

# SOCIAL TOOLS NEWSLETTER

JUNE 30, 2013

The following is from an unpublished manuscript titled "Social Tools" by Franklin H. Ernst Jr., M.D.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 HOWDY DIAGRAM & THE I'M OK, YOU'RE OK CLASSROOM

The **Howdy Diagram** is handy for remembering the names of people, especially in group gatherings, classrooms, meetings, at work, church, and other places where people get together.

### Howdy Diagram

The term "Howdy diagram" is shorthand for the diagram-able process of

- 1) giving a hello by name to other people,
- 2) writing down the name of that person, and
- 3) circling the name of the one to whom a named hello was given, and a second circle when a named hello is returned.

If you don't remember the person's name at the moment, he probably does.

Ask him: "Excuse me. I don't remember your name at the moment. Would you tell me your name again, so that I can say it to you?"

"Hello" is the basic opener of recognition stroking. "Hello" is the formal word, and "Hi" the informal.

At right is a typical drawing of a classroom Howdy Diagram.

Keeping track of who you give a hello to and receive back is a matter of writing down the name of the person and then drawing two concentric circles. One for the giving the greeting with name, and one for receiving a named hello back.

Drawn thus:



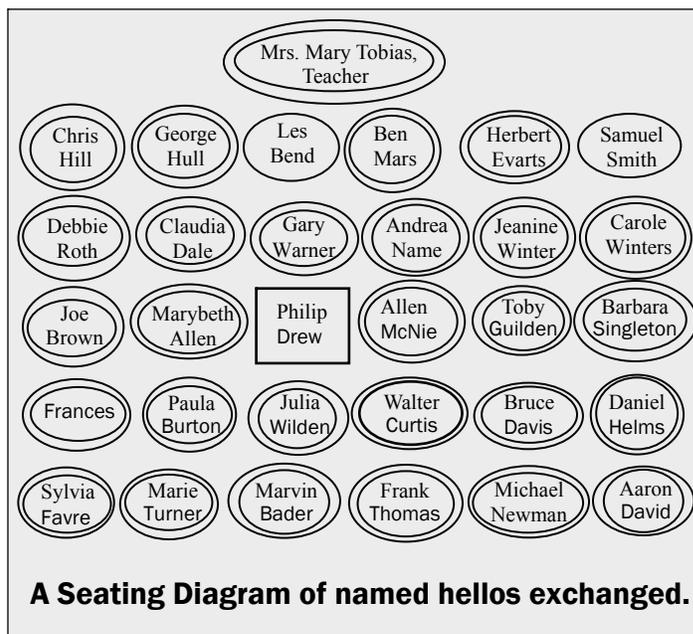
or



Sometimes the names of those known are written in the form of a list. Other times

names are written in the form a named seating diagram like that shown below. The advantages of recording the names of people you are with are many: stroking value, recognition, future reference, accountability, and many others. For example, students would then have a social tool to deal with "A Sea of Unknown Faces": K-12 and in college.

In "**The I'm OK, You're OK Classroom**" F.H. Ernst Jr., MD shows the use of, function, components, and construction of the Howdy Diagram.



## SOCIAL TOOLS HOWDY DIAGRAM & THE I'M OK, YOU'RE OK CLASSROOM

### **"The I'm OK, You're OK Classroom: Exchange of Named Hello Greeting Exercises in Public Education Classrooms"**

By Franklin H. Ernst Jr., M.D.

**"Doctor, they are teaching themselves now."**

**"I know. It has happened that way in other classrooms, too."**

In the fall of 1971, with the sanction of school administration, and assistance of two teachers who recruited fellow faculty members for this class, writer taught an eight-week course to 12 members of the high school faculty out of 100 of a local high school. The course was taught in writer's office. The stated reason for the course was to prevent the expected annual spring campus riot for the fourth year running. Titled "Transactional Analysis for Classroom Teachers" 'TACT', this course included the ingredients of an introductory course in Transactional Analysis. By then, the exchange of named hellos between parties had been established as the essence of an "I'm OK, You're OK" encounter.

