

# Alphabet of Behavior Newsletter

January 10, 2016

The following is from an unpublished manuscript titled "The Howdy Diagram" by Franklin H. Ernst Jr., M.D.

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Special points of interest:

**Rx**

Activate the "Howdy Diagram":

The "Exchanged Named Hello" exercise can be accomplished by a large group of people. The upper limit, however, is thirty people.

Enthusiasm comes from the abundance of free O.K.'s given and received during the named hello exchanges.

## The "Howdy diagram"

The "Exchange of Named Hellos" exercise increases chances that each person will get a multitude of free OK's from each of his group mates for his own uniqueness, for being his own special self, and provides the main bonding agent for a effective, efficient, strong, and organized working group.

When you find this kind of strong work group in a business, in an administrative setting or in a union, it is easy to understand the difference between a work group and a process group. The latter is characterized by internal member strife and member-leader potential contention.

The strong, organized work group is also coming out of a member recorded set of named hellos exchanged, contrasted with the combat group - one engaged in dealing with events and contesting with people outside its membership and physical boundaries, "This block belongs to our gang, if we

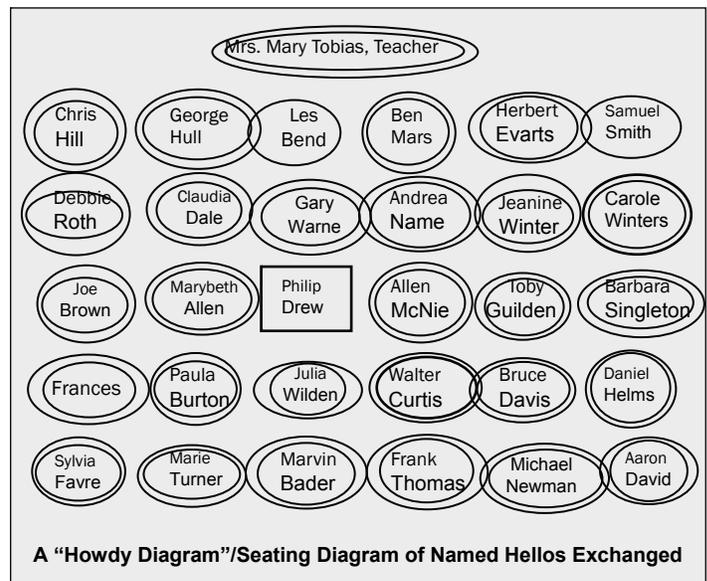
catch any of your guys over here they'll wish they could still crawl back to you. Ye hear? OK? OK!"

### Organized Pandemonium

One teacher who used the "Howdy Diagram" as the opening exercise in his class referred to it as "Organized Pandemonium." Since this was his very first experience with it, I suspect that he was talking about two separate elements. Getting caught up in his own enthusiasm with it and the temporary diminution of his otherwise

quite adequate ability to keep order in his room, i.e. his capacity to exercise reasoned discipline. AND perhaps, the more important of those two words was the adjective "organized." He did not become disorganized in his handling of those events, nor did his students and classroom become disorganized. Another faculty member referred to it as making her feel at first "a bit naked."

This more accurately would be described here as somehow not having



### The “Howdy Diagram”

adequately protected herself ahead of time, either internally or else externally. By internally it is meant she might not have thought through what she would experience when starting to do something unfamiliar and new. By externally reference is made here to her personally not letting someone else such as in the school administration know ahead of time about what she planned to do, to let the principal know ahead of time what she and the students were going to do.

It is important to tell administration ahead of time so that they don't hear about it first from a source that might present either yourself or what you are doing in an unfavorable light.

And it is hard to promise you that someone somewhere won't shine the brown light on a professional who carries out the exercise in his classroom, for something he did or was not supposed to have done. In any case the teacher who talked of "feeling naked" as she described how she felt when introducing it, also had a smile on her face.

Teachers, perhaps more than most other group leaders, are not surprised to find someone in their groups who seems to go out of his way to get his name called out to him once, twice, three times or more in a single class. "Sam! Sam, you stop that!" "Sam, behave yourself!" "Sam, you come right back here in this room!" "Sam, get back in your seat!" This while busily gathering up his own special brand of "Sam" strokes, the scolding tones he is used to.

