

SOCIAL TOOLS NEWSLETTER

JANUARY 31, 2013

The following is from an unpublished manuscript titled "Social Tools" by Franklin H. Ernst Jr., M.D.

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SOCIAL TOOLS SITUATIONAL PERSONALITY AND DIAGRAM

Situational Personality and Diagram.

The "Termite" Personality

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



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

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

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

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

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



SITUATIONAL PERSONALITY

SPECIAL POINTS OF INTEREST:

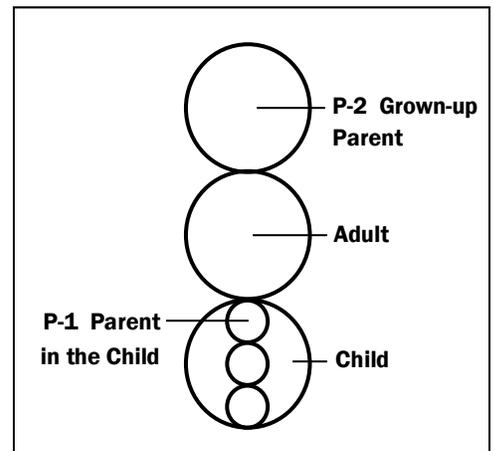
There are four types of social tools.

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

The principal modification of the PAC diagram is, of course, the dotted line representing the Parent (ego state). This shows that the Situational Person has a modified Parent, compared to what the normal person has. The integrity boundary of the "grown up" Parent in these beings is not only unstable, it's boundary has been breached in many places (ways).

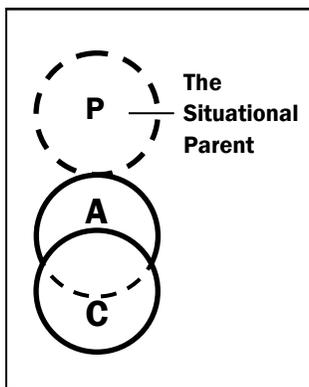
THE GROWN UP PARENT

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



**SOCIAL TOOLS -
SITUATIONAL PERSONALITY AND DIAGRAM**

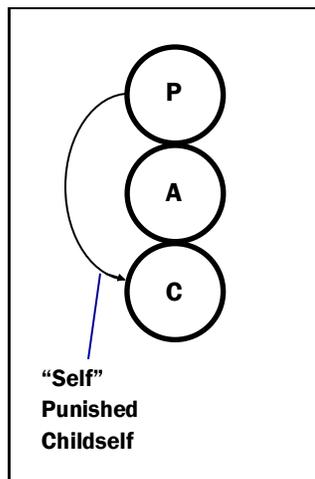
later for living purposes, leak, because of the "holes" in the Parent. Programs to remove the personal values of a person are called "De-parenting Programs."



A self-respecting grown-up, personal (contrasted to ("group") Parent is the repository of family values, traditional values, personal values, as part of the disciplining Parent. Contained in most people to varying degrees during his life, these include a uniquely personal representation of the values for "say what you mean, mean what you say, don't lie, tell the truth, keep your word", "don't steal", "be honest." They include the values for sexuality and personal morality. Others include "be generous with what you have", "take care of what belongs to you", "don't let others take advantage of you", "stick up for what you believe", "stick up for yourself", "don't curse your parents", "don't talk bad about your family." They include loyalty in a family to

each other whatever the internal family conflicts, dysfunctional family or not, as the basic social unit of society.

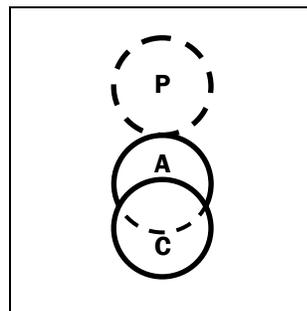
When the particular person violates his (personal) Parental values he may learn from the experience, but invariably his Child (the violator) will later feel bad, guilty, embarrassed, ashamed or other emotion whether he tries to rationalize it away or not. The Child inside is punished by the Parent inside.



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

This "education" is not properly timed education in the under-the-age-of-consent student's life. It is salacious

for them. It is sexual temptation and arousal and seduction carried out coercively by the government on its under-the-age-of-consent subjects and on its "human resources," for the government purposes of reducing the value and influence of biologic parents, and overwhelming the budding grown-up Parent in the student himself, to preoccupy his school learning time and leisure time of life then. These mass produced pornography programs are carried out to put holes in the integrity of personal Parent boundaries and values of younger people, before the age of consent.



The extensive ongoing courses in "situational values" taught throughout the 12 years of compulsory "education" (are aimed at, and do) result in driving wedges between and dividing these students from their parents. Home discipline will be undermined. But still the parents will be held legally

responsible for infractions of the law by their child while the authority over what their children are taught about "personal" values is being subverted by government and government money. This assignment of responsibility without authority **is fraud under color of law.**

A self-respecting grown-up, personal (contrasted to ("group") Parent is the repository of family values, traditional values, personal values, as part of the disciplining Parent. Contained in most people to varying degrees during his life, these include a uniquely personal representation of the values for "say what you mean, mean what you say, don't lie, tell the truth, keep your word", "don't steal", "be honest." They include the values for sexuality and personal morality.

De-Parented Person

Special Private Circumstances for Recruitment Leading to De-Parenting the Person



Some open campus junior high and senior high schools have a variety of different older people (2 to 5 years older) who are seen hanging around these schools before, during lunch, other break time periods, and after school. Often they will be seen with two or more students with them. Potential drug dealing? Possibly. They are just as likely there just “befriending” them toward interest in meeting with them at another place. This is one way to recruit disgruntled students to meet together, so as to learn more about the student discontents beyond what comes up in school.



There are certain teachers in schools who have the additional unofficial assignment of passing along infor-

mation about potential students to recruit into a future "radical socialist" de-parented cadre.

Teachers in schools sit every day in the faculty room where they pastime. Among their other pastimes about sports, losing weight, new recipes and clothes are those gossipy pastimes about the students in their respective past and present classrooms, schools.

The point of all this is to identify which under-age students to attract, seduce, and recruit into joining small groups. They will talk about other individual teacher contacts that might help. What are the appetites of the student? What particular ambitions, angers, or fears (in the particular student) can be exploited? Small off campus meetings of these young people may be arranged so each of the small group can become informed on a personal basis about the home setting of each other, possibly to then report these to other outsiders later.

These small group private meetings of “peers” will have one of them being “only” a couple of years older. His/her task includes more screening and the initiation of getting the younger student to say things, to do small things which in time will lead the particular student to discontinue talking about such meeting activities to members of his family. Each of

the recruits will be encouraged to talk about his feelings about his other family members.

A young person will be less inclined to tell his mother about meetings he attends where he has earlier talked angrily about her. Nor will he/she tell his siblings about meetings after he has betrayed a sibling secret to others in his group.

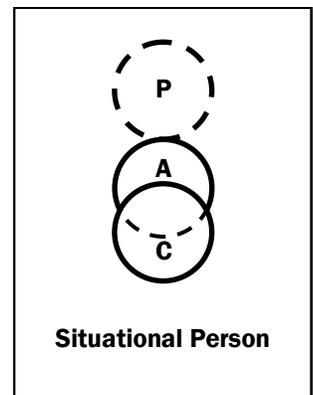
Throughout any phase of this training, and called on to do something later, the responsive position held in reserve for someone who might object to being called on to do something against another person around whom he lives, works and otherwise respects, will be something like “Well, you asked to be in it.” The plausible appearance is always there, that each recruit had actively, on his own, volunteered “to be in it”, to which their response will be a sick “Yeah!”

As ambitions of these recruits are tapped into, their tasks will be of increasing social danger, while at the same time the ambitions are apparently brought a step closer to realization.

Technically, the "termites" undergo a lot of operational conditioning by their trainers. This means that after a person has carried out a further step toward invalidating himself from his personal values and further distanced himself from being able to open up to

former close friends and family, he will also be rewarded in some way that has come to be important to him after carrying out an act of social mischief or malice. Infrequently, it is done by direct words or promises ahead of time, perhaps encouraged as appropriate by suggestions like “There are a lot of girls who want to be cheer leaders” said to a female who wanted to be a cheer leader, or “Competition to be on the baseball team is pretty strong.”

Invalidating a personal value is depicted in the Situational Person diagram as a hole in the Parent circle of the PAC circles. The overlap of Child into Adult circle shows the need for more Adult awareness of Child to head off potential Child lapses into telling things to the wrong people that would be personally damaging. This is similar to how persistent liars attempt to keep track of their own stories as told to which person, and the developing facility to fill in with plausible “lines” and tales if and when they lapse in keeping their stories straight.



SOCIAL TOOLS - SITUATIONAL PERSONALITY AND DIAGRAM

Operant conditioning

of newspaper reporters is done very little by direct action of newspaper editors about how to color their reported stories. But there is a lot of information available within the pool of fellow reporters about what is rewarded with an honorable mention credit, a named "byline" heading, and what is not, what kinds of stories in the past hour caused termination of past reporters and what kind led to promotions. Newspaper editors, too, develop a keen sense of what kind of newspaper the owner leadership wants, and what will lead to the editor's own promotion and retention.

"Termite" training is done by "amateur psychologists." As a termite advances in his own training, he also becomes a more skilled amateur psychologist. These amateur psychologists become quite skilled at noticing and picking up on the suggestion, the innuendo, the "oblique" reference in conversations. In some ways this particular skill of listening to and for the "hint" in someone else's talk, may also be a vulnerability for them.

As could readily be appreciated about human "termites," there is a need for a program of steady, continuing "education" follow up on these "people" by those

responsible for them. Such programs include provisions for regular "peer rap group" sessions which dig into each others current feelings about their values, about lapses in talking about each other to non-sanctioned persons, their doubts about and slowness to embrace and adopt newly introduced social views, about edginess in, for example, insulting (alienating) their mother or father, skills in sounding socially plausible to outsiders, hitting an older woman custodian at school, etc. Then, too, their close "peer companion termites" will be "listening" to them during their own groups.

The potential for "peers" in this process to gossip with each other about each other's groups is handled and controlled variously, such as "We only talk about ourselves here, not to outsiders" about "What is said here. What is said here goes no further", etc. Because the more seasoned recruit soon realizes he can never tell whether a person outside from his group, which he is talking to, is also a potential informant on himself or a friend of one from another group. He learns to be careful about violating group rules. Again this care will involve and require more personal Adult attention to his own Childself, sucking up more Adult atten-

tion to and by the person's Child, again represented by the Child circle overlapping into the Adult circle, taking up the time of his own computing capacity, his own reflecting and thinking time in dealing with his fearful, guilty Child.

TIM IS SEPARATED FROM HIS FAMILY

By the age of 13 both Tim, and his older brother had become excellent in skiing and baseball. Tim's controllers began to open up baseball opportunities for him while making sure his brother had a much harder time getting onto any baseball team, let alone the same one.

One time Tim threw a "head ball" at his friend, his principle competitor. He "beaned" Vern, necessitating an emergency trip to the hospital. Directly after, at home Tim showed no remorse, remained matter of fact (at the age of 13 years).

The next year Tim stopped going on family week long ski vacation trips, although he dearly loved them before. His excuse? He was going to stay home for a baseball tournament. In his rap group it had been suggested on occasion to him "You are always doing what your father tells you to do," "It almost seems like you are copying

your brother." Tim also had a special teacher (controller?) he visited (visited him) to pastime and tell some of his concerns.

One of Tim's known youthful ambitions was to get straight "A" grades in high school. Obviously this gave the termites around him considerable blackmail-able leverage over him. He was readily suggested into some episodes of small time traffic police baiting, locker thievery at school and store shoplifting, eg stealing a flat of 100 D size dry cell batteries to give to his unknowing father for Christmas. He stole golf balls off courses a few times, giving some to his brothers for Christmas too.

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For the “termites,” Tim was a very valuable commodity to develop. They were not going to allow him to be jailed, and he was not. They did want him to be blackmail-able by them. He was.

Tim ended high school with straight “A” grades, in fact, among a few others with the same grade point, he wanted to be and was chosen by a faculty committee to be valedictorian for his class. This was while also being drawn ever deeper into participation in ever so slightly more serious criminal activities, each with one or two other fellow groupies, “to try it out.” In other words while advancing ever higher into social acclaim for laudable achievements, he was also becoming ever more deeply mired in the tar-pit of potentially damaging, witnessed-by-peers, events. He wanted to get to be on “the inside.” Inside of what? “The inside.”

His valedictorian address was a vigorous but plausible espousal of liberalism, while his parents were known conservatives in a conservative community of about 50,000. He had his mother review his address ahead of time, with the condition she not tell Dad what he was going to talk about. Then a few days before graduation another requirement came his way from his controllers.

Early on, Tim had learned that a “suggestion” from a controller was a requirement.