For riot control purposes, one avenue of approach was to reduce and control the animosity between parties. Riots are based on stirring participants into looking at each other as belonging to one of two groups who were

in opposition, as both parties being crusaders for "the right" and in opposition to each other, "the wrong", ie each other. Each of the parties will have adopted the position "I Am OK and You are Not-OK." Obviously there is a shortage of "You are OKs" being given out during riots.

The cornerstone of this Transactional Analysis for Classroom Teachers course for those attending teachers who met with their classroom students was to give each other in that classroom a **"Hello" by name each day, write down each other's first and last name.** They were to do this in their respective classrooms for at least seven successive weeks, and to the end of the school year if school circumstances permitted.

To demonstrate this procedure, it was carried out in the first meeting of the Transactional Analysis for Classroom Teachers class, at the writer's office, as an opening exercise. The writer included himself in the exercise. This particular exercise of exchanging first and last name hellos with each other and everyone in the class was repeated at the start of each of the seven remaining class sessions in writer's office.

Within one week of starting the TACT course, classroom students knew who

belonged in their classroom and who was absent on a given day. Within three weeks, it was hard for a person to be on campus without someone else in sight of him knowing if he belonged there, or not, and if he did, who the person was by name. Accountability of on-campus individuals (faculty and students) went way up. Students began to have an increasing sense of pride in their school, respect for their teachers, and pleasure in attending their classes. Classroom invaders and on campus riot promoters found it impossible to recruit for the planned "annual spring riot."

Result: No Annual Spring Riot.

### **Teaching Instruction Focused On:**

1. HELLOES given with the person's NAME, both spoken and written, the Howdy diagram.
2. The PAC (Parent-Adult-Child) diagram. Differentiating between feelings, reasoning and self-governing (protection of integrity, Parent) teachings and how to diagram these parts of personality and especially behaviors as faculty and students in the class of these faculty members saw PAC.
3. The principles of their social dynamics with each other and how to both graphically represent in the OK

### **"Andrea's Named Hellos" by FHE Jr., MD**

**In the previous newsletter we learned that Andrea's mother went to the doctor to learn how to deal with as she described "I get nervous at times at work for no reason at all."**

### **Continuing:**

**Again during her sequence of four individual therapy sessions Muriel brought her daughter, Andrea, once. Andrea was a beautiful adolescent young woman in full bloom. Muriel stayed in charge of the conversation when she brought Andrea with her. Then two days later she canceled further visits, again. This time it was six months later when her now 15 year old daughter Andrea called for an appointment. On meeting individually the first time she and I came to an implicit agreement that we would take care of what her mother wanted her to accomplish, then see what if anything she wanted to achieve.**

**It was apparent Andrea's mother wanted Andrea to go to college, was worried about Andrea dating boys.**

Corral what had happened to them in any particular event, and socially to better regulate their behavior, i.e. get-on-with (GOW) or get-away-from (GAF) or get-rid-of (GRO) or get-nowhere-with (GNW).

By the end of the 8 week course these students knew what they were doing and [now] they liked school.

**“Your feelings you have, can cause you to say and do the thing you do.**

**By changing the things you say and do, you can change your feelings, too.”**

(Anon)

#### Value of a Named Hello

The value of a named hello is Good Will, is “You are OK”, and is FIVE TIMES the value of a HELLO ALONE without a name.

In the April, 1962 “Transactional Analysis Bulletin,” David Kupfer reported a comparative value of one unit for a hello received, five units for a named hello and ten units of positive stroking value for a hello from a celebrity.

