

# Alphabet of Behavior Newsletter

January 17, 2016

The following is from an unpublished manuscript titled "The Howdy Diagram" by Franklin H. Ernst Jr., M.D.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

**Rx**

Activate the "Howdy Diagram":

The "Exchanged Named Hello" exercise can be accomplished by a large group of people. The upper limit, however, is thirty people.

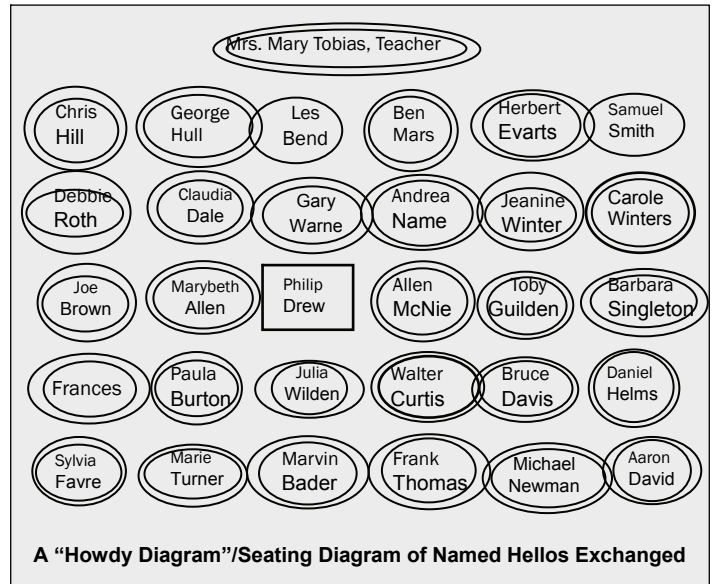
Enthusiasm comes from the abundance of free O.K.'s given and received during the named hello exchanges.

## The "Howdy diagram"

### Combined Awareness of Names

When line educators (classroom teachers) are introduced to this new procedure they almost universally exclaim with remarkable naivety: "Why my students all know each other already!" When asked if their students know the first and last names of each other and know how to spell their names they answer: "Oh yes, I'm certain of it. I am. They sure do!"

It is not clear why these classroom leaders routinely make these unsupported statements. Name awareness in institutional, educational, even committees, staff classroom seminars, even in treatment groups is well below 100%. Just as in classrooms, the combined awareness of names in organizations and departments of 50 to 100 people is somewhere between 15% to 40% .



Historically "integration" of schools thru forced federal government busing mandates has **reduced** name awareness in both departed and the imported school classrooms.

In a classroom of 30 students and one teacher each member can potentially learn 60 other names.

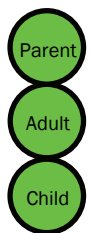
The possible combined name awareness of all the students and teacher is calculated by multiplying 31 (people) times 60 (possible names).  $31 \times 60 = 1,860$  names.

### Adult

This business of each of the 30 students, and one teacher all knowing each other by first and last names, **AND** each giving each other a named hello:

### This is Organized Pandemonium.

This is an Adult activity, and gets the Child and Parent to join up, too.



The "Howdy Diagram"

Combined name awareness is calculated from the fact that each person (30 students and 1 teacher) has the chance to learn the first and last name of each of the others in his classroom. This means that each person can learn the two names of each of the other people in his classroom; each person can get the names of 30 other people, and each of the other 30 people has two names.

**Cumulative Name Awareness (CNA)**

"Cumulative Name Awareness (CNA)" is a way to measure name awareness of a particular group of people, and a percentage number can be arrived at. This "C.N.A." idea was developed to express the name awareness of each other's names; for example of a 30 member plus one teacher public classroom.

The perfect "C.N.A." would be 31 individuals knowing 60 other first and last names.  
 $31 \times 60 = 1,860$ .

These 31 people will be aware of a fraction of the total number of names possible in their class.

For example:

Anton knows 32 names of the other students, first and/or last names.

Karlin knows 40

Ray - 34

Sophia - 22

Jim - 28

Shannon - 46

Dan - 38

Sheila - 46

Karen - 32

Betty - 48

Bill - 18

Fred - 34

Aaron - 46

Norman - 56

Sean - 32

Darla - 52

Florence - 56

Roy - 54

Debbie - 58

Jane - 60

Frances - 46

June - 44

Patty - 34

Bob - 58

Neal - 18

Mildred - 56

Harry - 60

Peggy - 30

Barbara - 38

Martha - 54

Mrs. Charlotte Tobias, teacher - 60

=====  
 Total name awareness is 1,246

For the Cumulative Name Awareness number a fraction number is calculated.