It was “suggested” he pick a few friends to do a very daring thing that would catch the eye of his schoolmates. “Maybe” this could be to paint graffiti on a prominent large section of high school asphalt which would not be missed by anybody. For timing, it was suggested maybe a couple of Saturdays before graduation.

The school principal must have been in on it, because all he did on the following Monday was call Tim into his office, scold him for his “exuberant kid prank” and tell him to repaint it clean that same Monday night. Tim and his recruited friends did so.

Tim was good enough in baseball to get a baseball scholarship for college. There at college he was obliqued into giving up his high school first love (girl friend); where-upon almost magically he was introduced to a real trophy of a girl friend. Independently wealthy, good body, good grades, athletically reasonably good, same professional ambitions, from a prominent professional family in another part of the state - “she had it all.” True, she seemed at times to have ice water in her veins, but then, that too, was deemed “good.” She had emotional stability. Her nickname was “Pinkie.”

During the next two summers she lived with Tim in his parental home. She very carefully, and with some charm, saw (studied and reported out to her controller)

how his family members interacted and made sure the bond with the previous high school girl friend remained ruptured.

At one point late the second summer, Tim got the suggestion he was still cowed by his father and that maybe a profane outburst at his father would prove he wasn’t. So with “Pinkie” watching the event closely at his right shoulder, Tim carefully chose a scene where he could be towering with physical strength on exhibition over his father, and without provocation snarled “You’re a c#*k s&#ker!”

Dad quickly, taking in the scene, merely responded “Don’t you want your girl friend to like me?” and went on around Tim and onto where he had been going. Dad’s oblique inference was clear enough. Dad was asking if Pinkie did not want Tim to like his dad. No scene, the matter never came up again between Dad and Tim. But Tim had further invalidated his dad for himself.

For Tim, basic training of separation from family and family values was completed by the time he was 23. It had further included stealing his brother’s valued tool box and loosening the lug bolts on a wheel of his brother’s car and participating in socially disconnecting brother from several promising girl friends. Tim had already, on another occasion, at 17 years, put

about 10 gallons of water into the gas tank of his dad’s car, just before an important trip Mom and Dad took with the attendant problems for them then. By 20, Tim had reported out enough of the troubles of Mom and Dad, so there was little trouble in implementing his controller’s instructions for further fight promoting moves between his parents, so that they split up shortly.

“TERMITE” NETWORKS

The social termites live in what could be called a large synchytium. A synchytium is an organic network connecting many semi-independent individual organisms. If one of these organisms is stimulated the whole network knows about it. It is similar to the “Borg” brain implant and Borg network of semi-individuals of the Star Trek film by Gene Roddenberry. When a termite is “pinged,” depending on the level of the importance of the

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SOCIAL TOOLS - SITUATIONAL PERSONALITY AND DIAGRAM

ping to “the group” or clan or colony of termites, the information will be passed up their ladder of authority for determination of responsive action.

A pair of politically active “posite” (family values) brothers, on a lark, compiled a computer list of their acquaintances who were probably termites. Called “Friends of Gorbachev” it ran into a few hundred. They had been having trouble with their cars being broken into. They made copies of this list of “negites,” another slang term for anti-family value individuals, “termites,” and put a copy or two into a their vehicles in places where it would be visible if a person was to carefully look (through the rolled up windows), into the locked car of either one of them; to look at an opened up to list of one or another page.

The **vandalizing of their vehicles stopped.** In fact, they observed a “termite”, (“negite”) elected member of their City Council, slowly walking by one of their vehicles in front of their offices peering into it, where one of these lists was open on the back seat. The vehicle was parked in an area at some distance from City Hall and also a distance from where the councilman lived or worked.

By carefully “pinging” a

probable termite it has been possible on occasions to get a (desired) result from someone else at some social distance from the original individual pinged.

Another term by which these networks are known is “The Invisible Bureaucracy.” This describes the widespread hierarchal nature of these “cells” of activity. When a member of a cell in one place decides, **is told** to move to another city, the moving “termite” will be given the name of (just before moving) someone else in the new city he “might want to look up.” At the same time the mover’s name, his social and amateur psychological skills and new destination have already been carefully moved up the ladder of authority in this invisible bureaucracy until it comes to an intelligence group with authority over the new location and then handed down to eventually come to the person told to take over the control of the mover when he arrives. This has been witnessed occurring, especially in prisons, where the writer worked.

OVERALL GOAL OF THIS NETWORKED SPECIES: POLITICAL CONTROL

As the numbers of recruited (“you asked to be in it”) “termites,” who have successfully gotten through

their basic training has increased to then also become controllers of others and have been promoted into positions commensurate with one or another level of their ambitions, the overall network has successfully planted and stationed fellow members into many positions of authority with varying abilities for influencing political decisions and appointments. Executive secretaries and directors of medical societies and associations, psychological societies and associations, teacher unions, social workers associations, management (consensus) consultant associations, city manager associations (eg League of California Cities), county administrator associations (eg CSAC, California State Association of Counties), etc are all appointed positions in organizations supposedly run by a member-elected body. As anyone who has ever held a position of authority knows, the first few weeks or months in that authority role are spent mostly learning the ropes of the position. Who better knows the ropes than someone who has seen a predecessor in that position. Many a new lieutenant in the army has learned and been taught about the ropes of his new position of authority by his first-sergeant. The personal executive secretary of

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the CEO of a company can have a lot of influence on the appointments of personnel and other matters in that company. The newly appointed School District Superintendent on first arriving at his job will rely a lot on the previously selected personal executive secretary in the office

“Termites” in these positions will monitor and report out to controllers their observations and can be ready with oblique comments and suggestions back, to influence those in technical authority over them when the opportune moments come.

Does the writer believe in conspiracy? To this the reader is referred to the (book) California Penal Code, specifically the section devoted to CONSPIRACY crimes. When working for the

California Department of Corrections one of the writer's friends told him about the numbers of prisoners who had been convicted of Conspiracy ! Did I believe my friend? Yes.

DISCREDITING

As a rule, whenever a new discovery is made the "termites" will begin to infiltrate their personnel around the discoverer, if not already having brought about the insertion of one of their recruits next to him. New discoveries are made by bright and upcoming people who, as a rule, have already been "covered," kept track of, by the "termite" syncytium.

Brightman, close to Eric Berne, made the assertion to a high school teacher he knew, VannieLee, that he knew how to stop the annual school riots where she taught. She recruited Phil, a teacher of biology, to help her get such a course going. The two of them received the school principal's permission for Brightman to teach a short course to other faculty members. VannieLee and Phil circulated the faculty for interest and twelve members came to the course in Brightman's offices, including the Vice Principal, Gene.

This course included three basic elements, teaching the members of the faculty who took the course how to use

the classroom "Howdy Diagram", use of the "OK Corral" and the "PAC", (stacked circles diagram). The course was a remarkable success. No riots since then, ever, now forty plus years later.

However, within nine months of the conclusion of the course, Phil, a husband and father, with a previously spotless record, was arrested for contributing to the delinquency of minor women. They were willing. On the social level he had seduced them into sexual intercourse.

And VannieLee began to "run away" from home, and from her husband on several occasions during the same period, for one or two nights at a time. This was capped by her running away for two weeks with a campus staff member of a differing skin coloring from hers.

VannieLee, 30, four times married and many affairs had never gotten pregnant before. Within six weeks of concluding the two week affair she found out she was pregnant and she did not know what color her child would be. She confessed her dilemma to her fourth husband. He told her he would raise the child as his own, regardless of color. Evidently disconcerted then, a few days later she began bragging to him how disconcerted her father would be if her child was colored differently than herself. In a few more

weeks, she decided to have an abortion. Husband, unwilling to argue with her, did nevertheless refuse to pay for it.

The facts of her pregnancy, the cloud over it's paternity, and husband's acceptance of her pregnancy became rather widely known at her high school campus. VannieLee, apparently, could not seem to stop talking about her situation then. Under orders from her controllers? Probably.

With Phil and VannieLee, as the principal on-site faculty campus proponents of the Transactional Analysis teachings, both of them became socially discredited within less than a year, after the remarkable success achieved with and the value of the teachings. These teachings were significantly discredited by VannieLee and Phil, disgracing themselves, along with the course.

Writer, as one of the earliest members of the International Transactional Analysis Association under Eric Berne, witnessed the massive initial growth of the organization itself. Within 15 years it had 10,000 dues paying members and about 100 satellite groups teaching the diagrams and the understanding of human behavior that went with them. People from around the globe came to the USA to learn about transactional analysis. Some of the more advanced members began commanding major fees to give up their practices and fly out for a

three day or longer period to lecture and teach the use of the theory and practice of the use of these behavior representing diagrams. Psychiatrists, psychologists, social workers and others in the behavioral sciences in large numbers joined up and learned.

Retrospectively, it shortly became clear that many of these had joined up with the movement to get in command of it, and when plausible, participate in discrediting the theories, and practice of it, and discrediting and/or demoralizing the personalities of those members dedicated to the "clean" teaching of the theories and concepts of Transactional Analysis.

For example, within five years of starting his own private "Transactional Analysis" treatment and teaching operation, termite Lorne had a program going which included a

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

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"Reach for the stars."

group of some 10 attractive women with skills in the behavioral sciences. As author was told by two of them, he, Lorne was having repeated sexual relations with each of those women, so far seduced. When some would vocalize jealousy, either privately, or in that particular group setting, Lorne would respond with "Why don't you get your own stable of lovers going for yourself." This story about Lorne came to the writer 200 miles away, from two members of that group of women.

Within 25 years of Berne's initial ethical introduction, "clean" teaching of transactional analysis, he was dead. And the "termites" had control of the entire organizational structure dedicated to the theory and practice of transactional analysis. It has been estimated that The Invisible Bureaucracy committed a goodly portion of the time of over 100,000 of its member

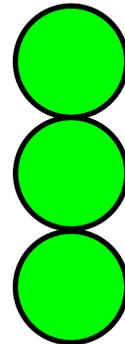
"termites" to the various details of discrediting, demoralizing, family splitting of non-termite teachers of Transactional Analysis, both the theory and practice, and the individuals, whether professionals or not, with intact personal values who had associated themselves with this "movement." Some of those gifted in the field with intact personal values came to the point of totally disavowing this powerful social tool for health. Some previously stable, had their families destroyed including many more than might have been expected, numbers into multiple marriages and divorces, family member suicides, drug abuse and convictions of criminal acts.

A child or two in many of the families of prominent teachers in the field were also recruited into becoming "termites." By forty years after Berne's first teachings in Carmel and San Francisco, the annual meeting programs had almost no papers on the PAC diagram. Numerous conference papers were approved and read for such as hypnotherapy and psychodrama. No papers were being read on applications of the diagrams and theory of PAC to the troubled times for schools, marital problems, etc. No papers were read on the "self-rekidding" diagram. Writ-

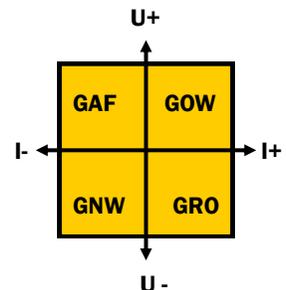
er discontinued attending its meeting in the early 1980s. The 1999 conference program listed several papers by authors known to have given up their personal values years before, i.e. were "termites."

Many of the "termite" professionals in transactional analysis, with consulting skills, shifted over into being management consultants, "consensus facilitators" for corporations and government bodies. They do not use, nor refer to, the stacked PAC circles in their consulting.

Nor do they use or refer to



the OK Corral: Grid for What's Happening.



To be continued

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MARCH 3, 2013

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"Termite" -

The Situational Personality

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

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



In the Situational Personality the personal Parent has been deactivated.

A situational person learns to be careful about violating group rules. This care involves and requires more personal Adult attention to his own Childself, sucking up more Adult attention to and by the person's Child.

DIAGNOSTIC of the situational personality: No Personal Parent. Self-rekidding is active.

"Personal judgment" is absent when the personal Parent is absent.

This is represented by the Child circle overlapping into the Adult circle, taking up the time of his own (Adult) computing capacity, his own reflecting and thinking time in dealing with his own fearful, guilty Child.



SITUATIONAL PERSONALITY

PERSONAL PARENT

Personal Parent

A person's internal PARENT is the organ holding ones personal values, ethics, principles and is the basis for forming personal judgments.

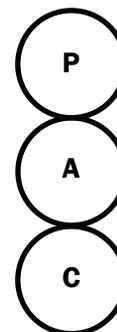
The Parent defines what's good for the person and what's not. It protects and fosters the integrity of the person and valued others: (family), social, environmental, physical, nutritional, and educational.

A person's ADULT is the organ of reasoning.

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

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

A person with an intact Parent has not been compromised, is not a "situational," is a free person.



The Personal Parent is intact; has not been deactivated.

SPECIAL POINTS OF INTEREST:

There are four types of social tools.