As might be expected, Sam has absolutely no problem handling this kind of stroke, i.e. "Sam is not OK." If you are responding to it very much, you are probably playing into his "Make me" game. In this instance meaning make him behave the way you want him to (and he will prove to you that you can't).

This kind of behavior, of course is not limited to the classroom. It takes place in public meetings where the chairman is banging his gavel a lot because someone is making too much noise

in the audience, is hissing the speaker, talking loudly to a neighbor, standing up in the gathering disrupting the proceedings. Another example would be the judge who has to preserve order in the court during the proceedings. Another example would be the judge who has a disturbing-to-the-proceedings person in his courtroom.

The game of “Make Me” played with any intensity usually ends with the Sam's earning a get-away-from payoff, i.e. leaving the scene, and the leader with a get-rid-of payoff, in the act of getting rid of the disturbance.

On occasion a teacher reported that instead of playing into Sam's game and disrupting what he was teaching, merely told some of those around Sam to give Sam a few extra "Hi Sams", "Sam you're O.K.'s", maybe a few brush touches on the back of his hand. As this latter “You are OK stroke” procedure has been reported, it has been carried out in a matter of fact way with no put down intended and none taken by “Sam.”

### A SEA OF UNKNOWN FACES IN PUBLIC SCHOOLS

By FH Ernst Jr. MD

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

In almost all cases of using this response to "Sam" there was no ill will, and over the longer term some "Sams" have come back in later years for friendly visits.

### PROTECTION FOR OK BEHAVIOR

Authentic protection is given to learn each other's name. By requiring the group to give back to each other a named hello, the leader offers an authentic protection. Most members want to do it anyhow, "if only it were O.K., if only he weren't going to make something out of it that I don't mean," "if only I wasn't so embarrassed about not knowing her by now," etc.

Most group members want to find each other's names. They want to say hello to each other. They want to find out for themselves what other group member are like, as a person to know, to talk to. When the requirement is made that the group members do just that, then those that don't feel secure enough within themselves to go ahead on their own initiative now have, if you like, the excuse, an alibi to do it

because "I have to."

This kind of protected permission is a far cry from the permission given by some covertly defiant classmates and the variants of campus wanderers who come onto campus and visibly hang around the periphery of many bay area junior high schools and high schools.

Campus wanderers and covert defiance leaders usually encourage students, "the marks" to go talk it up about the local RAP centers (attend and meet later), encourage some students to be defiant, train some of them in fast back talk.

This training can side track into more sophisticated techniques of rebellious defiance. One of these trainees was taught to bug his still loving parent by turning up KFRC (a youthful jazz station of the 1960's era) whenever his father was in the car, to leave the radio on that station especially through the well broadcast lionized (and rebellious) adventures of the Chicago 7. Egging on, daring the group member, giving bogus "permission" often leaves the student unprotected.

This after school training in the techniques of how to provoke, intimidate, bug some of their parents and other leaders that they naturally both look up to and periodically become irritated at, leads to eventually breaking off from authentic family ties and stroking. Then, too, this latter kind of "permission" - a person gets caught up in doing something scandalous or criminal, he will suffer the mark on him.

The irritation that is being played upon by the networks against human freedoms and individual dignity ( this periodic irritation of the youthful person ) is a projection onto the bigger older person of their own intermittent loss of self confidence and the well known adolescent conflict between dependence and independence conflict between reliance on others compared to reliance on self before they come to realize it is more a matter of inter-reliance.

RAP groups and fast-talk training sessions, exchanging named hellos and a chance to really get to know each other as OK people **is denied to the participants.** "Names aren't important." To feel good with self, O.K. with

thing, it becomes completely addicting to be able to violate early values, to get training in order to not feel bad afterward, i.e. in order to not feel so much that "I am not-OK."

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

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

Termite teachers, scattered throughout all grades from kindergarten and

### The "Howdy Diagram"

each other is denied, blocked. Other social values are derogated, belittled, ridiculed, dismissed, spat upon. The overriding goal in those groups is to make the attending better soldiers, better disciplined soldiers. And the future goal of these (compromised individuals) troops is to use them in the future to get-rid-of of someone, group or some segment of society.

The goal of the "Howdy Diagram" and those leaders who use it, is for get-on-with purposes of the person in society, in order to better join up with the world around themselves.

