

SOCIAL TOOLS NEWSLETTER

JANUARY 25, 2012

The following is from an unpublished manuscript titled "Social Tools" by Franklin H. Ernst Jr., M.D.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

CLASS #1 OF SOCIAL TOOLS MANAGEMENT OF SELF

MANAGEMENT OF SELF (MOS)

The management of self is the key factor to the preceding three classes of Social Tools: Dealing With Others, Tickets-Talents-Hellos-Education-Trades-Techniques, Money.

It takes self-management to handle one's money, to control impulse spending, to balance a checkbook. If the person invests money, the control of his emotions helps, such as control of fear and greed. Self-governing is required in order to adhere to the investment program and goals he sets up. There is the studying and reading to keep up with the valuation and markets of the investments. There will be new people to deal with.

To advance one's educational qualifications for employment requires the self-discipline to stay with the necessary study program, whether in a formal school setting or at home. Training time for a new position will require an altered set of parameters for balancing other time usage and the funds the person has at his disposal. An advancement in job will include a new set of people to learn how to deal with on a daily basis, even if it does not

require moving to a new location. To do this will require a decent ability to adapt personal behavior to deal with the new people in the new employment setting, besides learning their names and what to expect in their behaviors.

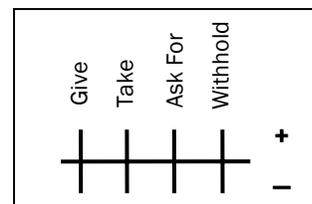
The self-management tools are those a person uses to manage his own behaviors. A person's range of behaviors include what is called his "personality." These self management social tools are the tools used to be a self-governing person over the range of social circumstances and experiences in a day, a year, in a marriage, with the advent of children being born and growing up in the same house, family deaths, and any moving to a new location and/or school.

The presentation of yourself can be self-regulated, more or less. Less is when the activities and presentations of others are doing more of the programming of yourself. For example if you bite easily on the put-down remark sent your way, you give up another program you were on (before being put down). That is, you give up your own program in favor of joining with

the emotional verbal jousting they offer you, to engage in, with them.

Facial expression, physical attitude and bearing, the degree of being reasonably well attired and groomed all play a significant role in the management of self for presentation of yourself. These are among the "advertisements" you offer about how you manage yourself, when you are meeting and greeting another party. In terms of the "Stroking Profile" these "self-advertising" elements are part of your "Ask for" stroking. As you appear on the scene your demeanor can appear thoughtful, smiling, cordial, leering, neat, sneering, personable, grouchy ... and so the adjective list could go on.

Self management also can be seen in the presentation of your possessions, such as your car, your house and your guitar. This element of self presentation is referred to as your "ASK FOR" on the Stroking Profile.



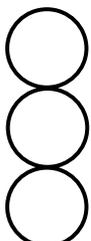
STROKING PROFILE

MANAGEMENT OF SELF

The activities and presentations of others to you can and do influence how you present and manage yourself in a particular social setting. Your behavior is influenced by the present setting and by the past - in the immediate and/or more distant past. Your immediate past events can and do influence how you use your own set of social tools for managing yourself, i.e. your mother claimed you hurt her feelings when she called last night, your son told you he'd take an "F" grade in a school subject if you forced him into it, your husband was nasty just before he left for the office this morning.

"GET YOUR HEAD ON STRAIGHT"

The expression "get your head on straight" refers to the advantage arising from the use of at least momentary reasoning and thoughtful reflection about what to do next before taking action. It refers to staying rather more thoughtfully in charge of one's own behavior whether it is to appear thoughtful, sympathetically understanding, to appear emotionally outraged or to appear upset



Adult program of one's self.

and make a "scene" in a legislator's office to dramatically get a point across.

As a matter of fact, many people report that by (quite literally) squaring up their head to be level across their eyes and holding that physical attitude periodically for a few seconds of time has made a world of difference in their over all ability to "collect their wits," when otherwise pressured.

For example, during the hour before lawyer Jackson was to see client Sam about family litigation against him, the opposing lawyer had unexpectedly called Jackson and told him a litany of unfavorable, defamatory stories about Sam. When Sam saw Jackson he wondered about the icy reception he was getting from the otherwise friendly Jackson, but decided not to take it personally. Sam kept a level head and stayed matter-of-fact. Eventually Jackson told him about the call from the other lawyer. "He had quite a string of unkind stories to tell about you." Without denying anything or asking to hear what had been said, Sam responded with: "Well, you know the definition of a myth! It is a story that never was true and always will be." Jackson laughed. From there the appointment went well.

During another appointment, a call from Assembly-

man Willie Brown in Sacramento was (of course) put right thru by the receptionist, interrupting the lawyer-client business. Sam made no comment about it then, or later.



"Sam kept a level head."

SELF PROGRAMMED, OR WORRIED ABOUT WHAT OTHERS WILL THINK

You will have diluted your effectiveness when you are worried more about how your presentation will be accepted by those present, than in making an effective presentation to them. This is a case of not having a handle on the quality of your own self-management, to the detriment of dealing with the others involved with you, in getting a job done.

And yet this is to say: it is appropriate to let yourself see and hear the conduct of others around you, influence you. It is entirely appropriate to let your behavior be influenced by the conduct of the others around you. What you can work toward is having more influence over your own behaviors while accommodating those with whom you are dealing.

The activities and presentations of others to you can and do influence how you present and manage yourself in a particular social setting. Your behavior is influenced by the present setting and by the past - in the immediate and/or more distant past. Your immediate past events can and do influence how you use your own set of social tools for managing yourself, i.e. your mother claimed you hurt her feelings when she called last night, your son told you he'd take an "F" grade in a school subject if you forced him into it, your husband was nasty just before he left for the office this morning.

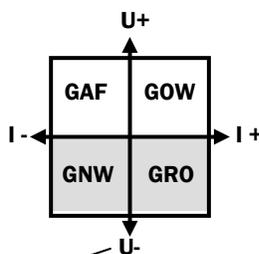
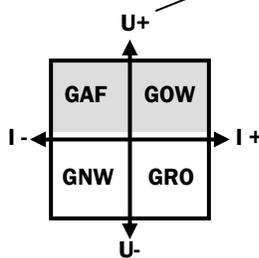
Mutually accommodating yourself to the minute-by-minute changes of the social setting in your life: work, family, friends – this takes self-management, self-governing, having your own head on straight, and staying tuned in, to what the objective at hand is.

A SMILE, A LAUGH

Having a ready smile of pleasure or an appreciative laugh ready to give when appropriate can earn a person forgiveness for a lot of other social mistakes he might make. Giving a laugh of appreciation is to give the other person a “You are OK” stroke.

SELF RESPECT

Giving other party a "You Are OK" increases chances of being favorably received, of having a "Get-On-With"



Glare gun on face. "You Are Not-OK." Carry one around. Reserve it for special purposes, special persons.

AND COMMANDING SOCIAL RESPECT

A baseball player who strikes out swinging can mouth an epithet at himself for it. Or he can forgive himself for it, reflect on how the pitcher fooled him and think about a way to keep it from happening again.

You slip on the ice and look clumsy to those nearby as you recover your balance. You can blame the ice or the sidewalk out loud if you want. Blaming it on something may be your nature. Does it help you respect yourself better? Does it help to keep or gain respect of those around you? You can correct a mispronunciation or a misspelling of your name. There is probably something else involved besides an error when you have to correct the mispronunciation or spelling of your name the third time.

RELIABILITY

After the third reminder and your agreement to do something, you still forget to complete the task – is this because of your disrespect for that person?

Related to the respect you receive and command in your neighborhood is the reliability of **your word**. Do you keep it? Can you yourself count on doing what you have set out for yourself to do?

One measure of being a self-disciplined person is your reliability in doing the chores you have agreed to do.

PERSONAL DECISION MAKING

“Get your head screwed on straight.”

A decision to do something, for example getting a vehicle “smog-ed”, and then getting going on it is an example of reliable self-management. The act of making the decision and then committing your energies and actions onto doing the act is being decisively active. Postponing the act of doing **it** and instead whimsically shifting the focus of energy, time and resources onto something else is not how the smogging will get done.

SELF MANAGEMENT

We each have a variety of behaviors we show in a day’s time. One moment business-like, later stern, then smiling and laughing, barking at someone, comforting, angry, idly passing the time with a friend, alive and zestful with a half-baked new idea, nervous, methodically carrying out a piece of work, doing what your spouse required you to do and so on.

In "Twenty Questions" when you knew what something **was not** then it got easier to determine what it was. This is just as true with behaviors as with the physical entities of "plant, animal or (inanimate) thing."

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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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"Reach for the stars."

These classes of behavior we each use in our daily lives can be diagrammed, named, and classified. Sorting ones own behaviors can simplify the understanding of both our own behaviors and perhaps some of those we come into contact with. By naming something it then becomes sortable and THEN also better manageable. This can be done with the Parent, Adult, Child diagram.



SELF MANAGEMENT

At this point we can begin to see that 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 ele-

ments 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, reasonable-ness, 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 one's own child are called the **Parent** self. One's Parent-self can serve in protecting something else: such as an ideal, freedom and liberty; a concept such as the US 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.

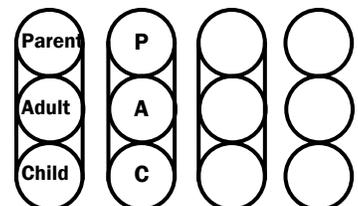
Emotional behaviors are referred to as Child because characteristically the manner in which a person shows emotional behaviors, and the basis for these behaviors originate in ones childhood. So far I have not met anyone who did not go through a personal childhood.

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 roommates.

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

PARENT ADULT CHILD



to be continued

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FEBRUARY 11, 2012

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CLASS #1 OF SOCIAL TOOLS MANAGEMENT OF SELF



MANAGEMENT OF SELF (MOS)

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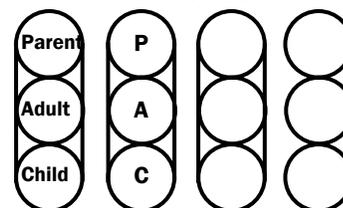
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PARENT ADULT CHILD



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
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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

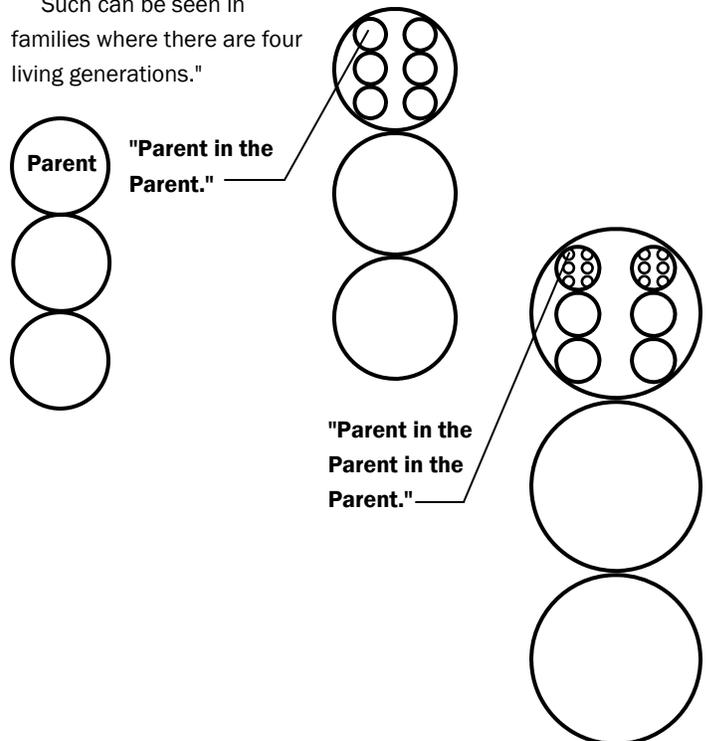
behind these groups include government by selective complaint and only the minority person shall be equal.

"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."





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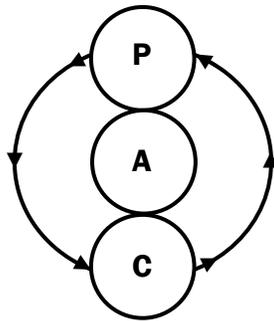
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"Reach for the stars."



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

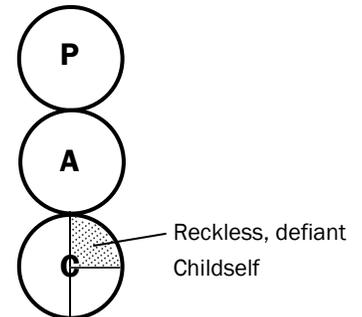
One aspect of this self-management set of tools is how much you use your own initiative in doing something. Or you can use your own initiative by withholding from doing something. This latter would be like how students are being taught to refrain from participating in the use of drugs.

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

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MARCH 20, 2012

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CLASS #1 OF SOCIAL TOOLS MANAGEMENT OF SELF

WHAT DO I WANT TO PROVE ?

Another consideration in the management of self some individuals have found useful is to ask themselves before taking an action

"What do I want to prove ?"

Such might include one of the following:

"Somebody is going to say I don't know what I'm talking about."

"The boss is against me."

"Somebody is going to say I don't know what I'm doing."

"Nobody listens to me."

"You (they) are always criticizing me."

"You (they) don't care what happens to me."

Example

A project superintendent on a construction site noticed that the backhoe operator was digging a hole in the wrong place. His construction plans did not show any new underground work occurring where the backhoe operator was digging. And this project superintendent also remembered the backhoe operator routinely bristled at the suggestion he did not know what he was doing.

The superintendent went over to the backhoe operator and complimented him on his excellent workmanship, the perfect smoothness of the sides, the precise squareness of the corners of the hole. Then he asked "what is it for?" Response: "For the storm drain connection." The super, with construction plans in hand, then commented "my copy of the plans don't show a storm drain connection here. Had the plans been changed?" The backhoe operator had no plans with himself, but he knew of no changes and came over to look at the superintendent's plans. The plans showed a storm drain connection 50 feet to the east. Operator saw his error, at which time he was again complimented on his excellent workmanship. Both got a laugh out of the compliment. This was followed by the correction of the backhoe operator's error.

"What I want to prove" is usually a self-fulfilling prophecy, an event brought about with the active participation of the "prover."

PERSONAL VALUES

The personal values of an individual are derived from and related to his use of his Social Tools, especially the management of himself. Personal values basically are derived from a continuing loyalty to ideals, values and principles of behavior taught in large measure by one's parents. The person is accountable for his own personal values. That person then becomes reliably predictable in the area of life in question.

SITUATIONAL VALUES

Personal values are to be contrasted with situational values. Situational values are essentially concerned with getting away with what a person thinks he can and maintaining an immediate concern for a short range goal, what will make the particular person personally "comfortable" given the particular situation.

Don became secretary of a service club. The by-laws of the club called for minutes of meeting to be mailed to members no later than 5 days before the next meeting. Don began mailing meeting minutes four days

MANAGEMENT OF SELF

(96 hours) before the meeting. Asked about this, he named the day they were mailed until the day of the meeting as the five days and claimed he was in compliance with the by-laws. He did not change this procedure, even when it was repeatedly pointed out to him that five days is 120 hours and four days is 96 hours.

[Do the math. $4 \times 24 = 96$, $5 \times 24 = 120$]

OATH OF OFFICE

The question of the personal values of those elected to government and those hired and appointed to work in government public office can be measured by their adherence to the oath of office they took prior to assuming their office.

For others, for example in entertainment and sales work, their personal values will show up in the management of their personal life.

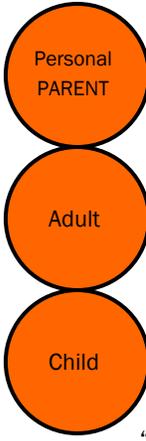
See [Letters& Vol. 1, No. 4](#) at www.ListeningActivity.com
A report by FH Ernst Jr., MD sent to members of the California Legislature on the topic of "Dysfunctional Personality Structure", filed with Secretary of the Senate and Chief Clerk of the Assembly on 3/14/96.

PRO-LIFE OR PRO-CHOICE

Being a Pro-lifer for some is an exercise of personal values. It is in obedience to the Sixth Commandment.

Is partial-birth-abortion murder or abortion? If the life of a viable pregnancy is terminated after completion of passage through the birth canal of the mother then the one who terminates that life is liable for arrest for homicide.

With partial-birth-abortion the fact that life terminator in a premeditated manner terminates the life before child completes the last four inches of travel down its own birth canal would seem to be



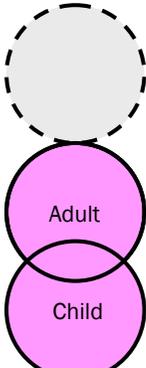
A person's internal PARENT is the organ holding ones personal values, ethics, principles and is the basis for forming personal judgments. The Parent defines what's good for the person and what's not. It protects and fosters the integrity of the person and valued others (family) - social, environmental, physical, nutritional, and educational.

A person's ADULT is the organ of reasoning.

A person's CHILD is the collection of child-hood experiences, the basis of one's ongoing emotional life. Your Child is inventive, imaginative. (E Berne)

"Personal judgment" is a product of personal Parent AND Adult.

the situational thread on which this situational value hangs. It is after all the birth canal of the new born. The fact is this birth canal carries out one job for the child and after completing that job, then within a few weeks remodels itself in order to resume another function.



In the case of the "Situational Personality" the personal PARENT has been replaced by the "Situational-Committee" PARENT and its "Situational" ethics, values & instructions. (& "peer review")

In the background, extensive "committee work" has gone into preparation of the unit, (deactivating personal value after personal value) and a regular testing program implemented to make sure those personality elements are not coming back to life.

"Dysfunctional Personality Structure."
See [Letters& Vol.1, No.4](#)
A report by F.H. Ernst Jr., MD sent to members of the California Legislature.

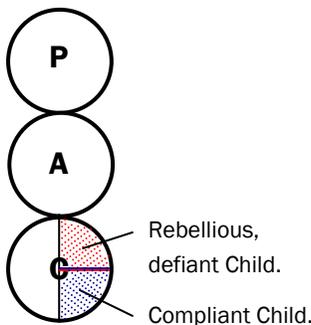
TO RESPECT AUTHORITY OR TO QUESTION AUTHORITY

Respect for authority is the path to learn from an authority, especially an authority with intact personal values.

To question authority is to dispute authority.

SELF GOVERNANCE

This is the object of a lot of the childhood training by parents. Most parents felt you would be better respected in society if you were "housebroken", had been taught to control your bowels and bladder, yourself. That is the beginning of most training to discipline yourself, the beginning of self-governing. Some parents are also successful at teaching additional social manners, like the rules of courtesy and politeness, despite other (public educational?) forces to the contrary with their program "To question authority."



"FREEDOM OF EXPRESSION"

"Freedom of expression", "the value of self expression" and other "Outcome Based Educational" plays are designed by the myriads of psychologists employed by the U.S. Dept of Education to elevate the value and importance of the rebellious Child-like form of self-righteous "independence." The fact remains that the ability to learn requires respect for the authority from whom the learning is to take place.

Whether the respect is voluntary or coerced in a school isn't the question here. To take in new information and effectively use it with personal benefit requires an attitude of respectful compliance to the set of instructions and to the instructor.

For the most part, "in the old days" the "bad teacher" was one who stirred up (Childlike) animosity and rebellious behavior in the students of the particular class. The learning was impeded because of preoccupation with the personality of the teacher. [A high school (physics) teacher bragged about being a "socialist" in class, during class. Another teacher bragged about being a "communist" in class.] It was almost unheard of that the teacher did not know the subject material.

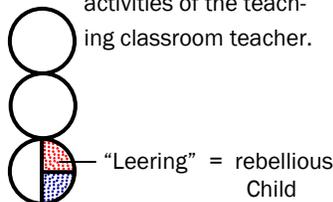


This is to illustrate that learning to read, write and do arithmetic, that becoming skilled in the techniques of manipulating the symbols carrying information and instructions in its use, the symbols involved in the accumulation of knowledge and skills requires a compliant submission to the will of the instructor in the classroom, control of personal emotional expressions of feeling during the instruction in order that the information imparted can be ingested, digested and stored in a useable, reproducible form.

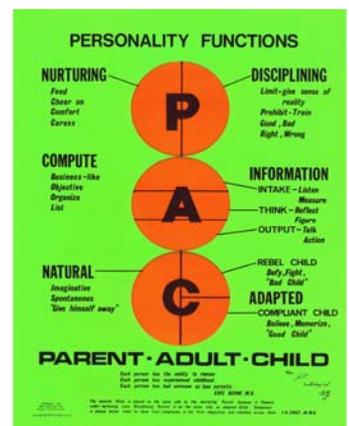
A LEARNING EXPERIENCE OR A LEERING EXPERIENCE

"Freedom of expression" is often the opposite of a successful learning experience. "Freedom of expression" may instead provide for a leering (sic) experience, not a learning one.

Schooling is where a person can learn that "If all else fails read the instructions." The successful learner has been able to submit himself and his behavior to the teaching, the will, the words and the activities of the teaching classroom teacher.



Self governance is the object of a lot of the childhood training by parents. Most parents felt you would be better respected in society if you were "housebroken", had been taught to control your bowels and bladder, yourself. That is the beginning of most training to discipline yourself, the beginning of self-governing. Some parents are also successful at teaching additional social manners, like the rules of courtesy and politeness, despite other (public educational?) forces to the contrary with their program "To question authority."



MANAGEMENT OF SELF

LEARNING NAMES

Given the self management incentive, most people can and do remember the names of many of the others they meet especially if they write down the names shortly after meeting them.

SELF-MANAGEMENT AND DEBT:

When possible it is wise to stay out of debt to others. If this is done, the person will own more of his own time, soul, body, life. Debt reduces capacity for self management. It places your income, time, possessions and talents in the service of someone else with interest. Debt has been called slavery to the moneychangers. Mises equates interest payments to the value of a person's time. See "Human Action" by Ludwig von Mises.

Indebtedness leads to thinking in terms of justifying ones behavior to another, making excuses to another, defensiveness in actions and words.

In a number of instances continuing major indebtedness indicates a lack of ability to protect oneself, a problem with greed and temptations overtaking reasoned judgment in the management of the person's (financial) life.

TAKING CARE OF YOURSELF WHEN TALKING "CONSPIRACY"

Those who read and talk about "conspiracy" have become accustomed to the ridicule of others and/or know how to handle themselves when ridiculed. One constituent used to write regularly to his assemblyman about conspiracy matters in the legislature. He cited the specific section of the California Penal Code defining the crime and penalty for violating it. Or was he simply writing that the matter he was bringing up in his letter was a **conspiracy as defined by the California Penal Code?** He did not get dismissed as a "nut case." Personal visits to Sacramento legislature confirmed his being taken seriously.

SELF-MANAGEMENT AND DRIVING

California Driver Handbook of the Department of Motor Vehicles states that drivers are required to **"use judgment"**, and **"are responsible"** for their driving behavior including emotional state of mind.

LIBERTY

"Liberty in the land of the free!" For how long is this to be the destiny of the USA?

"For the first time in human history, men had come upon a way of producing wealth in which the good fortunes of others multiplied their own", W Lippman.

To paraphrase an old maxim: "In all the ages of mankind on this globe there has been the constant struggle between being **ruled or ruling.**"

The wrinkle in that saying is evident on a bit of reflection. "Being ruled" by whom and/or "ruling" over whom? Who would you have be your master? Over whom would you be master? How about "yourself" in both instances.

FREEDOM LOVER PATRIOT ENTHUSIASM

No man with liberty will stay free who does not first govern himself. He who does not first rule and regulate his own appetites, passions and behaviors will become the subject of someone else's rule. He who does not subjugate and master his own life to a personal set of internal controls within which he maintains some friendly relationship will in time fall under the yoke of an external ruling master or be seized with the "need to rule others."

In 1776, for the first time in a long time in history men were given the chance to be self ruling, self-governing, self-regulating (UNDER GOD).

Indebtedness leads to thinking in terms of justifying ones behavior to another, making excuses to another, defensiveness in actions and words.

In a number of instances continuing major indebtedness indicates a lack of ability to protect oneself, a problem with greed and temptations overtaking reasoned judgment in the management of the person's (financial) life.

**THEREFORE, ...
FIRST OF ALL, ...**

**FOR THOSE WHO WANT TO
BE FREE AND STAY FREE**

It then comes down to making the necessary decision with personal commitment attached, to become decently good at the self-regulating of personal behavior. Being free and keeping ones liberty first off requires self-discipline and **self-governance "under God"**, (per the Declaration of Independence). From this position it then becomes easier to successfully deal with the varieties of other people, personalities and behaviors one runs into in the course of a day.

Some wags are sure to try to pervert these words into selfish-discipline and selfish-government. But the truly self-governing person will spot them and be better able to avoid getting into their clutches.

BEING "FREE" OR "NOT-FREE" is a matter of whether the majority of regulating your life, disciplining your life, controlling of your life is coming from inside yourself OR if it comes from sources external to you. Every person's life is regulated, controlled, disciplined by someone. The only question is how much will come from inside you and how much will be coming from someone else.

Is your (life) planning commission mostly inside yourself or outside of you? Is the "strategic long range planning" (SLRP, pronounced "SLURPPY") of your life going to come more from you or more from your city, county, state and national governing officials?

**THE BIBLE: SELF-GOVERNED
or OTHER-GOVERNED**

1) Self-governing, this is what Jehovah was pushing Adam to do, if he could, in the Garden. But then Adam flunked Self-government 101. Adam for sure knew what the one rule there was, the one "NO! NO!" He'd been taught, after all, by the premier teacher of all teachers. But even though that "NO! NO!" was living inside himself, was a part of his own being, his self-governing gave way to self-rekidding that the "NO! NO!" did not mean NO. [See the "Self-Rekidding Diagram at the right.]

2) Then again about 2500 years later, after Jehovah had led the Israelites out of Egypt, again he pushed for the people to be self-governing. That time it worked moderately well and episodically for about 300 years. Then the people just couldn't stand freedom. They came whining to Samuel "Give us a king!" [Bible: 1 Samuel, Chapter 8]

Nothing Samuel could say would dissuade them. So they got their king and became an other-governed people. Now they no longer would have to decide what was personally best for themselves and families. Ah yes, the blessings of no longer having to make decisions, decisions, decisions about personal life. [Think about this.]

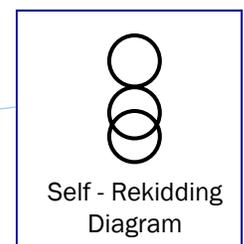
3) From the institution of Saul as King of Israel until the next self-governing experiment was about 3,000 years. Are we too, to lose our ability to be self-governing under God?

RELIGION AND FAITH

For many there is the consideration of their religion and faith. Where does God's dominion over all of us fit in here? God provided each of us with these social tools AND varying kinds of a life within which to live. He never guaranteed to anyone that what he gave that person was "fair." Some say "fairness" is a concept invented by the envious, the covetous. Specifically the 10th Commandment frowns on covetousness.

Personal Faith is part of a person's handling of himself privately and may also be a part of his handling himself within the social setting when with others. There may well be other people with whom a person deals and with whom talk about religion is appropriate.

Every person's life is regulated, controlled, disciplined by someone. The only question is, how much will come from inside you and how much will be coming from someone else.



MANAGEMENT OF SELF

Parent-Adult-Child AND Religion And Faith

In the Old Testament, God spoke of the Israelites as "children." Christians could keep in mind that Jesus talked of and about his followers as "children", and talked about the importance of believing like a child does.

(CHILD)



No religion forbids thinking and behaving in a matter-of-fact manner.

(ADULT) No religion forbids providing for and protecting family against harm. **(PARENT)** No

religion forbids emotional displays. Many experience a personal protection for themselves in what they do as coming from their personal relationship to God, in their "faithing" to a personal God.

GETTING YOUR VOTE COUNTED

Talking to a Contra Costa County business man in the late 1990s, discussion of a recent election came up. With some surprise and dismay this particular businessman mentioned there were several unexpected results, as if the will of the voting public had been circumvented. This led to talk about the book "Votescam" by Collier and Collier then to the fact there is no way the public can confirm or not, the

vote count released to the public by an appointed (not elected) government employee. All vote counting is done by the County Administrator or his designee. The computer on which that one and only counting of votes takes place "belongs" to the county administrator and can only be accessed with his OK. From there talk progressed easily to paper and pencil ballots counted instead by accountable individuals at the precinct level and so on; that the solution to this quagmire of probable vote fraud lay in modification of the county ordinances and to instead call for these ordinances about vote counting to be changed.

Jim, "How do we get them to do that?" Walt, "It's up to you in your county. You can get three minutes each week in front of the County Supervisors at their meetings on Tuesday mornings to tell them about your concerns. You can get your friends to go along with you and do the same thing. It really is up to you if you want to make sure your vote is counted."

TOOLS FOR PATRIOTS

For "patriots" in particular this is important, keeping track of self, the matter of being authentically a self-governing individual as we go about the tedious job of reclaiming and holding onto our

freedoms and liberty in order for us to again become "One nation under God" (Pledge of Allegiance), become of "God fearing," "God-revering," "self-regulating," "self-governing" persons.

A self-governed person is to be compared to he who is ruled by others. Government personnel are hired and in the business of governing others. They rarely have the amount of interest in you, let alone understanding of your personal welfare that you do. Being free to be with others and free to do with others by personal choice, by personal contract, may well involve giving up some currently valued friendships because the "friend" may not share the same (personal) values. "Freedom to peacefully assemble?" Isn't this a part of the First Amendment?

Patriot freedom lovers can be seen as individuals who are one-by-one reclaiming and holding onto freedoms, liberty to exercise more personally selected choices in the regulation of their personal lives. Sometimes this may boil down to a "freedom" is more important than a (former) "friendship."

Self-governing often does come down to making a personal (hard) choice for whom you will allow to control you, whose advice you will take, who will be your friend.

Christians could keep in mind that Jesus talked of and about his followers as "children", and talked about the importance of believing like a child does.

(CHILD)

No religion forbids thinking and behaving in a matter-of-fact manner. **(ADULT)** No religion forbids providing for and protecting family against harm.

(PARENT)

KEEPING A FRIEND BY CHOICE. BY WHOSE CHOICE?

The more-free-person will be more involved in choosing and deciding who his friends will be, whose personal good-will toward him counts. The personal good-will of a person whose smile you can count on most of the time, and who means what he says, and says what he means, and does not continuously flatter you to your face, can be a friend.