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

SOCIAL TOOLS - SITUATIONAL PERSONALITY AND DIAGRAM

The Final “Final Frontier”

The final frontier now is not the wide open space where the stars are, the cosmic universe. The door to that was opened with the widely publicized landing of Neil Armstrong and Buzz Aldrin on the moon in the 1960's. The fact that since then any further expansion of space travel by mankind has been (temporarily) terminated by the political forces able to (so far) control it, is beside the point. It is now a worldwide known fact that such have and can be carried out. It began with the first flight of man at Kitty Hawk at the start of the 1903.

The final frontier for man now is in releasing his own potential for individually becoming a self-governing organic entity. Such a development would lead then to a person being able, by his own desire, to voluntarily obey the common law, live the “golden rule.” Without ulterior motives such a self-governing person would reasonably, knowledgeable, non-intrusively, approximately keep track of where his “neighbor is coming from,” be able to get-on-with and know his neighbor's name and say hello to him in the business like way of being a neighbor.

Such a knowledge potential is now available in the readable, printed

(information) format so far available and presumably added to by these monographs, newsletters, and works in progress. It is therefore, small wonder the termites spend so much of their finite resources on discrediting this knowledge, the spread of this information and on discrediting the personalities writing about it and teaching it.

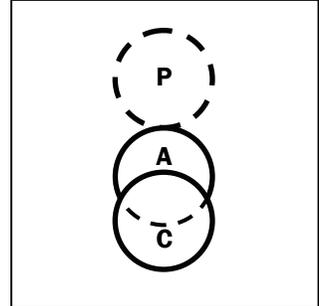
If personal self-governing by individuals were to become generalized these would-be-world-controllers who dream of world domination, would be shattered. Sam Slavson, founding father and President Emeritus of the American Group Psychotherapy Association died shortly after learning the International Analysis Association was going to award its annual Eric Berne Memorial trophy to the author of the “OK Corral: Grid for What's Happening” in 1981. This awarding was contrary to his strong recommendation.

“Conspiracy” and Suggestion

One of the more characteristic elements of the human is to organize the information he gains and which has come into his possession, to organize it into useable designs and patterns for better understanding of

his surroundings and enlargement of his personal knowledge. The organized predators around us in our society would rather we, the free, allow them to do this accrediting and organizing of this information for us, that we instead we incorporate their “knowledge” and their propaganda as our beliefs instead our doing our own figuring out, thinking and coming to our own conclusions. We each have the ability to sort our own observations, both with the use of reasoning and with whatever portion of our own intuition we retain from the earlier days of our lives (in the person's Child).

When a person comes to recognize certain personally observed facts coming to himself are incongruous, do not compute, are contradictory on their own merit, there is a tendency to, among other alternatives, of dismissing the data as just another problem to bother him or blindly believing (Child) what he hears without thought (without use of personal Adult). On the other hand a person with knowledge of the Alphabet of Behavior might mull over in his mind the social incongruities he sees. Store the disparate so-far contradictory facts as data for later thinking on. These personally observed events, facts can be stored in the mind of a person, neither



Conspiracy :
“secret planning
and acting by two
persons for an
unlawful or harmful
purpose, to a third
party.”

Conspiracy :
“two or more
parties secretly
gathering together
for purposes of
doing harm to a
third party.”

dismissing the incongruity nor blaming the problem on his own otherwise well functioning computer (Adult).

Eventually some of these observations do continue to independently be thought on by some people. Those people reflecting on their unresolved data, may come to recognize that the particular incongruity disappears when they conjecture that with the addition of another hypothesized, so far non-observed, missing fact of information, then the earlier learned facts do make sense. On first coming to the realization of a missing link, such a person who thinks "later" will probably audibly go “Ah hah! Eureka! I found it!” and chalk it up as something to tell a friend as soon as he can.

Even today, in spite of the ridicule, jeering, leering and sneering attendant to thinking about “conspiracy”, many in this society do think, read about and plan their lives on the basis of ongoing conspiracies in society. Books on the subject sell well.

A conspiracy is defined as “secret planning and acting by two or more persons for an unlawful or harmful purpose, to a third party. The plan.” (Webster’s New World Dictionary of the American Language, College Edition, 1966).

California Penal Code defines conspiracy as two or more parties secretly gather-

ing together for purposes of doing harm to a third party.

Based on these definitions two members of the public-at-large in California successfully petitioned the 120 members of the California Legislature in 1994 to oppose the extension of the law, the “forfeiture and seizure act,” sponsored by California’s 58 County District Attorneys. This act had allowed “peace officers” to invade homes, offices, and businesses offices in order to remove any valuables without warrant, confiscate all funds and accounts of accused. And further, it provided that the accused was guilty until proven innocent. [Booty?

Initially passed as an act supposedly to curtail drug dealing, it was excessively abused, invading homes of well-to-do on the basis of any “informant” who also would get a cut of the plunder and loot. Among other “law enforcement” agencies each of the 58 county district attorney offices were getting very rich off that law until it sunset-ed.

Conspiracy? The fact that the legislators had written the bill, which would extend and expand this state “asset forfeiture and seizure” law, at the request of the County District Attorneys of the state took some digging. The County DAs sponsorship of that act was secreted away, and only came to light after careful sleuthing in legislator office staffs by these two activists.

Conspiracy? This act would have continued to bring harm to more unsuspecting, reasonably well to do individuals and small businesses by the acts of “legalized” (badge wearing) plundering and looting, stripping of financial assets, business records and Constitutional rights (guilty until proven innocent), perpetrated on innocent, law-abiding citizens who were also being socially stigmatized as “potential criminals’ without any evidence of such. The magnitude this statewide activity by “law enforcement” officials, let alone even the fact this was happening in California, of course, never was on TV or in the newspapers.

The two petitioners, knowing what they were doing, wrote the legislators that this bill was a part of “a statewide conspiracy by the County District Attorneys of the state, as conspiracy is defined in the California Penal Code.” Further, since they had now been notified of this fact by writers, any legislator voting for the bill would be participating in that “conspiracy.” The bill “disappeared” that year, never came to vote and that law sunset-ed in Assemblyman John Burton’s office after various California County District Attorneys agreed to drop the bill.



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

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"Reach for the stars."

"The Minister and the Massacres"

By 1990 both the book itself and the epic horror story it contained had been almost totally "disappeared." The book? "The Minister and the Massacres", Nikolai Tolstoy, 1986. The British elitist branch of government, the "House of Lords", was an active participant in its suppression. This was despite the opposition to the book's suppression and Prime Minister Margaret Thatcher's support of the author and book's publication in 1988. In 1988, Tolstoy seeing the handwriting on the wall, wrote a short synopsis of his book, "Silent Betrayal."

The two books about the post WWII allied brutal handling of Allied prisoners of war in Germany, "Other Losses" and "Crimes and Mercy" by James Bacque were, shortly after publication in the mid 1990s,

"disappeared" and unavailable to the average reader. Bacque wrote on the subject of how more than five million German prisoners of war and families were starved to death and denied medical treatment in those Allied POW camps for some five years after the end of World War II. e.g. Red Cross packages sent to individual Germans were not delivered.

Tolstoy's "Silent Betrayal" was reprinted and mailed out to its mailing list of "Imprimus," a Hillsdale College publication, in 1988 at its own expense. The President of that college had sought and obtained permission from the author (Tolstoy) to do this. Within 10 years after that, that college president had been forced out of his position. Wasn't it he who, in the interval, had been drawn into a well publicized, scandalized, sexual affair on campus and totally discredited? Whatever happened to that young

female seductress, a "Jacqueline in the Beanstalk," on the other side of the affair?

Other female "Jack in the Beanstalk" stories? Wasn't there another female "Jack in The Beanstalk" story in the 1970's that brought down the government of a British Prime Minister? Others? How about Gary Hart and his (1984) presidential campaign? Monica Lewinsky and President Bill Clinton? John Edwards?

"Jack in the Beanstalk" is the fairy tale where a boy plants some bean seed in his backyard and almost overnight a plant sprouts and grows into the sky and into the kingdom of a giant. Jack (Jacqueline) climbs the beanstalk tree, arrives in the kingdom arousing the passion of the giant who chases Jack (Jacqueline). Jack scampers down the tree and cuts it down bringing the giant to his end (death).

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

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

DIAGNOSTIC of the situational personality:
 No Personal Parent. Self-rekidding is active.

Independent Parent-Adult / Parent-Child decisions are impossible.

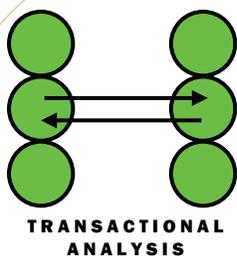
SOCIAL TOOLS NEWSLETTER

MARCH 30, 2013

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

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SPECIAL POINTS OF INTEREST:

There are four types of social tools.

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

SOCIAL TOOLS TRANSACTIONS & TRANSACTIONAL ANALYSIS

Transactions

Transactions take place between persons. They are of two varieties, business and social. They both involve coming to an agreement after an offer and a response with an eventual conclusion either to accept or to break off negotiation.

Business Transactions

Business transactions occur among people wanting to exchange goods and services (usually) for monetary consideration. The "bid" price is the monetary (stimulus) offer made by the buyer to the seller (the holder of goods and/or services). The "asking" price is the counter offer response from the holder of the goods and services. The "buy-sell" occurs when there is agreement between parties, the buyer and the seller. Then goods and/or services are exchanged for money or something else of agreed on value.

Social Transactions

In social transactions, two-way "eye contact" between parties can be likened to a "bid" by the stimulator-initiator and a responsive "ask" by the responder. So also is an

initiated "hello" an offer. If no sustaining eye contact is established between the parties, as a rule, there is no agreement for further social negotiations, be it conversation, handshake or other touching.

When the initial stimulus receives a conversational response-in-return there has been agreement of "value for value." The mutual act of recognition of each other is the "value for value," the value given and the value received. From this point, further social transactions (acts of exchanged mutual recognition) may or not proceed on to negotiate other more personal recognition, e.g. a ritual, pastime, game, business and/or other social or business activity.



a transactional stimulus

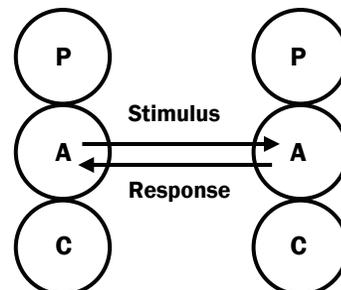
Very extensive time and drilling of a child takes place in most every family in most every society on how to carry on social transactions. These are the childhood training programs about courtesy and politeness in the social setting. "Answer when you are spoken to." "Say thank you." "Listen

when you are spoken to." "Look at the person who's talking to you." "Don't talk when someone else is speaking." Etc., etc., etc.

The "commodities" exchanged in social transactions are called strokes. To give a person a stroke is to give (personal) recognition to him. Strokes include eye contact, words, physical touches, facial expressions, and other actions with or without emotional overtone "aimed at" specific individuals.

Sometimes exchanged platitudes are disparagingly dismissed as not being strokes. This is to say: A stroke is a stroke is a stroke.

Exchanged "marshmallow" strokes ARE STROKES. A "marshmallow?" "So very good to see you, my dear."



**SOCIAL TOOLS -
TRANSACTIONS**

Strokes

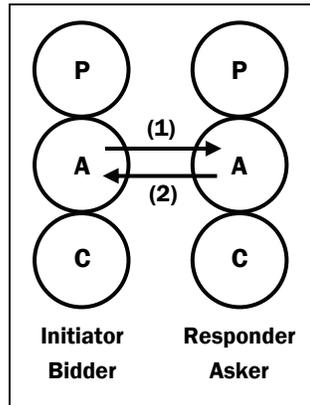
The goods exchanged in social transactions are called strokes. To give a person a stroke is to give (personal) recognition to him. Strokes include eye contacts, words, touches, facial expressions, gestures and other actions with or without emotional overtone aimed at specific individuals. Generally when we speak of strokes (of recognition) we are referring to exchanges of words often in a stimulus, response sequence. The unit of social action is defined (E. Berne) as one conversational stimulus and the conversational response to that stimulus.

Transactional analysis, in brief, is the activity of analyzing these social units: the social stimulus and it's related (social) response.

By setting a pair of these stacked circles diagrams next to each other there comes into being the chance to study both (1) the quality of the offer by the (bidder) stimulator and (2) the personality nature of the responder and some aspects of the quality of the response and an educated estimate of the interest of the responder.

Stated more succinctly the onlooker will be able to determine which of the **initiator's** stacked circles "started it" and to which part of the other

party the initiator was aiming his (arrow) stimulus. The second half is to watch and listen to observe which of the responder's (asker's) three stacked circles accept the stimulus responded to it.



TRANSACTIONAL ANALYSIS

The study of social transactions is called transactional analysis. The first half of the analysis of a transaction includes i) determining from which of the three circles of a person the stimulus originated and ii) to which of the other person's three circles this stimulus was destined (aimed).

