

Alphabet of Behavior Newsletter

November 17, 2015

The following is from an unpublished manuscript titled "The Howdy Diagram" by Franklin H. Ernst Jr., M.D.

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Special points of interest:

The "Howdy Diagram" is more formally referred to as "The name-seating diagram and chart of exchanged named hellos." The charting of named hellos that are exchanged refers to how a person can chart:

- #1 who he knows around himself,
- #2 who he said hello to by name, and
- #3 who said hello by name back to him, who gave him back his name in greeting.

The "Howdy diagram"

The "Howdy Diagram" - The Theory and Practice of Giving People Hellos with Their Names and Getting a Hello and Your Name Back.

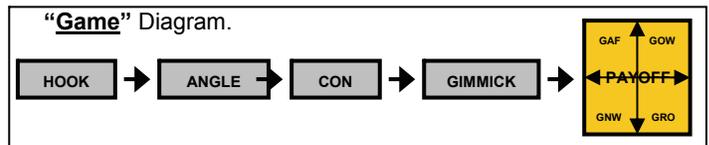
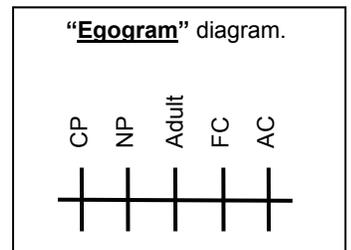
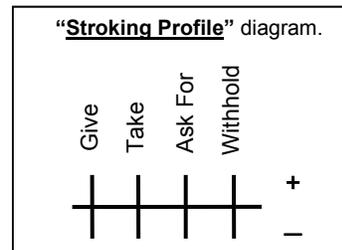
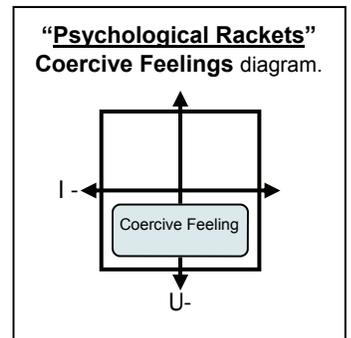
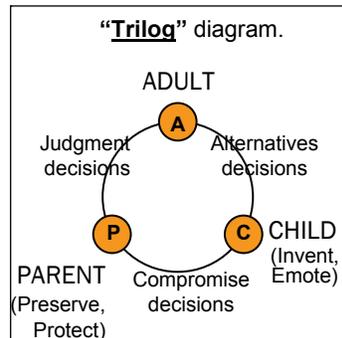
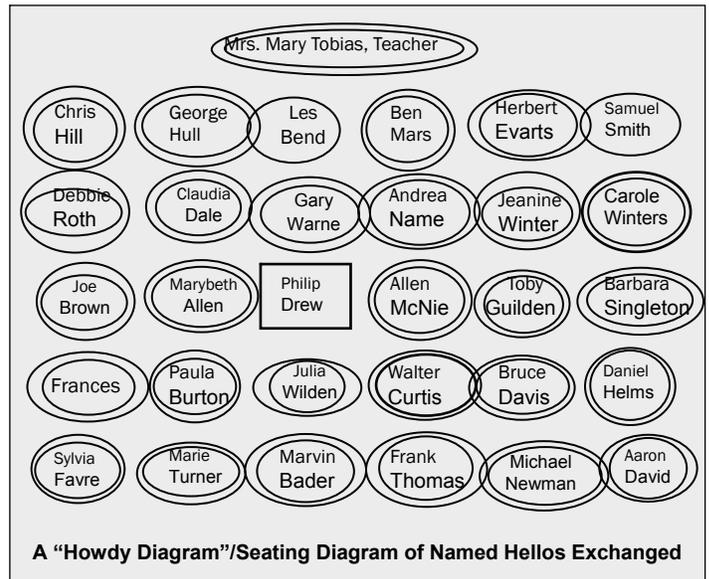
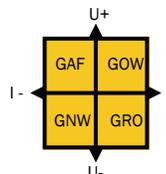
The "**Howdy Diagram**" is a body of teachable theory about human behavior with a related diagram. The diagram is one showing some of the choices you have (for yourself and with other people). Who you are is (symbolically) represented by your name regardless of your other attributes.