ELECTIONS AND PUBLIC SAFETY

SELF-GOVERNING INCLUDES CARE IN ATTENDING TO THE ACTIONS OF THOSE TO WHOM YOU HAVE DELEGATED AUTHORITY OVER YOUR LIFE, TO WHOM AUTHORITY OVER YOU HAS BEEN GIVEN BY LAW.

While some grown people can for awhile personally side-step facing death, they are unable to avoid taxes to pay for some level of external governance. The basics of government are called "public safety." These are usually thought of as "public services" to keep us at least relatively free from (criminal) fraud, coercion and violence, plus, for urbanites, some degree of protection against fire. Once in a while it occurs to someone that **"public safety" also includes protection from those who have risen to the top of our government.**

For this reason, taxes collected for public safety include some to pay for periodic elections of the officials who are responsible for your public safety. Elections must be classified as a "public safety" function.

"Public safety" then should first include paying attention to the details of public elections. Elections can provide some of the "checks and balances" of government. Elections and vote counting should include the actions of doubly verifying the vote count of each precinct that then would go into verifiable totals. Then members of the public-at-large will be in a much better position and more assured of having a hand in which persons are in fact voted into office and who will control and appoint the officials in authority over the gun carrying police. And fire protection coming next.

To maintain liberty in a land of the free it is essential that self-governance include participation by the individual in the public safety act of the election process, and then some degree of continuing supervision or at least surveillance of those to whom governing authority has been delegated and entrusted. This is the public safety afforded by the periodic elections of those whom we-the-free would entrust to supervise those carrying the guns and wearing the badges in order to carry out the jobs of discouraging fraud, coercion,

violence and fire.

Presently all election counts are by government owned computers who serve under government appointed employees. (see "Relevance", Nov 1996, Vol.VI:6, "Pandora's Black Box"; The New Yorker of 11/7/88, pg 40, "Annals of Democracy - Counting Votes." Howard Strauss to Dan Rather on November Election Eve, 1988 stated "When it comes to computerized vote counting, there are no safeguards. It's not a door without locks. It's a house with no doors." For current update on Vote Fraud reader may go to the internet at www.networkamerica.org/chronicle.htm . Jim Condit, Jr. director of "Cincinnati Political Action Committee and Precinct Project Institute" in Cincinnati, Ohio. P.O. Box 11339, Cincinnati, OH 45211

Those supervising vote counting are non-elected appointees (County Administrators). All County Administrators are members of a subsidiary of The International City Managers Association which is headquartered in New York City.

DELEGATION OF AUTHORITY AND NEIGHBORHOOD WATCH

It could be said that the public safety in a society is only as good as its "neighborhood watch." The delegation of authority to another person to represent some aspect of a person's own life can work both to his advan-

Those supervising vote counting are non-elected appointees (County Administrators). All County Administrators are members of a subsidiary of The International City Managers Association which is headquartered in New York City.



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."

tage and to his disadvantage. The person to whom authority over some aspect of personal life is delegated to another, to represent him in deciding on how to regulate the community, by definition should be watched.

It should not be forgotten that the act of delegating some portion of personal self-governing authority to another as my representative, is the act of making that representative my agent. "Trust him?" Maybe to start with, but certainly keeping an eye on him about temptations that may come his way can only help his continuing trustworthiness. That's my job as part of my self-management.

SELF-GOVERNING: FREEDOM AND LIBERTY

The most prized element we each can and do contribute to the liberty and freedom of each other is our own per-

sonal emotionally based enthusiasm and uplifted, uplifting morale for personally accountable, mutually accommodative liberty and freedom. So?!

The ability of each to individually (more or less) manage himself, to manage his own **emotional enthusiasm** to the benefit of his own individual goal for liberty and freedom by **accommodating the others at hand** (use of Adult) and with whom he has joined in the meeting event, - this is when such gatherings are most productive.

Each person can develop an ability to regulate his own behaviors when with others as he accumulates experience.

PATRIOTS AND SELF-GOVERNING

For "patriots" in particular this is important, to keep track of self. The matter of being authentically self-governing individuals is emphasized as very important while we go about the tedious job of reclaiming and holding onto our freedoms and liberty in order for the country to continue to be relatively free and "One nation (of people) under God."

Patriots can be seen as individuals who are, one-by-one, reclaiming and holding onto freedoms and liberty to exercise personal choices in

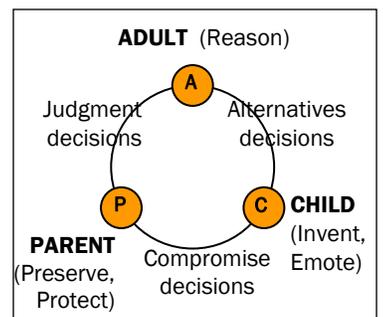
the regulation of their personal lives. Sometimes this may boil down to the fact that a "freedom" is more important than a (former) "friendship" even, God forbid, a spouse. *

PERSONAL JUDGMENT compared to COMMITTEE JUDGMENT (decision, protocol)

An ethics judgment by a committee is the kind where no personal responsibility is attached. The responsibility for it is lost in the corporate nature of the committee body.

"Aviation Week and Space Technology" July 31, 1995 pg 40-44 discuss protocol (a predetermined decision based on a predetermined set of circumstances) and computer driven control of air flight taking over above pilot captain control.

Many hospitals have established that giving certain medicines shall be by protocol vs personal judgment of the individual physician; sanctions to be administered against physician who does not adhere to the written hospital protocol.



SOCIAL TOOLS NEWSLETTER

APRIL 12, 2012

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

PERSONAL JUDGMENT

compared to **COMMITTEE JUDGMENT** (decision, protocol)

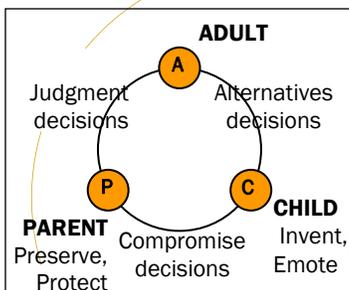
An ethics judgment by a committee is the kind where no personal responsibility is attached. The responsibility for it is lost in the corporate nature of the committee body.

Many hospitals have established that giving certain medicines shall be by protocol vs personal judgment of the individual physician; sanctions to be administered against physician who does not adhere to the written hospital protocol. ("Aminophyllin" protocol)

preset "guidelines." The binding element coming from such "guidelines" is that the physician cannot be paid by the insurance company for his diagnosis and treatment unless he can demonstrate that the patient's diagnosis and treatment adhered to the predetermined "guidelines" written by "an expert committee" none of whom ever saw the patient at all. The "guidelines" are computer stored, bar coded "protocols." See (1) Consensus Statement on Post Traumatic Stress Disorder From the International Consensus Study Group on Depression and Anxiety, Journal of Clinical Psychiatry, Volume 61, Supplement 5, 2000, Physicians Postgraduate Press, Inc, P O Box 752870, Memphis, Tennessee, 38175-2870.

This report states "A modified RAND Corporation format was used to ascertain consensus" (Psychiatric Times, August 2000, page 3). On page 1 of the same issue of Psychiatric Times the lead author (Sachs) was quoted as saying "On 89% of the issues ... there is consensus ..." Consensus usually means all participants agree 100%, not 89%. Then too, where this so-called consensus was achieved it was according to a "modified RAND Corp. (statistical) format." In other words, what was presented to psychiatrists in 2000 had a significant minority in disagreement, 11% and where consensus was claimed such claim was based not on agreement, but on the basis of "Modified Statistical Format" selected by the promoters who never saw (the patients) the participants themselves.

A third "consensus" report was released to psychiatrists in 2000, "Practice Guideline for The Treatment of Patients with Major Depressive Disorder", American Psychiatric Association Practice Guidelines, American Psychiatric Publishing Group, 1400 K St NW, Washington, DC 20005.



CONSENSUS

CONSENSUS, TREATMENT AND DIAGNOSIS GUIDELINES

ISO (International Standards Organization) has developed bar code standards for all products AND services.

There are, for example, privately appointed EXPERT CONSENSUS COMMITTEES to establish THE TREATMENT "guidelines" for specific diagnostic categories of illness. Again, the diagnosis may well have to be made according to

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

THE POINT OF THIS:

"Guidelines" means standardization. It means that in these instances the sick person is put into a predetermined mold and the predetermined (cookie-cutter approach) treatment is authorized / "prescribed." "Guidelines" for diagnosis and treatment are required for establishing a bar-code for them. Then a clerk at an insurance company desk can look in a manual to see if a diagnosis and its treatment had been correctly matched by the physician or if instead, the physician was guilty of a crime (no exaggeration). That matching could even be done by a computer program in the clerk's desktop computer.

These "consensus derived guidelines" are fraudulent misrepresentations of what actually has taken place in the process of writing them. Yet they are the basis for bar-coding medical diagnosis of living patients, and treatment of living people.

CONSENSUS, HYPNOSIS, SUGGESTION AND PSYCHOPOLITICS

What do these have in common? They are all used to persuade the participating person into moving his thinking and believing into a pre-selected pattern. "Brainwashing" and "brainstorming" are two other

terms which belong to this group.

Almost half of all California cities have been using what they call the "consensus" process since the late 1980s to set their city public policy "goals and objectives." Supposedly, California **law requires all public policy matters** to be decided, and voted on in a public forum. And yet, the "goals and objectives" meetings are, however, held in semi-private, if not private meetings away from public exposure. They are led by a non-elected "consensus" builder, a person selected by, paid for by the City Manager.

The goal of the meetings is to get the attending elected officials of the city to give their assent and backing to a pre-selected set of "goals and objectives" for the city government. Pre-selected? Those elected officers attending are led into believing the goals and objectives being set are the goals and objectives they themselves have brought up during the early phases of the meetings.

Careful listening and observing as ideas are solicited about "What do you want the city to do during the next year (or two or three)?" shows the wording of the ideas will be changed a bit here and there as the "consensus leader" writes them down on a giant note pad in front of all, then "if no

one objects", gradually "consolidated" down to a few that reflect perhaps the ideas of no more than one of the elected. The "consensus builder" makes sure to get some verbal assurance from each attending elected person that they, at the least, **do not object** to what is written by the non-elected group leader as being the will of the entire group, that no one objects to it.

Toward the end of the meeting it is not unusual for the leader to solicit which member or two will "volunteer" to spearhead the carrying forward of some aspect of each goal and make sure each one volunteers for some part of the activity agreed upon.

By this "agreement" of elected member of city government, it is made to seem that elected city officers are the authors of what the City Manager actually informed the consensus leader to solicit from the individual elected personnel.

In the act of making sure no one dissents, the consensus leader has gotten each one to give implied [tacit] consent. By getting each one to "voluntarily" accept a follow up assignment of a personal activity which is part of the "the plan" again the chances are further reduced of any individual changing his mind.

Self-Governing: FREEDOM and LIBERTY

The most prized element we each can and do contribute to the liberty and freedom of each other is our own personal emotionally based enthusiasm and uplifted, uplifting morale for personally accountable, mutually accommodative liberty and freedom. So?!



Express emotive behavior

The ability of each to individually (more or less) manage himself, to manage his own emotional enthusiasm to the benefit of his own individual goal for liberty and freedom by **accommodating the others at hand** (use of Adult) and with whom he has joined in the meeting event, - this is when such gatherings are most productive.



Thinking, figuring out how to accommodate others.

Each person can develop an ability to regulate his own behaviors when with others as he accumulates experience.

Not many people will change their mind after giving a verbal assent witnessed by others and then personally working for the completion of a task that requires going out of their way.

These are facts the qualified social worker, the clinical psychologist and the skilled psycho-political worker (consensus leader) knows. Persuasively recruiting the "vote" of the person followed by that person "volunteering" to carry out an action toward the same end as his "vote" will lead to the person attaching his personal commitment to achieving that goal.

Putting it differently, he has locked himself into what he now regards as "his program." The chances now of him changing his mind later are "one in a million" against it. His mind is made up. Even a hundred constituents pleading against such a decision before the formal "public vote" is quite unlikely. To change his mind he would have to admit that previously "he did not know what he was saying" AND "he did not know what he was doing."

Consensus leaders make sure from the start of their consensus meetings to enlist participation of each member by, for example, getting each one to contribute some ideas of his own which the leader then writes down much like a secretary of the member. The fact that the leader shortly begins to rewrite, edit

and change the member's initial intention does not erase the member's view that his personal ideas have become a part of the ongoing effort and work, that the member's own "thinking" has now become an integral part of the plan.

Consensus, as used to shape and design a plan for a "community," is a group process quite similar if not identical to "process group psychotherapy." One well known consensus leader in California acknowledged to author she got her start in the field as a registered nurse in a psychiatric hospital, which writer also knew.

"Consensus" is a process designed to **manipulate** and **psychologically coerce** participants into taking a predetermined set of assenting actions, usually toward a political end. Political end? Toward bringing about more controls over the body politic.

Consensus is a group process carried out on a "closed group" or "captive group", usually starting with participants being encouraged to set aside reasoning about reality in favor of "making a wish list" about getting a particular problem or job solved. One of the goals of the consensus leader is to keep reasoning and reasoned judgment out of consideration by the participants as long as possible.

CONSENSUS, HYPNOSIS, SUGGESTION AND PSYCHOPOLITICS

The "Comprehensive Conservation and Management Plan" (CCMP) for the federally sponsored San Francisco Estuary Project was "written" as above described between 1990-1993. It was, and is a federal plan to take over control of the entire watershed area of the Sacramento and the San Joaquin Valleys of California. From Mt. Shasta in the north to the Tehachapi Mountains in the south. From crest of the Sierra Nevada to Coastal Range. The plan was "written" by a Committee of 56 who were "leaders in a broad-based community business and government group."

In "writing" the CCMP the leader adhered closely to what she had written down (in front of all of us) her understanding of the Committee's "intention" when it had previously "brainstormed" about such a plan in 1990 and 1991. Actually the "brainstorming" sessions occurred after copious staff written materials had been made available and were sent to Committee members. In fact, Executive Director (Marcia Brockbank) told this writer that "the plan" itself was the same one previously "sketched out" by a "steering committee" sometime before 1990.

In writing the formal plan after the initial "brainstorming sessions," the 56 committee members were "restricted"

PATRIOTS AND SELF-GOVERNING

For "patriots" in particular, it is important to keep track of self. The matter of being authentically self-governing individuals is emphasized as very important while we go about the tedious job of reclaiming and holding onto our freedoms and liberty; in order for the country to continue to be relatively free and "One nation (of people) under God."

Patriots can be seen as individuals who are, one-by-one, reclaiming and holding onto freedoms and liberty to exercise personal choices in the regulation of their personal lives. Sometimes this may boil down to the fact that a "freedom" is more important than a (former) "friendship," even, God forbid, a spouse.

MANAGEMENT OF SELF

to one of five choices in regard to approving the elements now in a formal document produced by staff.

THIS WAS CONSENSUS

These choices were:

- 1) "Complete agreement,"
 - 2) "Perfectly acceptable,"
 - 3) "Can live with it,"
 - 4) "Will stand aside,"
 - 5) "Oppose unless changed"
- or**
- 6) "Under no condition would person agree to it (a totally disagreeable person?)."

THIS WAS CONSENSUS

What with the Committee members being placed in the position of having shut down their reasoned thinking and their judgment thinking and their thinking about protecting the populous against future consequences, those business and government community leaders attending were limited to being pupils in an elementary school who could either be agreeable and good, or if one dared and was not agreeable then being labeled as **being** defiantly **disagreeable**.

WHEN CONSENSUS IS NOT CONSENSUS

Despite members of the public-at-large in attendance speaking and submitting written reports against one of the major flaws in this "San Francisco Estuary Project" SFEP, the absence of

attention to the multiple well known and deadly public health hazards in this vast area being overlooked (eg mosquitoes, others), the plan as original privately designed in 1989 was signed by the 56 members in 1993 and went into final printing. But the public-at-large opposition did achieve the objective of persuading a significant portion of that Committee to become stubbornly opposed to some of the agricultural and public health features contained in the plan AND that subsection of members did write its own minority report about those elements of the plan which did become part of the CCMP Plan. The fact of **a minority report** becoming a part of a "consensus" written plan was then almost unthinkable and previously unheard of. It **meant the consensus was not a consensus.**

Consistently and irreversibly the use of judgment style thinking was shut off by leader. (See the diagram on page 1) For example, leader secured assenting agreement of the 56 at the start that "since this plan will have many features we will have to agree now that once a part of the plan is completed it will be finished and not reopened later to argue about." No one verbally disagreed then, therefore leader announced: "This is agreed then by this Committee." This opening

ploy of gaining assent to this rule ostensibly to avert later fighting and arguing did have far-reaching consequences for Californians.

At a later meeting with one member of the CCMP Committee, Bill sheepishly confessed to author "I never should have signed that ... document ..." He was the one who had authored the "minority report" portion of the document.

The "scientific findings" described in the document were "**political science**" findings. They were not verifiable. They were based on pre-conceived objectives which served the ulterior bias that political science finding do serve.

Judgment involves the use of longer range thinking about future consequences to the people affected by a decision. The benefit of reflective thinking about the consequences to Californians of particular elements **was thereby shut off** by pre-signing to not disagree when later "reflecting. In terms of *Games People Play*, book by Eric Berne, MD the reader is directed to the game "Let's Pull a Fast One On Joey", FOOJY. When game is played on the gigantic scale like this it is called "Big Store."

"Consensus" is a process designed to manipulate and psychologically coerce participants into taking a pre-determined set of assenting actions, usually toward a political end. Political end? Toward bringing about more controls over the body politic.

Consensus is a group process carried out on a "closed group" or "captive group", usually starting with participants being encouraged to set aside reasoning about reality in favor of "making a wish list" about getting a particular problem or job solved. One of the goals of the consensus leader is to keep reasoning and reasoned judgment out of consideration by the participants as long as possible.

WHEN CONSENSUS IS NOT CONSENSUS

Although the name “San Francisco Estuary Project CCMP” is rarely used now (2007) by those in control of advancing this plan, the plan does go forward. From 1995 on, this program went ahead as the “CAL-FED Bay Delta Plan.” It is much more explicit about taking control over all California Central Valley water. Reader is here reminded about how a similar federally sponsored program has recently been successful in shutting off all water to 200,000 productive agricultural acres including over 100,000 acres of homestead land supplied by the Klamath River basin water. Major water shortages have been created for Idaho homesteads of more than 50 years by taking water away from them supplied by the Snake River.

MORE ABOUT CONSENSUS

In the 1980s **Don Bell** wrote about three varieties of consensus methodology known to him then. They included the one developed by Saul Alinsky in his work with Chicago teacher groups, the “Alinsky Technique.” A second one Bell referred to as the “Delphi technique”, and the third one “the Delphi convention.” To date, author has not found which is, nor how these three methods of conducting consensus groups differ. Author does

not know which technical name was attached to the one he witnessed being used for the San Francisco Estuary Project (SFEP) and described above. (Does this mean this writer does not know what he is talking about?)

It is known that participants in these consensus groups are subjected to procedures designed to make it appear that all attending were in conformity with a (pre-decided) program which had, however, been presented to them in such a fashion they were led to believe they somehow had written it piece by piece. The consensus procedures are also designed to eradicate the credibility of any divergent views.

The goal of these consensus programs is to get those people (with bodies) into specified rooms at specified times where they will be required to sign an official attendance record. These same bodies (people) will be brought to the point of willingness to sign their names to the final version of a project document, a copy of which final version they will not have been permitted to read before signing.

Writer has had little trouble following the sequenced psychological manipulation moves employed by the consensus building “professionals” seen in operation to date; about 30 different groups over a period of 20+ years. Groups in-

cluded the above mentioned SFEP group, Vallejo City Goals and Objectives of City Council Members, and some “Vallejo Community” meetings for various projects of the mayor and city manager.

SOME OTHER NAMES BY WHICH CONSENSUS GROUPS ARE CALLED

“Team Building”, “Visioning Conference”, “Goals and Objectives Meeting”, “Delphi Group”, “Process Group (Marathon) Meeting”, “Facilitated Scientific Review” (some CAL-FED meetings), “Retreat”, etc.

Change of Subject

Management of Self (MOS) and BETRAYAL?

It is desirable these days to keep in mind that your acquaintances, friends, family members and spouse all talk to others, including probably about you. It is a good idea to keep track of this fact.

Why not have a personal policy of being aware that your friends, knowingly or not, during such talk might say the “wrong” thing about you to the “wrong” person. So how can you protect yourself (not against) what could feel like a betrayal by one of your friends?

One thing is to continue to assess, the best way you can, where those close and not so close to you are coming from inside themselves.

It is desirable these days to keep in mind that your acquaintances, friends, family members and spouse all talk to others, including probably about you. It is a good idea to keep track of this fact.



MANAGEMENT OF SELF

Most everyone has a hidden agenda. Hidden agenda? Very few of us have a full picture of our own unconscious attitudes toward other individuals around us. What is being talked about here is a damaging ulterior intent against you, that some people might carry around inside themselves about which they may be unaware. Of course, there are those few who have a clearly thought out program to promote themselves regardless of who might get in their way, who regard other people as being a possible stepping stone or not a stepping stone in their path to greater glory and fame. If you were such, you would be a piece of equipment, not a person.

This calls for a periodic dispassionate assessment of your friend or "friend." For some this is impossible to do because that would be unfair, would be to betray that friend's trust in you, even to think of doing it (the thinking).

Another procedure is to listen to warnings of others whether you like what they say or not. The job here is of setting your emotions aside for periodic matter-of-fact thinking assessments about those close and not so close to you.

The emotional outrage at such a suggestion often arises from the unspoken

emotional assertion that "I KNOW WHAT I'M DOING (IKWID)" in having the particular person as a friend. The problem here is in a personal question or inner comment "I don't know what I'm doing having that person for a friend." The person who does not make mistakes about friendships has a problem with personal vanity. For some "You don't know what you are doing" is the supreme insult, like having your mother called a bad word.

Management of Self (MOS) and HEALTH

Personal health care is part of **management of self (MOS)** class of **social tools**.

Medical care and medications. Medications to help a person manage himself, his health: headaches, arthritis, heart trouble, diabetes, high blood pressure, etc. The average number of medications a person over 70 takes is six, we hear. Taking these on a prescribed basis probably is important. The temptation may well come up to stop taking some of them or to take more than prescribed of these medicines. Another temptation item is to stop keeping track of, **making a record** of medicines taken.

LIFE

The LIFE you have to live with others around you is the set of circumstances, both the liabilities and the assets, in which you will be using your social tools.

ADVERTISING TO "ASSIST" IN SELF MANAGEMENT include many sources:

Auto Insurance
Colonic irrigation parlors
(see yellow pages in any large city)
Debt service help is abundant. Turn on your TV and watch the ways other firms have figured out a way to make a living off of your debts.
Life Insurance
Personal counseling
Personal services
Etc., etc., etc.

MAGAZINE ARTICLES AND MAILERS

Many are the checklists and written articles in magazines for dealing with yourself to get ahead, to get along better with a spouse, family members, the boss, to get a promotion, to lose weight, get in better physical condition, get a "good night's sleep, etc.

Then there are the written checklists, advertisements and articles on how to overcome certain emotional problems – depression, emotional insecurity, phobias, etc.

Medications to ask your doctor about – hair loss, Ex-lax, Viagra, and so forth.

CaL-PERS (California Public Employee Retirement System) advertises that it holds periodic "CalPERS Financial Planning Seminars for Retirees" up and down California to help you plan your affairs, finances, medical coverage insurance.

MENTALLY ILL ON THE STREETS

Perceptions of the mentally ill: Some mentally ill perceive medications as being forced on them against their will by others, as changing their beliefs, taking away their (supposed) "strength." Therefore many stop the meds when they can. And again become the "loonies" we see on the busy sidewalks of urban areas. Downtown Sacramento, K St Mall, Third to 12th Street is scary to those unfamiliar with the world of the mentally ill since the State judiciary decided "to give them their rights."

Some perceive the medications prescribed for them as giving them a chance to be OK with others; for example family. Most keep their (delusional) beliefs unchanged, but now can suppress the expression of these beliefs to other people. Many with auditory hallucinations still hear the voices but with

medications can control the urges to be other people around themselves, hear them responding to these voices. And when taking their anti-psychotic medications they feel less distressed personally.

MEDICALLY ILL ON THE STREETS

Similar to the mentally ill, adhering or not to their medication schedules, there are those whose physical health would be improved by taking insulin, digitalis, blood pressure medicines regularly and/or adhering to a diet management regimens. Some people in need of lowering their blood pressure will refuse to take their meds eg "Because they make me sleepy;" not having been willing to go through the interval it takes some bodies to accommodate and recover from that particular "side effect." The fact there are blood pressure medicines that do not make a person sleepy are often dismissed by these "non-compliant" individuals.

THE POOR AND SELF GOVERNING

The real poor are chronically deficient in the use of all four classes of their social tools.

They don't use or know the names of people they recognize and talk to. They often prefer to use the nicknames of those they know instead of the person's given

names, if they know it. The people they talk to often "all look alike." The other people of the world are divided into the RICH and the POOR.

Envy at work? They often have no money except on their "emergency spending day", the first day of the month.

They lack skills in trades, talents, techniques, (educational) tickets of commercial value. They often lack, don't use, don't know how to successfully attract others to themselves. They lack skill in self-management, easily fall into becoming other-managed individuals; the homeless, chronically dependent, chronically mentally ill, and some habitues of jail.

Summary of SELF-MANAGEMENT TOOLS

A person can learn from his experiences and his mistakes. After making a mistake, the impulse is first blame someone else and/or blame yourself.

Hopefully, and as soon as possible afterward, a person will come to see that as long as blaming someone occupies front stage, then thinking and learning from the event are postponed. An alternative to blaming is to forgive who ever may have precipitated the mistake. It is often harder to forgive yourself than another person. Forgiving does increase the chances to learn from a mistake.

ASSETS

Many mistake physical assets for social tools. The fact is the better you use your social tools the more assets you will have.

The four classes of tools listed here are those that everyone possesses including, at some time or other, more or less money.

Good health is not a tool. It is an asset. Poor health may be a social liability or not depending on how one adjusts himself to it. Being alive is to be able to use at least some of your social tools.

FREEDOM is an asset, not a tool. How this asset of freedom is used and protected will depend on how the person uses his social tools.

Legally free or legally enslaved, a person still has his social tools; in or out of jail. It may be that the opportunities to use them (to personal advantage) are restricted, restrained. It may be that the programs the "government" has for you, to develop and envelope you with, to wrap around you socially, it may be that these are designed to frustrate your personal goals, to make you feel futile, to intimidate you, to infuriate, control, to mould and mold you.

BUT, in every such oppressed society a few individuals routinely come to grips with the setting and preserve their own inside freedom for themselves.

[Editor's note: a new group of jobless, homeless people have surfaced in recent years. Most have an abundance of social tools: Management of Self (MOS), Dealing With Others (DWO), Tickets-Talents-Skills. They understand money, BUT they don't have it. Something is (clearly) wrong with the money system.]

SPECIAL POINTS OF INTEREST:

There are four types of social tools.

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



**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."

**SOCIAL TOOLS
NEWSLETTER**

MAY 29, 2012

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
ORGANIZED PANDEMONIUM****School Riot Control in 1971**

In the fall of 1971, with the sanction of school administration, this writer taught an eight-week course to 12 members of the faculty of 100 from a local high school. The reason for the course was to prevent the expected annual spring campus riot. Titled "Transactional Analysis for Schools [Classroom Teachers]", the cornerstone of the course was for those who met together in classrooms to know each others' first and last name and give each other a "Hello (Hi)" with name "a named hello." This named hello exchange and classroom seating diagram exercise was the opening activity every class. To demonstrate this procedure, it was carried out starting with the first class session and then repeated each subsequent class session. Writer (as the teacher of the 12 faculty members) participated in this exercise each week in his private professional offices.

The named hello exercise had two parts. The first was the exchange of a named hello by each person with each other person in that particular room. This included each student

(teacher) exchanging a named hello with the course teacher.

The second part (the reading and writing part) instructed each person in the room to write down the first and last names of each person he exchanged this named hello with, and designate (tally) in writing the exchange of the named hellos. It was recommended this writing part of the exercise be done in the form of a seating diagram. This diagram approximates the location of each person's chair in the room. Then drawing a circle around that person's name for his own giving of a named hello to the particular person; a second (concentric) circle was made around that same person's name to denote receiving a named hello back.

In this first class session of the eight week course the teachers, as expected, became "noisy", smiling, laughing with each other as they exchanged their named hellos with each other, for the most part extended this greeting well beyond the simple, verbal, named hello exchange.

In this class of 12 teachers, it turned out three of the teach-

ers did not know either the first or last name of some of their fellow faculty members, that is, until after the first time this exercise was carried out in the first TACT [Transactional Analysis for Classroom Teachers].

Teacher-students in this TACT course were given "homework assignments" after each class. The homework assignment from the first of the eight classes was to teach and carry out this same exercise daily for the next five school days in at least one of their respective classes at school. Teacher-students were cautioned that, similar to what they experienced in author's class they had just attended, it would take a large portion of the class hour's time, if not all of it, the first few times it was carried out by the students in their own classrooms before the students in the classes "settled down."

SOCIAL TOOLS - ORGANIZED PANEMONIUM

ORGANIZED PANDEMONIUM

The following week, each faculty member student reported his experience with this named hello exchange and each of the students making a seating diagram of his personal classroom with first and last names of the people in his classroom. About thirty students and one teacher per class, each teacher had started each session of the self-selected, same class period with this exercise daily for the preceding five days of classes. Most of the teachers asked the students to turn in their seating diagrams and charted exchange of hellos; to check that the classroom student had done it. Faculty members returned the seating diagram / hello charts to their class members the same class period. One teacher, in big smiling awe, referred to these first sessions of named hello exchanges in his classroom as "ORGANIZED PANDEMONIUM!"

Yes it was! Organized! None of the students asked to leave the classroom that particular class period. Disorderly behavior was at a minimum, if at all. Boisterous? Perhaps! Disorderly? No! Taunting by student to student was minimal if present. Students kept track of where their seats were and at the request of

the teacher, before the end of the class period, returned to their seats before end of the hour. No other class instruction took place in the initial session after the start of this classroom exercise. No homework assignments were made that day and for a few more days after the initial "Named Hello" day. Students obviously extended the time of this class activity the first few days it took place as a legitimate way to postpone class instruction and assignment of homework. But, – when, after somewhere between four and ten days of students and teacher spending the entire class hour solely on getting (better) acquainted and onto friendly terms with each other, classes began to readily settle down at teacher's request eventually after the initial 10 or so minutes.