Based on these values for receiving a named hello, each student in one of the “Organized Pandemonium” classes received 150 units of positive stroking (30 hellos by name, times a value of 5 for each) on arrival in his class. **Where else in a day or in a week could someone, let alone a student, have expected so much concentrated, unconditional, good**

**will stroking coming to himself within one hour.**

Yes! You might almost say, the students in those particular classes got “high” in the experience of so much good will coming their way. Teachers, too? Yes! But these “highs” were self-regulated. The writing of names by each student on his own notepad [ or by some other means], as he went from classmate to classmate to classmate, was known by writer ahead of time as the element that would ultimately lead to a calming, reasoning effect among people (students) in the classroom. Students became “reasonable,” manifested quality of personal social control.

**“Positive stroking” is a free “you are OK.”**

**The exchange of free named hellos equals the exchange of free OK’s, or “I am OK and You are OK.”**

#### The TACT Class Hello Exercise

This exercise in this Transactional Analysis for Classroom Teachers class had 2 parts. The first was the exchange of a named hello by each person in the classroom with every other person in the room. This included each student exchanging a named hello with the teacher, too.

The second part, each person in the room make a name seating diagram of his

particular classroom showing first and last names of each person there and indicating in writing the exchange of named hellos between himself and another person there. It was recommended that one circle around the name of a person could stand for giving the named hello to the other person and a second, a concentric circle, around the written name could stand for the named hello coming back to the particular person from that same person. Among other things, this was a way for each class member to tally his personal progress in exchanging greetings in this classroom exercise. “Keep track of the named hellos you give” and the named hellos given back to you.

#### Participating Faculty Permission and Protection

When it was decided in 1971 to teach this course to the faculty at the high school we knew, more had to be done than just pass out flyers to some school teachers that said “Come learn **RIOT PREVENTION.**” The goal of the class was to prevent the annual high school riot.

While the teachers would need to be taught what to do, and given **permission** to do it in the classroom, there was more these faculty members would need. In order to be successful in teaching a course on “riot control” in the classroom, these faculty members would need effective, potent personal and profes-

**Andrea developed facility with sorting her Adult from her Child rather easily, recognized the disciplining and nurturing Parent self both in herself and in her mother. As in the case of her mother, Andrea also had an adolescent Adult. Her descriptions of going to school were with some Child enthusiasm and pleasure. She did not go out on dates except for an occasion at school dances.**

**After seven individual weekly appointments this writer told Andrea: “We have taken care of what you came for. Is there anything else you want to work on here?”**

**Andrea: “Yes. I want to get better grades.” She wanted to attend the University of California at Berkeley. She told that her most recent mid-term grades were one A, two B’s, and 3 C’s. Asked if she knew what grade point “Berkeley” required, she said: “Yes 3.0 or a B average.” She still wanted to go to UC Berkeley.**

**So I told her: “OK. Here’s what you can do.”**

**We explored (1) how many of her classmates she knew by name, and (2) how many in each of her 6 periods she said hello to daily. She knew more than four by name in each of her classes.**

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sional protection from the local school board and administration. The classrooms of these particular faculty members would become noisy, compared to the classroom next door. The next door teacher would be sure to talk in the faculty room about the difference of noise level and ask what was happening in these classes. Classroom students would come out of the particular classrooms, onto the campus grounds, into the school hallways saying, doing unexpected and different things than previously exhibited. For example, students regularly were seen **naming** their teachers, fellow students brightly smiling and happy. Other teachers and students would be sure to report these to each other and parents of their students.

SO! We:

- 1) secured the OK of the school principal and the district school superintendent to
- 2) give a graded course to the attending teachers after which we were in a position to
- 3) award those who passed the course some college credit, i.e. academic recognition toward their annual requirement of "continuing teacher education" through an affiliation writer had with a local college. Both the principal and the School District Superintendent of Education

were notified of the probable increased classroom noise levels in the particular classrooms being taught by one of the select TACT faculty member teachers being taught, taught how to achieve good classroom morals.

