

SOCIAL TOOLS NEWSLETTER

MAY 27, 2011

The following is from an unpublished manuscript titled "Social Tools" by Franklin H. Ernst Jr., M.D.

INTRODUCTION TO SOCIAL TOOLS

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SPECIAL POINTS OF INTEREST:

- There are four types of social tools.
- Money
- Tickets, Talents, Education, Trades, Techniques
- Dealing With Others
- Management of Self

QUICK READER ON THE CLASSES OF SOCIAL TOOLS

The word "social" comes from "socius", Latin for "companion." It has come to be used when referring to people dealing with each other. "Social activities" are often differentiated from "work" or on-the-job activities. But it is clear that people at work also "socialize" with each other. So also the word "society" is derived from "socius." [personal communication with Ken Ernst]

SOCIETY

A society is composed of people who socialize with each other. They usually speak the same language. They trade goods and services with each other, ie buy and sell with each other, enter into commerce with each other. The commerce of a society consists of both goods and services.

Some societies are composed of classes, eg the British with their Lords and commoners. In India the caste system is reported to be on the way out. In the USA efforts of the media are repeatedly to highlight the classes of the "haves" and the "have nots." Then too, there are the troublemakers

who work on agitating racial differences in our society.

Of recent years our governments have initiated a more intense warfare on the "commoners" of this society. In the late 60's and into the 70's school riots were not effectively dealt with by the agents of the people hired to protect them (police). In the 90's our government agencies abandoned the Runnymede agreement with King John of the 1200's protecting a "commoner" against double jeopardy, ie a second trial for a crime. The police officers arrested after the Rodney King crime were tried twice, first acquitted then in a second and "rigged" setting convicted and sent to prison.

KLAMATH FALLS

Now government agencies unilaterally take away the water rights of a community of farmers, written water rights of 100 years standing. The Klamath River basin water is being systematically diverted (more and more) away from thousands of acres of homesteader farms in northern California and southern Oregon (with its supporting community of 50,000 people). This is supposedly to "save" the

sucker fish claimed by the enviros to be an endangered species ("Access To Energy," Vol 28, May 2001).

A man with 10 acres of private property fronting on the Umqua River in Roseburg, Oregon was moved off his fully paid for land by the EPA (about 1999). Eminent domain? "It was river front property" the owner was told as the reason for the taking. He fought for his property and eventually got it back.

GOVERNMENT ATROCITIES

The numbers of wars and international "police actions" perpetrated by and (more or less) "sold" to our countrymen as "necessary" is outrageous. Congress shall be the branch of government to declare war? This, we are now told is an outmoded way for "keeping the peace", "making the world safe for democracy." In the 1960s the riot in the Los Angeles Watts District was brought down readily by appropriate police and National Guard action. In the 1990's the riots in Los Angeles raged uncontrolled. Under Mayor Tom Bradley the City police were ordered away and/or intimidated from taking

appropriate action to quell the scenes of riot. Punished were those who took measures to protect themselves and their property from the predators. Police picked up those who used their inalienable right to exercise their 2nd Amendment right.

The list of government atrocities fraudulently, coercively, violently, and murderously perpetrated against the people over the past recent years could go on for 100's of pages. This newsletter is not about Ruby Ridge, Waco, or the Oklahoma City Joseph Murah Building events. It is about the social tools each person has and some of the things he can do to take care of himself within the setting he lives.

THE CLASSES OF SOCIAL TOOLS

This newsletter is about the social tools a person has at his disposal. While the assets of station or family into which one is born remain important as well as looks, intelligence and health, this is about what a person can do with what he has after he can walk and talk. Such elements as citizenship, race or gender do play a part in ones success in life, but these are not being dealt with here.

This newsletter is about developing skill in the use of one's own social tools. A hammer is a great tool for driving a nail into wood. But

skill in its use and knowing which end to hold and which end to hit the nail with, will get you better use out of that tool. While a hammer could, perhaps, be used to cut a piece of wood, there is another tool more suited for that activity.

Social Tools are:

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

Class #1 of SOCIAL TOOLS: MONEY

The most obvious social tool is money. "I never did have enough of it." People do come into possession at least periodically of some money almost as if regardless of their intent. Soon in life children begin to hear about its importance whether for survival or "to get along" in life. Money first is thought of as what you can get for a certain sum, how much will a bag of cookies cost, a new car, a "ride" at the fair. Money is a medium of exchange for goods and services between people.

Biblical references to money begin in Genesis including when Abraham, rich

in gold and silver, paid the Hittites money for a burial plot for himself, wife Sarah and family. He was also rich in sheep and cattle.

Class #2 of SOCIAL TOOLS: TICKETS, TALENTS, EDUCATION, TRADES AND TECHNIQUES

These are the social tools that enable a person to make money, to earn a living, to keep the wolf away from the door. True, an education itself does not earn a living, but your **High School Diploma** is often a requirement to get hired on a job. Certain types of education qualify a person to earn more money than others. Actors go to acting school. Whether or not Marion Morrison went to acting school, he did have a talent which he worked at developing and it paid well. Trade journeymen have taken additional courses but were apprentices first.

One person goes to college. Another strives to gain his GED (General Education Degree – High School Diploma equivalent) Certificate. Another gains admission to law school and passes his Bar Examination. Yet another goes to barber school and becomes certified by the State. These licenses, certificates, diplomas, credentials are here called tickets.

In summary these are the "tickets", talents, trades and technical skills a person can

specialize in. A "ticket" is the term used here to refer to the certificates, licenses, diplomas, degrees, etc awarded for having successfully completed certain educational courses, school curriculum, to indicate some form of (educational) proficiency. These "tickets" are issued by an institution or agency, often by the State. The possession of these can be used for economic purposes, to gain social status and attain other goals of personal value.

There are those with specialized **talents**, which they have honed into skills with an economic value. Baseball, word processing, ranch managing, salesmen, paid musicians are of such a nature.

"Each person has three qualities of behavior, known as Parent, Adult, and Child."

**Class #3 of SOCIAL TOOLS:
DEALING WITH OTHERS**

Here the rubber starts to hit the road about what counts socially and over which a person can exert more immediate and direct control of his destiny and use of his other social tools. It is in the quality of use of this set of Social Tools (**Dealing With Others**) where a person can make the biggest difference in his life, ie how others deal with him will come from, in large measure, how he manages himself. **Dealing with other people** is mostly to keep in mind that other people, just as you do, want recognition of themselves for being who they are, for looking at you, their words to you, for a hello and words from you. Perhaps they are waiting to see if you will initiate recognition of them first with eye contact, a word or other.

Much of what is written here is centered on the use of diagrams by which to represent particular aspects of a person's social behavior. For example each person I have met has three qualities of behavior known as Parent Adult and Child. These are represented (known) by this diagram.



WALLACE

Wallace presented a paper at a professional conference. After Wallace had finished his presentation, Dr Gillespie, a professor from 30 years earlier, came up him to

thank him for the presentation and to recall himself to Wallace. This even though Wallace instantly recognized by name who was talking to him. Dr Gillespie had taught a 15 member class in which Wallace was a student. Dr Gillespie was giving special recognition to Wallace, while claiming the special recognition due to him. Wallace was surprised and impressed at Dr Gillespie remembering himself from 30 years earlier what with the 100s of students in Dr Gillespie's classes over the years. Yes he, Wallace also, had recognized Dr Gillespie and told him so. The recognition each gave the other then was lastingly memorable for both.

The people you deal with favorably are more likely to reciprocate with a similar view of you. There is a lot of social control available about who approaches you, to talk to you and who does not. Keep in mind there are those who would periodically put the bite on you if you don't establish certain limits on your own approachability.

PUTTING THE TOUCH ON YOU

Rod, a political animal was in the habit of touching, putting his hand on the shoulder of someone he wanted to patronize or sway away from a particular political view. Also prominent in public affairs, Jim didn't like or trust Rod. Having enough of his patronizing and shoulder

pats Jim finally decided one day to put a stop to it. When relatively alone with Rod and as Rod reached to pat him, Jim pulled back ever so slightly and looking Rob in the eye, told him "Don't touch me." Rod pulled back his hand and asked "Why's that?"

Jim's icy response: "That wasn't an invitation to debate the matter. (That was to ask you) Don't touch me!" Rod's touching him stopped.

Some have made it a habit to add the person's name onto the first hello given to a friend in a day. A few of these name hello-ers also make it a special routine to write down the names they can recall of new people met at a meeting or are introduced to them. A hello by name can have ten times the recognition value to a person compared to the unnamed "Hi."

**Class #4 of SOCIAL TOOLS:
MANAGEMENT OF SELF**

Regulating of self has to do with managing one's behavior, given the circumstances in which you find yourself. For example it may be that a matter-of-fact approach is called for. Sometimes a touch or so of emotional drama is called for. There are times when acting like a dad in charge, giving out orders with authority is what is called for. Or a comforting, sympathetic approach like what mom might be best at. And too, if after expressing one of these behaviors you see it would be better to close

"FREEDOM can be an asset. It is not a tool. Free or enslaved, a person still has his social tools. It may be that the opportunities to use them (to personal advantage) are restricted, restrained. It may be that the programs the "government" has for you, to develop and envelope you with, to wrap around you socially, it may be that these are designed to frustrate your personal goals, to make you feel futile, to intimidate you, to infuriate, control, to mould and mold you. BUT in every such oppressed society a few individuals routinely come to grips with the setting and preserve their own inside freedom for themselves."



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 3009
Vallejo, California, 94590 USA

Phone: 707/643-5100
Tele/Fax: 707/644-6358

E-mail: harryernst@ao3news.cnc.net

off that particular way of behaving, you might figure another behavior to be more appropriate, like shutting up for awhile.

The amount of self-control in managing yourself in the above suggested scenarios can be expressed as "using your head, keeping a level head." It is a fact that leveling your head as measured across the corners of your eyes does very much increase your ability to be objective and matter-of-fact in your behavior (and in thinking).

The idea is that the better a person can manage the expression of his various behaviors and fit them into where and what he is involved in, the better the person will do. Each of the suggested behaviors in the preceding paragraph is an authentic behavior, not acting or pretending. We all have in ourselves 1) emotional ways of behaving, 2) the natural capacity to emulate one or the other of our biologic parents and 3) behaving in a matter-of-fact manner, such as when balanc-

ing a checkbook, reading a map or giving road directions to a friend. All three ways of behaving are valid, and like muscles should be periodically exercised. Probably the element that counts the most is to be able to keep a watchful eye out for the effect your particular behavior is having on those with whom you are. In public it is a good idea to not get so committed to what you are doing that you lose track of "yourself." Periodic **leveling your head** for up to 30 seconds at a time can help. This exercise can help a person avoid getting overly committed to an emotionally laden topic, help one to continue to periodically objectively assess his situation.

Religion and Faith

Where does God's dominion over us fit in here? God provided each of us with these social tools AND varying kinds of a life for each to live. The phrases in The Declaration of Independence "under God" and in the Pledge of Allegiance "... one nation under God ..." are cited here. God never guaranteed to anyone that what He gave us was "fair." Fairness is a concept invented by the envious, the covetous, and the complainer. Specifically the 10th Commandment frowns on covetousness.

Assets

Many mistake physical assets for tools. The fact is, the better you use your social tools the more assets you will have. The four classes of tools listed here are those that every one possesses including, at some time or other, more or less money.

FREEDOM can be an asset. It is not a tool. Free or enslaved, a person still has his social tools. It may be that the opportunities to use them (to personal advantage) are restricted, restrained. It may be that the programs the "government" has for you, to develop and envelope you with, to wrap around you socially, may be that these are designed to frustrate your personal goals, to make you feel futile, to intimidate you, to infuriate, control, to mould and mold you. BUT in every such oppressed society a few individuals routinely come to grips with the setting and preserve their own inside freedom for themselves.

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

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INSIDE THIS ISSUE:

THE THESIS OF SOCIAL TOOLS 1

MONEY 2

THE THESIS OF SOCIAL TOOLS

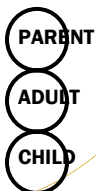
1. Social tools can be classified into: Money, Hellos, Dealing with Others, Management of Self.

2. Much of the social behavior of people can be diagrammatically represented.

The purpose of this text is:

a) To classify the social tools used by people (individuals, clubs, governments) in their dealing with each other.

b) To present diagrams by which social behavior of humans (with each other) can be represented. For example in Management of Self (MOS) the first diagram that comes to mind is the diagram:

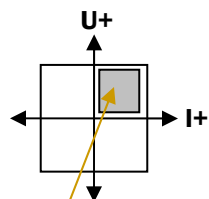
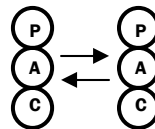


Once the person has the ability to (separate and) identify which of his three classes of behavior is active in himself

(MOS) he then stands a better chance of controlling and regulating his own behaviors (Management of Self - MOS).

Again, once that self same particular individual with his own, Parent-Adult-Child (diagram), comes to recognize this, he then will see that almost everyone else he knows can also be understood to also

each have a **Parent**, an **Adult**, and a **Child**. And when he draws his own "stacked circles" next to that other person's PAC circles, certain aspects of Dealing With Others (DWO) (Class #2 of Social Tools) will become more readily understandable and almost axiomatic; as the principles of hunger in each person for (stroking) recognition is taken into account. And the strokes can be represented from one stroking event to the next stroking event by an arrow each.



As this text proceeds, the reader will find out that with his stroking of another person, with his own strokes, he can "GIVE" strokes, "TAKE" strokes, "ASK FOR" strokes, "WITHHOLD" strokes, and that this can be represented by the STROKING PROFILE which is diagramed, shown here.



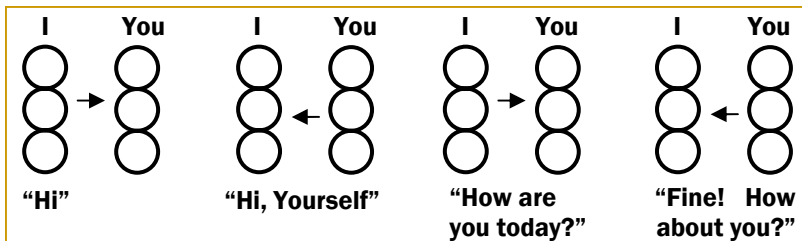
And, in this instance, this social greeting ritual event concludes with "I am OK and You are OK" the social experience between two parties, AND a Get-On-With encounter between the two of them. This is shown by the "OK Corral Grid for What's Happening" diagram and the shaded area represents a Get-On-With conclusion for the particular social encounter of "I" and "You."

Other diagrams, which have become standardized, starting in the 1950's, will also be shown, especially in dealing with Class #1 of Social Tools "Management of Self" (MOS), AND in Class #2 of Social Tools "Dealing With Others" (DWO).

SPECIAL POINTS OF INTEREST:

There are four types of social tools.

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



MONEY

MONEY

When people hear that money is a “social tool” often their first response is “Yeah, I don’t have enough of it. “I wasn’t born with enough of it. The (tool) handle for what I have is too short.” They are talking about money to spend. It is true money is used to keep the wolf away from the door, for toys and goodies, to purchase items that will stimulate the envy of special “friends,” make a person “feel secure,” etc. Many see money as a tool enabling them to gain possession of more goods and/or physical structures that represent status, power and prestige.

Money is also for “investing”, for loaning, for gambling with, speculating with, for insuring with, for burying, as “leverage”, for use when in legal or medical or other difficulty, to provide a wider range of health options, for bringing to life a dream or an invention, for building a business that may or not provide a living and way of life (including wages for others). Money as a tool can be used to gain power, control and influence over others.

Money can be used to purchase businesses, real estate, stocks and bonds and other investments. These investments are usually for a

sense of financial “security” for “later life”, “for a rainy day”, or “to leave something for the children.”

There are two old “saws” on Wall Street. One is “buy low, sell high.” The other is “Greed and fear are the downfall of most” (investors).

An accumulation of money has become essential in running for political office and hold political power. Money can be used to further lustful proclivities.

Shopping for a best buy may be an act of using MONEY as a tool, ie getting (more) goods and services for the dollar “Shopping (around) is an activity of using the personal dollar in pocket as a lever.

Possession of a lot of monetary and physical assets is one definition of wealth. Wealth is and results from the way a person uses the full range of his social tools, in planning his longer range AND shorter range goals. Developing facility with the use of all of these social tools provides for the ability to plan ahead for the rainy AND the sunny day (of opportunity). It wasn’t raining while Noah was building the Ark.

WHAT IS MONEY ?

“Money is anything that is accepted as a medium of

exchange.” (“The Creature from Jekyll Island,” G. Edward Griffin, 1994, published by American Media, P O Box 4646, Westlake Village, California 91369). In the memory of many this has included gold and silver coins, chocolate bars and cigarettes besides paper certificates and base metal coins.

OTTO SCOTT

Otto Scott has written “Money is inextricably entwined with individual rights. It means ... the right to buy whatever one can pay for, to move wherever one likes, to change jobs, to travel” “Cromwell converted Britain from a nation in misery to a rich and prosperous land in large part by restoring honest money and ending the arbitrary confiscations of the King Charles I” In the west, money has been the traditional means of rewarding merit, of extending charity, of assisting the poor and needy, and worthy, of improving the standards of society, creating schools, hospitals and businesses and churches, and of enabling the private sector to achieve for itself, and individuals for themselves” (“Chalcedon Report,” #229, August 1984, Vallecito, California, 95251).

Scott contrasted the west to the previous Soviet and to present day China where it

“Money is inextricably entwined with individual rights. It means ... the right to buy whatever one can pay for, to move wherever one likes, to change jobs, to travel”

takes a special Party Card besides money to purchase certain goods.

HISTORY OF MONEY

Money has been around and used by societies since ancient times. The Babylonians, Assyrians, Egyptians, Sumerians, ancient Chinese, etc., all had a currency to facilitate commerce both within their societies and in the international commerce carried out by their merchants and traders. From ancient times silver and gold (coin) was the “honest money” medium for exchange of value most often used. For millennia gold was the universal commodity of exchange for international trade.

ROME

Romans began to use a bronze coin about 750 BC (copper, tin and lead). This separation of the currency value of a metal coin from its commodity value is attributed to be partially the reason for the spread of the Roman Empire. Rome continued to allow the use of the gold and silver coin but in the marketplace the value of gold and silver coin was the commercial value of the coin’s weight and purity, not any value printed on it. (S. Zarlenga, “The Barnes Review”, 2/97). After five hundred years or so some of Rome’s elitists cor-

nered that “money market,” inflated the cost of goods by over supplying the amount of coin currency in circulation.

A friend showed writer some coins from Carthage, dating back to about 500 BC. He said they too were made of base metals, copper and tin.

GOLD AND SILVER

Episodic efforts have been made by nations to “monetize” gold and silver, to make gold and silver coins and “certificates of deposit” paper certificates for these metals to be **the official money** for exchange of goods and services. The (additional) freedom and trust in the money provided to the particular nation’s individuals when this has occurred has been almost routine. These efforts to monetize gold and silver have lasted for varying periods of time, but usually have succumbed to the machinations of the moneychangers to gain control of the money system and supply.

R. E. SEARCH

In 1935 Search wrote about the controls of the international moneychangers (bankers) over the supply of money in the USA since its earliest days. He described several nationwide economic depressions since the country’s founding and proved

how the depressions in the U.S. society were directly related to the withdrawal of currency from use by the public and applying restrictions (squeezes) on credit by the coordinated moneychangers. This was both before and after the Civil War. (See “Lincoln - Money Martyred” by R.E. Search, 1935)

ENTER THE MONEY-CHANGERS

The moneychangers are there on hand when a person “needs” to sign a promissory note (mortgage) to buy a house. They don’t tell you that they can turn around and multiply the value (to them of your signature to pay them back) on your promissory note (IOU) by 10 fold for further loans by the bank. See below “Fractional Reserve Banking.”

These money changers extend (and restrict) “credit to businesses.” Very few family farms which used to depend on bank loans to tide them over, eg from planting to harvest time have survived. The “friendly” banker would enlarge or reduce the amount of loaning or stop it. This has led to the bankruptcy of many family farms. Thus much of the produce in this country now comes from “agri-business” (elitist?) corporations.

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FORMS OF MONEY

There are two forms of money in circulation in the USA. These two are the coin and the paper money we use.

The coinage of the country is made by the US government. It is **“public money for private use.”**

Our paper money, however, is issued by a private corporation, which corporation is owned by foreigners. That money is **“private money for public use.”** Like with the “Bank of England” founded there in the late 1600s by foreign moneychangers, so too, in the early 1900s in the USA a group of foreigners gained a monopoly control over the money supply here in the USA. These foreigners named this private super bank corporation the **“Federal Reserve System.”** It is not owned by the federal government of the U.S.A.

HETEROTELIC

“The Bank Of England” is a heterotelic name.. It would be an autotelic name if it were a bank owned and operated by the English government. So too, the name “The Federal Reserve System” is a heterotelic name. It is not owned by or run for the benefit of the U.S. Federal government or its people. It is the name the private corporation adopted by which to call itself.

PRESIDENT LINCOLN

In fact during the Civil War President Lincoln did have the U.S. government Department of the Treasury issue the first government “greenbacks.” He had learned how such currency would have the confidence of the people. He paid soldiers of the north in the latter stages of that war with that currency. Was his gaining the knowledge of how paper money works and acting on that knowledge a factor in his assassination? (“Lincoln - Money Martyred,” R.E. Search)

PRESIDENT KENNEDY

In 1963 President John F Kennedy, like Lincoln, caused the U.S. Department of the Treasury to issue a few hundred million dollars of “U.S. Treasury Notes.” In the cases of both Lincoln and Kennedy the U.S. had some autotelic money in circulation (public money for private use, money by the people, for the people, and of the people). Neither president lived more than a limited number of months after these presidential acts.