Some of the teachers, noting the improved morale and orderliness in the one selected class, began to extend this daily opening class activity to the remainder of their class teaching periods. By the end of the second week most of the teachers had began to limit the interval for these exchanges and name writings to the first 15 to 20 minutes and without student complaint. Tardiness stopped. Ridiculing, jeering, sneering and put downs of one student to another in the classroom came way down.

Absenteeism was reduced to one fifth or less what it had been. By reports, several of the teachers continued this exercise at least through the balance of that school year. No disorderly pandemonium (riots) broke out on that school campus that year, or in any succeeding year through 1999. **THIS COURSE WAS A SUCCESS. IT PREVENTED a school riot.**

One of the teachers later volunteered: "Now my chemistry class seem to teach themselves." The teacher was referring to the improved pleasure and ease in teaching high school chemistry, the accelerated rate at which students "caught on" to what there was to learn.

Another high school teacher in the group of 12 quickly volunteered a smiling "Yeah, me too."

PERMISSION AND PROTECTION

When it was decided in 1971 to teach the course to the faculty at the local high school we knew more had to be done than just pass out flyers to some school teachers to "Come learn riot prevention."

Not only did the teachers need to be taught what to do (and given permission to do it) they needed effective (potent) protection within the school administration to do it.

About thirty students and one teacher per class, each teacher had started each session of the self-selected, same class period with this exercise daily for the preceding five days of classes. Most of the teachers asked the students to turn in their seating diagrams and charted exchange of hellos; to check that the classroom student had done it. Faculty members returned the seating diagram / hello charts to their class members the same class period. One teacher, in big smiling awe, referred to these first sessions of named hello exchanges in his classroom as "ORGANIZED PANDEMONIUM!"



Thinking, figuring out how to accommodate others.

Classrooms would become noisy compared to the one next door. The next door teacher would be sure to talk about the differences of noise level next door in the faculty room and ask about them at faculty meetings. Students would come out of the particular classrooms saying and doing unexpected and different things than previously exhibited. Other teachers and students would be sure to report these to each other and parents.

SO! We secured the OK of the school principal and the school district Superintendent of Education to give a graded course to the attending teachers after which we were in a position to award those who passed the course some college credit toward their annual requirement. Both the principal and the school superintendent were notified of the probable increased classroom noise levels in the classrooms of the teachers being taught by author.

NOW, the **teachers were protected** when carrying out their “homework assignments” which I gave them in the course to carry out in their classrooms as part of the course they took. The homework assignments carried out by these teachers in their own classrooms were the riot control measures for the school. This protection for the classroom “noise” coming from the class exercises, this protection came

from the office of the Superintendent of Education of the School District. 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 high school) of a well-taught social tool with personal rewards. At sometime in the day 50% of the student body did attend at least one of the five periods taught by these teachers. Subjects these teachers nominally taught in high school included biology, chemistry, physical education, history, geometry, English and social studies.

CLASSROOM EFFICIENCY

Teachers have to learn and know the 60 names of his 30 students (first and last). Each student can learn and know names of each of the other 29 students (58 names) plus teacher’s 2 names, too. Therefore, there are 30 “other” people in a classroom (60 other names) each person can learn and know. And there were 31 people in that room. This means there is a possible combined (perfect) awareness of 1,860 names in that classroom (31 persons times 2 names per person) for a 100% score.

In fact, the combined name awareness in a public school classroom is usually less than 30%. This means the efficiency in these “usual” classes is less than

30%. It is much harder to learn in a classroom setting if you do not know those you are with, what to expect from them, let alone expect some manner of goodwill from them. Who knows? The public school classroom student doesn’t. There may be more ill will against you than goodwill in the particular classroom settings, where you don’t know their names.

Once a student had attended two sessions of this “Named Hellos” style of classroom experience he/she kept on coming. And, both in the near term and longer term also began to mobilize some others of his acquaintances into awareness of this class activity. Enthusiasm for school attendance came up as a result of the mutual exchanges of named hellos.

Of particular interest to author was the student body fascination with being able 1) to become acquainted with other people by **name**, with so very many more people on their own campus of 2,000. 2) gain some basic understanding of how the behaviors of each other could become more understandable (the **PAC diagram**), and 3) how each individual found he could better regulate his own behavior to more often achieve a desired outcome with another person while the particular event was going on. (the **OK Corral diagram**)

Some teachers and students began to call an occasional other to

BY THE NUMBERS

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SOCIAL TOOLS - ORGANIZED PANDEMONIUM

“get your head on straight” when the other student in the classroom was getting argumentative or rowdy in class.

Author knew from the outset that writing (the names down) would of itself lead to Adult behavior. There was this to keep in mind, a person is unlikely to be simultaneously angry or tearful (“Child behavior” as defined by these students) and to also be writing (“Adult behavior”) at the same time.

Teaching the basics to these classroom teachers in eight sessions (no more than 12 hours total time) the basics lead to:
 (1) good school morale and
 (2) quality educational achievement by **teachers and students.**

This was a singularly outstanding experience that demonstrated an efficient, effective method of teaching teachers, AND High School, campus Riot Control.

Quite obviously, at least to the author, those who might lose a job if this method became relatively standard in schools would be opposed to implementing 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 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, slows down his rate of learning to promote the time with the assistant assigned to him.

The National Education Association is the biggest and richest union in the USA. The author never was invited to come back to this particular school district, or repeat the course he gave about 40 plus years ago. This was so even though his office remained within seven blocks of the school, and he did not charge the school district for his services.

Expulsions of students for conduct not tolerated in schools has resumed and climbed back to where it was before. The education level of the student as a whole has gone back to being bemoaned by the newspaper of the community.

Some of the teachers who took that course are still in touch with the author.

Author has no doubt the school district has readily plausible reasons for not wanting author back for a

repeat of the course taught to faculty members. One teacher’s aide was heard to say about a whining student “It’s too hard to learn, do.”

Heuristic Learning

Home schooling is practiced by a significant percentage of the populous. They are self-taught, self-learners. Success is the norm.

[Editor’s note]
 They have done this outside of the state controlled, union staffed, public institutions.

It is less expensive for the individuals, and families: monetarily, psychologically, emotionally, spiritually. And there are fewer “social” distractions. The children are not being “socialized” by the (“Public”) “System.”

The Game of “Stupid”

A wood shop teacher from northern California learned the psychological level (compared to the social level) of the moves of the game of “Stupid.” The social level of talking is in the content of the word themselves.

The GAME MOVES of the game “**STUPID**” are:

- 1) Full Bright
- 2) Half Bright
- 3) Quarter Bright
- 4) Goodnight
- 5) Payoff (hurt feelings, get self physically hurt, pout)

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Named Hello Resistance

One female in the first class would not give her name to anyone but a few multiculturals that she already knew. That lasted almost two weeks. But by the third week she was a participant. Fellow students got her name from those who knew her. And they started giving her a named hello.

“Can We Say Our Hellos?”

A kindergarten teacher taught her students “**Named Hellos**”, “**PAC**”, and the “**OK Corral**” diagrams. This is reported in the paper titled “Can We Say the Hellos?”

Two months after she left her teaching job there in Stockton, she and this author visited them. As soon she entered the classroom they asked her “Can We Say Our Hellos?”

Evidently, the replacement teacher did not continue the “named hello” exercises, but did introduce this author as knowing about the hellos they used to give in that class once or twice a week. The kindergartners remembered making a mark on the daily “howdy chart” and carrying out the assignment given to them by their teacher.

Author-Teacher-Student

In the “riot control” class for the twelve teachers some basic transactional analysis tools were taught to them.

Those teachers taught the same tools to their students in their high school classrooms.

The teachers did this in every one of the eight sessions they attended, as instructed by this author. And then the teachers taught their students in five or six periods each day with an average of 30 students in each class. The entire campus population of 2,000 students became involved in this activity.

The teachers “got their heads on straight,” and so did the students.

Course Content

Teaching instruction in the eight week course for the twelve teachers focused on:

- 1) **The Howdy Diagram: Hellos with Names**, both spoken and written.
- 2) **The PAC Diagram:** Differentiating between feelings, reasoning, and self-governing (protection of integrity, Parent) teachings and how to diagram these parts of personality, and especially behaviors as they saw them. PAC, Parent-Adult-Child.
- 3) **The OK Corral:** The principle of their social dynamics with each other and how to both graphically represent in the OK Corral and what happened to them in an instant event, and socially to better regulate their behaviors,

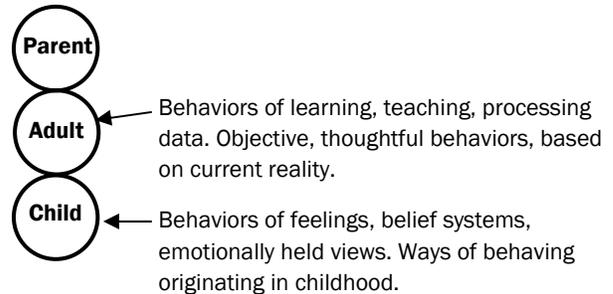
i.e. get-on-with (GOW), or get-away-from (GAF), or get-rid-of (GRO), or get-nowhere-with (GNW) another person.

These students knew what they were doing, and they liked school.

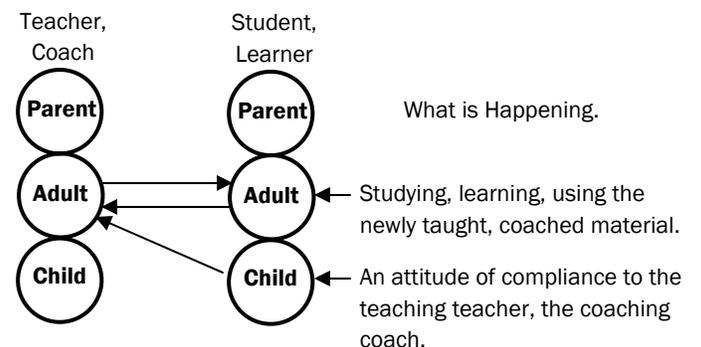
Behaviors in the successful teaching, learning setting where the learning person respects the authority of the knowledgeable teacher (facts being taught) coming from the teaching person:



PAC To diagram PAC



PAC To “Respect Authority!”



Your feelings make you say and do the things you do.

By changing the things you say and do, you can change your feelings, too. (Anon)

SOCIAL TOOLS - ORGANIZED PANDEMONIUM

PAC

To "Question authority!"



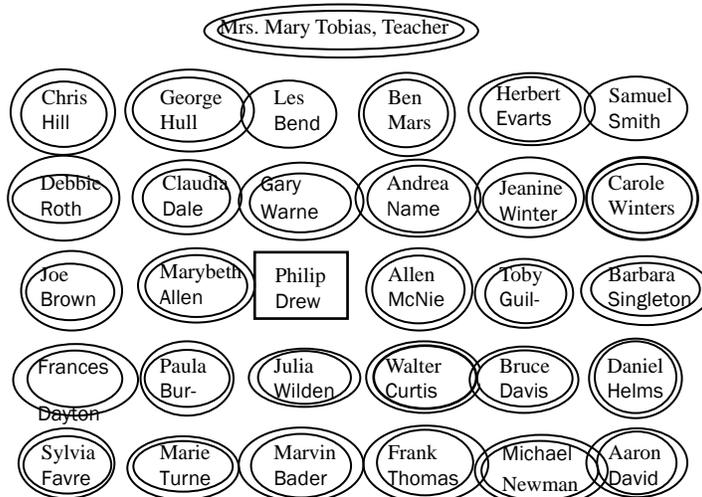
Being cleverly argumentative (against the facts), disputing and attempting to discredit teacher's authority over himself and class, therefore teacher's authoritativeness on the subject matter..

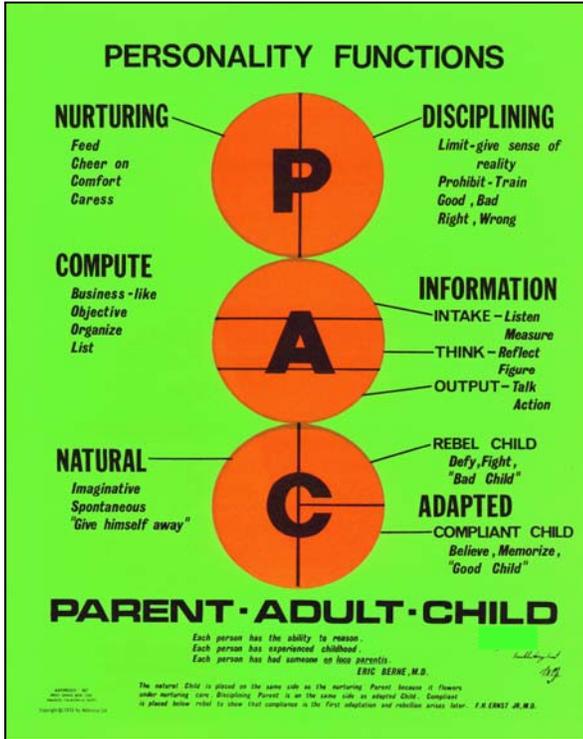
Kidding himself about the reason and the authority for being in the classroom.

One Solution:

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 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."

A SEATING DIAGRAM OF NAMED HELLOS EXCHANGED.



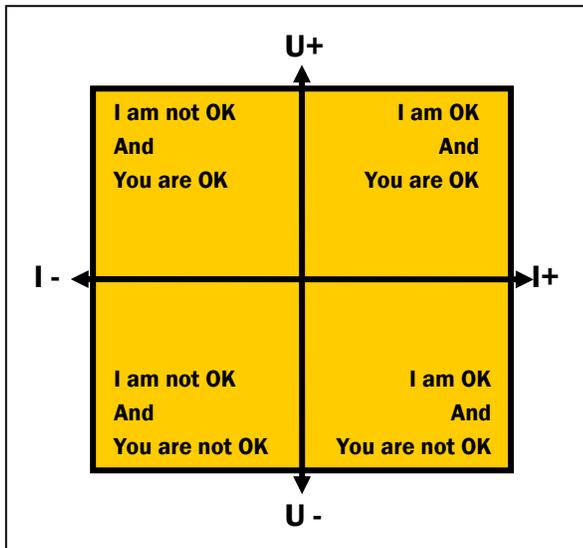


A Seating Diagram of
Named Hellos Exchanged

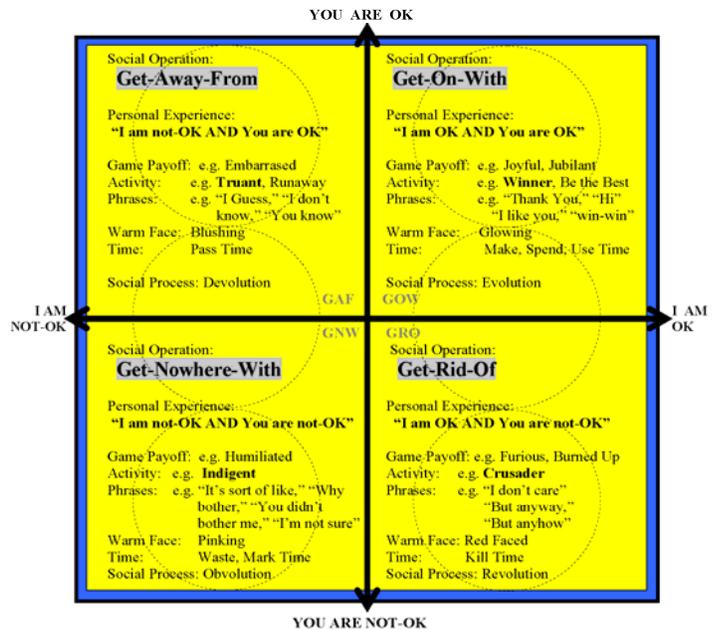
The PAC Diagram

The OK Corral Diagram

THE OK CORRAL: GRID FOR WHAT'S HAPPENING



TRANSACTIONAL ANALYSIS in the OK CORRAL: Grid for What's Happening





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

ADDRESSO'SET PUBLICATIONS

Social Tools Newsletter

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"Reach for the stars."

SOCIAL TOOLS NEWSLETTER

JUNE 23, 2012

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

INSIDE THIS ISSUE:

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SOCIAL TOOLS - CONSTITUTION ROBBERS (CCRC)

Dysfunctional Government Structure or Dysfunctional Personality Structure ?

It was to this aspect of governmental problems that this writer (FHE Jr.) addressed his written report of 3/7/96: Dysfunctional Government Structure or Dysfunctional Personality Structure ? This report was sent to the members of the California Legislature.

Question Were the members of the Legislative Branch of California government adhering to their oath of office?

Hand delivered to their offices, the report identified the "dysfunctional personality structures" in government as the problem needing overhaul.

What about the members of the legislature (and staffs) sticking to their oath of office (or not), the oath that each legislator took before assuming the right to vote on legislative matters? They took an oath swearing to, promising to uphold the constitution.

This report shows, contradict the claims by liberals and radicals that working within a

"dysfunctional government structure" is the basis for the legislature to pass legislation bringing about State Constitutional changes. The liberals and radicals want a centralized Sacramento dictatorship on matters of public education and **control of** land use within California state boundaries.

The goals of the steering committee of (CCRC) the California Constitution Revision Commission included removal of authority of local elected governing bodies (cities and counties) from being the ones that controlled what individuals did with their private property, and the removal of authority of

SPECIAL POINTS OF INTEREST:

There are four types of social tools.

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

Letters& - A Newsletter of Letters and Writings

ADDRESSO'SET PUBLICATIONS

Volume 1, Issue 4 December 8, 2011

Ref: California Constitution Revision Commission

Franklin H. Ernst Jr., M.D. attended many of the meetings of the California Constitution Revision Commission. He wrote a "synopsis of observations" and many letters regarding the commission activities. Several thousand copies of these observations and letters were mailed to all elected officials in California. Copies were also sent to many government bureaucrats and taxpayers: March, 1996.

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March 28, 1996 (Revised)

ref: California Constitution Revision Commission

Constitution Revision Commission has been meeting for two years, but representation that this Commission has approved any revisions in written form is a **fraudulent misrepresentation**. **NO MEETING MINUTES ADOPTED BY COMMISSION.** To date, Commission, itself as a body, has not seen in written form any of what it supposedly has been "adopting" the past three months. Whatever the Office or Officers of the Constitution Commission may be reporting to the public, to legislators is unilateral, is not reflected in any adopted Commission meeting minute records.

Any Constitutional governance is in the wording of that document. In fact, no meeting minute records of Commission meetings have been released by Chair for corrections, approval for almost a year.

Goal of its unofficial (Commission?) "steering committee": Get a Revised Constitution passed by 2/3rds of each house of legislature before 6/27/96 in order to get it on the 11/3/96 ballot. **Then it would only take 50% +1 of the voters to pass it. Problem? The very extensive county administrative government level vote fraud.** See below.

Such a Revised Constitution does not have its own bill number (yet) even though deadline for bill 1996 bills was 2/23/96. Several Constitution Amendment bills being heard in legislature now. Maybe the silent intent is to combine some into a Revised Constitution within another bill ("spot bill" procedure).

Several times this past year a Commission officer on the steering committee has asserted "We need a hammer. We need force (to get cities, counties, districts to "consolidate", change, eg boundaries)." That "hammer?" A **mandatory, appointed "Charter Home Rule Commission"** with its own autonomy in each County. Another layer of government planning over County and City affairs and boundaries, redefining of state, regional, local responsibilities for programs and services, which districts to **abolish** - consolidate eg schools, judicial, etc. They say "Voters would be allowed a vote on these changes but voter jurisdictions would be changed for the changes to be voted on." Future of Charter Cities? Looks up for grabs still!

Special points of interest:

- Several times this past year a Commission officer on the steering committee has asserted "We need a hammer. We need force (to get cities, counties, districts to "consolidate", change, eg boundaries)." That "hammer?" A **mandatory, appointed "Charter Home Rule Commission"** with its own autonomy in each County.

Inside this issue:

Letter of March 28, 1996 (revised)	1
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Letters& Vol.1, Issue 4

To see this letter go to
<http://www.ListeningActivity.com>

SOCIAL TOOLS

local elected school boards and elected county Superintendents of Education, and the transfer of the authority of decision making of those matters to Sacramento.

The California Constitution Revision Commission (CCRC), 1994 –1996, was charged with making recommendations to the legislature in the form of their report.

By the end of the first year (of its two year life) it was found that the agendas of commission meetings were controlled by an **unofficial "steering committee."** This unofficial steering committee included non-Commission members who advocated a "strong," "centralized" state government. The unofficial steering committee met at unannounced times with Commission Chairman Bill Houck. They determined, set the agenda for the Commission. From this pre-determined agenda the Chairman was permitted to pick the agenda of the Commission.

One of these "steering committee" members, Donald Benninghoven, was also then the Executive Director of The League of California Cities.

During the second year of the Commission meetings, hearings, Benninghoven was heard saying "We need a hammer, we need force." He

said this for all present in these official hearings on four separate meetings of the California Constitutional Revision Commission: **"We need a hammer. We need force."**

This naked show of brute force intent, with fangs bared in: "We need a hammer. We need force" was intended, among other things, to push some incorporated cities into being consolidated with other neighboring cities. [Pushing regional government]

Also attending the second year of Commission meetings was a non-commission member. He was the newly appointed SCAC Executive Director. Mr. Stephen Szalan was previously City Manager of Oakland.

Those Legislative members on the Commission apparently supporting these major centralization of power features included Senator Lucy Killea from the San Diego area and Assemblyman Fred Isenberg of Sacramento.

[Editor's note: These were very powerful people, already wielding a lot of "hammer power," and wanting more.]

SCAC means State of California Association of Counties.

ATTENDING MEETINGS OF THE CCRC

Author (FHE Jr.), as a member of the public-at-large, attended the Commission meetings. The meetings were open to the public, [as required by California Law].

The author (FHE Jr) later wrote to the legislators about Commission Chairman's unethical, fraudulent activities:

- * withholding of meeting minutes from Commission members. Meeting minutes were held up for periods lasting up to a year,
- * the Commission Chairman routinely spoke to TV media audiences, as if representing Commission views without authority from Commission,
- * about the call of the Commission Vice-Chairman to incorporate the use of "a

This unofficial steering committee included non-Commission members who advocated a strong, centralized state government. This unofficial steering committee met at unannounced times with Commission Chairman Bill Houck to set the agenda about the matters Chairman would permit to be considered by the Commission.



In the case of the **"Situational Personality"** the **personal PARENT has been replaced** by the **"Situational-Committee" PARENT** and its **"Situational" ethics, values & instructions.** (& "peer review")

In the background, extensive "committee work" has gone into preparation of the unit, (**deactivating personal value after personal value**) and a regular testing program implemented to make sure those personality elements are not coming back to life.

DIAGNOSTIC of the situational personality:
No Personal Parent. Self-rekidding is active.
 Independent decisions are impossible.

hammer”, the use of “force” against local governing bodies and jurisdictions into the California Constitution, * about Commission activities being controlled by an unofficial steering committee.

The author had learned how to protect himself from most behind the scenes political recrimination prior to attending CCRC meetings. He had learned from the results of his previously outspoken and written assertions at those open public (local) meetings. This also included his experiences from most discrediting public attacks within his own professional organizations.

In preparing for the CCRC meetings, the author organized his thinking ahead of time, what to be prepared for, what to expect.

On one particularly drizzly, rainy day the commission members had to figure out the new meeting place. [There were a lot of new meeting places.] First the “arrangements committee” of the California Constitution Revision Commission had followed through again for its 4/7/95 meeting with its routine that each successive meeting location was to be at a different location. For the out-of-towner Commissioners the challenge of hunting up the “new” location was a big deal. It became their first order of business [a priority] for the Commission meeting.

This single factor had the effect of intimidating the Commissioners who came from out of town. [and most of the Commission members were from out of town: San Diego, Los Angeles, San Francisco bay area, Central Valley, north state, even the “locals.] The first visit to the “new” particular location, forcing them be concerned more for their own physical safety: driving, parking, the neighborhood, and walking into new, unfamiliar territory. This forces people to start the day being heavily concentrated on safely finding the meeting place instead of thinking about the upcoming agenda subject material. A “new” location with its attendant characteristics and unknowns for members is very distracting from the business for which they had been summoned, to listen and deliberate on.

Fully two thirds, 2/3rds of Commission members came from out of town. An inordinate number of these CCRC meetings were held right on the edge of, if not 100 to 200 yards inside the asphalt jungle of Sacramento’s downtown [‘K’ Street hobos, winos, homeless, destitute, mentally ill, “criminal”, those looking for handouts, other.]

Being prepared and management of oneself at strange “new” locations gave the author readier access to his social tools for handling

others. [Because of the organizers choice of many “new” locations physical safety was a priority for individuals, who were basically on their own. The element of double blind, thinking about unknowns is time consuming. It was clear throughout these CCRC meetings that the central power broker, organizers of the CCRC DID NOT want non-controllable views to be formed by non-government persons.

Psychological Warfare

The CCRC meetings, starting with the first one in May 1994, were conducted in a manner (the strategy was), and tactics of psychological warfare. Grind down the opposition. Wear down the resistance. Make it easier to push radical and major changes proposed to the California Constitution.

Tactics ? Routines

Institute a strategy and tactics for grinding down the resistant members of the Commission, who were less than keen for many of the proposed changes.

For example, one routine, tactic was to not record, not make note of opposition to the Chairman’s point of view, in the official meeting minutes.

A second routine, tactic during the first year of meetings was to not send previous meeting minutes ahead of time to Commissioners. There was no way to verify what had happened before. Agenda

“He has called together legislative bodies at places unusual, uncomfortable and distant from the depository of their public Records, for the sole purpose of fatiguing them into compliance with his measures.”

King George III

SOCIAL TOOLS

packets were sent on time, but ... Episodically, many sets of meeting minutes would be un-expectantly presented at the start of a meeting; and then the members of the Commission were "asked" to approve them without review.

[Editor's note: this was more like being "jammed", forced into going along with it. Mind you these were legal proceedings with legal, constitutional implications for millions of California residents, businesses, guests, others.]

The third observable routine, tactic was to change the location of every meeting, from the previous. This routine, tactic was carried out for the full two years of the Commission meetings.

It was rare to have a map provided. And those few faxes so provided looked liked 5th or 10th generation photocopies: i.e. borderline legibility. Intentional ?]

Maps were not provided to attending members of the public, unless they demonstrated a willingness to "scream" about the maps being withheld.

Changing a "new" meeting location to a new "new" meeting location on short notice.

The location of one meeting was abruptly changed, the day before. It was moved

to the brand new Sacramento City Convention Center. The center was not finished. Permanent signage was not in place. Directional maps, marquis had not been installed. And that place was huge, really big. It was "gigantic" and nobody knew nothing about the place. It was a "complex of conference rooms and more rooms."

Commission staff had arranged [left in various places] some 4 inch by 6 inch cards with cryptic 12 point type written directions to the particular room of the meeting. [Intentionally intimidating, mysterious ?]

Note: meeting rooms in the "new" Convention Center had minimal directing signage and that was less than obvious to one looking for the identifying room names or numbers which might be visible to one searching [for clues as to] even the building name and/or street number.

When entering the facility, another person also entered thru one of a dozen doors. He was intending to get to a / the meeting, too. As it turned out he was a lobbyist and very familiar with downtown Sacramento. He had attended a meeting in the Convention Center a week or two before, but he didn't know where to go either, once inside the cavernous facility with the maze of halls, rooms, doors, dead ends.

We both got on an escalator hoping we were going in the right direction. There were no other people around. Coincidence? Eventually we found our respective destinations.

Sure enough! The Board of Directors of The California State Association of Counties (CSAC) was holding a meeting next door to the California Constitution Revision Commission, in another similarly sized (giant) room for maybe what appeared to be a handful of people in each room with seating capacity of 500 people - in each).

[Editor's note. I wondered then who paid the rental fees and electricity bills?]

Another Meeting Day

On another meeting day, April 7, 1995, it was raining in downtown Sacramento. Author arrived at one of the doors of the building (selected for that meeting) just behind a woman, Commissioner, Anne. Her gait and carriage, walking in the rain, showed her uncertainty both about being alone and also hoping she wasn't lost in that part of Sacramento.

The meeting was obviously being held in another "new" place, another strange building in one of Sacramento's asphalt jungles.

The location of one meeting was abruptly changed, the day before. It was moved to the brand new Sacramento City Convention Center. The center was not finished.

Permanent signage was not in place. Directional maps, marquis had not been installed.

That place was huge, really big. It was "gigantic" and nobody knew nothing about the place. It was a "complex of conference rooms and more rooms."

Turning before entering the wrong door, she recognized writer with relief as somebody she knew, a friendly, somebody she had talked with at earlier meetings. The author (FHE Jr.) said hello to her with her name, and then said: "This place is new to me too, but I think we go in the building around the corner here" (pointing)."

She was obviously relieved to see an acquaintance whose tones and attitude were reassuring in this territory foreign to both of us.

Summary: Approaching the place with a level head, author then had the chance to successfully deal with the other people there in a manner that fulfilled an objective of being indirectly influential with the Commissioners.

POTENCY

After the lunch break of 4/7/95 meeting, writer asked Commission Chairman for permission to put his tape recorder on the table where the speakers were "circled." The point of this was to identify to Commissioners that there really were members of the public attending, listening to and recording what Commission was doing.

When the time for comments from the public came up, Chairman was ready to ride over author's written request to speak,

even though the request had been made verbally and in writing before.

Author stood. Executive Director then reminded Chairman about the written request. The "Executive Director" shoved the written request in front of the "Chairman's" face.

Writer's unsmiling opener was to thank Executive Director for taking care the Chairman did not forget to call on him. This opener counted.

Afterward, the author (FHE Jr.) went up to the front of the room to talk with the guest speaker (who spoke about California Local Government). In the vicinity of the guest speaker were Mr. Detweiler (an acquaintance of several years), and the Commission Chairman Mr. Houck. The Chairman was red-faced.

Author's presentation just before the end of the meeting was gauged to identify to the Commissioners there had been NO MINUTES of Commission actions released to the public for three months. Author asked: "Could I ask some Commissioner to loan me his copy of the unofficial minutes for the past three months so I could copy it?"