NOW, the faculty members taking the course, which required the faculty students carry out specific activities with their classroom students, were protected when carrying out their "homework assignments", including introducing the TACT material they taught week by week to at least one of their high school class periods.

The weekly homework assignments for these faculty members were the riot control measures. These "homework assignments" were "to teach their high school class students what they had just been taught."

The TACT homework assignments were exercises that were designed to control riots. The core aspects of what these teachers had been taught by instruction in the TACT class, week by week, became central to carrying out instructive teaching. By reducing student questions and/or "participative" exercises, potential mischief was reduced.

The only participative activity and technique carried

out by the TACT teacher was **one** - THE daily class-opening exchange of named hello exercise around the room by each one of those in the classroom and each recording his hellos, given and received, i.e. responsibility for classroom personal behavior.

The objective of the writer was to reduce the use of and reliance on any other participative learning technique exercises in either the TACT class or in the public school classroom. Beyond some handshakes, on occasion, physical touching was not encouraged (nor discouraged except by personal example). These teachers were, after all, hired primarily and paid by the school district to teach specific subject material in a pre-programmed and sequenced manner. The school district did not restrict a teacher from improving the efficiency of learning ("better grades") by his students. The only condition given by the District Superintendent was control the amount of noise in the classroom.

Protection for using and teaching these procedures, in the public school setting, came from the person in power, the person with primary authority over and responsibility for the school, the Office of the Superintendent of the School District. Protection came when the authority of the school district

**Writer said: "OK, here's what you can do. Learn and write down the first and last names of every person in each class. While you are learning and writing down these first and last names in your own records, names of people, as you learn them start also to give a named hello to each person you already know and visit long enough for them to answer your named hello with a hello back to you. As you learn more names and have attached the names to the person in the classroom, give more named hellos: 'hello Sarah', 'hi Saul', 'hi Rebecca', etc. At first you will be giving a lot more named hellos than you get back, but within a week or so of starting to give somebody a named hello they will be giving you back your name in a hello to you. One or two in a class may even ask you for your name and say hello to you by name."**

**"Some people who have done this make a seating diagram of their class with first and last names every class and tally who exchanged names. A way to keep track is to write a person's name and then**

backed a well founded set of instructions for faculty developed by a recognized authority in the field of behavioral science (writer), and backed his teaching staff. They, the attending faculty teaching staff, were motivated, with the School Superintendent, “for a good job to be well done.”

The fact that it took “only” 12% (12 out of 100 faculty) to start the social contagion of the exchange of named hellos, giving free OK’s, to those in a closed (school campus) demonstrated the power of a well taught set of social tools with personal rewards. At sometime in the day, at least 25% of the student body did attend at least one of the five periods taught by these TACT teachers. Subjects these teachers nominally taught in high school included biology, chemistry, physical education, history, geometry, English and Social Studies.

### **First TACT Class Was Noisy, But Orderly**

The first Transactional Analysis for Classroom Teachers class, held in the writer’s office, WAS a NOISY, **BUT ORDERLY** meeting. The high school teachers became “noisy,” laughing and talking to each other, as was expected, for their first named hello exchanges. For the most part, their greetings extended well beyond the simple, verbal, named hello exchanges.

Again as expected, this initial class exercise took up the larger portion of the first class meeting. As this first “Transactional Analysis for Classroom Teachers” class began to settle down, writer went around to each attending teacher member and got a look at the seating chart drawn by each of the individuals. After the faculty members had settled back down in this classroom, the individual’s were each asked for a brief report of their just concluded experience during the exercise.