FINANCIAL INSTRUMENTS

There are financial instruments which legally carry the named equivalent dollar value written on them. These include money orders, promissory notes, drafts and “Pay

To The Order Of” checks. Money orders are written by the U.S. Mail Service and some banks. “Drafts” are financial instruments used by insurance companies and banks and are tied to an account number.

Promissory notes are the basis of home loans and business loans. Credit card accounts are based on promissory notes signed by holder of record.

“Pay to the Order” checks and checking came into fashionable use during the 1800s. The amount of money “created” by checking accounts is included in one of the Federal Reserve Bank measures of circulating money. (See Bulletin of the Federal Reserve Bank of St Louis.)

EXCHANGING VALUE FOR VALUE

Prior to money, bartering was the principal method of exchanging value for value of a service and/or commodity. An example would be for two parties to agree to trade 10 sheep and five cattle of one party for six months of servitude of a man-servant of the other party.

BARTERING

Bartering is both a special case AND an illustration of the more general principle of this particular social tool. Each person has the

In the cases of both Lincoln and Kennedy the U S had some autotelic money in circulation (public money for private use, money by the people, for the people, and of the people). Neither president lived more than a limited number of months after these presidential acts.

ability, by the use of other classes of his social tools to estimate the personal value to him of a possession he has and to estimate the exchange value of what he wants, what he is shopping for. This in fact is how the "market value" of goods is determined.

In the narrower sense bartering is the exchange of goods without the intervention of the conventional unit of value as part of the exchange activity.

In the strictest sense, skill in bartering is the best measure of the skill in the use of your social tool of money, possessions and property. Money can be considered private property. While exchanging "equal-for-equal" is defined as a non-taxable event, bartering is frowned on by taxing agencies. *[Verify this in an environment of constantly changing tax laws.]*

In bartering, the two parties (by mutual agreement) have abandoned the assignment of money units of value to what each possesses to trade with the other. Instead each is weighing his desire for and the personal value to him of what the other person has to offer against how much he personally values what he would have to give up, what he is willing to give up in exchange for what he desires to get in return.

FORMS OF MONEY

Money can be understood to occur in one of four forms:

COMMODITY MONEY
RECEIPT MONEY
FIAT MONEY
FRACTIONAL MONEY

COMMODITY MONEY is a substance or good with a storehouse of value and with general acceptance of value among members of the society. The reason gold and silver came to be preferred is because they could be verified as to weight and purity and, as metals, did not deteriorate, "get over ripe," change over time.

RECEIPT MONEY is a warehouse receipt, for example, for gold held by the signatory of the receipt. These could be issued in different denominations by the warehouse owner to add up to the total he held. Such receipts could be endorsed over to another party or might have been issued as "bearer receipts", like bearer bonds, to be paid on demand of the bearer.

FIAT MONEY is money, paper certificates, without any basis of value backing their stated monetary value. "Fiat" money is "money created out of nothing." During the 1800s there were numerous instances of banks issuing double the amount or more in currency of their total assets. Starting with the Massachusetts Bay Colony in 1690, the "colonies" periodically

would resort to the issuance of fiat money or fractional reserve money. Each occasion ended in financial disaster (G Edward Griffin, 1994).

In fact, in the 20th century USA fiat money is actually money created out of debt owed to the "Federal Reserve Bank" by the U.S. government. Bonds are printed by the U.S. federal government to sell to the private Federal Reserve Banks in order to borrow (credit) money from the privately owned Federal Reserve Bank. The US government has to pay the Federal Reserve Bank interest on this borrowed credit (money). This is the same thing corporations do to raise money to finance their operations, i.e. they also sell bonds.

Next, the Federal Reserve Bank then issues credits to the U.S. federal government so the federal government can make deposits into banks to pay its bills. Some of this credit is used to print paper currency. These paper currency certificates, called "money," are named Federal Reserve Notes because they are based on the credit extended to the federal government by the super elitist moneychangers and owed to these super elitists. The Federal Reserve Bank "sells off" a lot of the U.S. bonds (debt) to other banks in and out of this country. Private individuals may also purchase these bonds from the Federal Reserve Bank and earn the inter-

FIAT MONEY is money, paper certificates, without any basis of value backing their stated monetary value.
"Fiat" money is "money created out of nothing."

[Some believe in the fiction that it is backed by debt.]

est on them. Private individuals usually pay for the bonds with a “Pay to the Order of” check.

FRACTIONAL RESERVE MONEY is paper currency or banking assets only partially covered by substance of corresponding value.

“Fractional reserve banking” refers to depositor funds against which only a fractional part is required to be retained on deposit by the bank. In the case of a \$100,000 loan to you by the bank, i.e. a mortgage to buy a home, the bank declares your promissory note to the bank with your signature on it (the amount of the debt you owe the bank) to be a bank “asset” which it now holds. Your promise to pay (back) is a bank asset. Under the Federal Reserve Bank “fractional reserve” system of banking, your local moneychanger can now loan out to someone else an allowable “fraction” of that \$100,000 (debt) “asset” you signed. The balance above, in excess of that (say 10%) “fraction” required to be held in “reserve” (on deposit in the bank) according to the Federal Reserve Bank rules is called “excess reserve.” The fractional reserve a bank is required to hold has been 10% since before 1991. (Federal Reserve Board Annual Statistical Digest, 1991. Federal Reserve Bulletins of 12/93, 12/94, 12/95, 12/96, 12/97, 12/98, 12/99, 03/00, 03/01.)

PROMISSORY NOTES AS BANK ASSETS

When you sign a promissory note for a loan to purchase your new home, say for \$100,000, your signature on that note is the bank’s basis for “creating the \$100,000 of new money” and for declaring your debt to be its “asset.” You are required to pay interest on that \$100,000.

By Federal Reserve System fractional reserve banking rules your local bank now has an “excess reserve” of \$90,000 in regard to your **promissory note** (note asset value of \$100,000 minus the required 10% fraction [\$10,000] to be retained). This bank is now able to turn around and “loan” out to a second party this “excess reserve” of \$90,000 from your **promissory note** and only retain \$10,000 of the note value (of your note) as the fraction it is required to retain.

On this second occasion the bank can again declare the \$90,000 value of the **second person’s promissory note** signature and the debt to the bank of the second person to be another asset it now possesses, a \$90,000 asset.

This new \$90,000 asset now can be the basis for another loan to a third party when the **third party** has put his signature on his **promissory note** to the bank. This

third note can be for \$81,000. 10% of the second note, \$9,000, is to be retained as the bank’s required **fractional reserve** against the second note.

Similarly, **the third promissory note** for \$81,000 is now a new asset of the bank. That asset of the \$81,000 promissory note has a loan value of its 90% value, ie \$72,900.

This 10% fractional reserve of a promissory note’s value process can be repeated time after time. Each promissory note signer with the bank, however, will still be required to pay the bank full interest on his own particular promissory note.

By the 10th step of this promissory “asset” note (loaning process) with the fractional reserve retention of such “assets” the bank has “loaned” out and is collecting interest on more than \$650,000. By the 21st step it has loans out totaling over \$900,000 and is collecting interest on each of them. By the 40th step the total loaned out by this system of banking is just shy of \$1,000,000 (\$994,710) based on the initial “asset” value of the first \$100,000 promissory note (loan). But you are still required by your bank to pay the full amount of interest due according to your promissory note. Interest paid on \$100,000 at 7% is \$7,000, but on \$1,000,000 at 7% it is

The fractional reserve wrinkle.

FRACTIONAL RESERVE MONEY is paper currency or banking assets only partially covered by substance of corresponding value.

“Fractional reserve banking” refers to depositor funds against which only a fractional part is required to be retained on deposit by the bank.

\$70,000 for a year, somewhat over 2/3rd the value of the initial "loan" to you. Fractional reserve banking would seem to be a pyramid scheme for growing money on the bank's money tree.

CERTIFICATES OF PARTICIPATION

One way city and county governments participate in "creating" new money is to sell "certificates of participation" (COPs) through an apparently complicated set of procedures with bankers and other bond buyers. The explanation given by these government spokesmen about the financial security for the bond holder is "The bonds have the full faith and credit of the (particular) government" behind the bonds sold. Reading the prospectus for a COP the reader will find listed the assessed valuation of all private properties within that government's geographic limits. Does this mean that particular government has borrowed money against these private properties without a vote by these property owners? The same government also has the ability to levy (more) taxes on those property owners. Is this contrary to the provisions in the State Constitution, at least in California?

PERSONAL USE OF MONEY

Money is the medium of exchange between both friends and strangers for goods (possessions) and services (the time of the hired hand) with specialized skills, i.e. the #3 set of Social Tools of the hired hand. Money is a very powerful social tool. It is as essential for commerce as breathing is for life. But it is not the only set of tools in the social tool box.

"Cash money" can be used in many business transactions to avoid the need to identify ones person.

Possessions or money can be exchanged for services. Then you have exchanged your money social tool for the use of the other person's use of his trade, talent or ticket social tool. This is the exchange use of one social tool in one person for the use of another tool of the other person.

POSSESSIONS WITH EXCHANGE VALUE, "Money" at your disposal.

Paper money, silver and gold, cigarettes, candy bars, stocks and bonds, private property, etc. The key element is the exchangeability, the "barter" value of these, the "value for value", the "equal for equal" consideration.

"Money isn't the most important thing in life - Until you don't have any!"

ADVERTISING

Money advertising is directed to several areas of management of self (Social Tool #1) and/or dealing with others (Social Tool #2) including: 1) People overly indebted and looking for some form of relief such as "debt consolidation" to reduce particular monthly payments, 2) Those looking for a source of more credit (borrowing), and 3) Sale of another Credit Card.

Notice the television advertisements? Look in the telephone book yellow pages. And too, television, radio, print media and mailers contain an abundance of inducements to spend more money, such as rebates, postponed payments you are given several months to forget about for now, lower interest rates so you can expand your total indebtedness, and other ways to "save", be it on groceries, furniture, automobiles, etc.

PERSONAL EMERGENCY SPENDING

There is a portion of those on "welfare", i.e. Aid to Families with Dependent Children (AFDC) and on Social Security for the Disabled (SSI) who spend their first-of-the-month "check" as if the spending of it were an emergency. After watching a few do this and

"Money isn't the most important thing in life - until you don't have any!"



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

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Social Tools Newsletter
Franklin "Harry" Ernst III, Editor
P.O. Box 3009
Vallejo, California, 94590 USA

Phone: 707/643-5100
Tele/Fax: 707/644-6358

E-mail: harryernst@ao3news.cnc.net

talking to them, it became evident this had to do with paying all monthly bills, debts and buying their "necessities" for the coming month and any goodies with the funds left over until it was all gone.

They were able to and did "provide for their own food clothing and shelter," therefore, were by definition mentally competent. If they were "broke" for the rest of the month "no one can borrow from me. I don't have any money, if somebody asks me." They were the same ones who would episodically try to borrow from friends at the end of the month if they saw a goodie they "needed." They were skilled at pleading such a "need" to a friend they thought still had some money at the end of the month and, on the reverse side of the situation, helpless in resisting such a plea from a "friend" in a similar plight if they themselves still had some funds. BUT if they too were broke, then nobody

could get any money from them because they didn't have any. No friend could get anywhere with them or any money from them. Thus they would not feel guilty for refusing a friend in dire "need."

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Editor's Note:

While looking over a newsletter highlighted by FH Ernst Jr., I found the following in The "Light", Vol. V, Issue 49, Right Way L.A.W. A discussion of "Quantum Meruit" (vague, implied contracts) is the opener: "the presumption is both parties 'got what they deserve'." "... . It could be argued that the instrument received in exchange for labor has value in the market place to purchase things. But, there is a difference in the legal meaning of the terms substance and value. **Substance** is defined by Black's Law Dictionary 4th as Essence: the material or essential part of a thing; while **value** is defined as worth consisting in the power of purchasing other objects. Value can only be perceived in the mind. **Substance is real**. There is some consideration of value in labor when Federal Reserve Notes are exchanged, but no substance."

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**SOCIAL TOOLS
NEWSLETTER**

JULY 28, 2011

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
TICKETS, TALENTS, TRADES, AND TECHNIQUES****SOCIAL TOOLS:
TICKETS, TALENTS, TRADES
AND TECHNIQUES**

These are the special skills by which a person can earn a living.

This class of social tools are the specialized skills each of us has schooled ourselves in and become proficient with : nuclear physicist, plumber, word processor, sheet metal worker, physician, lawyer, carpenter, truck driver or electrician. The Baseball Hall of Fame has the pictures and records of a specialized group of professional athletes with exceptional talents in that particular sport. Some people are especially talented as teachers, others as paralegals or ministers.

Tickets, talents, trades and techniques are the tools for "earning a living." The use of these tools has a compensatory exchange value. Some of them also carry social status, ie are the basis for special social recognition by members of the public at large. Such would be the increased the value of their personal words and handshake, as from the governor of the State, an autograph by baseball player Willie Mays, a personal blessing from the Pope.

This Class (#3) of Social Tools can be subdivided into those Tools that are Formally acquired and those Informally acquired.

FORMALLY ACQUIRED

The formally acquired Class #3 of Social Tools are those requiring classroom instruction and a demonstrated proficiency acquired under supervision which is then certified by a public agency or the State before the unsupervised use of the skill. Such is the credential needed by a ninth grade teacher, the license to be a dance instructor, a barber, a medical laboratory technician, a journeyman plumber, contractor, etc.

The premier formally acquired "ticket" today in the U.S.A. is the High School Diploma. Having one of these is requisite for entry into a most specialized fields of endeavor which then can lead to becoming licensed, credentialed or certificated. A four year college education can lead to a Bachelor Degree diploma (ticket) issued by the particular college. Additional college schooling can lead to a Master's Degree diploma and/or a Doctorate

diploma. Trade schools can issue certificates of proficiency and have their training and testing programs be approved by a State agency.

INFORMALLY ACQUIRED

The informally acquired Class #3 of Social Tools are those personally acquired. With these the person has demonstrated a recognized proficiency without formal classroom instruction, a skill attested to by previously satisfied viewers such as baseball scouts. These can include learned skills, techniques and a talent for gaining, learning and using newly acquired knowledge such as the professional baseball player who has progressed up through the baseball farm club hierarchy.

The musician who earns a living at his trade has faced incredible odds from other accomplished colleagues and probably has a good agent beating the bushes for his client. An actor earning a living at his trade, besides taking acting lessons, also does better with an agent actively promoting his actor-client.

TICKETS, TALENTS, TRADES, AND TECHNIQUES

TICKETS

“Tickets” are the formally acquired (paper) diplomas, licenses, certificates or credentials a person has. These include the High School Diploma (HSD), a Bachelor of Arts (BA) Diploma from a college, a certified journeyman in a craft or trade, a licensed cosmetologist, an EDD (Doctor of Education), a licensed contractor, physician, lawyer, etc. These diplomas, licenses, certificates and credentials are issued by an agency or school after the person has satisfied the agency or school requirement for its issuance. This (**ticket**) implies that the person has passed a set of tests, has demonstrated the possession of a set of technical skills and knowledge, eg hairdresser. The holder of the diploma, license, certificate or credential is presumed to have learned and now possesses skills to perform certain tasks with proficiency. Possession of a High School Diploma



(HSD) or equivalent (GED) is a requirement for many job positions and usually for admission to a college. A HSD is often required to become a certified journeyman in a craft or trade.

TALENTS

“Talent” here refers to a specialized skill a person was “born with” (or acquired) then developed through personal diligence and practice, eg playing the piano, playing football, movie directing, automobile racing, seamstress. A talent is a social tool, which on display leads to special social recognition, status, and is often compensated by money. The elevated social status of a “talented” person can increase the recognition value of the “free” words, the handshake of the person and may command an honorarium for his special appearance at a social function.

The talents included here are those by which a person can earn a living. Professional baseball players are using their talent for the game plus almost endless hours of practice at the skills needed to hold their positions. The concertmaster (lead violinist) at a local high school held his position in the school orchestra for his full four years at that school from admission to graduation. Several other violin players challenged him for the position over the four years but he held on to this position as **the** demonstrated best player with that instrument. Here, his talent earned him special recognition in later applications for job positions in his professional work.

Mozart was “born with” a genius talent for musical composition and earned ample money with its use...He also taught music to selected pupils. Willie Mays was “born with” an exceptional talent for baseball. Each practiced ceaselessly to develop, expand and maintain his skills with his talent.



TRADES

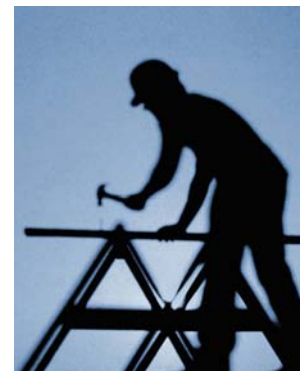
Trades include the aircraft mechanic, the paralegal, the seamstress, the carpenter, the electrician, the auto mechanic, the landscape gardener, the truck driver, the bookkeeper and many, many more. Some require a “ticket”, some do not. Often trades which include the act of touching a client are ones requiring a “state ticket.”

TECHNIQUES

These are the specialty skills each of us develops during a lifetime. Sometimes a person is hired for these skills, sometimes not. A woman I know makes a good living as a pre-published book proof reading editor. She has turned this into her trade, no ticket required. A coin collector got good at coin grading.

A self taught guitar player, singer gets himself hired periodically to play and sing on weekends at a local

A talent is a social tool, which on display leads to special social recognition, status, and is often compensated by money. The elevated social status of a “talented” person can increase the recognition value of the “free” words, the handshake of the person and may command an honorarium for his special appearance at a social function.



dancehall. Using his knowledge about re-recording over his own voice / instrument, he has recorded a few of his own compositions, and sells copies of enough of them, as he says “to pay my rent.”

ADVERTISING

Television commercials and many magazines advertise private schools offering technical courses in many, many fields – for medical transcriber, airplane mechanic, for accounting, for chefs, etc. Among these firms are Heald College, Sierra Academy of Aeronautics, Harcourt, ITT Technical, etc. Look also in the telephone book yellow pages, turn on your home television set, surf the internet “world wide web” on your computer or other personal (electronic) communicating device.

SCHOOLING AND SYMBOLS

Beyond its status, “going to school” is to gain skills, information and knowledge in a set of techniques. Much of formal education, whether home schooling or institutional, deals with learning about symbols, how to use different sets of symbols. Symbols here are the diagrams by which to represent and classify information. Schooling can teach how to manipulate these symbols into information and knowledge. For example written words are composed of ma-

nipulated sets of the phonetic alphabet letters. The visual recognition of these symbols is first learned and memorized in its “alphabetic sequence.” With these written symbols and the phonetic sounds they represent, these 26 letters can be manipulated (variously sequenced) to represent spoken words. By reading the representations of the spoken words more learning can proceed according to the rate of the individual. This “reading” comes from the (mental) manipulation of the sound-visual “equivalence” of the symbols. Spoken words themselves are, of course, symbols.



INFORMATION

Information can augment any of your social tools. Beyond the ability to read, new information requires techniques to access it. Specialized information may require specialized techniques to secure, eg how to use the U S “Freedom of Information Act” (FOIA), how to use the “California Public Information Act.” Once the sought information is accessed it may take specialized technical knowledge to understand and appreciate its significance, such as a set of blue-

prints for a building, and then what further to do with the information if anything. Looking up information, such as about the Rosetta Stone can be done in an encyclopedia. Each county has a law library open to the public. Successfully using it will take more specialized knowledge.

KNOWLEDGE

Background experience, education and new information are the basis for knowledge in a trade, a business venture, a position in a corporation or in a profession. A woman asked an acquaintance about his being a psychologist, “How do you see people?” He answered her that he saw the same things about people that she or anyone else saw. Her response was “I’m a farmer and when I look down a field of potatoes I see things you don’t see. Isn’t that so?” He answered that was true. And yes he did often organize what he saw about people in his own way, and as taught in school.

HANK WORKED OUT A SOLUTION

After two hours of trial and error, researching and reading Hank found a solution for setting margins for his document in “Word for Windows” (on his computer), and by extension, that he could use these same general solution “rules” throughout further computer work by using the same general procedures. The general-

Much of formal education, whether home schooling or institutional, deals with learning about symbols, how to use different sets of symbols. Symbols here are the diagrams by which to represent and classify information. Schooling can teach how to manipulate these symbols into information and knowledge. . . . The visual recognition of these symbols is first learned and memorized in its “alphabetic sequence.” With these written symbols and the phonetic sounds they represent, these 26 letters can be manipulated (variously sequenced) to represent spoken words. By reading the representations of the spoken words more learning can proceed... This “reading” comes from the (mental) manipulation of the sound-visual “equivalence” of the symbols. **Spoken words themselves are, of course, symbols.**

izing of knowledge is one of the principles often taught in schools in different frames of reference. Thus Hank also gained some ability at setting his “tab buttons.”

In Hank’s case, he first used his (MOS) Management of Self Class #1 of Tools, self-management, to get his thinking going, to overcome the emotional frustration and personal annoyance under control, so he could get the job of setting the margins done (he got his head leveled). The next step was to use his “tickets, talents” Class #3 of Tools, his ability to read, count, and follow written directions, while going the “trial and error” learning route.

Usually what further to do with newly acquired information will involve the use of some of your other classes of social tools.

- #1) - Money, dollars available.
- #2 - Technical savvy, a trade, or a skill (eg at reading a blueprint).
- #3) - Which other people to recruit to a project if any and
- #4) - Keeping ones self decently managed, ie not getting overwhelmed by the project.

“Technique” here refers to a talent or trade skill which an individual has worked on and become reasonably proficient with it.

