses." Legitimate teaching was defined as that carried out (only) by advanced, dues paying members of the ITAA who had completed training at one of the International Transactional Analysis Association's approved "schools" of training. It was apparent such a resolution, either directly or indirectly, may well have been contributory to any other School District Superintendent or elected County Superintendent of Education

shying away from approving any further teaching of Transactional Analysis by school teachers in any manner remotely resembling this TACT course given by author, where the information/knowledge about voluntary personal self regulation was so readily and effortlessly taught throughout the school. The TACT course was given to only 12% of the high school faculty teachers and students of these 12 teachers of this major California community high school.

Then too, a teacher who did carry out even the daily "organized pandemonium" (named hello exchange) exercise in his classroom would have had, by school definition, a "noisy classroom." The sound-proofing of rooms with double walls on either side where adjacent rooms are located, is relatively inexpensive for a school district, taking into account the school district "liquid assets" reserve fund shown in the Comprehensive Annual Financial Report (CAFR). To date, however, writer has not heard of any move by any school district to install sound proofing walls to take care of the "noisy room" objections. Thus the single most energizing-of-learning exercise in the history of (**compulsory**) public education (in the USA) languishes.

Without sound proofed wall, other teachers, the school administration, and

local union steward teachers are readily able to keep relatively good track of what is going on in each teacher's classroom and would hear about any "objectionable activities" like the "organized pandemonium" exchanged named hellos exercises in the classroom of a particular teacher. As noted elsewhere, on occasion, however, a student or teacher has reported to writer their personal satisfaction at improved learning when using the "compulsory daily named hello classroom exercise" and the clarity of benefit from that activity; secured the permission of his principal to go through with the "organized pandemonium" classroom exercise periodically (named hello exchanges among all students in the particular classroom and making a written classroom seating diagrams by each class member).

The Effectiveness and Efficiency of the I'm OK, You're OK Classroom

Teaching classroom teachers in eight sessions (12 hours of class time) the basics of transactional analysis, leading to both good school morale and quality regular high school educational achievement was a singularly outstanding experience. It demonstrated both an efficient and an effective method of teaching teachers. It's a whole lot easier for teachers to teach and students to learn in a

experience as a result of carrying out the suggested assignment of a "controller" leader.

The second set of advantages of becoming a termite are described as "feeling like you are getting to be an insider."

The personally painful results from violating another person's trust, loyalty or confidence are considered liabilities in a termite entity. Lifelong continuing "termite" education courses will be the hallmark of a life of continuing termite-hood.

There is no such thing as retirement from being a termite. For one thing, it becomes completely addicting to be able to violate early values, to get training in order to not feel bad afterward, i.e. in order to not feel so much that "I am not-OK."

Recruiting Groups for the Initial Phases of De-parenting

Many junior high school campuses can be seen with a variety of a year or so older persons hanging around the schools before and after school and during

SOCIAL TOOLS THE I'M OK, YOU'RE OK CLASSROOM

friendly setting around the people you know by name than in an uncertain setting around people you don't know, who might assault you, ie be riotous in behavior at you. With "friends" (known by name) around himself, a person has "allies", sources from whom information can be gotten, from whom he can be corrected if he heard a part of the lesson wrong. A person is far more likely to be a friend if you know and say his name to him, far more likely to show/have good will back to you than not.

In the early years at conferences of the International Transactional Analysis Association there were periodic reports of teaching the PACs in private small groups, especially by David Kupfer M.D., as reported in various issues of the "Transactional Analysis Bulletin" between 1962 and 1968. Within a couple of years there were reports of teaching PAC and the OK Corral in public schools by several teachers eg. by Connie Wittig, a school teacher in Ohio. Wittig reported teaching both the stacked (PAC) circles and the OK Corral to her beginning elementary grade students in the early 1970s with marked benefit in student self-governing ability.

Reaction of the ITAA Board of Directors

In 1973, the Board of Directors of the International Transactional Analysis Association apparently initiated measures to make it "illegal for anyone to teach Transactional Analysis" who was not a dues paying, "recognized", advanced member of the International Transactional Analysis Association. Legal sanctions were supposedly to be initiated against those who did it without permission of ITAA headquarters office. ITAA members who violated these new Board rulings regarding "illegal teaching" of this information were to be referred to the "Ethics Committee" of the ITAA.