The "Howdy Diagram" is a seating diagram with a related set of theory. This fact of being a "diagram with a related body of theory" is also true of the:

"**three stacked circles**" diagram (the snowman), i.e. the Transactional Analysis diagram and theory of personality.



"**O.K. Corral: Grid for What's Happening,**" it's diagram and body of theory.



The "Howdy Diagram"

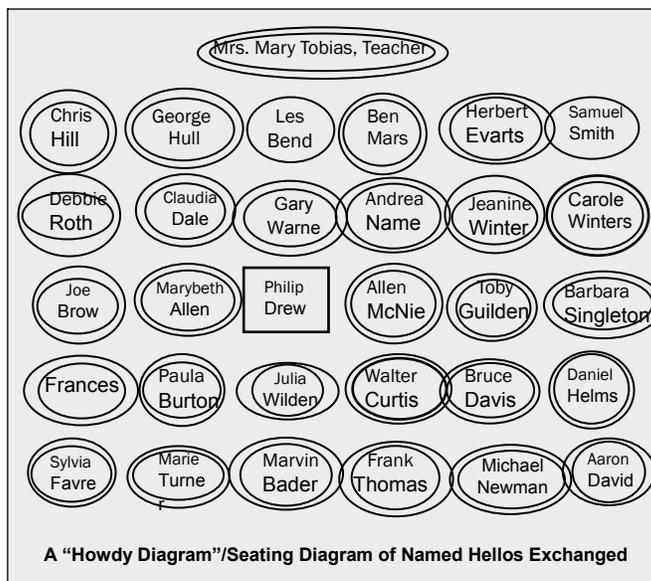
The "Howdy Diagram" is thus referred to as one of the letters in the Alphabet of Behavior. These letters of the Alphabet of Behavior are a set of symbols, a set of diagrams, each one with a teachable concept and body of theory about human behavior showing the choices you have in life, portraying the choices you have with others, i.e. showing those aspects of the personality from different angles and in different profiles.

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 #1 who he knows around himself,
 #2 who he said hello to by name, and
 #3 who said hello by name back to him, who gave him back his name in greeting.

How to do

The "Howdy Diagram"

The "Howdy Diagram" as an exercise has two parts. The first part is to make a seating chart location diagram of the people at a particular meeting. It is a map of the room or location which shows where each person is (was) located relative to each other.



The "I'm Hungry" Diagram

If you don't know some of the individuals by name, then write down an identifying physical or clothing characteristic with that person's location in your diagram. For example, "man", "woman", "chick", "good looking", "pipe and balding", "full beard", "small glasses," "vested", "stuffy", "net nylons", "earrings", "long neck", chairman, fussy, twitching, restless feet, married prospector, shopping, "I'm Hungry" --- a noun, phrase, adverb, verb, or preposition - - whatever will serve to keep the picture of the person in mind until you catch one or both of person's names (first and last).

The second part of the "Howdy Diagram" is tabulating the exchange of named hellos, the recognition greetings given by name between you and each other person in the particular setting.

One method of charting the named hellos exchanged between yourself and the others was developed by a ninth grader. He drew one circle around the name to those he had said hello to by name. Then he drew a second circle around that name when and if that other person gave back a hello with his name: "Hi Dave."

A key item to emphasize in this is the use of the person's name with the hello. Actually the saying of the other person's name once is effective anytime during your talking to/with him. But when you put it with your opening hello you have already and early on increased the value of your conversation with him; i.e. the value of your own "You Are OK" to him. Other people use dots under the name of a person in a seating diagram. These are to denote a simple unnamed "hello" exchange, one dot for a non-reciprocated

Several papers have been written on this subject. They are: "Andrea's Named Hellos", "A Sea of Unknown Faces In Public Schools", "Organized Pandemonium", "The I'm OK, You're OK Classroom", and "Can We Say the Hellos Now?"

"Hello" (or "Hi") and two for a 2-way exchange of unnamed hellos given. Some use a part of a circle, a curved line beside the name to indicate the first half of the named greeting exchange taking place and a second curved line in those cases where the named hello has been returned. The reader is invited to use his own ingenuity to represent (symbolize) the amount of personal verbal recognition that takes place between parties in a social encounter (or its absence).

