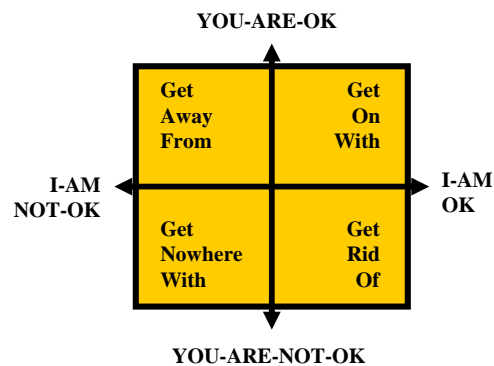


# The I'm OK, You're OK Classroom

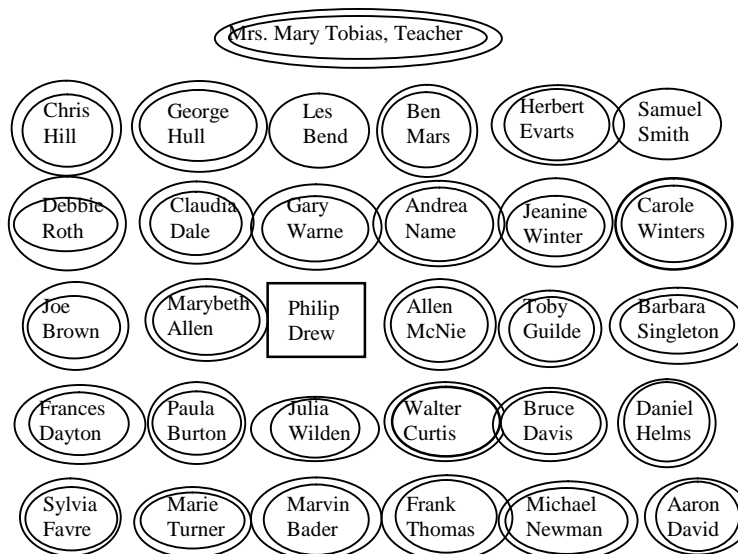
## Exchange of Named Hello Greeting Exercises in Public Education Classrooms

by

Franklin H. Ernst Jr., M.D.



OK Corral: Grid for What's Happening



A Seating Diagram of named hellos exchanged.

# The I'm OK, You're OK Classroom

## Exchange of Named Hello Greeting Exercises in Public Education Classrooms

(Revised 10-15-2009)

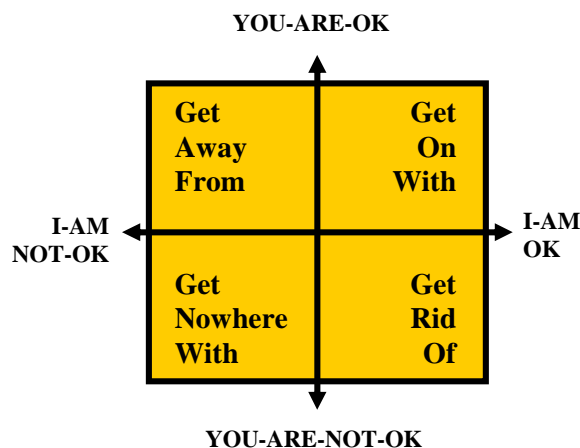
by

Franklin H. Ernst Jr., M.D.

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### OK Corral: Grid for What's Happening

[www.ListeningActivity.com](http://www.ListeningActivity.com)

## **The I'm OK, You're OK Classroom**

### **Exchange of Named Hello Greeting Exercises in Public Education Classrooms**

By

Franklin H. Ernst Jr., M.D.

**“Doctor, they are teaching themselves now.”**

**“I know. It has happened that way in other classrooms, too.”**

In the fall of 1971, with the sanction of school administration, and assistance of two teachers who recruited fellow faculty members for this class, writer taught an eight-week course to 12 members of the high school faculty out of 100 of a local high school. The course was taught in writer's office. The stated reason for the course was to prevent the expected annual spring campus riot for the fourth year running. Titled “Transactional Analysis for Classroom Teachers” (TACT), this course included the ingredients of an introductory course in Transactional Analysis. By then, the exchange of named hellos between parties had been established as the essence of an “I'm OK, You're OK” encounter.

For riot control purposes, one avenue of approach was to reduce and control the animosity between parties. Riots are based on stirring participants into looking at each other as belonging to one of two groups who were in opposition, as both parties being crusaders for “the right” and in opposition to each other, “the wrong”, ie each other. Each of the parties will have adopted the position “I Am OK and You are Not-OK.” Obviously there is a shortage of “You are OKs” being given out during riots.

The cornerstone of this Transactional Analysis for Classroom Teachers course for those attending teachers who met with their classroom students was to give each other in that

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classroom a **“Hello” by name each day**, write down each other’s first and last name. They were to do this in their respective classrooms for at least seven successive weeks, and to the end of the school year if school circumstances permitted.

To demonstrate this procedure, it was carried out in the first meeting of the Transactional Analysis for Classroom Teachers class, at the writer’s office, as an opening exercise. The writer included himself in the exercise. This particular exercise of exchanging first and last name hellos with each other and everyone in the class was repeated at the start of each of the seven remaining class sessions in writer’s office.

Within one week of starting the TACT course, classroom students knew who belonged in their classroom and who was absent on a given day. Within three weeks, it was hard for a person to be on campus without someone else in sight of him knowing if he belonged there, or not, and if he did, who the person was by name. Accountability of on-campus individuals (faculty and students) went way up. Students began to have an increasing sense of pride in their school, respect for their teachers, and pleasure in attending their classes. Classroom invaders and on campus riot promoters found it impossible to recruit for the planned “annual spring riot.”

Result: No Annual Spring Riot. <sup>1</sup>

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<sup>1</sup> The years before and after 1970 were the epicenter of social disruption on school campuses: K-12, colleges, and universities. History has recorded this period in detail. Dr. Ernst developed and implemented a solution to deal with the disruption in 1971, “Transactional Analysis for Classroom Teachers.”

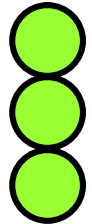
It was reported to author, after this course had been taught, that the school superintendent and school principal had hired William Glasser, MD, the year before, to teach courses at the same high school for the same reason, to get a handle on the annual spring riots. The annual spring riots did occur that year. Writer does not know what did not work, or what went awry. William Glasser, MD had written a book titled “Schools Without Failure.”

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**TEACHING INSTRUCTION IN THIS 8 WEEK CLASS FOCUSED ON:**

1. HELLOES given with the person's NAME, both spoken and written, the Howdy diagram.
2. The PAC (Parent-Adult-Child) 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 faculty and students in the class of these faculty members saw PAC.
3. The principles of their social dynamics with each other and how to both graphically represent in the OK Corral what had happened to them in any particular event, and socially to better regulate their behavior, i.e. get-on-with (GOW) or get-away-from (GAF) or get-rid-of (GRO) or get-nowhere-with (GNW).

By the end of the course these students knew what they were doing and they liked school.



**“Your feelings you have, can cause you to say and do the thing you do.**

**By changing the things you say and do, you can change your feelings, too.”**

(Anon)

**VALUE OF A NAMED HELLO**

The value of a named hello is Good Will, is “You are OK”, and is FIVE TIMES the value of a HELLO ALONE without a name.

In the April, 1962 “Transactional Analysis Bulletin,” David Kupfer reported a comparative value of one unit for a hello received, five units for a named hello and ten units of positive stroking value for a hello from a celebrity.<sup>2</sup> Based on these values for receiving a named hello, each student in one of the “Organized Pandemonium” classes received 150 units of positive stroking (30 hellos by name, times a value of 5 for each) on arrival in his class. **Where else in a day or in a week could someone, let alone a student, have expected so much concentrated, unconditional, good will stroking coming to himself within one hour.**

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<sup>2</sup> Report of David Kupfer in Carmel on value of hellos: “Hello” = one; a named hello = five; and a hello from a celebrity = 10. “Transactional Analysis Bulletin” 1:2, April 1962, Editor, E Berne.

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Yes! You might almost say, the students in those particular classes got “high” in the experience of so much good will coming their way. Teachers, too? Yes! But these “highs” were self-regulated. The writing of names by each student on his own notepad, as he went from classmate to classmate to classmate, was known by writer ahead of time as the element that would ultimately lead to a calming, reasoning effect among people (students) in the classroom. Students became “reasonable,” manifested quality of personal social control.

**“Positive stroking” is a free “you are OK.” The exchange of free named hellos equals the exchange of free OK’s, or “I am OK and You are OK.”**<sup>3</sup>

### **THE TACT CLASS HELLO EXERCISE**

This exercise in this Transactional Analysis for Classroom Teachers class had 2 parts. The first was the exchange of a named hello by each person in the classroom with every other person in the room. This included each student exchanging a named hello with the teacher, too.

The second part, each person in the room make a name seating diagram of his particular classroom showing first and last names of each person there and indicating in writing the exchange of named hellos between himself and another person there. It was recommended that one circle around the name of a person could stand for giving the named hello to the other person and a second, a concentric circle, around the written name could stand for the named hello coming back to the particular person from that same person. Among other things, this was a way for each class member to tally his personal progress in exchanging greetings in this classroom exercise. “Keep track of the named hellos you give” and the named hellos given back to you.

### **PARTICIPATING FACULTY PERMISSION AND PROTECTION**

When it was decided in 1971 to teach this course to the faculty at the high school we knew, more had to be done than just pass out flyers to some school teachers that said “Come learn **RIOT PREVENTION.**” The goal of the class was to prevent the annual high school riot.

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<sup>3</sup> H. Editorial Note: I’ve seen part of this exercise carried out in some churches: “Say hello to people near you; say hello to them.” Most priests don’t request their parishioners give a named hello, get a named hello back, and then make a record, write it down on a piece of paper. Parishioners are taking notes in church these days.

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While the teachers would need to be taught what to do, and given **permission** to do it in the classroom, there was more these faculty members would need. In order to be successful in teaching a course on “riot control” in the classroom, these faculty members would need effective, potent personal and professional protection from the local school board and administration. The classrooms of these particular faculty members would become noisy, compared to the classroom next door. The next door teacher would be sure to talk in the faculty room about the difference of noise level and ask what was happening in these classes. Classroom students would come out of the particular classrooms, onto the campus grounds, into the school hallways saying, doing unexpected and different things than previously exhibited. For example, students regularly were seen **naming** their teachers, fellow students brightly smiling and happy. Other teachers and students would be sure to report these to each other and parents of their students.

SO! We:

- 1) secured the OK of the school principal and the district school superintendent to
- 2) give a graded course to the attending teachers after which we were in a position to
- 3) award those who passed the course some college credit, i.e. academic recognition toward their annual requirement of “continuing teacher education” through an affiliation writer had with a local college. Both the principal and the School District Superintendent of Education were notified of the probable increased classroom noise levels in the particular classrooms being taught by one of the select TACT faculty member teachers being taught, taught how to achieve good classroom morals.

NOW, the faculty members taking the course, which required the faculty students carry out specific activities with their classroom students, were protected when carrying out their “homework assignments”, including introducing the TACT material they taught week by week to at least one of their high school class periods.

