

# SOCIAL TOOLS NEWSLETTER

JULY 30, 2014

The following is from an unpublished manuscript titled "Social Tools" by Franklin H. Ernst Jr., M.D.

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**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" Vol. 3, Issue 8.

Most of this newsletter is 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.

### To Question Authority

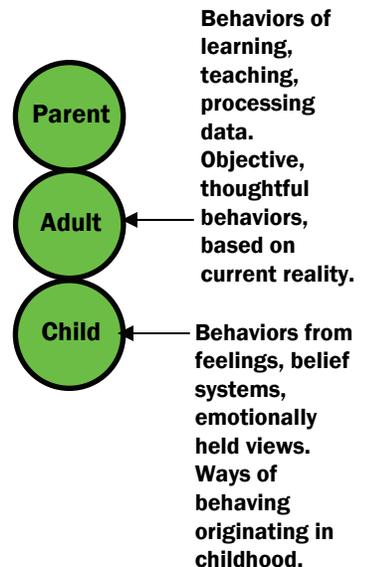
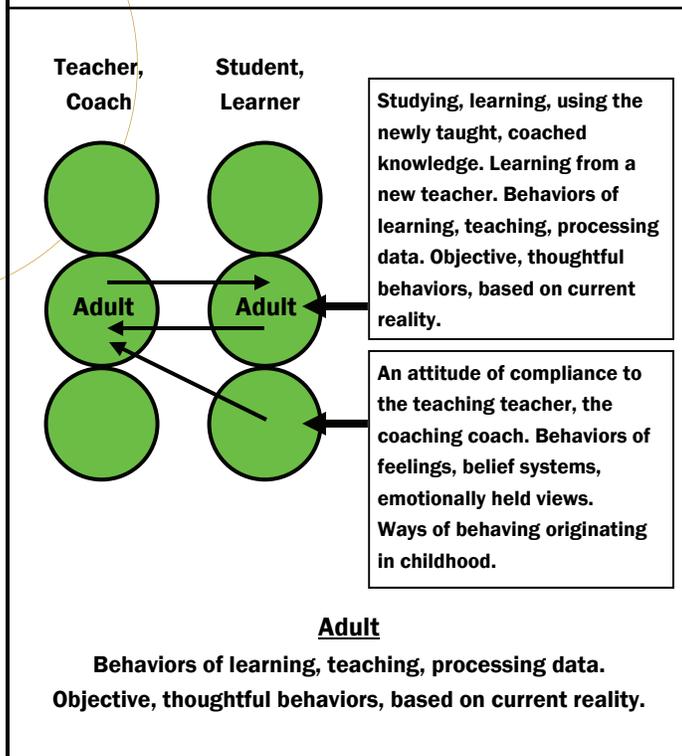
To "Question Authority" is to be defiantly argumentative against the facts, versus learning from the classroom teacher, or coach.

### One Solution on how to deal with "argumentativeness":

Let the arguer keep his "argumentativeness" as is. Do not try to get to the basis of the argumentativeness. Instead persuade the reasoning side of the person about the advantages of separating his reasoning from his "standing up for himself" side, so he can look at another side. You want to attract his reasoning to take over for now (more of the time). "We know you know what you're talking about. But this is about something different."

### 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.



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**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, during lunch, other school break periods, and after school. 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 to "just befriend" 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. 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; how these others learn how to deal with their family members.

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, i.e. "middle school" age. Who knows, maybe that's why middle schools were invented?

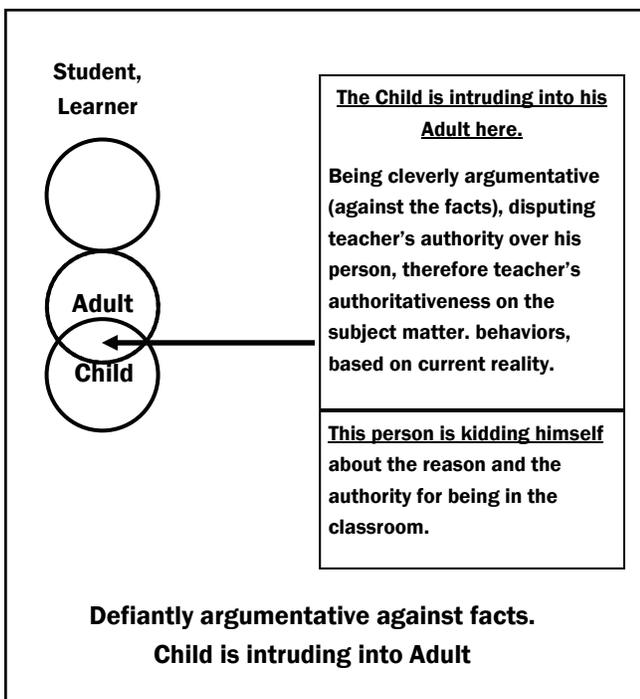
The following is from Social Tools Newsletter, Vol. 3, Issue 1:

**Situational Personality and Diagram.**

**The "Termite" Personality**

A termite is an insect which infests and eats up the house it lives in. A human "termite" is a being dedicated to dismantling the society it lives in while feeding off the fat of the land in that society. While the slang term is "termite", the social term is situational personality. Here some of the behaviors of situational persons are described along with some of the general patterns by which under-age (the age of consent) people are recruited into that way of life. The diagram of the Situational Person itself tells a lot of the story. And the political term for such a (human) being is "radical socialist."

The principal modification of the PAC diagram is, of course, the dotted line representing the Parent (ego state). This shows that the Situational Person has a modified Parent,



**Home Schooling**

Home schooling does provide an atmosphere where the unexpected and the distracting will be held to a minimum for the learner. Self-learning and self-teaching at home are the expected. Then in multi-sibling homes there is also the younger pupils access to the older when puzzled. And they do give named hellos to each other, thus do know each other and they do know what to expect from each other: trust, respect, bonding of each other. Competition may be reduced. Co-operation significantly improves.

Art Robinson estimates over 1% of the nation's school age children are being home schooled. Home schooled pupils test well above the average on the Scholastic Aptitude Test (SAT). His six offspring are all in the genius range. Each of them now have PH.D. or M.D. degrees, or are on their way.

Ray Brian of the National Home Education Research Institute estimates that there were 1.3 million of school age population in home schooling in 2001. That is 2.6 % of the youth, kindergarten through 12th grade, in the nation.

**In Summary**

Twelve members of a local high school faculty of 100 members were taught a weekly eight session course of Transactional Analysis for Classroom Teachers (TACT) for a total of eight weekly sessions of 1-½ hrs each (12 hours) of instruction with the sanction of the school principal and School District Superintendent of Education. The stated goal was to prevent recurrence of the expected annual school riot. The 12 participating faculty members received college academic credit for attending and passing the graded course.

This was a high school of some 2000 students. More than 500 of those students were directly taught the instructional material of the course by these twelve teachers. Each of the twelve taught the Transactional Analysis for Classroom Teachers instructional material to at least one of their five daily instruction classes of 30 students per class. Some of the twelve teachers taught the TACT material to all five of their classes in the day.

Instructional material taught by author was designed so that it could be

taught the next day in the classes of these same faculty members. Material taught by writer to faculty members emphasized four basic elements for these teachers. These were:

1) HELLO by NAME exchanges on a daily basis between each student with every one else in the particular classroom, AND each person (student and teacher) in the classroom making a first and last name (written) seating diagram of this particular class exercise and recording on their seating charts each personally given and received named hellos. This was the daily opening class exercise by the involved 12 faculty teachers carried out within their personally selected class (classes). This opening class activity was continued for the seven weeks of the course, between the start and conclusion of the course. By personal report, most of these teachers continued this opening class exercise through the balance remaining five months of that academic school year.

2) The PAC diagram was taught, differentiating as it did, between feelings (Child), reasoning (Adult) and self-governing (Parent) behaviors - and how to diagram these behaviors as the faculty AND

compared to what the normal person has. The integrity boundary of the "grown up" Parent in these beings is not only unstable, it's boundary has been breached in many places (ways).



The "grown-up" Parent in these cases, metaphorically speaking, is very full of leaky holes, no longer can do the job it was created for, has had several lobotomies.

What are the functions of the Parent? Preserve and Protect. Termites, instead, with their absence of an intact parent, can be seen for example, in "Parenting Class."



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their own students saw them. (See Transactional Analysis in Psychotherapy, Eric Berne, 1961, Grove Press Inc, NY, NY and Games People Play, E Berne, 1964, Grove Press Inc, NY, NY)

**“The feelings you have, cause the things you say and do. By changing the things you say and do, you can change your feelings, too.” (Anon) OR**

**“I can reveal the way that I feel by the things I say and do. By changing the things I say and do, I can change my feelings, too.” Anon**