The Chairman's reason for withholding minutes from the public for the first three months of 1995 was: "some Commissioners had just made corrections to the min-

utes for March" at the 4/7/95 meeting (today's meeting). Chairman's reasoning on 4/7/95 was that the January, February and March meeting minutes would not be released to public "until the month after approval of corrections at next month's meeting in May;" that is, until June, and then only if there were no corrections to them at that May meeting.

This led Chairman to being clearer to those assembled there that even those going out on the scheduled "Public Hearings" circuit up and down the State of California in April **would not be getting any copies of the proposed program at which they were to speak**, at best, until about five days before they would be speaking at one of the 20 or so League of Women Voters sponsored "public community forums" to be held up and down the state during the coming month. Those who did speak at the statewide meetings were the Executive Director of the League of Women Voters who coincidentally was also a rather **regular attendee** at the non-noticed, non-agendized meetings **of the unofficial steering committee of the CCRC**. Author asked her if she went to those meetings. She said yes she did.

Before that afternoon meeting started Detweiler's greeting on seeing this writer (FHE Jr.) was one of defiant respect: "You're better behaved, today." His smiling

Author's presentation just before the end of the meeting was gauged to identify to the Commissioners there had been NO MINUTES of Commission actions released to the public for three months. Author asked: "Could I ask some Commissioner to loan me his copy of the unofficial minutes for the past three months so I could copy it?"

SOCIAL TOOLS

greeting was within the parameters of our mutual regard. I withheld disapproval at his semi-ridicule and answered with a smile and his first name that it was good to see him, too.

Detweiler's legislative office in the Capitol Building (down the street) was just off the hall of the offices of the Senate Committee on Constitution Amendments, also in the State Capitol Building. The writer periodically visited those offices. Their activities were in conjunction with both the California Constitution Revision Commission and the just concluded defeat of the bill calling for California to participate in a "Conference of States." The goal of the "The Conference of States" was to set up an unconstitutional US Constitutional Convention; to amend the Constitution of the United States of America.

Writer had usually stopped by Detweiler's office on those visits to say hello to whoever was in: April Manatt, Sandra Kenyon, or Detweiler himself.

When Mr. Detweiler made his "better behaved" remark to writer on 4/7/95, it became clear the writer's counter claim at another public meeting also counted. Author (FHE Jr.) responded, both written and spoken, to the Detweiler reference

about the need for "streamlining government because of **government gridlock**" (his phrase). Author said that the government does work in fact, because the "**checks and balances of the Constitution do work, that these continue to protect the people from tyranny by government.**"

It was evident that decoding the phrase "government grid-lock" for what it really was. "Checks and balances of the Constitution" had reached him (Detweiler). It counted to him.

STATE "GOVERNMENT GRID LOCK", aka "CHECKS and BALANCES of CONSTITUTIONAL GOVERNMENT."

This is to say there is potency in the written and spoken reports to legislators, especially from members of the public-at-large; at meetings of the legislators and Commissions.

Recognizing the hints about the behind-the-scenes activities of the "steering committee" and that he was no match for them on their turf, author held his mud. He decided on another program and carried it out with rather good success.

Steering committee psychological warfare on Commissioners and audience members:

The CCRC staff and steering committee kept the Commission's meetings moving from one place to another, every meeting. As much as anything to keep the "outsider" Commissioners off balance. These "outsider" Commissioners instead would first have had to spend their initial hours in Sacramento, after flying in on the meeting day, focused on LOCATING THE PLACE OF THE MEETING. This would obviously prevent them from meeting and greeting other fellow Commissioners; and from focusing their thinking ahead on the matters to be deliberated about the California Constitution that day.

The "steering committee" of the Commission regularly knew ahead what was going to happen at the meetings and what needed to be "prepared," for the "outsider" Commissioners consumption.

As a rule, the Chairman of such a Commission would require (request) its members to sign the report finalized by staff at the end of the Commission meetings. That was also true of the report finalized in 1994 issued by San Francisco Bay Delta Fed-

Their activities were in conjunction with the California Constitution Revision Commission and a legislative bill calling for a "Conference of States."

The goal of the "The Conference of States" was to set up an unconstitutional US Constitutional Convention; to amend the Constitution of the United States of America.

eral Commission titled San Francisco Bay Delta Management Report, with its 56 Commissioners.

Writer and another local taxpayer established, however, that shortly before final report of CCRC was to be issued a visible flurry of activity was taking place at the offices of FPPC (Fair Political Practices Commission) in Sacramento. [The FPPC monitors, investigates all financial disclosure statements of commission members. FPPC investigators can set a lot of things in motion with their telephone and written enquiries, make people nervous.]

On a hunch, the two taxpayers stumbled into the offices of the FPPC one afternoon to get the address of one of the CCRC Commissioners. Staff response then was "It may take us a few minutes. We have the 'Conflict of Interest' Forms (with their addresses) for that Commission all over the floor here" pointing to the obvious array of forms on office floor. The floor behind the office counter was filled with stacked files. Why would that be? To coerce a member if reluctant to sign such a "Final Report" ?

We learned later that the Executive Director of CCRC, Fred Silva, knew some of the staff personnel in the State FPPC office. Silva had in the past, before retirement, worked in various legislative

committee offices, and also knew Detweiler from before.

Many of the Commissioners had serious misgivings about a lot of what went on during Commission meetings. For example, such as Executive Director's own report of (hand raised) votes at meetings rarely corresponded with vote counts made by attending members of public-at-large or vote counts of one or more Commissioner who also counted hands.

It did not sit well with many Commissioners that the distribution, review opportunities of meeting minutes were disrupted, delayed. CCRC Commission members were aware that what was written into the minutes was reversed from what they said. The minutes were being altered to correspond with Chairman's view. And, when the members were given the opportunity to make changes, corrections to the Commission minutes and approved by the Commission, those corrections, changes were often not reflected in the final record. The incorrect versions of minutes and vote counts continued to stay "as originated," contrary to the vote of **Commissioners**.

The priorities of the author (FHE Jr.) while attending the CCRC meetings were:

- 1) the accumulation of information about the events and activities as they took place, and**
- 2) identification of the players who would determine the content of final CCRC report to be written.**

By the 22nd month of Commission meetings writer had determined it necessary to personally write 120 legislators of California. A preliminary report was composed of some of his observations of the activities California Constitution Revision Commission.

It is known that a first report on a subject matter would have a major effect on how the matter would be received. Writer knew that the phrase: "We need a hammer. We need force to ..." repeated five times in the Commission meetings by the same Commission member would be an eye opener for many legislative offices. It, the phrase, could stigmatize the entire findings of the Commission report.

In addition the Commission supposedly also advocated the removal of six elected state offices, as well as the illumination of Superintendents of County Departments of Education, and the removal of local control over land use matters.

It became imperative to be the one to set the tone for the legislators.

It did not sit well with many Commissioners that the distribution, review opportunities of meeting minutes were disrupted, delayed.



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."

Writer's first letter also mentioned the absence of any Commission meeting minutes being available for a year, ie since Commission became fully staffed. This report was circulated both to the Sacramento offices of the legislators themselves and to most of the state legislative committee staffs.

It was important to get it talked about within the legislative buildings.

That March 1996 report by writer stimulated a lot of talk up and down the state. [Editor's note: the Superintendent of Education of San Bernardino County personally called me by telephone. We talked at length. Many written letters were received here as well.]

A few weeks later a conservative legislator from Southern California who was also a member of the Commission, notified the legislature membership, in a

formal letter on his official State stationery that the Commission Chairman was making arbitrary public statements about Commission matters without Commission approval nor voted on, let alone even considered. In the formal letter, the Legislator requested that the Commission Chairman present his personal views at the Commission meetings before going public with them, as if being the views of the Commission.

In May 1996, before any vote of the Commission, both Commission member Senator Lucy Killea and Commission member Assemblyman Fred Isenberg each submitted a bill to their respective legislatures advocating sweeping changes to the California Constitution. The proposed legislation reflected views discussed at Commission meetings and were favored by the Chairman, his steering committee, and a handful of the Commission members. These bills were submitted to the Legislature two months before the Commission concluded its hearings.

By the time some legislative Committees had begun their public hearings on these matters the name of the CCRC Commission had become so stigmatized that it was difficult to get legislative

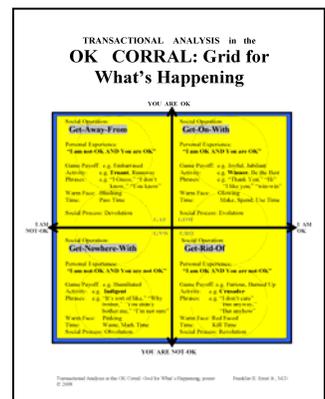
members to come to those hearings, let alone get a favorable vote on either bill. His was true from their earliest hearings. Both bills "died in Committee."

REFERENCES

Declaration of Independence, paragraph nine, reference to King George III: **"He has called together legislative bodies at places unusual, uncomfortable and distant from the depository of their public Records, for the sole purpose of fatiguing them into compliance with his measures."**

"Letters\$ - Vol. 1, Issue 4"

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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

SOCIAL TOOLS

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).

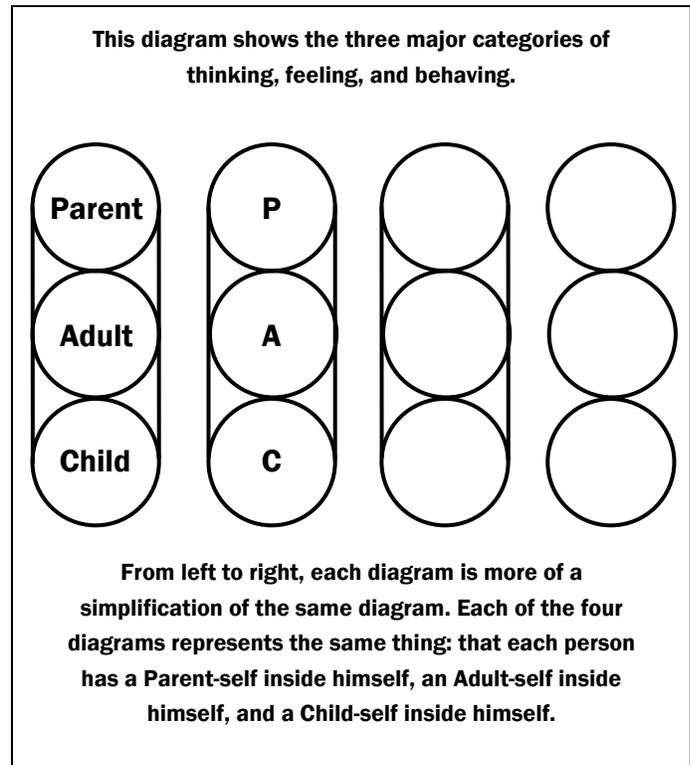
Rene Descartes, of the early 1600s was inventor of Analytic Geometry and the Cartesian coordinates. He too, wrote about diagrammatically representing human behaviors and life. Descartes was an early writer on existentialism.

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.

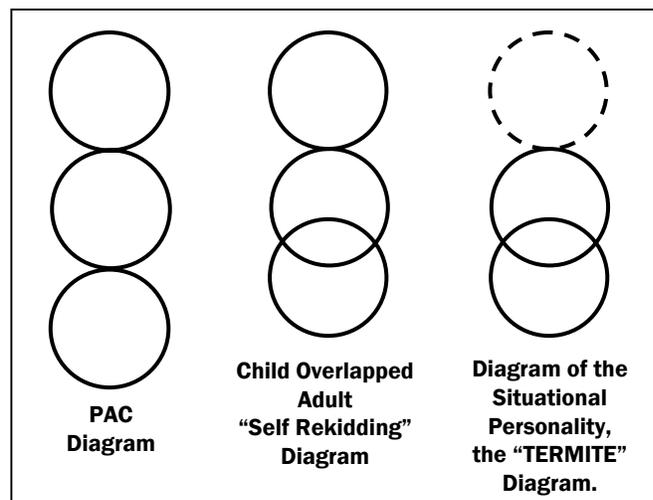


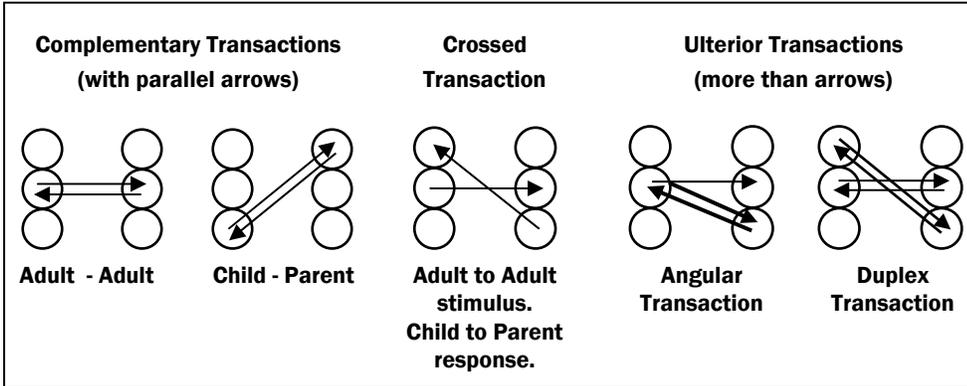
**The PAC Diagram
Letter of the Alphabet of Behavior**

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."

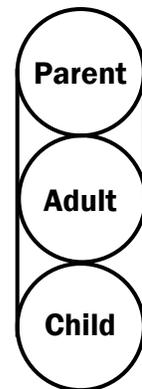
The **Child-self** behaviors include expressions of one's emotions and beliefs. Beliefs? Ever try to objectively discuss a person's beliefs with him. Such discussions almost invariably become emotional in nature. **Child** appearance often includes a tilted head and raised voice.

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.

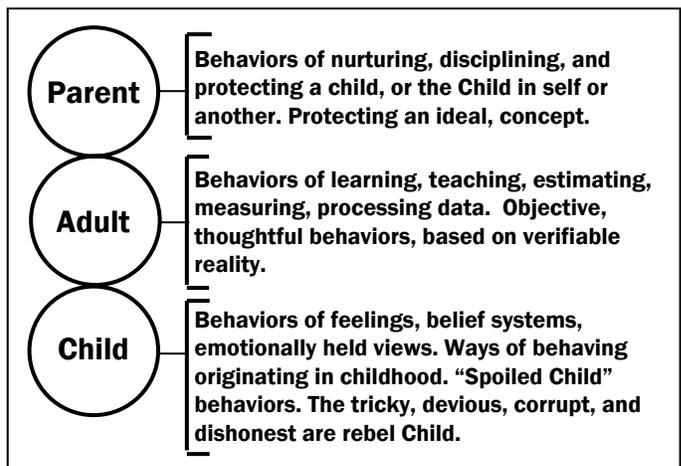
Child behaviors include cursing, defiance, rebelliousness, argumentativeness and epithets. Giggling and belly laughing? Emotional expressions. Hurt feelings, sulking, silliness are expressions of emotion as is over talkativeness. Emotional blackmail and psychological rackets are **Childhood** based.

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.



SOCIAL TOOLS

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.

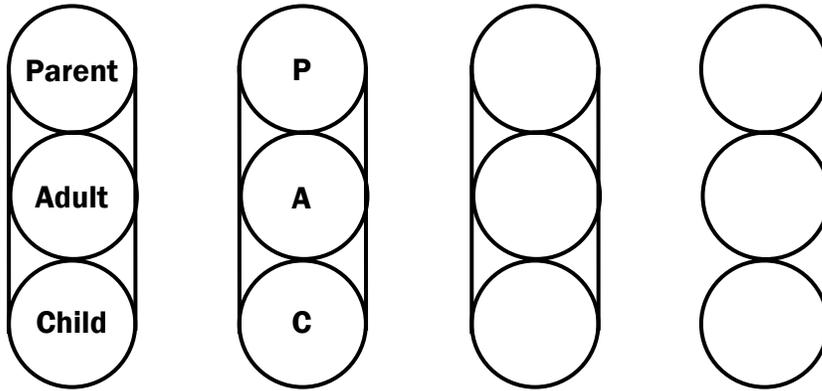
FREEDOM vs US STATE DEPARTMENT

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.

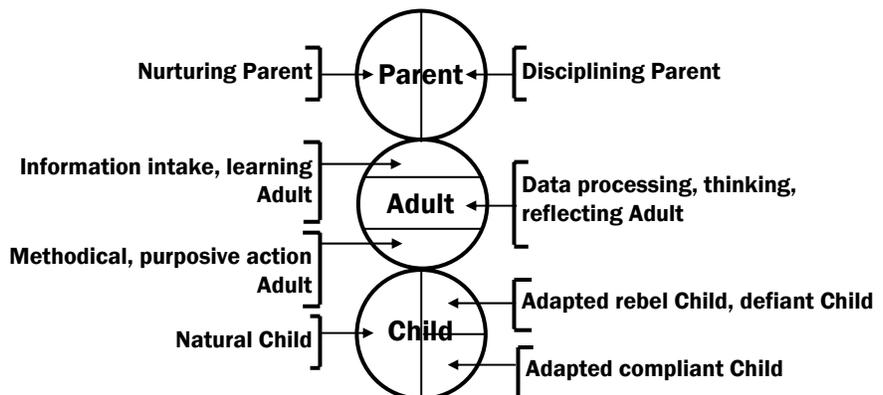
The majority of non-elected personnel working for the elected government officers are also required to take that same oath.

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."





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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."**

SOCIAL TOOLS NEWSLETTER

AUGUST 9, 2012

The following is from an unpublished manuscript titled "Social Tools" by Franklin H. Ernst, Jr., MD and from a paper titled "Self-Rekidding" also by F.H Ernst, Jr., M.D.

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SOCIAL TOOLS - SELF - REKIDDING

SELF REKIDDING

"NOBODY LISTENS TO ME"

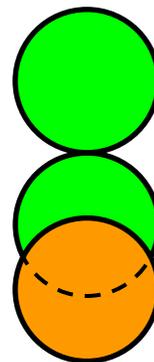
Dexter came for treatment to get well of "Nobody listens to me." It soon became evident in group that people did listen to him when he was matter-of-fact. When, however, someone expressed doubt about what Dexter was discussing, he would begin to push the point, at times leading to arguing with the person who might then turn away from him.

As Dexter came to recognize this sequence of events, he (his Adult) got better at heading off his Child at making another attempt to prove it. It? "That nobody listens to me" as long as his Child "worked it just right." His Adult came to

clearly recognize that his Child saw events differently. Neither the therapist nor Dexter saw a need then to "change" Dexter's Child. His Child kept his belief. Effectively Dexter's Adult was now in charge at work and in his home life. People did listen to him.

Dexter's Adult was successful in persuading his Child to discontinue inappropriate "self-rekidding." After he left his psychotherapy he ran onto Transactional Analysis articles on the Activity of Listening. He gained more personal benefit from reading.

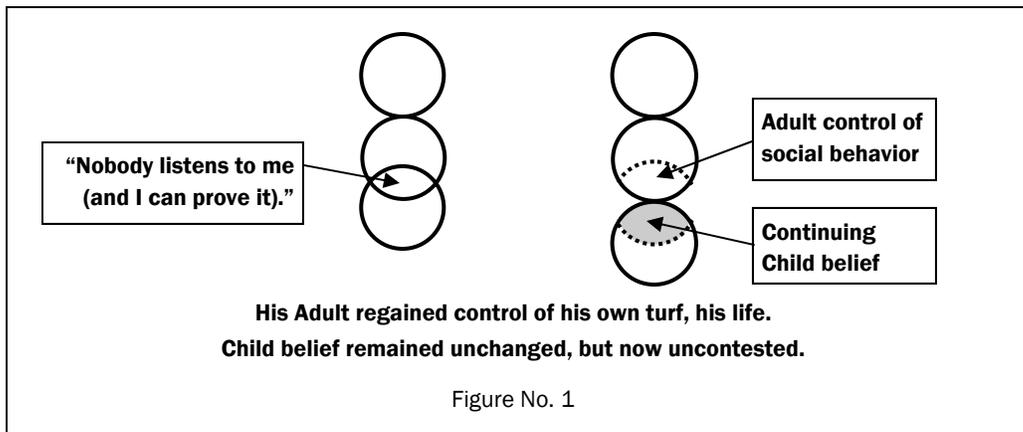
This was diagrammed as shown in Figure No. 1.



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 - SELF REKIDDING

CHILD CONTAMINATED ADULT

Eric Berne's introduction of Transactional Analysis to his readers enabled them to begin understanding the importance of Parent-Adult-Child. Since the earliest days it was understood by students of transactional analysis that the first job with a patient, a student, or for that matter anybody, is for him to be able to reliably identify and access his own Adult. The next is for his Adult to recognize his own Child self and become able to separate his Adult from his Child. Following this, the third task, is to focus on that portion of the person's behavior where the Child persists on intruding into a person's own Adult reasoning (process and behavior). Put differently, this job of decontaminating a person's Adult is to identify the circumstances

in which **his Child (being permitted by his Adult)** keeps on contaminating his own Adult. The Child self of a person can and does, in specific circumstances, "borrows" reasoning to "substantiate" a strongly held emotional belief. This is called "His Adult is kidding himself." These are instances where a person persists in using his reasoning apparatus in order to justify emotionally based behavior with seeming reasoning.

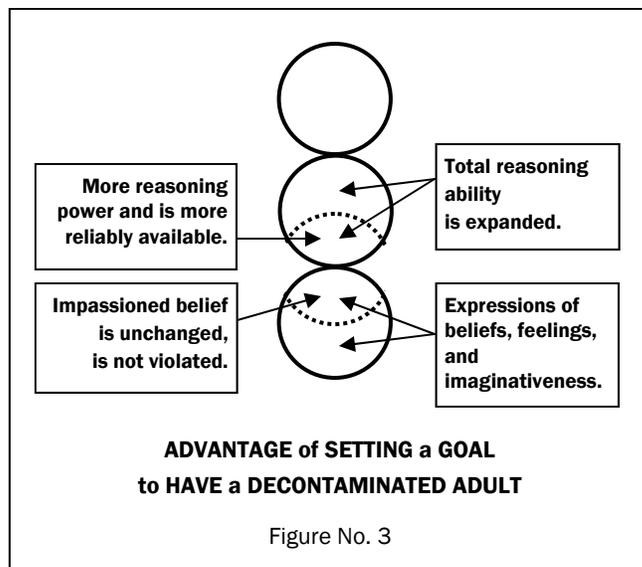
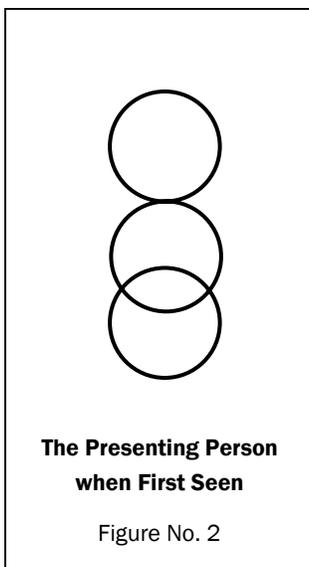
Writer had cases where the solution to the "problem" (for which a person came into treatment for) resulted when the person's own (now stronger) Adult gained awareness and control of his own Child intruding into his Adult. "The better a person can objectify that his Child has his own beliefs, and Child self wants to keep

them, as distinct from the Adult, the less the person will be inclined "to kid himself." "The better you can keep your circles separated, but in touch with each other, the better you'll do in life."

"Get to know yourself."
 "Be honest with yourself."
 "Be friends with yourself."
 The following drawings (diagrams) show this.

The goal, is not to suppress this Child; the goal is to show the alive, vibrant Child that his own Adult, now grown up, can find better solutions to the problems first encountered when the person was little. As a Child his solutions then were appropriate. But his circumstances are different now. He is a grown up. He can use different strokes now for his life situations, if he wants to do so, "if he wants to be more Adult."

The purpose of achieving decontamination of the Adult is not to dissuade the person about the reality of his Child belief. Decontamination enables the person to better regulate when Child behavior may appear; to appear at more socially appropriate occasions, and to keep the Child energized as is, so that the zest the belief provides to his overall life, is not diminished.



WHY DECONTAMINATE THE ADULT ?

The purpose of achieving decontamination of the Adult is not to dissuade the person about the reality of his Child belief. Decontamination enables the person to better regulate when Child behavior may appear; to appear at more socially appropriate occasions, and to keep the zest the belief provides to his overall life, is not diminished. Often decontaminating one's Adult leads the person to privately reassessing himself, talking to, and

reasoning about matters with his own Childself as an OK person in his Child's own right. The person talks with himself about the reasons, of his own, for why he does things.

When these Child beliefs intrude into the Adult, they are often expressed in the form of Social Rackets. In these Social Rackets, it is the element of "It's you (who is) making me cry (angry, scared, confused,

etc)", "It's because of you ... (reasons)" in the expression of the feeling that identifies the expression as a racket (blackmail, coercive feeling). This is diagramed in Figure No. 4.

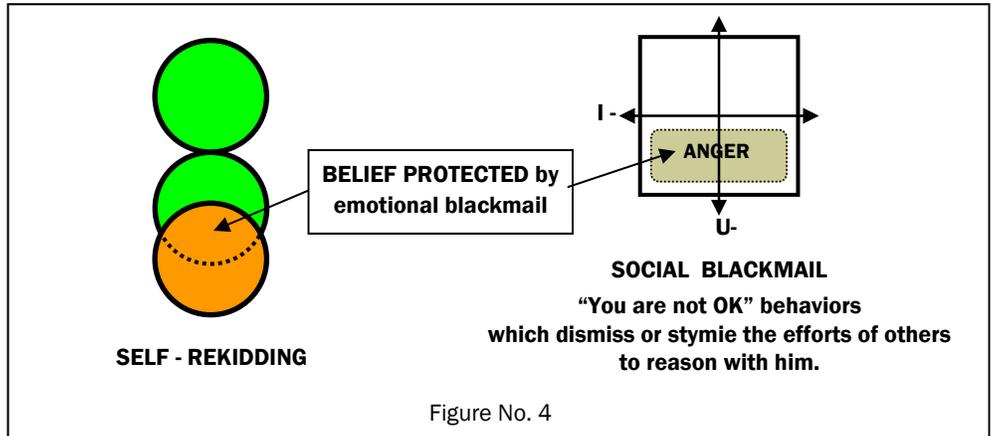


Figure No. 4

SELF-REKIDDING IS TO DECEIVE ONESELF

Eventually, this variant of the Parent-Adult-Child (PAC) diagram was dubbed the self-rekidding diagram to emphasize the problem. It has reference to those who remain persistent in pressing their beliefs onto others despite facts to the contrary, and the resulting alienation of friends.

The word "kid" is both a noun slang term for child and a verb "to deceive, to perpetrate a hoax." People do kid themselves at times. This self-rekidding colloquialism describes the person whose Child does have a strongly held, emotionally charged set of beliefs about what is for him a "truth." And when he is corrected about this belief, he disputes and disagrees in

the face of objective, verifiable data to the contrary. Such a person in fact, when seen, will be vigorously marshalling more "personal facts" and "reasons" in support of his belief. When this occurs, it is evident that this believer's Childself is moving in on his own probability estimating Adult.

His Child is contaminating his Adult reasoning apparatus. He is deceiving himself. The repeated doing of this is called self-rekidding. Impassioned reasoning contains more than factual, objective reasons. This is symbolized by the drawing below, Figure No. 6.

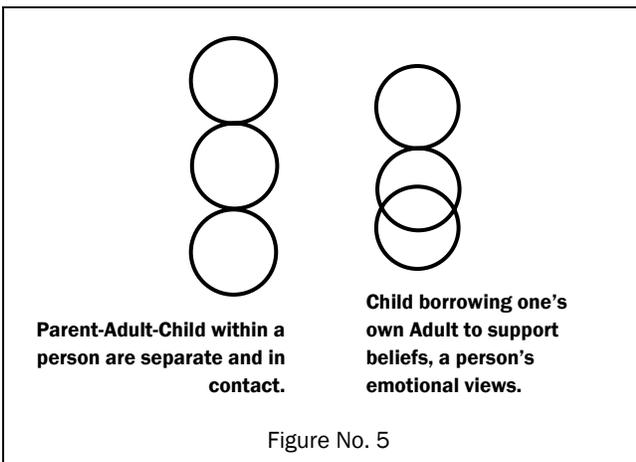


Figure No. 5

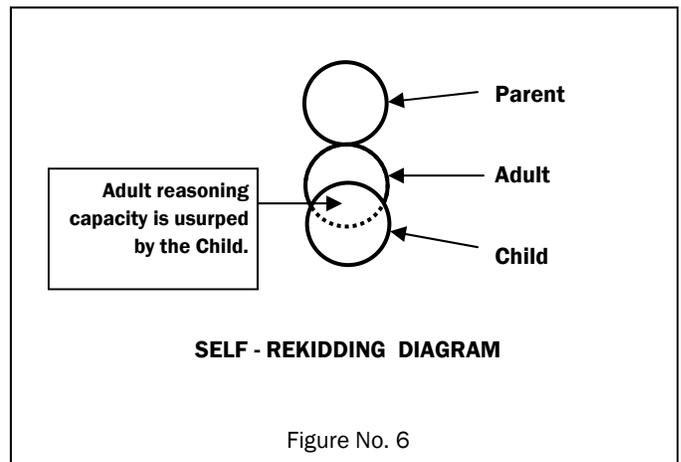


Figure No. 6

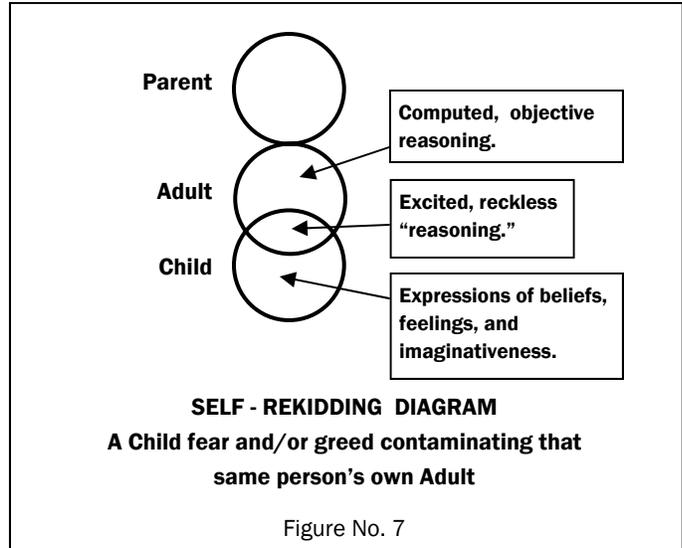
SOCIAL TOOLS - SELF REKIDDING

MONEY HANDLING AND SELF-REKIDDING

Those who have repeatedly been “taken to the cleaners” financially, have not learned from personal experience about personal limiting of “blind spots.” They have a financial blind spot in their ability to manage self. Many people buy high and sell low.