**“There are three people here I didn’t know by name before. Most of the people here are friendly, even you Doc.”**

Next, an outline of the next seven sessions was presented, handed out with dates, times, and location. Office staff were introduced and instructions about bathroom use, office areas were given. Class members were told about the availability of college credit, cost to them for the college processing the class credit and course requirements for credit. They were told that the school principal and school district Superintendent of Education had given written approval for the course. They were told that attendance and completion of their “homework” exercises within that selected class, would allow them to get college credit if the individual high school teacher wanted it. College credit

course requirements would include grading them on completion of certain elements during this eight week course including their attendance, completion of “homework assignments” of teaching some of what they learned in their selected daily classes, and reports they would give in the writer’s weekly after school “classroom” about carrying out these homework assignments. Recommended reading included “Games People Play” by E Berne MD, “Transactional Analysis in Psychotherapy” by E Berne MD, “I’m OK, You’re OK” by TA Harris MD and “The Handbook of Listening, Transactional Analysis of the Listening Activity” by FH Ernst Jr. MD. They were told that the local store carried these books for sale.

### **The Howdy Classroom Exercise As Taught In TACT Class**

The teacher-students in the author’s first class session were taught that this “Hello” classroom exercise had four elements:

1) Each class member saying hello by name to each one of his classmates is carried out in order to get a named hello said back to himself. If a class member did not know the name of the person he was saying hello to, then a simple procedure was to say to that other person: “My name is (Philip Drew). Tell me your name so I can say it to you.” (“Tell me your name so that I can fulfill the teacher’s

**draw a circle around it for your hello and then another circle around it if you got a named hello back.”**

**Writer: This is what you, the reader, can do also. People who have done this in their classes each day have had their grades improve a lot. You could do it for each class. Doing this for physical education class will take some thinking because you have the pen and paper with your street clothes in your gym locker.**

**“Are there questions about what I just covered?”**

**“NO !”**

**“OK then, if you happen to forget somebody’s name when you see them later, don’t forget the other person probably does remember his own name. So you can try this ‘I’m Amanda Green. I don’t remember your name at the moment. Would you please tell me what your name is so that I can say it to you.’ Myself, I haven’t had anybody I liked refuse to tell me their name when I had forgotten it. You can answer their answer with ‘Hi Melinda. Thank you.’ ”**

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classroom assignment”, ostensibly to be in compliance with the teacher “mandate” to the class member.)

- 2) Draw a seating chart of the classroom with both the first and last names of each person in the class room.
- 3) Make a record of the exchange of named hellos by marking one circle for giving the other person his name with a hello and a second (concentric) circle for the named hello given back to the other person.
- 4) And then these classroom teachers were then told to collect their students’ named hello seating diagram charts, look at them to see how they were doing. Check out the charts to make sure the classroom students were carrying out the exercise, to check student handwriting and spelling of the names of their classmates. And then return student charts to them at the end of each class. Do this daily for the coming week.

**The First “Homework Assignment”**

The first “homework assignment” for the coming week was to select one of the classes they teach each day and have the students of that class exchange named hellos with each other. Have the high school classroom students say hello by name to each other student member of that class, including the

teacher. Each student and teacher was to make (draw) a first and last name seating diagram of the classroom showing the location of every member of the class, and on that seating diagram each student was to record the giving of a named hello to that person and also record his own getting back a named hello from that other person.

One response to writer from these faculty members was: “Oh, just like you had us do at the start of this class.”

“Yes, exactly. And carry out that exercise in that same class on every day for the coming week.”

They were told this would take up most, if not all, of the classroom time in the particular class during the first few days of the coming week. This first “Transactional Analysis for Classroom Teachers” class was concluded by passing out copies of the agenda and homework assignments for each of the eight weekly class sessions.

**Classroom Howdy Diagram**

Sample classroom seating diagram showing named hello exchanges charted.

The names are pseudonyms. Writer has not intentionally used the names of any persons known to himself.