The weekly homework assignments for these faculty members were the riot control measures. These “homework assignments” were “to teach their high school class students what they had just been taught.”

The TACT homework assignments were exercises that were designed to control riots. The core aspects of what these teachers had been taught by instruction in the TACT class, week

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by week, became central to carrying out instructive teaching. By reducing student questions and/or “participative” exercises, potential mischief was reduced.

The only participative activity and technique carried out by the TACT teacher was **one** - THE daily class-opening exchange of named hello exercise around the room by each one of those in the classroom and each recording his hellos, given and received, i.e. responsibility for classroom personal behavior.

The objective of the writer was to reduce the use of and reliance on any other participative learning technique exercises in either the TACT class or in the public school classroom. Beyond some handshakes, on occasion, physical touching was not encouraged (nor discouraged except by personal example). These teachers were, after all, hired primarily and paid by the school district to teach specific subject material in a pre-programmed and sequenced manner. The school district did not restrict a teacher from improving the efficiency of learning (“better grades”) by his students. The only condition given by the District Superintendent was control the amount of noise in the classroom.

Protection for using and teaching these procedures, in the public school setting, came from the person in power, the person with primary authority over and responsibility for the school, the Office of the Superintendent of the School District. Protection came when the authority of the school district backed a well founded set of instructions for faculty developed by a recognized authority in the field of behavioral science (writer), and backed his teaching staff. They, the attending faculty teaching staff, were motivated, with the School Superintendent, “for a good job to be well done.”

The fact that it took “only” 12% (12 out of 100 faculty) to start the social contagion of the exchange of named hellos, giving free OK’s, to those in a closed (school campus) demonstrated the power of a well taught set of social tools with personal rewards. At sometime in the day, at least 25% of the student body did attend at least one of the five periods taught by these TACT teachers. Subjects these teachers nominally taught in high school included biology, chemistry, physical education, history, geometry, English and Social Studies.



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**FIRST TACT CLASS WAS NOISY, BUT ORDERLY**

The first Transactional Analysis for Classroom Teachers class, held in the writer's office, WAS a NOISY, **BUT ORDERLY** meeting. The high school teachers became "noisy," laughing and talking to each other, as was expected, for their first named hello exchanges. For the most part, their greetings extended well beyond the simple, verbal, named hello exchanges.

Again as expected, this initial class exercise took up the larger portion of the first class meeting. As this first "Transactional Analysis for Classroom Teachers" class began to settle down, writer went around to each attending teacher member and got a look at the seating chart drawn by each of the individuals. After the faculty members had settled back down in this classroom, the individual's were each asked for a brief report of their just concluded experience during the exercise.

**"There are three people here I didn't know by name before. Most of the people here are friendly, even you Doc."**

Next, an outline of the next seven sessions was presented, handed out with dates, times, and location. Office staff were introduced and instructions about bathroom use, office areas were given. Class members were told about the availability of college credit, cost to them for the college processing the class credit and course requirements for credit. They were told that the school principal and school district Superintendent of Education had given written approval for the course. They were told that attendance and completion of their "homework" exercises within that selected class, would allow them to get college credit if the individual high school teacher wanted it. College credit course requirements would include grading them on completion of certain elements during this eight week course including their attendance, completion of "homework assignments" of teaching some of what they learned in their selected daily classes, and reports they would give in the writer's weekly after school "classroom" about carrying out these homework assignments. Recommended reading included "Games People Play" by E Berne MD, "Transactional Analysis in Psychotherapy" by E Berne MD, "I'm OK, You're OK" by TA Harris MD and "The Handbook of Listening, Transactional Analysis of the Listening Activity" by FH Ernst Jr. MD. They were told that the local store carried these books for sale.

### **THE HOWDY CLASSROOM EXERCISE AS TAUGHT IN TACT CLASS**

The teacher-students in the author's first class session were taught that this "Hello" classroom exercise had four elements:

- 1) Each class member saying hello by name to each one of his classmates is carried out in order to get a named hello said back to himself. If a class member did not know the name of the person he was saying hello to, then a simple procedure was to say to that other person: "My name is (Philip Drew). Tell me your name so I can say it to you." ("Tell me your name so that I can fulfill the teacher's classroom assignment", ostensibly to be in compliance with the teacher "mandate" to the class member.)
- 2) Draw a seating chart of the classroom with both the first and last names of each person in the class room.
- 3) Make a record of the exchange of named hellos by marking one circle for giving the other person his name with a hello and a second (concentric) circle for the named hello given back to the other person.
- 4) And then these classroom teachers were then told to collect their students' named hello seating diagram charts, look at them to see how they were doing. Check out the charts to make sure the classroom students were carrying out the exercise, to check student handwriting and spelling of the names of their classmates. And then return student charts to them at the end of each class. Do this daily for the coming week.

### **THE FIRST "HOMEWORK ASSIGNMENT"**

The first "homework assignment" for the coming week was to select one of the classes they teach each day and have the students of that class exchange named hellos with each other. Have the high school classroom students say hello by name to each other student member of that class, including the teacher. Each student and teacher was to make (draw) a first and last name seating diagram of the classroom showing the location of every member of the class, and on that seating diagram each student was to record the giving of a named hello to that person and also record his own getting back a named hello from that other person.

One response to writer from these faculty members was: "Oh, just like you had us do at the start of this class."

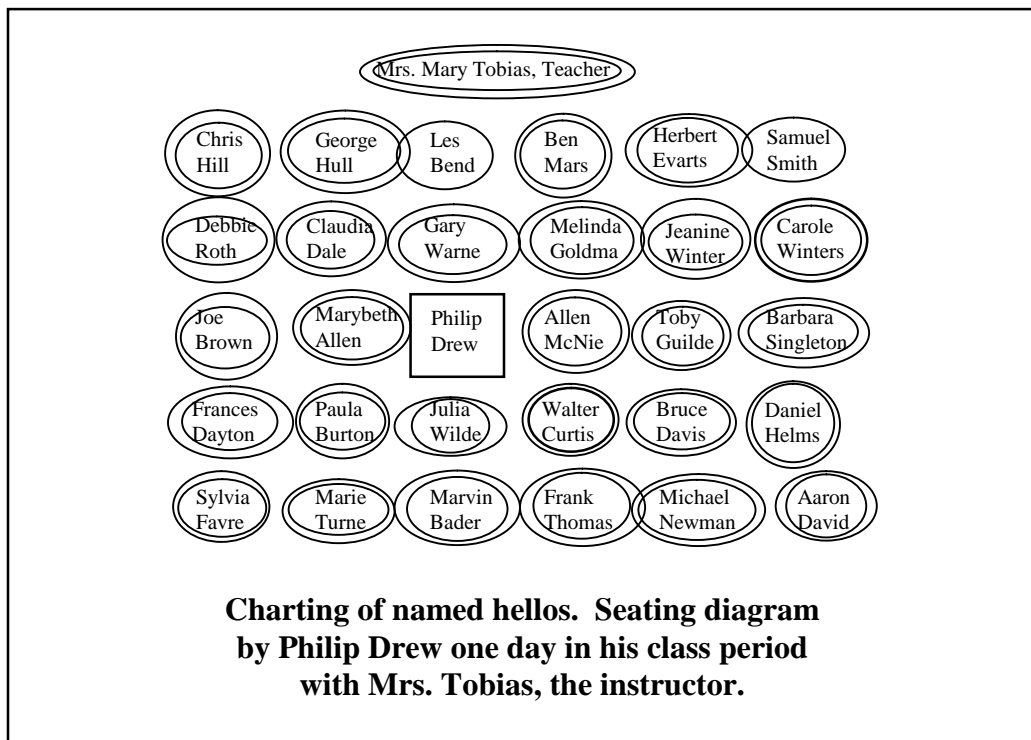
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“Yes, exactly. And carry out that exercise in that same class on every day for the coming week.”

They were told this would take up most, if not all, of the classroom time in the particular class during the first few days of the coming week. This first “Transactional Analysis for Classroom Teachers” class was concluded by passing out copies of the agenda and homework assignments for each of the eight weekly class sessions.

**CLASSROOM HOWDY DIAGRAM**

Sample classroom seating diagram showing named hello exchanges charted.



The above names are pseudonyms. Writer has not intentionally used the names of any persons known to himself.

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**TACT CLASS HOMEWORK ASSIGNMENTS / CLASS AGENDA**

Each of the eight Transactional Analysis for Classroom Teacher classes started with each person in the room saying hello by name to each other person, including writer. This was followed by each member of the TACT class giving a brief report on carrying out his homework assignment for the past week. The first class closed with a description of next week's homework assignment.

During the second TACT class session these teacher students were told there would be a total of 1000 points possible for the eight week course. 750 points minimum would be required to pass. A description of course work was handed out showing: class week, date, subject matter, assignments, possible points assigned for carrying out specific classroom exercises, and points for carrying out specific homework tasks.

Homework assignments were given at the conclusion of each class. Every homework assignment included each teacher carrying out the exchange named hello exercise in their respective high school classrooms every day.

**CRUCIAL TO RIOT CONTROL**

Within one week of starting this course, classroom students knew who belonged in their classroom and who was absent on a given day. Within three weeks, it was hard for a person to be on the campus without someone else in sight of him knowing if he belonged there or not, and if he did, who the person was by name. Accountability of on-campus individuals (faculty and students) went way up. It was shown that morale and pride went up among the **faculty** and the **students** when the exchange of named hello exercise was used. In this particular High School, it became safe again to walk in the hallways between classes. People now knew who belonged and who was a stranger, who was accountable. Students began to have an increasing sense of pride in their school, respect for their teachers, and pleasure in attending their classes. Classroom invaders and on campus riot promoters found it impossible to recruit for the planned "annual spring riot."

Result: No Annual Spring Riot.

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**Students knew who belonged on the high school campus and who did not. Students knew who belonged in the hallways and who did not. Students knew who belonged in the rest rooms and who did not.**

**THE TACT COURSE TEACHINGS PROMOTED CLASSROOM, HALLWAY AND CAMPUS ORDERLINESS**

The teacher job on campus included maintaining orderliness, in the classroom, in the halls (“no running in the halls”), and generally on campus. The job of maintaining order on campus in some high schools has become a separate, non-teacher, “campus patrolman” job. With the (new) abundance of “You are OK” strokes coming to self and fellow students, with personal named hellos, the amount of hallway rowdiness, did as expected, decrease, to almost disappear, with the general decrease of need to carry a “chip on the shoulder” or “be conceited” (aloof) in order to gain recognition of fellow students.

**RESULTS OF PROTECTED PERMISSION TO STUDENTS**

The student in his “Organized Pandemonium” class (“say hello by name to every other person in this class and make a named classroom seating diagram of the classroom”) was given a protected permission to do, what he wanted to do but expected to be rebuffed by peers if he tried it on his own, ie find out the fellow student’s name so he could say hello to him and establish a friendly relationship. The expectation of many a “shy” student is instead to be explicitly or implicitly told “Mind your own business”, ie to be rebuffed (usually a self fulfilling expectation). The protection came from the teacher “requirement” for “shy guy” to find out the name and say hello by name to his fellow students he otherwise would have expected to have rebuffed him if he dared to ask his classmates their names on his own. Coincidentally (maybe also unexpectedly), being told he IS OK himself. An example of being given permission to do something (being told to do something) without protection would be, “Go jump in the lake!”