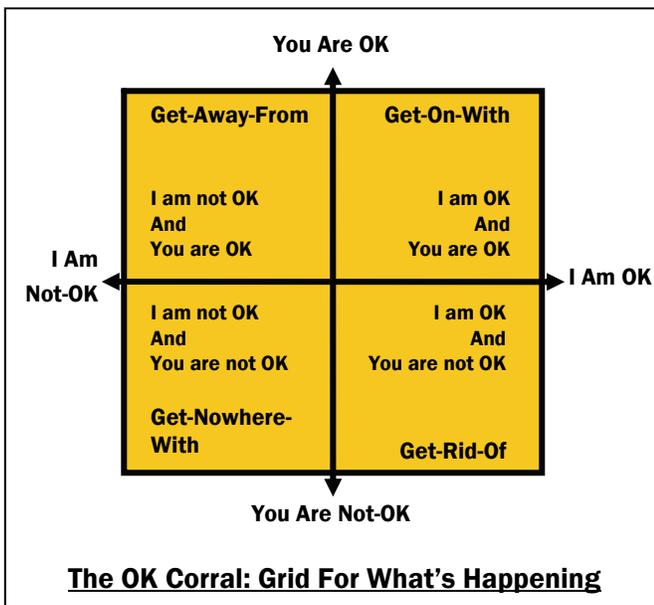
3) The OK Corral was the other behavior diagram taught to the teachers that they introduced to their classroom students. They learned

how to draw the OK Corral and apply the social dynamics it represents to themselves individually and socially in their daily classroom activities.

4) These teachers reviewed and verified the use of daily seating charts of their individual students. They reviewed the record of hellos exchanged, the accuracy of fellow student name spelling, and quality of handwriting. As a rule, the teachers returned those student charts back to the students at the conclusion of each class period. These seating charts were gradable reports, could be graded for accuracy of spelling, penmanship, carrying out the assignment, etc.

By law these students were compelled to be in their classrooms and compelled to participate in what the teacher was teaching. This is what compulsory education is about – forcing the people in the country between six and 17 years old to be locked up in closed spaces and subjected to the teachings (the indoctrination of the “group leader,” teacher).

The students in the classes of the “twelve faculty” hurried to their classes, were routinely busy on their first assigned classroom exercise before the start of class. Their first assigned classroom activity was to say hello by name to every other student in the class AND make the seating diagrams and chart of hellos exchanged in the exercise.



**THE GROWN UP PARENT**

The grown up Parent in a person can be expected to be the repository of grown up ways of protecting a Child, including protecting the Child within the person himself.

A grown up Parent would be expected to be able to restrain a City Mayor from having screaming Childlike tantrums in City Hall, even if he did have screaming fits at home.

The jobs of the grown up Parent (P-2 Parent) include grown-up nurturing and grown-up disciplining, ie nurturing and disciplining tempered by learning from life experiences as a Parent up to date.

In the case of the Situational Person, the breaching of the Parent boundary began during youth. And there will be an absence Parent tempering (learning) from those growing up and maturing experiences. The capacity (container) to store these behaviors to use later for living purposes, leak,

**25 YEARS LATER**

Some of these TACT faculty “students” were still teaching high school subjects 25 years later and remembered this writer with pleasure and respect.

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 on campus high school) of a well-taught social tool with personal rewards. At sometime in the day, 25% of the student body did attend at least one of the five periods taught by these twelve teachers. The academic subjects these teachers were teaching in their high school classes included biology, chemistry, physical education, history, geometry, English and social studies.

**Summary Diagram of Results of Teaching the TACT Course**

Classroom respect for authoritative authority!

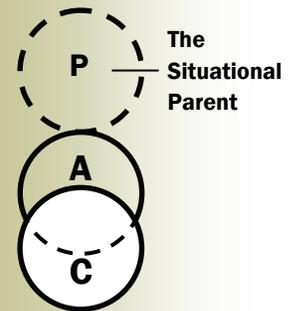
The diagram at the bottom of this page shows the behaviors in the successful teaching, learning setting where the learning person respects the authority of the knowledgeable teacher, the facts being taught, and that this knowledge is coming from an authoritative teaching person. The teacher continued to have the policing job of maintaining orderliness in their own classroom and in the hallway and on the campus. But teacher disciplining behavior was infrequently needed in this school during the school year period described above.

With the (new) abundance of “You are OK” strokes coming to self and fellow students, with personal named hellos, the amount of hallway rowdiness, did as expected, decrease, to almost disappear, with the general decrease of need to carry a “chip on the shoulder” or “be conceited,” aloof, in order to gain recognition of fellow students.

