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Unit organization of three topics in oral communication in junior high school.

Hurley, Agnes V
Boston University

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Boston University
UNIT ORGANIZATION OF THREE TOPICS IN
ORAL COMMUNICATION IN JUNIOR HIGH SCHOOL

Submitted by
Agnes V. Hurley

(B.S., Education, Boston University, 1944)

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First Reader: Dr. M. Agnella Gunn - Associate Professor of English
Second Reader: Dr. Wilbert L. Pronovost - Associate Professor of Speech
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CHAPTER I
INTRODUCTION

STATEMENT OF THE PROBLEM

The purpose of this study is to construct three units in oral communication which center on the development of improved social attitudes through functional experiences in the ninth-grade English program. The plan includes (1) A Unit on Skills in Conversation, (2) A Unit on Discussion Techniques, (3) A Unit on Adventures in Understanding.

Within the last twenty years there have been many changes in the teaching of English. Leading authorities today are stressing two phases of English activities — the social aspect emphasizing the pupil's relation with others; and the individual aspect emphasizing the pupil's needs.

These units, organized according to the method of teaching advocated by Billett, have been built to give the student special opportunity and incentive to use English effectively both in speaking and listening and to look to literature as a means of developing knowledge, understanding, and a well-adjusted personality.

Each unit is concerned with a meaningful problem and purposeful activities in line with student-teacher planning for the solving of it.

Although emphasis is on oral communication, all four phases of the language arts are carefully interwoven. There is logical progression in the selection and arrangement of topics. Skill in one phase of the plan is utilized in the next. The pupil uses what he is learning as he learns it; he learns by doing.

The effectiveness of the unit method as a teaching technique lies in three basic understandings: (1) the unit method allows for problem solving—the basis for all intelligent behavior required in a democratic society; (2) correlation of subject matter and integration of student can be realized; and (3) content and instruction can be adapted for each individual in the classroom.

Speech education must be an integral part of the curriculum if desired outcomes are to be assured. Moreover, every student should receive help in the development of good speech, for speech competence must be thought of, not as concerned merely with the correct articulation of sounds but as a tool for the expression of thought, and for effective communication; as a means of social adjustment and cooperation; and as a vital skill for effective participation in a democracy.

JUSTIFICATION

In our present society, speech or oral language is the most widely used medium for communication. To be able to think logically
and to express one's ideas clearly and intelligently is one of the
greatest assets any individual can have regardless of the work in
which he is engaged.

Furthermore, if we can assume that the primary purpose of speech
is to communicate ideas, feelings and moods in order to influence
human behavior, this ability to think and speak effectively must be
accompanied by the power to analyze critically in order to determine
the difference between fact and opinion and to detect false reasoning.

Finally, the ability to speak effectively is essential to the
proper self-development of the individual, for it enables him to ex-
change ideas and to make the proper adjustments necessary in human re-
relationships. Because the right to speak and to be heard is inherent
in the democratic system, a thinking articulate population is one of
the strongest foundations such a society can have.

In view of this increased emphasis on oral communication in all
phases of education, social relationships, vocational pursuits and
citizenship, the school faces no greater responsibility than that of
giving effective training in speech.

In this training, the secondary school occupies a place of
special importance. Robinson states:

1/Magdalene Kramer, "The Role of Speech in Education: A Re-Evaluation",

2/A. Craig Baird and Franklin H. Knower, General Speech: An Introduction,

3/Ollie L. Backus, Speech in Education, New York, Longmans, Green and
Company, 1943, p. 115.
"... eighty per cent of the graduates of the high schools must go immediately about the business of earning a living and of making satisfactory adjustments to the demands of the society in which they find themselves." 1

Training in speech, therefore, should be functional in nature if it is to serve the vast majority - the average students.

The social aspect of language is supported by Barnes:

"Language is primarily a mode of social behavior, of group conduct; and in a democracy it is exceedingly important that all persons learn to engage effectively in those types of social language behavior most commonly used and most successful in a democratic life. Some types are: conversation, discussion, explanation, argument, story-telling, oral reading, speech-making, parliamentary procedure and many miscellaneous unclassified give-and-take language uses employed in a free society... All this learning must take place in an institutional atmosphere, bracingly democratic." 2

Education in a democracy is justified only in terms of the natural purposes of that social order. Since effective participation in a democracy calls for intelligent behavior, as shown in both individual and group responsibility, the student must be taught to think. Most thinking involves problem-solving, for Binet's conception of intelligence emphasizes three characteristics of the thought process: (1) persistent drive toward a chosen goal; (2) adjustment or adaptation on the way to that goal; (3) and self-criticism of one's own efforts. 3


It follows, therefore, that worthwhile teaching procedures in the secondary school should involve problem-solving methods.

These units are identified with Billett's method of teaching. He says:

"Guidance and direction of learning requires that each course consist of two sequences, (1) the one, a sequence of teacher goals carefully stated in terms of the educative growth which the pupils are expected to have a chance to make under the guidance and direction of the teacher; and (2) the other a sequence of activities and experiences likely to result in the desired growth." 1/

This second sequence, called "the unit assignment" is intended to stimulate problem-solving activity. As such it may be directed towards a series of problems to be solved in conjunction with the first sequence.

With the emphasis on an experience curriculum in the Language Arts program, there comes the realization that the ideal learning situation embodies not only the acquiring of facts, skills, and knowledges, but also the development of meanings, ideals, and appreciations. Not only must the teacher of English aid the student to develop at his own rate of growth but he must also, as Mirrieles asserts, "attempt directly and indirectly so to form the minds of his pupils that these potential citizens will uphold rather than menace those democratic ideals we assert but as yet have failed to achieve."

A third important feature of the unit plan lies in its implication for individual instruction. In the unit, provision may be made

1/ Billett, op. cit., p. 173.

2/ Lucia B. Mirrieles, Teaching Composition and Literature, New York, Harcourt, Brace and Company, 1949, p. 4.
for developing leadership, for enrichment and for simplification. In the words of Hatfield:

"Experiences must be adapted to the needs and capacities of the individual learners. Such procedure is highly desirable as a partial solution of the problem of adaptation."