This is an example of “self-rekidding.” This particular person, for reasons of greed,

having money ahead in the stock market becomes gullible (suggestible) and is often easily persuaded to buy more stock, another stock near its top, believing they can make a (financial) killing rather than selling high. However, when the value of the investment goes down sharply, they sell. This is repeated many times. You know - “A fool and his money are soon parted.”



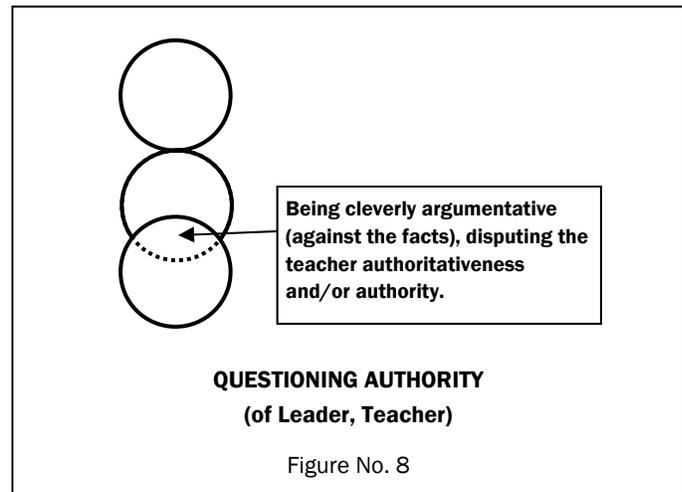
TO QUESTION AUTHORITY

There are some bright young people who have been turned onto mischievously questioning (challenging) teacher authority in their classrooms and other authoritatively knowledgeable individuals. They have learned how to pick on minutia to show the teaching person he doesn't know what he's talking about. They are

called by various colloquialisms, eg “a smart mouth, smart a..,” and can be diagrammed as next.

There are two general meanings for authority:

- 1) the “boss”, the one in charge and
- 2) the person who speaks knowledgeably on a subject, is authoritative.



References

“Handbook of Listening: Transactional Analysis of the Listening Activity”, 2nd edition, by F.H. Ernst, Jr., M.D., Addresso'Set Publications, Vallejo, California. © 2008.

“Coercive Feelings - Psychological Rackets in the OK Corral”, by F.H. Ernst, Jr., M.D., Addresso'Set Publications, Vallejo, California. © 2008.

“Self-Rekidding”, by F.H. Ernst, Jr., M.D., Addresso'Set Publications, Vallejo, California, California. © 2009

**SELF-REKIDDING
“REASONING”**

Self-rekidding describes a person who goes to considerable lengths to devise plausible reasoning structures in support of a belief. Some people will engage in debates, engage in heated arguments to defend a particular personal belief as being factual.

A fact is a phenomenon. It is a piece of information which can be matter-of-factly, dispassionately verified by others.

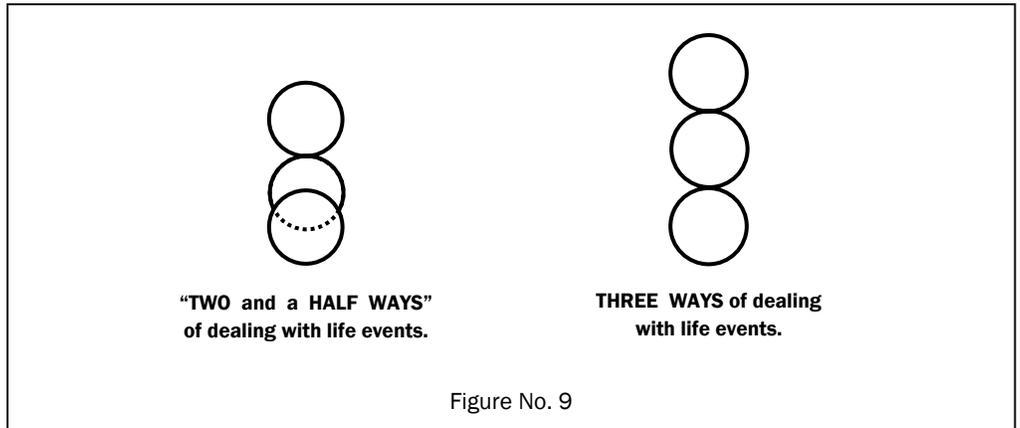
A belief is a personal view, often emotionally defended.

Beliefs, facts, thoughts, personal views, opinions. “I believe”, “I feel”, “I think”,

“I wonder if”; each of these ways of viewing events is valuable, has its place in life. The self-governing of these in the presentation of oneself can be

typified by the expression “Get a handle on your own self-rekidding.”

“Keep your circles from overlapping (too much).”



**EMOTIONALLY CHARGED
BELIEFS ABOUT
PERSONALITIES**

In the case of talk about a “personality” about which two parties are in agreement, the event is harmonious. In a discussion where one of the talkers is trying to persuade the other person about the “personality” of someone not present, such as in a telephone call, then the persuader may get impassioned and start animatedly citing the “facts” to “prove his

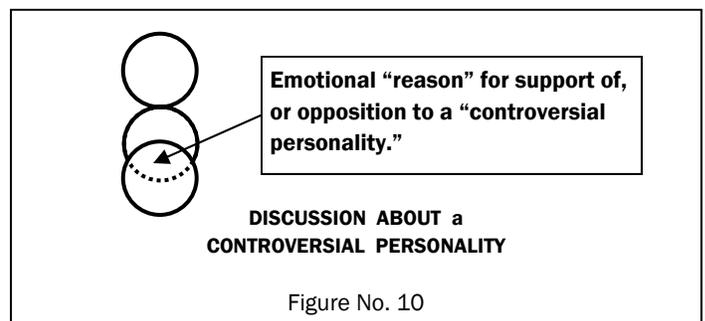
point” to his non-agreeing friend on the other end of the line.

In a dissenting discussion of “a controversial personality” the intensity of emotional displays will pick up. AND the “discussants” will also be taking care to pull in more and more (emotionally laden, sometimes slanderous) “facts”, each in order to back up his own belief about the third “personality.”

A “controversial personality” by definition is a person

toward whom intensely held, divergent, strong personal convictions are directed by members of the public.

Would you call Jose Canseco, of baseball fame, a controversial person?



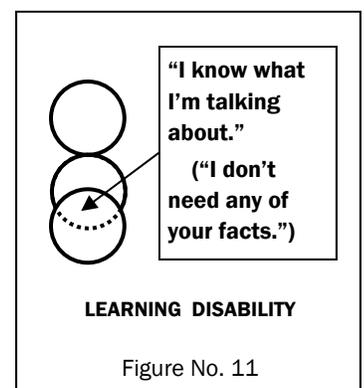
**INTELLIGENT GROWNUPS
WITH A
LEARNING DISABILITY**

Many a person in such controversial discussions is insistent that: “I know what I’m talking about.” Putting it differently, there are a few people who do not become enraged to the point of unreasoning when told: “You

don’t know what you’re talking about.”

Another “fact” maintained by some is: “I know what I’m doing!” And again, given any hint of being told “You don’t know what you’re doing” they will almost automatically shut down all other reasoning in favor of “disputatious reasoning” that they do too, know

what they’re doing. When the reasoning of a person is shut down in favor of disputing, he has a learning disability for the time being. Learning is an Adult function with the Child being compliantly cooperative. Disputing has more to do with defiant (rebel Child) “emotional self-rekidding reasoning.”



SOCIAL TOOLS - SELF REKIDDING

BABE RUTH

Recall the movie about Babe Ruth? As a major league pitcher it looked like his career was about to end. He and some friends were sitting in a restaurant booth discussing the problem. From the next booth a woman piped up to tell them she knew what the problem was. Apparently eager to learn, they invited her to join them. She did.

She told Ruth he was telegraphing his pitches to the batters. And she told him and his friends how he was doing it. Ruth blew up at her. He was outraged at her for telling him he didn't know what he was doing. She had shown him what the problem was. She left.

Eventually Ruth calmed down, and within a short period of time caught on to what she had told him, what he was doing. He corrected it (his pitching problem), for his

own benefit and that of teammates. And Boston baseball fans were again delighted.

Ruth's initial reaction was not "Oh thank you ma'm for your careful observation and evaluation, and all your help in going to the trouble of studying my work and then telling me and showing me." NO!

Something inside him responded, almost as if his life was on the line. Maybe it had been on the line sometime in the past, BUT that was not the case when he was in that restaurant.

It was not necessary to learn the origin of his

reaction. What was needed, was for him to join up with the present day information he had just been given. In fact, as any fan of Ruth remembers, he continued to be almost routinely defiantly argumentative or brawling with anyone who said or even hinted to him "You don't know what you're doing!"

For practical purposes Ruth had a temporary learning disability about his pitching. It was, we were told, almost career ending before he corrected his problem. He later moved to the Yankees as an outfielder and daily batter.

The behavior of District 1 Supervisor was a social behavior racket. The behavior was aimed at coercively forcing the woman employee out of her position; attempting to force the other Supervisors to concur with her personal view of the county employee.

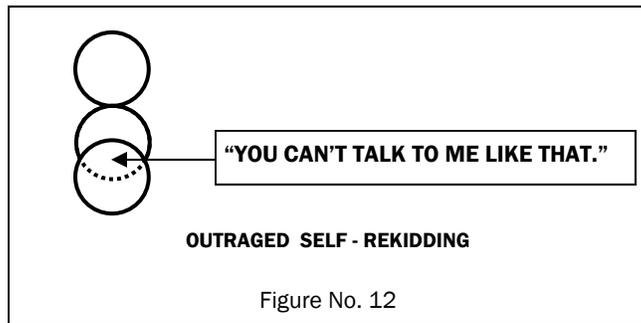


Figure No. 12

A TEMPER TANTRUM TAKES OVER A COUNTY GOV'T MEETING

On July 5, 1995 a few taxpayers attended a "semi-private meeting" of the local County Board of Supervisors. At the start of the meeting a question was raised by a County Supervisor as to the legality of holding the meeting. County Counsel Dennis Bunting (Attorney for the

Board of Supervisors) was brought in, asked, and he answered with a NO "... This is not a legal meeting" The questioning County Supervisor and County Counsel both left the meeting then. The meeting continued. So what was happening?

About two hours into the meeting another County Supervisor's vocal volume began to dominate the meeting.

This behavior was disruptive and increasingly abrasive for the purpose of the meeting. The stated purpose: a "Goals and Objectives Setting Meeting." However, "the Supervisor from District No.1," as witnessed by the writer and others episodically personally attacked an attending participating county employee. That Supervisor was dramatic with her slanderous words, and

harangue. This episodic, repeated behavior of haranging went on and on for those two hours.

The behavior of District 1 Supervisor was a social behavior racket. The behavior was aimed at coercively forcing the woman employee out of her position; attempting to force the other Supervisors to concur with her personal view of the county employee.

According to California Government Code all public meetings are to be advertised, published with an itemized agenda listing the matters to be considered by the governing body. And the right of a member of the public to speak to each individual matter as it came up on the agenda is normal. The July 5, 1995 all-day "semi-private meeting" of the Board of Supervisors in question was called by the County Administrator, M.D. Johnson. Was this a fictional meeting? Instead, both the County Administrator and Board Chairman declared it was "illegal" for any member of the attending public to speak to any matter, at all then, while THE "County Goals and Objectives" (public policies) were being decided, ie plans for County expenditures of tax funds were being discussed.

Remember, the County Counsel had declared this to be an "illegal" meeting and had walked out with another

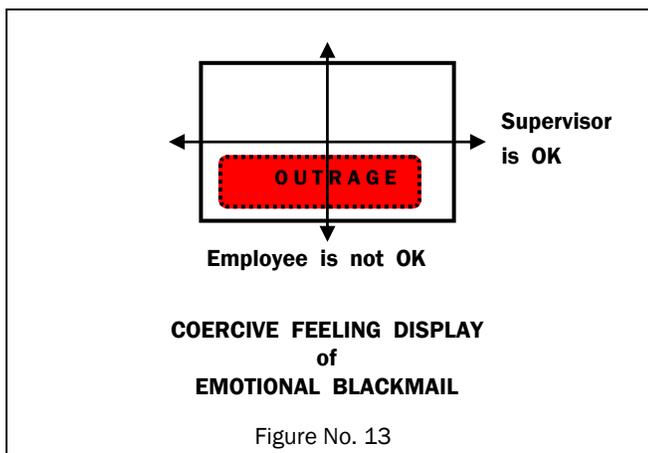


Figure No. 13

Supervisor. The intent was clear, looking at this in retrospect. So the intent seems to have been to ram thru "goals and objectives," not allow public input, and intimidate the public by verbally brow beating a county employee, working in her capacity as a county employee then.

After one such temper outburst by the mad Supervisor, a fellow Supervisor finally asked for her agreement to "stay on the policy issues, to set personality issues aside, that the public forum was not the place for discussion of personalities." The "berater" agreed for the moment, but within three minutes was back at it, grinding her axe. The other supervisors did not disagree or agree with her "personality" views. They did want to get done with their assignment, as assigned by the County Administrator. "Berater", however, was unable to disengage from a degrading recitation against the employee. For the

balance of the day, she repeatedly kept on returning to her "personality policy."

At another Board of Supervisors meeting, a few months later (this one where members of the public-at-large were permitted by law to air views divergent from the elected county leader of the governing body) the same "berater" Supervisor, now the Chairman of the Board of the Supervisors, had the County Sheriff personally "arrest" two members of the public-at-large. These public-at-large speakers were speaking at an appropriate time, as agendized, on an agenda matter. BUT these two speakers expressed a point of view that the Chairman of that Governing Board had declared (unilaterally) to be an "illegal" topic to address. Those two people were not disorderly; they were not disruptive. They firmly opposed the view of that particular "berater" supervisor. As the presiding officer, she apparently (believed) had special "arresting" privileges, and could order gun carrying

personnel (who went along with this) to remove another personality airing a view she disagreed with, and that she had therefore decided was "illegal."

It was clear during her July 5, 1995 vindictive "personality" orations, that this elected governing Supervisor believed she had the right and duty to express her feelings about the matter. Her sense of duty to the expression of her emotional issue had taken over her reasoning apparatus, AGAIN. Her ability to stay with what she had agreed to was gone. Her ability to objectively reason had become unreliable, eclipsed. For the balance of the meeting, her reasoning about County Public Policy could not be counted on. A fixed focus of attention on personal feelings and a belief about a "personality" had set aside her ability to reason about County "issues." There were other days, too. At no time, however, was that Supervisor incompetent.

**Unreliable
for the time being? Yes!**
**Incompetent?
Absolutely not!**



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

ADDRESSO'SET PUBLICATIONS

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"Reach for the stars."

During that two hour interval we saw that elected county Supervisor using a blend of "reasoning-feeling" about her discrediting behavior, as she was attempting to justify her display of bullying slander, defamation.

The surprise during that incident was not that two of the elected county governing representatives seemed quite cowed and intimidated beyond words. More surprisingly was that one of the other three supervisors in attendance then, did what it took to attempt to bring the event under some measure of orderliness so that some business could be carried out.

The business-like Supervisor began to periodically ask her, "berater", to "set personalities aside" so that the Board could deal with the issues. Each time she, "berater," would agree - for

a while. Eventually the other two Supervisors began to tentatively join in by encouraging her, "berater", to "set it aside." But they seemed more focused on avoiding any shrilling being directed at themselves from "berater" Supervisor than they were in taking care of County business. Instead, they appeared socially paralyzed when the skirted "screecher" cranked up with her temper tantrum. Or maybe they were worshipping an event in the temple of her sacred temper. In any case, the success of the social blackmail by the temper tantrum was evident.

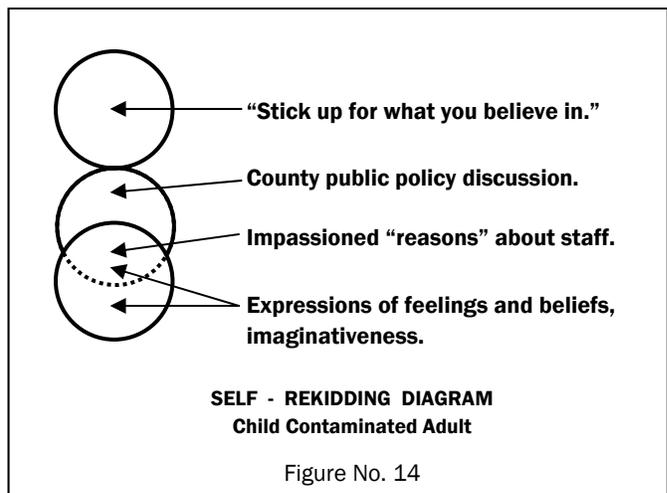
The hired, non-elected group psychotherapy expert presiding over this elected body's public policy discussions did let the screeching temper display stay in control of the meeting. As the event unfolded, the "berater" defamer-slanderer continued

unable (unwilling) to control her expression of personal antagonism. The non-elected group psychotherapy expert ("consensus" facilitator) leading that group session apparently was also inactivated from making any of the appropriate, known interventions.

"Floor plan" of the behavior seen is diagrammed below in Figure No. 14.

This **elected person in authority had a feeling that she was duty bound to agitate** against some others, **setting an example of disrespect of the rights of others.** Her behavior then was of **disrespect for the representative governing authority she represented.** She did this in other meetings, too, in the years before, as a City Council(woman).

to be continued



SOCIAL TOOLS NEWSLETTER

SEPTEMBER 29, 2012

The following is from an unpublished manuscript titled "Social Tools" by Franklin H. Ernst Jr., M.D. and from a paper titled "Self-Rekidding" by F.H Ernst Jr., M.D.

INSIDE THIS ISSUE:

A TEMPER TANTRUM 1

SUGGESTIBILITY 2

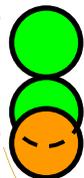
EPA HOAXES 2

"SMOKING IS DANGEROUS TO YOUR HEALTH" 3

CHICKEN LITTLE AND GLOBAL WARMING 5

TOLERANCE FOR WHOM ? 6

NEW TRANSACTIONAL ANALYSIS THEORY 7



SPECIAL POINTS OF INTEREST:

There are four types of social tools.

- Management of Self
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SOCIAL TOOLS SELF REKIDDING

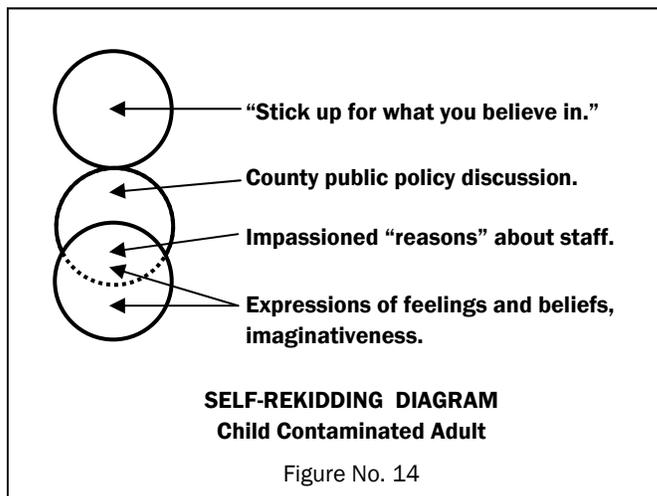
The following is a continuation of the previous newsletter.

A Temper Tantrum Takes Over a County Government Meeting

... "Floor plan" of the behavior seen is diagrammed here. Figure No. 14

This **elected person in authority had a feeling that she was duty bound to agitate against some others, setting an example of disrespect of the rights of others.** Her behavior then was of **disrespect for the representative governing authority she represented.** She did this in other meetings, too, in the years before, as a City Council(wo)man.

If this Supervisor had successfully "set it aside" (her

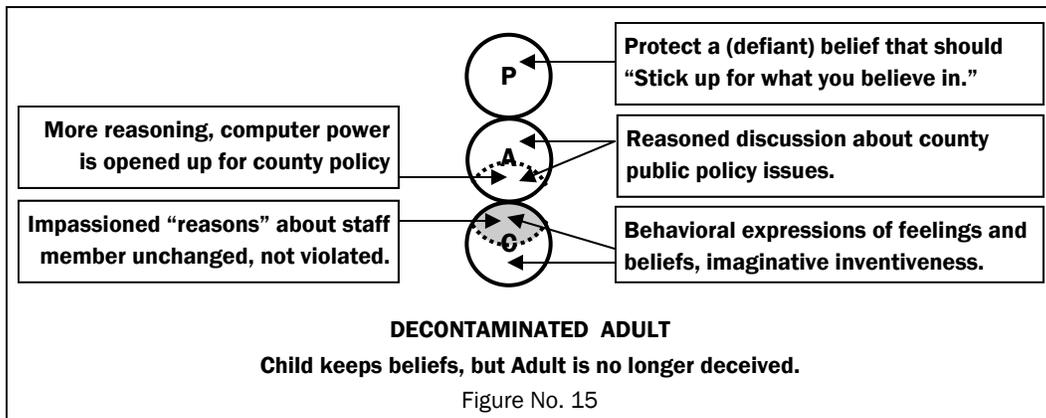


agitation) as she agreed to (instead of obeying an inside personal Parent rule) such would be diagrammed as shown in Figure No. 15.

As shown here, this would not have involved any change in the beliefs and views of the person. Nobody has to get "psychoanalyzed" because of

the particular personality belief at issue.

There is no need to get to the basis of the argumentativeness. "We know you know what you're talking about. **But this is about something different.**"



SOCIAL TOOLS - SELF REKIDDING

SUGGESTIBILITY

Propagandized beliefs are spread both directly and by suggestion. Suggestibility is present in most everyone to some degree or other. But not everyone is hypnotically suggestible.

Self-governing: this is what Jehovah was pushing Adam to be, if he could, in the Garden of Eden. But then Adam flunked Self-Government 101. Adam, for sure, knew what the one rule was, the one "NO! NO!" in the Garden: "DON'T EAT THE APPLE!" He'd been taught, after all, by the premier teacher of all teachers. But even though that "NO! NO!" was living inside himself, was a part of his own being, **his self-governing gave way to self-rekidding**, on the suggestion of that old serpent in the Garden. Adam, on that suggestion, kidded himself to try just one little apple. Maybe that "NO! NO!" did not really mean NO!

EPA SPAWNED HOAXES

Many beliefs are propagated by those who know they are misrepresenting the facts. The EPA (US Environmental Protection Agency) has come out several times in recent years saying: "the dangers of 'second hand' smoke are over blown." But now, some members of the public have embraced the belief that it is harmful, and continue to vigorously denounce those who smoke in their presence; saying the smoker is endangering the denouncer's health.

The same is true with the political science findings of the EPA, about the dangers from the dioxins in Times Beach, Missouri in the mid 1980s. In 1995 EPA declared that the dangers they (EPA) advertised earlier (about Times Beach dioxins) were exaggerated. BUT now, the strongly held belief and fear about dioxins among a large segment of the public

continues unabated. AND who goes back there to Times Beach to live anymore. Maybe it's "Once burned twice shy." Should you have believed the EPA in 1995 instead? If you did not act on their order, would you have been subject to arrest and jailing before 1995?

OTHER EPA HOAXES

Other EPA hoaxes? DDT is banned from use world wide while more than a million people a year die from preventable mosquito borne malaria. Reputedly because DDT thins the eggshells of the bald eagle. DDT does not harm humans or bass fish.

The asbestos hoax? On 9-11 of 2001 there were reportedly 3,000 people killed when the World Trade Center was hit by "terrorists." Assuming the structural failure of these buildings occurred because of overheating of the steel, the buildings would have stayed up for three more hours, had the structural steel support beams been insulated with asbestos, as recommended when it was designed. Thus, of the reported 3,000 killed, the Enviros get credit for killing 2,000 of them ("Access to Energy", Vol 29:2, September 2001; PO Box 1250, Cave Junction, Oregon 97523, Editor Art Robinson).

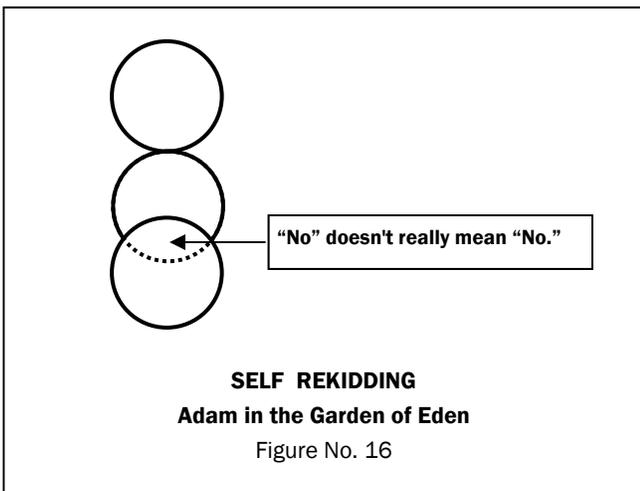
The Acid Rain hoax? Reader is referred to Dixie

Lee Ray on "The Great Acid Rain Debate" (Dixie Lee Ray, "The Great Acid Rain Debate", American Spectator, January 1987, pgs 21-25).

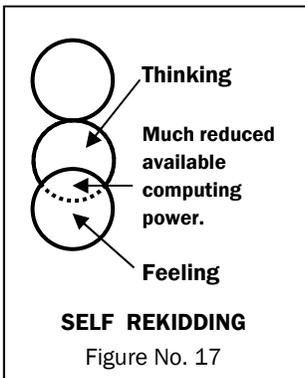
Recent "global warming?" Need for "The Kyoto Accord" as a basis for closing down a large part of US coal generated electricity, up for passage by the US Senate? A fiction! (Art Robinson, various articles in "Access to Energy" on the Global Warming Debate, 1996 to 2001). Robinson also includes references to his articles published by the Wall Street Journal refuting the "Global Warming" myth! The sea around Sicily was much lower in 600 AD than today (The Barnes Review, Vol 7:6, 2001). "Global Warming" since (before) 600 AD? Starting before any large scale coal burning? Maybe.

The safety and value of nuclear power plants? Fewer people have died as a result of nuclear power than any other form of electric generating power per terawatt. (Art Robinson, "Access to Energy")

The results of the electronic and newspaper media pushing their anti-nuclear energy political science agendas are seen by the large segment of the population continuing to hold strong, heavily charged emotional beliefs against nuclear energy.

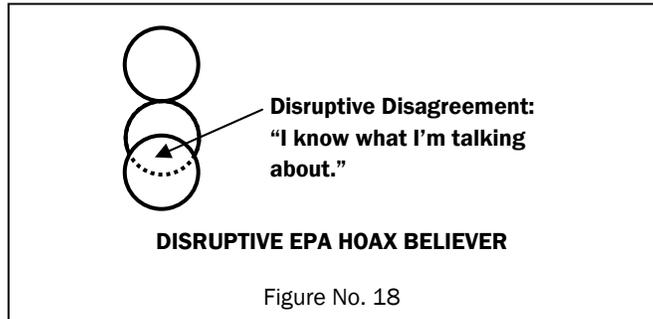


[When the child intrudes into the Adult, he/she takes up computing power of the Adult. This translates into the social level in the same way. A person's Child insistence to overlap, take space away from real life transactions, takes away from others Adult activities. This may be what feeding psychological "appetites" (currency) is about.]



A dissenting person literally does take his life in his hands to challenge some of these believers. It is a life threatening hazard to the health of anyone who might try to present objectively reasoned, measured facts to some of these belief holders. The fact of the strength of some of these (bigoted?) beliefs is itself scientifically verifiable. Nuclear energy for every country able to afford building a nuclear power plant, except the very few in the USA!

The real problem lies not in the correction of factual errors, but **in the strength of the believer's and their political influence.** These beliefs will be held onto by



defiant believers almost indefinitely regardless of any possible corrections of the errors in the beliefs of the believers. When DDT, Nuclear Power, "Global Warming" is brought up in conversation, these believers almost immediately become disruptive to any reasoned conversation, inserting their belief and argumentatively defending them and compromising the other parties present with their defiant "I know what I'm talking about" (IKWITA).

The believer's emotionally charged-up Childselves may over-poweringly begin to cite "political science findings" they have heard on the TV, at times cited with apparent (Adult style) reasonableness. Disputing somebody's IKWITA can be dangerous to the health of the thinking person (disputer). Once IKWITA has accepted the belief, he very rarely changes his mind. For him to change his mind would involve a more basic problem. Maybe he did not know what he was talking about when he first accepted as "fact" the belief he now embraces. This can be repeatedly seen even though EPA itself may no longer hold its original view.

A few years before his death in 2009, Dad wrote and handed out a short paper on the topic **"Global Warming, Chicken Little, The Sky Is Falling."** It is included in this newsletter for your review. The presentation was received with mixed reviews at a local association, and is now widely used. (See page 5.)

"SMOKING IS DANGEROUS TO YOUR HEALTH"

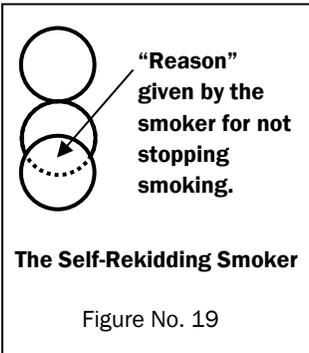
The only verifiable reason to substantiate the government claim that smoking is dangerous to your health is that if you do smoke, someone from the government with a badge may come, gun drawn to demand you put your cigarette out. Been to the City of Davis in California recently? A drawn gun is dangerous. The rest is circumstantial evidence. BUT for many people, the perception that smoking is dangerous to your health is a reality. **Perception is reality ?**

On the other hand it might be said that only a "smoker" would write like this. OK! So the majority of the people say - the smoker is kidding himself. Whether it is that the majority prevails or the

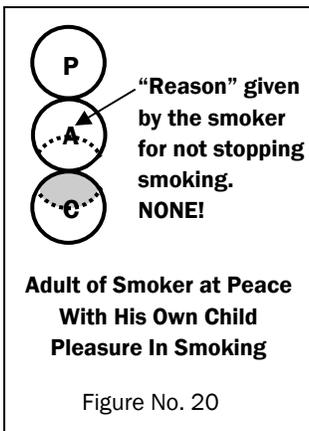
The real problem lies not in the correction of factual errors, but in the strength of the believer's and their political influence. These beliefs will be held onto by defiant believers almost indefinitely regardless of any possible corrections of the errors in the beliefs of the believers. When DDT, Nuclear Power, "Global Warming" is brought up in conversation, these believers almost immediately become disruptive to any reasoned conversation, inserting their belief and argumentatively defending them and compromising the other parties present with their defiant "I know what I'm talking about" (IKWITA).