Technical skills are within

the third group of Social Tools. It takes special technical skills to operate a computer, to operate a backhoe digger.

REMEMBERING NAMES AS A TECHNICAL SKILL

When working in a multi-peopled setting the “talent” of remembering the names of others can be improved by focusing on that particular detail as part of the business at hand. This is how a maitre d’hotel, a salesman, school superintendent does it. Some people have more of a "natural" talent for remembering the names of others. BUT the point here is that improved technical skill with the use of peoples’ names can be developed. This is the same as with playing cards, the piano or with word processing. Repeating a person’s name after being introduced to them, writing the name down, using the person’s name back to him, sometime soon after meeting him. These activities will help.

SCHOOLING AND SYMBOLS

The civilization a society develops is proportional to the symbols it has by which to represent and classify its ideas, words and quantities.

It is proposed here that people go to school to learn the diagrams (symbols) commonly used in their society. They are taught the diagrams representing the numbers 1,

2, 3, 4, 5, 6, 7, 8, 9, and 0 and how these various ways and to use these diagrams. They learn how written multi-digit numbers are ranked to represent quantities larger than 9. They learn how to calculate quantities for themselves.

People go to school to learn how to use the diagrams used to read and write, the letters of the phonetic alphabet. n this society these are the 26 letters of the Roman phonetic alphabet A, B, C, D, E, F, G, H, J, I, L, K, M, O, N, P, R, Q, S, T, U, V, W, X, Y, Z.

Other phonetic alphabets for reading and writing include the Cyrillic (34 letters), the Greek (24), Arabic (28), Hebrew (22), the Egyptian Demotic.*

(*The Rosetta Stone, found in 1799 during Napoleon’s occupation of Egypt, had identical material written on it in three languages: Greek, Egyptian Demotic of 200 to 800 BC, and Egyptian Hieroglyphics from ancient times (World Book Encyclopedia, 1967).

Many filing systems in Western Societies are based on the sequence of these phonetic equivalent alphabet letters, such as the names in your telephone book. The “reverse” telephone directory lists the telephone numbers in numeric sequence with name and address attached.

1, 2, 3, 4,
5, 6, 7, 8,
9, and 0

A, B, C, D,
E, F, G, H,
I, J, K, L,
M, N, O, P,
Q, R, S, T,
U, V, W, X,
Y, Z.



The Rosetta Stone.

ALPHABETS

- **ALPHABET OF PHONETICS**
- **ALPHABET OF MUSIC**
- **ALPHABET OF MUSIC**
- **ALPHABET OF GENETICS**
- **ALPHABET OF MATHEMATICS**
- **ALPHABET OF BEHAVIOR**
- **ALPHABET OF CHEMISTRY**

(Here we have reference to “alphabets” beyond the “alphabet soups” used by governmental agencies to denote each other. Although useful to government bureaucrats as a shorthand, these “soups” have not come into general use, nor demonstrated usefulness to the majority of the people to better classify and represent data about government.)

E = mc²

A symbol is something such as a particular mark that represents some piece of information. For example, a red octagon may be a symbol for "STOP". On a map, a picture of a tent might represent a campsite. Numerals are symbols for numbers. All language consists of symbols.

ALPHABET OF MUSIC

This is, if you will, the “alphabet” in which music is written. This music alphabet has a well accepted and standardized set of diagrams (diagram conventions) including a set of musical clefs by which to represent and classify the operations of the musical instrument for which the part is written. Next to and on the clefs, in left to right sequence, are written specific diagrams to represent pitches of notes, cadence rhythms, time length a



particular note is played and other notations, such as for softer, louder, staccato notes, blending of notes, etc. There are specific diagram notations for repeats of sections, etc. Music has a standard musical pitch by which the instruments of a group, an orchestra, tune themselves to each other for playing together.



Some Music Symbols

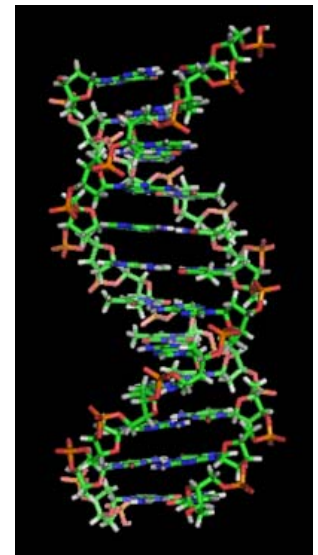
ALPHABET OF GENETICS

Genetics now has a genetic alphabet (Scientific American, Vol 280:1, January 1999). This alphabet is composed of various “triplet” sequence combinations of G, C, T, and A as lined up on the chromosomes. G stands for guanine, C for cytosine, T for thymine and A for the adenine molecules in chromosomes. To simplify, the building blocks of all biologic organism are made of various proteins and enzymes. Each protein and enzyme is composed of a very specific sequence of specific amino acids. There are 22 amino acids used by biologic organisms. To make these proteins and enzymes the amino acids of which they are composed have to be connected in a very specific sequence. These 22 amino acids are the basic building blocks from which proteins and enzymes are built. This genetically controlled sequential connecting is done within ribosomes. The ribosome’s job is to take in a specific transcript, which has been made by a gene on a chromosome. The transcript contains the “alphabetic code” for properly sequencing these basic amino acid building blocks. This alphabetic code



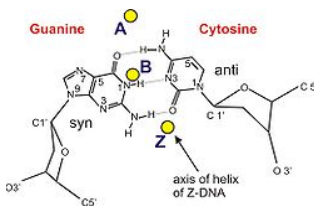
Symbol of the Angstrom Unit.

The alphabet of genetics is composed of various “triplet” sequence combinations composed of G, C, T, and A as lined up on the chromosomes. G stands for guanine, C for cytosine, T for thymine and A for the adenine molecules in chromosomes.



Model of Double Helix.

is composed of sequenced “triplets” composed of three-somes of C, G, A, and/or T. Each triplet (used by the ribosome in its job) is called a “codon.” Each codon used by the ribosome calls for a specific amino acid next in the sequenced construction of the protein being built. An enzyme is a specific kind of proein. These codons are now called the alphabet of genetics. While there are a possible 64 codons, such as GTC and ACG, 22 are used for the purpose of constructing proteins and enzymes, one triplet each for each of the 22 amino acids used in the building blocks of biologic organisms. To keep in mind, only about 10% to 15% of the total amount of the chromosomal content in a cell is a gene, or even has a known genetic purpose. The function of a majority of the chromosomal content in the cells of multi-cellular organism is not yet known.



ALPHABET OF MATHEMATICS

It seems fair to talk about an alphabet of mathematics. Some may prefer to refer to the diagrams used in mathematics as conventions. That is true. They do have all the characteristics of conventions. So too, does the letter “A” in the phonetic alphabet represent a convention in its use for reading and writing purposes. Mathematics does have a standardized set of diagrams by which to represent and classify mathematic operations, functions, struc-

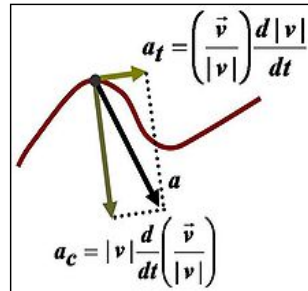
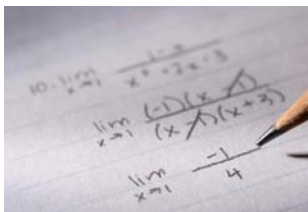


tures and quantities, both of known and unknown value. For example it has specific diagrams (symbols) by which to represent wavelengths of light (lambdas), specific diagrams to represent different operations to be carried out with sets of numbers, such as the division of a number, finding a cube root, a protocol for writing imaginary values, such as the various cube roots of minus 8.

Differential and integral calculus each have their set of specific diagrams (symbols) by which to denote mathematic values and operations. The letters X and Y in algebra specify unknowns (to solve for). X and Y on the Cartesian coordinates denote something different and specific. With Cartesian coordi-

nates we also have plus and/ or minus values for each of X and Y.

The alphabet of mathematics using the Arabic numerals specifies a specific ranking of the sequence of numbers to represent a quantity, say two hundred forty-one billion, three hundred seventy-five million, eight hundred thirty-eight thousand, six hundred twenty-one. Even good English grammar requires a specific sequencing of the words for the quantity. It would not be acceptable English grammar to write these words as follows: eight hundred thirty-eight thousand, two hundred forty-one billion, six hundred twenty-one, three hundred seventy-five million. The correct numerical ranking of this quantity is 241,375,838,621.



Physics involves modeling the natural world with theory, usually quantitative. Here, the path of a particle is modeled with the mathematics of calculus to explain its behavior.

“Many mathematical objects, such as sets of numbers and functions, exhibit internal structure as a consequence of operations or relations that are defined on the set. Mathematics then studies properties of those sets that can be expressed in terms of that structure; for instance number theory studies properties of the set of integers that can be expressed in terms of arithmetic operations. Moreover, it frequently happens that different such structured sets (or structures) exhibit similar properties, which makes it possible, by a further step of abstraction, to state axioms for a class of structures, and then study at once the whole class of structures satisfying these axioms. Thus one can study groups, rings, fields and other abstract systems; together such studies (for structures defined by algebraic operations) constitute the domain of abstract algebra. ...”

Another example of an algebraic theory is linear algebra, which is the general study of vector spaces, whose elements called vectors have both quantity and direction, and can be used to model (relations between) points in space. This is one example of the phenomenon that the originally unrelated areas of geometry and algebra have very strong interactions in modern mathematics. (Wikipedia)

ALPHABET OF CHEMISTRY

The periodic table of the 92 naturally occurring elements and the dozen or so man-made ones, added on at the end, has its own letter(s) symbol.



Water is made up of two atoms of hydrogen represented by the letter 'H' and one atom of oxygen represented by the letter 'O'.

ALPHABET OF BEHAVIOR

An alphabet of behavior? Why not? That is unless a person is allergic to diagrammatically representing and classifying (his own) human behaviors.

Starting in the 1950s, diagrams began to be developed and used which vastly improved the ability of the users to classify, therefore gain improved control over their own social behaviors. Individual students began to graphically visualize their emotional behaviors as distinct from their thoughtful, methodical, objectively based behaviors. They came to recognize the impact one or both parents had played in how they behaved later in life with the others around them.

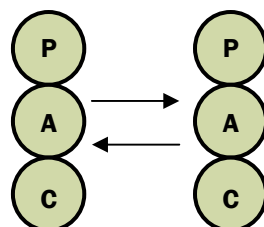
During the 1960s into the early 1970s several of the

letters of the Alphabet of Behavior were taught in courses within public and private schools and in universities.

This writing is not about why these courses were dropped from the those schools. It is about what was taught by those teachers who had learned these diagrams, and about what these teachers reported about what they saw take place.

The students readily learned the meaning and significance of those letters taught AND attendance at those courses became almost perfect, ie students enjoyed themselves and the courses. The students demonstrated better handling of themselves and each other AND knew what they were doing. In a later chapter here, "Organized Pandemonium", there is a brief description of one of the circumstances under which one of these courses about these behavior letters was taught.

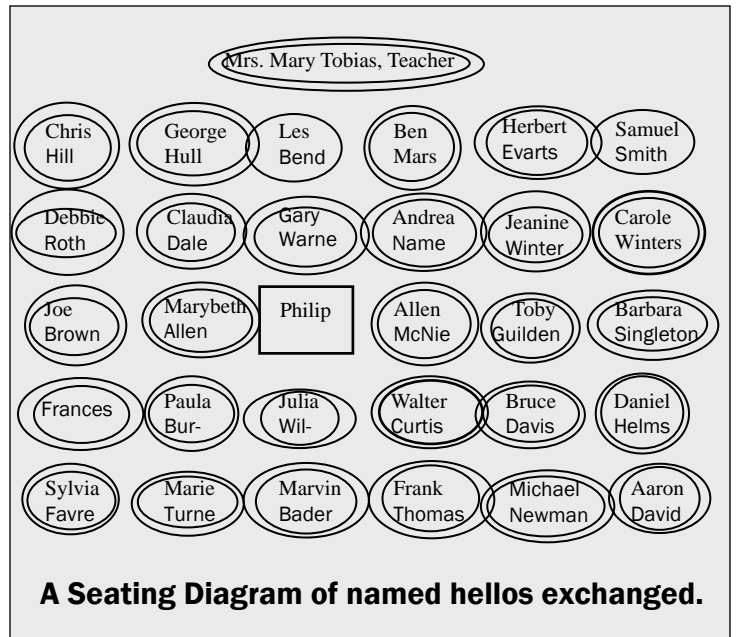
A listing and some description of (how to read) the meaning and the demonstrated value of those letters of the Alphabet of Behavior discovered to date will be presented in future newsletters.



LETTERS OF THE ALPHABET

OF BEHAVIOR taught by school teachers included:

THE HOWDY DIAGRAM (exchange of "hellos" by name) letter.



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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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Social Tools Newsletter
 Franklin "Harry" Ernst III, Editor
 P.O. Box 3009
 Vallejo, California, 94590 USA

 Phone: 707/643-5100
 Tele/Fax: 707/644-6358
 E-mail: harryernst@ao3news.cnc.net

We're on the Web.

www.ListeningActivity.com
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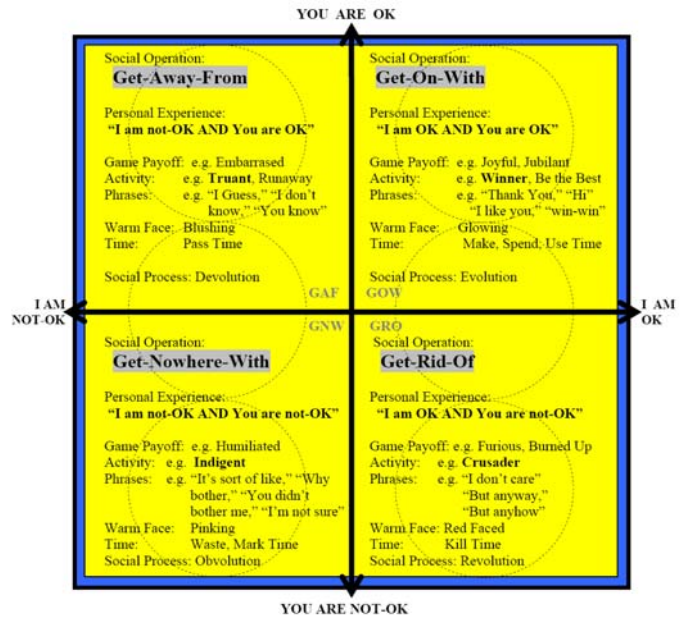
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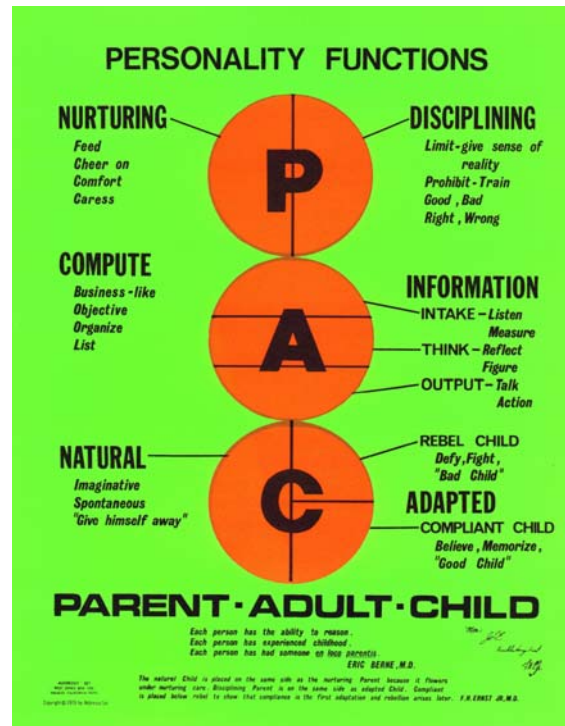


"Reach for the stars."

THE OK CORRAL : GRID FOR WHAT'S HAPPENING
 (diagram) letter.



THE PARENT, ADULT and CHILD
 (diagram) letter.



SOCIAL TOOLS NEWSLETTER

AUGUST 17, 2011

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

INSIDE THIS ISSUE:

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THE ALPHABET OF BEHAVIOR THE HOWDY DIAGRAM

The HOWDY DIAGRAM Letter

This letter of the **Alphabet of Behavior** as taught in high school classrooms, was nicknamed The Howdy Diagram.

The term "Howdy Diagram" is shorthand for the diagramable process of 1) giving a hello by name to other people (for example in a classroom and meetings), 2) writing down the names of those people and 3) circling the names of those to whom a named hello was given and a second circle for a named hello being returned.

"Hello" is the basic opener of recognition stroking. "Hello" is the formal word and "Hi" the informal. Adding the person's name to the hello given to that person is the "named hello."

The Howdy Diagram:



or



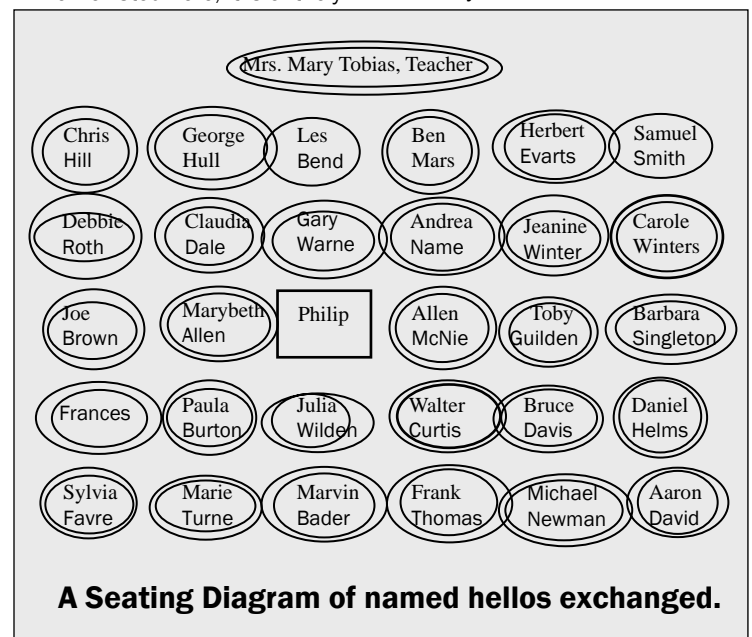
In one local high school there was an occasion when some of the teachers began to have their class students get each others names, give each

member of the class, including the teacher, a named hello. And they write down that name in a classroom seating chart and put a circle around the name of the one given the named hello and a second circle around it when they got a hello back. The chart below is an example of a named seating diagram of a typical student from one of his classes. The seating diagram represents a layout of the classroom, the location of the students, and the named hellos exchanged. (In this example the names of the people listed are not those of any known persons and if there are persons with a name listed here, it is entirely

coincidental. There is no intention here to list the name of any person known by writer.)

In the thirty student, one teacher classroom the chart has thirty-one slots (one for self). Obviously in the early stages of learning each others names (and correct spelling) a lot of time is spent doing this; usually the whole class period. And it usually happens the first two or three class periods.

One of the objectives of the exercise is for the students and teacher to establish that both the class members and the teaching-learning take place in friendly circumstances. The



SPECIAL POINTS OF INTEREST:

There are four types of social tools.

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

particular classroom period was not one to be dreaded.

One of Philip Drew's daily "Howdy Diagrams" charted in Mrs. Tobias class as shown on the previous page.

For this class activity Mrs. Tobias had told the principal ahead of time what she planned to do. The principal his OK to go ahead, "Just keep the noise down in your classroom, if you can."

In her class she instructed

her students to write down, learn and know each others names. Further, she instructed them to say hello to each other by name at the start of each period and for each person to chart the exchanges of hellos they gave and got back. Doing this and letting her see their charting each day would count toward their semester grade. She added that she might also be giving them an unannounced test every once in awhile on their knowing

and accurately spelling the names of their classmates.

The charting by Philip Drew shows that he gave and received back named hellos in class, including teacher. Except he missed giving Samuel his name then and Les helloed him without Philip's name when Philip helloed him in the class. Philip's seating chart shows that he had learned and did know the two names of each of those in his class.

THE ALPHABET OF BEHAVIOR THE PARENT-ADULT-CHILD (PAC) BEHAVIOR DIAGRAM LETTER

The PARENT, ADULT and CHILD (PAC) BEHAVIOR DIAGRAM letter

This letter of the **Alphabet of Behavior**, the PAC diagram, symbolically represents a method for a person to represent and to classify his own (social) behaviors and often the behaviors of others; he could better tell where he

was "coming from", ie from his Adult-self, his Child-self or from his Parent-self. By convention the word "Child" is capitalized, so also the words "Adult" and "Parent" in this diagram.

All three live within the same body. That is represented by the three being enclosed by an outline, if you

will, within the same skin.

This PAC diagram can be drawn in one of the three ways shown below to represent the same thing.