Commenting on individual instruction, Stoop warns that integration is possible only when individual differences are recognized with appropriate instructional provision. Materials and methods should be chosen with regard to student interests, abilities, defects, habits, attitudes, and social status. Students should be stimulated to greater growth in harmony with their own interests and be measured in terms of the increment of that growth when the course is completed.

CHOICE OF TOPICS

The Unit - Skill in Conversation. — The main purpose of speech is the oral communication of ideas. The most important form of communicating ideas orally is conversation since it can be enjoyed at any age and under almost any condition of life. Through training in conversation, the student should develop social-mindedness. Through personal communication, he has an opportunity to cultivate habits of personal charm; to enrich his sense of humor; and most importantly, to acquire an appreciation of values.


The Unit - Discussion Techniques. -- Members of groups are required at different times to make choices, judgments, decisions and to take action on the question. Sometimes, there may be discussion on a problem just to develop a better understanding of the situation. Success in these projects is dependent in part upon the working relations in the group, and upon the group understanding of the proper techniques for securing a group decision or action. Through intelligent participation in a discussion, a person can examine the opinions and statements made by others to see if they are sound and true. Moreover, the realization of the worth of the discussion will encourage the individual to become well-informed about the affairs of his community, the general current of events in his state, in the nation and in the world. To this end, he can become a more intelligent citizen.

The Unit - Adventures in Understanding. -- Good reading has a very real connection with life as it has been, is, or should be lived. As such, it should encourage a genuine love of reading and, secondly, the broadening and enriching of life through the experiences and thoughts of the literary characters. Through experience in this unit, which includes a group of readings, the student may not only enjoy the characters and reactions to lifelike situations, but he may also gain greater awareness and understandings of human strengths and weaknesses.


As a part of this study in oral communication, this reading unit offers to the student an opportunity to develop oral language competence through participation in oral reading, choral speaking, poetry reading, and creative dramatics. Story telling will be of major importance. Experience in script writing and reading should provide incentive for creative expression. Conversation and discussion, based on the readings, might well inspire possibilities for enriched classroom experience in functional speech training.

SCOPE AND LIMITATIONS

Pupil Background. -- The pupils for whom these units were planned are of Irish, Italian, Swedish, English, and Canadian backgrounds. The suburban community in which the school is located typifies very comfortable to average living conditions and in some instances there is an unusual amount of culture.

The Classroom. -- The traditional classroom of forty stationary desks and seats has two large blackboards and one fair-sized bulletin board. Five large windows frame the south side; a teacher's desk and chair and one large table, used for display work or group activities occupy the front of the room. A cabinet bookcase, suitably arranged for storing materials for supplementary reading and cards for optional-related activities stands at the left side of the room. Near this cabinet, a large closet offers further access to necessary equipment. This English room, beautifully painted in pastel shades of peach and green,
faces the south and is usually sunny and pleasant.

**Equipment.** — The texts used in the students' reference list should be available. Supplementary reading material, pictures, and clippings might be obtained from the library. In this instance, the teachers have access to a mimeograph machine, a recording machine with microphone and also a tape recorder.

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Since there is, at present, no assigned program of speech training in this junior high school of over seven hundred pupils, the writer had planned to teach these units in connection with her regular program of English work for Grade Nine.

The study, as a whole, has several limitations. In the first place, it is concerned with only two phases of the language arts; namely, speaking and listening. It is further limited in that it deals with only three of the many aspects of oral communication: conversation, discussion, and oral reading activities. Also, these units have not been tested. Such a limitation presents a drawback to the reliability of the study in an actual teaching experience.

Although the units were planned for a definite teaching situation, consistent with school and community practices, the writer, as an experienced teacher feels that they should prove their worth in any ninth-grade English program, though they might need slight modification according to the existing conditions.
EXPLANATION OF TERMS

The Topic. — The topic is an important source of suggested units of learning. Hence, a first move in the direction of a psychologically organized course often consists of efforts to translate the topics of an existing course into units and unit assignments.

The Unit. — The unit represents the teacher's goal stated in terms of a desirable change to be made in the pupil in concept or skill and hence in the resulting social attitude.

The Delimitation. — The delimitation of a unit is a statement of the lesser learning products which are the components of the unit and which are to be made the direct object of instruction under given conditions.

Incidental and Indirect Learning Products. — In any well-planned unit of instruction, desirable learning products may result even though they were not the direct aim of teaching. These learnings may be titled 'incidental learnings'. Under the heading of 'indirect learning products', the teacher tries to name certain ideals, attitudes or appreciations which the unit and its delimitation may contribute.

Unit Assignment. — The unit assignment is the general plan of teacher-pupil activity. It should be left to develop as the teaching learning cycle proceeds.

Optional - Related Activities. — As suggested by the title, the

optional - related activities are projects in which the pupils engage, solely because they want to, under the guidance approval of the teacher.

Core Activities. -- The term, core activities, is applied to that part of the unit assignment in which it is expected that most pupils, perhaps all pupils, will engage directly in some measure. As a basic guide, it is duplicated, and a copy is passed to each student engaged in the unit of work.

The Pooling of Experience Phase. -- As the unit of work progresses, the student may share individually or with a group his experiences and accomplishments. In the few final days of the unit, both teacher and students, working together, might plan a program of exercises, exhibits, demonstrations, oral reports, and discussions centered around the core and optional-related activities of the unit. In this way, the student is afforded an opportunity of learning not only individual, but also, group responsibility.

Evaluative Activities. -- Through observation and oral questioning, the teacher may mark the educative and social growth of the students during the activities program. When the core activities have been completed, the teacher may require each student to write an essay summary of what he has learned in the unit assignment. Thus the teacher may observe the student's mastery of the learning situation.

At the end of the unit assignment, the teacher may administer an objective test based on the unit, the items of the delimitation, and the probably indirect and incidental learning products. The results of
this test are used to measure the achievement of each pupil, and to compare his growth with the growth of the other members of the class.
CHAPTER II

RELATED RESEARCH

Intelligent citizenship is the basis of democracy. In the training of citizens, the secondary school plays an important part. It must furnish students with a practical education, one which is as functional as possible for daily living. It must encourage the development of right attitudes, understandings, and appreciations. It must be concerned with the student as an individual. This theme is explained in the statement by Robinson:

"The four objectives set down by the National Educational Policies Commission indicate the scope of secondary education: (1) self-realization - the personal development of the student; (2) happy social relationships - the ability of the individual to get along with people in our society; (3) economic efficiency - adequate vocational training; (4) good citizenship - provision for willing and competent acceptance of civic responsibilities." 1/

That the teacher is regarded as an important factor in the growth of the student, Hook acknowledges, for he says, "Today, the attitude of educating consists of having students assimilate knowledge and put it to immediate use." 2/ The efficient teacher, therefore, must help the student to integrate subject matter in terms of life experience.