## **ORGANIZED PANDEMONIUM AFTER HELLO IN THE TACT CLASSROOMS**

In the second “Transactional Analysis for Classroom Teachers” class session, in writer’s office, each attending high school faculty member gave a report on his experiences with this named hello exchange in his/her school classroom.

There were about thirty students and one teacher per class. Each teacher had started each class session of the self-selected, same class period with this exercise daily for the preceding five class days. Most of the teachers asked the students to turn in their seating diagrams and charted exchange of hellos in order to check that the classroom student had done it, and then returned it to the respective class members of that same class period. **One teacher, in big smiling awe, referred to these first sessions of named hello exchanges in his classroom as “ORGANIZED PANDEMONIUM!”**<sup>4, 5</sup>

At least half of the TACT attending faculty had carried out this exercise in two or more of their daily teaching class periods and some (at least two) had done it with all five of their teaching periods during the preceding week. Writer did not keep a written record of how many class periods each faculty member was carrying out this “organized pandemonium” classroom exercise. Conservatively it was estimated there had been a minimum of 24 classes among the twelve high school teachers in which this exercise was carried out on a daily basis for at least the eight week interval over which these classes had been held.<sup>6</sup>

### **CLASSROOM “ORGANIZED PANDEMONIUM!”**

Yes it was! Organized! None of the students asked, or was asked to leave the classroom during their classroom hour. Disorderly behavior was at a minimum, if at all. Boisterous? Perhaps! Disorderly? No! Taunting by student to student was minimal, if present. Students

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<sup>4</sup> H. editorial note = the energy among the students is Adult-Child, knowing they have real protection (Parent). Enthusiasm of the real Self and the one being in the “executive” join up together. This is freedom, the Fun of Learning. See “The Game Diagram” by F.H. Ernst Jr., MD.

<sup>5</sup> Ernst, F.H. Jr., M.D.: “Organized Pandemonium”, Addresso’Set Publications, Vallejo, CA, 2009.

<sup>6</sup> Note: Although writer did not specifically survey each teacher on the numbers of classes into which each teacher had introduced this “howdy” exercise, it became clear that it was being carried out in several, more than 24 classes (ie averaging more than two classes per teacher). (More than) 24 classes times 30 pupils per class comes out to (more than) 720 student hours per day. Assuming some of the students were in more than one of the classes of these 12 teachers in a day, the estimate of 500 students being involved in this program was arrived, at 500 who were directly involved in the activity and teachings initiated by the TACT “Anti-Riot” Class being taught.

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kept track of where their own seats were. And at the request of the teacher, before the end of the class period, students turned in their name seating drawings in to the teacher. The teacher checked off the student's doing the exercise and returned the drawing to each student. No other class instruction took place in the initial sessions of exchanging named hellos. No other classroom homework assignments were given by the faculty teachers to their classroom students on these first days. Named hello exchanges and making seating charts continued every day of class. Other classroom instruction and homework assignments were put on hold for the first few days after the "named hello" exercises was initiated in the particular teacher's classroom. This opening class exercise took place every day for the balance of the eight week course given to the TACT students, in the writer's office. Thus, the faculty members of the TACT class fulfilled their homework assignments from the first TACT class.

The students of these TACT teachers were aware their high school class homework was being carried out as a "legitimate" way to postpone other class instruction and homework assignments. But, within less than two weeks (after students and teacher had started initiating class sessions with the complete exchange of named hellos and making a name seating diagram and record of exchanged hellos to get better acquainted and onto friendly terms with each other) the classes began to readily settle down at teacher's request, after a half hour or so. And within a few more weeks this opening exercise was taking less than 10 minutes at the start of the particular class period.<sup>7</sup> Each class, though, started with a complete exchange of named hellos, the making of a named seating diagram, and recording of exchanged named hellos to get (better) acquainted and onto friendly terms with each other.

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**<sup>7</sup> HOLD OUTS → FULL PARTICIPATION INSIDE OF THREE WEEKS**

One female high school student of one of the 12 faculty members taught in the class would not give her name to anyone, and only gave a hello back to a handful of multi-culturalists she already knew in the particular classroom. That lasted almost two weeks. But by the third week, she was a participant. Fellow students got her name from the two classmates who knew her name so they could give out their own assigned hello by name, say hello by name to her, mark on the daily "howdy chart" of exchanging named hellos showing that they had carried out the assignment given to them (the very best they could) by their classroom teacher.

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**SETTING A LIMIT ON VISTING TIME**

Each teacher set his own limit on visiting time at the start of his class. Tardiness and in-class mischief stopped. Students refocused onto class instructional material.

By the end of the second week of beginning classes with the named hello exercise, most of the teachers had began to limit the interval for these exchanges. The first half hour or less became the norm without student complaint. Tardiness stopped. Ridiculing, jeering, sneering and belittling of one student to another in the classroom came way down. Mischief and in-class vandalism stopped. Absenteeism was reduced to one fifth, or less, of what it had been before. By reports, several of the teachers continued this exercise through the balance of that school year. No disorderly pandemoniums (riots) broke out on the campus that year, or in any succeeding year as of 2009 that have come to writer's attention. Writer's office is within 5 blocks of the high school and has been continuously, for the past 55 plus years.

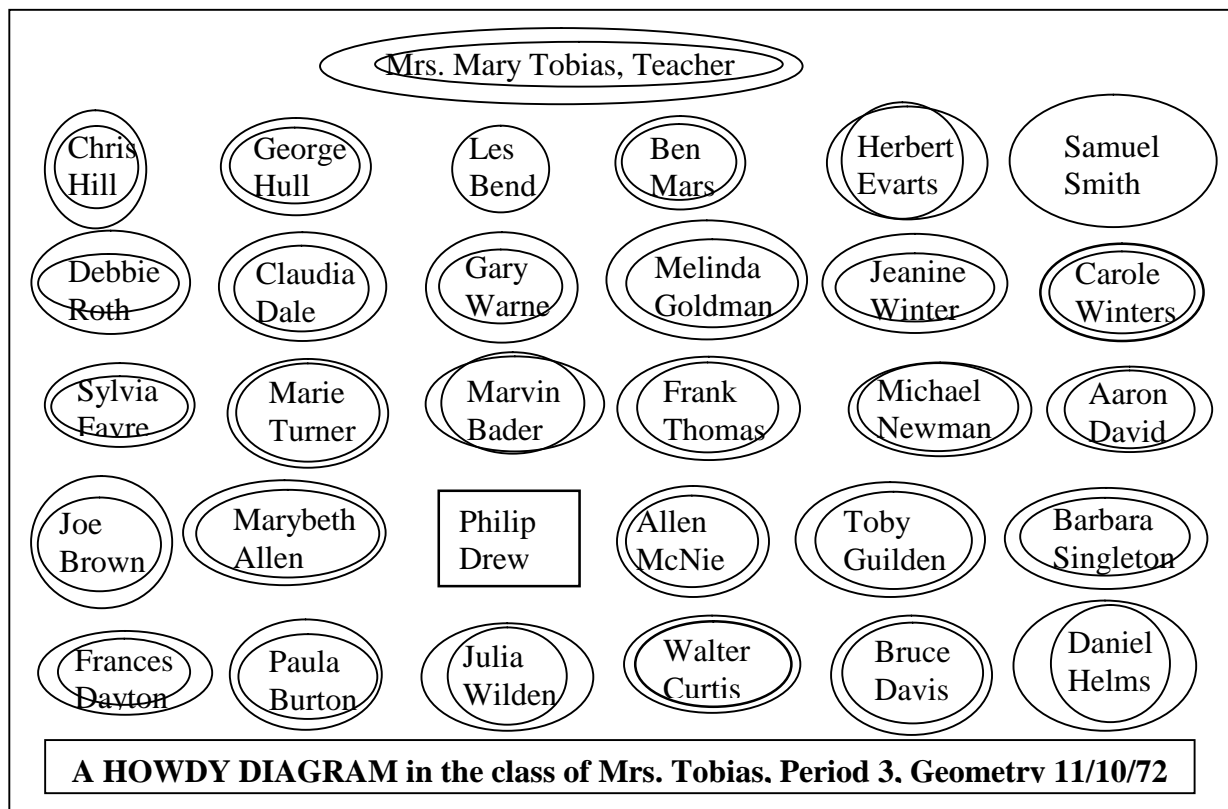


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**TEACHER GRADING OF DAILY STUDENT HELLO EXERCISE**

Most of the teachers asked the students to turn in their HOWDY DIAGRAMS in order to verify that the individual students had carried out his classroom exercise. Classroom student handwriting, name spelling, degree of following instructions were all gradable if the teacher wanted to. These name seating charts were then returned to the students before they left the classroom.

The following fictional example of seating chart represents "Philip Drew's" diagram with first and last names including the teacher in his geometry class. This example occurred one year later. Some of the teachers were still using this exercise a year later.



The classroom seating chart by Philip Drew, on 11/10/1972, shows he gave and received back named hellos in class including teacher, except for not giving Samuel his name and Les helloed him without a "Philip" after he helloed Les. The chart showed he knew the spelling of and names of his classmates.

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Again and ahead of time, Mrs. Tobias requested and obtained permission from the principal to go ahead with this exercise. The principal gave his OK: "Just keep the noise (in your classroom) down as much as you can."

Starting early in the semester, Mrs. Tobias told her class students she wanted them to write down, learn, and know each others names. Further she said she wanted them to say hello to each other by name at the start of each period and tally on their own seating charts the exchanges of hellos they gave and received back. By doing this and letting her see their charts each day she would give them some credit toward their semester grades. She added that she might also give them a quiz once in a while to see how they were doing with learning the names and correct spelling of fellow student names.

**499 STUDENTS REACHED, ONE HOLD OUT - - FOR ONE WEEK**

**(5 days of getting a daily named hellos from 29 fellow classmates, plus teachers)**

Of the more than 500 students involved in the classes taught by these teachers, only one female student, Adele, started out by refusing to give her name to her classmates. She gave an unnamed hello back to the handful she already knew. Adele held out for about a week. The few who did know her name passed her name on to others in her classes who asked them. The rest of the class began to give Adele her name. Those who asked for help with her name had as their Adult purpose, "to complete my own class assignment of saying the required hello by name to her" and writing her name down on "my seating charts" (a "requirement" from the teacher.) By the fourth day all classmates had begun giving her a "Hi Adele."

Adele's hold-out began to melt by the end of the first week and was gone by the end of the second week. By the third week she had become an active participant in the exchange of named hellos and writing names down and showing her charts to teacher as requested before leaving her classroom. She also became "much friendlier" according to her teacher, who was attending the writer's TACT class.