Protection for a get-on-with I'm O.K. AND You are O.K. given and received during an "exchanged named hello" exercise comes from requiring the exercise. The members of the group are required to introduce themselves, each one, to the others - "Hi, my name is Eleanor Golden! What's yours?" "Yeah, my name is Patrick Emerson. Hi Eleanor!" "Hi Patrick" -

The activity provides the social format, the

permission and protection to talk to new and old acquaintances without fear of being called bold or brazen. It protects against the imagined or real fear of accusations of being a hustler, a show off, a girl chaser, a flirt, a tease; against etiquette shadows whispers of shameless, boy crazy, hussy. And the person has protection from the embarrassment of an accusation like "Eleanor has a crush on Patrick."

The requirement to record and chart the named hellos also gives social protection to break off the conversational transactions if one or the other gets scared. The requirement to complete the tabulating of a full set of these acts is a protected permission to get to meet every one in room. In the strictest sense, everyone has been fully introduced to each other.

The act of requiring saying hello by name in the room and recording it will suffice to make it internally permissible for most of the faint hearts to go ahead now and also eventually become more personally confident and

socially skilled, now and in future new situations. In the first, here and now, mandate by the leader requiring each say hello by name to each other, each one can find out for himself if and how much he likes "talking" to each of the different other members of the group. Each member then has the opportunity to personally check out if he would like to become better friends or not with Dan, Bill, or with Jan.

Each one can judge for himself on such matters, in addition to whatever a close friend may have said, intimated, or inferred by nuance about Dan, Bill, or Jan. Participants can check out each other person for himself personally including Dan, Bill, and Jan. He can verify, or not, the truthfulness of what he may have heard "inadvertently" about Dan, Bill, or Jan while Joan and John were cutting in on Dan, Bill, or Jan by name just three feet off his right shoulder two days before.

up through 12th grade in publicly tax funded education facilities have the additional assignment to pass along information about pre-selected potential leader termite candidates, to be recruited into future de-parenting cadres. Everyday, all the teachers go to the faculty room where they pastime. Among their other pastimes about sports, dieting, new recipes and clothes are the pastimes (gossip) about the students in their classrooms. It falls to these particular termite teachers to identify which under-the-age-of-consent students to attract and seduce into joining the small groups. Will contact with a particular individual teacher or an outside resource help in this recruiting process? What are the appetites of the student? What particular 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

**SUGGESTION**

The tactic of planting a suggestion in your mind by two other nearby people, supposedly who don't know you, talking with each other about another person or topic that you are not part of and know a little about, is called indirect suggestion. This tactic is used to influence people who haven't completely made up their minds. Interestingly, some individuals seem to have a great number of these type of events happen to and around them. And these events do guide the actions of some.

Indirect suggestion is a very well known and practiced technique used by those intending to "influence" other parties; attending large meetings, to influence others while "out of uniform" or "out of town."

We are all suggestible to some extent or other.

If you can take the position within yourself that the odds are rather low of "decisive" information coming your way by accident and without design, then although what you hear will have an effect on you, it is less likely to be decisive in

your life. Another view of happenstance hearing is "what you heard, you were supposed to have heard." This is to say that when you know about someone, yourself, don't let "happenstance" events be decisive, especially if you don't want to be hypnotized by such outside happenstance events. "Put it on hold."

You can do certain things to protect yourself from becoming more suggestible. And there are certain actions you can take within yourself to increase your ability to inspect, think, and reason out for yourself. And this thinking can be done without necessarily falling into the potential trap of doing just the opposite, i.e. becoming rebellious and defiant toward the would-be suggester or inciter, or to rebel against the idea of being controlled. Put it on hold. Being suggestible is part of being a people. This same people quality of suggestible-ness is at other times, and by other people also called "being an open minded person", "being open minded." The opposite is sometimes referred to as "being rigid," "untrusting," or "'paranoid."

Those using the "Howdy Diagram" can find out whether Virginia is "personable", whether Mike would give his brother's shirt off his own back, if Rosie is "nosey" to talk to. They may have heard that "Mary is hard to make friends with", that "Max is a barrel of laughs, that "Sandy is stuck on herself". Participants in the "Howdy" exercise get to find out for themselves if "Barbara has a good personality", if Fran "has to have her own way", if in fact "Bill is hard to get to know", if "Sherry is a dope", Jack a "pushover", Ned "has a dirty laugh" and whether someone else is a "nut", "bossy", "never smiles", "is too serious", or is "secretive"...