1/Robinson, op. cit., p. 3.

The importance of English is indicated by Broening:

"Language unifies all experience. To control the symbolism of language is to adjust to any social situation and to learn from life and books. Words are the carriers of thought and emotions. The mastery of language is essential for personal happiness and for occupational success. Language is a mode of behavior, a response to a specific situation in speech or writing, or in inner thought."  

It would seem that a worthwhile English program should consist of well-chosen experiences closely related to the present and future needs of the child that he may take his place as a member of society. "Classroom experience that is in itself real and as close as possible to the reality of extra-school and post-school life, without deception or pretense, must be the actual basis of any realistic curriculum."  

In the field of education today, opportunities for direct and indirect teaching of oral communication involve more than training in speech. According to La Brant:

"Speech activities at the present time make a direct attack on the oral language of every pupil in school and include training in the effect of the voice, gesture, posture in addition to careful pronunciation and enunciation. Even when these activities are handled by a special 'speech teacher', what the child has to say and why he is speaking at all are of as much concern as is his manner of speaking."  

Pollock affirms his opinion of the importance of language communication:


"At the very core of the English curriculum should be continuing instruction in the use of language for the classification and mature discussion of both the immediate personal concerns of the student and of the larger affairs of men and women in human society." 1/

As a means of eliminating prejudice, Grey asserts, "Communication is basic to everything else that man does. It is a prime human value in itself. Communication, which includes all forms of the language arts, inspires the common understanding which makes for human brotherhood." 2/

Dakin speaks for the language arts:

"Fundamental to an understanding of personal, national, and world relationship lies communication, and it in turn depends on the language arts." 3/

The emerging English curriculum, as Dora V. Smith conceives it, also presents a very strong case for communication as an integrating factor. She writes:

"From the welter of ideas concerning the curriculum today, it seems to me four elements come rather clearly into focus: (1) the emerging curriculum will center on the communication of ideas, attitudes and ideals; (2) it will be concerned with the setting in which language develops best; (3) it will find its roots and its direction in the total pattern of the student's growth; and (4) it will attempt to achieve unity through constant inter-relating of the various aspects of the pupil's experience in the language arts and in his educational program." 4/


From the foregoing discussion it would seem the program in English has an important part in developing students into effective citizens of a democratic nation. As Anderson states:

"The language arts are the tools of democracy, the instruments by which it implements and perfects itself. The goal of English instruction in America is universal literacy on a high plane and the employment of the written and spoken word for high purposes."  

All language activities are related. Apropos of this fact, La Brant writes,

"The child must speak before he reads or writes. Reading affects ideas written about; writing makes one sensitive to reading. Speaking habits are reflected in writing. Listening is the great means for vocabulary growth. Watching and hearing movies and television affect the reading of drama."  

English as a tool subject has its place in the curriculum. Broening notes, "The daily routines as well as the extraordinary occurrences in the school and community life furnish boys and girls with purposes for communication." Moreover, she believes that "dynamic teachers of English must skillfully guide pupils to gain in power to speak, to listen, to read effectively and correctly as they use English in everyday life."

Good citizenship can be taught unobtrusively through vicarious


2/ La Brant, op. cit., p. 103.

experiences in the composition and literature programs. Hook best defines this idea in his belief "that the English teacher shares with all other teachers - and with the church and the home - the responsibility of developing in his students an ethical character...." He believes "there are standards of rightness that serve as guides to human conduct, and that through reading, writing, and speaking, those standards can be defined."

It goes without saying that speaking implies listening and pupils need help in becoming intelligent listeners, for there is an art and a method of listening.

Hook observes that "listening is the art of receiving by means of the ear and the nervous system, a communication in audible symbols which have been infused with meaning."

Hatfield points out the similarities between reading and listening which are both acts of communication:

1. Purposeful listening, like purposeful reading is more successful than that which is without purpose.

2. Listening, like reading, is of various types, each of which must be mastered through practice.

3. Careful listening, like careful reading, involves attending (giving one's mind) to what is being

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communicated.

4. Semantic dangers (problems in word meaning) are even greater in listening than in reading.

With the advent of the more recent forms of communication, the listening habits of people have been changed. La Brant notes that a great deal of news comes to us by radio and television. So does discussion of controversial subjects by outstanding persons. Just as reading calls for critical judgment so does listening.

Baird points out, "Perhaps one of the most important purposes for the study of listening is that we listen more than we speak... One's understanding and one's judgment should be improved by analytical and critical listening."

In accordance with the same line of reasoning, Adams states:

... "The schools have an obligation and an opportunity to help young people become intelligent and discriminate consumers of the organs of language communication -- newspapers, periodicals, radio, television and motion pictures." 2/

"Discussion, conversation, and oral reading require good listening", asserts La Brant. Then she explains,

"If we want to teach listening we must set up situations in which critical listening is essential;

1/La Brant, op. cit., p. 192.
situations where there is a need for comparison and rejection as well as acceptance... One of the most important attempts to teach listening is found in the unit or project study... In bringing information to their listeners, children learn skills in clarity of expression and in critical listening.

Thus in the larger sense, according to Seeley, "Teachers of English have two necessities: to develop citizens who listen to varied news on any controversial subject; and to train those citizens in the art of analyzing what they hear."

Furthermore, The Commission on the English Curriculum states that "social adjustments and skills of communication must be taught in situations which involve such adjustments and not in isolation." 2/

The unit method provides a flexible plan for integrating experiences in the language arts. "A good unit often combines work in reading, writing, speaking, and listening." Hook observes. Then on the same theme he continues, "With emphasis on student - teacher planning, the students learn much through the procedure. They talk, they listen, they reach decisions democratically." 3/ Unit teaching arouses interest and establishes a continuity of thinking and effort which cannot be aroused by the old day-to-day assignment routines.