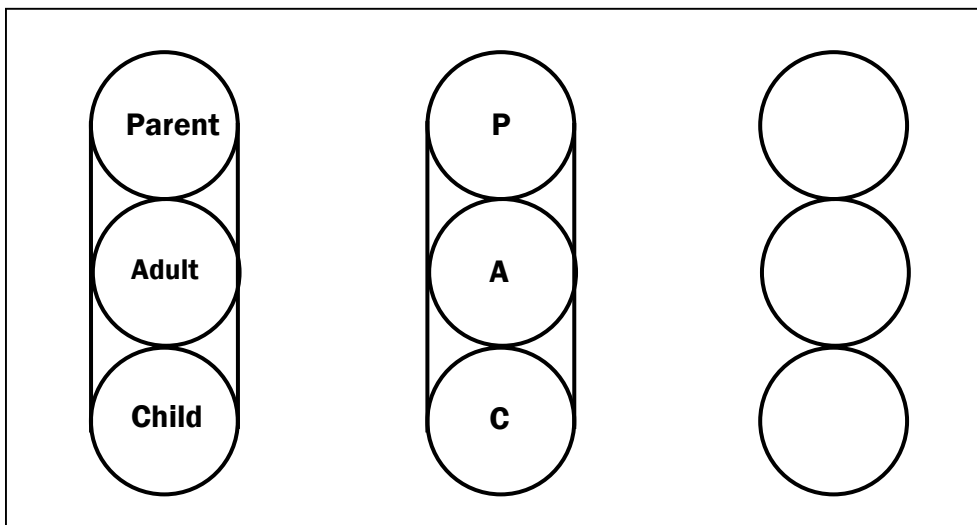
Parent is drawn on top because it is the first one to respond to danger, to emergencies. The Parent is primarily concerned with protecting

ALPHABET OF BEHAVIOR

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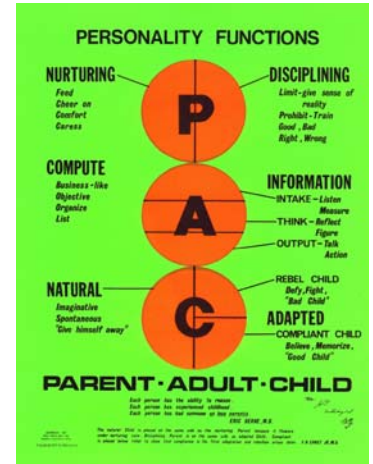
the integrity of a Childself of himself or another person, such as his own biological child. The Parent behaviors are exhibited in their functions of nurturing and disciplining. Nurturing is to take care of the immediate task of caring for, say, a biologic infant or child. Disciplining is concerned with implanting into that same child a set of rules whereby he can protect himself when away from the original external source of care and protection. A mother automatically

screams when her child darts into a street to go to the ice cream man without first looking either way to see if the way is safe from approaching cars as one approaches.

The Child is drawn at the bottom because Childhood experiences form the foundation for how a person expresses his emotions and beliefs.

The Adult is drawn in the middle between the Parent and the Child, for example to put reasoning between the

Parental and the Child views on the same subject. The Adult is the self who looks at circumstances in a measured way. Adult is the self who learns new procedures both from experience and from being taught how to carry them out. Adult behaviors are matter-of-fact, such as, reading and writing, measuring the length of a board to be sawed, looking up the meaning of a new word, reading a recipe to cook a dish.



THE ALPHABET OF BEHAVIOR THE OK CORRAL: GRID FOR WHAT'S HAPPENING DIAGRAM LETTER

THE OK CORRAL: GRID FOR WHAT'S HAPPENING (diagram) letter

This letter of the **Alphabet of Behavior** shows how the outcomes of two-party social events can be represented and classified; into one of four general categories. It also shows how the outcomes of each of the four general categories of two-party social events are the result of an exchange of a specific set of social forces between those two parties. This is to say that when people talk to each other a dynamic event occurs. You cannot say anything to another person without that other person viewing what you said as Giving him an OK or Giving him a not OK, or you are telling you that you are OK or that you are not-OK.

"Dynamic" event means forces came into play between the two parties. Generally social events come out in one of the following four ways:
I am OK and You are OK,
or
I am OK and You are Not-OK,
or
I am Not-OK and You are OK,
or
I am Not-OK and You are Not-OK.

THE OK CORRAL shows these combinations by diagram:

I am OK or I am Not-OK is represented by a horizontal line as follows:

I am Not-OK ←→ **I am OK**

or simply as

I - ←→ **I +**

AND **You are OK or You are Not-OK** is represented by a vertical line as follows:

You are OK



You are Not-OK

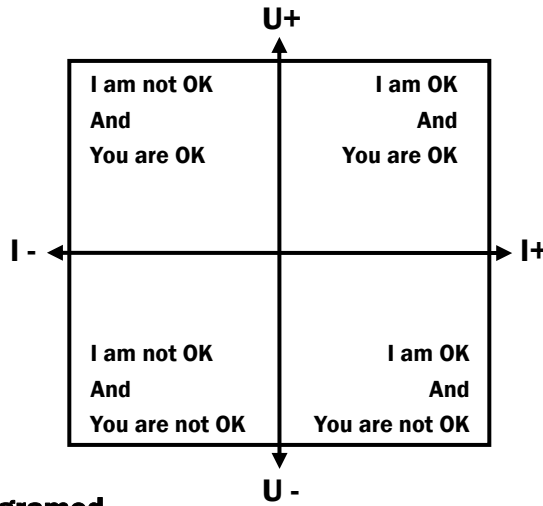
or simply as

U+



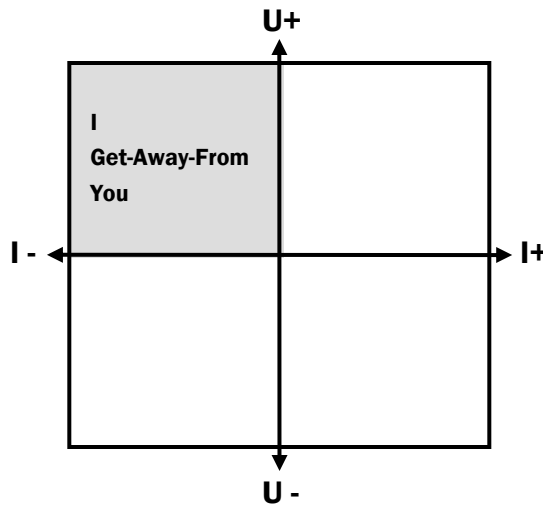
U-

Over laying this pair of lines and putting a box around this pair of lines we get the diagram at right, the personal experience diagramed:

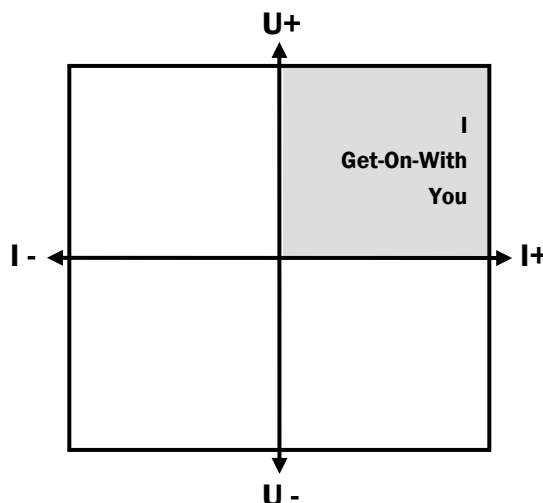


Personal Experience Diagramed

When a personal experience occurs in which **I am Not-OK and You are OK** it results in **I Get-Away-From you.** This is represented and highlighted in the drawing to the right.



When a personal experience comes out with **I am OK and You are OK** it can be marked as in the diagram drawn to the right. When an event of this nature occurs then, for example, I am pleased to be with you, then **I get-On-With you.** The action results in (mutual) accord.



The following is from "Getting Well With Transactional Analysis / Get-On-With, Getting Well and Get (to be) Winners", by FH Ernst, Jr. M.D.

"A life time has 2 to 2½ billion seconds depending on whether a person lives to be 67 or 83 years old. It is within this amount of time that getting well and being a winner in the selected arena of life will occur. Getting well is defined in this paper as getting more efficient use of one's time of life.

Each person, in the act of "being a people," is possessed of a variety of conflicting, diverse and divergent qualities of reasoning-feeling. These include the multitude of activities-inactivities with which to spend one's "time of day." Putting it differently, the man who gets the most of what he wants with his time and in his encounters with other persons is the one who

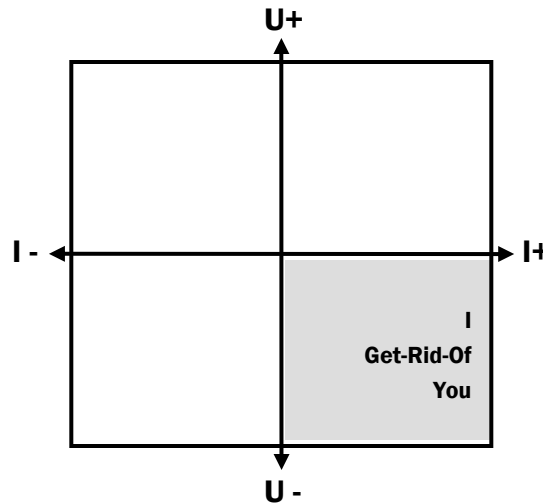
(1) has decided on his goals and makes a commitment to these objectives;

(2) then specializes in the use of his time toward the end of his perfecting techniques useful in obtaining his goals;

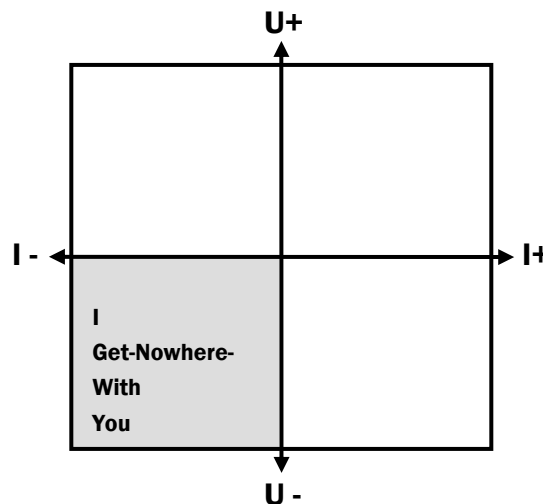
(3) uses these techniques and his time to get to his goal;

(4) uses the fullest range of the other (personality) qualities within himself at appropriate times and as these latter are adaptable toward his goals and then finally;

When a personal experience concludes with a **I am OK and You are Not-OK** it results in **I Get-Rid-Of you**. This is represented and highlighted in this diagram.



And when a personal experience concludes with an **I am Not-OK and You are Not -OK** it results in **I Get-Nowhere-With you**. This is depicted in this diagram.



(5) gives satisfaction to his other life sustaining drives in a manner and at a time that will least detract from the attainment of his ambitions. In getting-well a person becomes a winner.

The first business to becoming a winner is the decisive commitment to the goal. In treatment, this is the commitment to the get-well contract.

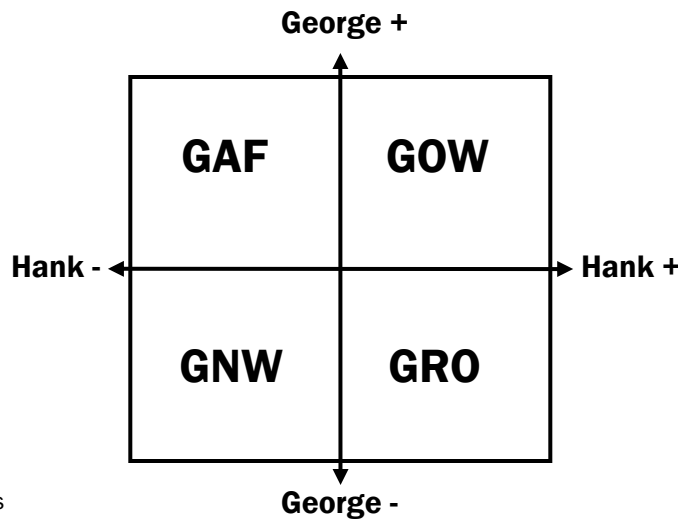
The second order of business to becoming a winner is to improve the capacity to sort and classify one's own Adult qualities of self from ones Child self. This improved capacity to sort and classify Adult from Child is requisite for managing self.

The best method developed to date for organizing personality qualities is represented by the three stacked circles. Paraphrasing Caesar: "Ommia personae est divisa in partes tres." In the terminology of transactional analysis: "He who owns his own (transactional) diagram can better become the master of his own destiny!"

Whether he is the initial stimulator or the initial responder in the transaction (a "stroking exchange") of an encounter, the "me," in being able to sort and classify, can better determine "what-is-the-best-solution-for-now-for-me."

Each of these four categories of social experience AND action results in the particular party going in a different direction. Therefore, each is the result of different set of social forces brought to bear on the “I” and “you” described here. It could be said these are the (psychological) forces that drive much of the biological human in the use of his muscles in the directions he takes with others.

When the names Hank and George are substituted for “I” and “U” we have this diagram.



And going clockwise again from the left upper corner it shows that

Hank **Gets-Away-From (GAF)** George and this results from the personal experience that **Hank is not OK and George is OK.**

Next the right upper box represents that Hank **Gets-On-With (GOW)** George and that it comes from the personal experience that **Hank is OK and George is OK.**

Continuing, to the right lower corner it shows that Hank **Gets-Rid-Of (GRO)** George and that comes the personal experience that **Hank is OK and George is not OK.**

And the fourth box in the left lower corner shows Hank **Gets-Nowhere-With (GNW)** George which comes from the personal experience that **Hank is not OK and George is not OK.**

The most important business for becoming winners is the decisive commitment to become winners. This provides the basis for establishing a hierarchy of priorities among the multitude of private and public objectives each person has in mind. Since it is literally not feasible, let alone possible, to be a winner with each and every situation in a day or in a year, it then becomes a matter of selecting which of the objectives and which of the qualities of transactional outcomes (forms of resolution) will have priority on a given occasion. A person decisively committed to becoming a success and winner with his own family will have his priorities in a different hierarchal arrangement than, e.g., the person with a creative genius for building a new system of transmitting (electric) power or the founder of a new psychotherapy system.

COROLLARIES of the OK Corral

One set of corollaries of the OK Corral is that

When “I” get-away-from (GAF) “you,” then “you” get-rid-of (GRO) “I” (me).

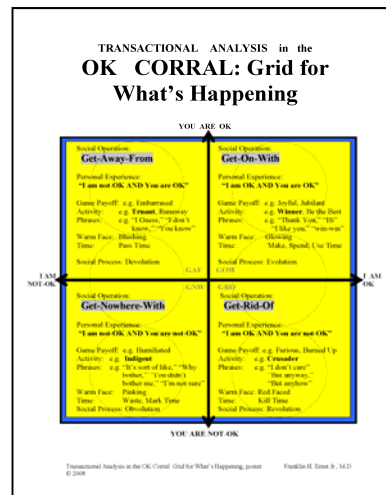
When “I” get-on-with (GOW) “you,” then “you” (also) get-on-with “I” (me).

When “I” get-rid-of (GRO) “you,” then “you” get-away-from (GAF) “I” (me).

When “I” get-nowhere-with “you,” then “you” also get-nowhere-with “I” (me).

This emphasizes the reciprocal nature of the forces at play between the parties.

Forces at play? The action words of the above four categories of outcome each show a different action **movement** between the parties. It takes dynamics to bring about movement between bodies, including human bodies. And it takes four different sets of dynamic forces to bring about these four different categories of movement between two people.



Encounter Resolutions

A person's day to day life is filled with a variety of encounters, one after another, with a variety of persons and circumstances. Some encounters are a simple greeting, a single transaction such as "Hi-Hi!" Other encounters will involve varying numbers of words being exchanged. At the conclusion of each encounter, no matter how many transactions between the parties, the outcome is resolved in one of the four categories of encounter resolutions.

Each social encounter will have a different value for the particular person. An encounter with a spouse or playmate will have a higher personal value than one with a casual office or grocery store acquaintance. Nevertheless, a person experiences the outcome of each encounter with another person, as one of the **FOUR QUALITIES OF PERSONAL EXPERIENCE**:

- "I Am OK AND You Are OK" or
- "I Am OK AND You Are Not OK" or
- "I Am Not OK AND You Are OK" or
- "I AM Not OK AND You Are Not OK."

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

Phone: 707/643-5100
Tele/Fax: 707/644-6358
E-mail: harryernst@ao3news.cnc.net

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

Transactional Analysis in the **OK CORRAL: Grid for What's Happening.**
This is the diagram for classifying the outcomes of the events in your life:

Get-On-With, Get-Away-From, Get-Nowhere-With, or Get-Rid-Of

YOU CAN CHOOSE how you want a situation to come out BEFORE the end of it. Not all events can end in a get-on-with. To have a get-on-with for some events, you can choose to have other events come out in one of the other three ways. You cannot get-on-with everybody and everything. Healthy people use each one of the four ways at least once a day.

One person's get-on-with is also the other person's get-on-with.
One person's get-away-from is the other person's get-rid-of AND vice versa.
One person's get-nowhere-with is the other person's get-nowhere-with.

The arrow points on the four sides of the grid show there are four kinds of strokes a person can give: "I Am OK," "I AM Not-OK," "You Are OK," "You Are Not-OK." One person strokes the other, gives words (gestures and/or touches) to move (stimulate) the other, AND MORE: to move the other person to the extent that first person gets words given back, to complete one transaction. Whatever else, while transactions are continuing, the parties are negotiating the answer to the psychological-business questions of "What are we going to do with each other?" and "How is this going to come out?" For the persons involved, the ending will come out in one of the four corners of their respective OK Corrals when they have arrived at a psychological-level form of (mutual) agreement about each person being OK or Not-OK.

"I Am OK" is drawn to the right. For example: "I am going ahead."
"I Am Not-OK" points to the left. For example: "I am going backward."
"You Are OK" points up. For example: "I look up to you; think well of you; admire you."
"You are Not-OK" points down. For example: "I look down on you; think poorly of you; give you a put down."

When used for named people, insert the first person's name at the ends of the horizontal axis and the other person's name at the ends of the vertical axis.

People form alliances, friendships. The "I Am OK (or Not-OK)" becomes a "We" after "I" and "You" have negotiated to become a "We;" "You" recruit "Me" or "I" recruit "You," either way. The "We" are now dealing with others. The others can be a "You" (singular or plural), "He," "She," Named Person, "They" or Named Group. Then the "We" are listed on either end of the horizontal axis instead of "I" and the other party on either end of the vertical axis.

"You Are OK" Strokes: for example "Either way (you take it), you are OK with me!" "It's on me!" "Treat is on me!"

"I Am OK" Strokes: for example "Either way (you take it) I AM OK!" "It's on you, if you will be OK with me or not!"

"I Am Not-OK" Strokes: for example "It's because of me!" "It's my fault!"

"You Are Not-OK" Strokes: for example (the jeers, put downs and psychological rackets) "It's because of you!" (It's ALL MY FAULT means "It is your fault!")

All four kinds of strokes are useful.

Transactions of games are built on combinations of the four kinds of strokes: they will usually include more than one stroking (dynamic) arrow in the transactions given and received.

SOCIAL PROCESS is the long range trend of a person's or a group's life.

The strokes a person exchanges during his/her encounters with others (encounter by encounter) have consequences.

**SOCIAL TOOLS
NEWSLETTER**

SEPTEMBER 10, 2011

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
DEALING WITH OTHERS****CLASS #2 of SOCIAL TOOLS:
DEALING WITH OTHERS
(DWO)****LOCATION**

Much of what determines how a person deals with another in a day comes from the circumstances in which the meeting takes place - in your home, in their home, on the street, while shopping, at City Hall, at a reunion, political rally, a convention, professional meeting, union meeting, church, their office, your office or in the hallway at work. It could be at a private meeting of the symphony association or the neighborhood watch. It could be at a public meeting, called by the city planning director to discuss rezoning in the neighborhood.

**PERSONAL APPEARANCE**

Other elements determining how a meeting with another will go include your personal appearance, facial expression,

dress, gait, physical attitude. It is not unusual for a woman to spend considerable time on her dress, grooming, hair and cosmetic make up before going out. The Governor of one State usually looked as if he had had a special hairdresser come in every morning before he went out. His hair was routinely dressed in a manner to add an inch or two to how tall he looked.

For many they want to appear as if ...they are a distinguished person, a calm person, a courteous person or a knowledgeable person, etc. Some appear that way naturally. Others work at it.

ACCOMODATING OTHERS

Some accommodate themselves easily to the situation at hand, are inclined to give the other the benefit of the doubt. Some on the other hand are seen colliding with another going through a doorway, talking to others apparently unaware of blocking the aisle at a convention.

The same traits are also seen as a person drives the highways. There are the "road

hogs" (like the aisle blocker), the driver darting in and out of lanes (like colliding going through a doorway). Then there are the drivers who let a faster car go (past him) by moving over into a slower lane of traffic, drivers who slow down to let another passing car get into your lane if he wants to (give the benefit of doubt).

**PEDESTRIAN RIGHT-OF-WAY
AND THE MOTORIST**

In many of our multiculturally integrated communities motorists are in the habit of having the "right-of-way" crosswalks contested at the last minute by a pedestrian as the motorist approaches. What to do? STOP! We know what these "pedestrian" invaders are thinking as they encroach into oncoming traffic on their way, sacred way. "Hit me! Hit Me! I need the money." We have heard them say it often enough.

Leon lived on Reo Alley. He was not surprised one morning as he approached Sutter Street to see a 19 year old mother and her two children coming up within five feet of the alley intersection on the sidewalk as they walked north and Leon was 15

DEALING WITH OTHERS

feet from the same intersection. Without any heed her 4 year old son continued skipping into the intersection, no warning sound from the mother as she and her 2 year old watched Leon. Half way across he (the 4 year old son) turned and stopped when he saw Leon's stopped car. Mother continued to fix her glare gun on Leon. After three or four seconds she started slowly across the intersection with her two year tagging along behind her and the son standing bewildered directly in front of Leon's car. The four year old boy crossed beside his younger sister. Nobody held anybody's hand.