In another setting, a kindergarten, the class teacher, named Mrs. Curtin, pointed out a shy Chinese girl in the class, Shoo Lin.<sup>8</sup> Teacher mentioned that this girl had begun to come out of her shell. Shoo Lin had started the school year being physically round-faced and plumpish, two

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coats and a sweater on at all times. She would stay almost motionless and expressionless until spoken to, sitting in her place in class after arriving, never volunteering for anything, rarely talking when spoken to. Since Mrs. Curtin had begun to have the students exchange, carry out this named hello exercise three times a week a few months earlier, Shoo Lin had shortly become a participant AND from the start knew the other students names. During this particular exercise writer witnessed and reported here, he saw her give a recognizable smile about a dozen times. She was now hanging up her two coats after arrival and was wearing only her sweater during class.

Another student, Dennis, in the early days of this kindergarten class was hyperactive, going from one place in the room to another, rarely seated for a full 30 seconds, making noise, interrupting others in conversation, etc. Mrs. Curtin described him as a real “Dennis the Menace,” at the beginning of the class year. As seen in the classroom on the particular visit of this writer, Dennis was composed, orderly, waiting his turn in class activities.

His teacher reported that the mother of Dennis had told her that now her son, when out shopping with her, knew and said hello to many more people by name than she was aware he knew and many more than she knew. For example at one store he introduced her to the mother of one of his classmates and told that this other mother was a nearby neighbor of theirs.

### **CLASSROOM EFFICIENCY**

The teacher of a high school class has to learn and know the 60 names of his 30 students. Each student can learn and know names of each of the other 29 students (58 names) plus teacher's 2 names. 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 class if you do not know who those are you are with, what to expect from them, let alone expect some manner of good will from them. Who knows? The public school classroom

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<sup>8</sup> F.H. Ernst Jr., M.D.: “Can We Say The Hellos Now?”, Addresso’Set Publications, Vallejo, CA, 2009.

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student doesn't. There may be more ill will against you than good will in the particular classroom settings, where you don't know their names.

Once a student had attended two sessions of this particular 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 fascination with:**

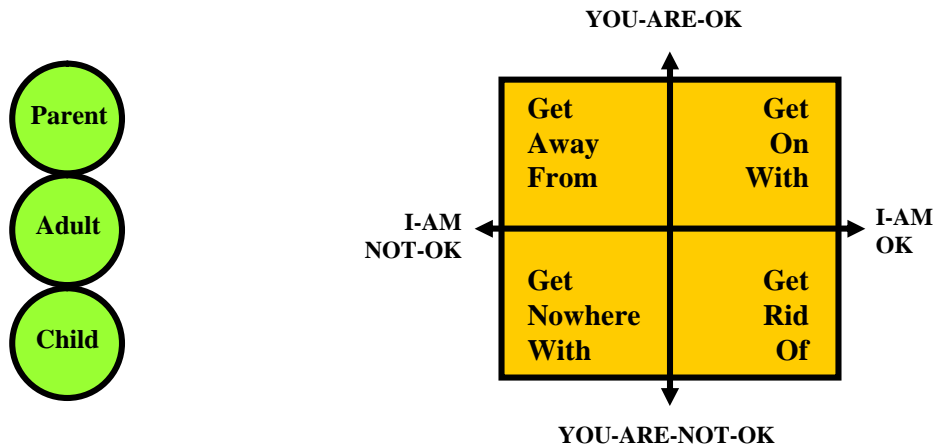
- 1) learning how to introduce self, meet and get the other person's name, and become acquainted by name with so very many more people on his own campus of 2000 students. The student learning of the subject matter taught by the class teachers took place within the student's own "I am OK AND You are OK Corral", AND, as a result, out of his organized pandemonium class where mostly he gained personal confidence in himself, that if he timed the introducing of himself reasonably well, the new person was also glad to meet and get to meet those others also around him by name. He found out how to introduce himself to someone new and that the new-to-him person quite regularly also enjoyed exchanging names for future reference and hellos for now.
- 2) gaining some basic understanding of how the behaviors of each other could become more understandable (the PAC diagram). Learn some basic information which he could act on (information becoming knowledge), about how the behaviors of self and the other person were understandable (the PAC diagram).
- 3) learning 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, how the **OK Corral diagram** really works. How he could better regulate his own behavior to more often achieve a desired outcome with another person while the particular event was going on as understandable in the OK Corral.

You don't need to belong to a club, gang or special group. All you need is Names, Hellos, Stacked circles, OK Corral, initiative (assigned or otherwise). Everyone was a member of the school group (school classroom class).

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Some teachers and students began to call an occasional other to “get your head on straight” if 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.



**Parent-Adult-Child**

**OK Corral: Grid for What’s Happening**

This event of teaching classroom teachers in eight sessions (no more than 12 hours total time) the basics leading to (1) good school morale and (2) quality educational achievement by **teachers and students** was a singularly outstanding experience which demonstrated both an efficient, and effective method of teaching teachers, AND High School campus, Riot Control.

Once a student had attended a few sessions of this particular know your (neighbor) classmate by name and hello to him, this particular student will keep on coming to class, and both in the near term and also longer term, begin to mobilize others of his acquaintances into awareness of this class activity.

Enthusiasm for school attendance and the ADA (average daily attendance) improved following the classroom introduction of a mutual daily named hello exchanges as a required classroom exercise.

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**STUDENTS PLEASUREABLY ANTICIPATE ATTENDING THEIR HIGH SCHOOL CLASSES**

Each time one of the students went to his particular “Hello” class he could count on being well received by each of his classmates. He was also prepared to give (positive) greetings back to each of his classmates, as well as his teacher.

As might be expected, this good will toward each other did not stop at the classroom door. It extended out into the hallways and throughout the campus, wherever and whenever one of them saw his fellow classmate on campus, or later in town.

If a fellow classmate was talking to another friend on campus, but not in one of the “howdy” classes, when another from his “howdy” class did pass by the passer-by, he would again extend another good will “hi.” The odds were good, that one or the other of the previously talking pair would comment about the passer-by and the class where the passing greeter had met him, AND also mention the particular classroom activity itself.

The buzz about the “Howdy Classes” had started on campus.

**IN-CLASS ADULT SOCIAL CONTROL OF PERSONAL BEHAVIORS BY EACH STUDENT**

Author knew at the outset of this Transactional Analysis for Classroom Teachers course taught to the original group of teachers that the student activity of writing names down on a piece of paper would of itself lead to, bring about personal in-class Adult behavior of the individual students.<sup>9</sup>

To keep in mind: a person is unlikely to be simultaneously angry, tearful, entertaining and/or entertained (“Child behavior” as defined by these students) **AND** also to be writing (“Adult behavior”) at the same time. Yes, during the conversations with each other in the first days of name exchanges, the noise level in the classroom would pick way up. But each time the student would write down the two names of the classmates just talked to, and seat location of the one he was talking to, his own behavior would be moderated by his own reasoning, methodical, albeit enthusiastic Adult. The place became a place of the business of learning, albeit enthusiastic learning, referred to by one of the twelve TACT teacher-students as “**ORGANIZED PANDEMONIUM !**”

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**RESULT: IMPROVED CLASSROOM MORALE**

Morale among teachers in the teacher's faculty room improved. Some of the teachers, noting the improved student morale and orderliness on teacher request, in the selected class, began extending this daily opening class exercise to the remainder of their class teaching periods during that particular school semester. Although writer did not specifically survey each teacher about the numbers of classes in which each teacher of the 12 teachers had introduced this opening "howdy" exercise into his/her classes, it became clear that it was being carried out in more than 24 classes (ie averaging more than two classes per teacher). More than 24 classes times 30 pupils per class comes out to more than 720 student hours per day. Assuming some of the students were in more than one of the classes of these 12 teachers in a day, the estimate of 500 students was arrived at who were directly involved in the activity and teachings initiated by writer's initial class of 12 classroom teachers.<sup>10</sup>

**EASIER TO LEARN IN A FRIENDLY SETTING**

It's a whole lot easier to learn in a friendly setting than in an uncertain setting. With friends and people who are known being around, a person has "allies", sources from whom information could be gotten, could be corrected by a friend if he heard a part of the lesson wrong. A person is far more likely to be a friend if you know his name and use it, and he knows yours and says it to you when he sees you, far more likely to have good will toward you than not when you give him his name (in a hello).

Good neighbors policy: give them a hello, learn their names, give them their names, get a hello back, get a named hello back.

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<sup>9</sup> F.H. Ernst Jr., M.D.: "Andrea's Named Hellos", Addresso'Set Publications, Vallejo, CA, © 2009

<sup>10</sup> Notes: Compulsory education vs. "voluntary" education. The "law" can be used to protect the voluntary. It was shown that morale and pride went up among the **faculty** and the **students** when the exchange of named hello exercises were used. In this particular High School it became safe again to walk in the hallways between classes. People now knew who belonged and who was a stranger, who was accountable. Why didn't the teachers continue using the named seating exercise in their classrooms the next semester?

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**“MY CLASSES TEACH THEMSELVES”**

**THE STUDENTS ARE TEACHING THEMSELVES NOW**

One of the science teachers in the latter half of the TACT course (week #6) volunteered to writer: “Now my high school chemistry classes teach themselves.” She was referring to her improved pleasure and ease in teaching her chemistry class, the accelerated rate at which her students “caught on” to what there was to learn.

Another teacher quickly volunteered a smiling “Yeah, mine, too.”

This heuristic (self teaching) effect of the eight session Transactional Analysis for Classroom Teachers course taught to these twelve teachers was the second most important finding. The same instructional information they learned at the writer’s office was in turn easily taught to the students in their high school classes the next day in class. The most important finding was that the school became “RIOT PROOF.” Students began to look forward to school and to their classes. <sup>11</sup>

**THE USUAL COMBINED NAME AWARENESS IN ANY PUBLIC SECONDARY SCHOOL CLASS ROOM IS LESS THAN 25%**

In fact the combined name awareness in a public school classroom is routinely less than 25%, and not unusually 15%. This means the efficiency in these classes is less than 25%. It is much harder to learn in a class if you do not know those you are with, what to expect from them, let alone expect some manner of good will from them. Who knows? The usual student does not! There may be more ill will against you, the identified individual student (let alone unawareness of you) than good will in the particular classroom setting. When someone says hello to you with your first name you have as good a single indicator as there is for estimating that personal good/ill will toward you that there is in a present social situation.

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<sup>11</sup> Prior to the introduction of the named hellos exercise there were campus invasions by gangs and riot promoters. There were hallway invasions, knifings, harassing, weapons on campus, classroom fights. Almost all of these were reduced (way) down to 5% or less of what they had been before. These numbers are verified by police and school records. In 2009, these kinds of disruptions are back to being handled by administrative expulsions and police arrests. There are increased numbers of gangs. Drop out school rates are back up nearly 50%. See recent local newspaper accounts. Named Hellos exercises in classrooms are no-longer practiced, nor encouraged.



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**SCHOOL FACULTY WERE TAUGHT PAC**

School faculty were taught Parent-Adult-Child which they taught, this PAC concept and evident set of facts, TO THEIR STUDENTS in their classes WHO THEN IN TURN TAUGHT this PAC diagram and set of personality facts to their classroom students who then taught this PAC facts to friends on campus and other places - ACCURATELY. What was taught on the “fourth generation down” was clear and correctly instructed and was “duplicated.”

