

Social “Termites”

**SITUATIONAL
PARENT**

*The Parent here
is not providing
real protection for
the Child within the person*



**COMPUTING
ADULT**

*is not at full
capacity;
is clouded by
Child beliefs*

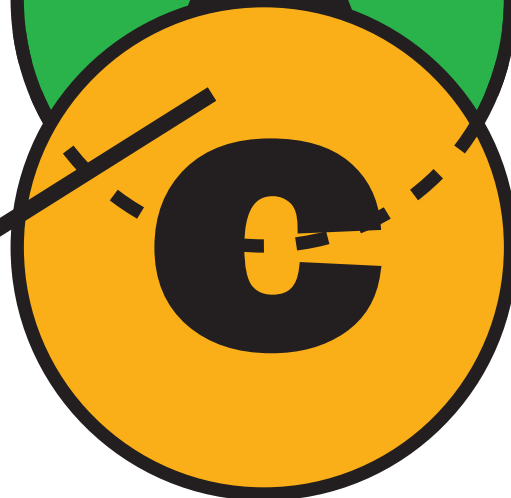


INFORMATION

**INTAKE, THINKING,
OUTPUT is
subject to
Child influence**

CHILD

**is Contaminating
ADULT Reasoning**



Parent-**ADULT-CHILD** of Social “Termites”

“The integrity boundary of the ‘grown up’ Parent in these beings is not only unstable, it’s boundary has been breached in many places (ways). The ‘grown-up’ Parent in these cases, metaphorically speaking, is very full of leaky holes, no longer able to independently do the job it was created for The functions of an intact Parent is preserve and protect.

‘Termites’ instead , must get outside instruction” F. H. Ernst Jr., M.D.

Read “Socials Tools Newsletter.”

SOCIAL TOOLS NEWSLETTER

AUGUST 14, 2020

The following is from an unpublished manuscript titled "Social Tools" by Franklin H. Ernst Jr., M.D.

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SOCIAL TOOLS REVIEW - "TERMITES"

The previous edition of this newsletter ended with a diagram of "Termites." They are individual who have given up their personal parent for a group parent, committee.

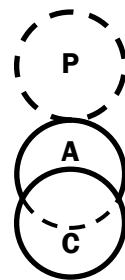
Personal values are part of the Parent Ego state. In the case of the "Situational Personality" the personal PARENT has been replaced by a "Situational Committee" parent.

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

"Termite" - The Situational Personality

In the case of the "Situational Personality," the personal PARENT has been replaced by the "Situational-Committee" PARENT and "Situational" ethics, values, & instructions. (& "peer review") See Social Tools Newsletter Vol.3, Issue 2.

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.

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

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

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.

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.

Situationals are trained to and become quite adept with

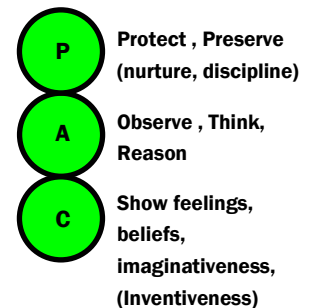
their developed skills in dealing with others. Personally "situationals" have a dysfunctional personality structure.

See FHEJR report of 3/7/96 to California Legislators "Letters&" Vol.1, Issue 4. "Dysfunctional Personality Structure" is included as part of his discussion of the proceedings of the California Constitution Revision Commission over the preceding two years.

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.



SITUATIONAL PERSONALITY

SPECIAL POINTS OF INTEREST:

There are four types of social tools.

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

SOCIAL TOOLS REVIEW - "TERMITES"

A person's ADULT is the organ of reasoning.

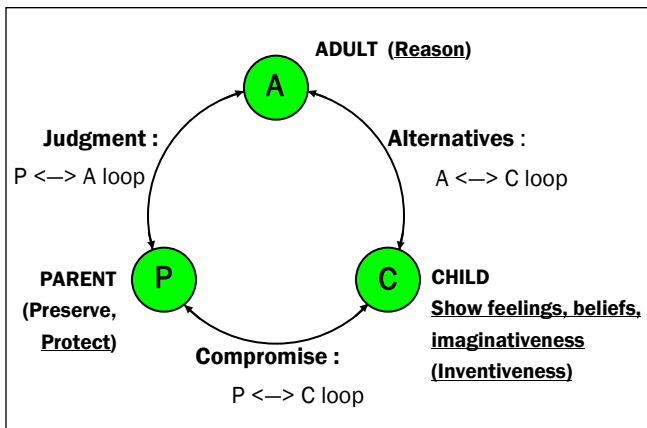
A person's CHILD is the collection of childhood experiences, the basis of one's ongoing emotional life. Your Child is inventive, imaginative. (E. Berne)

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

Decision Diagram - The TRILOG Diagram

See Social Tools Newsletter Vol.3, Issue 4

Any decision is arrived at by considering 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 be made in a split second, hours, or days.