Parenting? Leon was clear what his position was. He knew the goal of the intersection invaders was to force him to give them get-nowhere-with moment of recognition in his travel while the mother with her children crossed in front of him during her continuing get-nowhere-with day. These episodes of invasive sauntering into oncoming traffic require that extra alertness that makes driving in-town an adventure.

The pedestrian walkways are regarded as their sacred possessions by this type of pedestrian.

INTUITION

Each person develops methods for coping with others (DWO). In earliest life much of this ability to understand and cope with others is called intuition.

SEARCH FOR A NAME

When you are visiting with a person you know, you may start looking for his name in your memory rolodex if you can't remember it, especially if the other person gives you your name. Some few individuals who can't find the person's name may decide to save time by asking the other person what his name is by the question "I don't remember your name at the moment. Will you tell it to me so I can say it to you?" From that point the conversational exchanges can go ahead, whether in a pastime about the weather and the like, or to take care of some business, to a conclusion.

INTRODUCTION OF SELF (DWO)

How you introduce yourself can determine the direction of your encounter with another.

For some period of time (years) Mr. Davis had been answering his telephone with his first name, "Hello, this is Ed." During some reading he

came across references to what a person could expect from others, especially at work, when he used his first name compared to what to expect when he used his last name, his business name. He learned that a person's matter-of-fact-self, his Adult-self would more likely be expected by others when he used his own grownup name, his last name, especially in the opening of a business conversation. He also recognized that his first name was his childhood name, that the use of his first name opened up access to his Child-self to be "played with."

After reflecting on this he did initiate a change in his procedure for answering the telephone. "Hello! This is Mr. Davis." A few "friends" noticed he was "more formal." No one complained. After a few months he felt that generally he was being taken more seriously by those he worked with.

EXCHANGE OF WORDS

Whether with a family member, a casual acquaintance, or the boss at work, the dealings with other people rely heavily on the exchange of words of recognition between the parties. Beyond the words you exchange with another, these dealings also include the selection of tone of voice, gestures, attire,

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STROKES

Your dealings with others (**DWO**) are done primarily by the **strokes** you give or withhold from them. A **"stroke"** is a word, touch, look, eye contact, set of movements or a gesture given to a person indicating recognition of that person. Like in business transactions, the stroke you get back completes the social transaction. You "touch" the

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other person with your words and he "touches" you back to let you know you have "reached" him. The eye contact given or withhold is a significant part of that stroking recognition. A stroke is a stroke: good - bad, positive - negative, cutting or caressing. For some a digging (putdown) stroke is preferable to being ignored. As one man put it "There was nothing worse at home than when mom quit talking - as if you didn't even exist."

Some stroking takes place in the form of a procedure; some during rituals, in pastimes, in games and some during an occasional intimacy event. Some stroking is done with platitudes. But it is stroking.

An example of social stroking intimacy: Dave got infuriated beyond measure at Earl one evening at a convention for reasons unknown to Earl. True, Earl had politely dismissed Dave from an earlier private conversation he was having with Bill. When Dave saw Bill and Earl were finished talking, Dave came to

Earl and stood with his face less than 12 inches from Earl to then start screaming at him for some 15 seconds. Dave moved around to stay in front of Earl as Earl turned to not face him head on. For both people it was an eidetic, never to be forgotten moment. It had all the specifications for being called a moment of intimacy as they both experienced each other fully and in a manner not since reproduced between them.

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IMPACT WORDS

I LOVE YOU

Beyond cuss words and the use of a person's name, there are phrases with major impact. "I love you" can readily be said without erotic connotation. When intoned slowly while looking at the other, the words often are returned.

They can convey "agape" or "phileo", in either case profound respect. At the telephoned request to her, Bolina testified against the Chinese Communists being allowed to come onto Mare Island at the same City hearing as Peter. At the conclusion of the hearing, Peter came over to thank Bolina for her timely and telling words. He noticed her regard for him. He seized the moment and shaking her hand told her "Bolina, I love you." Without embarrassment she reached to hug him and he returned it. They see each other about every year or so.

I HATE YOU

At a public meeting of a regional government commission, Peter spoke briefly at the public forum time. He wanted

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DEALING WITH OTHERS

to slow down the pace at which non-elected officials were taking over the governing of a five county area in California. On this occasion of speaking he chose to focus on the State Lands Commission representative on the five county ruling commission. His presentation included "Next to BCDC the State Lands Commission and its members are the most hated by the people of California." The effect on the entire commission was dramatic.

It was the first time this particular member of the State Lands Commission had ever heard anything like this. He resigned the five county regional government commission within a few months of hearing this, having been on the commission 3 years. His limp (when walking) after that event was more noticeable.

Mean? Cruel? Harsh? Yes it was.

Merited? Yes. Each member of that ruling commission had volunteered, even applied to be on that **unelected** commission; governing the personal affairs and private property of 1,000s of now disenfranchised Californians.



"BCDC" is short for SFBCDC, San Francisco Bay Conservation District Commission. Of course, the expression of dislike for BCDC was a local one. The people along the coasts of California have had to put up with the arbitrary dictatorial rulings of the coastal commissions of California since the 1970's. And they have their own local views of this coastal land commission.

In summary a stroke includes the words, touches, gestures, eye contact by which recognition is given to (and received back from) a person.

Your dealings with others include those you enjoy seeing. They also include those with whom you remain formal and those from whom you withhold any talk or other recognition, if possible.

JONAS WITHHOLDS STROKES

Jonas was a recently activated civic activist. Periodically in his civic activities his path would cross that of Marlowe, a known devious liberal acquaintance known from years before. Both attended in the same civic arena.

When, as would happen, their paths did cross, Jonas withheld words from Marlowe to the extent social etiquette would permit and if unavoidable recognition given was

then very formal. He never gave Marlowe either his first or his last name. Marlowe was one of those groupies who much preferred you address him by his first name, - so that indirectly you would have given him permission to address you in the same manner, with familiarity.

Jonas did not offer his handshake and if Marlowe extended his hand in a public setting (a public shakedown) Jonas would slowly respond with a limp hand. Marlowe's zest in his political power was fractionally diminished when Jonas was around. Marlowe then knew that his propensity for personal betrayal was known by at least one other person looking on.

This is an example of withholding approval of a person as a method for dealing with them. The withholding of disapproval stroking could be compared to the value of holding your "social mud."

WITHHOLDING DISAPPROVAL

Once it is identified to you, the act of withholding strokes becomes easier to do, to withhold the giving of disapproval comments (You are NOT-OK, U-)" back to people who are trying to intimidate and bait you. These can be handled by 1) no answer or response (withhold any response); 2) change the sub-

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HANK AND GEORGE

(See also OKC explanation in the "Social Tools Newsletter" Vol. 1, Issue 4)

Hank asked for help from George in working on a political problem. The problem: "swindlers" were absconding with the state constitution and substitute California State government with a much more centralized one. Hank had laid out the general parameters to George about what might counteract the efforts of these swindlers. Then he turned over the management of that project to George. George was a good project manager, caught on fast. From his past experience he understood the "political psychology" of the state legislators, ie how to approach them. He understood the strategy laid out by Hank.

After turning the project over to George, Hank still had what he thought were "more good (bright) ideas" to

replay to George. From Hank's perspective he was using a combination of his "expertise" in matters of this nature (Class #2 tool) (DWO) and the presentation of himself (Class #1 of Social Tools, Management of Self) (MOS).

But George saw it differently. George called for a time-out. He told Hank he would be better able to use his own particular expertise (technique) (Class #2 Social Tools) (DWO) in managing that project and himself if Hank would back off from so many "helping" comments about details of what George was doing. George asked Hank to slow down acting like a sidewalk job superintendent. In this case, George knew what he was talking about. He was a professional project manager. That's why Hank asked for his able assistance, to start with.

During this discussion Hank did recognize the validity of George's insistence; that Hank "back off" without any "bruised ego." He did have confidence in George's technical skills, talent and job training (George's Class #3 of Social Tools: Tickets, Talents, Hellos, Education, Trades, Techniques).

It was not many minutes later when George inquired about strategic plan details regarding incentives of some groups involved. Hank's "expertise" was in this area and he furnished these details in the format requested

by George. George (now) understood the plan and began the implementation of it. No problem. Both George and Hank understood the goal was to get at least 15 California Senators and/or 30 Assemblymen to vote "NO" on, (to oppose) the radicalizing of the California State Constitution (when voting time came).

STROKING RECOGNITION CAN BE GIVEN OR WITHHELD

This is typified by the act of giving or withholding a named hello to some of those you see and know. Giving (or not giving) a person's name to him when talking to a particular individual can be quite a powerful social tool. It is also less than obvious to others in whose presence the two of you are with.

How you stroke, talk to, give recognition to others determines in large measure how you are stroked back by them, what you get back. It's "dangerous" to go by an acquaintance several times in a day without giving any recognition at all to him when he is used to you ordinarily giving him at least ONE hello in the day. He will think you are being mean to him OR you are personally having a bad day. Either way, by not giving the expected hello back either he is Not-OK with you or maybe you are Not-OK with yourself. One of the two of you is Not-OK.

Care with pronouncing the other person's name shows respect for their person as does the correct spelling of that person's name. Showing respect for the other is one way to get it back to yourself. When you show respect to another you increase the odds of respect for yourself coming back to you.

DEALING WITH OTHERS

Your stroking of another can be based on an authentic commitment to him and to your word; you will do what you say you will do. You will keep your word to him. You do mean what you say. You do say what you mean. This would also be an example of a person with intact personal values. This could be compared with (contrasted to) a person with a talent for talking convincingly to others whether based on personal conviction or not. This talent is an example of a specialty within Class #3 of Social Tools (tickets, talents, trades, techniques, hellos); a specialization in the learned technique of a specialized dealing with others.

This is to say there are people who earn their living by use of specialized techniques in their dealings with others (Class #2 of their own Social Tools) (DWO). Such are on-stage actors, some politicians, some used car salesmen, etc.

NAMES AND THEIR USE (DWO)

Care with pronouncing the other person's name shows respect for their person as does the correct spelling of that person's name. Showing respect for the other is one way to get it back to yourself. When you show respect to another you increase the odds of respect for yourself coming back to you. Thus

you can reduce your own being at ready to do battle about a possible insult coming at you.

Taking care how the other person spells your name reflects a desire for getting the respect of the other person.

Vicki C is careless how she spells the names of others she doesn't like. Although highly competent in real estate appraisal work, she infrequently gets called for a job because of having alienated so many "competitors," fellow realtors.

NAMES (MOS)

By **using the last name** of a person to him you can increase the chances of getting him to be matter-of-fact with you. While he may think you are being standoffish, more formal (and you are), the use of last name does cut down on a person being tempted to try to be playful with you.

First names are for familiarity. Last names are for business, for being business-like, are for inviting the other person to be business - like with you.

NAMES (DWO)

First names are for "being warm" with the other person. Use of a person's first name is "to open him up" to

yourself. You increase the chances 10 fold of getting the other person to give you back a smile when using his first name compared to last name.

The use of the other person's first name is one key to unlocking a person's emotional self, his Childself. A person's expression of his emotionally based behavior is intimately interwoven with his given, his first name.

Linda Benton was an efficient and attractive bureaucracy executive. After knowing her more than ten years as somewhat aloof but always proper and polite, and first getting her OK talking alone to her, the non-governmentally connected Joseph began, in non-official settings, to call her by her home given name Linda Lucille. Almost routinely thereafter he would get a beaut of a smile and pleasant words. He did not use this pair of names when they would be at cross purposes in her office, nor in her public duties.

Want a smile from someone? Your chances go up tenfold by using the person's first name to him with your opening "hello." The potential rewards for using a first name to the person go up, BUT so do the risks. Yet that's what "opportunity" in the land of the free is about.

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First names are for familiarity. Last names are for business, for being business-like, are for inviting the other person to be business - like with you.

A SMILE MEANS “YOU ARE OK”

A smile usually indicates an acceptance of you (as you are) and a corresponding opening up to you. Once you are (your Child, emotional self is) opened up, then you are more ready to be playful, to "play."

While playfulness is the road to a more friendly encounter, playfulness in the hands of some is the road to getting yourself exploited, angered, intimidated, betrayed.

THE NAME “YOU GO BY”

"Business-like" good-will can be and usually will be different from a "warm (fuzzy?)" friendship. A business-like friendship in the longer run is more reliable and enduring. This has to do with the overall reliability of the friends you choose, for

example one who keeps his word, his intent (results of actions) is also reflected in his words. This increases when last names are used at least in initial greetings.

One school district Assistant Superintendent, Dr. Humphrey, in charge of school construction, decided he needed to change something he had been doing with Nick. Nick's performance as contractor superintendent had become sloppy and casual. Dr. H. decided he could stop using Nick's first name when addressing him and instead use Nick's last name, "Hancock" or "Mr. Hancock." Hancock slowly became more reliable, eventually even cutting back on his belittling Dr. Humphrey on the job, behind his back.

RICHARD HOWELL

Richard, well known in his community, after twenty-five

years of being looked up to in town found he was becoming "politically incorrect" as new administrations came into office and onto the newspaper staff. Richard's views about local government, social and planning programs had become more biodegradable.

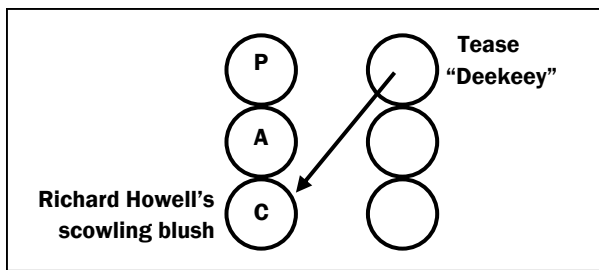
The pronunciation of Richard's nickname "Dick" had been corrupted to his face as "Deekeyy."

He stopped smiling for the corruption of his first name early on. Yet, too, a scowl meant the bugging and teasing had reached him.

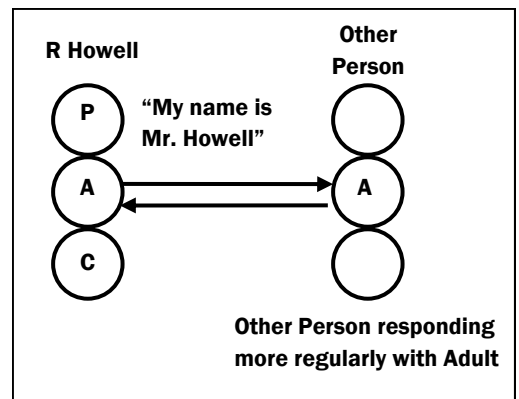
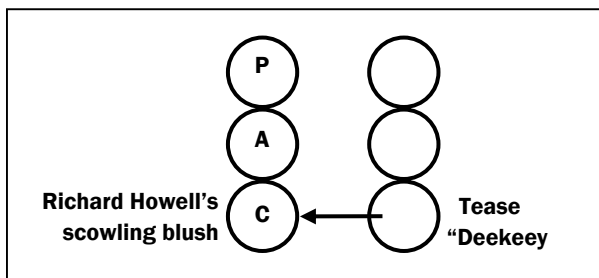
He began to introduce himself to new acquaintances by his surname, "Mr. Howell" or "Howell" or by an old nickname "Hap." He did this systematically, including when being reintroduced by third parties to those whom he might have met before. For example, Jack Curtin, good host that he was, not knowing Ben Selser knew Richard from before, introduced them to each other "Ben Selser, I want you to meet Richard Howell." Even though Ben was ready to tell Jack they already

knew each other, Richard promptly extended his hand to Ben saying "I'm Mr. Howell. It's good to see you again Mr. Selser."

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OR



DEALING WITH OTHERS

Richard developed the habit that when introduced by first name only he would volunteer his full name. At meetings he continued to attend, when called upon he would open by introducing himself with first and last name, "My name is Richard Howell ..." or last name only. The implicit correction began to have effect after several months.

When answering the telephone he changed from "Hello" to "This is Mr. Howell." He worked actively at reducing the amount of aliveness in his tone when addressed by his first name. In signing letters or notes he discontinued "Dick", instead used "R H", "R Howell", or the full "Richard Howell."

His reasoning was that, while on the surface it was clumsy, especially at first, the amount of personal respect for him in the community would stop going down and in time, the trend would reverse. Although a few acquaintances teased him about "taking on airs" that passed as "Howell" stayed cordial in his well known, business-like manner.

Multi-syllable names are harder to play with. In the case of Richard Howell the so-called "clumsiness" in reality came from the extra two tenths of a second it took his acquaintances to collect their thinking in order to ad-

dress him by name. He knew that the two-tenths of a second delay was the key. You are not very likely to tease **someone** whom you first have to think about.

Howell knew about Adult reasoning and Child feelings and the more basic hunger in most people, the hunger for personal, individualized stroking recognition. He had reasoned that most people do feel more personally recognized when their name, either first or last is given to them. Howell himself kept up his usual and well known pattern of giving people their names when talking to them.

And then too, he, Howell remembered his own Junior High School days. Then if you gave someone your name and they didn't remember yours they would turn things upside down to find it out so they could return it to you next time, equal for equal, something about being "fair," he wasn't sure. But it worked.

From his business experience Howell knew that some name recognition with a greeting counts much more than whether it is first or last name.

"Hap" Howell's goal was to regain respect for himself and reduce the amount of social teasing pleasure others had gotten before when they called him "Deekeyee." He was rather sure that how

he was referenced in conversations away from himself, as much as anything, was done by shifting the naming references to himself.

Sure his, Howell's personal pleasure was not what it had been before the belittlement had begun, for his political incorrectness. BUT he did stem the tide of being socially dismissed with its attendant decline in his personal morale. And his political views began to carry more weight. If the person he was talking to didn't like his going by "Hap", an older nickname, or "Howell" he could go find someone else to talk to.

One businessman in the same town is called "Doc." He was a medic in a past war. Nobody ever belittled him. His views were not really that politically correct either.

Come to think about it, can anyone recall a person nicknamed "Doc" who does not retain respect for himself in town. Even "Doc" in the cowboy movies, at times characterized as the town drunk, was still respected.

Howell was tough. He concentrated especially on "Withholding disapproval" when his nickname and its corruption was brought up. Whenever belittled with "Deekeyee" to his face he got to where he was able to play deaf.



The Rosetta Stone.

BABS AND RICHARD

With Babs, Howell announced to her in words that he would be going by "Hap" from then on. He continued to talk to her when she was around, exchanged ideas with the same animation, began using her first and last name together or last name only when identifying her personally.

A coincidental bonus was the discontinuance of the occasional frictions they had previously experienced in their exchange of ideas about the political matters on which they shared essentially the same views. As time went on she did chill off more. Her blemish hunting went on in its usual manner, but its progression with Howell was slowed after he switched to being "Hap" to her.

Sure there was some "chilling", Childself to Childself, both ways, but Babs also reduced her involvement in discussions about Howell, ie apologizing for him and excusing him to her "friends" who belittled him.

It is true that an occasional friend just will not tolerate this change to a more matter-of-fact, businesslike, more predictably reliable responsiveness. They may be unable to accept that you have your reasons for this. You may well have to sacrifice a friendship in order to maintain your

respect and integrity in your community.

TO SUMMARIZE (MOS)

The use of last name is not as "friendly." It is, however, the road to increased reliability of both yourself and the other person.

If you want to have people quit dismissing what you say, one solution is go by your last name when you introduce yourself. No big dealing necessary. Just use their last name when you talk to them. It does take some more self-regulating of yourself to (remember to) use their last name. In this instance, the self-regulating is in the form of thinking ahead about what you are going to say, how you intend to approach the other person before-hand. Often thinking about the other person before you address him is **NOT TOO BAD AN IDEA.**

NAMES

Shy when you are in public? A problem with public speaking? Did you know that the more people you can give a named hello to the less your shyness will trouble you. The more people you do give named hellos the better your composure will be when called on to speak before a group.

Is someone you know having a problem with his

school grades? Find out how many of his classmates he can name for you in one of his classes. Start with any name or nickname he can give you. You'll discover he doesn't know the names of very many in his classes. See if you can get him to learn the names of some more in that class, maybe the names of all of his classmates in one class.

How many of his fellow students does he give a hello to when he sees them? Do they give a hello back to him? You will probably find out that not very many say hello back and that's the reason he doesn't say hello to them. Therefore the number of friends he has there will be limited. SO --- school is an unfriendly place to be in and an unpleasant event.

Elementary and secondary school students do keep close track of those who say hello to them and especially those who say hello by name. As a rule, by the time a fellow classmate has been given his name with the hello four times by the same person within a fortnight, he will have found out the name of the one giving the hello and start returning the hello, usually with the particular person's name attached.

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DEALING WITH OTHERS

DYNAMICS OF GIVING A NAME WITH A HELLO

For the most part a “Hello” (“Hi”) given in passing to an acquaintance conveys a generic good will, is a generic “You Are OK” stroke. Tacking on the individual’s name, as with “Hi Debbie”, multiplies the specific good will of the stroke, the positive dynamic energy value (the “You Are OK” value) to Debbie by about X5. “Hi Debbie” repeated a few times in a week is likely to stir Debbie to some form of favorable action, eg start giving Jeanne back a “Hi Jeanne.”

The procedure carried out in the “riotous” high school described in “The I’m OK - You’re OK Classroom” was to amplify this amount of goodwill toward each other among those in the classrooms of that high school. It was hard for a class member to carry a grudge, a hurt feeling, a sneer, a mischievous (Child) intent completely through when there was a show of that amount of good will toward himself by the 30 others who opened that class period by exchanging named hellos. This was in addition to the amount of Adult goodwill he was shown by those other 30 in the room.

It is hard to not get a bit committed to having some goodwill to others when 30 others are showing it to him. This show of good will di-

luted, if not stopped, the “grudge”, “hurt feeling”, “contempt” or “mischievous” intent of the individual who came to class with it.