English instruction can make a unique contribution to the all-round education of children, young people and adults. In accordance

1/Howard Seeley, Experience in Speaking, New York, Scott Foresman, 1940, p. 110.

2/Commission on the English Curriculum, Outline of Desirable Outcomes and Experiences in the Language Arts, Communication No. 7, Published by the National Council of Teachers of English, Chicago, 1949.

with this belief the Commission on the English Curriculum states ten desired outcomes and experiences in the language arts:

1. Mental and Emotional Stability.
2. Dynamic and Worthwhile Allegiance through Heightened Moral Perception and a Personal Sense of Values.
5. Habitual and Intelligent Use of Mass Modes of Communication.
7. Effective Habits of Work.
8. Social Sensitivity and Effective Participation in the Group Life.
10. Vocational Efficiency.

Examining these goals, we observe that oral communication occupies a dominant role in their accomplishment. First of all, speech stimulates mental growth. Speech and thought implement each other. In stating his claims for speech training Weaver writes:

"This is the first and greatest claim for speech training; it helps the student to construct and use a satisfactory world of words, in which he can best find solutions for the daily problems of living. Therefore, we believe that speech provides richer opportunities than does any other school discipline to forge and sharpen the indispensable tools of mental life." 2/


Speech influences personality development. Through experience in oral communication, the student develops poise, ease of bearing, and facility in the use of words and ideas. These abilities contribute to the development of a wholesome personality. Murray defines the relation between speech and personality as: "Speech is a phase of personality... Any limitation in the means of expression and communication stIFles and distorts personality."

Speech promotes growth and enrichment of human relationships. Through speech education, the young person learns to cooperate with others in work and play, to establish friendships, to find solutions for his problems, and to satisfy his individual and social needs. By virtue of its organization the school lends itself to integrative procedures. This opinion is stated by Gwynn:

"The child has a limitless opportunity for real living in a child community, for the development of social responsibility, and attitudes within that small group, for living life actually as it should be lived among his contemporaries and for learning how to adjust himself to outside influences, adults, activities, and situations."

Speech encourages the development of language skills essential to occupational competence. Young people should be made aware of the importance in business of simple, clear expression and of courtesy in dealing with one's associates and with those in authority. As Robinson states:


"Today many of the young men and women high school graduates are selling ideas, services, and goods in occupations requiring specialized techniques of speech. Their need for speech skills is fundamental and immediate... Speech training is essential for each student if he is to accomplish each of the four objectives of secondary education. It is vital to the maximum personal development of the individual... It is an all-important vocational need." 1/

The worth of the language arts program depends on the extent to which it contributes to the needs of the pupil and to the needs of the society in which he lives.

"A good curriculum in the language arts is one which helps the students develop through the normal stages of their growth into the mastery of language and understanding to the end that they may use these powers intelligently for the enrichment of the society in which they live." 2/

1/Robinson, op. cit., p. 5

CHAPTER III

UNIT ORGANIZATION OF THE TOPIC: SKILL IN CONVERSATION

I. General Statement of the Unit.

"Conversation applies especially to that face-to-face speaking in which the principal purpose is sociability, and good fellowship." It is one of the chief uses of communication because it is used so frequently. Through it we can build up a storehouse of worthwhile information, and we can also learn to develop an awareness of other people and their interests. The good conversationalist knows how other people feel and think; he understands human nature. In doing so, he learns how to get along with other people.

II. Delimitation of the Unit.

A. The elements of good conversation.

1. To gain skill in conversation, the individual must have a knowledge of, and an opportunity to practice, the approved patterns required in good conversation. He must also desire to become a good conversationalist by making himself a well-adjusted personality.

2. Conversation consists in exchanging ideas between two or more people. Each talks not because he has to, but because he is interested and has something to say. As in a

\[1/\text{Lew Sarett, William Foster and James H. McBurney, } \text{Speech, } \\
\text{Boston, Houghton Mifflin Company, 1943. p. 237.}\]
game, one of the chief charms of conversation is the give-and-take element, the element of chance.

3. The good conversationalist will avoid certain general types of behavior, such as taking up too large a share of the conversation, contributing too little or talking too much about himself or his work. According to Wright, the principal kinds of offenders against good conversation are: the bore, the interrupter, the mental absentee, the belittler, the gusher, the grouch, the windbag, the wisecracker, the preacher, the boaster, the debater, the slinger, the bigot, the gossip, the ax grinder, the tyrant, the cross-examiner, the single-tracker, the die-hard and the too serious.

4. The good conversationalist, in the opinion of Wright, must possess many qualities, some of them having to do with his character, some with his intellect, and some with his temperament. In terms of his virtues, this author says:

"The ideal conversationalist is well-informed, sympathetic, interested in life, has a sense of the dramatic, is moderate, can draw out the other person, is attentive, always in good humor, has a good sense of proportion, doesn't preach, doesn't take himself too seriously, is not argumentative, is original, broad-minded, charitable, unselfish, has good taste, is considerate, is flexible, well-poised, enthusiastic and whimsical."


2/Ibid., p. 339.
5. Although there are no set rules for conversation, certain pointers will help the individual to become a friendly conversationalist:

Don't be afraid to start making acquaintances; remember the other listener may want to be friendly, too.

Invite conversation with a smile.

As quickly as possible, try to determine the topic that is of common interest.

Should the conversation lag, feel responsible for keeping the ball rolling; suggest several ideas.

When you are started on a subject, try to lead the conversation into the most interesting part of the subject.

Be a sympathetic listener. Concentrate on what the person is saying so that you can ask intelligent questions and make appreciative remarks.

6. So important in good conversation is listening that the intelligent listener is said to be the greater half of the talk. A good listener should possess three qualities: he should be attentive; he should be sympathetic; he should be alert. The listener who possesses a fund of general knowledge, and who can listen with ability to ask pertinent questions, make appropriate comments, and add suggestive remarks to the conversation makes for pleasant companionship.

7. The good conversationalist will avoid using slang needlessly, for continual use of it tends to prevent the user from finding more suitable or specific words to fit his ideas. Increasing one's vocabulary helps the speaker to use good colloquial English - the informal, easy spontaneous language
for conversation.