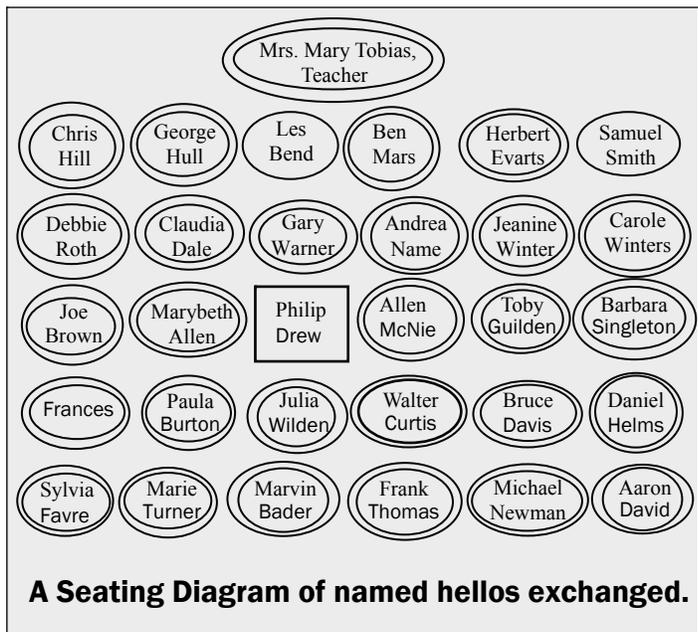
**TACT Class Homework Assignments /Class Agenda**

Each of the eight Transactional Analysis for Classroom Teacher classes started with each person in the room saying hello by name to each other person, including writer. This was followed by each member of the TACT class giving a brief report on carrying out his homework assignment for the past week. The first class closed with a description of next week’s homework assignment.

During the second TACT class session these teacher students were told there would be a total of 1000 points possible for the eight week course. 750 points minimum would be required to pass. A description of course work was handed out

**Andrea was asked if she wanted to come back for another appointment next week. She responded: “YES!”**

**Andrea arrived the following week on time and enthused. She had gotten and written the largest number of her classmates first and last names and showed how she had made a named seating diagram for each of her five sit down classes. Almost all chair slots for each person had a first and last name. She was smiling as she told of learning and giving the names to her classmates and teacher in each room.**



showing: class week, date, subject matter, assignments, possible points assigned for carrying out specific classroom exercises, and points for carrying out specific homework tasks.

Homework assignments were given at the conclusion of each class. Every homework assignment included each teacher carrying out the exchange named hello exercise in their respective high school classrooms every day.

### **Crucial to Riot Control**

Within one week of starting this course, classroom students knew who belonged in their classroom and who was absent on a given day. Within three weeks, it was hard for a person to be on the campus without someone else in sight of him knowing if he belonged there or not, and if he did, who the person was by name. Accountability of on-campus individuals (faculty and students) went way up. It was shown that morale and pride went up among the **faculty** and the **students** when the exchange of named hello exercise was used. In this particular High School, it became safe again to walk in the hallways between classes. People now knew who belonged and who was a stranger, who was accountable. Students began to have an increasing sense of pride in their school, respect for their teachers, and pleasure in attending their

classes. Classroom invaders and on campus riot promoters found it impossible to recruit for the planned “annual spring riot.”

Result: No Annual Spring Riot.

**Students knew who belonged on the high school campus and who did not. Students knew who belonged in the hallways and who did not. Students knew who belonged in the rest rooms and who did not.**

### **The TACT Course Teachings Promoted Classroom, Hallway and Campus Orderliness**

The teacher job on campus included maintaining orderliness, in the classroom, in the halls (“no running in the halls”), and generally on campus. The job of maintaining order on campus in some high schools has become a separate, non-teacher, “campus patrolman” job.

With the (new) abundance of “You are OK” strokes coming to self and fellow students, with personal named hellos, the amount of hallway rowdiness, did as expected, decrease, to almost disappear, with the general decrease of need to carry a “chip on the shoulder” or “be conceited” (aloof) in order to gain recognition of fellow students.