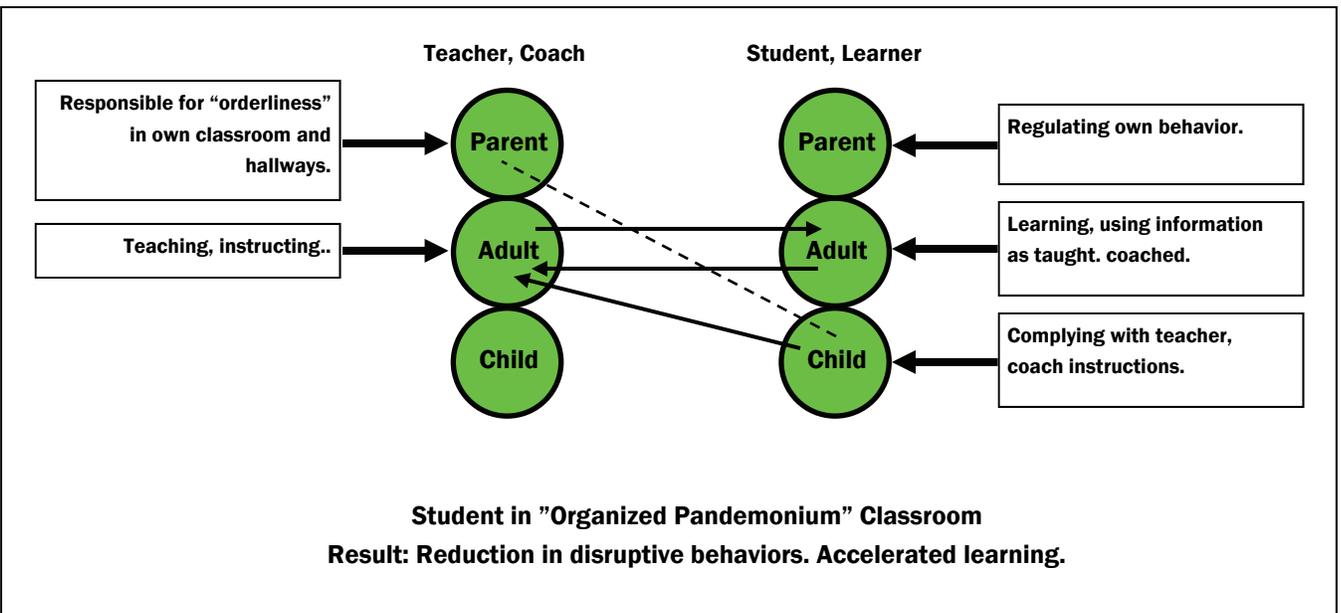
**Student Learning Becomes the Knowledge of the Students**

This information which had just been taught to the TACT faculty teacher (student of the writer), **and** then taught by these TACT teachers in their high school classrooms to their students, became the personal **knowledge** for the (faculty) student when that

because of the “holes” in the Parent. Programs to remove the personal values of a person are called “De-parenting Programs.”



A self-respecting grown-up, personal (contrasted to (“group”) Parent is the repository of family values, traditional values, personal values, as part of the disciplining Parent.





## 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."**

(faculty) student **put it into action**. This cumulative body of student body knowledge derived from the public school classroom had then become

personally useful to and use-able by the student himself in regulating his own behavior to personal advantage, **and** of mutual benefit to the others he was in contact with in **his** classroom, in the school buildings, on campus, and in the community where he lived.

**AND** these students **ALSO learned** the subject matter of the classes they were attending. Learning became easier and **faster**, whether the course was **geometry**,

**English, social studies, high school chemistry, or physical education**. In fact, there was a period of a few years after this TACT course was taught, we were told, where the student body, overall, had higher than expected SAT test scores. We understand though, this high school did in time manage to bring down the average of their student SAT scores again; so that High School's SAT score was no longer outstanding.

Contained in most people to varying degrees during his life, these include a uniquely personal representation of the values for "say what you mean, mean what you say, don't lie, tell the truth, keep your word", "don't steal", "be honest." They include the values for sexuality and personal morality. Others include "be generous with what you have," "take care of what belongs to you," "don't let others take advantage of you," "stick up for what you believe," "stick up for yourself," "don't curse your parents," "don't talk bad about your family." They include loyalty in a family to each other, whatever the internal family conflicts, dysfunctional family or not, as the basic social unit of society.

When the particular person violates his (personal) Parental values he may learn from the experience, but invariably his Child (the violator) will later feel bad, guilty, embarrassed, ashamed or other emotion whether he tries to rationalize it away or not. The Child inside is punished by the Parent inside.

How does a parent with personal (Parental) values deal with the "sex education" of and pornographic influences on his children during the day while in the public education setting?

This "education" is not properly timed education in the under-the-age-of-consent student's life. It is salacious for them. It is sexual temptation and arousal and seduction carried out coercively by the government on its under-the-age-of-consent subjects and on its "human resources," for the government purposes of reducing the value and influence of biologic parents, and overwhelming the budding grown-up Parent in the student himself, ... .. See "Social Tools Newsletter" Vol.3, Issue 1