By using the "Howdy" procedure Bill can find out if he wants to be better friends with the fellow in the 3rd row from the back in English, or the girl in the 2nd row from the front in Geometry, or the guy in the first row of second violins of orchestra.

If, as a student, you are required to participate in the "Howdy Diagram" procedure you can find out for yourself whether you would like to become a better friend with Harriet, instead of relying

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?

In elementary school the student termite are described as "feeling like you are getting to be an insider."

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**Organized**

**Pandemonium**

**A Course On "School Riot Control", Taught In 1971**

By FH Ernst Jr, MD

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 of a local high school. The reason for the course was to prevent the expected annual spring campus riot. Titled "Transactional Analysis for Classroom Teachers" the

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solely on the second-hand reports of others and chance remarks off to the side.

### **HOLDING OUT**

In some groups there may be initial holdouts to carrying out the "Howdy" procedure, the exchange of named hellos and seating diagram. If it is a graded group, for example in a classroom, the group leader has the option of giving points for each name spelled accurately and a point for each named hello given, plus a point for each named hello received back.

Very few people hold back responsive named hellos for more than two occasions. Young adults and adolescents are keenly tuned into whether or not they got their name back from those to whom they have given a hello with a name. Individuals get hooked on this activity when it is used in seminars, staff committee meetings, and educational meetings. They take on the procedure as if it belongs to them.

In one ongoing seminar early after its inception, some members be-

gan to shift from looking at the procedure as being mandatory, and instead took it upon themselves to teach newcomers the exchanged named hello exercise. Other seminars report nagging the instructor when not given the chance to exchange named hellos among each other and chart them before, for example, an announcement or when she didn't readily respond to their named greetings to her.

Generally speaking though, people who do use the concepts and procedures of the "Howdy Diagram" in their daily lives don't give a bad time to those who don't respond "like you're supposed to by saying my name back." They will note it, try that person again later using his name in the conversation.

Many times it is not possible to write a note on a piece of paper or note on an electronic device, such as formal occasions. In these types of circumstances most people will forget your name, even after being introduced.

You may decide, with some individuals, to keep on giving them their names even when you really don't expect to be getting yours back, yet. As a rule you will get your name back eventually if you stay with that person, i.e. the "One Hundred Day Rule." Very few people will actually be as dedicated to not responding as John was (24 years while a resident of the State Mental Hospital).

### **CLASSROOM SUBJECT AND THE "HOWDY DIAGRAM"**

In school classrooms the "Howdy Diagram" has been tied in with the classroom subject matter of the widest variety of class subjects. In an English class it has been tied in with the spelling of names, accuracy in spelling use of Capital and small letters, PROPER names, nouns, and punctuation. In math classes it has been tied in with percentages (accuracy, percent of exchanges), and fractions. It has been used in typing exercises such as tabbing, spacing, accuracy. In history classes it has been tied in with the historical aspects of 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 of the first and each of the following classes. To demonstrate this procedure, it was carried out starting with the first class session and each subsequent of all eight class sessions among the 12 teachers being taught. Writer (as the teacher of the 12 faculty members) participated in this exercise each week in this class given in his 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 name of each person he exchanged this named hello with and designate

origin of the family name; in geography with the origin of the last name. In foreign language classes the rituals, pastimes. Biology, chemistry, physics teachers didn't find it alien either.

**"MY PEOPLE ALL KNOW EACH OTHER"**

A few years ago a Mental Health Advisory Board was holding one of its monthly public meetings at the County Juvenile Detention Facility. This particular meeting was one of a series titled "getting acquainted with your local criminal justice system."

At this meeting the author gave an abbreviated synopsis on "Social Tools": 1. Money, 2. Named Hellos, 3. Using symbols, and 4. Special talents. After the expected "yeah' yeah' money, money, we need more" they listened a little to the thesis "the more people you can call by name the more money you'll have!"

Getting their attention this way the Director of Mental Health was then asked how many employees are there in the local office of mental health. He replied: "55!"

The Deputy Sheriff in charge of facility security was also asked. He replied: "About 29 to 34, counting the teachers."

As part of the initial presentation they had been told that combined awareness of names in government offices on one floor among 50 people is rarely more than 75%; of a 30 member educational class between 25% to 50%, rarely 60% at best at the end of a school year.

These county officials were then asked what they thought the total combined awareness of names were among other county personnel. The Deputy Sheriff replied without hesitation: "My people all know each other. Maybe one or two of the newer ones in the last month haven't been on all the shifts yet, but almost all." The Mental Health Director similarly proudly with little hesitation responded: "95%." Note: both county officials were ready to argue if their answers were disputed.