The total number of names known is 1,246. The total possible name awareness is 1,860 names.

The fraction of  $1,246/1,860$ , or  $1,246$  divided by  $1,860$  equals 67%.

67% is the "C.N.A."

Note #1:

67% is a high number for **cumulative name awareness**, in any California or other public school classroom.

The author would not be at all surprised if the cumulative scholastic aptitude score of this

**Organized**

**Pandemonium**

**A Course On "School Riot Control", Taught In 1971**

By FH Ernst Jr, MD

*Continued from previous newsletter*

Teacher-students in this TACT course were given "homework assignments" after each class. The homework assignment from the first of the eight classes was to teach and carry out this same exercise daily for the next five school days in at least one of their respective classes at school. Teacher-students were cautioned that, similar to what they experienced in author's class they had just attended, it would take a large portion of the class hour's time, if not all of it, the first few times it was carried out by the students in their own classrooms before the students in the classes "settled down."

**ORGANIZED PANDEMONIUM**

In author's class the following week, each faculty member student reported his experience with this named hello exchange and each of the students making a seating

class was not well above the national S.A.T., "Scholastic Aptitude Average" test score for the same grade and subject matter across the nation.

Note #2:

Author would expect the students in this class were also getting A's and B's.

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Many leaders claim the "Howdy" procedure is unnecessary. It may be that these leaders claim this because "their groups already all know each other." Is it simply a lack of information about the individuals in their classrooms? Why are leaders lacking factual data concerning their student's/member's name awareness. Why is there a the lack of sophistication of their students with names of fellow classmates? Laziness? Not part of the routine? Do they care?

There may be other initial reasons for their massive indignation to the statement "their people (really) don't know each other's names." One reason could be that there is an expectation of appearing foolish.

Other reasons: maybe they are afraid, fearful of criticism by school administrators, "for not making sure (new) members are introduced correctly" to each other. Maybe learning or getting confirmation about member casualness toward each other will be evaluated and placed in their personnel files. Job performance questions may come into focus.

Objections to testing for name awareness skills may include being afraid of trying something new and unfamiliar. Instructor's objections may be a projection of their own embarrassment when they don't recall a name. Or possibly "name awareness skills" and testing activity is not on the "approved list" of intramural activities. Is there a recognition of expected administrative objections? And even when there is administrative approval, the question continues about the degree of commitment by them if someone outside raises sand. After all, you have to remember, at least up to this time, carrying out the "Howdy" procedure in a classroom is still an unorthodox event, even in the most

modern and sophisticated of educational facilities.

Other reasons may include a reluctance to ask for administrative approval, an apprehension about being accused of trying to practice psychology in the class meetings, an anticipation that by turning some more of the program over to the class members they would be admitting a lack of ability to effectively be in charge of their classroom, a reluctance to admit to themselves that they might, in effect actually be interfering with their students becoming acquainted with each other, and fending off the thought that they had not obeyed an injunction from yesteryear's training that "you should introduce guests who are strangers to each other."

Realistically, personal contact on the part of the students and making the moves themselves to get each other's names is going to have a far more reaching effect on them than passively hearing the leader use the names in the classroom setting.

The program advocated here follows the general principals of educating: TELL, SHOW, and thirdly have the novice DO

diagram of his personal classroom with first and last names of the people in his classroom. About thirty students and one teacher per class, each teacher had started each session of the self-selected, same class period with this exercise daily for the preceding five days of classes. Most of the teachers did ask the students to turn in their seating diagrams and charted exchange of hellos to check off that the classroom student had done it. Faculty members did return the seating diagram hello charts to their class members the same class period. One teacher, in big smiling awe, referred to these first sessions of named hello exchanges in his classroom as "ORGANIZED PANDEMONIUM!"

Yes it was! Organized! None of the students asked to leave the classroom that particular class period. Disorderly behavior was at a minimum, if at all. Boisterous? Perhaps! Disorderly? No! Taunting by student to student was minimal if present. Students kept track of where their seats were and at the request of the teacher, before the end

### The "Howdy Diagram"

and PRACTICE (with supervision).

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It has been said that to name something is to own it. In Genesis, Adam named all the animals. Naming involves a chunk of mastering something.