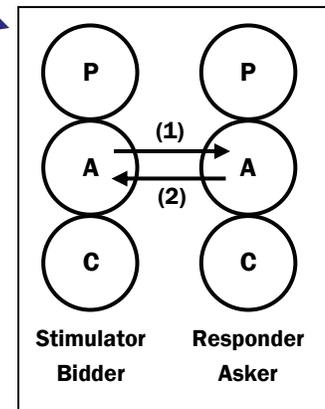
The second half of the study is to determine iii) which of the other person's three circles in fact was activated (accepted) to return a response and iv) to which of first person's three circles was this response was destined (aimed).

This process is easier to diagram than write in a se-

quence of words. In the transactional diagram the arrow going left to right (by convention the top one of a pair) is the stimulus. The second arrow going from right to left represents "the response" in the study.

Here the Adult of the "bidder" ("stimulator") is making a bid to the Adult of the "asker" (responder). The lower of the two arrows symbolizes the Adult of the asker ("Responder") addressing his social transactional **response** to the Adult of the initial bidder (stimulator).

Simply put, transactional analysis is the practice of drawing arrows between pairs of the PAC stacked circles, diagrams of two real people who were talking (stroking each other), i.e. the top arrow, and with these arrows representing 1) the origin and the destination of the stimulus from the first person and 2) the origin and destination of the response by the second person i.e. the bottom arrow from the second party. For purposes of diagramming, such study can occur between any two sequentially exchanged strokes between the two parties, i.e. at the start of a conversation, mid-way in it, or a pair of strokes exchanged at or near the end of the conversation. After all, any response will act as the stimulus for the other person's next response.



Cyprus ? Money ?
Banks ?,
Crossed Transactions !

Could it be the actions of the European Central Bank and central planners of the "European Union," IMF, FED, other, have set up (designed) a chain of transactions (games) that are predictable? For example "Let's You and Him Fight," WHAM, and other games. Seizing bank savings and other types of monetary assets in Cyprus, ... ?

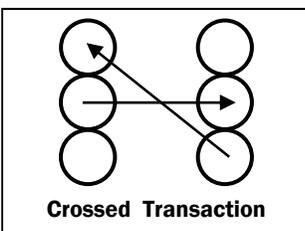
Eric Berne, MD referred to the analysis of social transactions as transactional analysis. Diagrammatically, the analysis of transactions is the practice of drawing arrows between pairs of the PAC diagrams. These arrows represent the origin and the objective of the stimulus from the first person, and the origin and objective of the response to that stimulus by the second person, in a social transaction occurring between the two people. By convention, the stimulus under discussion is represented by the arrow above pointed to the right. The corresponding response arrow below is pointed to the left.

Crossed Transactions

In crossed transactions the arrows are crossed. One of the many kinds of crossed transactions (of 72 possible types) is the Adult to Adult stimulus, and the crossed Child to Parent response.

Stimulus: "How is the lawn mowing going?" Adult-Adult

Response: "Mow it yourself if you don't like how I'm doing it!" - Child to Parent



As Berne was wont to say: "Wars are started by a crossed transaction, both international and in-house."

Complementary Transactions

A complementary transaction is one where the stimulus and response arrows are parallel to each other, thus.

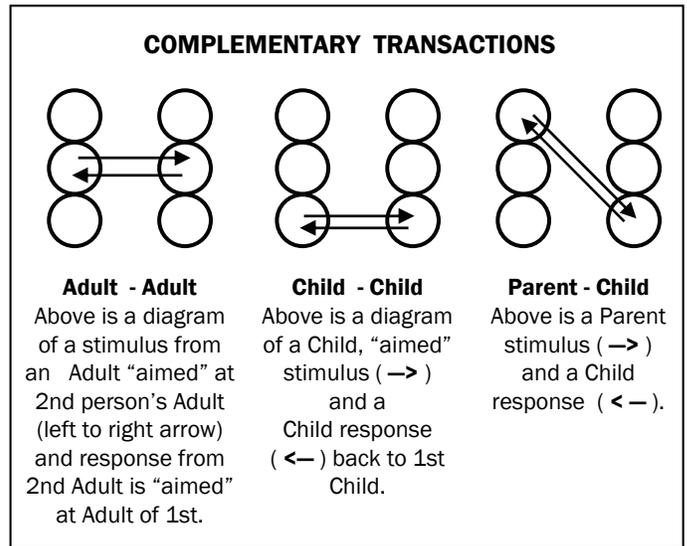
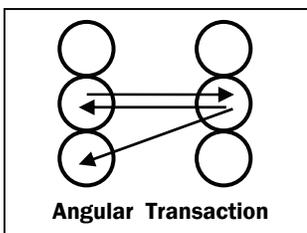
Uterior Transactions

In ulterior transactions the social level and "psychological" level of the transaction are at variance. There are two kinds of ulterior transactions: **Angular Transactions** and **Duplex Transactions**.

Angular Transactions

Here the "angular" stimulus (or response) is aimed simultaneously at two circles of the other person.

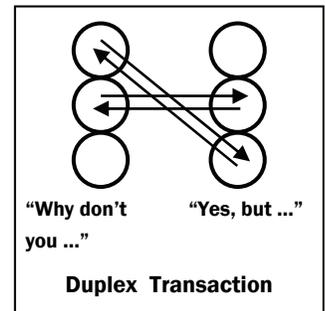
For example, when a used car salesman shows cars to a prospective buyer that has told the salesman how much he can afford, the salesman may take the buyer past a several more expensive cars, ostensibly on the way to those within buyer's price range. One of these more expensive cars catches the eye of the buyer and he asks salesman how much that one would cost. The salesman's angular response: "Oh, that one? It costs more than you can afford."



Duplex Transactions

In duplex transactions there are two circles (technically called sets of ego states) in each party carrying out transactions with each other. Duplex transactions can most reliably be observed when two people (friends?) are seen playing a pair of games, for example games described in the book "Games People Play" by Eric Berne. One such two party game is "Why don't you ..." played with "Yes but ..." or the game "Why's this always happening to me" played with "Now I Got You, You SOB," NIGYSOB.

The duplex transaction diagram shows both parties are carrying out the two levels of games, the social level and the psychological level. While the plausibility of what is said at the social level is valid, it is not until the hidden, the ulterior nature of the transactions is taken into consideration, that what is seen makes sense. The individuals partici-



pating in their games will each have duplex (two) levels of motives in what is happening. This is what the duplex transactional diagram shows.

In "Why don't you", "Yes but", on one side we have the apparently Adult reasoning combined with a "patient" Parent endeavoring to be helpful, shown by the 2nd party's "Why don't you .." suggestions. On the "Yes but" side, there are both the plausible counter reasoning (Adult like) combined with a stubborn Child politely refuting and defeating the "helpful" Parent, showing him (the Parent), he doesn't know what he's talking about.



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"Reach for the stars."

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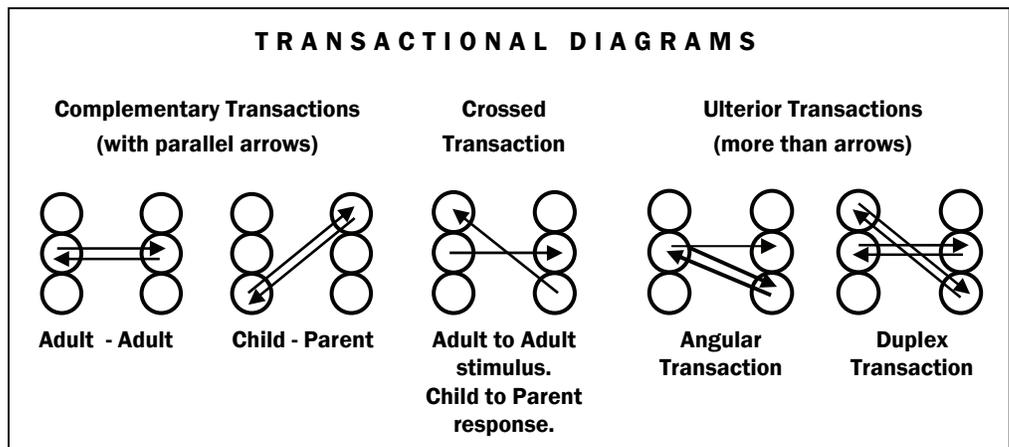
In "Transactional Analysis in Psychotherapy" (pg 86-87) Eric Berne, MD writes:

"The operational aspect of time structuring may be called programming. Programming is supplied by three sources: material, social, and individual. ..."

"As people become less guarded, more and more individual programming creeps in, so that "incidents" begin to occur. ..."

*"... transactions typically occur in chains: a **transactional stimulus** from X elicits a*

***transactional response** from Y; this response becomes a stimulus for X, and X's response in turn becomes a new stimulus for Y. **Transactional Analysis** is concerned with the analysis of such chains, and particularly with their programming. It can be demonstrated that once a chain is initiated, the resulting sequence is highly predictable if the characteristics of the Parent, Adult, and Child of each of the parties is known. In certain cases the converse is also possible: given the initial transactional stimulus and the initial transactional response, not only the ensuing sequence, but also some of the characteristics of the Parent, Adult, and Child of each of the parties concerned can be deduced with a considerable degree of confidence."*



SOCIAL TOOLS NEWSLETTER

APRIL 29, 2013

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

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SPECIAL POINTS OF INTEREST:

There are four types of social tools.

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

SOCIAL TOOLS DECISION DIAGRAM - TRILOG

Decision Diagram - The TRILOG Diagram

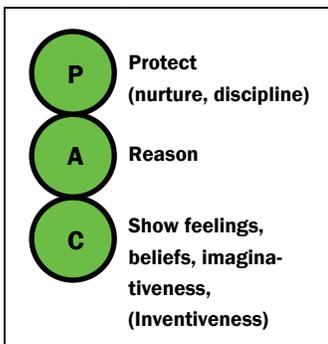
Any decision is arrived at after consideration of it, by two different points of view inside the person. These two viewpoints can come from within the person himself or after discussion with another person. A decision can take a split second, hours or days for a person to arrive at.

Decisions come in three varieties:

- 1) A compromise,
- 2) an alternative, or
- 3) a judgment.

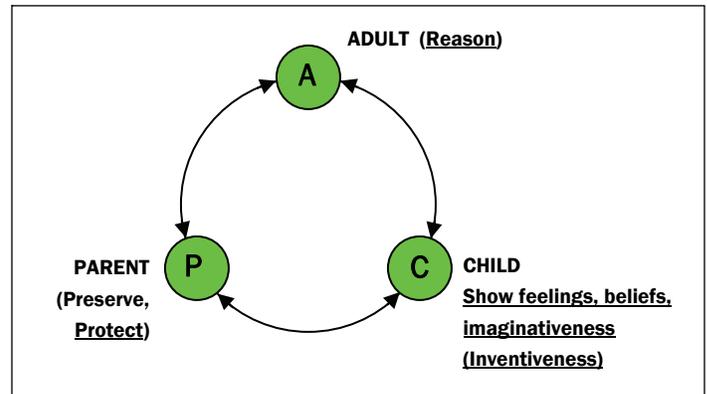
Being able to recognize which one of the three kinds you made at a decisive moment could be handy.

In the early 1970s Art Rissman discovered that by circling (instead of stacking) the PAC circles certain information about people behavior



became more readily understandable. This circling of PAC enabled a better representation of the well known fact that people do talk things over with themselves, as well as with other people.

The particular biological Child's own internal Parent is established as an internalized matrix of "teachings", the beginnings of his own set of later protective Parent behaviors, for the grown-up life of the person.



Further, Rissman decided to generalize "nurturing" and "disciplining" of the Parent as being two different aspects of the same general Parental function. The function of the Parent is that of protecting and preserving, especially a Child. First is the immediate protection afforded by the biologic Parents to the Child in his earliest years. Beyond this, as is well established in behavioral science (E. Berne), the Parent circle of the young person is developing approximately along with learning to talk, walk and control of bowels/bladder.

While that grown-up protecting Parent (with his personal values, personal ethics and personal principles, capacity for authentic empathy and grown-up compassion) is primarily for the Child in himself, the Child in another, eg spouse or his own biological offspring, nevertheless, protecting is protecting. This idea could be extended to possessions, ideals: such as country, the US Constitution, protecting a personal belief.

SOCIAL TOOLS DECISION DIAGRAM - TRILOG

By naming the natural Child function as Inventive, Imaginative, and by generalizing the "functions" to include with the previously listed functions of the adapted Child, compliant (beliefs) and rebel, defiant (adapted emotional expressions) there was a more complete identification of the Child functions ("jobs") of both the natural and the adapted Child. In a manner of speaking the adaptations of the adapted Child can be considered as imaginatively invented.