8. A pleasing voice is adequately loud, pleasantly pitched, flexible, sympathetic and clear. A pleasant speaking voice can help you give the impression of an attractive personality.

9. In life, conversation may be upon any subject which chances to be introduced. How well the individual participates in such a group depends on his ability to listen and observe as well as to converse; for the good conversationalist must know and understand human nature; he must in the highest sense know life.

10. Broadly speaking, there may be said to be two kinds of conversation. One is the informal, which is indulged in as a desire for companionship or a desire to exchange ideas; the other is formal conversation, which seeks to gain some end, social, political, business, or educational. Satisfaction in the former supposes entertainment or stimulation; in the latter a change of view or an agreement in thinking. Both rest upon the same basic principles.

11. The skillful conversationalist will strive to gain a wide fund of general knowledge. Through the media of communication: the newspaper, magazines, and reference materials - through movies, radio, and television, he can study and observe people whose lives are interesting and significant. He can become versed on subjects of unforgettable interest.
12. Current happenings in one's own town or in the world at large furnish interesting conversational material. A few are given as examples:

- New books
- Favorite radio or television programs
- Interesting articles in recent magazines
- Lectures
- Dramatic productions
- Famous players in sports
- Sports
- Intelligent acts of animals
- Advances made in aviation recently
- Unusual or amusing experiences
- Interesting travels
- Scientific expeditions
- Curious names of people and products
- Unusual hobbies
- Differences in customs of various nationalities
- Political issues
- Business interests
- Current Events

13. The skilled conversationalist should learn to tell a story well, sometimes to illustrate a point and persuade his hearers or sometimes just to soothe ruffled feelings at an embarrassing moment; oftenest just to entertain. To be most
effective the story must be suitable both for the kind of person and the particular situation.

14. A substantial majority of the student body are concerned with their own personal - social relationships and those of their age mates. Such concern involves a knowledge of the skills used in introductions, social etiquette, telephone conversations, and simple interviews.

B. Introductions

15. Knowing how to use a few simple accepted rules for introductions will help in one's social relations.

Who is presented first?

The younger person is generally presented to the older man or woman. The name of the person to whom the person is being presented is spoken first.

What should be the response?

"How do you do?" is the accepted response to an introduction usually. In informal situations, the answer may be tempered to a "Hello" or "I am happy to meet you". Sometimes two people who have met without being formally introduced may say, "I've talked with your friend many times", or "We've met before".

How should you introduce yourself?

It will often help the host or hostess if you introduce yourself to the other guests. In doing so it is courteous to tell your name and something that will help the
other person to talk with you.

**What do you do when introduced?**

Men rise when they are being introduced. A woman usually rises to show respect to an older person or a more respected person. Usually men shake hands when they are introduced to each other. Women may.

16. It is helpful to the conversation that may follow if the person who makes the introduction supplies a little information such as "Jim is the photographer who toured Europe last year." That lead provides all sorts of openings for an interesting conversation.

17. On leaving a person whom you have just met and whom you have found agreeable, you may say, "I hope I shall see you again soon," or "I'm glad to have met you," or "Come and see me soon". The other person may say "Thank you," or "I shall be glad to call soon". If you are not interested in the other person simply say, "Good - bye".

18. Should there be an awkward pause after the introduction, one of the guests should try to get the conversation going by introducing a remark bearing upon some common interest of the group. Kindness and concern for the group can make you an agreeable guest.

C. Social etiquette.

19. Three things are needed for social success: (1) a likeable personality; (2) good manners; (3) the ability to
carry one's part in a conversation. The following pointers serve as a general check for good manners.

a. One should listen to what the other person has to say. He should not force his opinions on others.

b. A good conversationalist makes short contributions to subjects under discussion. He does not remain silent.

c. One's table manners should be above reproach.

d. The individual must be considerate of the convenience and the feelings of the host and the hostess.

e. The well-mannered guest adjusts himself to the situation though it may not be to his liking.

f. Social errors which shock or embarrass one's companion should be avoided.

g. The individual must dress to suit the occasion, costly, showy clothes in preference to inexpensive, well-chosen ones may cause bad feelings.

D. Telephone conversations

20. The impression made over the telephone is important. In both business and social calls, the voice is a strong factor in making a favorable or an unfavorable impression. Poor diction oftentimes may be overlooked because of a winning smile or a warm personality, but when anyone talks over the telephone, his voice indicates much about the type of person he is. General rules for telephoning include the following:

a. *Speak distinctly* in a pleasant, well-modulated voice.

b. *Talk directly into the transmitter* with your lips about one inch, not more than two inches, away from it.

c. *Tell your name at once*, whether you are answering
a ring or making a call. The best form for answering is "This is Peter Brown speaking". If you make a call, begin by saying, "This is Jane Peterson". Never begin with "Who is this?"

d. Don't shout to the person you are asked to call to the phone.

e. Offer to take the message if you answer the telephone and find that someone else is wanted. You may say, "John isn't at home just now, but he will be back this evening. May I give him a message for you?" Be sure that you understood the message clearly. It is best to write it down on the pad by the telephone.

f. Call at a convenient time. Avoid calling at mealtime, early in the morning or late at night, or at any time when the person you are calling is likely to be very busy.

g. Make suggestions courteously. Much of our use of the telephone is for the purpose of securing advantages for ourselves. Do not demand. Ask for favors.

h. Use a polite, smiling tone of voice. Courtesy is evident as much in the tone of the voice as in the words that you choose.

i. Be polite and tactful when you refuse a request.

j. Don't hold the line long. Have a purpose or the information you are giving definitely in mind before you start the call.

k. Say "Good-by" or when appropriate "Thank you" as a friendly way to end a call.

21. Familiarity with the many services rendered by the telephone will help to save time, money and trouble. General groups listed may include besides the residential listings:

   The Fire Department
   The Police Department
   Weather Forecast
   Time Service
E. Interviews.

22. An interview is a meeting between two or more persons usually sought by one of the parties for the purpose of obtaining from the other, information, cooperation in carrying out a plan, or an appointment to a position.

a. Essential factors in an interview:

Know definitely what you want.

