ADDRESSO'SET PUBLICATIONS

VOLUME 1, ISSUE 3

SOCIAL TOOLS NEWSLETTER

JULY 28, 2011

The following is from an unpublished manuscript titled "Social Tools" by Franklin H. Ernst Jr., M.D.

INSIDE THIS ISSUE:

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

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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 manipulated 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 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 blueprints 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-

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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

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

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.)

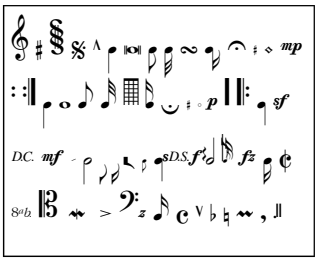
$$E = mc^2$$

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.



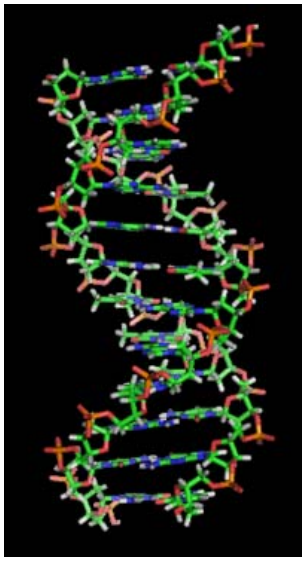
Some Music Symbols

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

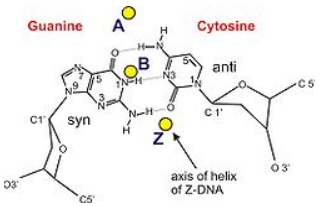
Symbol of the Angstrom Unit.

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 threesomes 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.

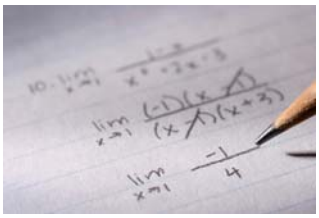


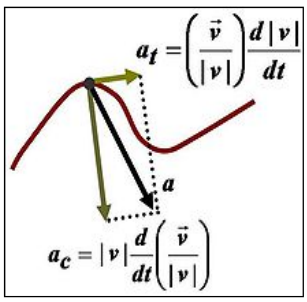
ALPHABET OF MATHEMATICS

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, structures and quantities, both of known and unknown value. For example it has specific diagrams (symbols) by which to represent wavelengths of light (lambas), 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 coordinates 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.

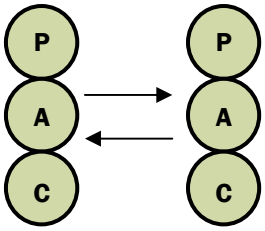
Starting in the 1950s, diagrams began to be developed and used which vastly improved the ability of the users to classify, therefore gain improved control over their own social behaviors. Individual students began to graphically visualize their emotional behaviors as distinct from their thoughtful, methodical, 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.

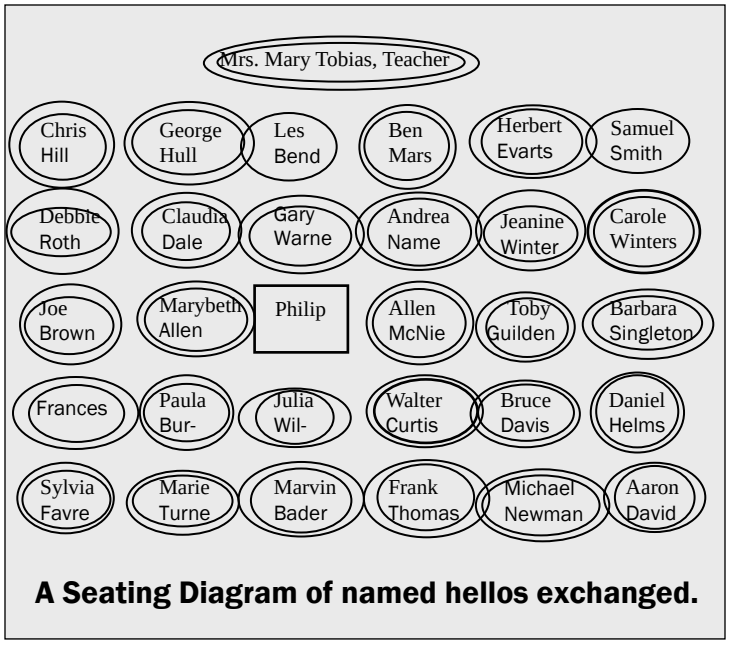
The students readily learned the meaning and significance of those letters taught AND attendance at those courses became almost perfect, ie students enjoyed themselves and the courses. The students demonstrated better handling of themselves and each other AND knew what they were doing. In a later chapter 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.



A Seating Diagram of named hellos exchanged.

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VOLUME 1, ISSUE 3

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

ADDRESSO'SET PUBLICATIONS

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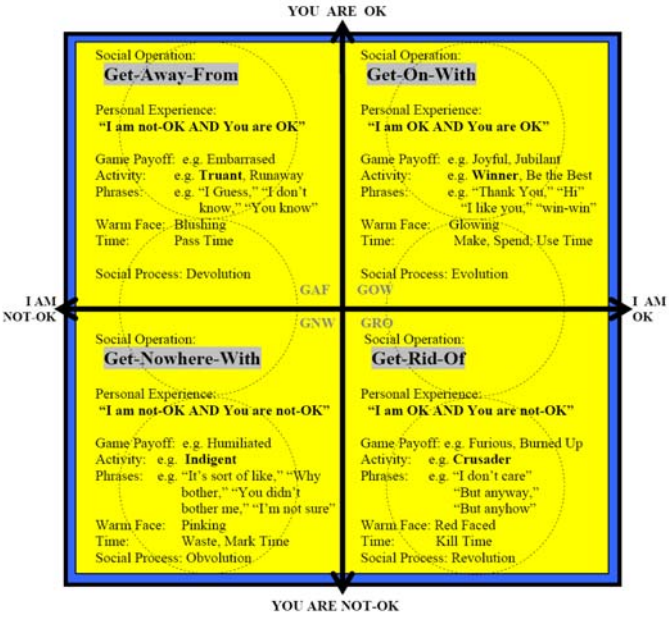
"Reach for the stars."

THE OK CORRAL : GRID FOR WHAT'S HAPPENING

(diagram) letter.



THE PARENT, ADULT and CHILD

(diagram) letter.