Rissman found that individuals have certain conversational preferences and certain conversational avoidances. These could be classified and representatively diagrammed as occurring in one or the other of the semi-circles ("loops") of the now circled P-A-C diagram.



The **P ↔ A** conversational loop is named the **judgment loop**.

The **P ↔ C** loop is named the **compromise loop**.

The **A ↔ C** loop is named the **alternatives loop**.

A conversational loop are those originating inside the particular person making a decision, and those originat-

ing from verbal transactions between another person and the one making a decision.

Shortly after these discoveries, one of Rissman's students discovered that these "loops" were also the basis of how an individual makes up his mind, the basis of both daily and the longer term decisions in life. There was no need to change the assigned names of the loops.

Decisions are of three classes: Alternatives, Compromises, Judgments.

An **Alternative decision** comes after several alternatives have been considered by the reasoning (**Adult**) and together with his (the) inventive feeling (**Child**) – such as "making a wish list in a brainstorming session" about what is to be done. Then selecting one from the list which best suits the purpose at hand.

A **Compromise decision** is made after protective (**Parent**) input and inventive-feeling (**Child**) input.

A **Judgment decision** is made from a combination of protective (**Parent**) and reasoning (**Adult**) considerations.

Again these are the same **Parent (P)**, **Adult (A)**, and **Child (C)** shown in the stacked circles, PAC diagram.

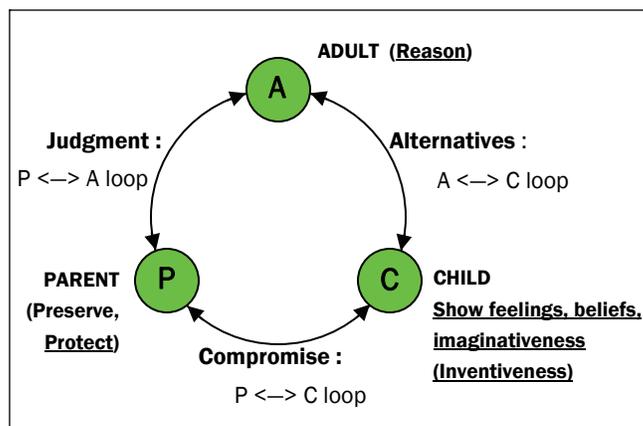
SOCIAL TOOLS are the (social) equipment we use in our dealings with others to influence what happens to ourselves in the events of our lives. The result of how we use our social tools is much influenced by the decisions we make ahead of time, and at the time of events of life as they go by. These daily decisions are often influenced, if not based on earlier decisions and conversations with others.

To repeat, individuals do have conversational dialogs both with others and internal conversational dialogs (within themselves). Both are influential, if not decisive on the

decisions which one makes. These (transactional) dialogs, whether with another or inside ones-self, are of three classes:

Adult ↔ Child,
Parent ↔ Child, and
Adult ↔ Parent.

The only "real" Parent inside most dedicated "termites is a childhood-based relic, eg with a screaming style of scolding (criticizing) instead of firm remonstrations (discipline) with their own biological children, and/or aloofness and distancing, and/or problems with authentic nurturing. This defective Parent can be expected to be lacking in authentic empathy and compassion.



This next diagram is a synopsis of both kinds of dialogs, both those with others and those within oneself. This diagram shows that a decision is based on two different points of view, For example the decision (struggle?) to get up in the morning comes from at least two of the three:

- 1) "IT'S TIME!" (**Parent** sounding off inside of self),
- 2) the clock tells that the time has arrived (**Adult** information), and/or
- 3) "Do I have to already? I better do it now, so I'm not late and catch it!" (**Child**).

The diagram at the right is a synopsis of the qualities of thinking, feeling, and behaving involved in the three kinds of decision:

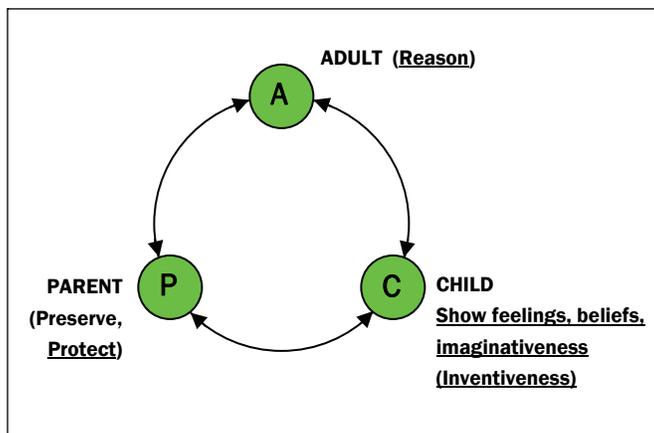
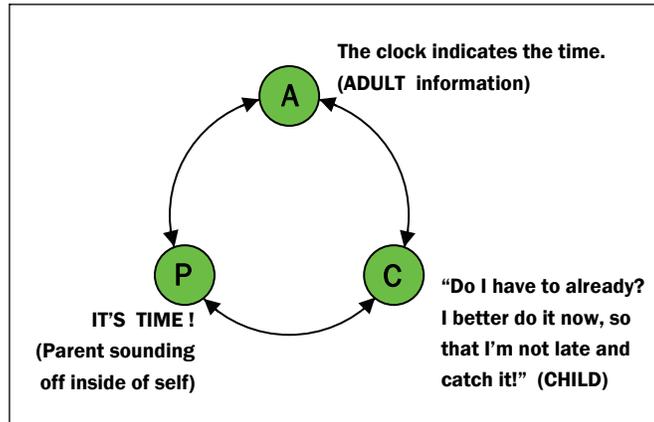
Alternatives,
Compromises,
Judgments.

Specifications for the Classes of Decisions

Compromise Decision

The word "compromise" comes from the Latin verb "compromittere" - to make a mutual promise, to abide by the decision of an arbiter.

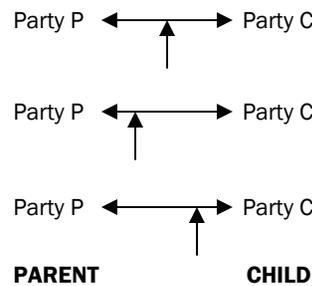
Compromise as a noun is defined as "a settlement in which **each side gives up demands, makes concessions,** 2) an **adjustment of opposing principles, systems** in which each party gives up some, 3) something **midway between different things,** 4) **a laying open to**



danger, suspicion or dispute." As a verb compromise is defined as "1) to settle between parties by concessions, 2) to endanger the interests of, and 3) to surrender or give up one's interests or principles." (Webster's New World Dictionary of the American Language, College Edition, 1966).

Graphically the word "compromise" can be represented by a line separating the viewpoints of two parties and a mark on it somewhere between the two ends to represent how much of the difference each one gives up to achieve agreement between them. Another term for a compromise decision is

striking a balance and the following diagram show some different balance points that can be struck in a compromise decision.



Whether it is a compromise decision about letting the son take the car out for the evening or not and how long; or about a daughter who wants to go to a dance and "needs" a new dress; or agreeing on a salary increase for the National Football League official;

or agreeing on a price for buying the Time-Warner Corporation, or capitulating to circumstances requiring a man to lie to his wife; there will be some (internal and/or external) negotiations about the consequences (conditions) then a decision. In simplified terminology, at home the Parent will be the one with the money, power, possessions, and/or authority and the Child will be found to be the one pleading, pushing, demanding, nagging, talking about running away, accusing the Parent of for example being "too strict", calling for an arbiter to intervene.

A compromise decision involves considering on one side an emotional want, such as money, being popular, or revenge; **and** on the other side protecting something such as a possession, personal welfare and safety, or reputation.

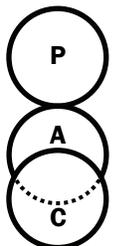
A compromise decision combines input from both a **Parent** (like party) and a **Child** (like party).

A criminal act is the result of a compromise decision.

For some "using the credit card another time this month" is a compromise decision.

(Most criminal acts and some credit card usage are also acts of "self-rekidding.")

[There is a difference between being "compromised" and making a compromise.]





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

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"Reach for the stars."

Alternatives Decisions

An **alternative** decision is arrived at after considering a variety of possibilities for achieving an objective without regard to the consequences (inventive Child) and then reasoning (Adult) about them to whittle them down to the "best" one. Typically this method is called "brainstorming," then "deciding." An alternative decision comes from input by both an **Adult** (like party) and a **Child** (like party).

Judgment Decisions

The third class of decisions is the (personal) **judgment** decision. It involves considerations of reasoning combined with considerations of preserving and protecting self or other living beings or a non-living entity. Other living beings include family members. A non-living entity might include "the law", the Constitution, the integrity of a local

water system or the church. A judgment decision combines both **Adult** (like self) and **Parent** (like like) considerations. The personal ethics and personal values of the (personal) **Parent** are used in making a personal judgment.

Examples include: to postpone the family annual vacation, to decide on a new job or not, to get the "shots" for the children, to make an appointment to see the dentist.

Decisions and the Third Degree Situational Personality (TERMITE)

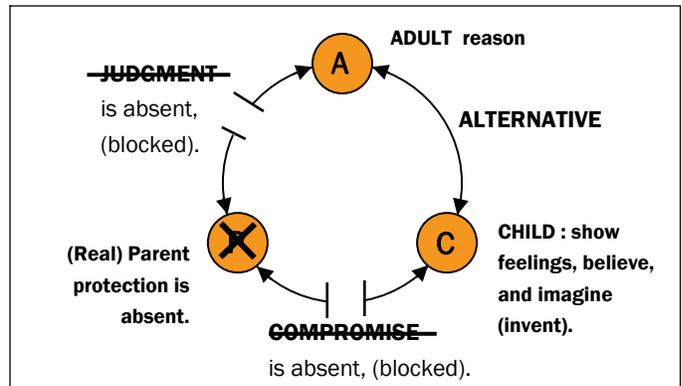
The diagram of the situational personality shows how the termite is a handicapped person. In the absence a competent Parent of his own, he/she is behaviorally limited solely to the use of decisions by the alternative route, including the recently memorized alternatives given to him in one of his rap groups or controller sessions. It should not be forgotten that the compliant Childself in a person can

become an excellent memorizer. And the combination of Child and Adult in a person can also become an excellent actor.

The handicap of not having any reliable internal personal Parent inside their heads may be one of the reasons such (radical, socialist) magazines as "PARENTING" sell so many copies. The only "real" Parent inside most dedicated termite is a childhood-based relic, eg with a screaming style of scolding (criticizing) instead of firm remonstrations (discipline) with their own biological children, and/or aloofness and distancing, and/or problems with authentic nurturing. This defective Parent can be expected to be lacking in authentic empathy and compassion.



Therefore, the diagram for behaviors of the situational personality (the termite) in terms of capacity for decisions looks like the following.



SOCIAL TOOLS NEWSLETTER

MAY 31, 2013

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

INSIDE THIS ISSUE:

- HOWDY DIAGRAM** 1
- HOWDY DIAGRAM AND "ALL MY PEOPLE KNOW EACH OTHER"** 1
- THE MYTH CLASSROOM TEACHERS BELIEVE** 2
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SOCIAL TOOLS HOWDY DIAGRAM

Howdy Diagram

The term "Howdy diagram" is shorthand for the diagram-able process of

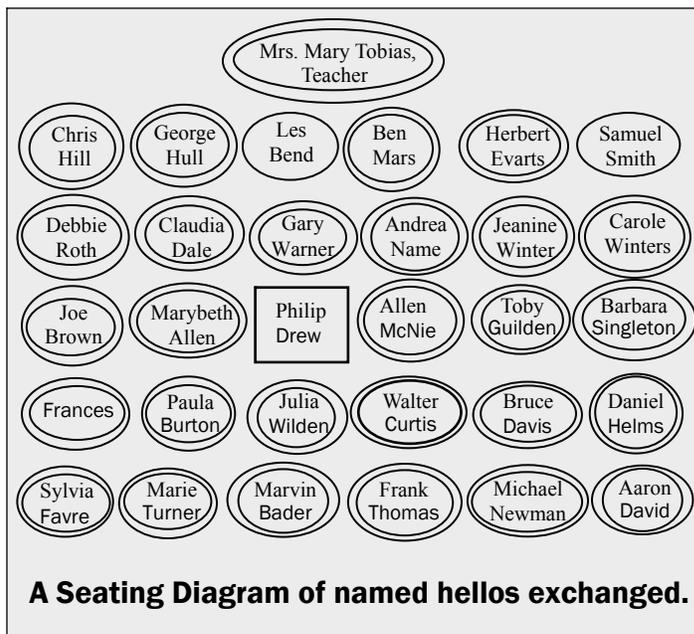
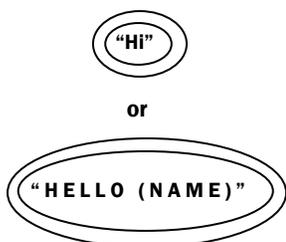
- 1) giving a hello by name to other people,
- 2) writing down the name of that person, and
- 3) circling the name of the one to whom a named hello was given, and a second circle when a named hello is returned.