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.

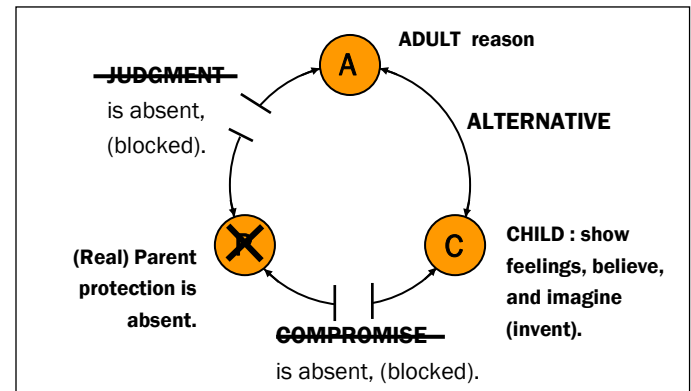
Decisions and the Third Degree Situational Personality (TERMITE)

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, social-ist) magazines as "PARENTING" sell so many copies. 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.

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



In the case of the "Situational Personality" the personal PARENT has been replaced by the "Situational-Committee" PARENT and by 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.

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

Situational Personality and Diagram.

The "Termite" Personality

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

**SELF-GOVERNING:
FREEDOM AND LIBERTY**

See Social Tools Newsletter Vol. 2, Issue 3

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

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

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

**PATRIOTS AND
SELF-GOVERNING**

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

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

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

See Social Tools Newsletter Vol. 2, Issue 4

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

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

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

CONSENSUS

**CONSENSUS, TREATMENT
AND DIAGNOSIS GUIDELINES**

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

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

Another report shows how "consensus" was not consensus. This is "The Expert Consensus Guideline Series: Medication Treatment of Bipolar

tells a lot of the story. And the political term for such a (human) being is "radical socialist."

The principal modification of the PAC diagram is, of course, the dotted line representing the Parent (ego state).



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

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

The functions of an intact Parent is preserve and protect. "Termites", instead, must get outside instruction

SOCIAL TOOLS REVIEW - "TERMITES"

Disorder 2000" by G S Sachs, D J Prinz, D A Kahn, et al, Postgraduate Medicine Report, April: 1-104, McGraw-Hill Healthcare Information Programs, 2 Penn Plaza 5th Floor, New York, NY, 10121-2298. This report states "A modified RAND Corporation format was used to ascertain consensus" (Psychiatric Times, August 2000, page 3). On page 1 of the same issue of Psychiatric Times the lead author (Sachs) was quoted as saying "On 89% of the issues ... there is consensus ..."

Consensus usually means all participants agree 100%, not 89%. Then too, where this so-called consensus was achieved it was according to a "modified RAND Corp. (statistical) format." In other words, what was presented to psychiatrists in 2000 had a significant minority in disagreement, 11% and where consensus was claimed such claim was based not on agreement, but on the basis of "Modified Statistical Format" selected by the promoters who never saw (the patients) the participants themselves.

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

THE POINT OF THIS:

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

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

CONSENSUS, HYPNOSIS, SUGGESTION AND PSYCHOPOLITICS

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

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

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

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

THE GROWN UP PARENT

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

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

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

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

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

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

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

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

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

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

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

Consensus leaders make sure from the start of their consensus meetings to enlist participation of each member by, for example, getting each one to contribute some ideas of his own which the leader then writes down much like a secretary of the member. The fact that the leader shortly begins to rewrite, edit and change the member's initial intention does not erase the member's view that his personal ideas have become a part of the ongoing effort and work, that the member's own

"thinking" has now become an integral part of the plan.

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

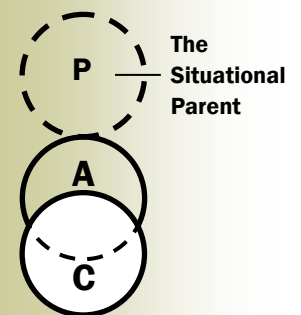
"Consensus" is a process designed to **manipulate** and **psychologically coerce** participants into taking a pre-determined set of assenting actions, usually toward a political end. Political end? Toward bringing about more controls over the body politic.