SOCIAL TOOLS - SELF REKIDDING

majority are following the (government) leadership “reasons” to stop smoking could be debated. To what end? Nevertheless, the majority view is diagrammed.



If on the other hand, the smoker does not “bother or endanger” others and does not give “reasons” for not stopping, merely acknowledges he does not want to stop, that is Adult. If you will, he (Adult) has made peace with himself (his own Child). If one of the majority has an intolerance of a smoker, that is on them.



This example is not presented here to persuade anyone to smoke or not smoke. It is presented to

show how hard a person may cling to a belief which can also be used coercively on others around him. Either side can dredge up “reasons” to support their personal convictions. This example shows how difficult it may be “to set personalities aside” in favor of dispassionate reasoning.

FACT: About 2,400,000 people in this country die every year (World Almanac 2001, World Almanac Books, One International Blvd, Suite 630, Mahwah, New Jersey, 07495-0017). Of these deaths, government personnel say that “300,000 die each year from causes related to smoking.” This, therefore, leaves 2,100,000 who “die each year from causes related to not smoking.” No one has ever been able to verify the 300,000, but anyway the belief persists that “smoking” is dangerous to a person’s health.

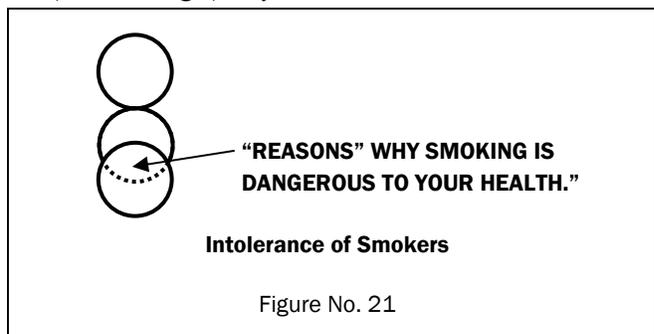
Of the 2,400,000 who die each year, 2,100,000 died from causes related to not smoking (2,400,000 minus 300,000). This means that dying from causes related to smoking are 3 in 24 (1 in 8) and dying from causes related to **not smoking** are 21 in 24 (7 in 8). Put in terms of “odds”, chances are (7 to 1) of dying from causes related to not-smoking.

FACT: Government also tells us 25% of the people are smokers (out of every 8 people, 2 are smokers), therefore 75% are non-smokers (6 out of 8 people in the country are non-smokers). This means the odds are 6 to 2 of being a non-smoker in the country.

These two facts would seem to mean that

- 1) Of the 2 out of 8 (25% = 2 out of 8) who smoked and were living at the start of the year, there were 300,000 (out of the 2,400,000) who died from causes related to smoking. (300,000 of 2,400,000 is 1 in 8)
- 2) On the other hand, among the 75% (6 out of 8) non-smokers living at the start of the year but who died during the year, 2,100,000 out of 2,400,000 (7 out of 8) died from causes related to not smoking.

From these numbers it sounds like the chances are at least twice as good for surviving the year if a person is a smoker compared to being a non-smoker. Of the two (out of the eight), only



FACTS

one (of the eight) died. Seven out of eight of the deaths that year were from the six out of eight who didn’t smoke.

The next point? What about all the smokers who die of lung cancer? What about them? You never hear about the 1,000s of non-smokers who die from lung cancer every year, do you? Emphysema? Same. Heart disease? Etc.

BUT this belief does hold on. Personal conviction wants to refute this reasoning? Right! So when does reasoning enter without feelings and beliefs on this subject? Instead, a person may want to argue with the writer and the figures presented here. **Argue with the World Almanac?**

CHICKEN Little and Global Warming Letter

March 8, 2007

Recently my TV has had an amazing increase of references to “global warming.” Global warming and increased carbon dioxide, global warming and the 30 million cars in California, global warming and it’s terrible dangers to “our world.” And so it goes seemingly endlessly.

I’m reminded of “Chicken Little” who was known for his crying out to the neighborhoods “The sky is falling down.”

About ten years ago Art Robinson, PhD circulated a petition among well informed people he knew. The petition took on the mythology of global warming and showed that the “Kyoto Accord” was based maybe more on **political science findings**. Robinson showed that increases in CO2 production has led to the increased size and number of trees in the forests, the ability of the oceans of the world to absorb almost endless amounts of CO2 from the atmosphere, and other aspects of the earth that act as safety valves already built into the earth’s infrastructure, that keep it from being overwhelmed by CO2. Art Robinson, PHD is editor of the monthly newsletter “Access To Energy”, Cave Junction, Oregon. See also his article in the Wall Street Journal about global warming then.

I got to wondering what’s the opposite of “global warming?” Global cooling? Then I remembered my ninth grade science teacher, how he got us acquainted with “global cooling.” Then it was known as “The Ice Ages.” Last week I looked up “ICE AGES” in my World Book Encyclopedia.

Nine ice ages during the last two million years? I would assume that, as Mr. Horton had taught us, there were episodes of “global warming” in between the episodes of “global cooling,” (Ice Ages).

During past ice ages the level of the oceans were at times 300 feet lower than today, if I can believe my encyclopedia.

A television show recently stated that the ice on the earth has been melting at an accelerated rate for 3,000 years, or so. How awful? How about 30,000 years? Congress better do something before all the Polar bears run out of icebergs to live on in the Hudson Bay.

The TV show reported a stone house on the east coast of the Mediterranean Sea is now nearly completely submerged under the sea. The (TV) History Channel said evidence showed the house was occupied in ancient times, lived in during the period of the Greek King, Menelaus. Menelaus is known for his seige on Troy and the “Trojan Horse.”

“Global warming,” and the 30,000,000 cars in California? I do hope that the California legislature doesn’t take my car away from me or yours away from you. But then maybe the thousands of **passenger airplanes** in the country that burn hundreds if not thousands of gallons hydrocarbon based fuel each trip; maybe they could be grounded. What about all those federally funded, subsidized city buses? Federally subsidized global warming, and hopes you do too?

Anyhow I enjoyed the 1967 World Book article about “The Ice Ages”.

In closing, in 1938 my teacher, Mr. Horton taught us that the most recent “Ice Age”, (global cooling) was coming to an end and “**we are starting on a phase of global warming.**” He **was** 70 years ahead of his time. We loved him.

Al Gore and “An Inconvenient Truth?” Is his documentary a “Chicken Little” and “the sky is falling down?”

F.H. “Doc” Ernst Jr.

SOCIAL TOOLS - SELF REKIDDING

BELIEVERS

So how can a believer discontinue rejecting facts? It may not be possible to stop rejecting facts because of the strength of an individual personally held convictions (beliefs). What's left? Defiantly challenge, "question (the) authority," eg respect the authority of the writer? It is not possible to both defy and simultaneously learn from the same authoritative person. The writer's numbers are biased? You got better numbers?

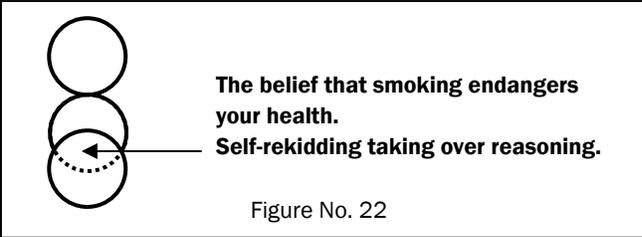
No? But the believer will still cling to his belief, by next trying to think of other ways to refute the numbers given here **or discredit the person of the writer.** This is not written to get anyone to change his mind about his belief or about whether to smoke tobacco or not.

The fact is, "this belief" was learned initially from someone who said (on TV, at school or home?) "I'm from the government and I'm here to help you." But this is the same "government" that gave us Ruby Ridge, Waco (13 were less than 4 years old when gassed, shot and burned to death) and then a credibility gap emerges in regards to government explanations of "the Oklahoma City events in the 90s" and even, some say, maybe the 9-11 of 2001 "terrorist attack" on the country.

[An authoritative speaker in a video "Super Structures, Disc 4 - Skyscrapers", produced before 911, said that "the World Trade Center was designed to withstand the impact of a 707 jet airliner."]

The fact is, **political science** has proven smoking endangers your health and mine, too.

The 300,000 deaths attributed to causes related to smoking is a mythical number, never substantiated by any count. It is a smoke screen for more coercive measures directed against (smoking) individuals and clusters of other individuals in the body politic. This and the other special-interest discriminations are manipulative strategies and training grounds for the body politic to do the social coercing, to carry out the coercive forcing against smaller groups in society. Some say the possession of a Bible will be "outlawed" before tobacco. Certainly the efforts to "outlaw" privately owned guns by the elitists is ahead of outlawing "smoking." It has been said the anti-smoking campaign is part of the divide and conquer program to pull the country down. In terms of the Games People Play, **the game is "Let's-You-And-Him-Fight."**



TOLERANCE FOR WHOM ?

Tolerance for Christians?
Tolerance for homosexuals is mandated by government.
Tolerance for gun owners?
Tolerance for abortionists is mandated by government.
Tolerance for smokers?
Tolerance is mandated for government pornography ("sex education") in public schools. Is the above a printed variation of Intellectual Self-Rekidding by writer? Is it a deceptive exercise in numbers?

What percent of the body politic can be led into playing the game of "**Double Blind**" about the dangers of nuclear energy, about the dangers of liquid natural gas, global warming?

Bible quote

In Ferrar Fenton's translation of the Bible: "For want of reflection my people will perish; for you have rejected all thought from yourselves. So I reject you from the priesthood to me ..." Jehovah still unhappy about His people rejecting knowledge.

Some say the possession of a Bible will be "outlawed" before tobacco. Certainly the efforts to "outlaw" privately owned guns by the elitists is ahead of outlawing "smoking." It has been said the anti-smoking campaign is part of the divide and conquer program to pull the country down. In terms of the Games People Play, **the game is "Let's-You-And-Him-Fight."**

New Transactional Analysis Theory, as of 12/31/96

Related to the temper tantrum of an elected official.

From these above considerations it is advanced that a person's Childhood position, the "Professor's" decision occurs in most people during a decisive period in which that young person has a similar overlap of his (his earlier Childhood based) feeling behavior experiences into his capacity to think, reason ("contamination" of reasoning ability) about life and that the "Professor's" (decision, commitment and resulting) position itself comes about as the result of an internal "compromise" decision as shown on the Trilog diagram.

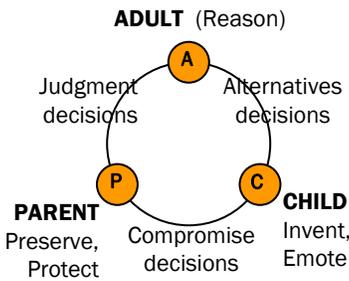


Figure No. 23

By fixing this decision permanently into mind this child comes to a conclusion that influences large amounts of what a person goes around throughout his later life trying to prove (to himself and any others who "get into it with him"). This belief / decision is the result of this early compromise, 5 to 8 year old decision.

Not all "Professor" decisions are compromise decisions. But those of "troubled" people and psychosomatic problems almost routinely come from decisions made as shown with this diagram.

SELF-REKIDDING

Behaviors to protect and preserve do include in some people a dedication to protecting the integrity of societal values such as a republican form of government, a constitutional government, rule by law not rule by personality cult. Those who do value protecting the integrity of these will be better able to do so as they become able to "set personalities aside" at predictable times and places when agreed upon to let other programs and agendas have a higher priority.

SELF-REKIDDING

It means to sometimes insist on less personal OK coming to you, a willingness of the freedom loving person to accommodate others, each with his own unique personality traits, is healthy. Unwillingness to tolerate these is more of a health hazard, more illness provoking and death causing than any other feature of the mushrooming size of the single issue special interest factions being built around us. Either we are going to reverse this trend of, some say increasing, refusal to

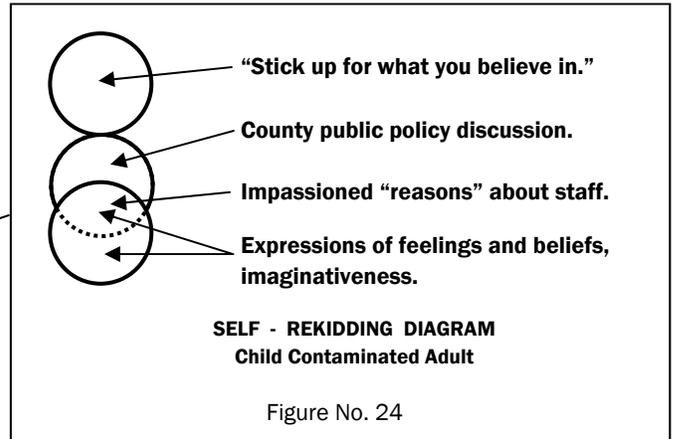


Figure No. 24

accommodate each other in our free state or more of our freedoms will be sacrificed to control each other's personality traits which we no longer are willing to personally accommodate ourselves, too.

SELF-REKIDDING

Of course the same agencies that are promoting these government approved beliefs are also those same ones wanting to take away our vitamins, freon and enforce SMOG II, California CAP & Trade regs. AND they belong to the same set of agencies that approved the murder of Vicki Weaver, approved the gassing, burning, killing of 13 people under 4 years of age at Waco, Texas; have been well connected to the Oklahoma City bombing. [Some have speculated this last one was a govt. special ops exercise gone very bad.] [The reasons for invading Iraq have been proven to have been based on words of mass deception.] [Fast and Furious is an on-going federal cover up of govt. agents complicit in smuggling guns into Mexico.]

SELF-REKIDDING or NOT

During the 6 months from 6/30/96 to 12/31/96 the specter of confiscation of private parcels in Vallejo again loomed. The Mare Island Redevelopment Project planned to borrow \$223 million. Mare Island property itself was valueless to bankers for purposes of collateral. There were no privately owned parcels on it. No city or county taxes had ever been collected on any Mare Island property. Tort liability for land the navy may never declaratively certify as cleaned up of toxic, hazardous, nuclear and undetected ammunition. But for purposes of "long term leasing" Vallejo, nevertheless, planned to assume the full (tort liability) responsibility for the Mare Island (Naval Base) land to "redevelop" it [California style]. Collateral to secure the bankers \$223 million? Solution! The Vallejo City Council acting as the Vallejo Redevelopment Agency would enlarge the area of the Mare Island Redevelopment Project to include about 2,000 off-Island nearby private parcels on the



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

ADDRESSO'SET PUBLICATIONS

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"Reach for the stars."

mainland to the east across the river. These 2,000 private parcels would have been accepted as "adequate collateral" by the bankers; using the Vallejo City Redevelopment Agency "right of eminent domain" over all real estate inside the Project boundary, including the approximate 2,000 privately owned parcels, on which annual property taxes are paid. The city needed a way to figure out how to get someone else to pay for the island improvements (and banker's fees).

This prospect of eminent domain and confiscation of private property energized - activated many people to take action. People got together, hired an attorney and stopped the "seizure" of the mainland properties. They also discovered then Mayor Intintoli was involved with concealing the fact that a city employee was working in then State Senator Mike Thompson's office in Sacramento writing special redevelopment legislation,

prior to Vallejo City Council project approvals. [No two California projects are the same. Hundreds. Special legislation for each one, benefiting the privileged few.]

[Again, in 2009, Redevelopment exposed its ugly head in Vallejo. This time then city manager presented a proposal to establish seven new redevelopment projects. Again we beat this with the assistance of a very good attorney who had experience taking on the city. We did not self-rekid ourselves about this.

This last battle really took a lot out of Dad's health. His and my place here was threatened by one of the proposed projects and losing his home was of major concern to him. He died less than six weeks later.

Since then Redevelopment, has been "abolished", California style, according to what is said anyway by Governor Brown, et al.]

SELF-REKIDDING AND THE GAMES PEOPLE PLAY

Self-rekidding refers to repeated episodes of (emotional) contamination of Adult reasoning by Child. Self-rekidding is played out in the Games People Play.

Self-rekidding comes in two varieties:

- 1) "Emotionalizing" and
- 2) "Intellectualizing."

Emotionalizing and Games People Play

With the emotional variety of self-rekidding, the person will be at ready to exhibit an emotional display if his views are questioned, are crossed. Some of the games in which emotional self-rekidding occurs are shown in the following examples.

One man told his friend: "You should stop drinking." When politely told to mind his own business, the irritated retort was: "I'm telling you this for your own good." The game - **I'm Only Trying To Help You (ITHY)**.

"Things are a mess here" is a line in a game of **Ain't It Awful (AIA), You're Awful (I'm Awful)**. Other phrases indicating the game of AIA include "I caught myself saying the dumbest thing the other day", "I get confused when ..", "I resent it (you) when ..", "What's wrong with you (me) ...?"

One woman in group treatment commented one day "I discovered that the thing wrong with me was my Child asking my Adult 'What's wrong with me?'" and I decided to stop it." She concluded treatment a few weeks later with concurrence of group and psychotherapist.

To be continued

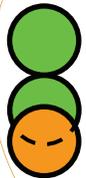
SOCIAL TOOLS NEWSLETTER

OCTOBER 31, 2012

The following is from an unpublished manuscript titled "Social Tools" by Franklin H. Ernst Jr., M.D. and from a paper titled "Self-Rekidding" by F.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 SELF REKIDDING

The following is a continuation of the previous newsletter.

SELF-REKIDDING AND THE GAMES PEOPLE PLAY

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Self-Rekidding and Facts

Figure No. 25

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- 2) "Intellectualizing."

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One woman in group treatment commented one day "I discovered that the thing wrong with me was my Child asking my Adult 'What's wrong with me?' and I decided to stop it." She concluded treatment a few weeks later with concurrence of the group and the psychotherapist.

The game of **Now I Got You, You SOB (NIGYSOB)** will be indicated by a querulous

"I noticed you (they) ...", "I'm offended by ..." A husband not noticing his wife's new hair style was asked "Did you notice anything new about me when you came in." Another asked "Do you know what day this is?" and he frantically scanning his memory banks for THE correct answer (her birthday, their anniversary, her mother is due to arrive tomorrow for a visit?).

Why's This Always Happening To Me (WAHM) can be looked for when hearing the lines "You caught me unaware ..." "I hadn't noticed before ..." and in response to the questions, eg about what day is it today is "Of course I remember it's ah -- our anniversary and ..." (You didn't catch me this time)," "I'm dreadfully sorry, it slipped up on me (**WAHM**)" "Of course I do, it's your birthday", etc.

Look How Hard I'm Trying (LHIT): "I could use some help", "We can't all be perfect."

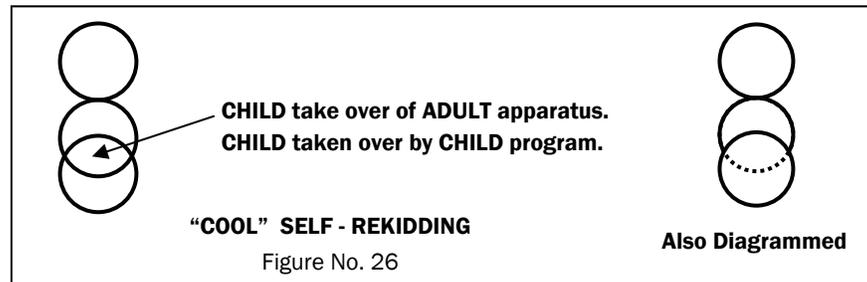
And

See What You Made Me Do (SWYMD): "It's not my fault."

SOCIAL TOOLS - SELF REKIDDING

INTELLECTUALIZING and Games People Play

With the intellectualizing variety of self-rekidding the person will seemingly accept consideration of another viewpoint but in an apparently objective (“cool”) manner, offer plausible reasons for not agreeing, not necessarily being disputatious will mobilize an extended array of plausible reasons, often citing authorities there is little likelihood of being able to locate for verification, and go into a compilation of



plausible “reasons” to demonstrate the validity of his point of view, his personal research, his own past writings to contradict the error of the disagreeing party’s viewpoint. The plausible reasons are often filled with esoteric, erudite and arcane phrases

and polysyllabic words. But the reasons lack verifiability, require taking it on “faith”, both the accuracy and the meaning of what “Intellectualizer” has said. And on and on.

BEHAVIOR AND FILLING TIME

Behaviors can be classified according to their actions and effects on their social surroundings, i.e. **Parent, Adult and Child**. This is also referred to as Structural Analysis of Behaviors.

Behaviors can also be classified according to how the person is filling his time, what he is doing with his time. This classification of behaviors is referred to as the methods for Structuring Time. For purposes of this writing there are six classes:

- 1) **Withdrawal**,
- 2) **Rituals**,
- 3) **Pastimes**,
- 4) **Activities**,
- 5) **Games**, and
- 6) **Intimacy** .

Rituals, Pastimes, Games, and Intimacy are four different levels of stroking intensity between parties. Withdrawal and Activities are focused on time spent while being relatively alone and/or with other people.

Activities can be further classified into Parent (eg home maintenance including caring for children), Adult (eg on the job work, driving, personal book-keeping, reading, writing letters), and Child (eg sport entertainment, concerts, TV, play). Either the adapted Child or the Parent will take out the garbage, do the dishes and laundry.

There is the class of Self-Rekidding activities, too. These are not games. The writing of an article by the Self-Rekidding person is an activity. The act of the Intellectual self-rekidding person writing and publishing an article is a self-rekidding activity. To this point, in this chapter on Self-Rekidding, we have stayed primarily with the structure of the behavior, ie Child contaminated Adult.

Games have been referenced periodically, for example earlier in this text. A game involves social transactions (conversational exchanges) between two or more people with concealed motivation, a gimmick and a payoff.

What about the Self-Rekidding that is evident in a lot of writings by behavioral scientists, political scientists, and the pseudo scientist writings in journals of other fields, in the printed “news media” with its slants, angles and spins, and in many books?

The self-rekidding people who write these materials (for reading) have structured this time of theirs in an ACTIVITY; writing in support of a belief, or in order to support someone else’s belief or the propaganda being pushed by the one paying the writer.

DEFINITION OF A GAME IN TRANSACTIONAL ANALYSIS THEORY

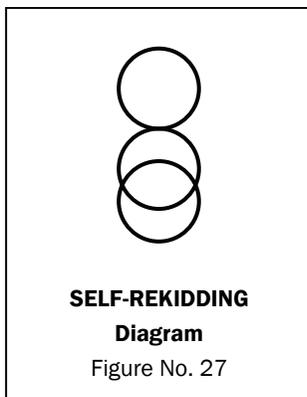
Definition of a game?
 “A repetitively carried out series of transactions with concealed motivation, ulterior transactions, a gimmick and a distinct payoff.”

(“**Games People Play**”, Eric Berne, M.D., 1964.)

THE GAME OF INTELLECTUAL

“Intellectualizing?”
 Not if you’re a TA buff!
 “Why not call it playing a game of Intellectual?
 He plays Intellectual instead of using his intellect. Like a person playing a game of Alcoholic instead of calling it alcoholism.” (Personal Communication from Eric Berne, M.D. in 1962 at his San Francisco Transactional Analysis Seminars, SFTAS).

The diagram most fitting to show the social behavior central to the game of Intellectual, for purposes of this writing is the “Cool” Self-Rekidding diagram:



GAME

The game of Intellectual itself is played with another, a reciprocally stroking party to prove a pre-decided “truth”, a preconceived construct (belief) of the intellectual person, to dispute an authoritative person, to proclaim the “superiority” of Intellectual’s Intellect, the “truth” he knows. It is played to convince legislators to be in favor of or against a piece of proposed legislation and especially during budget hearings to plead for (more) funds for specific programs and/or agencies.

The gimmick of the Intellectual is in the name of the game, ie “(I can prove) my Intellect is better than yours.” Most of those in the behavioral sciences have exchanged strokes with those who speak the language of Psychologeze.

In past ITAA Conferences the game has been played to Transactional Analysis audiences.

The game of Intellectual is carried out repetitively with repetitive serial plausible social transactions, concealed motivation, ulterior transactions, a con, a gimmick and a distinct payoff.

GAME

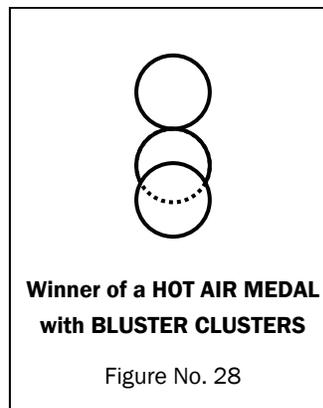
This **game of Intellectual** was alluded to in a feature article in an early issue of the Transactional Analysis Bulletin which eulogized Langley

Porter Neuropsychiatric Institute’s (LPNPI) beloved Guy Hamilton Crook, PhD. (TAB - Transactional Analysis Bulletin 1:3, July 1962, Editor, E. Berne).

Bulletin Editor commended to reader’s attention one of Guy’s methods for dealing with players of the game of Intellectual. Guy gave them, player’s awards. Among the Medals and Decorations for Psychotherapists “are”:

- Aggressional Medal
- Digressional Medal
- Hot Air Medal (with Bluster Clusters)
- Expert Trifleman
- Supervisors Meddle
- Obfuscation Decorations

This writer would add that the diagram for one of these awards be drawn as next.



The self-rekidding people who write these materials (for reading) have structured this time of theirs in an **ACTIVITY**; writing in support of a belief, or in order to support someone else’s belief or the propaganda being pushed by the one paying the writer.

SOCIAL TOOLS - SELF REKIDDING

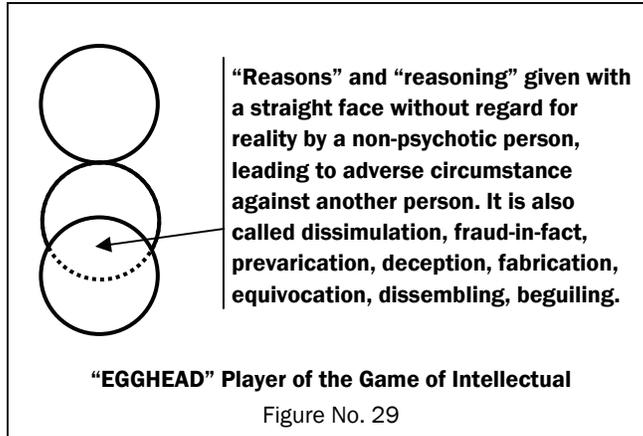
THREE HANDED GAME

Intellectual is a three handed game. The players are:

- 1) Intellectual,
- 2) Party being convinced, contended with, and
- 3) Sponsor, Intellectual's backer – the party with power, money, votes, influence. This third party is more obvious in the examples of the Environmental game, a relative of the Intellectual game, ie moneyed non-profit conservation foundations.

EGGHEADS

President Roosevelt hired PhD employees to “dream up” programs, speak, write, lobby Congress and the country for various social engineering programs being pushed then. Initially, the term “Egghead” was applied to these people with PhDs. What they espoused was without regard for reality, speaking from their “ivory towers.” Credence to what they said was supposedly based on them having their PhD degrees. They were also called “armchair theorizers”, “intellectualizers”, “intelligentsia”, “hot air specialists”, and by some obscenities, too. Faking the findings of laboratory tests in biological courses in school was called “dry labing it (the test, the research results).”

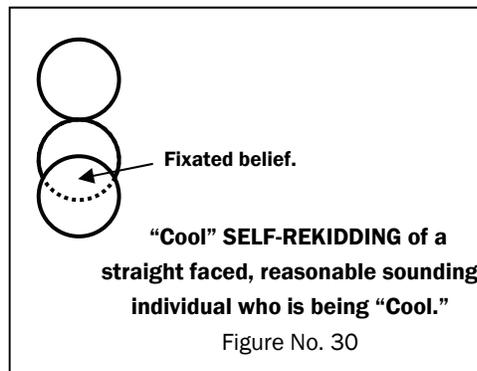


Roosevelt’s favorite Economist of the times was John Maynard Keynes. He was a superstar at making it sound plausible for government to spend money it did not have. For example he played the variant of Intellectual, the game of Economist. He encouraged more borrowing from the duplicitous International Moneychangers as they incrementally own more and more “mortgages” of the (private) property of more nations.

During WWII these “Eggheads” moved over into controlling civilian rationing and administering the draft law. They were in charge of dealing with shortages of draft quotas; allocating civilian personnel for building tanks, aircraft, and ships; rationing civilian supplies: sugar, tires, and gasoline, etc. Wasn’t it Alan Cranston, the Intellectual, who was in charge of civilian rationing then? Wasn’t he later the U.S. Senator of California? Who was his father?

THESIS OF THE INTELLECTUAL GAME

The thesis of Intellectual is “I can prove with my superior Intellect, from my own facts (researched by me and my colleagues, my writings, my other speeches) that I have something important to tell you (require you, order you to do, mandate you to carry out) that will benefit you.” The basic premise of Intellectual player is a steadfast, firmly fixed belief, such as: “I know what I’m talking about, writing about.” Efforts to get the person to differentiate between this belief and mutually verifiable, measurable data on the same subject are unsuccessful.



Intellectual is a three handed game.

The players are:

- 1) Intellectual
- 2) The party being convinced
- 3) The sponsor, the “intellectual’s” backer, the person with the power, money, votes, influence.

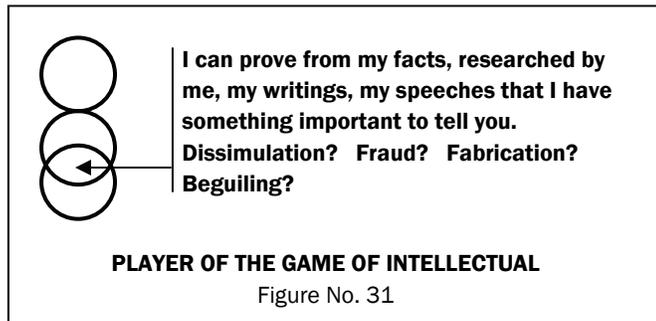
THESIS

The thesis of Intellectual is “I can prove from my own facts (research by me and my colleagues, my writings, my other speeches) that I have something important to tell you (require you to learn, order you to do).” (Fig. 31)

One such player known to the writer regularly can prove whatever his thesis-of-the-day is. He routinely has a churlish smile hanging on his face. He has been in TA since before the Annual Eric Berne Memorial Award for Scientific Theory was FOUNDED.