In other words, these specific class sessions with 30 students and one teacher each opened with over 900 action (stroking) events of a Get-On-With nature being carried out. 900? Each of 30 students and the one teacher (31 people) each had 30 GOW events at the start of the class. $30 \times 30 = 900$.

“I hate school” was not heard any more from those students. “Nobody likes me” and “I don’t have any friends” disappeared in those classrooms. These people began to trust each other, rely on each other in the face of trouble, had more confidence in talking to each other away from the classroom setting, ie were instrumental in defusing and “detoxifying” the assortment of “contention cells” being recruited preparatory to the “annual” school riot. Even one young “minority” eleventh grader, woman who probably had already been recruited for the scheduled riot began to exchange named hellos with a handful of classmates the first time and by the end of the second week of practicing this exchanged named hello procedure was well on her way to exchanging named hellos with the bal-

ance of her classmates, according to her teacher Irene.

REUNIONS (DWO)

Readying to go to a reunion, whether class or other, the question asked is “Will I remember them? Will I recognize her/him?” When you get to the reunion a new problem arises. It’s been so long since you saw your ex-classmates, called them by name, that you have either forgotten their name or are, at least, unsure of it when you see them again. Often the print on name badges given out, if they are given out, are printed in very small size,

in this size (7 point)

while eyesight of many of those attending has begun to require

this size in order to be readable (20 point).

LUKE AT HIS 50TH CLASS REUNION

As a participant in preparing for his 50 year high school class reunion Luke volunteered to compile a name directory of those who attended the classes for whom the reunion was planned. He began compiling known names from old yearbooks he had saved, both currently living and those not surviving. Possessing both a photocopier and computer he began sending out preliminary copies of a directory as compiled versions began to have some degree of current accuracy. He sent copies to some others for proofing, corrections, additions, more current addresses, marital status, etc with a request for responsive corrections. By the 10th revision of this directory it had become well known that a "directory" was in preparation and requests began coming to him for a copy of the most recent version.

By "Reunion Day" minus 60 he had mailed the most recent version of such a directory to all those being invited and for whom an address was known. It included three features 1) invitees by year of class graduation, 2) an absolute alphabetic listing of the combined classes and 3) a listing of these same people by ranked ZIP code mailing addresses.

Luke also prepared the name badges. His own eyesight was not what it had been 50 years before. So he had printed up badges with type as large as he could find on his late 1980s computer/printer.

NAME BADGES LOOKED SOMETHING LIKE THIS IN SIZE.

They were readable from more than 18 inches away.

The reunion was a success. Most of those attending were looking for at least five others about whom they also had some current expectations. Several had begun again corresponding with others they had lost track of during the years. They had gone over their copy of the directory. Then too, as part of the pleasure of again seeing the one whose name they recognized on a badge they could also ask "What ever happened to good ole ---?"

NAMES AND ACCOUNTABILITY (DWO)

To use the name of a person to him is to increase the meaning, the intensity of the friendship. To use a person's name when talking to him is also to ask for an increased importance of yourself to the named person. To invoke the use of a person's name when talking to him is to identify him as an accountable individual and to make yourself an accountable person. "Poor" people are much less inclined to talk about or to a person by name because to do so would call attention to themselves as accountable, even possibly blameworthy, as if there were some reason to blame them. They appear fearful of another person laying a claim on them when they use their name to them. They seem to want to avoid that, if possible.

NICKNAMES

"Slim", "Shorty", "Whitey," "Little John" - these are not given names. Nicknames are not for accountability of the person. They are for informality. Personal identity can be concealed behind a nickname. People addressed by a nickname are more readily dismissible, can be taken lightly, are for "being friendly with."

To use the name of a person to him is to increase the meaning, the intensity of the friendship. To use a person's name when talking to him is also to ask for an increased importance of yourself to the named person. To invoke the use of a person's name when talking to him is to identify him as an accountable individual and to make yourself an accountable person.

DEALING WITH OTHERS

LETTERHEADS OF ORGANIZATIONS

As a rule letterhead stationary of organizations includes on it a list of the names of its officers, board of directors. Some include names of sponsors and names of others who might lend added credibility to the message in the letter. The printed names stand for the people themselves. If a particular person's name is wrongfully included, without his permission, the organization is liable.

THE WORD "NAME" IN THE BIBLE

The word NAME occurs 914 times in the King James Bible according to The Exhaustive Concordance of The Bible by James Strong. When variations of the word "name" are added, the total is 1,131. Variations are "name's" (29), "names" (84), "named" (87), "nameth" (1), "surname" (8) and "surnamed" (8).

A person's name is the representation of himself, the speaking of which calls the person to mind. A person's written name is a legal and social representation of the person.

Libel is a written statement of defamation with the person's name included. Slander is a spoken state-

ment of defamation with the person's name included. A person's name is the representation (and symbol) of the person on his birth certificate and his death certificate and those other certificates, licenses, diplomas, etc., in between.

For some, the saying of a person's name is to invoke (the memory of, the spirit of) his presence. Most Protestant Christians conclude their prayers with something like "Heavenly Father we ask (pray) this in the name of Jesus Christ."

A PERSON'S NAME REPRESENTS, STANDS FOR THE PERSON

PROTECTING YOUR FRIENDS

(from criticisms of others?)

Eleanor fired off an angry fax to the sender of a book gift and copy of a letter by gifter. She found the phrase "hired lackey" in the letter, unrelated to herself or any friend of hers, as somehow worthy to blast the gifter about. Reflecting on it, the gifter figured Eleanor was apparently super touchy about some friends she was protecting herself from, becoming aware of, as betraying her ideals and herself. Apparently she had traded in the use of her personal judg-

ment about them in order to preserve the value of their strokes, the flattery and vanity boosting she got from them.

PSYCHOLOGICAL WARFARE

If you are a teacher dealing with a noisy, disruptive, back talking, adolescent student by trying to out-duel him with words in his language and tactics, you will lose. That's his turf. He's had a lot more practice working that turf, dealing with that form of discipline and criticism about his behavior than you can muster in any confrontational efforts.

The classroom disruptor's goal (whether conscious or not is immaterial) is to distract you from the management of yourself (toward your objectives) and get you instead onto concentrating on managing, dealing with him, giving him recognition stroking of the kind he is familiar with.

It is better to wage any war on turf you know than on the "enemy's" turf.

Psychological warfare:

Battlefield warfare:

Courtroom warfare:

City Hall warfare:

The word NAME occurs 914 times in the King James Bible according to The Exhaustive Concordance of The Bible by James Strong. When variations of the word "name" are added, the total is 1,131. Variations are "name's" (29), "names" (84), "named" (87), "nameth" (1), "surname" (8) and "surnamed" (8).

NAMES TO PASS ON TO OTHERS

As you can, do get and record the names of your black hooded assailants, SWAT team members, criminal terrorists, police or deputy sheriffs cruising your local streets looking at you, etc. These names you get are the same names they have when they are at home, with their spouses, their families and colleagues, with their lovers, friends, parents.

Get the names of the criminals and the judges who abuse you, the police who beat you, hold guns on you, interrogate you. Pass these names along to others you know.

TYRANNY HAS A HARDER TIME STANDING WHEN THE COMMUNITY KNOWS WHO AMONG THEM ARE THE AGENTS OF THE TYRANTS.

PROTECTION OF SOCIAL SELF: GET THE NAMES OF THE PEOPLE WHO RUN OVER YOU

Who is your neighborhood “accredited secret witness?”

Nothing is quite so destructive of mutual trust among neighbors in a community as the sense of not knowing who you can trust to keep your confidence, of knowing some unknown person is talking about you to authorities, to the police about your conversations

with other neighbors, about your dog barking “too much” at night when nighttime vandals and predators invade the neighborhood.

A neighborhood watch group discovered that one of its neighbors, Bob, was spending hour after hour watching, watch, watch, watching, sitting in his pickup truck, staring at the home of one good neighborhood watcher after another. Then the particular watch neighbor would instigate a siege by one department after another (city and county inspections), inside and outside the residence, ultimately resulting in that good watcher moving away. Eventually the other neighborhood watchers figured out that Bob thought the ones he was driving away were undesirable, in terms of decreasing the value of his home.

An accredited “secret witness?” One of the neighbors who also attended City Hall meetings reported finding Bob’s name in one of the Council meeting minutes as a spokesman for the neighborhood. Bob had not been to any meeting at City Hall let alone the one which the City Clerk had recorded him as spokesman for the neighborhood. Bob was, however, known for his frequent contacts with locally roving policemen. He enjoyed riding around in their police cars. When Bob began to be referred to as “the

neighborhood accredited secret witness” he heard about it and his spying on neighbors “came way down.”

TERROR IN THE LAND (DWO)

Current U.S. society has to contend with Waco and federal agents burning people alive including 13 children under the age of four. So also our society has the memory of Ruby Ridge where a federal sniper killed Vickie Weaver with a shot through the head as she held her child in the doorway. The final story has yet to be written on the bombing of the Oklahoma City Murrah Federal Building. True, Timothy McVeigh was finally executed after a very tightly controlled federal trial. But the questions continue. The local Grand Jury looking into that matter got rid of the one of its Jurors who wanted to ask his own questions.

TO RESPECT AUTHORITY OR QUESTION AUTHORITY (DWO)

These need not be mutually exclusive, but they often are in the minds of some.

On February 2, 1996, Dallas tauntingly asked “Why can’t a tree and a constitution both be just as important?” in response to a question about which was more important. She was dismissed with “You’re being a Pollyanna now.” It was important that her defiance and disrespect for authority in that conversa-

When Bob began to be referred to as “the neighborhood accredited secret witness” he heard about it and his spying on neighbors “came way down.”

DEALING WITH OTHERS

tion be promptly trimmed. She was the one who a few years later, as a member of a city beautification commission, asked the city council to pass an requiring that all privately owned trees in the city more than 45 inches in circumference be subject to control by the city. No trimming or cutting down a tree without a permit, on private property. Her presentation to city council on that subject contained so many political errors it was summarily dismissed by council.

Self-governing often does come down to personally making a hard choice between keeping your own self-governing or compromising it to keep a “friend.”

The more-free-person will be more involved in choosing and deciding who his friends will be, whose personal good-will toward him counts. Personal good-will of a person whose smile you can count on most of the time, who means what he says, who says what he means and who doesn't continually flatter you, may be continually important to you.

IKWITA and IKWID (DWO)

Dealings with some can be quite touchy if they think you are inferring that they don't know what they are doing, that they don't know what they are talking about.

See “Self-Rekidding” by F.H. Ernst Jr., M.D.

Some people are ready to duel to the death defending that “I know what I'm talking about” (IKWITA), and/or “I know what I'm doing (IKWID). The more vigorously they defend themselves about something involving the matter under discussion, the more obvious the error.

On the other hand, for some, a favorite putdown is “I don't understand you.”

FRIENDS AND IKWID (“I know what I'm doing”)

Harmon was befriended by PeggyJane during a local election campaign. She wanted his well known church-going reputation to rub off on her and she arranged for him to invite her to some of his campaign get-togethers. Bill asked Harmon if he knew about PeggyJanes support of Redevelopment. Harmon was opposed to re-development. Harmon's irate response cited the fact that she went to church. He had already declared himself a friend of hers, therefore, was not about to allow anyone to question his judgment as to his selection of a friend.

It reminded Bill of the times he tried to persuade his adolescent children that maybe one of their friends did not have the child's best

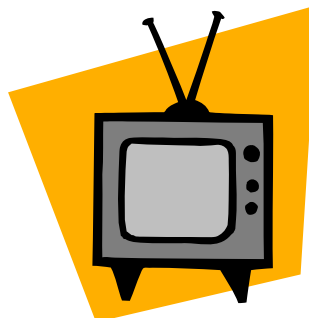
interest at heart. On those home occasions the intensity of the response dad got back was as if he had told his offspring “You don't know what you are doing.” And they responded with a vigor that “I do too, know what I'm doing. You don't know what you are talking about.”

Some say

TELEVISION IS THE NEW MOTHER OF THE NEW WORLD

Television “news” tells instantaneously about anything that happens that is important anywhere in the world (in their opinion). The TV station managers will even interrupt the Super-Bowl game to keep us up to date if we need to be told about other “fast breaking events in the world.” Television is the source of much of the news which people carry around in their heads.

Television is the most convenient source of entertainment invented to date. It is the source of much, if not most of the “baby sitting” done. Television is the



Self-governing often does come down to personally making a hard choice between keeping your own self-governing or compromising it to keep a “friend.”

source of a lot of both education and “education.” Television tells us who deserves sympathy, who the evil ones in society are, who needs protecting from whom and what.

Television is the television network owners way of dealing with others, the masses of people. It is the message media; it is the massage media.

Who you hate, who you have sympathy for is based on your beliefs. And it is the goal of the media to influence how you feel, what you believe, which is often contrary to (Adult) verifiable information.

The commercial public television networks way of dealing with, handling, manipulating viewers is first by giving something free, free entertainment. The overall goal of both free commercial public television and government public television bear more than a passing similarity to “Want some free candy little girl?”

The goal is to influence you, your behavior toward another party whether it is about purchasing an advertised product or about a particular set of events in society. For many the “TV news” is the sole method of learning about world events. What is not talked about on the “TV news” is not known to many a viewer.

TV offers almost endless

entertainment, drama, humor, adventures and dramatically presented documentaries. There are almost endless numbers of public shows presenting couples in trouble with each other. These are to pull your heartstrings this way and that way, while trying to figure out who the villain is and who the victim is.



GETTING SOMETHING FOR FREE

What to do with the temptation for “a free lunch?” In early 1995 a taxpayer association was persuaded to purchase a new photocopier with member dues. The inevitable happened. Staff and officers began to use it for personal copying.

“Sure, if something is free go for it!” To whom will you be indebted for the “free lunch.”

Anything “given” to another for free is privately given by a private philanthropic institution or person. If something is given by one person to another, it can be free by private agreement or contract.

Nothing given by government or its agent is free. The string (condition) may not be immediately evident, but it will show up. A governmental

organization can “entitle” by written contract, but it cannot “give.” If it does “give” without something in writing it doesn’t count. Government can only entitle or obligate the members of society living within its jurisdictional control, both contributor and contributee.

CHEWING SOMEBODY OUT (DWO)

“Chewing somebody out” is different than putting somebody down. In a “chewing out” the recipient has the opportunity to correct an action and thereby come back into favor within the context in which the “chewing out” occurred. With a “put down” the recipient will not be able to come back into favor within the context of the action which resulted in the “put down.”

Dianne sent the wrong photocopier toner. Ted promptly called her back and told her of the error and what he wanted. Her response “I can’t find – your card. Just a moment.” She still couldn’t find it. Ted told her to send the correct toner, and named it to her. She began to apologize. Ted overrode her, it was the toner he wanted not an apology and further “This error could be very expensive to your employer.” She agreed to get the toner sent. Ted told her he would call her when he got the toner. And he did call her, with thanks to her, for getting the job done.

Television is the most convenient source of entertainment invented to date. It is the source of much, if not most of the “baby sitting” done. Television is the source of a lot of both education and “education.” Television tells us who deserves sympathy, who the evil ones in society are, who needs protecting from whom and what.



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

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Social Tools Newsletter
 Franklin "Harry" Ernst III, Editor
 P.O. Box 3009
 Vallejo, California, 94590 USA

Phone: 707/643-5100
 Tele/Fax: 707/644-6358
 E-mail: harryernst@ao3news.cnc.net

We're on the Web.
www.ListeningActivity.com
www.ErnstOKCorral.com

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"Reach for the stars."

GASLIGHTING

Olga, as president of a local taxpayer group, had been systematically harassed for some 6 months. For unknown reasons some of the taxpayers seemed to coalesce against her after her second election. She was competent in her position. In the background she had been properly elected to be the president and then reelected.

Olga's social behavior had not changed from before. She had a knack for rousing antipathy in some others and this had not changed after she took that office.

Some of the members had begun to call her several times a day on her private telephone to yell and scream at her without allowing her to respond. After a few weeks of this she stopped answering her telephone. Next, these same callers started calling her number to let it ring endlessly. The calls would be repeated

several times a day. So, she began to leave her phone off the hook except when she called someone. Another of her harassers, instead of visiting her at her home, began to hunt her up at her senior center when she was lunching with friends, and loudly berate her in front of her friends demanding, for example, she sign an association check.

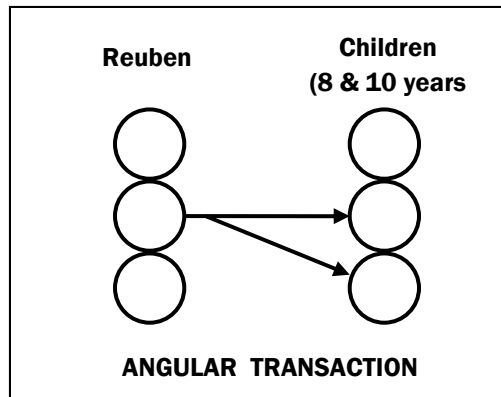
One of her continuing friends, on a visit suggested to her "It sounds like they are 'Gaslighting you.'" She did remember the old time movie "Gaslight" with Ingrid Bergman, Charles Boyer and Gregory Peck. "Yes, they are trying to make me look crazy." Being able to get one other person to hear her through, gave her a lot of relief, especially when she could put the name "Gaslight" to what was being done to her.

TEASING AN OLD MAN who knew how to take care of himself.

Reuben had been forced to give up skiing a few years before, but he still enjoyed going with his family on their trips to the chairlifts. He would wait in the lodge, reading or visiting. On one occasion two children about 8 and 10 were left behind by their mother while she skied some more. The two children began to fill their time by teasing Reuben, by gently bumping into him as he read, spilling liquids on the table where he had his book. Efforts to befriend them were unsuccessful.

Reaching into his bag of "Child Psychology 1A" disciplining knowledge, Reuben eventually asked them if their mother had not loved them enough to teach them good manners. The teasing stopped. Contrite and sobered they settled down to wait for mom's return.

to be continued



SOCIAL TOOLS NEWSLETTER

OCTOBER 29, 2011

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

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SOCIAL TOOLS DEALING WITH OTHERS

VARIETIES OF WORDS TO DESCRIBE DEALINGS WITH OTHERS (DWO)

The English language is loaded with words to describe the ways people talk to each other. Following are a portion:

Agree	Allude	Applaud	Argue	Blame
Bless	Bull s - *	Bully	Caress	Cheer-on
Coerce	Comment	Compliment	Convince	Curse
Cuss-out	Deal with	Dialog with	Digress	Discuss
Diverge	Divert	Dupe	Encourage	Evangelize
Exchange with	Fan the flames	Finesse	Flatter	Galvanize
Handle	Infer	Inform	Intimate	Intimidate
Interrogate	Inveigle	Jeer	Juggle	Laugh at
Laugh on	Leer at	Maneuver	Manipulate	Mislead
Misrepresent	Mouth off	Paralyze	Pastime	Persuade
Report	Ridicule	Say	Scold	Shoot-the-breeze
Straightforward	Underplay	Yawn at	and others.	

TONE OF VOICE (DWO)

Tone of voice used when talking has a major effect on the reception given to the speaker. A tone of voice can be moderated as in private conversations or in a public setting.

Again the English language has an abundance of adjectives to describe a person's tone. To include some:

Abrasive	Baritone	Comforting	Cutting	Explanatory
Hypnotic	Mellow	Nasal	Plausible	Reasonable
Reasoning	Scolding	Soothing	Squeaky	Strident

Bill Moyers of Public TV and radio is consistently plausibly reasonable. Leonard Nimoy is used for the explanatory effect of his voice tones in carrying the message .

In listening to public and media speaking it may be useful to keep track of "what is the speaker really selling," trying to persuade, convince the listener about, beyond his sincerity?

SPECIAL POINTS OF INTEREST:

There are four types of social tools.

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

DEALING WITH OTHERS

FORMALITY (DWO)

Doing “it” in a formal manner leads to orderliness. With orderliness, events become predictable, learning can take place. While formal events are less “fun” there is less likelihood of mischief or vandalism.

Being formal usually means “according to some set of rules, ritual or protocol,” therefore predictable.

Formality and Names (DWO)

While use of last name is not as “friendly”, it is **the** road to increased reliability, both of yourself and also of the other person.

If you want people to quit dismissing what you say, then (one solution is to) introduce yourself with your last name. No big dealing necessary. Just use their last name when you first start talking to them. It does take some more self-regulating of yourself to (remember to) start with their last name. If you want, you can, use their first name later in the encounter. In this latter instance, the self-regulating is in the form of thinking (ahead) about what you are going to say, how you intend to approach the other person beforehand. Often, thinking about the other person before you address him is not too bad an idea.

A “SHAKEDOWN” (DWO)

A few hardy individuals continue to work out their problems with others by themselves even when faced with playing a game of “shakedown” of them.

Adam had bumped the bumper of a pickup vehicle in front of his vehicle as he parked. He got out and surveyed the situation, found no damage, not even a mark on the brightly chromed box-steel rear bumper that he had bumped. After inspecting the bumper and checking in with the waiting passenger in the vehicle to make sure she was O.K., he proceeded on to take care of the business he was there to do. When he returned he nodded to the passenger and drove away to his next errand.

About a mile later he was hailed down by the vehicle owner-driver to pull over. Adam did. She then started a loudly yell at Adam in a tirade that had all the earmarks of a “shakedown,” with accompanying screams for the neighbors to hear, claiming he had caused damage to her vehicle.

Adam, as luck would have it, had pulled over near the office of a friend who knew him and took refuge inside. He wanted a friend to witness what was happening to him. The screamer left and, as Adam learned later, went to

the police department to turn in a complaint and to show some alleged damage, a bent bumper hanger.