#### Teaching Teachers the "Howdy Diagram"

The "Howdy Diagram" was introduced to one group of High School Faculty members. The express goal was to teach them how to prevent and bring down the annual campus riots (during the early 1970's). This course was given off campus after regular school hours at this author's office conference room.

They had received the blessing of the school district administration and School Board. And this course was approved for continuing education credits towards salary advancement.

Note: the course began in the eighth week of the regular school year.

This writer instructed the participating school faculty members to say hello to each other during the first meeting. Ten minutes was scheduled to allow them to meet, greet each other, and for them to find out, in their own individual styles, who else had come to the meeting.

Then formally convening the meeting, the instructor spent 2 minutes introducing himself and outlined the purpose of the course, content, frequency of classes/ meetings, place, dates, and time of course meetings. He instructed them to bring pen/pencil and paper to each meeting. And he explained that college credits would be given for completing the course.

After this, members were directed to draw a seating chart, at first without names, and then fill in with the names of the people they knew there. Leave the areas of unknown people blank, or indicate some unique characteristic such as man or woman.

The author also did the same, and admitted not knowing everyone

either. They were told "there were 21 of us in the room," counting the instructor. About five minutes was allowed for this. Some of the members, among other things, began to use their own social skills to say hello, learn the first and last names of others there. They signed their seating charts and gave them to the instructor temporarily for inspection.

The seating charts showed the cumulative name awareness was quite low. Among those present eight people knew 2 names, six people knew 1 name, six people knew no names. The instructor knew 22 first and last names out of a possible 40. The seating charts were then handed back to the members without marking on them.

The instructor told the group that he wrote the first and last names of eight people, and six by one name. A 55% grade. He acknowledged greeting them at the door; knowing he was going to test himself on name awareness.

With his seating chart in hand, the instructor

of the class period, returned to their seats before end of the hour. No other class instruction took place in the initial session after the start of this classroom exercise. No homework assignments were made that day and for a few more days after the initial "Named Hello" day. Students obviously extended the time of this class activity the first few days it took place as a legitimate way to postpone class instruction and assignment of homework. But. – when, after somewhere between four and ten days of students and teacher spending the entire class hour solely on getting (better) acquainted and onto friendly terms with each other, classes began to readily settle down at teacher's request eventually after the initial 10 or so minutes.

Some of the teachers, noting the improved morale and orderliness in the one selected class, began to extend this daily opening class activity to the remainder of their class teaching periods. By the end of the second week most of the teachers had begun to limit the interval for these



then asked each person for their first and last names and wrote them into his drawing. He was able to complete his name seating location map of the room by explicitly asking each person their full name, and getting verification of the correct spelling in most instances. Included with learning and/or verifying each pair of names was the eye contact welcoming and greeting ritual. e.g. "Glad to meet you Mary Smyth", "Good to see you again Jon Bell", "Good to have you here Mrs. Travis", etc. This took less than five minutes.

The instructor then showed them his seating chart and the method of recording the names and hellos. One circle was drawn around a name for a named hello given. A second circle around a name was indicated depending on whether the greeted individual had returned a named greeting to the instructor. The name map and circling was further elaborated on by showing two examples on the black board; showing how to record responses to the author's named greetings.

The "students" were

told to complete their personal seating charts/ diagrams by exchanging named hellos with each other around the room, taking care to write the names in their chart.

In all, the steps detailed above occupied about 75 minutes of the first 90 minute instruction period.

The group was informed that drawing a seating diagram and exchange of named hellos would occur at the beginning of each and every class session/meeting.

Their homework assignment was to introduce this procedure to at least one of their high school classes during the coming week. Teach their students how to make a seating diagram with names and exchange named hellos with each other, marking same on their individual charts.

The first class of instruction for the faculty members was designed to enable teachers to learn a skill, get experience, and gain some confidence for exchanging named hellos and recording same in "Howdy Diagrams" in their respective classes,

classrooms. The ultimate goal was to get the teacher to do this daily and for them to see later the intrinsic rewards of improved educating, teaching, learning.

The bonus for their students was their new found social awareness of each other extended beyond the high school class period.