ANTITHESIS

The antithesis to Intellectual is “Your views (facts) differ from mine. I’ll check it out for myself (with my sources).” (See Figure 32) When a party has been adversely affected by an agency and/or court ruling, it may decide to gather its own data and submit those new findings at another hearing, stating for example: “Based on our (new) findings the spotted owl not only is not an endangered species, but in fact from our herein verified



and confirmed data, this species is over running the forests of the Northwestern USA.”

Or, as in another example, an adversely affected party found another source of data: “The (Chinook) salmon in the Columbia River are not only not an endangered species, but hundreds of thousands are being clubbed to death, killed by United States Fish and Game employees and Washington State Fish and Wildlife Services (employees). This is according to Washington’s State Senator Ferguson.” (“The Free American”, New Mexico, 2002.)

DEGREES OF THE GAME OF INTELLECTUAL

First degree Intellectual includes the instances where the player espouses his thesis: “It has been said, reported, I said it, I wrote it, I researched it, and it has been found to be true, I found this to be true beyond any (personal) doubt.” The person stroking the Intellectual player does so voluntarily. The volunteer may have

his own point to prove but, for example, advancement in his career which is not on the line. The volunteer can differ, question, dispute with Intellectual but will be responded to with a repeat of and reconfiguration of the previous plausible sets of Intellectual’s phrases and “reasons”, more personal “research” data and obscure literature citations which support the original premise and conclusions (opinions) of this Intellectual. After two or three runs at disagreeing with this Intellectual player based on other sources of information and views, and still coming to the same result, the other discussant may become exasperated at Intellectual and respond emotionally while Intellectual looks on in disdain (Intellectual’s payoff). Or the other discussant may just let the matter die on the vine for a mutual GNW payoff with Intellectual. “What I’m telling you I have already backed up and proved with my own research. It would be good for you to listen to me and act on what I have said.” In first degree Intellectual, responsive action by listener is voluntary without personal Adult loss.

The thesis of Intellectual is “I can prove from my own facts (research by me and my colleagues, my writings, my other speeches) that I have something important to tell you (require you to learn, order you to do).”



SOCIAL TOOLS - SELF REKIDDING

Second degree Intellectual is played in situations where one of the parties has volunteered into a setting, and stands to lose or gain something of Adult value to himself. For example, such is the case of a candidate who has applied to take an examination before a "peer" board for advancement in his education or career field. While the social object of such an examination is to insure a specified level of competence, not unusually in reaching for his PhD, a candidate may well run into an examiner who is out to enforce his own personal set of "scientific beliefs" onto the candidate and/or prevent the candidate from acquiring the degree if Intellectual's "findings" are disregarded. This can be done by asking certain very specialized, unexpected questions.

Second degree Intellectual was repeatedly observed by writer during the early years after Eric Berne's death. This occurred at the oral exams of the International Transactional Analysis Association. Those on the Examination Boards then, did this. Many excellent candidates for first level advanced member status were denied because of the Board's actions. Writer periodically asked himself then if Eric Berne, M.D. and founder of Transactional Analysis, himself, if living, could have passed some of

those examinations for advanced member status in ITAA.

Second degree Intellectual is played also by some members of specialty medical examination boards, eg Internal Medicine, Pediatrics, Psychiatry and Neurology, and others.

There are those occasions when a bright precocious candidate is found arguing with his Examiner. In those instances the candidate's payoff to his game usually will be failure in his examination, ie he will achieve a (temporary) get-away-from payoff, a dismissal, a "try again later."

Third degree Intellectual is played, for example, by members of land use hearing boards. In these cases the other party is mandated to be present and/or have actions taken against him that may be detrimental to him; there is a the third degree player(s) on that Board. Such has been witnessed at city planning commissions, an Army Corps of Engineers hearing, and in one case, for example, about a private property owner who drained a mosquito infested breeding area on his land. If such landowner had already drained his private swamp and later this was found out about, landowner could be subject to fines, if not loss of his own land, even imprisonment.

The vague matter of "Wetlands" issues will be brought up by those hearing boards, and matters of health are disregarded.

In the second degree game the party coming to the Board of Intellectuals comes voluntarily. In the third degree game the party coming to the Board of Intellectuals is coercively brought before the Board, subpoenaed. Or in the case of the northwest USA private property owners, who lost the use of their private property to the spotted owl, gun carrying enforcers from the US Department of Agriculture and US Department of the Interior came and forced them, the landowners off their land; blocked them from using their land. Consequences: many a bankrupted lumber mill owner in the northwest. Eviction of the People. Eminent domain for some owls?

LEGISLATIVE

The Intellectual game is played by legislators. And it is played by members-of-the-public testifying at legislative hearings, especially during budget hearings.

At budget hearings government agencies and special interest groups are often seen pleading with legislators for funds from the pool of tax money. Those pleading for

In the second degree game, the party coming to the Board of Intellectuals, comes voluntarily.

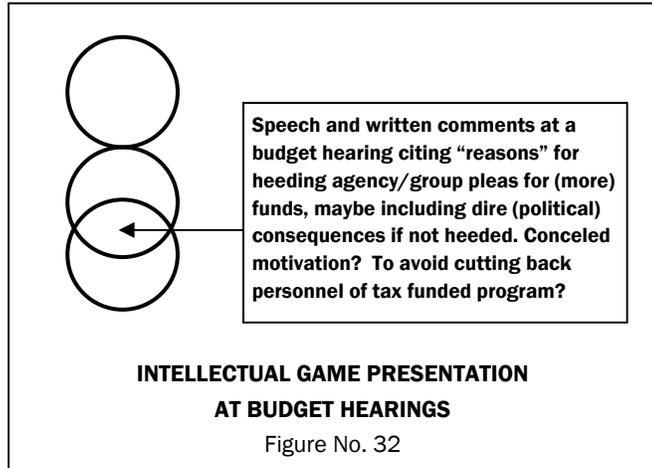
In the third degree game, the party coming to the Board of Intellectuals is coercively brought before the Board, subpoenaed. Or in the case of the northwest USA private property owners, who lost the use of their private property to the spotted owl, gun carrying enforcers from the U.S. Department of Agriculture and U.S. Department of the Interior came and forced them, the landowners off their land; blocked them from using their land. Consequences: many a bankrupted lumber mill owner in the northwest, Eviction of the People. Eminent domain for some owls?

money may select their best salesman to be their spokesman, perhaps bring a lawyer, a lobbyist, a person gifted at persuading others. These people will be effective players of Intellectual. Often they can be heard citing dire consequences to the community if such funds are not forthcoming. Writer witnessed this annually at County budget hearings when the Department of Community Mental Health would argue its case and promise dire consequences for the county citizens if the mentally ill in the county were not "properly cared for", by their then "already stretched thin staff."

ENVIRONMENTAL GAME

Game of Environmental is a close relative of Intellectual. The players in this game seek, for example, to have a new species declared "endangered" in an area of public or private land, and then have the land itself be declared an "Endangered Species Habitat" (off limits for private economic activity).

The game of Environmental is also played with "Wetlands" (mosquito breeding lands). In this game, a group of like minded people (party #1) investigates an area of land, looking for a plant or animal species it could label as "endangered", eg the "salt water harvest mouse." When it finds a species, it will privately make

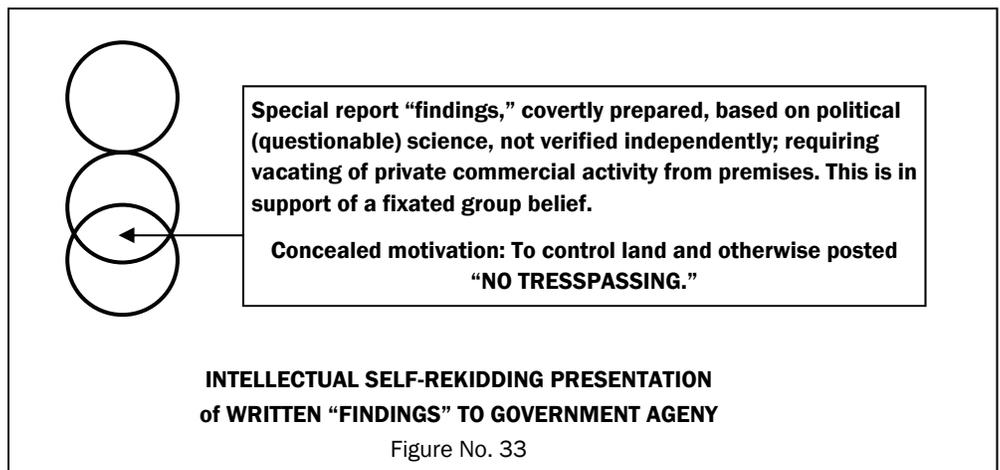


its own finding, AND privately (often covertly) produce a lot of private numbers and paper to support its claim that the species is "endangered." Then party #1 produces a document certifying this private research, and presents the privately certified document to eg the EPA (party #2). Shortly after the EPA accepts and finds in favor of the endangered species in question, it notifies the property owner (party #3). Owner has a short period of time to draft its own responsive report, to respond before he loses the use of his private property. The (private) prop-

erty owner can contest the agency "finding" in court (party #4). The private party is often surprised and caught off balance, has little time before the agency implements its ruling against any (former) human life sustained by the productive economic activity on that land. (It is nearly impossible to defend against those groups and individuals with deep monetary pockets, game players 1, 2, and 4. Equal Protections?)

When talking to a player of the Game of Environmental, one has to be careful to avoid subjects related to the

Those who don't avoid encounters with Intellectual/ Environmental player soon find that they are embroiled in this player's game if any aspect of player's belief system is touched on, with the payoff (for the non-believer) of being stymied (overtalked) or dismissed after any presentation of his own. This type of sequence is similar to the experience when dealing with social racketeers. Social racketeers are people displaying socially coercive feelings.





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

ADDRESSO'SET PUBLICATIONS

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"Reach for the stars."

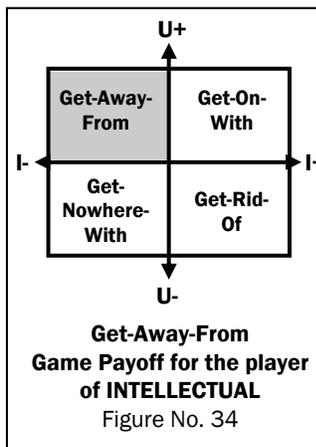
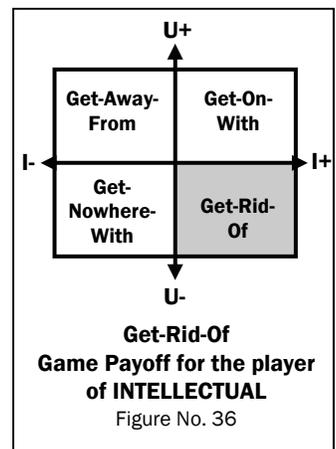
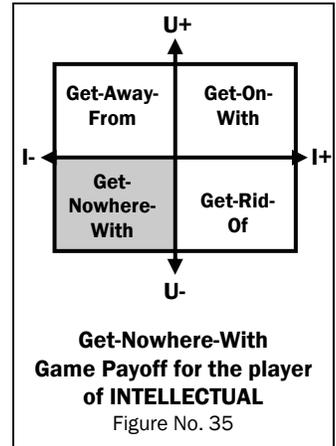
Environmental player's set of personal beliefs, about the environment. If this dictum is not adhered to, a person often gets bogged down in listening to a recitation of Environmental's particular beliefs ending in a Get-Nowhere-With payoff in the game, with him. This is a three handed game, occasionally a four handed game similar to **Big Store**.

- 1) Intellectual/Environmental party,
- 2) Persuaded (Coerced) party,
- 3) Backer of Intellectual, eg EPA.
- 4) A 4th party may be Big Stick (politician, legislator, judiciary).

In the case of general society, the Intellectual player, who is out to prove "the truth" of his view, may occasionally be vanquished (take a Get-Away-From payoff) in his game. For example he storms off from the premises where he became enraged.

But more often, the Intellectual/Environmental player at the least stymies (has a Get-Nowhere-With payoff with) his fellow game player, (his opponent). In instances where his backer has the votes (contributes to political campaigns), money, power, muscle to prove Intellectual/Environmental "has in truth" "proved his point," then he is the vanquisher. He has a Get-Rid-Of payoff in his game vis-a-vis his opponent. For example, runs the owner off of the (sacred) wetlands property.

To date, writer has not witnessed, or read reports of any Get-On-With payoffs to the game of Intellectual/Environmental. The fact is, the vast majority of social encounters of non-believers with the Intellectual/Environmental players end by the non-believer cutting his losses short as soon as he can, by terminating his own verbal transactional contribu-



tions in the particular encounter. Those who don't avoid encounters with Intellectual/Environmental player soon find that they are embroiled in this player's game if any aspect of player's belief system is touched on, with the payoff (for the non-believer) of being stymied (over-talked) or dismissed after any presentation of his own. This type of sequence is similar to the experience when dealing with social racketeers. Social racketeers are people displaying socially coercive feelings.

SOCIAL TOOLS NEWSLETTER

NOVEMBER 28, 2012

The following is from an unpublished manuscript titled "Social Tools" by Franklin H. Ernst Jr., M.D. and from a paper titled "Self-Rekidding" by F.H Ernst Jr., M.D.

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SOCIAL TOOLS SELF REKIDDING

The following is a continuation of the previous newsletter.

SELF-REKIDDING AND LAWLESS IMPOSITION OF ENVIRONMENTAL GAME PARAMETERS

The [gimmick move](#) of the game of Intellectual Environmental is described as follows. It [is the research](#): privately (secretly) carried out, non-verified, political science, pseudo science "Environmental" research.

In contrast to "lawful/legal" is "Legal," that is not done in secret. In some instances, as with the "endangered" spotted owl species, (because of which the northwestern US lumber industry was closed down in the 1990s) eventually the private economic interests (land owners) collected a series of verifiable, non-secretly carried out sets of research which refuted the initial private political science research. By that point, as in the case of the northwest lumber industry, the issue had become a political matter, ie the continued enforcement of the ban on the private human economic use of the land fell into in the hands

of the lawyers and politicians. The same is true with "Save the Sucker Fish" in Klamath Lake circumstance in which the 100 year old lawful continuing contract, between property owners and the US Department of Interior, Bureau of Land Management, for water for the 200,000 acres of fertile agricultural land was arbitrarily, abruptly, and unilaterally abrogated (shut off) in 2001. The National Academy of Science published findings to the contrary immediately after closing down the water supply to the farmers. The water supply is a political matter, ie rule by men vs rule by law. The matter of law was eventually settled to re-open the water supply to the landowners.

INTELLECTUAL GAME PLAYED BY LAWLESS GOVERNMENT

Starting in the 1930s, under President Roosevelt, many socialist programs were introduced and passed in Congress. These included limiting the acreage an individual farmer could plant in wheat. Other programs paid farmers to butcher their "excess" hogs on

the land, destroy their herds of milk cows, etc. Each of these programs had been lobbied for in Congress by persuasive players of Intellectual. These Intellectual / Environmental players of , for example, Save the Salmon, continue today to devise reasons why the electricity output from the Bonneville Dam (across the Columbia River) can not be doubled as it had originally been designed for, without raising the water level behind the dam or interfering with the fish annually swimming up the river to spawn.

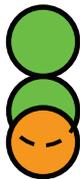
BAN ON DDT

DDT is THE agent for controlling mosquito populations, therefore controlling malaria around the globe. In the mid-1970s a group of Environmental game players persuaded the federal United States Environmental Protection Agency to lead the way in a worldwide ban on the use and production of DDT. The initial "studies" on DDT, prepared by Environmental game players have since been proven to have been rigged. During those

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 - SELF REKIDDING

studies high doses of DDT were force fed to their test animals. Doses many times (15 to 50 times) more than any possible natural occurrence were introduced into some enclosures where captured Bald Eagles were fed this “doctored” food. The result was that the egg shells became severely thinned. The intent, by methods intentionally carried out, was to “prove” that the Bald Eagle birds could be poisoned. Here, the Environmental players were out to prove, and did prove that their personal point of view went well beyond the bounds of using their intellect, into the sphere of fraud in fact, social malice, and felonious activities.

Subsequent scientific studies have “suggested” that the effects of DDT on humans, Bald Eagle birds, bass fish, etc. are uncertain. DDT may, in fact, be inert. There is lots of room for real science, verifiable science that is not politicized, influenced by endless supplies of “federal moneys.”

There are (a series of) organizations which are dedicated to making rules and laws which are based on intense emotion. The social and political power of the organizations is based on the intensely expressed emotions of the members, not on specific measurable goals and objectives. And they have (say they have) their “reasons” for these intense emotions. These “reasons” are associated with a set of strong words, written and verbal. These reasons are inexact and vary from time to time. The organizations recruit members from the public and they hire (pay) lobbyists (money) to help them get certain legislation enacted.

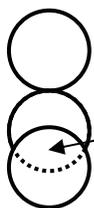
SPCA (Society for the Prevention of Cruelty to Animals) has offices in many communities. If a neighbor doesn’t like how someone is dealing with his or her dog, he may call the SCA. SPCA officers may be requested (one of its deputized GUN CARRYING employees/members) to go

to that residence and “visit” the party, reputedly being cruel to his own animal. The agent of the government (and the SPCA) may decide that the owner of the “cruelly treated” dog should take the dog to a specific center for animals such as UC Davis, Clinic of the School of Veterinary Medicine for “examination and treatment.” The owner of this particular dog has now lost control and handling of his dog. If the owner does not comply with the agent of the SPCA, the owner can be arrested, tried, fined, and jailed as we have witnessed and are informed by SPCA.

“Cruelty to animals” is an emotional term, laden with feelings. The other term used is “vicious animal.” Where is the objectivity? The owner had been led to believe his dog was “his property,” but it turns out the animal is not his property. The animal and owner are presumed, treated as if they are guilty.

“Cruelty to animals” is not a concept or a term lending itself to finite measurement, can not be defined in Adult terms. But an abundance of (emotionally laden) reasons are available to throw at some party who has been called/labeled “cruel to his animal.” A person who has purchased a live lobster to eat, we learn, might be a “cruel” person if he boils **his**

There are (a series of) organizations which are dedicated to making rules and laws which are based on intense emotion. The social and political power of the organizations is based on the intensely expressed emotions of the members, not on specific measurable goals and objectives. And they have (say they have) their “reasons” for these intense emotions. These “reasons” are associated with a set of strong words, written and verbal. These reasons are inexact and vary from time to time. The organizations recruit members from the public and they hire (pay) lobbyists (money) to help them get certain legislation enacted.



**Slogan Carriers and Proclaimers:
“Proclaim Around the World - No More DDT.
Save the Eagles. Ban DDT. Save the Malaria
Carrying Mosquitoes.”**

**“Egghead” PLAYERS of the
GAME of ENVIRONMENTAL**

Figure No. 37

lobster to eat it. The business of people like this, who call others certain things, accuse, label, brand others derisively, those who anthropomorphize the animals of others with their sensitive feelings for animals, has often been turned over to the legislator with his political backing against the owner, and his animal.

able, is objected to. Why? "Because the live stock will eat the grass and the owner of the herd who has paid his grazing fee will get privately rich off that use of that land."

Envy?

There is no finite measurable reason for the goals of the Sierra Club. But there is a large body of emotional dis-

United States Endangered Species Act (ESA) = "save the sharks, save the snails, save the worms." (Fig. No. 41)

LNG - Liquefied Natural Gas. Regasification of the clean fuel. "Not in my backyard." (Fig. No. 42)

Nuclear Power Grid and use of electricity was built, in place, by the people before "the people" learned how "dangerous" electricity was.



Save the whales, save the dogs, the lobsters, as if they are humans and enforcing their personal views with the legislation.

SPCA and Save the Whales

Figure No. 38

The non-profit Sierra Club was founded on the goal of preserving certain aspects of non-urban lands. In many cases owning the particular "land in the wild" after everything was said and done (lawsuits, blocking Get-On-With opportunities).

For example, exerting influences through legislatures determining how certain public lands are NOT to be used, for the sake of preserving them (eg) for other purposes, in future generations.

The goals of the Sierra Club are not measurable except, in the instances of preventing the (previous) private economic use of particular now urban, non farming lands. Use of national or state forests for private livestock grazing is objection-

play which "The Club" can call on to emotionally pressure legislators.

Public Land is Not for Members of the Public. This Land is for the "Public."

PUBLIC LANDS and "PUBLIC LANDS"

Figure No. 39

So also, there are large numbers of people with intense emotional views with many "reasons" and words with which they justify their views.

United States Environmental Protection Agency (EPA)



(Figure No. 40)

... there are large numbers of people with intense emotional views with many "reasons" and words with which they justify their views.

SOCIAL TOOLS - SELF REKIDDING

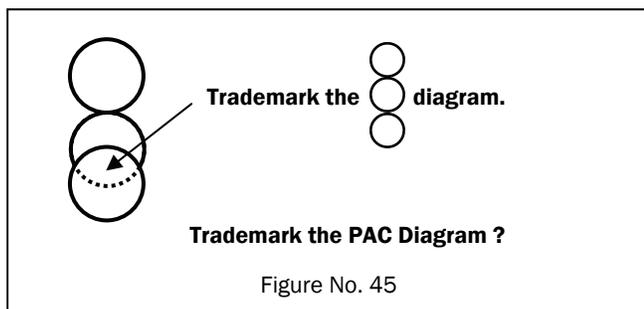
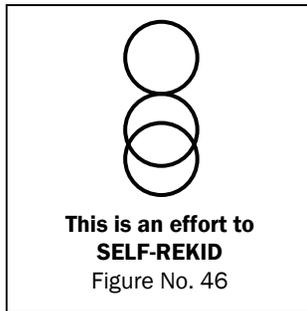
GAME OF INTELLECTUAL and Transactional Analysis Association "Leadership"

Officers of and the Board of Directors of the International Transactional Analysis Association (ITAA) "Trademarked" the use of some of the words and maybe some of the diagrams used in transactional analysis with the US Trademark Office. It was never clear why certain ITAA elitists did this in the 1980's. Notices were published in the organizations journal (Transactional Analysis Journal, TAJ) stating that the stacked circles (Figures 43 and 44).



could not be used anymore; apparently prohibiting the use of these diagrams.

drawings have been made part of the public domain, and are used around the world. Attempts to discourage use of these diagrams and drawings was facilitated by the Intellectual game players and Self-Rekidding. Attempts to lock up "Transactional Analysis" as a body of teachable knowledge was intended, and the means taken advantage of were the Intellectual game and Self-Rekidding. Such an effort by individual members and officials of ITAA can readily be diagrammed as (Fig. No. 46)



This effort, by a few, to trademark the three stacked

circle drawing failed, or did they? These diagrams/

Those members, then, were also quite emotional in the assertions of their "reasons," their attempt to lock up all use and writing about "Transactional Analysis." Many published complaints, letters to the editor, regarding the prohibitions

appeared in "the journal" then. It is reported to writer here that the trademark office did grant ITAA a trademark on the term of "TRANSACTIONAL ANALYSIS" in all capitalized letters. It is not clear what happened to the stacked three circles. Rarely now, does one see these drawings and diagrams being used in print these days. Is this by design? Has quiet verbal derision of the tools Eric Berne, M.D. and other professionals developed continue today? The predictable consequences of publishing warnings then, in the early days following Berne's death, within the organizational literature have become quite clear. The (written and spoken) warnings, threats, innuendos, suggestions, and obliques scared people out of using transactional analysis. The damage has been done.

Eric Berne, M.D. and others, in the early days, used these drawings, diagrams, and art work in their privately published writings. They wanted people to use them.

It is reported to writer here that the trademark office did grant ITAA a trademark on the term of "TRANSACTIONAL ANALYSIS" in all capitalized letters. It is not clear what happened to the stacked three circles. Rarely now, does one see these drawings and diagrams being used in print these days. Is this by design? Has quiet verbal derision of the tools Eric Berne, M.D. and other professionals developed continue today?

GAME OF PSYCHIATRY

The game of Psychiatry is a variety of the game of Intellectual. It is played, for example, by some patients, students, and by some psychiatrists. In this game the patient's Child, overlapped into his Adult, learns and uses the language of psychiatry to fend off his psychiatrist and avoid facing his problems. Instead the game player is intent on proving psychiatric treatment could not help or cure him. This game is played in individual, and in group psychotherapy. (See the game of Psychiatry, "Games People Play", Berne, 1964).

INTELLECTUAL RELATIVES

Other relatives of the game of Intellectual include "Gang Leader" ("Anybody else with a question?"), "Standard Deviations", and "Snake Oil" which was sold at western frontier "medicine shows" during the late 1800's.

OBVERSE OF INTELLECTUAL

The game of Double Blind is the obverse of the game of Intellectual. For example, in the game of Double Blind someone volunteers to be a party to a medical study. Medical dictionaries define "double blind" as "developing a study of the effects of a specific agent in which neither the administrator nor the

recipient, at the time of administration, knows whether an active or inert substance is given." (Dorland's Medical Dictionary, 25th Edition, 1974, WB Saunders Company). Neither the volunteer nor the nurse administering the medicine (nor her hospital/clinic) knows whether the individual volunteer is getting an active or an inert substance. And the volunteer has no assurance about what he will get from being in this, (eg) a study of a new medicine.

In this game of Double Blind, neither the Volunteer nor the Administrator knows IF what is being given, sold or peddled to the Volunteer might be of possible value, (harm) or alternatively have no effect on him. Only the, behind the scenes, Beancounter party knows what the Volunteer is being given. And then that volunteer is not a person, only a number, an unidentified person. If what the Volunteer has received harms him, or doesn't help him, it is pointed out to him that: "You asked to be in it." This is the gimmick move in the game. If the material or service does help: "Thanks for helping me (us) prove it." This is the other side of the other side of the same gimmick. ("It wasn't for you that we gave this. It was for the greater good of the greater number." (our business affairs, the USFDA - Federal Food and Drug Administration). (See also games of

Wooden Leg, and Rickshaw as described in the book written by Eric Berne, M.D. "Games People Play", pg 161.)

The boss of the Beancounter (a member of the of the Beancounter party) stands to make a profit if the right things happen. The Administrator/clinic (party) stands to make a wage (fee) from participating.

SETTINGS FOR DOUBLE BLIND

Double Blind is played among others: clients with lawyers going to court, volunteers recruited by the Armed Service Recruiter offices, those who volunteer for an armed force reserve, those recruited by others to invest in the stock market based on "Hot tips", by some families buying or selling real estate, members of public required to take "immunization" injections, a person taking a friend when purchasing a second-hand car (who can guess ahead which one is going to be a "lemon"), and most people when they talk to friends to learn who to vote for at election time.

Anyone who has volunteered for the armed force is no-longer sure that he will be able to decide for himself where he will live (be stationed), what kind of work he will be assigned to, what days of the week will be his "weekend." A soldier follows orders.

Double Blind is played among others: clients with lawyers going to court, volunteers recruited by the Armed Service Recruiter offices, those who volunteer for an armed force reserve, those recruited by others to invest in the stock market based on "Hot tips", by some families buying or selling real estate, members of public required to take "immunization" injections, a person taking a friend when purchasing a secondhand car (who can guess ahead which one is going to be a "lemon"), and most people when they talk to friends to learn who to vote for at election time.

SOCIAL TOOLS - SELF REKIDDING

An individual, with his lawyer going to court, does not know when his case will be “heard,” what the outcome will be.

With credit cards, the terms of the agreement may be unilaterally changed without the cardholder being particularly aware (a fine print notice among the varieties of advertisements in the envelope and a statement written for sophisticated accountants).

Home buyers often are not told about the ramifications of the promissory notes they sign, the conditions they sign, the releases, etc. [Some people don't read the “fine print. The agents are busy and in a hurry. Buyers feel not-OK; “mountains” of paperwork.]

A person entering a hospital is assigned a physician for his case (often his own physician) who is responsible for his (patient's) hospital examination, writing orders for patient's care, and discharging him, etc. Patient is required to sign an application contract for admission with the hospital in which he (the patient) “volunteers” to follow hospital rules. If patient has surgery, the body part cut out from his body is now the property of the hospital thereafter. The gimmick of the game is the same “You asked to be here (in it).” Neither patient nor his administrator/

physician knows for sure if being in the hospital will result in benefit, no change or a worse condition (including death) at end of the patient's voluntary stay.

[Public Beware]
[Ask for the body part. See what happens.]

An example of a third degree game of Double Blind, for example, is in the case of the anthrax immunization shots mandated for armed forces personnel in the early 90's and early 2000's. Neither the ones getting the shot, nor those administering the shot knew what the effect on the person would be. The effects have ranged from being severely harmed (ill), to providing immunity to the person without adverse effect.

In the game of Wooden Leg the gimmick line is “What can you expect from a person with a wooden leg.” Its obverse is the game of Rickshaw. “What can you expect from a town that doesn't have any rickshaws.” (See “Games People Play”, E. Berne, 1964, p152.) “Wooden leg” references being handicapped. For some, handicapped is to be poor from birth, “I'm Irish and we all drink”, “I had a bad childhood”, being black, or an insanity plea? “I'm handicapped, can't you see. You couldn't really expect me to get up from my beggar stall

here on the street and take a job, could you?”

Literary examples of obverse phrases are: “Nobody is infallible. Everybody is fallible.” “Partly cloudy. Mostly sunny.”

STARGATE and Star Trek STORIES, AND DOUBLE BLIND GAME

“... To go where no man has gone before....”

Explorers know what they are getting into. “They don't know!”

[Lewis and Clark Expedition]

The Blind Date EXAMPLE OF DOUBLE BLIND game.

Neither of the parties knows whether the upcoming date will be a pleasure or a drag; if the other party will have (additional) ulterior motives, or hidden agendas. Some of these blind dates are arranged by a couple who knows each other of the two. Hence, a “double date.”

There is a commercial enterprise in the San Francisco area that has capitalized on blind dating, “Dinner for Six.” This firm arranges for three men and three women, who do not know each other, to meet at a dinner date.