Be prepared to state it clearly.

Interview the person who you are sure is in a position to give it to you.

Make an appointment with the person by telephone or by a personal visit.

Make a good appearance.

b. Carrying on the interview:

Speak directly to your interviewer in a pleasing tone of voice, just loud enough to be heard distinctly.

Try to give as much information as you can in each sentence rather than replying "Yes" or "No".

Tell the interviewer who you are and why you have come.

Let the interviewer take the initiative in shaking hands and offering you a seat.
Be brief in stating your business.

Keep the business in hand. Don't allow it to wander away.

Keep the good will of the other person. Avoid saying anything that might antagonize him.

Speak only pleasantly of other people whom you have occasion to mention but avoid flattering the other person whom you are interviewing.

Leave promptly when your business is transacted.

c. Types of interviews:

**Interviews for securing information.** This is the most simple form since it is comparatively easy to get people to give information. Two examples of this kind of interview might be: an interview with a business man to learn the advantages and disadvantages of his occupation in order to decide whether you wish to enter it; an interview with an old resident to learn the early history of the town.

**Interviews for securing services or cooperation.** To make people see the importance of an object and to get them to take action on it requires more effort for this type of an interview. The personal element is the most important part of this meeting. You must forestall possible objectives and appeal to the person interviewed. Three examples of this kind of interview might be: an interview to ask a professional man to talk at the next
school assembly; an interview to get a business house to advertise on the back of the tickets to the next football game; an interview to persuade the owner of a vacant lot to consent to your making a baseball field on his property.

Interviews for obtaining a position. An interview of this sort is important to justify the most careful study and preparation. Although pointers for this type of interview must fit the individual case, a few tips fit all situations:

- State reason for desiring position.
- Be prepared to state qualifications for the particular job.
- Be prepared to give references.
- Determine necessary information to give to prospective employer.
- Decide on a suitable manner and appearance.
- Prepare for an intelligent follow-up.

23. The success of an interview is measured by its results. The results depend principally on how well you are prepared. Preparation for an interview is a challenge of thinking power, ability to organize both information and order of events, foresight, mastery of language, resourcefulness, tact and emotional poise. An interview is important because of its results especially in the case of a young person making an application for a position. It also may be
the beginning of an important business connection and life-
long friendships.

III. Probable Indirect and Incidental Learning Products. --

Indirect.

A keener understanding of the importance of correct speech
in every day life.

Developing ability in adapting one's conversation to the
needs of existing conditions.

Growth in emotional poise.

Resulting satisfactions gained in recognition from the
group.

Increased responsibility in working with the group.

Growth in satisfaction from an association with one's
own age group.

Incidental.

Growth in skill in written work.

An increasing interest in improving one's vocabulary.

Appreciation of the worth of all members of the group.

An appreciation of the necessity for using good manners.
The List of References for Teachers

Books


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Kleiser, Grenville, How to Improve Your Conversation, New York, Funk and Wagnalls, 1937.

Mirrielees, Lucia B., Teaching Composition and Literature, New York, Harcourt, Brace and Company, 1943.


Seely, H.T., and W.A. Hackett, Experiences in Speaking, New York, Scott Foresman, 1940.

Sterner, A.P., Skill in Listening, Chicago, National Council of Teachers of English, 1944.


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Hall, Amanda B., "Road Rules for Talkers", *Commonweal*, June, 1938.


Bulletins


THE UNIT ASSIGNMENT

Time Allotment. — Tentatively, this unit will include three weeks, five forty-minute periods per week.

I. Introductory Activities. —

The teacher may introduce the unit by simply conversing with the class about some project in which they are interested. She may ask them how important conversation is in their daily lives. Discuss with them the meaning of the word "conversation". Have the children name the various situations in which conversation may be used in every-day life. Ask the students to name the best conversationalists they know. List the qualities that make them good speakers. After the discussion the teacher might introduce the pre-test.

The Pre-Test. — How many times during the past month have you had difficulty in knowing the best way to say or do something? Every day almost everyone faces such a situation. By thinking ahead and planning what to do or say, however, you can prepare to meet the test when it comes. Here are some interesting problems you may have to solve. As you read over these problems you may think of some in your own experience. Place the test with the study guide in your notebook. If there are problems you cannot solve now, try to find the solution during the course. For the next three weeks, we shall be working on a unit involving just such problems. The final test will be based on the solution to these conversational predicaments.

1. You find yourself in a group of strangers. Tell what you would
2. Two boys and a girl (your classmates) come to your house to invite you to go to the movies.

3. Convince your parents it is all right for you to attend the school dance even though you have been out to a number of affairs lately.

4. As a new girl in the neighborhood, you have been asked to dinner by a school friend. Accept.

5. You have received a poor mark in a special subject. How can you secure an understanding of the situation?

6. Your school has been united with another. You have your own tight little group of friends. Should you continue such practice in the new school?

7. Try to talk with a relative or friend who says little more than "yes" or "no".

8. You and a Mr. Tactless are guests in the same house. His remarks irritate the other members of the group. What should you say or do?

9. A socially correct couple call at your house while you are entertaining your friends. You expect your mother to return shortly but in the meantime you must be polite to your mother's friends.

10. Congratulate the captain of a team that has just defeated yours.

11. You are accused of taking a gold pin from one of the teachers. You did not take it, but you know who did. What would you say to the
12. People frequently say to you, "I don't understand what you say." What should you do to improve your speech?

13. Obtain the family car so you can go to a football game.

14. While baby-sitting, you accidentally broke a valuable vase. What should you do?

15. You are with a group of friends who are criticizing a fellow-classmate because she is of a different race or religion. You don't agree with your friends.

16. The majority of the group has decided upon a place for a picnic. You don't agree.

17. You notice that second invitations don't seem to come as often as they once did. Thinking over your faults, you realize you have difficulty knowing what to talk about. What do you need to do?

18. Many of your associates are quite unpopular; others are being invited to different affairs. Do you know what makes the difference?

19. An acquaintance has asked you to go to an affair. You do not like his or her company. Answer without hurting anyone's feelings.