What would be the point of joining or staying in a club that promised to punish you for using the club's product, or information. In this case, it was knowledge per Eric Berne MD and as Dr. Berne said: "... information learned is owned by the person who has the knowledge." Information that is intended to be used much like the Roman letters of the phonetic Alphabet cannot be trademarked. If information transmitted by phonetic letters of the alphabet, such as these you are reading now, would supposedly be the basis for referral to the Ethics Committee of the Board of Directors of the

International Transactional Analysis Association, then all writings would be subject to review. Teaching PAC, like teaching it to your mother or father, unless you had a Ph.D, MSSW, M.D., or Ed.D., would be subject to review. Threats by information restricting organizations, such as referral to that Committee, or being sued for some perceived infraction of trademark, are contrary to freedom. (See the 1974 ITAA Directory, page 3: " 'Sanctions' against use of 'transactional analysis': for 'unethical, harmful, bizarre or otherwise illegitimate uses of transactional analysis' .") Come on now ! ?

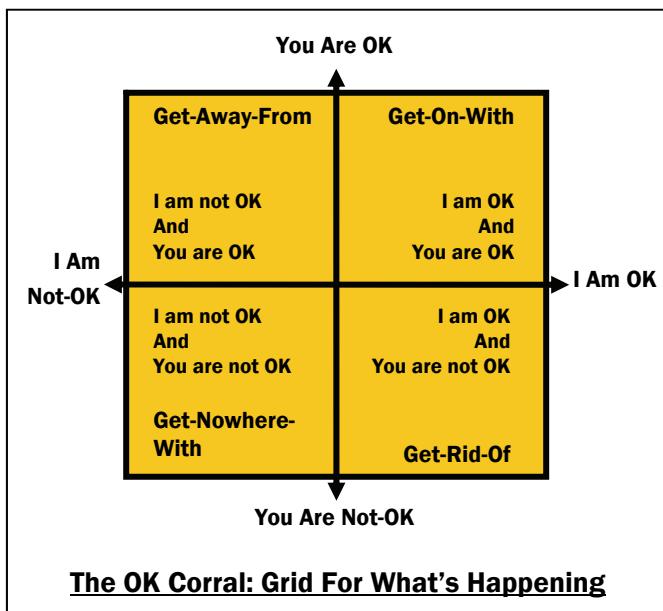
This really was actively discussed in meetings writer witnessed. And the writer, as one of the very earliest of Eric Berne's students, was not "allowed" to attend before the "rules" were "passed."

If PAC stacked circles is a diagram used in transactional analysis, then what is



lunch and other school break periods. Often they, those hangers on'ers, will be seen with two or more students from the junior high school clustered around them. Potential drug dealing? Possibly. They are just as likely there "just befriending" specific students toward becoming interested in meeting with them later at another place. This is one way to recruit disgruntled adolescent students to meet together so as to learn more about the student discontents beyond what comes up in school.

Termite teachers, scattered throughout all grades from kindergarten and up through 12th grade in publicly tax funded education facilities have the additional assignment to pass along information about pre-selected potential leader termite candidates, to be recruited into future de-parenting cadres. Everyday, all the teachers go to the faculty room where they pastime.



The OK Corral: Grid For What's Happening

the OK Corral? What is the OK Corral about? It is information and knowledge in the public domain of public use as is the phonetic Roman (letter) alphabet. The symbols can be misused, if that is a person's use. "Misuse of the Roman (letter / phonetic) Alphabet" was not referred to an ethics committee for sanctions. Nor is misuse of the number systems, Arithmetic.

A Sea of Unknown Faces in Public Schools

In elementary school, the student spends his days in the same classroom, gets a chance to become familiar with the teacher and the expected behaviors of classmates in the same room over a period of weeks, whether he knows all their names or not. The next step after elementary school involves the pre-adolescent student being moved hour by hour, from

one room of classmates and teacher and their behaviors, to another room with different behaviors to get acquainted with, from one set of people to be confronted with to another, hour by hour, in the so-called "education process." In such a setting, it becomes easier to adversely influence anybody the student in view of his level of uncertainty about what to expect from his classmate neighbors. His anxiety is elevated. Certainly as one becomes lost in ever larger masses of people with hardly one in a particular setting that you know, a basic level of anxiety rises in any normal person, let alone a young person, a child. "Who is the (potential) friend?" "Who is there around you to call on if accosted, abused, bullied or otherwise frightened?"