Terry's transactions with named hellos at the lunch table.

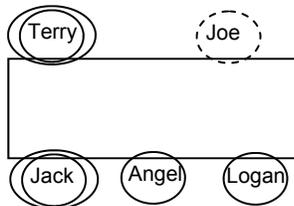
- (1) Terry and Jack each gave the other a named hello e.g. "What's doing Jack." "Oh I don't know, how about you Terry ?
- (2a) Terry and Logan exchanged hellos.
- (2b) But only one of the them acknowledged the other with

a named hello, and (2c) Terry remembers which of them it was.

(3) Angel was given a named hello but didn't give Terry his name back.

(4) Joe and he were not talking.

There are several inferences to draw from this diagram alone. One is that Terry is most likely the leader of this group.



So why do a "Howdy Diagram" anyhow?

Some of the advantages are listed here:

1. You are more likely to talk to those people at a meeting or anywhere for that matter whose names you know. The charting helps you systematically increase the number of people you know by name.

Art reported sitting down at a dinner table with seven others. "I only recognized two of the faces, but I did not even know their names. It was going to be a long evening." Art had not met the man on his right. So he introduced himself to him, Leroy. Leroy was properly taught and responded by introducing Art to his colleagues around at the table. Each person was introduced with a name.

Pulling out paper and

pen, Art made/drew a seating diagram of the people at his dinner table. There were nine people at the table and conversation proceeded at the usual social pace. Art remembered 6 of the 14 names (2 per person, first and last names) for recording. So as he talked and conversation continued, he asked his colleagues for their names again, and told them he was recording their names as the occasion permitted over the next ten minutes. No one questioned what he was doing; i.e. writing names into his seating diagram/chart of the dinner table and people.

Result: "Seven new friends from the evening. Some I'll remember for sure next time I see them. The evening was not a long one after all."

2. Drawing or noting a named seating diagram and charting exchanges of hellos will refresh your memory about those people names you have, of those people you have previously met, and those people you have been introduced to, usually recalling by name. Of those people you can't remember their names at first, your notes/diagram may serve to remind you to locate their name from memory later or listen for it during a transaction/conversation. Ask them for their name again if need be. By charting/drawing/noting exchanged named hellos you will have a more sharply defined picture of people you know by name

and those you do not. While diagramming you can leave a box for those you don't know or insert some word or phrase to remind yourself about them.

3. Creating a chart of exchanged named hellos is a record of those present at a specific past meeting. This is especially advantageous when your notes have a date, occasion, and location. For instance was Terry Waddel at last week's city council meeting? In some instances your diagram might even come in handy for tax purposes. Who knows?

4. Charting/diagramming exchanged named hellos can assist you with recognizing people you know by name and people whose name you have forgotten, albeit perhaps for only a moment. But then in that instance the moment will be your own and hopefully not much to your disadvantage. You can leave your memory lapses on your chart with a blank space, until you hear someone else call that person by name. When that happens, write in their name.

5. Another advantage is that you will become more aware of how people spell their names.

6. Another advantage is that you will more likely add individuals to the list of those you call by name, refer to as friends, to your list of speaking acquaintances or contacts.

Organizational secretaries tend to remember the names

"Can We Say the Hellos Now?"

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

Writer was invited by the teacher, Mrs. Curtain, to a local kindergarten class for a second visit, 5 months after his initial visit.

Soon after writer's first visit to the classroom, Mrs. Curtain had instituted a program in her kindergarten class for her 5 year old students to exchange named hellos with each other a few times a week.

About an hour into writer's second kindergarten visit, one of the students asked her: "Can we say the hellos now?" Shortly thereafter, the 20 five-year-old students were seated on a rug in a circle. Starting first with Billy, teacher had each one go around the circle to give a named hello to each other of his classmates. Billy started with "Hello Shelly" and Shelly gave Billy back a "Hello Billy". "Hello Clara" and she gave her named hello back to Billy, "Hello Dennis", "Hello Bobby", etc as Billy exchanged named hellos with his 19 oclassmates and ending with "Hello Mrs. Curtin" who returned his hello similarly, "Hello Billy."