As we were leaving the facility at the end of the meeting the Deputy Sheriff asked one of those manning the

locked grill gate if he knew the names of those there with him on his shift. The gate keeper knew three of the others with him by first and last name and a fourth by last name. Another person on duty and employed there for six months was unable to recall the names of two with him by first or last name on duty with him, then, He knew them only by a nicknames. The other three were not asked by the Deputy once he recognized that his hoped for percentage of 100% was not.

Bob, the County Mental Health Director probably did, himself, know all 128 personnel in major offices (in his department) by first and last name. But indirect information indicated that again, his estimate of 90% to 95% of combined awareness of names within his department inside the community and in three separate offices was exaggerated 10% to 30%.

Later it was discovered something else was going on. County staff were counter-prescribing medications for Dr. Ernst's patients in another setting. In other words, the staff of the County Mental Health

(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 class of 12 teachers, it turned out three of the teachers 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 class for them.

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.

*To be continued*



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

Addresso'Set Publications

Alphabet of Behavior Newsletter  
 Franklin "Harry" Ernst III, Editor  
 P.O. Box 3009  
 Vallejo, California, 94590 USA

Phone: 707/644-6358  
 E-mail: [harryernst@ernstokcorral.com](mailto:harryernst@ernstokcorral.com)

We're on the Web.  
[www.ListeningActivity.com](http://www.ListeningActivity.com)  
[www.ErnstOKCorral.com](http://www.ErnstOKCorral.com)

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"Reach for the stars."

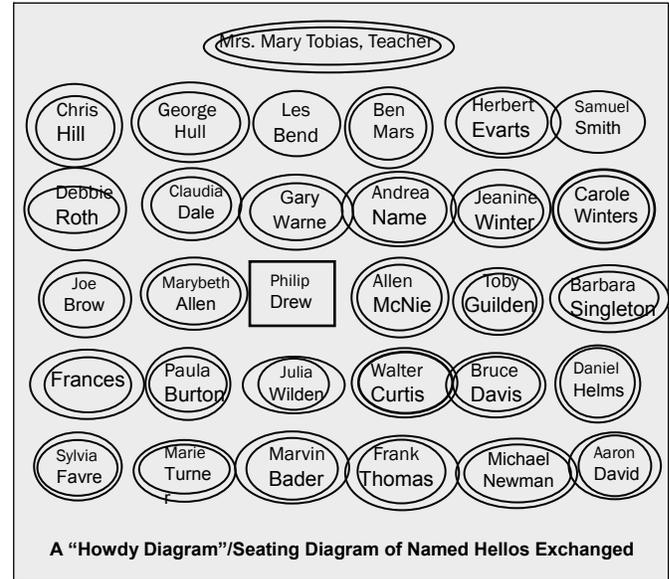
Dept. were changing the medications prescribed by Dr. Ernst for his patients without his informed consent or knowledge.

This was magnified by the fact that Bob, the Director of County Mental Health and his staff were not MD's, medical doctors. Bob was a PhD in management, a non-medical, with a non medical background.

Dr. Ernst sought and obtained backing from the Northern California Psychiatric Society on this one vs. the County, Bob, et al.

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When line educators (classroom teachers) are introduced to the "Howdy Diagram", the "exchange of named hellos" exercise they almost universally exclaim with remarkable naivety "Why, my stu-



A "Howdy Diagram"/Seating Diagram of Named Hellos Exchanged

dents all know each other already!" When asked if their students know the first and last names of each other and know how to spell their names they answer "Oh yes, I'm certain of it. I am. They sure do!"

It is not clear why these classroom leaders routinely make these unsupported statements. (1)

Name awareness in institutional, organizational, educational, even committees, staff classroom seminars, even in treatment groups the combined name awareness of members is well below 100%. Just as in classrooms the combined awareness of names in

organization departments of 50 to 100 people is somewhere between 15% to 40% .

Historically "integration" of schools thru forced federal government busing mandates **reduced** the name awareness in both the deported and the imported school classrooms.

*to be continued*

(1) Editor's note: I speculate it has something to do with being embarrassed, as if "their honor has been impugned." I witnessed a Solano County Administrator accuse a member of the public of impugning his honor, during a public meeting. "Hurt feelings" racket?