This is what was accomplished at the first meeting of faculty members:

1. Teaching the students how to get and record names accurately by
  - a) Telling,
  - b) Showing
  - c) Doing
  - d) Assigning the to teach the same procedure to others, i.e. their own High School Classes.
2. The instructor showed the group of high school teachers their own lack of knowing names among each other.
3. By earning accredited college credits for participation and completion, approved by the School Board, the faculty members were protected in their attendance and in carrying out their homework assignments.

exchanges and name writings to the first 15 to 20 minutes and without student complaint. Tardiness stopped. Ridiculing, jeering, sneering and put downs of one student to another in the classroom came way down. Absenteeism was reduced to one fifth or less what it had been. By reports several of the teachers continued this exercise at least through the balance of that school year. No disorderly pandemonium (riots) broke out on that school campus that year or in any succeeding year through 1999 since. **THIS COURSE WAS A SUCCESS.**

**It PREVENTED a school riot.**

One of the teachers later volunteered "Now my chemistry class seem to teach themselves" referring to her improved pleasure and ease in teaching her high school chemistry class, the accelerated rate at which her students "caught on" to what there was to learn. Another high school teacher in the group of 12 quickly volunteered a smiling "Yeah, me too."

## The "Howdy Diagram"

**Teacher "Short Cuts"**

Some educators have reported trying to shorten the time consumed. They tried passing out copies of the classroom seating diagram to the class members with the names already printed on the charts. Then the students were instructed to say hello by name to each other. This suggests the students were in assigned seats.

One "well intentioned Helping" teacher gave a plausible explanation for doing the "Howdy Diagram" this way saying they intended it to be the starting point for the process, ostensibly "to save the students time," "to help them from getting bored with the event."

Needless to say, this teacher "proved" rather conclusively that the procedure had little, if any merit as a means to work with his students, and in fact, was "boring." This teacher did not find any of the previously mentioned advantages accruing from his teaching the "Howdy Diagram" in his manner.

He showed the writer some of the seating dia-

grams without printed names after he had started letting the class members write out the names for themselves. This is the only time the writer has ever seen someone 10 years or older misspell his own name, and in this particular instance grossly, barely phonetic. But phonetic it was.

It was fairly clear that the student had become quite antagonistic toward the teacher. (A gamey teacher?) This author's personal guesstimate was that this particular educator did not want talking going on in the classroom before the lesson activity. It might have distracted him from what he had prefigured he would do and to whom in his class.

**Free "You are OK's"**

When the "Howdy Diagram" procedure is used as an integral part of a meeting by institutional personnel, by workshop members, business colleagues, or students, the volume of audible content in the atmosphere predictably increases, "crescendos."

Like the music of an orchestra, the energy increases as a group of people exchange named hellos with each other. Group members get friendlier, and you might say effervescent as the named hellos are (each one) given, one after another by one participant after another, with more and more evidence of social acceptance and intensity of unconditional "You are O.K.'s" are given to each other.

As exchanging of hellos proceeds, start to finish, the decibel level of sound increases, parallel with, along with the amount of friendly (get-on-with) laughter (contrasted to possible derisive get-rid-of laughter).

What the members are doing is building up a reservoir of quality goodwill within the members of the group itself.

In those groups that meet regularly and carry out the "Howdy" procedure the members begin to sort out whom they would rather sit next to, would rather spend a few extra minutes chatting with. Some members can be expected to save these more valued mo-

**PERMISSION AND PROTECTION**

When it was decided in 1971 to teach the course to the faculty at the local high school we knew more had to be done than just pass out flyers to some school teachers to "Come learn riot prevention."

Not only did the teachers need to be taught what to do (and given permission to do it) they needed effective (potent) protection within the school administration to do it. Classrooms would become noisy compared to the one next door. The next door teacher would be sure to talk about the differences of noise level next door in the faculty room and ask about them at faculty meetings. Students would come out of the particular classrooms saying and doing unexpected and different things than previously exhibited. Other teachers and students would be sure to report these to each other and parents.

SO! We secured the OK of the school principal and the school district Superintendent of Education to give a graded course to the

ments until the latter part of the time allotted for the charting of the diagram and exchanging hellos, when they have come to know they will be more brightly alert and cheerful as they want to be for the especially enjoyed acquaintances in the group, after they have received the previous "You Are OK's" that vitalize them. And if the hellos are completed early, the extra time remaining can be spent with the more important "friend."