This process was repeated 19 more times, by each student. It took about an hour. Of the 20 students, there were a few student

The "Howdy Diagram"

of people after meeting them only one time. Why? Because the secretary has seen the written names of the members many times, usually in addressed mail to them. He/she has seen, spelled out, written their names and addresses before every meeting. And the secretary by then is only waiting to do the easier thing, attach the face of the person to the name. Until he/she meets the person there is only a faceless name to remember. It is harder to attach a name to a face than match a face with a name. -- More on this later.

7. Another advantage is that you become more aware of how often people give you your name, of those who do not stroke you as well, and of the social advantages of giving people their name when addressing them or talking to or with them. There are social advantages of personally regulating how you stroke those around yourself.

8. You may want to review the events of a meeting; look back over your notes and with this, just looking over your seating diagram and names. More often than not, you may recall many of the faces, at least immediately around you. You may remember something about their personality characteristics, even though it may a day, a month, or a year later. You may be able to see some of the faces, even

some of the otherwise "faceless" people you met for the first time.

9. Another advantage is often you will be able to recall and reconstruct a fair amount of detail of the event recorded in your "Howdy Diagram."

10. The seating diagram of your meeting can help you recollect missing pieces of information about what happened in a classroom or at a committee meeting. You would have an advantage in being able to refer to your own map of the meeting to find the names of others who also attended it and, call them by telephone days or weeks later if needed.

11. You can see who sat next to whom, and who sat next to you, who was of more influence on whom there.

If you thought of it, you could get help from your notes/diagram in accounting for some of your feelings during or after the meeting. Reviewing who sat next to you or near you is advantageous for you. They may have said something or mentioned a topic that touched a nerve in you; that was somehow sensitive to yourself. This might have been done without any of it being directed to you personally. I refer here to those kinds of events that can so very successfully suggest pictures to your mind; the kind that cause a whole long series of

memories with intense associated emotions to crowd in on you without ever anything being directed at you personally. The person who did it (to you) "in all innocence" is still someone to keep track of. You can look at your chart and see who might have brought up something aimed at your ear that you would have tuned in. When looked at in this manner it may aid you in accounting for some other uneasiness, vague discomfort, or elation you have about something or someone at a later time after the meeting is over and done with. In other words, it may help you to locate how your own suggestibility about a particular subject or person got stimulated.

12. As a rule people brighten and become more alert when their names are said to them. A person given his name is generally going to be somewhat more favorably inclined to the giver. You want to make points with someone? Use his name when talking to him.

Do you want the waitress with a name tag to get your order correctly when you are with six other colleagues? Try this: "Hi Sue, I'm Frank!" with a pause of about a half second between greeting and self introduction -- then give your order.

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A person's name is the set of words, the syllables, the verbal recognition stroke,

hesitations in recalling the name of the next five year old in his circle. If a student paused more than four seconds someone else in the circle would supply it to him, not unusually the one waiting next in turn to be given his named hello.

The face of each student would almost routinely brighten for each of the 40 times he got a named hello. 40? Each student was given his name back the 20 times when it was his turn to initiate the hellos around, and then another 20 times as each other student initiated a named hello to him in their respective turn of going around the room in his turn of giving 20 named hellos in sequence to his classmates.

Mrs. Curtin later pointed out a Chinese girl in the class, Shoo Lin and mentioned that this girl had begun to come out of her shell. Shoo Lin had started the school year being physically round-faced and plumpish, two coats and a sweater on at all times. She would stay almost motionless and expressionless until spoken to, sitting in her place in class after arriving, never volunteering for anything, rarely talking when spoken to.

Since Mrs. Curtin had begun having the students exchange, carry out this named hello exercise three times a week a few months

the symbols to which he most regularly brightens. His name is the symbolic representation of himself; in a word it is who he is. It is the vocal, written equivalent of who he is from the very start of life to the very end and after.

"...Here lies..." He was Leonardo da Vinci from the day he was born. By the time he was a year old, probably even earlier, he began to respond semi-automatically to the calling of his name. In an alerted manner he would begin to move at the sound of those words, his name.