In the game of Wooden Leg the gimmick line is “What can you expect from a person with a wooden leg.” Its obverse is the game of Rickshaw. “What can you expect from a town that doesn't have any rickshaws.”

DOUBLE BLIND A THREE HANDED GAME

Double Blind is a three handed game:

- 1) Volunteer,
- 2) Administrator/Agent party,
- 3) Beancounter (eg an individual, a firm, a judge in a court, armed forces, etc.) who has no personal relationship or concern for the individual volunteer. He is only concerned with the number of volunteers available for the study, the number of cases to be heard, the number of personnel slots to be filled.

The game of Double Blind is played by the United States Federal Office of Budget and Management when it submits the President's Annual Budget to Congress. The final budget of each house of Congress (Senate Budget and House Budget Commit-

tees) goes to a “Joint Committee” which makes the final “compromises” in the final document. The final document is not debatable. As a rule, it is so large that particular Congressional offices can and often insert special features into it with far reaching consequences in law that don’t come to light until well after the members have voted “final” approval. [Employees in the government offices are committing “favors”; inserting last minute, non-debated, secretly prepared documents. Come on guys.] What the members of Congress and Senate voted on finally, is a Double Blind package. [They openly admit they DO NOT know what’s in the bills. Come on guys.] One way Congress has gotten around some of this is to pass “continuing resolutions” to continue to extend funding for programs, perhaps varying the amounts which are included, are to be “continued” in the federal government.

Recent United States Congressional efforts to push through Health Care Reform, and Cap and Trade Legislation are classic Double Blind games. They keep adding pages to the several thousand page documents, there are several versions floating around, you can’t have more than 72 hours to read it, and then the rules of the process keep changing.

City Councils play Double Blind with the public and special interest groups, pleading for funds at budget time. Councils often will not take final action at the hearing, instead taking the contents of the hearings “under advisement”, may refer the material to a special Committee of members to make the decisions, then announce, perhaps amend the result at another Council meeting when the Council as a whole votes on it. Sometimes neither the Public-At-Large, nor special interest groups hear how the final decisions were arrived at. Supposedly deliberations about public fund (tax) expenditures should be made in public so that the public can see how each individual elected council member arrived at his individual decision (vote). That is the law, but it is not regularly adhered to. Decisions, in fact, not infrequently, are made behind the double blind curtain, outside of public view. It will be unknown what the trade offs were which individual members made, what trades with each other were arrived at, for the final product, the budget.

You’ve heard the phrase **“BUYER BEWARE.”**

People are beginning to understand **“PUBLIC BEWARE.”**

THESIS of DOUBLE BLIND

The thesis of Double Blind is “Nobody here knows if what you have volunteered for (to take part in) will be of benefit to, harmful to you or do nothing for you. But if it does help you, it will prove to be wonderful for (society, medicine, justice, the country, all of us)”, (be good for the greater number in society).

AN ACTIVITY OF INTELLECTUALS

Written articles are not games. These are the result of an activity. They are Adult activities. Or they are the result of Child contaminated Adult activities. Many, if not most of the articles published in the quarterly issues of the Transactional Analysis Journal, during its first quarter century were, in the opinion of this writer, the result of a self-rekidding activity.

Self-rekidding activities produced many, many articles, especially those which were in support of a particular hypotheses about Scripts, Counter Scripts, Miniscripts, EpiScripts, Injunctions, Script Matrices, etc. Such artifacts (of two dimensional, dead end script theory) are material used for later referencing and citing when the Intellectual author is playing his game with someone else. For example, the Intellectual player quotes the “literature” on the subject in support of “proving” the superiority of his Intellect.

WRITTEN “INTELLECTUAL SELF-REKIDDING” IS AN ACTIVITY in BASIC TA THEORY

One of the ancillary features of the Intellectual game is the element of quoting from earlier written, published articles by the player himself, or by someone else which the Intellectual player can later recite and quote as references (“reasons”) for his particular beliefs or have somebody else quote from.

Writing, itself, is not a game. It is an **activity**. Writing is another way of structuring time. Writing is an **activity** carried out by an individual or a group, alone, to get a particular thesis, concept, story into print (for others to read). Any article “written” by multiple authors is one in which various aspects have been contributed by different individuals, (eg) originator of the thesis, researcher, editing person, rewriter, a better known senior

City Councils play Double Blind with the public and special interest groups, pleading for funds at budget time. Councils often will not take final action at the hearing, instead taking the contents of the hearings “under advisement”, ...



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

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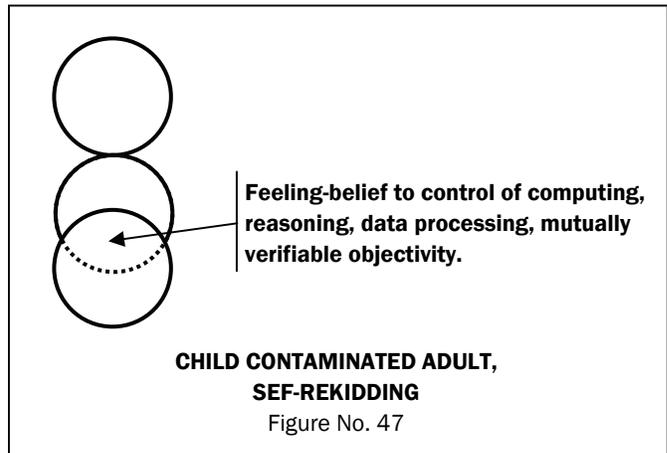
"Reach for the stars."

person lending his name for social status, a senior person in a department, etc. The fact that there may be some games played behind the scenes in these instances is peripheral to our considerations here. An article, book or set of volumes will stand on its own merits and reputation regardless of the social interactions of the writers, collaborators and publishers in the background. Later stigmatizing, censoring, restricting of availability of a publication, magnifying the importance of the work later, these are other matters.

Pushing a pen, pencil or typewriter carriage across a sheet of paper character by character, or moving a typewriting cursor across a computer screen, letter by letter, in order to convert mental imagery into written words, such a set of actions is an **Activity** which does require Adult participation. In the case of Child contaminated Adult, the Child of the person,

is programming the Adult activity and also blocking out considerations of verifiable data from independent others. The physical "typing" is an Adult **activity**.

mental imagery, on which all behaviors are based, into writing involves at least two sets of reasoning computations, two levels of abstraction and conceptualization.



The **activity** of writing involves converting spoken words and written mental pictures into written words. Words are, in themselves, auditory symbols. Each language has a unique set of auditory symbols it uses to convey messages, information and mental pictures from one person to another, ie in social (stroking conversational) transactions. Converting the spoken word into the written form involves a second set of abstracting, translating a set of spoken symbols into the written word (alphabetic letters of which they are composed), for example, when using a another set of symbols to mentally manipulate, translate into and out of. This is to show that converting

Even so, Child based feeling beliefs can be the source of a considerable body of written, published material. The Child of many a person is extremely resourceful and skilled at almost totally controlling ("conning"), seducing his own grown up (Adult) self into furthering his Child based ambitions and life programs.

The writing and publishing of self-rekidding articles (sometimes referred to as artifacts) is an **activity** of the writer person. Such self-rekidding articles may then be used (read and/or memorized) and cited as "reasons" by later readers in their particular game of Intellectual.

To be continued

SOCIAL TOOLS NEWSLETTER

DECEMBER 9, 2012

The following is from an unpublished manuscript titled "Social Tools" by Franklin H. Ernst Jr., M.D. and from a paper titled "Self-Rekidding" by F.H Ernst Jr., M.D.

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SOCIAL TOOLS SELF REKIDDING

The following is a continuation of the previous newsletter.

JUDICIARY

"Case Law," the cases written up in law books have a lot of the Intellectual in them. A classic printed third degree written Intellectual Activity is described by Richard C. Bentinck MD in "The Death of the Constitution." (The Barnes Review, Vol 8:2, March-April 2002, pg 39 and Vol 8:3, May-June 2002, pg 71).

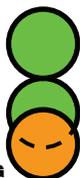
Dr. Bentinck describes in his pair of articles titled "Death of the Constitution," how, in 1818 John Marshall, then Chief Justice of the United States Supreme Court changed the meaning of words.

In the opinion written by "the judge" in the case of McCullock v State of Maryland he convoluted, involuted, obvoluted, corrupted, took liberties into his own hands to redefine the meanings of two words: "necessary" and "proper." Motive? These words are the fulcrum in the United States Constitution, as written into Article I, Section 8, Paragraph 18. Bentinck shows how Marshall filled (wrote) 25 printed pages into Case Law proving" (justifying) he was right by redefining these two words: "necessary" and "proper." "Necessary" no longer meant **necessary**, but instead meant "convenient." "Proper" no longer meant **proper**.

The "concealed motivation" was to place (a branch of) the federal bank (in Maryland) beyond the power of the state of Maryland to tax, therefore beyond the power of the state legislature of Maryland to regulate by its state laws as intended by the framers of the United States Constitution. The federal bank had been incorporated by the United States Congress, in violation of the words of Paragraph 18 of U.S. Constitution Article I, Section 5.

Bentinck's writings and Chief Justice Marshall's 25 page "finding" shows the judge's "concealed motivation." The opinion, ruling, effectively and with unilateral forethought

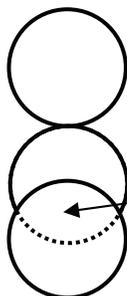
SELF-REKIDDING



SPECIAL POINTS OF INTEREST:

There are four types of social tools.

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



"Reasons" given with a straight face by non-psychotic person, leading to adverse conditions for states of the USA versus the federal government powers. In 25 pages of legal opinion Chief Justice John Marshal, U.S. Supreme Court Justice, arbitrarily changed the meaning of the English language in the phrase "necessary and proper" in 1818.

"Proper" became an adjective and/or an adverb modifying the word "necessary" which itself was "newly" defined to mean "convenient." Would this be called dissimulation? Fraud in fact? Prevarication? Equivocation? Dissembling? Beguiling?

**An Intellectual Self-Rekidding
U.S. Supreme Court Jurist**

Figure No. 48

SOCIAL TOOLS - SELF REKIDDING

invalidated a considerable portion of “States Rights and powers” written into the Tenth Amendment of the United States Constitution vis-à-vis “federal powers.” Governing powers not (explicitly) delegated to the federal government, nor prohibited to the states were reserved to the states and the people (of the states). The “concealed motivation,” for the later game playing by Judiciary Intellectual players and lawyers, has been their ability to cite that printed case of self-rekidding. Intellectual judicial opinions are often used as a prominent “reason” in their games to prove they are right. Judge Marshall’s opinion is worshipped in law schools and has been cited repeatedly. It has “given birth” to the “assumption” by judiciary Intellectual players of the US Supreme Court that the US Constitution did not mean what it said, but that there were “**implied powers**” granted to the federal government by the Constitution. The 25 page opinion by Marshall is referred to in these two articles by Bentinck as “doublespeak.” Marshall was Chief Justice 1801 – 1835.

Bentinck speculates that there may have been a possible relationship between John Marshall and England’s super, super banker at the time, Nathan Rothschild.

Nathan Rothschild then, had only recently increased his own wealth two or three magnitudes of order. Mr. Rothschild had manipulated the London (English) bond market to his benefit. He did this in the interval of a few hours. Today this is known as Insider trading.

Mr. Rothschild’s private courier service informed him about Napoleon’s loss in the battle of Waterloo a few hours earlier. Mr. Rothschild withheld key information, and (manipulated?) the news reaching the general public, about England’s supposed loss to Napoleon in the same battle. This disinformation, the story was maintained in London for about a day. That misinformation, the story that British troops and forces were in confused, retreating disarray from Napoleon was the one day period that Nathan Rothschild needed to buy up millions of (shares) English bonds for pennies as the misguided public dumped them. Hence Rothschild’s great fortune/power, at the expense of others panic, ruination, slavery.

TAJ PUBLISHED SELF-REKIDDING INTELLECTUAL ACTIVITY

The following material is primarily about the writer’s experiences in Transactional Analysis. For this reason, most of the examples and

discussions of the written Intellectual Activity here will center on reviews of the Transactional Analysis Journal (TAJ) and personal experiences in being actively associated with, both the deceased founder of ITAA and many of its early members. Next are some examples of Intellectual, self-rekidding activity in published form as abstracted from TAJs between the years 1970s and the 1990s.

1) “I have found ... (and proved in my five earlier papers)... that rackets are substitute feelings ... and that Berne had a mistaken assumption, ... had a blind spot (because I say so).” (See also TAJ 7:2, April 1977). The gimmick is whose facts will be used to prove what? Coercively? Misrepresenting what? Concealed motivation, eg facts not allowed to be considered?

2) Synopsis of an article is paraphrased here: “I have found I can re-parent some of my clients and I have re-parented myself.” This example is well written in the manner of a bedtime story, easy reading, reader not bothered or taxed by any after thinking, figuratively this article contains some colored marshmallows, no diagrams. (See also TAJ 4:3, p 32 and EB, TAB 3:11, July ;’64, “Marshmallows” vs “Strokes”: Authenticity).

Mr. Rothschild’s private courier service informed him about Napoleon’s loss in the battle of Waterloo a few hours earlier. He withheld key information, and (manipulated?) the news reaching the general public, about England’s supposed loss to Napoleon in the same battle. This disinformation, the story was maintained in London for about a day. That misinformation, the story that British troops and forces were in confused, retreating disarray from Napoleon was the one day period that Nathan Rothschild needed to buy up millions of (shares) English bonds for pennies as the misguided public dumped them. Hence Rothschild’s great fortune/power, at the expense of others panic, ruination, slavery.

3) Another example. Titles used by a professor type: "The Racket System and Racket Analysis" (See also TAJs 9:1 and 13:1), and "Ego State Analysis: A Comparative View" (See also TAJ 11:2).

4) A classic example of written Intellectual, self-rekidding Activity is a five page article about the Mini Script with author tying in the mention of structural analysis, OK and Not-OK Parent, the OK Corral, discounts, rescuer, persecutor, protection and permission and including two pages of compound, complex, complicated, confusing diagrams. This was a Herculean task. It was as if author was trying to condense too much data into his synopsis of his own work. Your writer here was led to the conclusion, that author believed he could write in a manner, so he hoped, he would be in perfect accord with and pleasing to every other significant author and writer in Transactional Analysis, to that date if he but tried hard enough. Anyhow he was brave enough and hoped that if he hurried up he could do it. (See also TAJ 5:3, p 267-271.)

Advantages of PUBLISHED INTELLECTUAL SELF-REKIDDING ACTIVITY

The biological advantages of publishing include the strokes a person gets for having "published."

The existential advantages of publishing is that it gives a meaning to the life of the person in being published, ie his name in print, "leaving his mark."

The internal psychological advantage of publishing: "There I did it, something."

The external psychological advantages of publishing are variously: social status, proved he was a "smart" person, did what it took to get his material reported, proved his point.

The internal social advantage of publishing is (eg) "Publish or Perish", enforcing personal views onto others, doing what his backer asked, ordered.

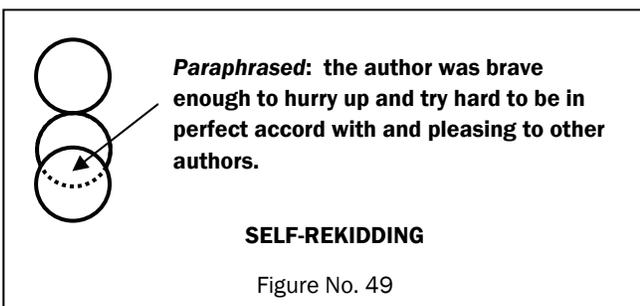
The external social advantage of publishing are citing one's own publications in a "resume" aka "curriculum vitae", getting one's name attached to a "finding."

Advantages of PUBLISHING FOR SELF-REKIDDERS

The volume of articles demonstrating the written Activity authored by intellectual players appearing in the Transactional Analysis Journal during its first thirty years has been estimated by this writer to be 50% of its printed pages. This is not particularly different from most medical periodicals coming across this writer's desk during the same period. If a specialist in the field has a hard time understanding the articles in the periodicals of his specialty, it is probably because the authors are more likely out to prove a personal point, not necessarily in accord with other verifiable (findings), maybe not especially clear even to themselves. Engineering? Architecture? Biology? Science? Medicine? Psychology? Ecology? Astronomy? "Political Science?" "Government Findings?" -- in academia, too?

For some intellectual players, the Activity of getting an article published is the payoff of the game. A rejection of an article is a payoff. An extended delay before notice of acceptance or rejection may be a temporary Get-Nowhere-With (GNW) payoff to the game. Much of the work (**Activity**) is to fashion the title and/or content, ie to word-smith the material in a manner to prove the Intellectual

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SOCIAL TOOLS - SELF REKIDDING

thesis of the writer in order to get the particular article published by the particular journal. Concealed motivation? To coerce others later? To persuade other parties that the author's personal brand of written "snake oil" is the best? To add to the number of articles published by the particular author?

Advantages in FIRST DEGREE PUBLISHED INTELLECTUAL ACTIVITY

"It's IN PRINT." It must be so; the supposed credibility of the printed word, at least the ability to cite the particular article in later years when playing a game of Intellectual. Inventing "new games", and other "findings" in order to have the particular person's name attached as the basis for an article. (See Transactional Analysis Journals 1970-1990)

SECOND DEGREE PUBLISHED INTELLECTUAL ACTIVITY

Second degree published Intellectual is seen in the instances in which what was published then became doctrine, for example in the examination of candidates for Advanced Membership in Transactional Analysis. This writer can conceive of nothing more daunting than trying to memorize everything writ-

ten by the winner of the Eric Berne Memorial Award for 1977, let alone the 1978, 1979, and 1980 award winners. This is based in particular, on the fact that much of what these individuals had written and taught had not been independently verified by other writers and teachers, was based on personal research, was personally espoused by the individuals. In second degree published Intellectual Activity there is the quality of ordering the reader/listener to attend to what the Intellectual has said and written. With second degree published Intellectual Activity (Game) there is a mandate placed upon a significant percentage of the readers of and gatherings at particular organizations who have volunteered to become a candidate for Advanced Member status in ITAA.

Advantages of SECOND DEGREE I NTELLECTUAL PUBLISHING

Publish not Perish.

Establish doctrine in a field of work. Eg in Transactional Analysis.
"Mini-script";
"Injunctions";
"Decisions and Redecisions";
"Rackets are substitute feelings";
"Self-Reparenting".

Advantages [?] [or Disadvantage?]

RESULTS from the publication of these reports supporting third degree games include:

Environmental projects: e.g.

* San Francisco Estuary Project, CAL-Fed Central Valley project as part of efforts by "Environmentals" to take over control of all of Central California Valley water; the closure of 200,000 acres of Klamath basin fertile farmland, for a year, two, or more in order to save the "sucker fish" of Klamath Lake, Oregon. ("Access To Energy", Art Robinson); tearing down useful, safe water storage dams.

* Double Speak pronouncements with teeth, eg Supreme Court opinions.

* Much legislation with binding effects on future generations.

* Much of case law, again with future binding effects on later people.

* United States EPA agency orders discontinuance of private use of, evacuate certain private properties without compensation.

**First Degree
Published Intellectual
Activity.**

**Second Degree
Published Intellectual
Activity.**

**Third Degree
Published Intellectual
Activity.**

THIRD DEGREE PUBLISHED INTELLECTUAL GAME (SELF-REKIDDING)

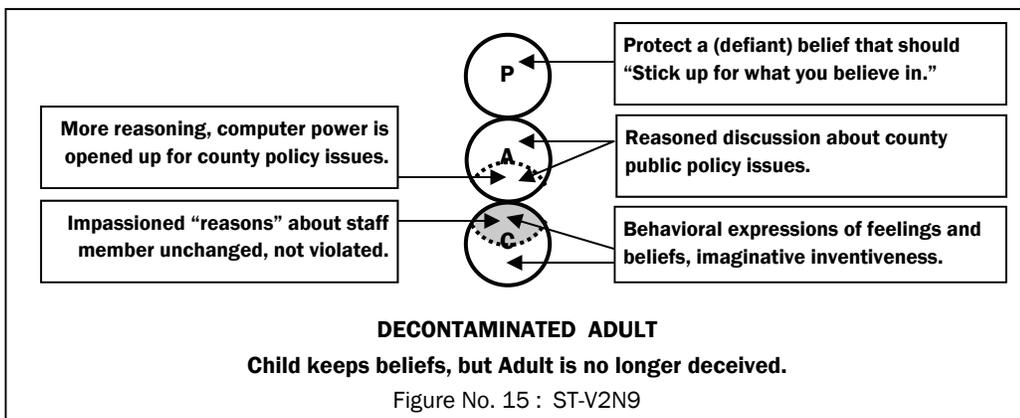
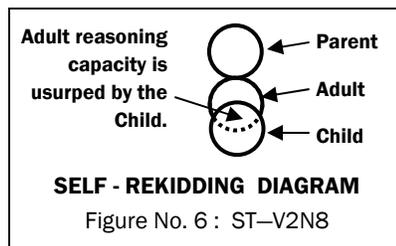
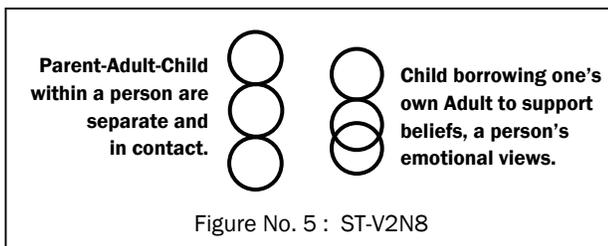
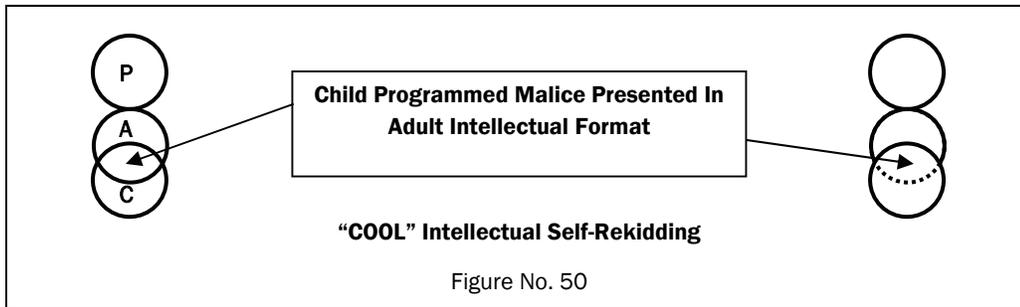
In third degree Intellectual Game there is a requirement, a mandate, a command made which affects many people. This appears in many pieces of federal, state and local government legislation where the legislative debates contain a lot of “hot air”, and “double speak” in terms of the reasons given by lobbyists to the legislators. And legislators later give to each other in order to secure

passage of certain bills, eg anti-freedom bills. When reading through state legislative bills it is not uncommon to see (in print) something similar to “We the people (legislature) of California in order to protect the health, safety and welfare of the people do hereby find (it to be a legislative fact) that ... ” as the supposed basis for a bill. In fact, it is not unusual to find that after the bill becomes law it operates against the health, safety and welfare of the people of the

state, eg the bicycle helmet, seat belt and automobile safety air bag laws, California Community Care Licensing laws, Redevelopment Law, etc. What was the legal result to the people of the USA from passage of the 2001 AD act of Congress called the “Patriot Act?” The effect on the people of the 2002 AD Congressional bill for “Homeland Security?” Read what Senator Harry Byrd had to say on the subject.

These “advantages” are really consequences laid onto the public.

In third degree Intellectual Game there is a requirement, a mandate, a command made which affects many people. This appears in many pieces of federal, state and local government legislation where the legislative debates contain a lot of “hot air”, and “double speak” in terms of the reasons given by lobbyists to the legislators.



SOCIAL TOOLS - SELF REKIDDING

“THE PROFESSOR”

The following have more to do with “The Professor” in the Child:

- Prejudice (Parent),
- Critical parent,
- Pig parent,
- Re-parenting parent,
- Re-decision parent,
- Self-rekidding.

Position and “The Professor”

The term "position" refers to the favored Childhood method of resolving encounters with the intimates in the particular person’s life.

"How do I handle my mommy?"

"How do I approach my sweetie, if I can get one?"

"How will I handle (a potential for) getting an award?"

"Will I get sick instead of going to collect it?"

This Child **position**, **“favorite” method of concluding personal social events** is one of the four categories of social operation. For example a “Get-Away-From” could be his/her favored Childhood method (position) for resolving high value social encounters, e.g. be embarrassed.

The Adult in the Child takes a “position” as a result of that childhood decision. This is diagrammatically represented by Figure No. 51. The “favored life position” is chosen by the Adult in the Child. **This Adult in the Child is also called The Professor.** Figure No 52.

The following have more to do with “The Professor” in the Child:

- Prejudice (Parent),
- Critical parent,
- Pig parent,
- Re-parenting parent,
- Re-decision parent,
- Self-rekidding.

In this example the young child’s decisive event and decision for a favored method of concluding personal social events is Get-Away-From.

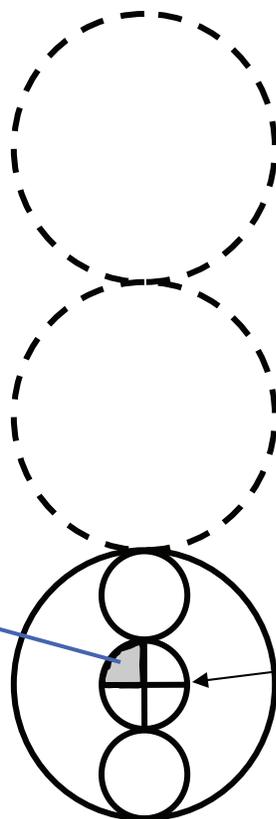


Diagram of Young Child
Figure No. 51

This is “The Professor.”

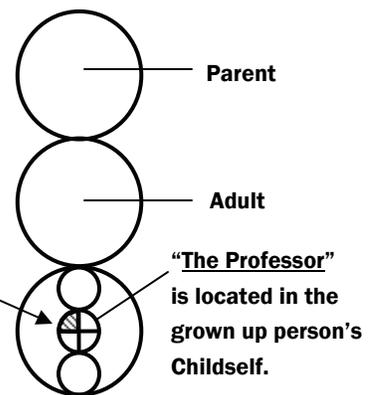


Diagram of Grown Person
Figure No. 52

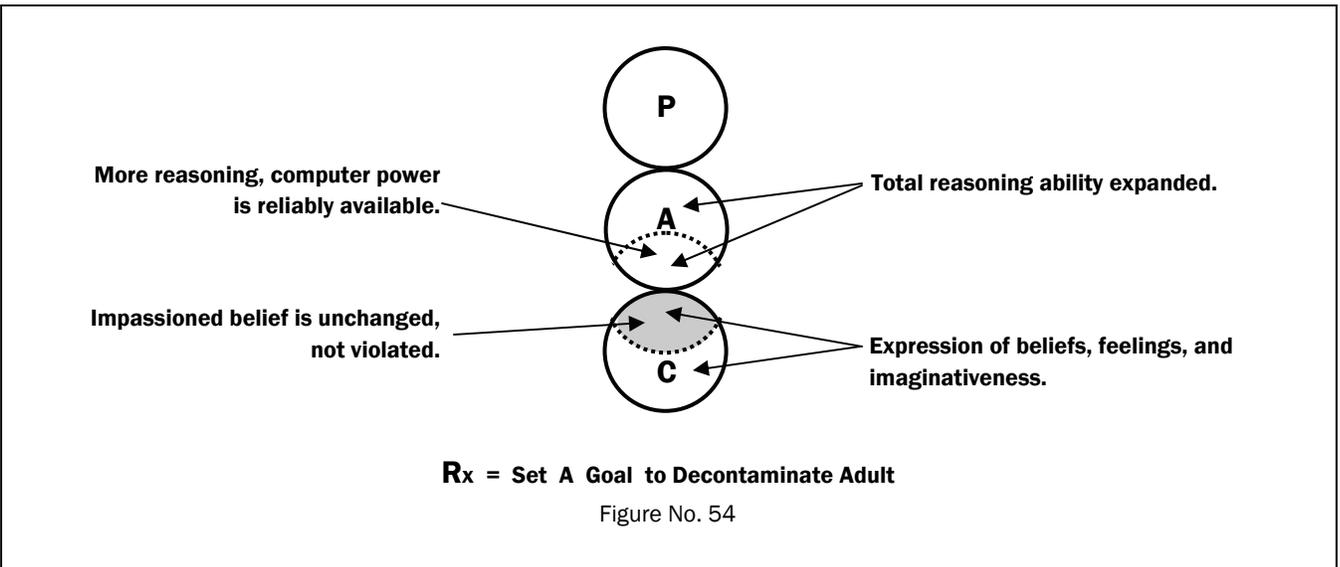
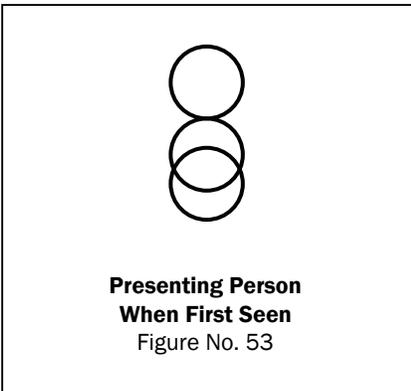
As the person becomes older, this Child and his "Professor decision" is diagramed as in Fig. No. 51. The social problems, e.g. a psychoneurosis which results from this personally made early-in-childhood decision with its position is the decision and position which

often brings individuals into psychotherapy as they get older. This position arises out of a very specific important behavior-modifying decision early in life. Considerable amount of personality resources (libidinal investment) was spent by the Adult of the very young person in

his childhood in order to back up his childhood commitment to this decision which then becomes his "Childhood Position." The decision is about what "I will never, ever, again give away about myself to anybody because when I do, then ... happens!"

Considerable amount of personality resources (libidinal investment) was spent by the Adult of the very young person in his childhood in order to back up his childhood commitment to this decision which then becomes his "Childhood Position." The decision is about what "I will never, ever, again give away about myself to anybody because when I do, then ... happens!"

Rx for SELF - REKIDDING





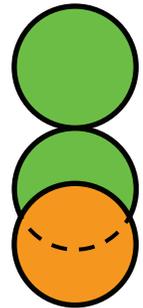
**Mastery of the Universe is Proportional to the Symbols Man
Has by Which to Represent His Universe.**

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Self-Rekidding

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