The requirement to get first and last names in those seminars and classrooms where this has been carried out has acted as a very high quality protection. Members feel and are protected in giving their own names to those people who socially are otherwise strangers. Requesting names from people without fear of being called nosey or told "mind your own business," is protected because asking the names of a person "is my business." The mandate to give free "You are OK's," "Hello Roland" for example, demonstrates the value of giving free OK's freely. This acts as an effective permission to

get to know each other to the extent the individual, with his own autonomy, wants to know some people better than others; to enjoy the strokes of those he selects makes it personally more rewarding. The requirement to do this during "a now time" in a meeting aids in setting aside some of the (potential) embarrassment in locating or relocating the other person's name, serves as protection against parental injunctions such as "don't talk to strangers" in the classroom. It serves to set aside parental scolding for asking a person's name again when you can't remember it.

There will still be many a reader of this who will regard use of the "Howdy Diagram" as a most inefficient thing to do in a classroom or group meeting. Some people will wonder if allowing ten, twenty minutes or more for just talking to each other is worth it?? They will exclaim "FOOLISH! RIDICULOUS! WASTE OF TAXPAYERS MONEY!"

How do you know if you haven't tried it out, measured the results? Check it out.

To summarize about "requiring" the writing of the complete set of names each time:

Even though sounding repetitive and redundant, perhaps even a chore, in those cases where the complete set of written names was requested each time the "Howdy" procedure was carried out, done - in no instance personally known or observed to date has it been deprecated, groaned or moaned about as a burden and unnecessary by those doing it. To date no one of those doing it has compared it to doing the dishes or taking the garbage out. That has yet to be reported and now you can be sure that since it has been written here someone will try it out. But we said it first here.

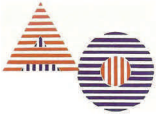
### **Remembering Names**

Look over the membership directory of your professional society before attending the next meeting. And just before going look over the names again so that they are fresh. You may see a few names of people you may want to talk with if they come. If the directory has over a hundred names, as they

attending teachers after which we were in a position to award those who passed the course some college credit toward their annual requirement. Both the principal and the school superintendent were notified of the probable increased classroom noise levels in the classrooms of the teachers being taught by author.

NOW, the teachers were protected when carrying out their "homework assignments" which I gave them in the course to carry out in their classrooms as part of the course they took. The homework assignments carried out by these teachers in their own classrooms were the riot control measures for the school. This protection for the classroom "noise" coming from the class exercises, this protection came from the office of the Superintendent of Education of the School District. The fact that "only" 12% (12 out of 100 faculty) took the course proved the power of social contagion in a closed setting (classrooms of the high school) of a well-taught social tool with personal rewards.

*To be continued*



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

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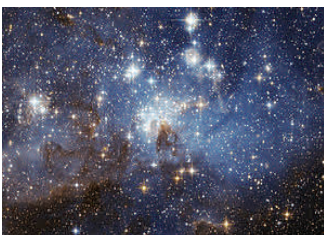
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"Reach for the stars."

often do, see if you can find some names of people you know. If the club is near where you work, get a copy of the in-office telephone directory.

Another way to recall names is to write them down as you meet them. Save your notes and list of names. You are ten times more likely to talk to someone whose name you know or can recall. The activity of writing the names into a "Howdy Diagram" and/or making a list of all the people of each meeting you attend will assist you with name recall. Even though this may appear redundant, and a chore, in instances of those having repetitively carried this out, there are more than a few examples where someone in a grouping thought they had all the correct spellings of the names

only to discover the 31st session it wasn't spelled "Vickie," but "Vicky," and she was insistent. Another time a name was spelled not Bunyan, but Bunyon.

**Accountability**

Writing people's names into a "Howdy Diagram" has advantages for leaders and those members attending. By looking at their earlier meeting notes with the associated "Howdy Diagrams" of a particular day they can see if someone was present or not. When someone says "But I was here then and you told me I didn't have to take that test" the leader can check his chart and/or ask another member to find out "Oh yeah, my seating chart doesn't show you here that day Archie. Milton and Linda came in late, but you weren't here." Or: "But I wasn't sitting in this seat that day. I was by the window that day. So I couldn't have seen or taken Betty's wallet. I couldn't have known she had her wallet in her purse. I couldn't have taken it." To this, the teacher can say: "OK, but the seating chart

shows that you were sitting next to Betty yesterday when she first missed her wallet. She wants it back."

**Spelling**

Most people know how to spell their own names. I've only known of one person who misspelled his own name. People know how to spell their own names because it is important to them even when their name is as complicated as the name of von der Hoffenberg Steen or as unusual as Pierce. Usually people can spell their name by the time they are in the first grade and almost universally by the second grade. It is true that most students will not use their last names to identify themselves until they are in the 8th or 9th grades.

*to be continued*