Very few people do not become brighter, more alert when being greeted by their name. Your name, when given to you in greeting, is more often than not, a free O.K., an unconditional O.K. of yourself, one without strings.

An occasional person will work very hard to keep a smile from showing as his name is given to him with an attached favorable comment. This is true even in those cases where the individual claims to remember only getting his name in a scolding way back in time when he or she was small. In this latter instance the person is presumed to have a specialized way of dwelling on his childhood experiences. He/she made up his/her mind long ago that no one calls him/her by his name except to scold him/her. He is not bothering to notice more current events in his life, what is happening now since

he got older is different than when he was young.

In those instances where a person tells you his name, then announces he doesn't like his name, tell yourself this is his prejudice against you using his name indicating his readiness to clarify yourself as a not OK person.

He told you what his name is, then gave you his nickname and saying he doesn't like his given name. He's really saying he is ready to jump on a person who calls call him by his given name. Maybe you have to be careful how close you let him get to you. Then too, you might want to consider that in first giving you his name then announcing he doesn't like to be called by it, he has set a booby trap, and therefore may have set other traps around himself.

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Young Man

Once there was a young man who wanted to get to know a trim, quieter younger woman where he worked. But he complained "she never says hello to me, never says a word." Did she know his name? "I don't know, I think so." He was advised to try "Hi, I'm Bill" but not necessarily to expect her to be any different. Later he admitted that he didn't know her name either. He then advised to find out her name. "But how can I, she never talks to me!"

Realistically, since she

worked where he did, he was told to ask someone else if she wouldn't tell him. He left. He found out. He began on a daily basis to put her name onto her when he saw her, "Hi Anne!" Nothing. Next day he again said "Hi Anne!" Nothing --. On the fifth day, however, he was favored by an "Oh! Hello there!" By the 10th working day she was responding regularly. By the 20th work day she was giving him back a "Hi Bill" that he was able to count on. When Bill first talked about her he was thinking of her as a potential girlfriend for the long range.

By the 40th day Bill found someone else who wanted to share his toothpaste. But Anne, she had in the meantime become quite hooked on his "Hi Anne!" which he continued giving. For her long range purposes with him, too bad, she lost. She had come to want to know him better because he had been giving his particular quality "Hi Anne" to her. And she had picked up her interest in his interest in her. The problem for Anne (and she didn't know it) was that Bill was of another religious faith than she. As it turned out, he was searching more for someone of his own faith than a person who would be faithful to his stroking.

This example illustrates two elements in the theory of giving named hellos.
a. It is a rare a person doesn't begin giving notice back to the named hello giver by the fifth consecutive day of receiving a named greeting

earlier, Shoo Lin had shortly become a participant AND learned the other students names. During this particular exercise writer witnessed saw her give a recognizable smile about a dozen times. She was now hanging up her two coats after arrival and was wearing only her sweater during class.

At the start of the school year Dennis was hyperactive, going from one place in the room to another, rarely seated for a full 30 seconds, making noise, interrupting others in conversation, etc. Mrs. Curtin described him as a real "Dennis the Menace". As seen in the classroom this particular visit, Dennis was composed, orderly, waiting his turn in class activities.

His teacher reported that the mother of Dennis had told her that now her son, when out shopping with her, knew and said hello to many more people by name than she was aware he knew and many more than she knew. For example at one store he introduced her to the mother of one of his classmates and told that this other mother was a nearby neighbor of theirs.

In the early 1970s a few elementary classroom school teachers and teacher aides enrolled locally in an Introductory Course About Transactional Analysis. One of the teacher aides, Ocie,

The "Howdy Diagram"

from a particular person.
 b. Most people can be counted on to respond with a named greeting back to you after 20 consecutive days of getting a hello and their name. This means the named-hello has been given on consecutive days regardless of the quality of response or no response during the first 20 days.

=====

John

Many years ago I knew a man at a local mental health state hospital. He reportedly did not speak to anybody. In fact he had not talked to anyone in 24 years.

I noticed he had grounds privileges. He could come and go pretty much as he wanted on the hospital grounds, only waiting for the locked door to his dorm to be opened when he wanted to go through. This was before the hospital had an "open ward" status. He never ran away because the hospital was his home.