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

CONSENSUS, HYPNOSIS, SUGGESTION AND PSYCHOPOLITICS

The "Comprehensive Conservation and Management Plan" (CCMP) for the federally sponsored San Francisco Estuary Project was "written" as

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.

**SOCIAL TOOLS
REVIEW - "TERMITES"**

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

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

In writing the formal plan after the initial "brainstorming sessions," the 56 committee members were "restricted" to one of five choices in regard to ...

MORE ABOUT CONSENSUS

In the 1980s Don Bell wrote about three varieties of consensus methodology known to him then. They included the one developed by Saul Alinsky in his work with Chicago teacher groups, the "Alinsky Technique." A second one Bell referred to as the "Delphi technique", and the third one "the Delphi convention." To date, author has not found which is, nor how these three methods of conducting consensus groups differ. Author does not know which technical name was attached to the one he witnessed being used for the San Francisco Estuary Project (SFEP) and described above.

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

The goal of these consensus programs is to get those people (with bodies) into specified rooms at specified times where they will be required to sign an official at-

tendance record. These same bodies (people) will be brought to the point of willingness to sign their names to the final version of a project document, a copy of which final version they will not have been permitted to read before signing.

Writer has had little trouble following the sequenced psychological manipulation moves employed by the consensus building "professionals" seen in operation to date; about 30 different groups over a period of 20+ years. Groups included the above mentioned SFEP group, Vallejo City Goals and Objectives of City Council Members, and some "Vallejo Community" meetings for various projects of the mayor and city manager.

SOME OTHER NAMES BY WHICH CONSENSUS GROUPS ARE CALLED

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

Personality and Diagram. The "Termite" Personality

See Social Tools Newsletter Vol.3, Issue 1

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."

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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."

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.

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The jobs of the grown up Parent (P-2 Parent) include grown-up nurturing and

during youth. And there will be an absence Parent tempering (learning) from those growing up and maturing experiences. The capacity (container) to store these behaviors to use later for living purposes, leak, 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. Under-the-age-of-consent subjects are "human resources," for government purposes. The goal is to reduce the value and influence of biologic parents, and overwhelm 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**

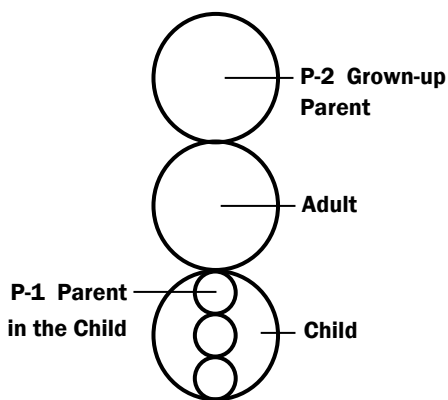
"education" (are aimed at, and do) result in driving wedges between and dividing these students from their parents. Home discipline will be undermined. But still the parents will be held legally responsible for infractions of the law by their child while the authority over what their children are taught about "personal" values is being subverted by government and government money. This assignment of responsibility without authority is fraud under color of law.

De-Parented Person

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

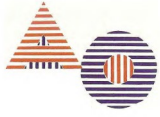
Some open campus junior high and senior high schools have a variety of different older people (2 to 5 years older) who are seen hanging around these schools before, lunch time, other break times, after school. Often they will be seen with two or more students with them. Potential drug dealing? Possibly. They are just as likely there just "befriending" them toward interest in meeting 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 information about potential students to recruit into a future "radical socialist" de-parented cadre.



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, breaching of the Parent boundary began



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

ADDRESSO'SET PUBLICATIONS

Social Tools Newsletter
 Franklin "Harry" Ernst III, Editor
 P.O. Box 3177
 Gardnerville, Nevada 89410 USA

 Phone: 707/644-6358
 E-mail: harryernst@ernstokcorral.com

We're on the Web.

www.ListeningActivity.com
www.ErnstOKCorral.com

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"Reach for the stars."

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, possibly then report this 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.

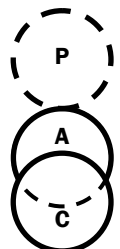
A young person will be less inclined to tell his mother about meetings he attends where he has earlier talked angrily about her. Nor will he/she tell his siblings about meetings after he has betrayed a sibling secret to others in his group.

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, "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

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.



See Social Tools Vol.3, Issue 1