No teacher who took this TACT course, nor any of these teacher's 30 classroom students per class had any objection on learning that each one of the members had three different categories of behavior which were called their Parent, Adult and Child. A few days after author had been teaching the faculty members about teaching about the “rebel Child” some of the faculty members would occasional ask a disruptive student “Is that your rebel Child?” These high school teachers had been taught not to worry or argue if a student denied it was; that fellow student-peer-pressure would take care of it. And when put in the form of a question, what's to be insulted about? This was followed on occasion by some fellow students in class “calling” the disrupter on his “rebel Child” activities before teacher's question if the fellow-student question was “your Adult?” As back up, teachers began to recognize they could reinforce the Adult of the potential disrupter on an appropriate occasion when it was his Adult. Tell him “That sounds like your Adult!”



**Parent-Adult-Child**

**STUDENTS BEGAN TO KNOWLEDGEABLY TEACH PARENT-ADULT-CHILD TO OTHERS ON CAMPUS**

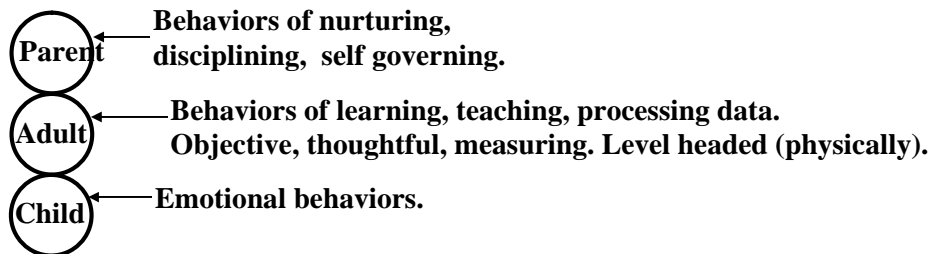
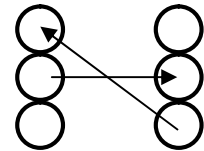
The faculty members attending the original TACT class learned about Parent, Adult and Child in the second of eight classes. Once they, the teachers and students, learned about PAC with diagram, it became their knowledge. They acted upon it. (“Knowledge is action based upon what one knows”, E. Berne “Intuition Studies”)



**Parent-Adult-Child**

The job of the teacher was to teach students. They did. They accurately taught the meaning of the PAC diagram in their classes as a part of their “homework assignment” from this writer. They taught it so well, that their students could knowledgeably and accurately teach the same subject to friends, other students and even family members. In some instances the teachings could be seen with reproducible results on these fourth generation down levels from this course teacher, the writer.

Students were very receptive to PAC ideas and its symbol (stacked circles); and receptive to representing social transactions with a pair of arrows going between a pair of stacked circles. Students promptly began teaching PAC (the symbol representing a real person) to fellow students, friends AND to family with no adverse results reported by the teachers. The amount of both pleasure and readiness to learn about themselves and understand each other was impressive. After all, one of the most fascinating of all subjects to learn about, if made understandable, (in school or anywhere) is how people are “put together” and how they work with each other. This diagram was taught by the teachers to the (TACT high school) students in their classroom in a 15 minute lecture to the students. Students began to use the diagram within the same classroom with each other.

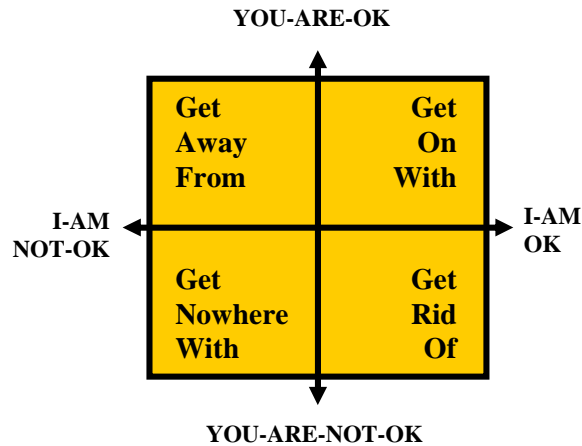


**PARENT, ADULT, CHILD DIAGRAM TAUGHT TO STUDENTS**

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**THE GET-ON-WITH CLASSROOM AND CAMPUS**

Get-On-With comes from I am OK and You are OK. When I am OK and You are OK we have a Get-On-With.



**OK Corral: Grid for What's Happening**

The OK Corral was taught in the school classrooms by the High School teachers of the high school students. The students immediately began to accurately identify the social dynamics involved when they had

- a Get-On-With experience on campus (“It came from an I’m OK and You’re OK”),
- a Get-Away-From (“I wasn’t OK and he was OK”),
- a Get-Nowhere-With experience (“I wasn’t OK and he wasn’t OK with me, either”),
- or a Get-Rid-Of experience (“I was OK and he was not OK!”).<sup>12, 13</sup>

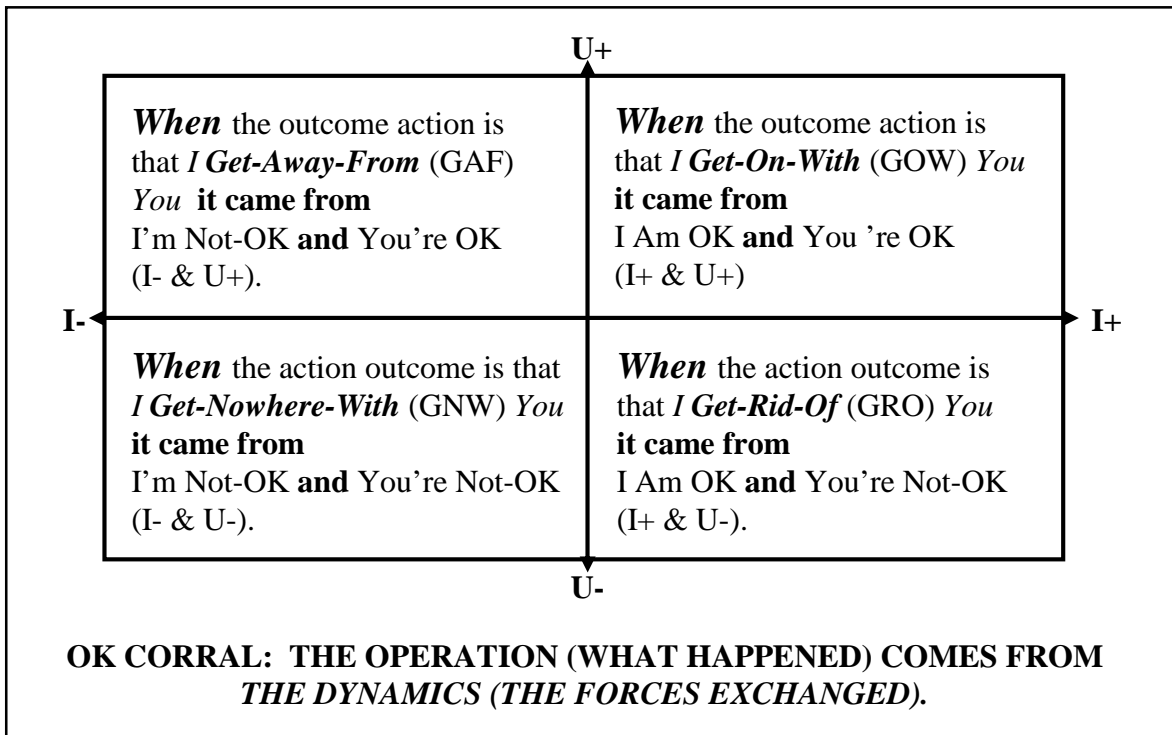
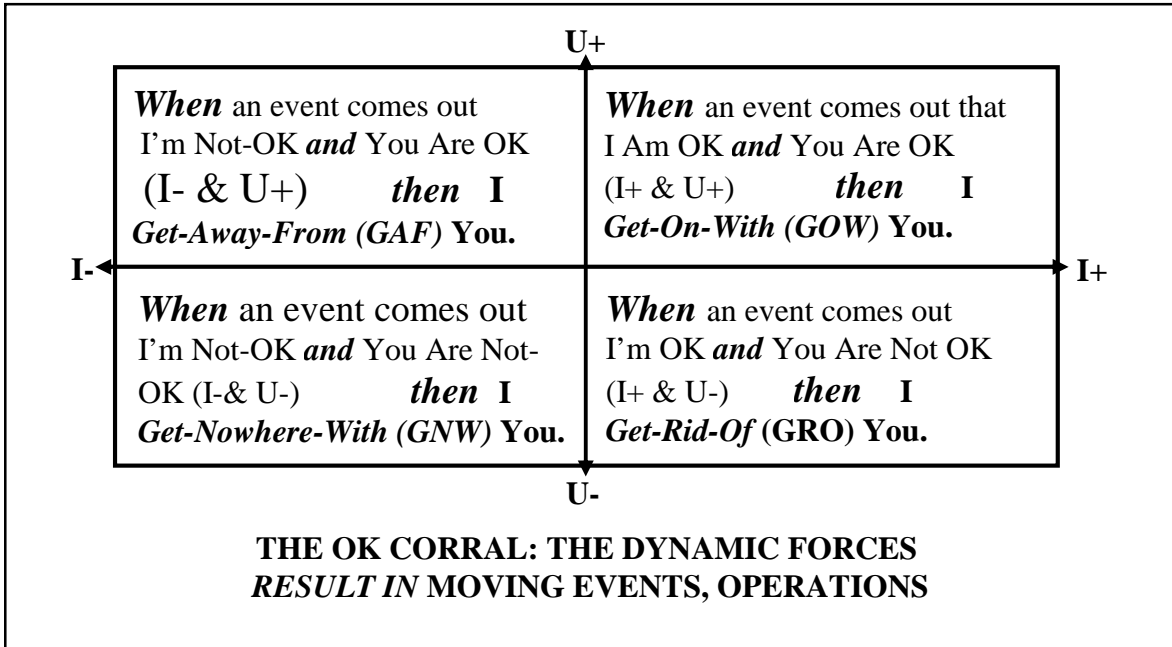
These high school teachers immediately put what they had just learned into action. They taught what they had been taught by this writer. And they, the students who had just been taught by the faculty students of this method were found within a few days, to be correctly teaching to a “third generation” of students what this writer had only a week before taught to the first generation (the faculty members).

<sup>12</sup> F.H. Ernst Jr., M.D.: “Transactional Analysis In The OK Corral – Grid for What’s Happening”, Addresso’Set Publications, Vallejo, California, © 2008.

<sup>13</sup> F.H. Ernst Jr., M.D.: “Getting Well With Transactional Analysis. Get-On-With, Getting Well and Get (to be) Winners”, Addresso’Set Publications, Vallejo, CA, 2008.