### **Results of Protected Permission to Students**

The student in his “Organized Pandemonium” class (“say hello by name to every other person in this class and make a named classroom seating diagram of the classroom”) was given a protected permission to do, what he wanted to do but expected to be rebuffed by peers if he tried it on his own, ie find out the fellow student’s name so he could say hello to him and establish a friendly relationship. The expectation of many a “shy” student is instead to be explicitly or implicitly told “Mind your own business”, ie to be rebuffed (usually a self fulfilling expectation). The protection came from the teacher “requirement” for “shy guy” to find out the name and say hello by name to his fellow students he otherwise would have expected to have rebuffed him if he dared to ask his classmates their names on his own. Coincidentally (maybe also unexpectedly), being told he IS OK himself. An example of being given permission to do something (being told to do something) without protection would be, “Go jump in the lake!”

### **Organized Pandemonium After the Hellos in the TACT Classrooms**

In the second “Transactional Analysis for Classroom Teachers” class session, in writer’s office, each attending high school faculty member gave a

report on his experiences with this named hello exchange in his/her school classroom.

There were about thirty students and one teacher per class. Each teacher had started each class session of the self-selected, same class period with this exercise daily for the preceding five class days. Most of the teachers

**Writer commented: “It looks like you have it clearly in mind.” Did she have any questions? “Looks like you’ve gotten what you came for. Want to try it on your own for now? You can give me a call in a month or so, if you want?”**

**Andrea agreed; made two more appointments at monthly intervals.**

**On the second of these pair of visits she was all smiles. It was good to see her. She promptly announced: “It works. What you taught me about, class names, works. I just got my report card for the semester just finished. I got all A’s.”**

**We agreed she could call if need be. “Good-bye for now !”**

**Her mother, apparently was also satisfied. Mother sent a couple of Christmas cards with a written “Thank You. Muriel.”**

**Case closed.**



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

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"Reach for the stars."

asked the students to turn in their seating diagrams and charted exchange of hellos in order to check that the classroom student had done it, and then returned it to the respective class members of that same class period. **One teacher, in big smiling awe, referred to these first sessions of named hello exchanges in his classroom as "ORGANIZED PANDEMONIUM!"**

At least half of the TACT attending faculty had carried out this exercise in two or more of their daily teaching class periods and some (at least two) had done it with all five of their teaching periods during the preceding week. Writer did not keep a written record of how many class periods each faculty member was carrying out this "organized pandemonium" classroom exercise. Conservatively it was estimated there had been a minimum of 24 classes among the twelve

high school teachers in which this exercise was carried out on a daily basis for at least the eight week interval over which these classes had been held.

#### Classroom "Organized Pandemonium!"

Yes it was! Organized! None of the students asked, or was asked to leave the classroom during their classroom hour. 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 own seats were. And at the request of the teacher, before the end of the class period, students turned in their name seating drawings in to the teacher. The teacher checked off the student's doing the exercise and returned the drawing to each student. No other class instruction took place in the initial sessions of exchanging named hellos. No other classroom homework assignments were given by the faculty teachers to their classroom students on these first days. Named hello exchanges and making seating charts continued every day of class. Other classroom instruction and homework assignments were put on hold for the first few days after the "named hello" exercises was initiated in the

particular teacher's classroom. This opening class exercise took place every day for the balance of the eight week course given to the TACT students, in the writer's office. Thus, the faculty members of the TACT class fulfilled their homework assignments from the first TACT class.

The students of these TACT teachers were aware their high school class homework was being carried out as a "legitimate" way to postpone other class instruction and homework assignments. But, within less than two weeks (after students and teacher had started initiating class sessions with the complete exchange of named hellos and making a name seating diagram and record of exchanged hellos to get better acquainted and onto friendly terms with each other) the classes began to readily settle down at teacher's request, after a half hour or so. And within a few more weeks this opening exercise was taking less than 10 minutes at the start of the particular class period. Each class, though, started with a complete exchange of named hellos, the making of a named seating diagram, and recording of exchanged named hellos to get (better) acquainted and onto friendly terms with each other.

To be continued