If you don't remember the person's name at the moment, he probably does.

Ask him: "Excuse me. I don't remember your name at the moment. Would you tell me your name again, so that I can say it to you?"

"Hello" is the basic opener of recognition stroking. "Hello" is the formal word, and "Hi" the informal.

Next is the Howdy Diagram:



Sometimes the names of those known are written in the form of a list. Other times the names are written in the form of a seating diagram as shown in [Social Tools Newsletter Vol.1, Issue No. 4](#), and in the paper [Andrea's Named Hellos](#).

Howdy Diagram and "All My People Know Each Other"

The Director of a local County Mental Health Service was once asked in context at a Mental Health Advisory Board

meeting for his estimate of the number of his staff (of about 80) who knew each other's first and last names. His response was to fire back at the inquirer "All my people know (the name of) each other."

About 40 minutes later in the meeting the Director asked a subordinate if a particular report was handy. The subordinate's response: "The woman working down the hall from me completed that report last week, but I didn't get a copy from her to bring tonight." "Who was that?" "I don't remember her name, but I'll get it to you tomorrow." "OK."

SPECIAL POINTS OF INTEREST:

There are four types of social tools.

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

SOCIAL TOOLS HOWDY DIAGRAM

The Myth Classroom Teachers Believe

Over the years several teachers have been asked about the number of their students who knew all of each other's names. Both elementary and secondary school teachers regularly come back: "All my people know each other"

"By name?"

"Yes! They all know each other's names."

The defensiveness of each teacher was evident. A few of the teachers were challenged by the statement that the combined awareness of their students knowing the names of each other was probably less than 50%. Even half-way through the school year.

Instead of thinking on it, the teachers wanted to debate what had been said. None of them volunteered to or accepted the suggestion they could check that fact out for themselves by giving their students a written test on the seating diagram in their classrooms anytime they wanted to.

Writer wondered about the defensiveness of these public employees. Both the supervisors in the earlier example and these teachers were defensive in regard to their subordinates name awareness of each other.

These supervisors and teachers reactions were as if they had been scolded. For what? Could it have been for not "properly introducing" their subordinates and students to each other? For a breach of etiquette? A breach of the rules of courtesy and politeness taught them in childhood?

Instead they were leaving it up to the individual subordinates to fend for themselves on this score.

When asked about how many of their subordinates knew the names of each other, the teachers and supervisors realized (realistically or not) they were the host/hostess whose job it is to make sure their guests (subordinates) had all been introduced to each other.

It was not the teachers' or supervisors' job to do this (not in the job description. Behind these speculations ! ...)

Why don't supervisors and teachers want their subordinates OR students to know each other? This is a very important question for teachers of public education classes.

Why don't public education teachers want their in class students to know each other, even after being in the same classroom 50 times, together?

Nobody Likes Me

A Solution, A SOLUTION !

Heard at times by a parent or teacher from an adolescent: "I hate school," "nobody likes me at school," "nobody talks to me," "I don't have any friends."

How does a parent deal with this?

One approach is to reassuringly deny his adolescent child's statements as being factual. AND to continue the conversation by saying: "But assuming for a moment it is true, 'Why doesn't anyone like you?'" In this response watch for the hint that the adolescent would like to change the situation of feeling socially rejected. If that opening occurs, tell him/her that there is something he/she can do about it, unless he/she doesn't want anyone to like him/her.

It may well take more than one sitting of talking about his dejection. This may take more than one sitting before getting to whether he/she wants to change what's happening to himself; to learn if he/she is interested in reversing the situation he or she is in.

The immediate objective is to get him or her to begin bringing to you the names of some of those people he/she knows at school. In a sitting (conversation) begin by you

Andrea's Named Hellos by FHE Jr., MD

Andrea was taught what to do to get straight A's in her high school class subjects. Andrea teaches the doctor how she made the public school system work for her.

Muriel was a 34 year old single African-American parent who came to a private psychotherapist because "I get nervous at times at work for no reason at all." Muriel worked as a housekeeper for some 10-15 different clients in a nearby community of rather quite well to do families. Muriel also had a daughter she was both very proud of and rather restrictively protective of. No firm treatment contract was ever arrived at with her, other than "It's not good for my working in other people's homes to show that I am nervous. It makes the women I work for nervous." Muriel appeared to be a reasonably suspicious person while in the office about seeing a psychiatrist in her home town, apparently physically startled, for example by unexpected street sounds, by other

writing down the names of the people they tell you about. Then hand the list of names back to your adolescent child before parting.

But it would be a good idea to eventually get him/her to write the names himself on a piece of paper as you talk. Then find out if he says hello to some of them. It could be that he doesn't say hello to anybody: "because they never say hello to me."

Does he say hello with a name to some other students? Tell him it's hard for people to resist saying hello back to him if he gives them a named hello four times within a couple of weeks. And so expand this bridgehead with him/her. Do this up to naming all of his fellow students in his classes, if he keeps coming back to see "you."

Individual Use Of The "Howdy Diagram"

A handful of youthful individuals, in treatment with psychotherapist, brought up at different times that they wanted to get better school grades. They were told about the classroom "Howdy Diagram" and how it works. They were shown how to draw it (compose it) for themselves. A lot of "extra" paper work? Maybe. They did it.

They took it upon themselves, individually, to start giving named hellos to their

classmates (best they could). And making daily name seating diagrams of those they knew. And they gave named hellos to their classmates, in the classes, And they charted, drew, wrote the named hellos given and those received back each day.

They also learned more names when they saw known faces being connected to names in the classes.

These students were cautioned that with some classmates they would have to give a few "free" named hellos before that person would start returning a named greeting. They were also told the odds were good that when they routinely give the named hello for a few weeks to a particular person when they passed them (in the hallway or outside) that person would begin giving a named hello back to them, most of the time.

As the number of names of classmates became known and daily named hello greetings began climbing above 40%, the grade point averages began to go up, too.

Getting the names spelled accurately was encouraged. Accurately spelled names? Accuracy in class reports and class tests are the primary basis for a grade. Accuracy in recording exchanges of hellos was along the same line. Part of learning is storing up in memory what you hear and read.

For Biologic Parents

A few parents asked the writer what they could do for their children whose grades had become low. The parents were given the same set of instructions and procedures for becoming involved with their children.

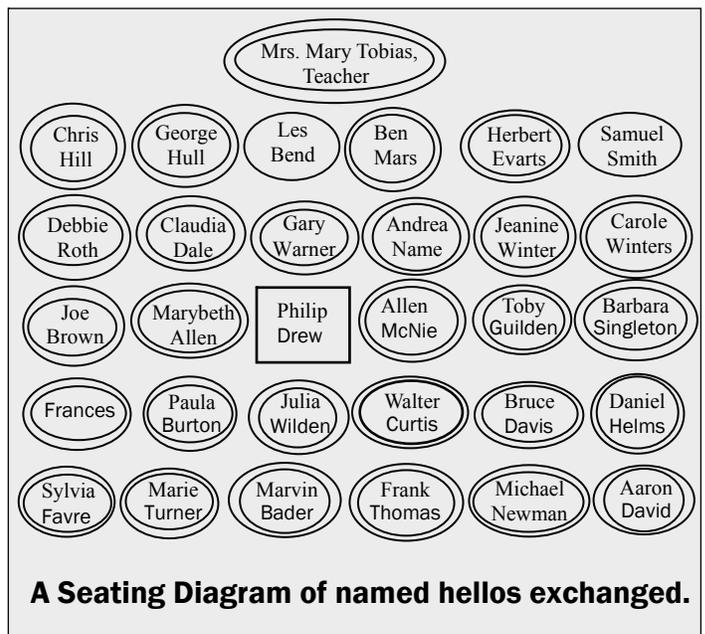
The parents were told how they could ask their student child: "How many names do you know in this class, that class?" This was after learning the names of subjects and the teachers names in classes the student were enrolled in.

This was a tougher job than instructing the students. Several were single parents from troubled family backgrounds themselves. Their days were already full, full.

One dad did stick with the program. It was slow going. His 13 year old son was taxing dad's patience, but did sit with

persons walking by in the office building during her first office appointment. Other than her brief warm single smile as she referred to her 13 year old daughter and her working for years for some clients gave this writer some hope for her case. She looked "paranoid." She accepted a second appointment and agreed to pay the cost of her treatment sessions.

On her second visit she was promptly mechanically responsive and tight in what she presented to writer. There were some references to how it made her angry how people talked about her. "Where do people talk about you ?" Response to this was vague. In her second appointment the ease with which "Parent,





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Has by Which to Represent His Universe.**

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dad when asked. While at the start son seemed to prefer fighting and objecting to dad's "criticizing" him. Son did, day by day, begin to write down more names of classmates he (now) knew. Once there were 10 names identified as known in two classes dad started inquiring which ones son said hello to him by name, and quite importantly to his student son, which ones gave back a named hello to him? At first dad charted the hellos son gave and those son got back by single or two concentric circles on son's written sheet of paper.

Follow up report from dad two years later was that son's interest in fellow classmates stayed up and his grade point became good enough to be admitted to a university of son's own choice. This was despite other family troubles continuing in dad's life.

Adult, and Child" both as a set of words and as a diagram were rather easily received and her associated conversational references led writer to tentatively conclude that one or more of her clients had talked to her about a book they had read about, "Transactional Analysis" and how the client herself had found the concepts and diagram personally very useful. Muriel's acquaintance with Transactional Analysis was NEVER BROUGHT UP TO WRITER by her. In her second appointment, another reference to her daughter, Andrea, came up. This time in the manner of daughter behaving at times in a way Muriel disapproved of. Again, request for some details about Andrea's behavior which she disapproved of were vague, non specific, apparently about Andrea bringing up the subject of "boys" at home.

In the course of this second appointment Muriel accepted the fact that the emotional self was probably her Child and her Adult self was the side of herself talking during the appointment about her problem. Muriel accepted a third appointment. During this, her third appointment, she volunteered very little. It was as if she was expecting her psychiatrist to push on her about her life details. Again there was one brief smiling reference to her daughter. Otherwise she was almost stoic, yet "productively" talkative. Muriel came for a fourth appointment, accepted a fifth appointment which she canceled by telephone two days later.

Some six months later she called for another appointment. When she arrived, writer forgot himself and smiled pleasantly on seeing her again. After this return, Muriel again came again for 4 or 5 appointments at weekly intervals. Question in writer's mind continued about how paranoid Muriel might be. In this series of visits Muriel asked if she could bring her daughter sometime. Writer agreed to her request, again after another 4 or 5 successive appointments. Muriel called two days after her most recent appointment to cancel any further appointments. This sequence was repeated two more times over the ensuing year. Muriel did try group therapy for three sequential weeks, then stopped.

To be continued



"Reach for the stars."

SOCIAL TOOLS NEWSLETTER

JUNE 30, 2013

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

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SPECIAL POINTS OF INTEREST:

There are four types of social tools.

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

SOCIAL TOOLS HOWDY DIAGRAM & THE I'M OK, YOU'RE OK CLASSROOM

The **Howdy Diagram** is handy for remembering the names of people, especially in group gatherings, classrooms, meetings, at work, church, and other places where people get together.

Howdy Diagram

The term "Howdy diagram" is shorthand for the diagram-able process of

- 1) giving a hello by name to other people,
- 2) writing down the name of that person, and
- 3) circling the name of the one to whom a named hello was given, and a second circle when a named hello is returned.

If you don't remember the person's name at the moment, he probably does.

Ask him: "Excuse me. I don't remember your name at the moment. Would you tell me your name again, so that I can say it to you?"

"Hello" is the basic opener of recognition stroking. "Hello" is the formal word, and "Hi" the informal.

At right is a typical drawing of a classroom Howdy Diagram.

Keeping track of who you give a hello to and receive back is a matter of writing down the name of the person and then drawing two concentric circles. One for the giving the greeting with name, and one for receiving a named hello back.