20. A desirable job for the summer has arisen. You have been asked to come for an interview.

21. As a reporter for the class paper you have been assigned to cover a news story.

22. The family has left you alone with a younger sister. She suddenly becomes quite ill.

23. Although you would like to meet a member of the opposite sex,
you don't know what to say or do, so you miss the fun of high school.

24. In a group conversation, at dinner or at a party, everyone stops talking. You have been listening carefully. What can you do?

II. General Study and Activity Guide. --

The following activities cover a period of work on the subject of conversation. The starred activities form the basic understandings of the unit; the additional exercises furnish more opportunity for developing skill in conversation. If you have some idea you wish to do in connection with this unit, check with your teacher to see if it is feasible. It will help you to check new words as you move along. These words are underlined.

A. Introductions.

* 1. If you know and follow a few accepted rules for introductions and conversations, you will find it easier to get along in every day activities with the people about you. In introducing people:

Who is presented first?

Which name is spoken first?

What do you say in making an introduction?

When should you shake hands?

Should you stand or remain seated?

How do you take leave of the individual or the group?

Here are some leading questions. References 2: 25-26; 4: 4-5 and 2: 30-31 can help you to find the answers you don't know.
* 2. When you introduce someone, you should include natural pleasant remarks that will lead into a conversation. Can you discover at least five good subjects for beginning a conversation? 2: 25-26; 4: 4-5.

* 3. With a class member or your group come to class prepared to dramatize one of the suggested introductions listed in references 2: 84; 2: 29-30. Carry on a short conversation and then leave gracefully.

4. Pretend that three or four classmates have come from another class to announce a sports event, a sales campaign, a social activity or a book talk. Appoint a member of your own group to meet them and introduce them to the class.

B. Conversation

* 5. The references 1: 73-74; 3: 21-22 give you some "do's" and "don't's" for friendly conversation. Using your own check sheet and the reference material, you can help us to detect some important conversational faults. Perhaps we can set up ten guides to good conversation.

* 6. When we talk with our family and friends, our conversation is informal and personal. Among new acquaintances we should try to find some topics of common interest. What kind of subjects are good topics? Which ones do not furnish "live ideas"? Perhaps the list of subjects in reference 1: 19 can give you a clue. Write a paper expressing your ideas on this point.
7. How many times during the past week have you heard or used the expressions, "I don't know", "I know but I can't explain it", "What did she say?", "Don't cha know?", "Yah!"?

Remarks of that sort tell us someone is having speech "trouble". *Enunciation* practice can help to make you a good speaker. With your group or with a friend follow the directions regarding the list of words in the reference 1: 14-15.

8. A "Pronouncing Bee" can be more fun and sometimes more instructive than a "Spelling Bee". Follow the directions listed in the reference 2: 141-142.

* 9. You have recognized the importance of a pleasing voice in all conversations. What makes a good speaking voice? The reference 1: 11-13 will help you to find out.

* 10. Plan to participate in a brief speech situation before the class with one other person. The purpose of this activity will be to get the class or a group of your classmates to (1) judge the quality of your voice and (2) recommend ways to improve. The three voice qualities listed on 1: 12 will be used as criteria. You may use one of the suggestions listed in the reference: 1: 12-13, or you may devise one of your own.

* 11. Because radios, photoplays, sound wagons, and people talk to us or at us most of the time, we are apt to develop the habit of half-listening or even non-listening. A "good" listener really hears what is said to him. He does not have to have the information repeated. What other qualities must a
good listener have? 1: 69, 73, 134, 155. Prepare for a class discussion on this subject.

* 12. How good a listener are you? Prepare to take a test which will tell you how well you can listen.

Directions: Listen carefully as your teacher reads the statement listed below. After each statement is read, see how quickly you can state an opinion.

a. People should not cater to fashion if it injures their health.

b. The job of being President today is not so difficult as it was fifty years ago.

c. Tennis requires more skill than golf.

d. Women can keep a youthful complexion by using a certain kind of soap.

e. Men are more uncivilized now because they are inventing more horrible and efficient ways to kill human beings in the next war.

f. Women are better automobile drivers than men.

g. There is nothing that the United States can learn from other countries.

13. Write a paragraph showing how failure to listen and understand may cause expense or even loss of life.

* 14. Here is an even harder test of listening. As your teacher reads a direction, do what is called for.

a. Draw a circle one inch above and two inches to the
right of a square.

b. Draw a diagram for the following directions: Go north for three blocks, then east for six blocks, and then north for three blocks.

c. List: A half dozen eggs, one pound of butter, one can of corn, a loaf of bread.

d. Write: Dr. J.M. Mills, General Motors Building, Room 665.

e. Give the following list of numbers backwards: 8, 9, 5, 8, 3.

f. Write your name, your school, your address, and your age.

15. List some situations in which an attentive listener has a stimulating effect on the speaker.

* 16. One of the students will give a talk to the class. After the speaker has finished, make notes of the important points of his speech. Compare your notes with those made by your classmates to see how well you have listened.

* 17. Is your speech threadbare? If so, you may be using cliches, idiomatic expressions, and sometimes slang. Because you are learning how to develop good conversation you should know about the language of conversation. Read the references 6: 155-166; 1: 15-18. Test yourself with the story in 6: 166-169. Can you follow the directions for "Making the Meaning Clear"?

18. With a classmate try to classify the slang listed in the
reference 2: 140.

19. Working with your group, make a collection of slang expressions, classifying each under one of the following headings:

<table>
<thead>
<tr>
<th>Slang Used With Your Friends</th>
<th>Slang Educated Adults Would Accept</th>
<th>Undesirable Slang</th>
</tr>
</thead>
</table>

20. Select a new acquaintance in the class. Arrange for an interesting conversation together. Try to make it friendly and natural.

* 21. Arrange to carry on a group conversation before the class. Select a leader for your five member group. From the class listing, select a topic for conversation or see how quickly your group can discover a topic in which you are all interested. 1: 74-75; 4: 28-31.

22. Sometimes you find yourself in a group of young people most of whom are acquainted. Read the reference and dramatize one such situation with your group. 1: 75-76.

23. Conversation with your parents and older friends can play an important part in the life of the average young person. Read the references and dramatize one such conversation. 1: 77-79.