Having ever larger numbers of (unknown) individuals to contend with every few

years while at the same time being educated (learning?) is a distraction to the learning process. The business of moving to another room setting, teacher, and another set of people hour after hour can be taxing, let alone disruptive as the sea of new (unknown) faces in direct contact with the person grows and grows, let alone be distracted by legalized in-house pornography ("sex education") and confrontations with situational values teachings at odds with the values about right and wrong taught at home.

Thus the desire grows in a student to find someone he can sit with, talk with, who seems to accept himself. The social predators and the "termite organizations" know about this. It makes it easier to "befriend" (con) an unsuspecting young person. So a student finds a "buddy." This buddy may already be in contact with one of the "just a little older peers" who knows the ropes better and seems more secure in his person.

The "termite" recruiting program includes fairly sophisticated psychological manipulations to attract the particular student into "looking at," "coming to one of our group meetings after school at a friend's house," whether led by a "friend" or someone slightly older whom he has already met. Once "hooked," the particular student can be led through a series of steps including studying peers and

Among their other pastimes about sports, dieting, new recipes and clothes are the pastimes (gossip) about the students in their classrooms. It falls to these particular termite teachers to identify which under-the-age-of-consent students to attract and seduce into joining the small groups. Will contact with a particular individual teacher or an outside resource help in this recruiting process? What are the appetites of the student? What particular ambitions, angers or other appetites can be exploited in one of them? Small off campus meetings of these young people may be arranged so each student member in a small group can hear on a personal basis about the homes of other disgruntled group members and how these others learn how to deal with their family 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."

dishing out peer pressure. He will learn how to be "cool" under peer pressure. He will be taught some simple measures for dealing with, countering the rules of one or both his parents, "to get them off your back," if that's the initial complaint of a recruit.

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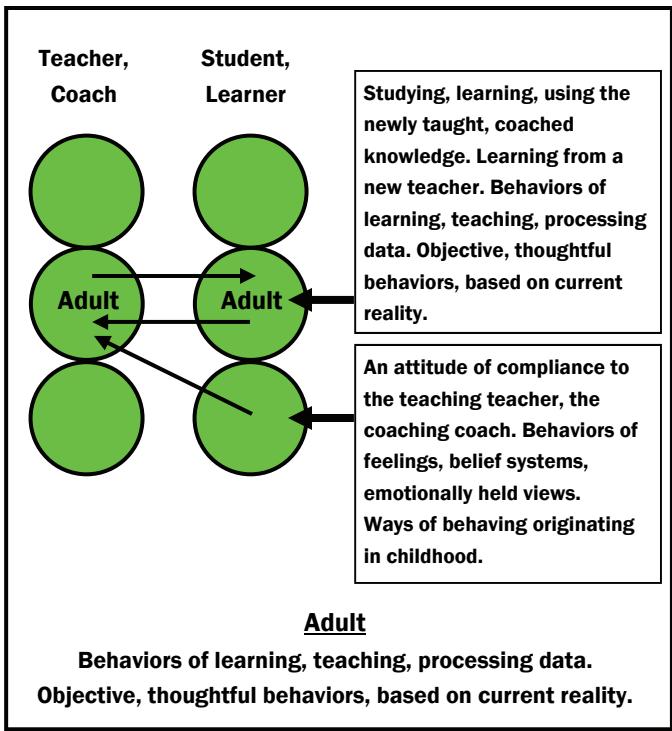
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The selection of which students will be recruited begins very soon after enrollment in public education schools. The process of actively recruiting the individual, however, almost routinely occurs during in the 6th, 7th, and 8th grades, ie "middle school" age. Who knows, maybe that's why middle schools were invented?

To "Respect Authority"

This diagram shows the behaviors in the successful teaching, learning setting, where the learning person respects the authority of the knowledgeable teacher (facts being taught by that teacher) coming from the teaching person.



To be continued