Within the next hour Adam consulted his lawyer, and showed his vehicle to his insurance agent who confirmed the absence of any recent marks on the front of his vehicle.

A while later a police officer called Adam a little later to tell him that the pickup owner had filed a complaint and that, yes, there was evidence that the rear bumper hanger had been bent.

Efforts of Adam’s insurance agent to contact pickup owner’s insurance agent were to no avail and time dragged on for six months.

Adam eventually learned that the complaint had been forwarded to the County District Attorney’s Office and that he had been charged with “hit and run.” At that point he decided to contact people in City Hall he knew. He asked both the Mayor and City Manager if employees of City Hall were still required to testify as directed by superiors when in court, or if they could tell the truth. Adam was specific about a televised event he witnessed at City Hall a few years before when the police chief had been caught perjuring himself in public.

If you want people to quit dismissing what you say, then (one solution is to) introduce yourself with your last name. No big dealing necessary. Just use their last name when you first start talking to them. It does take some more self-regulating of yourself to (remember to) start with their last name. If you want, you can, use their first name later in the encounter.

The “charge” was dismissed within a month.

Adam’s lawyer was of help in making sure that the spurious “hit-and-run” complaint filed by the County District Attorney was cleared off Adam’s record.

Moral of this story: If at all possible, get yourself some form of reliable witness if somebody tries to pull a shakedown on you. Use a camera in some way to recall some of your facts.

BEING COMPELLED (DWO)

SUBPOENA

When served with a subpoena, contact your lawyer and/or appear in court.

Traffic Stop

When driving and stopped by a traffic policeman, do as he tells you. It is better you don’t argue with him.



Compulsory Education

Compulsion? Compulsory education! Schools would have fewer problems if the compulsory element were removed. Getting an education should be a privilege. This is contrary to the position of the National Education Association.



Compulsion has the net effect of stirring up rebelliousness in significant numbers of people. Rebellious and defiant attitudes are the enemies of learning. Sorry! That’s the nature of the human condition.

Income Taxes

Filing Income tax forms is compulsory. That is until an individual comprehensively learns a certain set of law and the procedures that go with the law in order to be successful at filing (those) tax forms.



Otherwise an individual will find himself in federal court trying to defend himself for failure to file and pay his income taxes.

Most people decide to go along with the expected instead of devoting the significant time necessary to modify their lifestyle and also learn those procedures required and the background of specialized law needed to avoid paying more than required income taxes. This writer pays his income taxes regularly.

FREEDOM (DWO)

In “freedom” work, one important element is to protect ones own zest (morale) with fellow freedom lovers. And keep in mind the effects their moods have on oneself while dealing with them and their presentations of themselves. Secondly comes whatever portion of the job at hand you may have decided to accomplish.

MORALE between each other is first. Then the job.

“JOB?”

Completing a current project takes techniques, trade skills, talents, tickets. Such a “job” may also take money. Money is, however, usually less of a problem than “getting along with each other.”

To reverse the encroachments on our liberty and freedom that have so far occurred, it will take thought-out activities and commitments (jobs and work). These personally thought out and carried out commitments with a personal zest behind them are almost unbeatable.

Therefore, paraphrasing the Second Amendment - "A well regulated dispersal of personal energies being necessary to the security of a free person, the right of the people to keep and bear intelligence in their dealings with each other, shall not be infringed."

If at all possible, get yourself some form of reliable witness if somebody tries to pull a shakedown on you. Use a camera in some way to recall some of your facts.

DEALING WITH OTHERS

FREEDOM LOVER ENTHUSIASTS and THE ENTHUSIASTIC PATRIOT

The amount of enthusiasm of several people I personally met and became reacquainted with the past few months has been immense (from 1993-1998). With many of them, their individual enthusiasm sometimes overruns the mutual benefit for those involved in the freedom activity being undertaken.

impossible for the members of the California Legislature to deal with the bill; so that representatives would refuse to go any further with this legislative bill.

“Reconsideration granted” is a ploy (trick, gimmick) used by state legislators to revoke a public vote just taken, to invalidate the vote just completed, to by-pass citizen awareness and opposition to a bill after it had apparently been voted down. With

Senator Kelley to admit to someone that the report (record) of the meeting he signed (certified as being accurate) and submitted had been, was in error.

At that Sunday afternoon meeting writer said two brief remarks before Len’s enthusiasm for what he had personally just done took over. Len told of what he was going to be doing, how he’d gotten his computer to work after it wouldn’t work right, about an

"A well regulated dispersal of personal energies being necessary to the security of a free person, the right of the people to keep and bear intelligence in their dealings with each other, shall not be infringed."

Many of us had been concerned with figuring out ways to persuade the California legislature to vote down the legislative bill, SCR 9 (Alquist) calling for a “Conference of States.” AND we wanted “reconsideration granted” stigmatized, and the legislative record cleaned up by “reconsideration granted” language removed (expunged) from the public record March 22, 1995 hearing.

We wanted the “error” about “reconsideration granted” so stigmatized that it would be recognized for what it actually was: “fraud in fact.” The goal was to make it

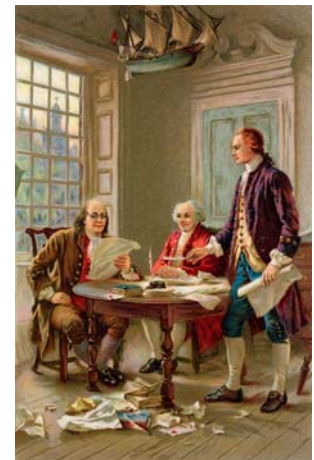
“reconsideration granted” attached to the voting record on a bill it could be brought up again at a later (short noticed) date/time to be voted on again without the previous attending public knowledge or opposition.

Get a copy of the Legislative Rules, and study them.

Sunday afternoon on April 2, 1995, writer met with Ellie and Len at a local coffee shop to figure out how to get “reconsideration granted” permanently removed from the official record maintained by the Secretary to the California Senate. We also met to figure out how to get

important upcoming trip he’d organized and about his recruiting efforts and other items that bubbled out; a personally pleasurable event to listen to in itself.

A few minutes later Ellie arrived to join us. We were again glad to see each other. But she immediately dived off into some recent obstacles she’d just run into while in the process of getting ready to join us, making copies of articles and reports she gave to us on the spot about other matters. She too, admitted that the central purpose of gathering was ..., “but ... “ as her enthusiastic



reports of some of her personnel successes in, but (Her enthusiasm to tell us some of what she'd done the last few days prevailed).

Both Len and Ellie were easy to listen to, but their zestful stories were divergent from the reason for meeting, and time was short. Maybe they thought the writer owed each of them his listening time because of what they were personally going to be doing for us. Could be that they recognized the major legislative significance of what we had taken on. They were coming to grips with what they were going to be doing. And they, too, each wanted recognition for how important their personal activities were.

We sat easily through their stories, each managing him/her self, including knowing Len had a deadline to leave. We counted on it. He's a sensible person as was Ellie. After almost an hour of this the two of them brought their enthusiastic presentations down and turned to ask about the problem and solution.

Writer then presented a plan in five minutes. He described the steps and went through the series of political steps in need of being carried out. Ellie and Len both settled into listening to the writers serially linked sequence of information and directions. Ellie took notes without interruption until the

picture had been laid out to them. It took only 5 minutes to lay out the picture of what there was for the three of us to do. AND both understood the logic and objective.

After that initial 5 minutes, 15 more minutes were taken by them to "Make sure I understand this, did you say ...?", "You said I should ... ?", "I want to make sure I have this right that ..."; still with mutual zest.

As with most questions at a meeting or in a classroom, the object is to get crediting stroking back from the lecturer-speaker, ie to manage the speaker in a way to get him to give back specific stroking to the questioner, to "give" the questioner special strokes. In addition to any showing off to fellow sitters.

The pastime stroking value (bragging rights) of an earlier question was shown in our meeting with Ellie's comment "There must have been a thousand people there last Thursday when I asked Senator Rogers ... and he told me 'Mrs Sperry you are so right and ...!'"



Len and Ellie each got the picture of what there was to do, despite considerable personal apprehension about the political arena we knew we were in. And each of them did do as they agreed. Both squeezed out the per-

sonal time from an already busy schedule and did an excellent, precise job.

Enthusiastic "patriots" sometimes don't keep track of (as would be desirable) the distribution of their personal/emotional resources and the time consumed in their pleasures during their participation in these "patriot jobs" they all want to carry out, achieve. Almost without fail, "patriots" have excellent IQs and a lot of knowledge they bring to the table.

The most important job is to look at and personally keep better track of our emotionally based enthusiasm. It will benefit us when more individuals, as self-governing people, are able to regularly moderate the expression of our feelings about "personalities" near the completion of FIGURING OUT (with Adult) how to get the particular job (at hand) done in a way that counts.

Most groups of patriots are "overstocked" with individuals who, without fail, "know more about what they are talking about than anyone else" once they get going, and if they can get the floor. Perhaps it's superfluous to say that when such a non-agendized person becomes so personally engaged at the meeting, it's usually diversionary from the focus of the agenda at hand.



The most important job the is to look at and personally keep better track of our emotionally based enthusiasm. It will benefit us when more individuals, as self-governing people, are able to regularly moderate the expression of our feelings about "personalities" near the completion of FIGURING OUT (with Adult) how to get the particular job (at hand) done in a way that counts.

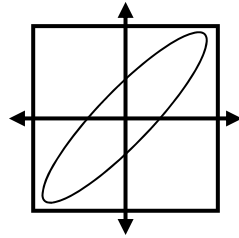
DEALING WITH OTHERS

EXAMPLE:

Talking on the telephone with a friend about whether "Don Rogers should run for Congress against Bill Thomas or not at the next election and his chance of success?" would be fascinating to pursue, even argue about for more than 10 minutes, if both parties had the time. On the other hand, the immediate job was to find a way to ensure the continuity of the preliminary success in a battle to keep the U S Constitution and Bill of Rights in place and forestall a run-away Constitutional Convention from being fraudulently convened at which it was rather clear political liberty and freedom would be severely compromised, if not lost.

It was generally agreed in Sacramento the person slated to have headed such a California delegation of a "Conference of States" was to have been Assemblyman Willie Brown.

So be it! Most of us know about these things. There's nothing new about what's being said here. What is being identified here is the mutual advantage which occurs as, one by one, individuals become better at self-governing when in the company of like-minded people and thereby impose less on the goodwill of a fellow freedom lover and traditional values colleague.



FLATTERY, COMPLIMENT, FAVORABLE COMMENT (DWO)

Flattery can result in "an inflated ego", a "swelled head."

Flattery often is to get the recipient to use poor judgment in regard to his own behavior. It may be used to persuade the recipient to over estimate the value of a particular business move.

For example, the owner of an early 1960's fast food style restaurant in Auburn, California was talked into moving. The property down the road had been changed and the bank probably gave favorable terms to build new facility. It was a flop. Within five years the restaurant was in the hands of a third owner. The business continued to decline and within ten years most of the other businesses there had folded, too. The original location supported a new business very well (location, location).



DIFFERENTIATING BETWEEN

A COMMENT, A CORRECTON, A CRITICISM, A RUDE REMARK OR AN INSULT. (DWO)

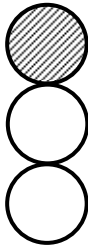
PARENTAL "CRITICISM" COMPARED TO PARENTAL DISCIPLINE (DWO)

"Critical Parent" vs. Disciplining Parent.

There is a clique among some circles who refer to the two functions of the Parent ego state as the critical Parent and the nurturing Parent. Writer has come to see the members of this clique as either having a poor understanding of what the Parent ego state is about or (else) they regard personal discipline and self-governing as undesirable attributes of behavior. They feel discipline and governing should be done by "committee." When they teach others about the Parent, Adult and Child diagram, the Parent is regarded as the enemy within the person and that to show their Parent self in social behavior is a sign of having a character flaw.

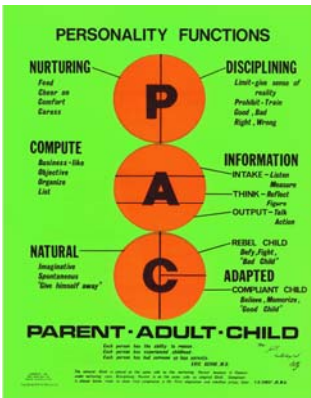
There is a clique among some circles who refer to the two functions of the Parent ego state as the critical Parent and the nurturing Parent. Writer has come to see the members of this clique as either having a poor understanding of what the Parent ego state is about, or (else) they regard personal discipline and self-governing as undesirable attributes of behavior. They feel discipline and governing should be done by "committee." When they teach others about the Parent, Adult and Child diagram, the Parent is regarded as the enemy within the person and that to show their Parent self in social behavior is a sign of having a character flaw.

To discipline is both to correct and to teach. To be self-disciplined is to be able to behave both in an orderly manner and to compose ones behavior so that learning of new information and knowledge can take place.



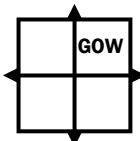
To criticize a person is to give him a put-down. To criticize him is to disapprove of him unconditionally, to tell him "You are Not-OK:

To discipline a person is to tell him to shape it up, to correct his behavior so he can be approved of. To discipline a person is to tell him "I am OK" and if you stop what you are doing then "You will be OK" with me.



A SMILE, A LAUGH OF APPRECIATION (DWO)

A smile usually indicates an acceptance of you (as you are) and a corresponding opening up to you. Once you are (your Child, emotional self is) opened up then you are more ready to



be "warm" to the other person. While being "warm" is the road to a more friendly, potentially even an "intimate" encounter, being warm, and playful is also the road to getting yourself exploited, angered, intimidated, betrayed.

A smile,
A laugh of appreciation, of indulgence, from being tickled.

NEIGHBORHOOD WATCH (DWO)

Neighborhood Watch solution event 1987-1988

North Sutter Street had been taken over for 2 years by the Amalekites and Philistines in their selling of street drugs. Finally, a Gideon was aroused to action. And the residents were roused to join him in the battle. The North Sutter Street Neighborhood Watch was formed and by joining forces freed themselves of the Hoods and Hoodlums. At first they were gratified, then apprehension about their success began set in.

They became fearful of the attention their leadership brought to them (the North Sutter Street "nation") by organized police calling, walking the neighborhood with pen and paper in hand, writing a private citywide newsletter. The newsletter was mailed to 800 groups and individuals, including other

neighborhood watch groups. The writing was in the spirit of "Don't tread on me" and included graphic descriptions of specific peopled events witnessed, even during rain storms, by field glasses at night and up close during the daylight.

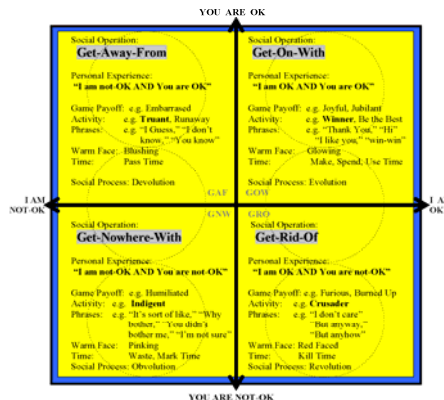
Within three months, the concentrated effort by a handful of individuals, the \$100,000,000 a year giant outdoor drugstore folded shop, went out of business at its North Sutter Street location. From an estimated 25,000 cars a day, 24 hours of every 7 day week the traffic jam turning off Tennessee Street and north onto Sutter Street dropped to less than 2,500. The neighborhood became (almost) deafeningly quiet, by comparison.

Moral of the story:
Neighborhood Watches can be very successful.

See "Watch Talk Letters" at www.ListeningActivity.com

A smile usually indicates an acceptance of you (as you are) and a corresponding opening up to you. Once you are (your Child, emotional self) is opened up, then you are more ready to be playful, to "play."

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





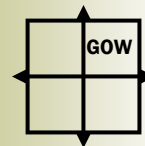
Mastery of the Universe is Proportional to the Symbols Man Has by Which to Represent His Universe.

ADDRESSO'SET PUBLICATIONS

Social Tools Newsletter
 Franklin "Harry" Ernst III, Editor
 P.O. Box 3009
 Vallejo, California, 94590 USA

 Phone: 707/643-5100
 Tele/Fax: 707/644-6358
 E-mail: harryernst@ao3news.cnc.net

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INTERVENORS (DWO)

Intervention has become a major industry in this country. More lawyers are graduated annually than engineers and chemists. More lawyers are graduated than doctors per year. Mediators, judges, conciliators, arbitrators are part of the **"intervener industry."**

Television has many continuing shows featuring **interveners**. Moral Court, Judge Mathis, Judge Mills Lane, Judge Judy, Judge Joe Brown, Men Are From Mars, Women Are From Venus, etc are of this variety. The shows of Oprah Winfrey, Jerry Springer, Sally Jesse Raphael, Queen Latifah, Montel Williams, Maury, etc. feature bringing troubled principals together to fight it out some more and/or review their situations and/or offer suggested solutions. The audience capturing value of the drama is what counts. Very little beats watching a "good fight" for dramatic appeal,

better still if you have decided which one is to your liking, then the live audience verifying you were "right."

Other **"Intervener"** shows on TV include "Power of Attorney", "Divorce Court," "Change of Heart."

The point made here is that when an **intervener** is brought into an action between two parties, the parties give up control of what's going to happen to them. Ever try to contest what a radio or TV program host, with a live audience, is doing in his dealings with you? Ever try to contest what a judge says to you?

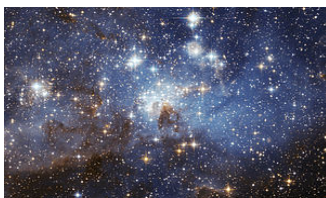
to be continued



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"Reach for the stars."

SOCIAL TOOLS NEWSLETTER

NOVEMBER 30, 2011

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

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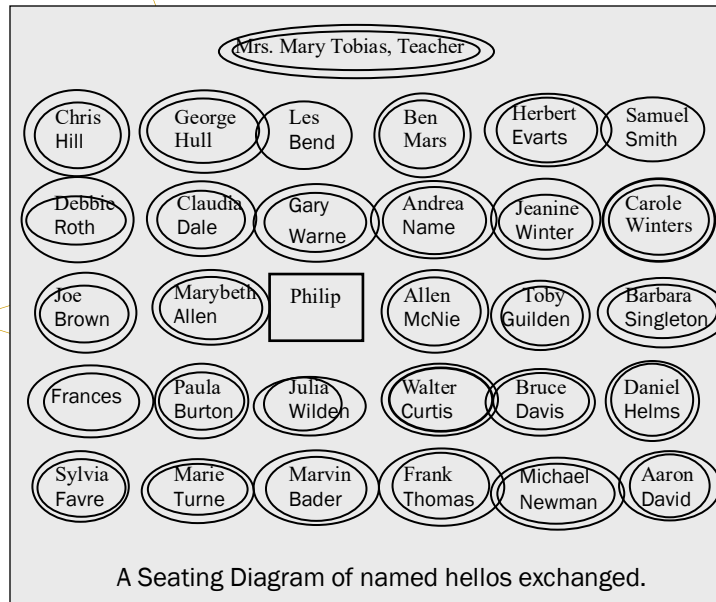
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SOCIAL TOOLS DEALING WITH OTHERS

DIAGRAMS TO HELP IN DEALING WITH OTHERS (DWO)

THE HOWDY DIAGRAM



The OK CORRAL: Grid for What's Happening is especially useful to have as a social tool; for having personal knowledge of private dealings with another party. To further master the art of dealing with others it's helpful to learn about the OK Corral: Grid for What's Happening.

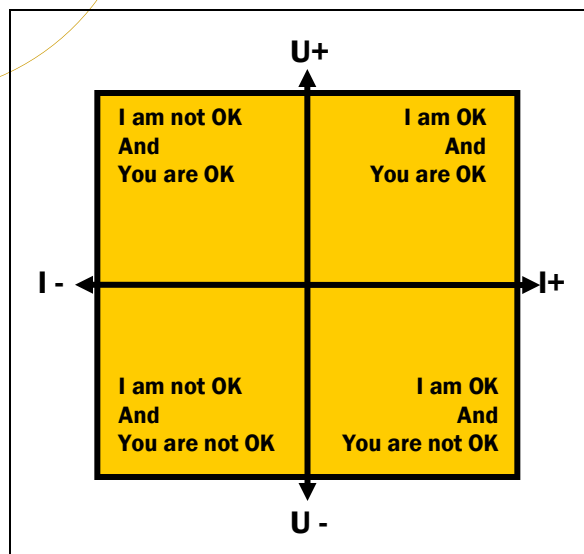
Giving a **named hello** and a getting named hello back will include giving a "You are OK" to another and getting one back. Giving someone a snarl is to give them a "You Are Not-OK." When someone gives me a putdown remark they are telling me "I Am Not-OK" from their point of view then. The strokes given and received in a day are as much as anything concerned with giving and getting "OKs" and "Not-OKs."

SPECIAL POINTS OF INTEREST:

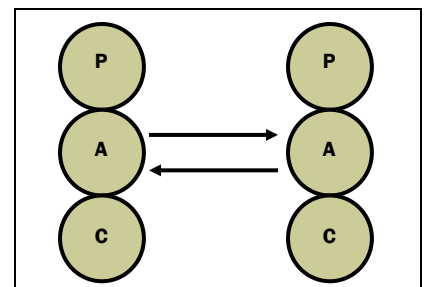
There are four types of social tools.