Drawn thus:



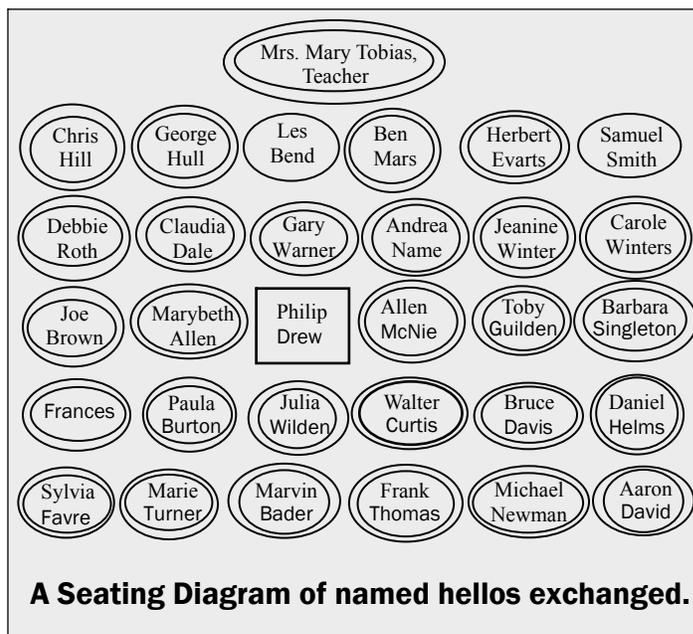
or



Sometimes the names of those known are written in the form of a list. Other times

names are written in the form a named seating diagram like that shown below. The advantages of recording the names of people you are with are many: stroking value, recognition, future reference, accountability, and many others. For example, students would then have a social tool to deal with "A Sea of Unknown Faces": K-12 and in college.

In "**The I'm OK, You're OK Classroom**" F.H. Ernst Jr., MD shows the use of, function, components, and construction of the Howdy Diagram.



A Seating Diagram of named hellos exchanged.

SOCIAL TOOLS HOWDY DIAGRAM & THE I'M OK, YOU'RE OK CLASSROOM

"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 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.

Teaching Instruction 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

"Andrea's Named Hellos" by FHE Jr., MD

In the previous newsletter we learned that Andrea's mother went to the doctor to learn how to deal with as she described "I get nervous at times at work for no reason at all."

Continuing:

Again during her sequence of four individual therapy sessions Muriel brought her daughter, Andrea, once. Andrea was a beautiful adolescent young woman in full bloom. Muriel stayed in charge of the conversation when she brought Andrea with her. Then two days later she canceled further visits, again. This time it was six months later when her now 15 year old daughter Andrea called for an appointment. On meeting individually the first time she and I came to an implicit agreement that we would take care of what her mother wanted her to accomplish, then see what if anything she wanted to achieve.

It was apparent Andrea's mother wanted Andrea to go to college, was worried about Andrea dating boys.

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 8 week course these students knew what they were doing and [now] 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.

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.

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 [or by some other means], 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.”

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.

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 profes-

Andrea developed facility with sorting her Adult from her Child rather easily, recognized the disciplining and nurturing Parent self both in herself and in her mother. As in the case of her mother, Andrea also had an adolescent Adult. Her descriptions of going to school were with some Child enthusiasm and pleasure. She did not go out on dates except for an occasion at school dances.

After seven individual weekly appointments this writer told Andrea: “We have taken care of what you came for. Is there anything else you want to work on here?”

Andrea: “Yes. I want to get better grades.” She wanted to attend the University of California at Berkeley. She told that her most recent mid-term grades were one A, two B’s, and 3 C’s. Asked if she knew what grade point “Berkeley” required, she said: “Yes 3.0 or a B average.” She still wanted to go to UC Berkeley.

So I told her: “OK. Here’s what you can do.”

We explored (1) how many of her classmates she knew by name, and (2) how many in each of her 6 periods she said hello to daily. She knew more than four by name in each of her classes.

SOCIAL TOOLS HOWDY DIAGRAM & THE I'M OK, YOU'RE OK CLASSROOM

sional 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 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

Writer said: "OK, here's what you can do. Learn and write down the first and last names of every person in each class. While you are learning and writing down these first and last names in your own records, names of people, as you learn them start also to give a named hello to each person you already know and visit long enough for them to answer your named hello with a hello back to you. As you learn more names and have attached the names to the person in the classroom, give more named hellos: 'hello Sarah', 'hi Saul', 'hi Rebecca', etc. At first you will be giving a lot more named hellos than you get back, but within a week or so of starting to give somebody a named hello they will be giving you back your name in a hello to you. One or two in a class may even ask you for your name and say hello to you by name."

"Some people who have done this make a seating diagram of their class with first and last names every class and tally who exchanged names. A way to keep track is to write a person's name and then

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.

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

draw a circle around it for your hello and then another circle around it if you got a named hello back.”

Writer: This is what you, the reader, can do also. People who have done this in their classes each day have had their grades improve a lot. You could do it for each class. Doing this for physical education class will take some thinking because you have the pen and paper with your street clothes in your gym locker.

“Are there questions about what I just covered?”

“NO !”

“OK then, if you happen to forget somebody’s name when you see them later, don’t forget the other person probably does remember his own name. So you can try this ‘I’m Amanda Green. I don’t remember your name at the moment. Would you please tell me what your name is so that I can say it to you.’ Myself, I haven’t had anybody I liked refuse to tell me their name when I had forgotten it. You can answer their answer with ‘Hi Melinda. Thank you.’ ”

SOCIAL TOOLS HOWDY DIAGRAM & THE I'M OK, YOU'RE OK CLASSROOM

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.”

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

TACT Class Homework Assignments /Class Agenda

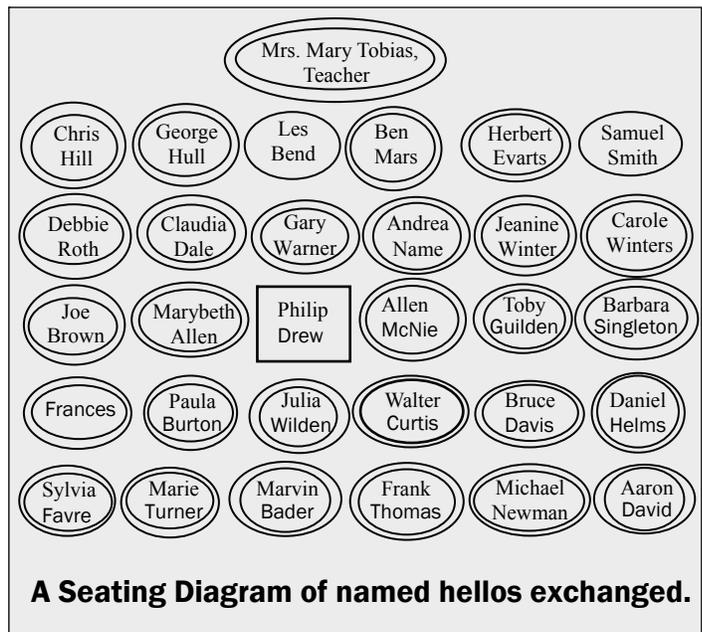
Each of the eight Transactional Analysis for Classroom Teacher classes started with each person in the room saying hello by name to each other person, including writer. This was followed by each member of the TACT class giving a brief report on carrying out his homework assignment for the past week.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

Andrea was asked if she wanted to come back for another appointment next week.

She responded: “YES!”

Andrea arrived the following week on time and enthused. She had gotten and written the largest number of her classmates first and last names and showed how she had made a named seating diagram for each of her five sit down classes. Almost all chair slots for each person had a first and last name. She was smiling as she told of learning and giving the names to her classmates and teacher in each room.



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.

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 the Hellos 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

Writer commented: “It looks like you have it clearly in mind.” Did she have any questions? “Looks like you’ve gotten what you came for. Want to try it on your own for now? You can give me a call in a month or so, if you want?”

Andrea agreed; made two more appointments at monthly intervals.

On the second of these pair of visits she was all smiles. It was good to see her. She promptly announced: “It works. What you taught me about, class names, works. I just got my report card for the semester just finished. I got all A’s.”

We agreed she could call if need be. “Good-bye for now !”

Her mother, apparently was also satisfied. Mother sent a couple of Christmas cards with a written “Thank You. Muriel.”

Case closed.



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

ADDRESSO'SET PUBLICATIONS

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"Reach for the stars."

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!"**

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.

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 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. 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.

To be continued

SOCIAL TOOLS NEWSLETTER

JULY 23, 2013

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

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SPECIAL POINTS OF INTEREST:

There are four types of social tools.

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

SOCIAL TOOLS HOWDY DIAGRAM & THE I'M OK, YOU'RE OK CLASSROOM

This is a continuation of the previous newsletter.

One teacher, in big smiling awe, referred to these first sessions of named hello exchanges in his classroom as "organized pandemonium."

"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 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 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

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cise was taking less than 10 minutes at the start of the particular class period. 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.

Setting a Limit On Visiting 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 begun 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

**SOCIAL TOOLS
HOWDY DIAGRAM & THE I'M OK, YOU'RE OK CLASSROOM**

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.

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.

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.

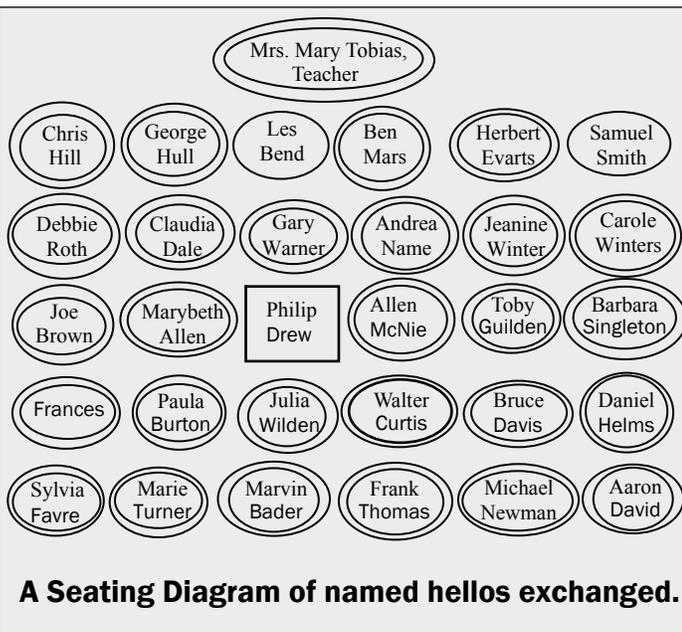
499 Students Reached, One Hold Out - - For One Week (5 days of getting a daily named hellos from 29 fellow classmates, plus teachers)

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

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., M.D.

See "Organized Pandemonium", by F.H. Ernst Jr., M.D. Addresso'Set Publications, Vallejo, CA, 2009.

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



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. 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 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 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

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.

HOLD OUTS à 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.

**SOCIAL TOOLS
HOWDY DIAGRAM & THE I'M OK, YOU'RE OK CLASSROOM**

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 2,000 students. The student learning of the subject matter taught by the class teachers took place within the students 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).

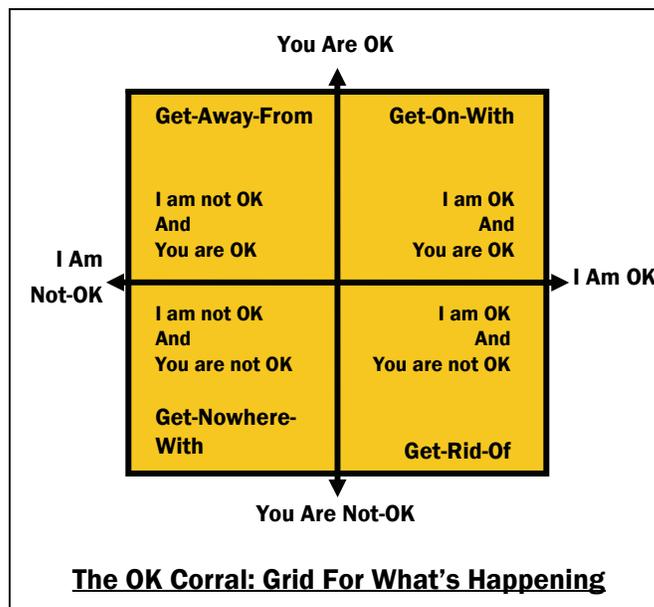


3) learning how each individual found he could better regulate his own behavior to more often achieve a desired outcome with another person while the particular event was going on, how the OK Corral diagram really works. How he could better regulate his own behavior to more often achieve a desired outcome 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).

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.



See "Can We Say The Hellos Now?"

by F.H. Ernst Jr., M.D., Addresso'Set Publications, Vallejo, CA, 2009.

See "Andrea's Named Hellos",

by F.H. Ernst Jr., M.D., Addresso'Set Publications, Vallejo, CA, 2009

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 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 ??? ?

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.

Students Pleasurably 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.

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 a TACT teacher-students as "Organized Pandemonium."

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

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.

[After the introduction of named hello exercises] 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 [to] 50%. See recent local newspaper accounts.

Named Hellos exercises in classrooms are no-longer practiced, nor encouraged [that I am aware of].

[Why ??? ?]

SOCIAL TOOLS HOWDY DIAGRAM & THE I'M OK, YOU'RE OK CLASSROOM

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.

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.

"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.

The Usual Combined Name Awareness In Any Public Secondary School Classroom 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.

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."

THE BASICS OF GAMES WERE SUCCESSFULLY TAUGHT

The basics of games people play were successfully taught by these twelve teachers in their own high school classrooms.