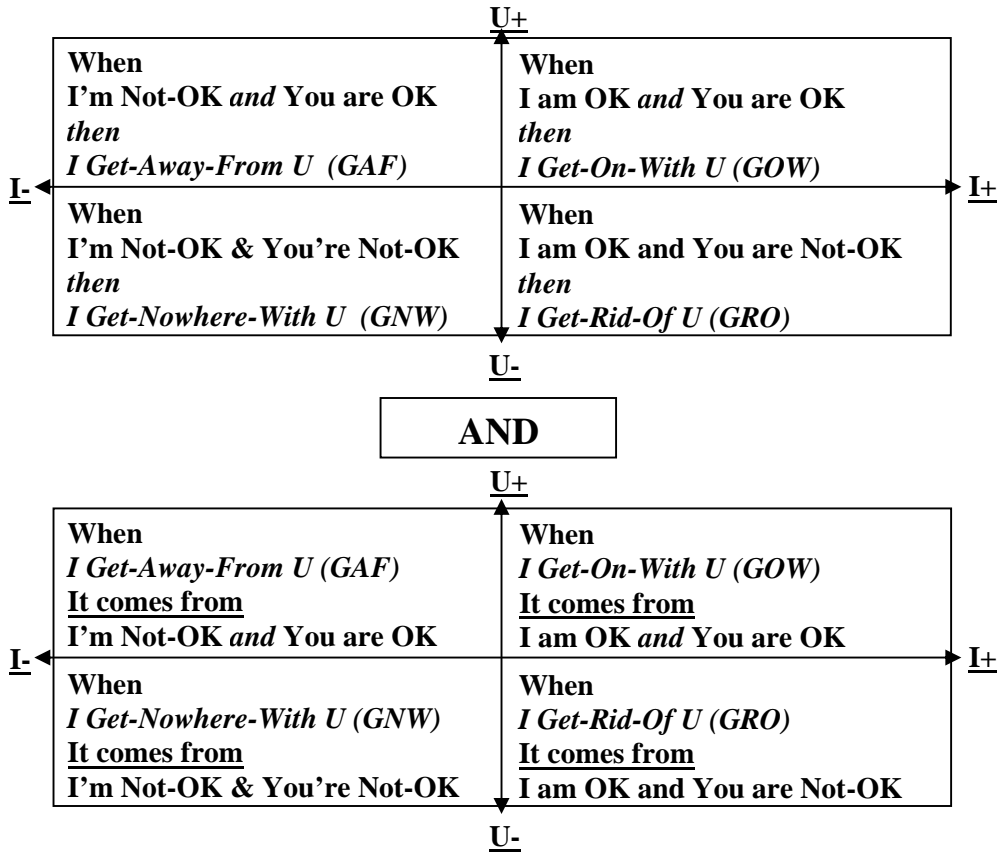
**THE OK CORRAL AS TAUGHT IN THE TACT CLASS**

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



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**The OK CORRAL DIAGRAM AS TAUGHT IN HIGH SCHOOL CLASSES**



**THE OK CORRAL AS TAUGHT TO  
HIGH SCHOOL STUDENTS**

## **THE BASICS OF GAMES WERE SUCCESSFULLY TAUGHT**

The basics of games people play were successfully taught by these twelve teachers in their own high school classrooms. Students of the Transactional Analysis for Classroom Teachers could and did knowledgeably teach about games, for example, to priests. These ideas are easily taught by students to other people.<sup>14, 15</sup>

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

“Homework assignments” for these 12 high school faculty members who were in this “RIOT PREVENTION COURSE” included:

- 1) telling their high school class about attending a lecture on the “Games People Play,” and to introduce the definition of a game to their selected High School class. Tell them **“a Game is a repetitive way of talking to another person that has a concealed motive, ulterior transactions, a gimmick, and a payoff.”** Examples given to the TACT class included: “Why don’t you, ... Yes but...”, “Ain’t it awful”, and “I’m Only Trying to Help You.”<sup>16</sup>
- 2) Another “homework assignment” for these faculty members attending was to personally observe and note, write down, what looked like a game in their classroom between students and report it back to the TACT class.
- 3) Another “homework assignment” was to identify two separate instances of students personally observed behavior. Then ask a student if he was playing a game. The assignment also asked that the TACT teacher/student accept his classroom student’s response as fact. The TACT class member was also asked to make a personal note of the student’s behavior, the student’s response, and to later report these two separate instances back to the TACT class and instructor.

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<sup>14</sup> Eric Berne M.D.: “Games People Play”, Grove Press, NY, NY, 1964.

<sup>15</sup> F.H. Ernst Jr., M.D.: “The Game Diagram”, Addresso’Set Publications, Vallejo, California, © 2008.

<sup>16</sup> NOTE: One teacher of woodshop class learned the psychological level (compared to the social level of the) moves of the game “Stupid.” The social level of talking is in the content of the words themselves.

PSYCHOLOGICAL LEVEL OF THE GAME MOVES of the game “STUPID” are:

1) Full Bright, 2) Half Bright, 3) Quarter Bright, 4) Goodnight, 5) Payoff (hurt feelings, get/be physically hurt, pout, mutual laugh)

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

**READING SKILLS, READING "GAMES PEOPLE PLAY"**

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

**Partial Book List:**

"Games People Play" by Eric Berne, M.D.

"Transactional Analysis in Psychotherapy" by Eric Berne, M.D.

"I'm OK, You're OK" by Thomas A. Harris, M.D.

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

by FH Ernst Jr., M.D.

"The Game Diagram" by FH Ernst Jr., M.D.

These books are still readily available today, in 2009.

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**TACT CLASS ATTENDANCE**

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

Writer did not ask about those 8 who dropped out before class session #4 started. 12 out of 20 who came “cold turkey” with a promise of earning college credit for attending, was a good percentage. This was certainly higher than the hoped for 50% of initial show ups. Don’t forget, each one of those 20 came to and into the office of a psychiatrist in town, who had “patients” coming to him who “needed” to see a psychiatrist. When they told their friends, how did their friends respond to them?

**OBJECTIONS TO THE I'M OK, YOU'RE OK CLASSROOM ?**

Quite obviously, at least to the author, those who might lose a job if this method became relatively standard in schools would be opposed by the institution of such a program by the campus unions in their school district. Lose a job? There would be far fewer teaching assistants required in a school district, what with 30 students and one teacher per classroom voluntarily each managing their own behaviors and learning of teaching the instructional material without appreciable problem. Thirty pupils per classroom teacher is a desirable ratio. Fewer students per teacher in order to give each student more “attention.” This is not necessarily a good idea. It readily lends itself to increasing the “dependency needs” of a student, slow down his rate of learning to promote the time with the assistant assigned to him. The National Education Association is the biggest and richest union in the USA.



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**THERE CERTAINLY WERE OBJECTIONS TO THIS COURSE**

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

School SAT scores stopped climbing, started another set of declines as advertised in the local newspaper. All teaching of this TACT information had apparently vanished by the fourth school year following the successful riot control, even after this anti-riot course was very successfully taught to 12% of the school faculty with school wide academic and school campus advantages. Within four school years, the students who participated with pride in their school affairs, because it was **their school**, had graduated.

It is not this writer's job to speculate on school administration reasons about what he saw and heard. Writer's job is to report what he did and saw. This is to say: Schools, Churches and Hospitals all have very complex, complicated organizational structures, ie they are compound and complex organizations.<sup>17</sup> By 1973, one year after the conclusion of the school year in which the undeniable successes from the Transactional Analysis for Classroom Teachers course had been amply demonstrated to the California Public School system, the International Transactional Analysis Association Board of Directors passed a resolution prohibiting and condemning the "illegitimate teaching of Transactional Analysis courses." Legitimate teaching was defined as that carried out (only) by advanced, dues paying members of the ITAA who had completed training at one of the International Transactional Analysis Association's approved "schools" of training.<sup>18</sup> It was apparent such a resolution, either directly or indirectly, may well have been

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<sup>17</sup> Eric Berne M.D.: "Structure and Dynamics of Organizations and Groups," J B Lippincott and Company, 1963.

<sup>18</sup> 1974 ITAA Directory, pg 3 "Sanctions" against use of "transactional analysis": for "unethical, harmful, bizarre or otherwise illegitimate uses of transactional analysis." Per Ethics Committee. Referral of these violations to Professional and Public Relations Committee at 3155 College Ave, Berkeley, (office of KV Everts, M.D.). Directory listed 61 teaching members in 1974, including KJ Ernst, LE Mart, both Bob and Mary Goulding, Ken Windes. See pgs 5 -26, 1974 ITAA Directory.

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

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

Without sound proofed wall, other teachers, the school administration, and local union steward teachers are readily able to keep relatively good track of what is going on in each teacher’s classroom and would hear about any “objectionable activities” like the “organized pandemonium” exchanged named hellos exercises in the classroom of a particular teacher. As noted elsewhere, on occasion, however, a student or teacher has reported to writer their personal satisfaction at improved learning when using the “compulsory daily named hello classroom exercise” and the clarity of benefit from that activity; secured the permission of his principal to go through with the “organized pandemonium” classroom exercise periodically (named hello exchanges among all students in the particular classroom and making a written classroom seating diagrams by each class member).

## **THE EFFECTIVENESS AND EFFICIENCY OF THE I'M OK, YOU'RE OK CLASSROOM**

Teaching classroom teachers in eight sessions (12 hours of class time) the basics of transactional analysis, leading to both good school morale and quality regular high school educational achievement was a singularly outstanding experience. It demonstrated both an efficient and an effective method of teaching teachers. It's a whole lot easier for teachers to teach and students to learn in a friendly setting around the people you know by name than in an uncertain setting around people you don't know, who might assault you, ie be riotous in behavior at you. With "friends" (known by name) around himself, a person has "allies", sources from whom information can be gotten, from whom he can be corrected if he heard a part of the lesson wrong. A person is far more likely to be a friend if you know and say his name to him, far more likely to show/have good will back to you than not.

In the early years at conferences of the International Transactional Analysis Association there were periodic reports of teaching the PACs in private small groups, especially by David Kupfer M.D., as reported in various issues of the "Transactional Analysis Bulletin" between 1962 and 1968.<sup>19</sup> Within a couple of years there were reports of teaching PAC and the OK Corral in public schools by several teachers eg. by Connie Wittig, a school teacher in Ohio. Wittig reported teaching both the stacked (PAC) circles and the OK Corral to her beginning elementary grade students in the early 1970s with marked benefit in student self-governing ability.<sup>20</sup>

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<sup>19</sup> "Transactional Analysis Bulletin" 1:2, Apr '62, Editor, E Berne: "Report of David Kupfer in Carmel on value of hellos: If 'hello' = one positive stroke value unit;, a named hello = five positive stroke value units, and a hello from a celebrity equals a positive stroke value 10 units."

"Transactional Analysis Bulletin" 1:4 Oct '62, pg 33: "D Kupfer had a patient, who as a mother, had taught her own 4 yr old daughter, Doris about Parent-Adult-Child; Doris named her own Parent 'Mommy Doris', her Adult as 'Grownup', and her Child as Baby'."

"Transactional Analysis Bulletin" 5:17 Jan 1966: "Kupfer teaching 8 to 14 yr olds Transactional Analysis in his office."

<sup>20</sup> Connie Wittig: personal communication, "Transactional Analysis Journal" 5:3, July 1975, pg 323, pg 327.