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

THE OK CORRAL: GRID FOR WHAT'S HAPPENING



A PAIR of PAC DIAGRAMS



DEALING WITH OTHERS

The events of a day go by one after another, each personal experience concluding either as

I Am OK and You Are OK

or

I Am Not-OK and You Are OK

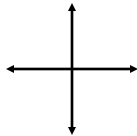
or

I Am OK and You Are Not-OK

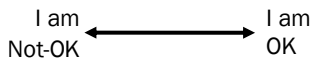
or

I Am Not-OK and You Are Not-OK.

These basic combinations of "I" and "You" as "OK" or "Not-OK" can be combined into one package with a pair of indwelling lines, one horizontal and one vertical.

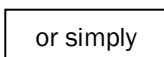


I Am Not-OK can be represented as one end of the horizontal line and I Am OK at the other end thus:

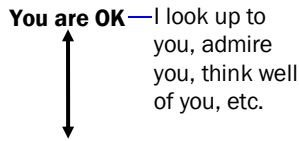


I am losing ground, feel sick, I feel sad, bad, lost confidence, nobody likes me, etc.

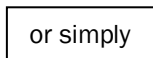
I feel good, I am going ahead, etc.



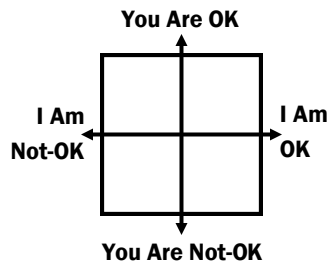
AND by representing You Are OK at the top of a vertical line and You Are Not-OK at the bottom thus:



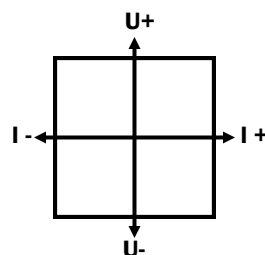
I look down on you, dislike you, etc.



This pair of arrows can be overlaid and enclosed in a box thus:



The box outline defines that these events of I'm OK or Not-OK and You're OK or Not-OK events occur at specific defined places and times. This diagram can also be drawn thus.



With this drawing (the box) a person can, among other things, tally up his days events. Use this algorithm:

I'm OK and You're OK, I'm OK and You are not OK, I'm not OK and You are OK, I'm not OK and You are not OK.

There are, however, further consequences of these events thus represented:

When an event comes out that **I Am OK and You Are OK** (I+ & U+) **then we both have a Get-On-With (GOW) experience with each other**, eg shake hands on an agreement.

When an event comes out that **I am Not-OK and You Are OK** (I- & U+) **then we find I Get-Away-From (GAF) you**, eg I walk away from you.

When an event ends that **I Am OK and You Are Not-OK** (I+ & U-) **then we find I Get-Rid-Of (GRO) you**, eg I dismiss you. AND

When an event ends that **I Am Not-OK and You Are Not-OK** (I- & U-) **then we Get-Nowhere-With (GNW) each other**, eg we put off further discussion, postpone any action.

And by using a grid again these four classes of outcomes are sortable.

AND

The events of a day go by one after another, each personal experience concluding either as

I Am OK and You Are OK

or

I Am Not-OK and You Are OK

or

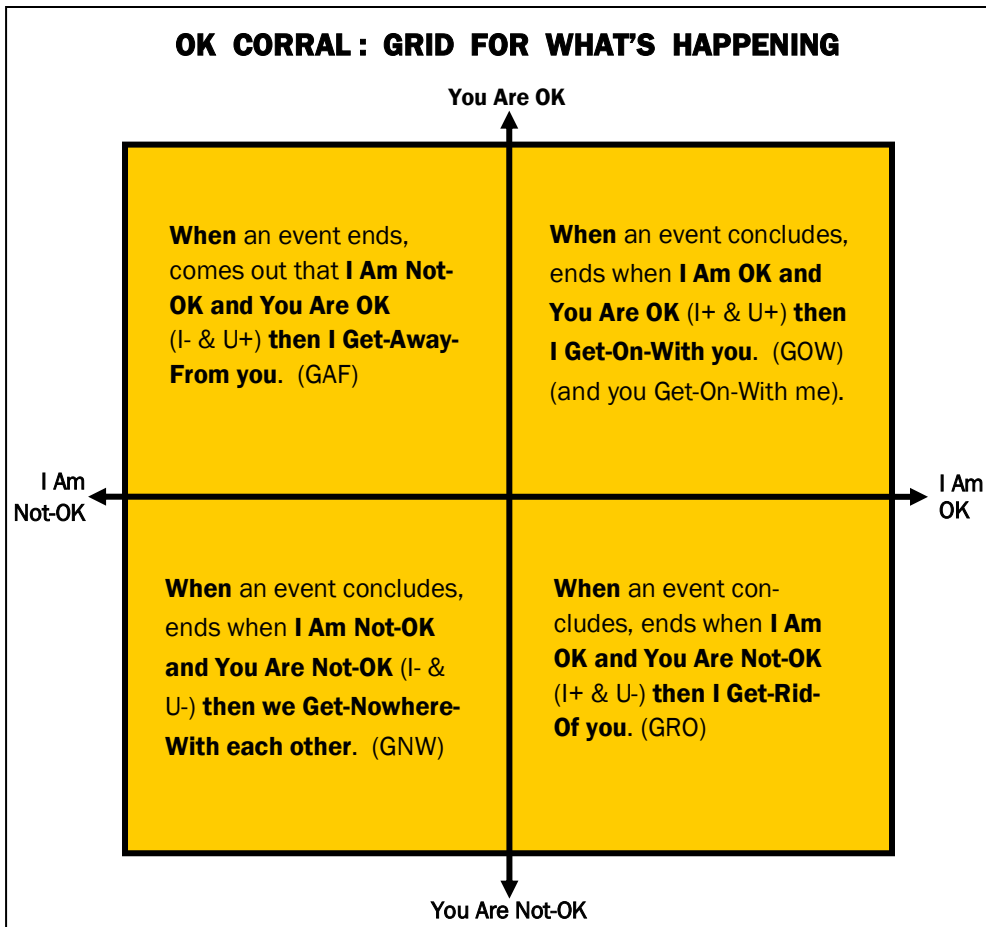
I Am OK and You Are Not-OK

or

I Am Not-OK and You Are Not-OK.

NOW we have the

OK CORRAL: GRID FOR WHAT'S HAPPENING



THE NEED FOR OTHER OUTCOMES BESIDES A GET-ON-WITH: When to Get-Away-From (GAF)?

There are many situations when it is better to not consider asserting your own OK with another. For example, when pulled over by a traffic officer for some offense, remember he has the authority. The law, his gun and badge give him more OK than you have. Here, OK is measured by legal power backed by a gun. You want to Get-Away-From (GAF) him after attending to the business at

hand with as little “damage” (Not-OK) as you can. At the end of such an encounter, you are Not-OK and the traffic officer is OK.

GET-NOWHERE-WITH

For example a good client or friend invites you to go to a LA Lakers basketball game. You want to preserve your own basic Okayness with him, BUT basketball isn't your favorite sport and the particular date would land you in trouble at home. You can respond with eg “That’s not a

good date for me (I Am Not-OK to accept your invite). Can I take a raincheck on it?” This again is to postpone, to refuse the invite.

Family troubles?

Having trouble within a family? and you don't want to be going your separate ways? Here the immediate task is to avoid a Get-Away-From / Get-Rid-Of show down, power struggle. Maybe one or both parties can come to appreciate the reasonableness of a Get-Nowhere-With (GNW) outcome for the now, for the difficult situation between each

Family Troubles?
Having trouble within a family? and you don't want to be going your separate ways? Here the immediate task is to avoid a Get-Away-From / Get-Rid-Of show down, power struggle. Maybe one or both parties can come to appreciate the reasonableness of a Get-Nowhere-With (GNW) outcome for the now, for the difficult situation between each other. In this situation, when the going gets tough, at least one of the parties reduces his insistence on maintaining his own I-am-OK at the expense of the other, on his “being in the right.”

DEALING WITH OTHERS

other. In this situation, when the going gets tough, at least one of the parties reduces his insistence on maintaining his own I-am-OK at the expense of the other, on his "being in the right." For example, when he is unable to comply with the request of the other he may postpone coming to a particular agreement with the other; postpone outright refusal to go along with the request. Instead eg "Let me think on it a bit." Or "I agree in principle with you." To postpone something is to Get-Nowhere-With (GNW) each other about the item. It does, for the **now**, avoid a showdown where one party evicts (GRO) and the other party, is evicted (GAF).

DISCIPLINE AS SEEN IN THE OK CORRAL

"I like you. I don't like what you are doing (now)!" is diagrammed below. "I like you, but I don't like what you are doing" is a soft, a less definitive, a so-called less harsh way of commanding as a parent or person in charge that you "You Stop that (now,

so that I can approve of you and your new behavior)!"

CONTESTS BETWEEN GET-RID-OF AND GET-AWAY-FROM

The contests to decide who is going to be the party doing the getting-rid-of (GRO) (because he is "more right") and who is going to be the party being gotten-rid-of, ie the get-away-from (GAF) party, because he is "less right" are often designed by a third party, by "contest" promoters, sometimes by interveners and/or troublemakers.

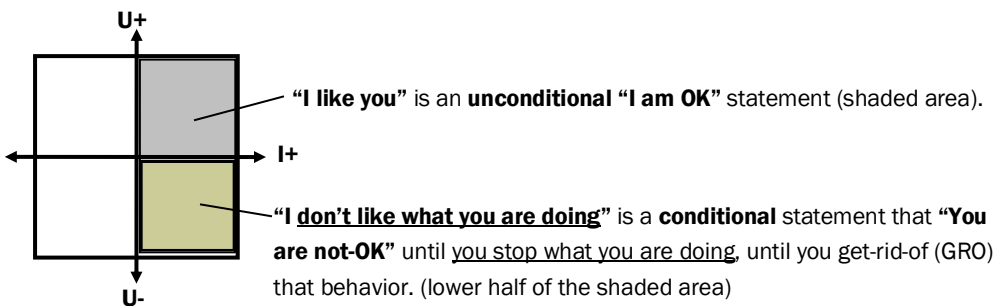
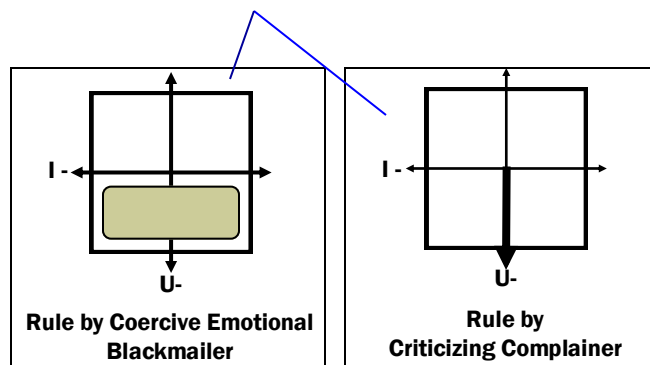
GOVERNMENT BY COMPLAINT

These two diagrams depict the politics of government by "registered complaint."

PEOPLE WITH SOCIAL SAV-

DISCIPLINE AS SEEN IN THE OK CORRAL

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WY AND MONEY

Most people rate money at the top of the heap of social tools and I don't disagree too much with them. But, success in life comes from how you use all four classes of your social tools. Possession of money but "lack of an education" (problem with Class #3 of Social Tools - Tickets, Talents, Hellos, Education, Trades, Techniques), such as not having a High School diploma could lead to problems in keeping this money.

Similarly with difficulty in Class #2 of Social Tools — (Dealing With Others) and/or defective self management (Class #1 of Social Tools - Management of Self). You know - "A fool and his money are soon parted."

Those who get rich financially use that tool (Class #4 of Social Tools - Money) while they are also successful in handling themselves as individuals (Class #1 of Social Tools). They give special strokes to other selected people (Class #2 of Social Tools), in their dealing with others. Their specialized technical know how (Class #3 of Social Tools) is in working with the methods of trading and/or holding merchandise (certificates), stocks and bonds, real estate (deeds) or other negotiable (paper) property with (fluctuating) monetary (market) values.

Those who get rich have

gotten past being overcome by the emotions of fear and greed in their market trading, conditions which do defeat many "short term investors." In other words these rich have mastered the Childhood based emotions that grip the defeated and instead have combined study, learning, experience and considered judgment (Class #1 Tool— Management of Self) on which they base their financial transactions. (See "Mad Money" by Jim Cramer)

There are riches other than money, other ways to be rich, to feel rich. That's what we who have not gotten financially rich say to console ourselves. Family, good friends, a strong faith in a living God and Jesus Christ.

In fact there are examples we can all recall of someone who did have money, then lost it. Some of these became depressed, had equated the loss of the money to a loss of worthiness.

There are others who instead then got out more among people, began to gain other friends, "found themselves again" and became successful using another ticket or talent they had. They developed their other social tools. They revived or developed skills in other talents they had.

LIFE IS WITH PEOPLE (DWO)

Going back to basics, some hang onto the facts. They remember life is with other people with names. People want strokes and are likely to become favorable disposed to those who give "You Are OK" strokes (Class #2 of Social Tools - Dealing With Others). These use their school learning (Class #3 of Social Tools - Tickets, Talents, Hellos, Education, Trades, Techniques) and make it a point to write down the names of new people they meet and then give these new friends their names when they see and hello them. The chances of success in life are with other people wherever you are.

WITHHOLDING APPROVAL (DWO)

Biologist Bob was a long time, elected member of his County political Central Committee. Suddenly one night without warning an apparently colluding majority presented a fraudulently based resolution to jerk his privileges of being recognized by the Chair to speak, to represent the District he came from in deliberations. Bob recognized the complete stacking of the deck for that meeting within 30 seconds while the resolution was being read for the first and only time.

The stacking included:
1) the absence of otherwise regularly attending members whose votes, for ideological appearances, would have de-

Similarly with difficulty in Class #2 of Social Tools — (Dealing With Others) and/or defective self management (Class #1 of Social Tools - Management of Self). You know - "A fool and his money are soon parted."

Those who get rich financially use that tool (Class #4 of Social Tools - Money) while they are also successful in handling themselves as individuals (Class #1 of Social Tools). They give special strokes to other selected people (Class #2 of Social Tools), in their dealing with others. Their specialized technical know how (Class #3 of Social Tools) is in working with the methods of trading and/or holding merchandise (certificates), stocks and bonds, real estate (deeds) or other negotiable (paper) property with (fluctuating) monetary (market) values.

DEALING WITH OTHERS

feated the motion in the resolution.

2) Bob knew the meeting Chairman had it in his power to rule the resolution out of order, as it was. Since he had not so ruled, that regardless of his vote, the Chairman was in on the collusion.

3) He knew it was irregular and against by-laws to read a resolution and act on it at the same meeting.

When asked, almost as an after thought, if Bob had anything to say before "sentence was passed", He responded "I'll wait to see how this plays out." The action was a resolution to be recorded in the minutes of the group that Bob not be allowed to speak in the monthly meeting.

At Bob's request, the vote was recorded by name (roll call vote). Bob continued, however, to attend the balance of the meetings for that term of office.

WITHHOLDING APPROVAL (DWO)

A year later and under a new administration Bob handed out to membership the announcement he would be continuing his vow of not speaking to any of the 12 members whose recorded votes the year before had defrauded the District he represented of political representation on the Committee,

that is, pending their handwritten apology to him for prohibiting his public input the year before.

Personally putting and keeping these 12 people on "total silence," withholding all verbal recognition while also frequently seeing and passing them at local and state meetings, and while continuing to be an active, working member in that political group attended by the public, - this was not easy for Bob to do, being a naturally outspoken, friendly, talkative person. Eventually the 12, one by one, dropped out despite up to 20 years of previous affiliation of some. Dropped out rather than - ?. Admitting they made a mistake? Admitting they did not know what they were doing at the time in question?

WITHHOLDING APPROVAL (DWO)

The reasoning was as follows: The resolution was written and recorded in the minutes. It prohibited Bob from being recognized by Chair to speak (for his District). The vote on the resolution was also written and recorded by name. The person who seconded the motion also knew California Election Code like the back of his hand.

With new members and officers for the Committee on

the scene the next year Bob circulated his letter. Summarizing the situation he announced in his letter that there were certain holdover members he would not be speaking to yet, since they had not yet apologized in writing for defrauding Bob.

The act of notifying the "new" Committee was to account to membership for what would otherwise appear to be bizarre behavior on the part of Bob - not speaking to particular members. This not speaking included not shaking hands with them, pending their written apology.

This selective disciplining by totally withholding any verbal or non-verbal stroking recognition is what, in prisoner terms, is called "putting somebody on silence."

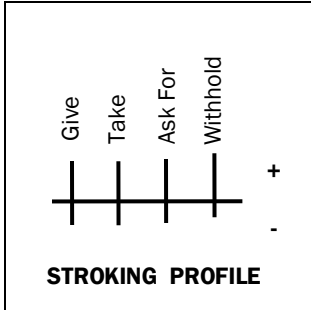
WITHHOLDING APPROVAL (DWO)

This is an example of measuring the management of one's self shown on the Stroking Profile. Bob kept his "Give" to the "non-offenders" on the "up" side. He kept his "Take" and "Ask For" also on the "up" side. And his Withholding of either Approval or Disapproval was positively weighted for the balance of people he knew and stroked.

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THE TOOLS TO DO THE JOB (DWO) (Neighborhood Watch)

It's a lot easier to do the job you have to do if you have the right tools, if you know what the equipment is which you have and know how to use it to get the job done. Equipment? Word processors, computer, pencil, paper, telephone, telephone numbers to call, field glasses and long hours by some - now this is real equipment. A tool, social or mechanical can be called a toy and used like one or be used for protecting yourself, for earning a living at work.

THE TOOLS TO DO THE JOB (DWO) (Neighborhood Watch)

Take It To Them ON YOUR TURF.

In the name of our newly formed "Neighborhood Watch" some of us began to take pictures of new faces and autos in the area. In the name of our Neighborhood Watch we introduce our individual selves by name and

we began introduce ourselves to new faces in the neighborhood and asked them for their names, to identify who they were.

Two unknown strangers began camping in their van day and night in the vacant lot next door to one of the Watchers. These vagrants were rarely seen and did not answer knocking on the van door. After a few days of this Watcher made a point of getting out of his car to point his camera at the van, take pictures of it including, license plate. The van was gone the same afternoon.

2715 Sutro Street had been a consistent problem, a new, apparently druggie group moving in every few months. A long time resident and Watcher, Hermie began to carry his camera at ready in his car and whenever the "hanging out" would pick up there Hermie would "almost unnoticeably" point his camera at the porch and those hanging out there to take a picture.

He would snap a picture through his windshield of whoever was hanging out on the porch. The "almost unnoticed" was to make sure it was noticed and talked up by those hanging out there. A few times he was hollered at by one or the other of them "What you taking a picture of?" He withheld any verbal response, in fact acted deaf and would continue driving by the place onto his errand.

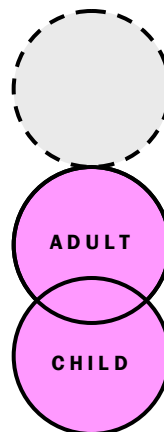
Hanger out traffic on the porch plummeted after Hermie started this, and it stayed down.

SITUATIONALS

Situationals are trained to and become quite adept with their developed skills in their dealing with others. Personally "situationals" have a dysfunctional personality structure. See FHEJR report of 3/7/96 to California Legislators about the "Dysfunctional Personality Structure" as part of his discussion of the proceedings of the California Constitution Revision Commission over the preceding two years. See "Letters&" Vol.1, Issue 4.

Termites

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



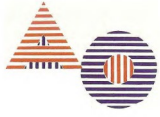
"Personal judgment" is absent when the personal Parent is absent.

Situationals are trained to and become quite adept with their developed skills in their dealing with others. Personally "situationals" have a dysfunctional personality structure.

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-rekiding is active.



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 3009
 Vallejo, California, 94590 USA

 Phone: 707/643-5100
 Tele/Fax: 707/644-6358
 E-mail: harryernst@ao3news.cnc.net

We're on the Web.

www.ListeningActivity.com
www.ErnstOKCorral.com

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"Reach for the stars."

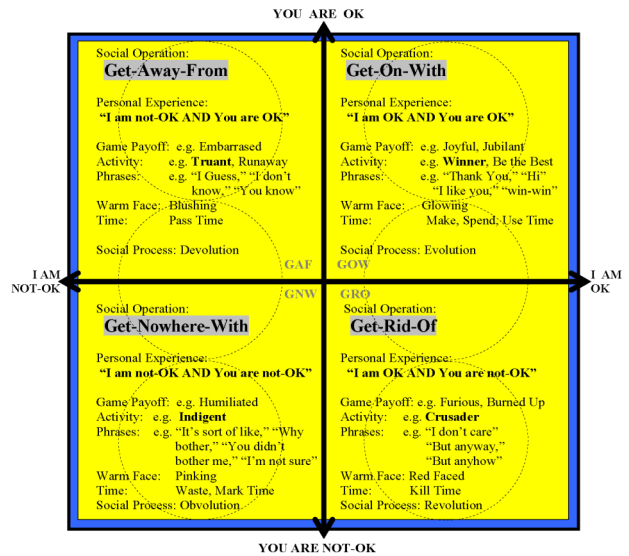
ADVERTISING AND MAGAZINE ARTICLES

Magazines contain articles on how to influence a husband, make a happier home, toilet train a child, deal with adolescents, parenting, how to keep children off drugs-tobacco-alcohol. There are syndicated newspaper columns on love gone wrong,

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



Transactional Analysis in the OK Corral: Grid for What's Happening, poster © 2008 Franklin H. Ernst Jr., M.D.

letters to the lovelorn. Much, much is written AND sold advising about dealings with others.