Students of the Transactional Analysis for Classroom Teachers could and did knowledgeably teach about games, for example, to priests.

These ideas are easily taught by students to other people.

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

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.

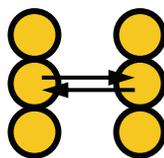
A few days after author had been teaching the faculty members about teaching about the "rebel Child," some of the faculty members would occasionally ask a disruptive student "Is that your rebel Child?" These high school teachers had been taught not to worry or argue if a student denied it was; that fellow 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!"



Students Began to Knowledgeably Teach Parent-Adult-Child to Others On Campus

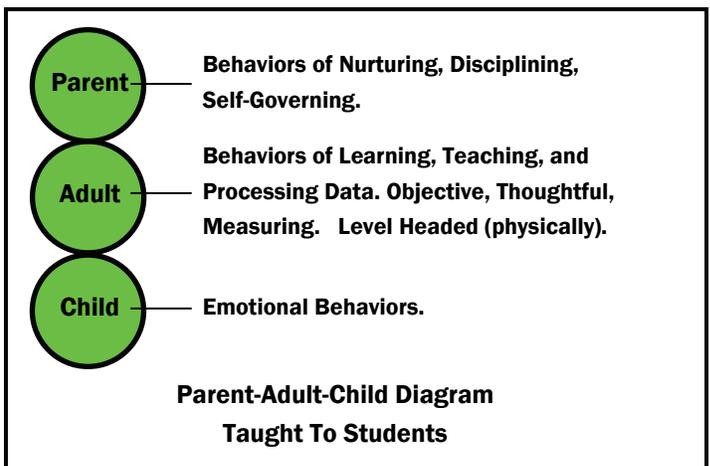
The faculty members attending the original TACT class learned about Parent, Adult and Child in the second of eight classes. Once they, the teachers and students, learned about PAC with diagram, it became their knowledge. They acted upon it. ("Knowledge is action based upon what one knows", E. Berne "Intuition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

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.





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

ADDRESSO'SET PUBLICATIONS

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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")

The Get-On-With Classroom And Campus

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

The high school teachers taught the "OK Corral: Grid for What's Happening" to their students. And the students immediately began to accurately identify the social dynamics involved when they had:

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

To be continued

See "Transactional Analysis In The OK Corral: Grid for What's Happening", by F.H. Ernst Jr., M.D. Addresso'Set Publications, Vallejo, California, 2008.

See "Getting Well With Transactional Analysis. Get-On-With, Getting Well and Get (to be) Winners", by F.H. Ernst Jr., M.D. Addresso'Set Publications, Vallejo, CA, 2008.

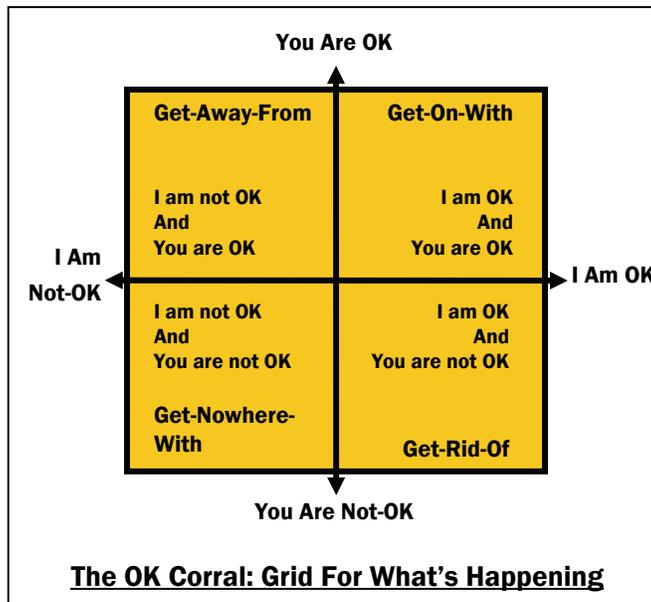
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www.ListeningActivity.com
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"Reach for the stars."



SOCIAL TOOLS NEWSLETTER

AUGUST 30, 2013

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

INSIDE THIS ISSUE:

- THE GET-ON-WITH CLASSROOM AND CAMPUS** 1
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- A SEA OF UNKNOWN FACES IN PUBLIC SCHOOL** 7
- TO RESPECT AUTHORITY** 8

SPECIAL POINTS OF INTEREST:

There are four types of social tools.

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

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

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

The Get-On-With Classroom And Campus

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

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

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

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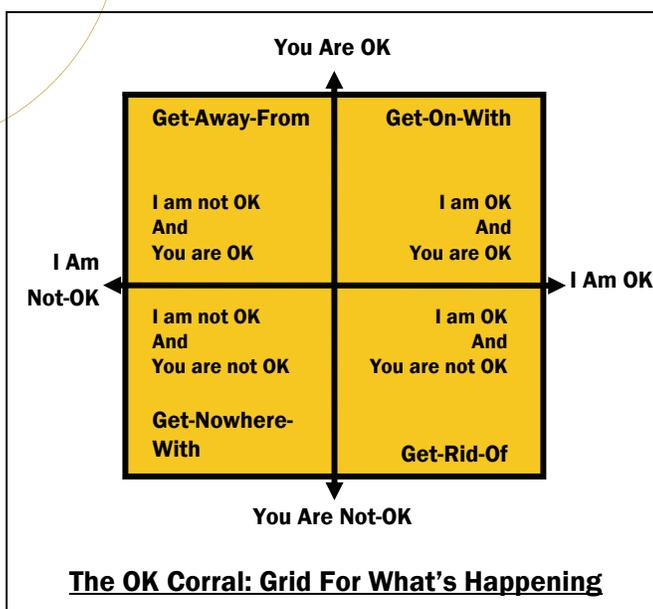
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["A Sea of Unknown Faces In Public Schools"](#)

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

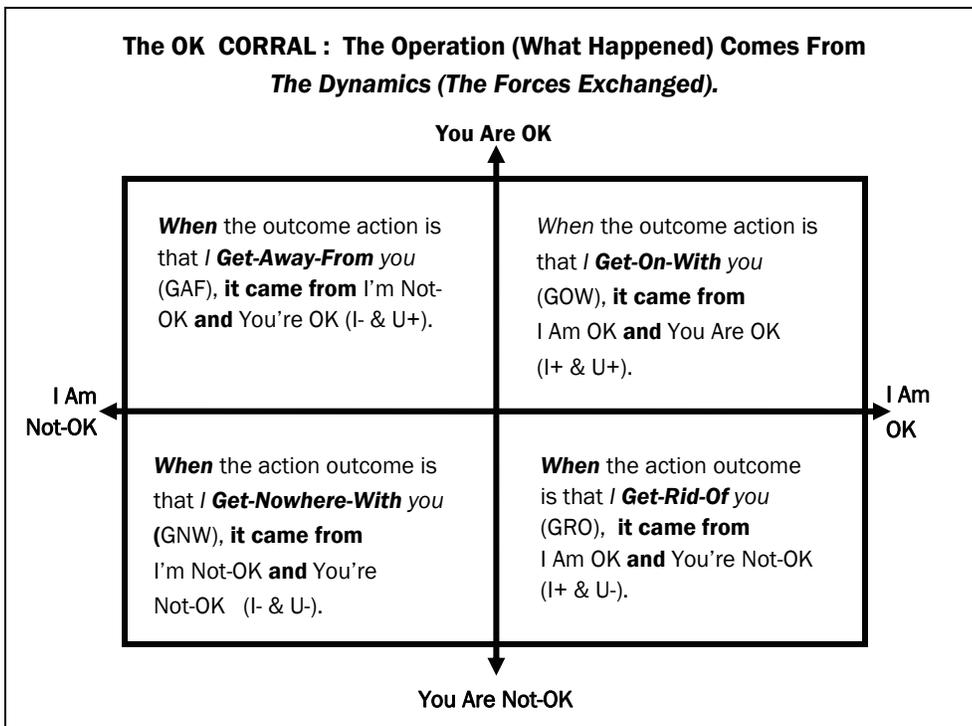
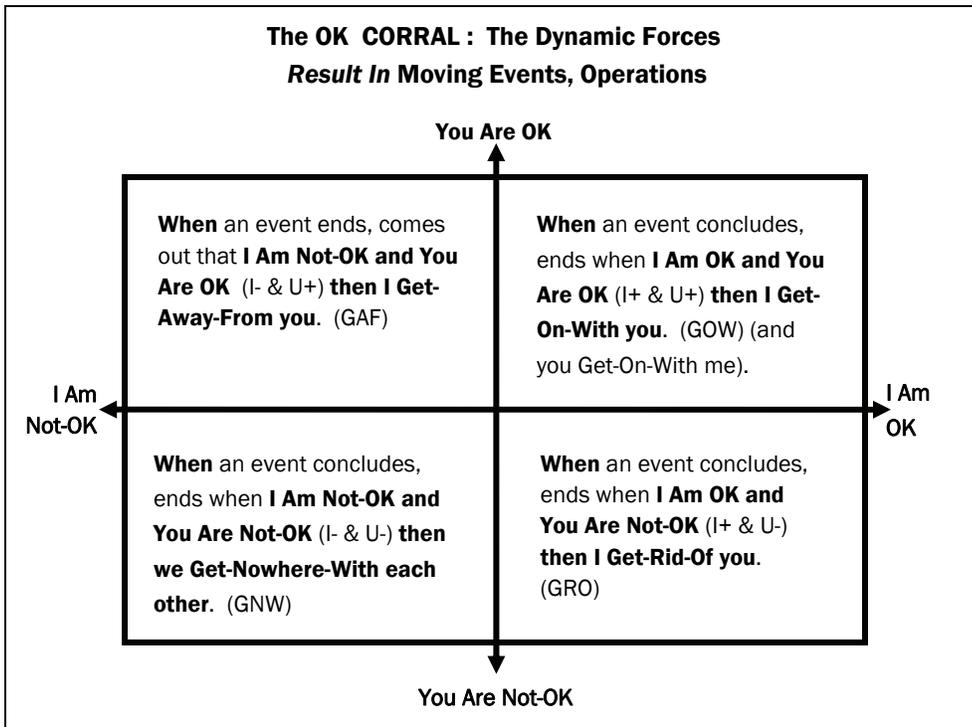
In elementary school the student spends his days in the same classroom, gets a chance to become familiar with the teacher and the expected behaviors of classmates in the same room over a period of weeks, whether he knows all their names or not. The next step after elementary school involves the pre-adolescent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



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

The OK Corral : As Taught In The TACT Class

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



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

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

The Basics of Games Were Successfully Taught

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

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

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

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

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

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

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

Reading Skills, Reading "Games People Play"

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

Partial Book List:

"Games People Play"

by Eric Berne, M.D.

"Transactional Analysis in Psychotherapy"

by Eric Berne, M.D.

"I'm OK, You're OK"

by Thomas A. Harris, M.D.

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

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

"Who's Listening ?"

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

"The Game Diagram"

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

These books are still readily available today, in 2013.

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

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

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

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

TACT Class Attendance

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

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

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

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

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

biggest and richest union in the USA.

There Certainly Were Objections to this Course

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Recruiting Groups for the Initial Phases of De-parenting

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

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

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

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

Reaction of the ITAA Board of Directors

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

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

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

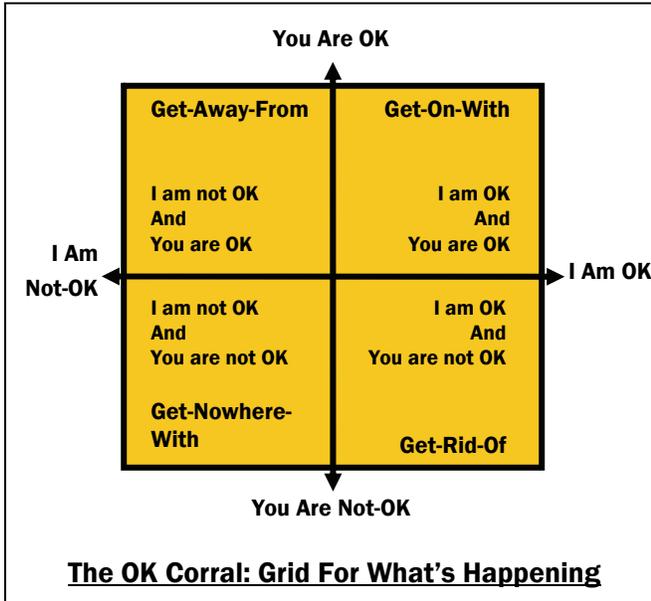
This really was actively discussed in meetings writer witnessed. And the writer, as one of the very earliest of Eric Berne's students, was not "allowed" to attend before the "rules" were "passed."

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



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

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



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

A Sea of Unknown Faces in Public Schools

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

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

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

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

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

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

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



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

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"Reach for the stars."

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

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.

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

To "Respect Authority"

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