I began saying "Hi John" each time I saw him at that door. He never gave a word back. About the fiftieth working day I began to notice he was at the door almost every time I went through it. I went through it as many as eight times a day. Having committed myself to giving him a named hello whenever I saw him, I continued with my "Hi John." Sixty days into this

procedure and I still got nothing back. Seventy-five days of this and still nothing back from him of a vocal nature, not even a grunt. But now, he looked me in the eye half the time when we were going in the same direction.

About this time I had to make a three month note in the medical chart regarding him and case. Seeing him formally, reviewing his case, he followed my directions satisfactorily. His general physical condition was good, but still no words from him. After seeing him that day, the ward charge told me that John was talking. Hallelujah "No kidding?" I asked. "He didn't say a word to me. You couldn't prove it by me." But I made a note of the ward charge's comment.

Ninety-three days had gone by without so much as an eye blink or change in his body posture when I said "Hi John!" He didn't show he was being moved by my words or tones. Nothing on day ninety-four. On the 95th day, though, after my third greeting that day he gave a laconic, unspectacular "Hi Doc". HE WAS TALKING AGAIN AFTER TWENTY-FOUR YEARS OF SILENCE !!!

John's responsiveness became predictable. From then on John gave verbal greeting responses when we met at the doorway and other places.

Moral of the Story

It is reasonable to deduce that most people will give a named hello response after they've been greeted by name for 100 consecutive days, barring physical impediment. This is not to say there are not places where it doesn't happen.

There are places where you could give a person his name for 100 days and still not get any audible, responsive hello returned. Korean prisoner of war camps in the 1950's, perhaps. Another place would have been Alcatraz Island Federal Prison when it still housed federal prisoners. That is the only place where I received less than 10% audible hellos in response to my spoken hellos. I must have said "hello" to sixty inmates during the course of a 2 hour tour of the prison that day. I got back only one grunted "Hi" and five barely perceptible head nods. That comes to less than two percent vocal responses. Of course I didn't know their names. So I couldn't give named hellos.

On visits walking thru the state prisons at San Quentin and Folsom this writer received many more audible, verbal responses to his hellos. At San Quentin Prison it was about 40% and at Folsom Prison it was nearly 50% of those who were given a hello, who responded with a hello.

Alcatraz was obviously, for an inmate, the worst

gathered some 15 of her first graders into a teaching group, held with her teacher's permission, to teach them about the Parent-Adult-Child stacked circles and the OK Corral.

Ocie reported in her own TA seminar sessions about some of the responses of her first graders as she taught them about the Parent, Adult, Child circles. Teaching about Adult, one of her students referred to his Adult as "my brain." Another one in her circle likened the Child in his six year old self as "the baby in me" which the others in Ocie's circle of five to six year old first graders agreed was also in them. About Parent there was almost immediate recognition by the members of having behaviors in themselves "like mommy" and "the daddy in me."

OK CORRAL TAUGHT TO PRE-READERS

In a personal communication from Connie Wittig, an elementary school teacher of First Graders (pre-readers) in Cleveland, Ohio, she told of making up a chart with a square divided like the OK Corral into four quadrants. In the right upper portion of each of the four quadrants were sketches of two persons, a Prince and a Princess next to each other for Get-On-With; a Prince with a Frog to his right for an "I'm

place to be housed. There on Alcatraz Island the inmates had a lot invested in not giving hellos back, at least not to strangers. A lot invested in not being socially stirred by the words of others, not stirring others with their words. Looking back at the experience of my visit to Alcatraz it seems it was appropriate for them. It could have been dangerous to be stirred to talk back or stir-up the other guy who might have been on edge of going stir crazy. For example the "Bird Man" only killed three people who had talked to him on Alcatraz, who had said hello to him.

Notwithstanding the above or perhaps because of it, writer has wondered what would happen in the jails and prisons of this country if the "Howdy Diagram" were used on a regular basis.

What would happen if the principles of the "Howdy Diagram" were taught and used in the classrooms of public education? What would happen if all students in all classrooms and all schools started the day by saying hello with their name to everyone, and making a named seating diagram of exchanged hellos?