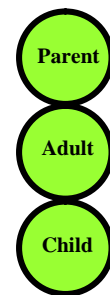
## REACTION OF THE ITAA BOARD OF DIRECTORS

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

What would be the point of joining or staying in a club that promised to punish you for using the club’s product, or information. In this case, it was knowledge per Eric Berne MD and as Dr. Berne said: “... information learned is owned by the person who has the knowledge.” Information that is intended to be used much like the Roman letters of the phonetic Alphabet cannot be trademarked. If information transmitted by phonetic letters of the alphabet, such as these you are reading now, would supposedly be the basis for referral to the Ethics Committee of the Board of Directors of the International Transactional Analysis Association, then all writings would be subject to review. Teaching PAC, like teaching it to your mother or father, unless you had a Ph.D, MSSW, M.D., or Ed.D., would be subject to review. Threats by information restricting organizations, such as referral to that Committee, or being sued for some perceived infraction of trademark, are contrary to freedom. (See the 1974 ITAA Directory, page 3: “ ‘Sanctions’ against use of ‘transactional analysis’: for ‘unethical, harmful, bizarre or otherwise illegitimate uses of transactional analysis’.”) Come on now ! ? <sup>21</sup>

This really was actively discussed in meetings writer witnessed. And the writer, as one of the very earliest of ERIC BERNE’s students, was not “allowed” to attend before the “rules” were “passed.”

If PAC stacked circles is a diagram used in transactional analysis, then what is the OK Corral? What is the OK Corral about? It is information and knowledge in the public domain of public use as is the phonetic Roman

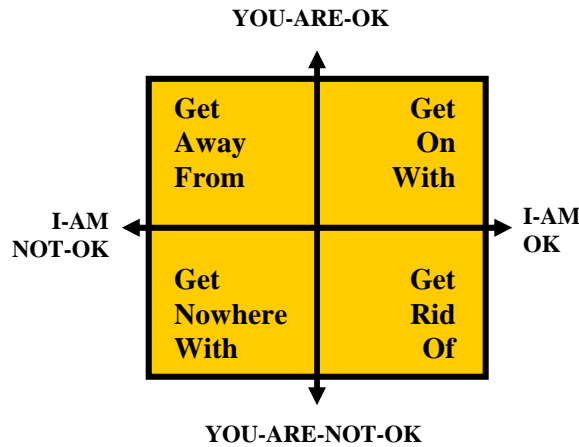


Parent-Adult-Child

<sup>21</sup> 1974 ITAA Directory, pg 3. “Sanctions” against use of ‘transactional analysis’: for “unethical, harmful, bizarre or otherwise illegitimate uses of transactional analysis.”

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(letter) alphabet. The symbols can be misused, if that is a person's use. "Misuse of the Roman (letter / phonetic) Alphabet" was not referred to an ethics committee for sanctions. Nor is misuse of the number systems, Arithmetic.



**OK Corral: Grid for What's Happening.**

**A SEA OF UNKNOWN FACES IN PUBLIC SCHOOLS**

In elementary school, the student spends his days in the same classroom, gets a chance to become familiar with the teacher and the expected behaviors of classmates in the same room over a period of weeks, whether he knows all their names or not. The next step after elementary school involves the pre-adolescent student being moved hour by hour, from one room of classmates and teacher and their behaviors, to another room with different behaviors to get acquainted with, from one set of people to be confronted with to another, hour by hour, in the so-called "education process." In such a setting, it becomes easier to adversely influence anybody the student in view of his level of uncertainty about what to expect from his classmate neighbors. His anxiety is elevated. Certainly as one becomes lost in ever larger masses of people with hardly one in a particular setting that you know, a basic level of anxiety rises in any normal person, let alone a young person, a child. "Who is the (potential) friend?" "Who is there around you to call on if accosted, abused, bullied or otherwise frightened?"

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

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

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

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

The “termite” goal is to ultimately produce an entity whose personal values, personal ethics, principles and standards will no longer be operative; to produce an entity who can carry out actions contrary to those values and home teachings he had before, when he used to become embarrassed, feel ashamed, felt bad, guilty or having some other internally painful experience as a result of carrying out the suggested assignment of a “controller” leader.

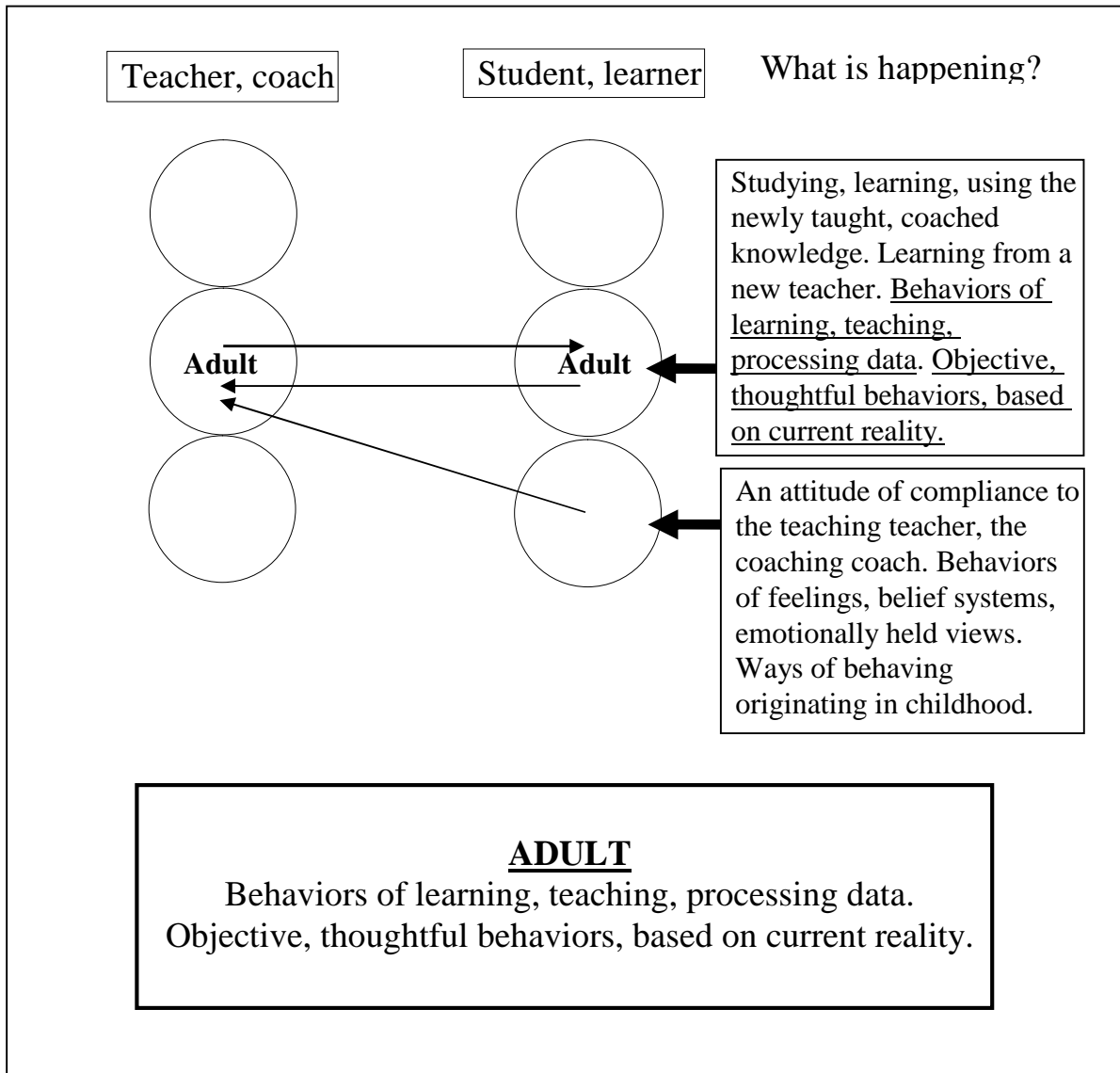
The second set of advantages of becoming a termite are described as: “feeling like you are getting to be an insider.”

The personally painful results from violating another person's trust, loyalty or confidence are considered liabilities in a termite entity. Lifelong continuing “termite” education courses will be the hallmark of a life of continuing termite-hood. There is no such thing as retirement from being a termite. For one thing, it becomes completely addicting to be able to violate early values, to get training in order to not feel bad afterward, i.e. in order to not feel so much that “I am not-OK.”

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**TO "RESPECT AUTHORITY"**

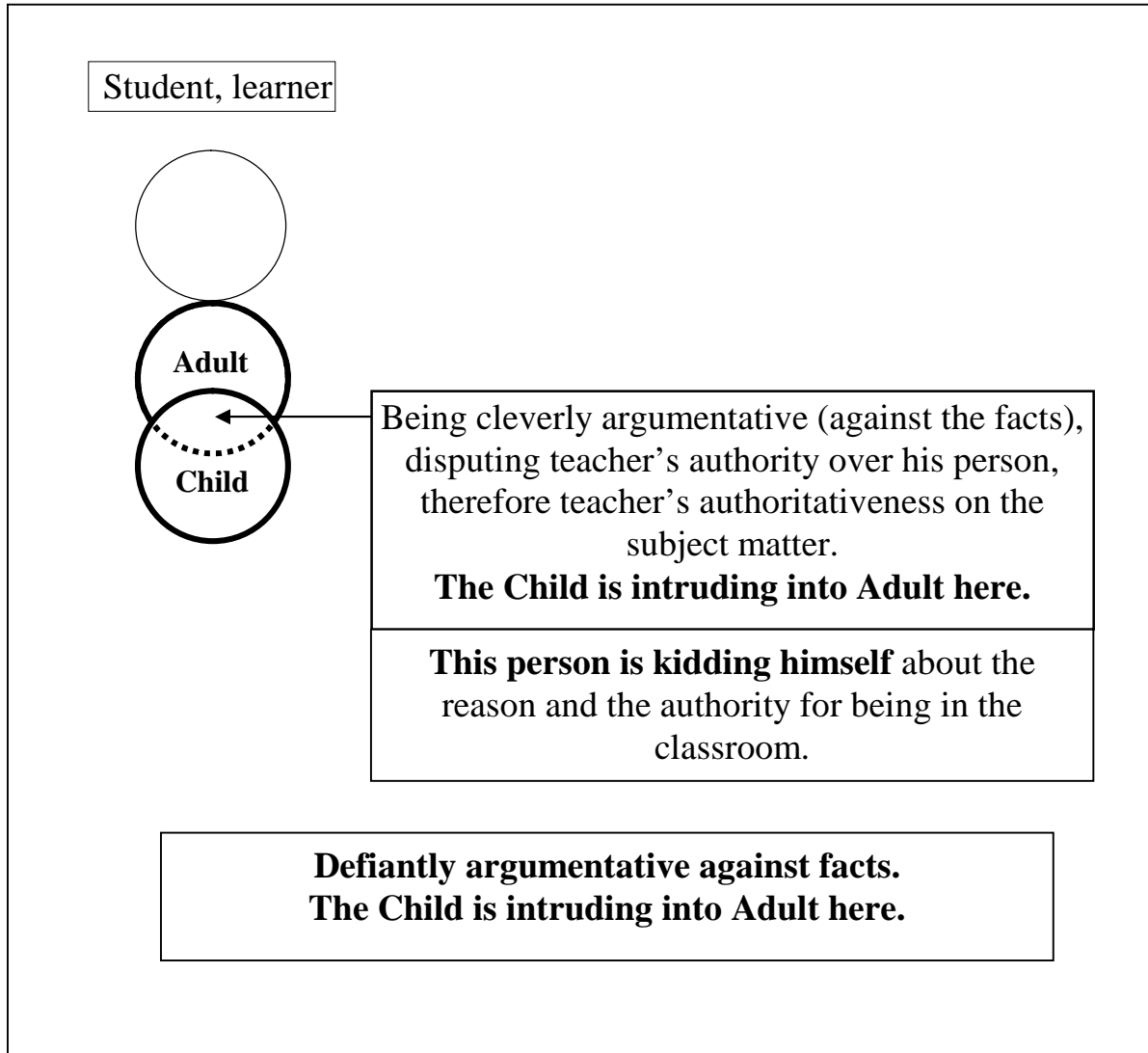
This diagram shows the behaviors in the successful teaching, learning setting, where the learning person respects the authority of the knowledgeable teacher (facts being taught by that teacher) coming from the teaching person.