This activity was successfully used in several classrooms and over extended periods of time. Attendance picked up, learning rate picked up, etc.

It is proposed here that the "Howdy" procedure could

easily be used in every class, K-12. Some people will say this is preposterous, "go all the way from kindergarten thru 12th grade and perhaps even college ... ?" "It would be boring, become humdrum, etc!"

One estimate is that this activity would contribute to a reduction in the amount of alienation between individuals. And it would result in a reduction of vandalism, drug use, mental illness, and probably even cut down on the amount of excused absences due to physical illness. Average Daily Attendance numbers would increase at public schools.

If some variation of this procedure of exchanged named hellos were carried out at places of employment there would probably be fewer sick outs due to "flu" type (hangovers) on Monday mornings. (More on this later)

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Can We Say the Hellos Now ?

The "Howdy Diagram" was used in every transactional seminar session where Sue was in attendance for two years. And she used it in all of her personal activities. However, she held out using it in her own teaching classrooms for those same two years. When she did, she rather ingeniously adapted it to the pre-reading and writing little people in her kindergarten class.

As a class activity teacher Sue had her kindergarten students carry out the exchanged hello procedure in a structured manner under her direction. In her schedule of classroom events she made sure there was enough time to spend an hour or so two or three times a week. She would sit them in a circle where they would take turns saying hello by name to each other around the circle. It became one of the favorite activities of her class. They asked her on the expected days ahead of time "can we say the hellos?" They did this activity on a regular basis for twelve weeks.

Sue reported back to her consultant: "they would clamor 'Can we do the hellos today?' " Sue also said that a student's mother told her at a parent-teacher conference "Michael, my son seems to know everybody in the neighborhood now and he talks to them by name. He's my neighborhood director(y)! And he likes school !"

Sue had to stop work. However, she visited with them fourteen weeks later. She found that two of her former students had in fact made considerable progress in reversing the beginnings of behavioral problems. Several others were consistently handling themselves much better, too, according to descriptions given by the new teacher.

The new teacher only rarely had the class students "say their hellos" as a class exercise. Mostly because it

OK and You are not OK" which results in a Get-Rid-Of action by the principle person in a pair in the right lower quadrant. For the Get-Nowhere-With quadrant there were two Frogs next to each other for an "I'm not OK, You are not OK" and for the Get-Away-From left upper quadrant a Frog with a Prince to its right for an "I'm not OK, you are OK." She taught these sketches in the dynamic sense of what people do when confronted with one of the four qualities of outcomes in their classroom events. Further, Mrs. Wittig made up picture badges from which each student picked the one to represent himself in her classroom.

Students were asked to stick their individual pinned badges into the quadrant that expressed where they "were coming from" at the start of the day (eg in a get-away-from mood, a get-on-with mood, a get-nowhere-with mood, or a get-rid-of mood) and change their individual badge placement in the classroom Prince-Frog Chart, the master chart at the front of the class. They learned to change the location of their own individual badge on the master chart at the front of the room from one quadrant to another as their "mood" would change, change it to another quadrant during the day when they felt differently.



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

Addresso'Set Publications

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

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

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www.ListeningActivity.com
www.ErnstOKCorral.com

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"Reach for the stars."

was new to her, not taught in the approved school curriculum where she graduated. She had to learn it from them, her kindergarten students.

Cecilia, one of the students, had made a great deal of progress. In the be-

ginning of the school year she was obese, pre-schizophrenic, appeared moon-faced, and she wore the bottom of Coca Cola type eyeglasses. During the first five months of kindergarten she never talked to anyone in her class, if she could possibly avoid it. At the time of Sue's visit, Cecilia responded to each of Sue's carefully spaced three "Hi Cecilia" over a seventy-five minute period of time. Cecilia came back with two named greetings to Sue. Giving back a named hello was an unheard of thing for Cecilia to do at the start of the school year, six months earlier.

In response to the students' request, Sue, who was still familiar with class members, had the students carry out the activity of exchanging hellos with each other's name. Amidst the periodic giggles they exchanged hellos and names with each other. Twenty very young students gave their hellos to every other person in the room in an orderly sequence one after the other and to "Mrs. Curtain" (Sue), too. They all knew each other by name, still.

to be continued