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**TO "QUESTION AUTHORITY"**

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



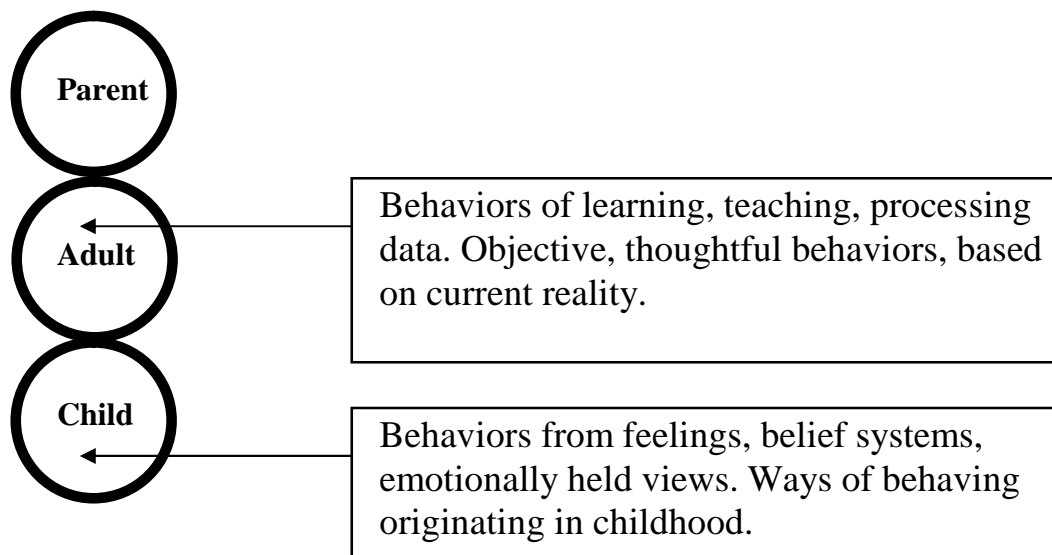


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**One Solution on how to deal with “argumentativeness”:**

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

**Parent-Adult-Child**



(Revised 10-15-2009)

## **RECRUITING GROUPS FOR THE INITIAL PHASES OF DE-PARENTING**

Many junior high school campuses can be seen with a variety of (a year or so) older persons hanging around the schools before, during lunch, other school break periods, and after school,. Often they, those hangers on'ers, will be seen with two or more students from the junior high school clustered around them. Potential drug dealing? Possibly. They are just as likely there to “just befriend” specific students toward becoming interested in meeting with them later at another place. This is one way to recruit disgruntled adolescent students to meet together so as to learn more about the student discontents beyond what comes up in school.

Termite teachers, scattered throughout all grades from kindergarten and up through 12th grade in publicly tax funded education facilities, have the additional assignment to pass along information about pre-selected potential leader termite candidates, to be recruited into future de-parenting cadres. Everyday, all the teachers go to the faculty room where they pastime. Among their other pastimes about sports, dieting, new recipes and clothes are the pastimes (gossip) about the students in their classrooms. It falls to these particular termite teachers to identify which under-the-age-of-consent students to attract and seduce into joining the small groups. Will contact with a particular individual teacher or an outside resource help in this recruiting process?<sup>22</sup> What are the appetites of the student? What particular ambitions, angers or other appetites can be exploited in one of them? Small off campus meetings of these young people may be arranged so each student member in a small group can hear on a personal basis about the homes of other disgruntled group members and how these others learn how to deal with their family members.

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

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<sup>22</sup> Eakman, Beverly K.: “Educating for the New World Order”, National Book Company, 1991.

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## **HOME SCHOOLING**

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

Art Robinson estimates over 1% of the nation's school age children are being home schooled. Home schooled pupils test well above the average on the Scholastic Aptitude Test (SAT). His six offspring are all in the genius range Each of them now have PH.D. or M.D. degrees, or are on their way.<sup>23</sup>

Ray Brian of the National Home Education Research Institute estimates that there were 1.3 million of school age population in home schooling in 2001. That is 2.6 % of the youth, kindergarten through 12th grade, in the nation.<sup>24</sup>

## **IN SUMMARY**

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

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

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<sup>23</sup> Access to Energy, Editor Art Robinson, August 2001 issue, Vol 29:2, P O Box 1250, Cave Junction, Oregon 97523

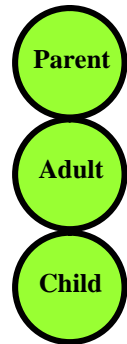
<sup>24</sup> American Free Press, J P Tucker Jr, November 12, 2001, page 4, 1433 Pennsylvania Ave, Washington DC, 20003

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Instructional material taught by author was designed so that it could be taught the next day in the classes of these same faculty members. Material taught by writer to faculty members emphasized four basic elements for these teachers. These were:

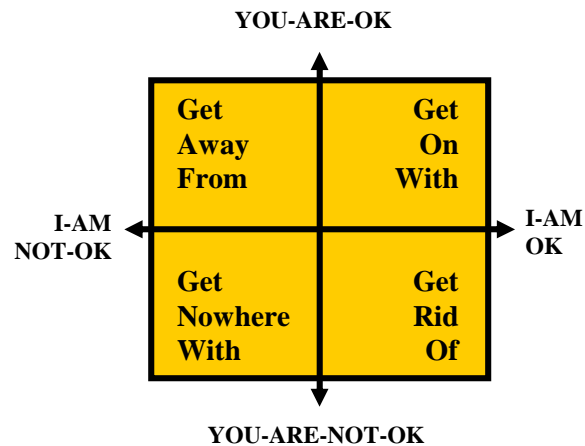
1) HELLO by NAME exchanges on a daily basis between each student with every one else in the particular classroom, AND each person (student and teacher) in the classroom making a first and last name (written) seating diagram of this particular class exercise and recording on their seating charts each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

2) The PAC diagram was taught, differentiating as it did, between feelings (Child), reasoning (Adult) and self-governing (Parent) behaviors - and how to diagram these behaviors as the faculty AND their own students saw them. (“Transactional Analysis in Psychotherapy”, Eric Berne, 1961, Grove Press Inc, NY, NY and “Games People Play”, E Berne, 1964, Grove Press Inc, NY, NY)



**“The feelings you have, cause the things you say and do. By changing the things you say and do, you can change your feelings, too.” (Anon) OR**  
**“I can reveal the way that I feel by the things I say and do. By changing the things I say and do, I can change my feelings, too.” Anon**

3) The OK Corral diagram was the other behavior diagram taught to the teachers that they introduced to their classroom students. They learned how to draw the OK Corral and apply the social dynamics it represents to themselves individually and socially in their daily classroom activities.



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

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

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

**25 YEARS LATER**

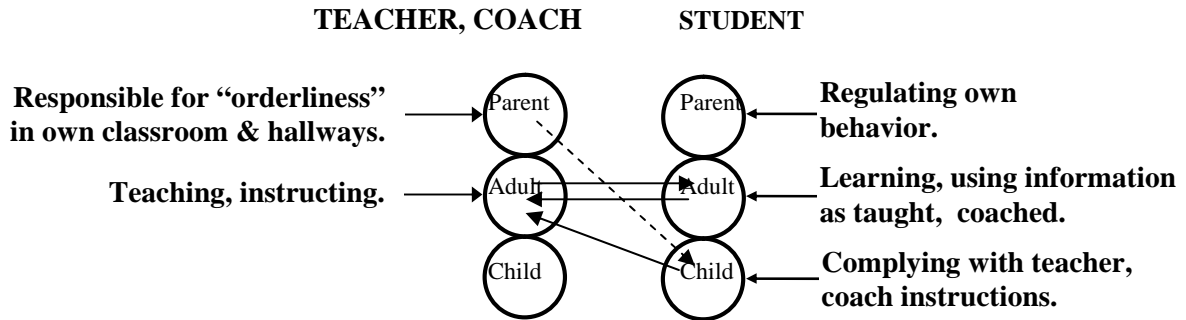
SOME OF THESE TACT FACULTY “STUDENTS” WERE STILL TEACHING HIGH SCHOOL SUBJECTS 25 years later and remembered this writer with pleasure and respect.

The fact that “only” 12% (12 out of 100 faculty) took the course proved the power of social contagion in a closed setting (classrooms of the on campus high school) of a well-taught social tool with personal rewards. At sometime in the day, 25% of the student body did attend at least one of the five periods taught by these twelve teachers. The academic subjects these teachers were teaching in their high school classes included biology, chemistry, physical education, history, geometry, English and social studies.

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**SUMMARY DIAGRAM OF RESULTS OF TEACHING THE TACT COURSE**

Classroom respect for authoritative authority!



**STUDENT IN "ORGANIZED PANDEMONIUM" CLASSROOM**

**Result: Reduction in disruptive behaviors. Accelerated learning.**

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

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

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**STUDENT LEARNING BECOMES THE KNOWLEDGE OF THE STUDENTS**

This information which had just been taught to the TACT faculty teacher (student of the writer), **and** then taught by these TACT teachers in their high school classrooms to their students, became the personal **knowledge** for the (faculty) student when that (faculty) student **put it into action**. This cumulative body of student body knowledge derived from the public school classroom had then become personally useful to and useable by the student himself in regulating his own behavior to personal advantage, **and** of mutual benefit to the others he was in contact with in **his** classroom, in the school buildings, on campus, and in the community where he lived. **AND** these students **ALSO learned** the subject matter of the classes they were attending. Learning became easier and **faster**, whether the course was **geometry, English, social studies, high school chemistry, or physical education**. In fact, there was a period of a few years after this TACT course was taught, we were told, where the student body, overall, had higher than expected SAT test scores. We understand though, this high school did in time manage to bring down the average of their student SAT scores again; so that High School's SAT score was no longer outstanding.

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