* 24. Dramatize a conversation centered around one of the following "bores" in conversation.

   a. the monopolizer       i. the ax-grinder
   b. the silent sitter     j. the boaster
   c. the accuracy fiend    k. the gossip
d. the shop talker          1. the interrupter

e. the grouch               m. the die-hard

f. the preacher             n. the mental-absentee

g. the gusher               o. the slangster

h. the tyrant               p. the bigot

25. Choose a conversation from some book which you have recently read. Tell briefly why it is an example of a good or a dull conversation.

26. Write an imaginary conversation for a class party, a picnic, or an informal gathering at someone's house. Make the speech easy, natural and original. Use the references for writing a direct quotation. Give it to your group leader for future presentation.

* 27. Sometimes in starting a friendly conversation or bridging an embarrassing situation, illustrative stories help. To be effective, however, the story must be suitable to the occasion. Skillful story-tellers follow certain rules. Tell how an anecdote differs from a story. 2: 19-21.

* 28. Each of you may wish to tell an anecdote to the class at this time. It may be a true one or a retelling in your own words of one you have read. Tell your hearers the imaginary situation for which you are using this anecdote. If you plan to retell anecdotes from books, you can check these sources: 3: 102-5; 2: 20-21.

* 29. Good friends mean interesting conversation and interest-
ing conversations often mean good stories. Read through the conversation in 2: 28. Then follow directions listed in the reference 2: 29-30. Help your group to present the most entertaining conversation.

C. Social Etiquette

* 30. One writer has said that an attractive personality begins in the home. Look up the word "personality". Do you know of any student's winning success through his personality? Do you know of any boy or girl winning attraction from the opposite sex because of a pleasing personality? Write your observation. Bring to class for discussion.

* 31. How important are good manners in developing a pleasing personality? What manners do you observe? Check your practices against the list in 2: 8-9. Be prepared to defend your choice in a class discussion.

* 32. During this time it will reward you to observe where good manners are not observed by members of the class and yourself. Plan a class discussion period in which you discuss the questions:

   a. In what places are bad manners most noticeable in school?

   b. Where are bad manners most noticeable outside of school?

33. Interview your parents on the topic:

"Do boys and girls observe manners today as well as
they did when your parents were young?" Report to the class your parents' opinions.

* 34. Do you have social difficulties at a party, the theater, or the movies? List five situations that trouble you most. Present the list to your class secretary.

* 35. The class secretary will list five major situations in which definite procedures are involved. Select the group that fits your most pressing problem. Choose a chairman for your group dramatization. You will have a more successful procedure if you plan several days ahead for your speech. Write out the more difficult parts in play form. Have an announcer from each group explain what the group aims to demonstrate and what characters the actors represent. Should your group have difficulties with this situation refer to 2: 9-11.

36. The class may wish to have a book of manners. Appoint a committee to submit various chapters headed for example: Table Manners; Family Manners; School Manners; Parties; Manners in Public Places, etc. Let the committee appoint an editor to edit the whole. The book may be placed on the library shelf for reference.

D. Courtesy in Telephoning

* 37. Your voice and your manners over the telephone give a good picture of your personality. Your reference 6: 121-134 will give you some clues as to good and bad telephone manners.

* 38. Check your telephone score with these questions.
Come to class prepared to answer them.

How do you identify yourself when you call a number?

How should you speak on the telephone?

What should you do to insure that you have the right number?

How do you correct your mistake if you made the wrong contact?

How can you express your appreciation of a friendly telephone call?

How can you save time if you have to take a message or a number?

If it is necessary to refuse a request, how should it be done?

No ordinary conversation should last longer than five minutes. How can you guarantee having your business accomplished before that time?

In case of trouble at your home, how would you call the doctor? the fire department? the police department?

How do you call for the weather forecast? the time?

When you shop by telephone, what details of the merchandise should you specify?

If you wanted to make a contact for travel services, how should you contact the various agencies?

How do you call long distance?
Approximately how much would it cost to make a call from your home to New York? to Washington? to Chicago? to Los Angeles, California?

Where does your family keep the emergency listings for telephone services?

Plan for a classroom discussion on these topics.

39. Plan for a poster illustrating several of the more important aspects of correct telephoning. This may also be a lesson in cartoons.

* 40. Dramatize a particular telephone conversation with your group. Before you start planning, you may wish to consult 1:37-38 for a situation. Check your finished product against the conversation listed in 1:33.

41. What are the advantages and disadvantages of extending an invitation over the telephone? When would you find it most convenient?

42. What do you think of the rules for telephoning as listed in 1:35-36? Can you add to that listing? Are they all necessary?

E. Interviews

* 43. In all probability, the most important business needs of your life are met through personal interviews. Can you name some of these instances? If you need suggestions, reference 5:60-61 should help you.

* 44. Prepare for a class discussion on the procedures so that
you may set up the most important steps. Into what three
types of interviews can you divide the above activities named
in item 43. Check reference 5: 114-127.

45. As in the use of the telephone, why is a pleasing
voice a decided asset in affecting a successful interview?

* 46. Plan to interview an important person in your com-
munity. Use our written list of procedures for your inter-
views. In reporting to the group, use this guide for your
written report. See list in reference 5: 119-120.

Give the person's name.

Describe his appearance and manner.

Mention his profession and his accomplishments.

Tell what he said.

* 47. With another student dramatize a situation which calls
for a contribution of money, selling a product, persuading a
person to serve on a committee, asking a person to participate
in an assembly program. Write out your interview beforehand
so you can be sure you have "met" all the obligations on the
part of the person interviewed. Class criticisms will be
based on the "qualities of a pleasing voice" and your ability
to follow class procedures.

* 48. In what ways is an interview for obtaining a position
like one for securing information? What part of the prepara-
tion suitable for the information interview is also appropri-
ate for the application interview? In what ways is the appli-
Criticize the example of an interview given in the reference 5: 124-126.

50. Plan with several class members to join with you in a demonstration skit illustrating the right or the wrong way to apply for a position. Plan for an office scene as realistically as you can. Class criticism will be based on points listed in the reference 5: 127.

51. We know that the success of an interview is measured by its results. Can you explain this statement? Perhaps you can review the points or procedures which help to make a successful interview. Write a paragraph clarifying the topic sentence: "The results of an interview depend upon how well you are prepared for that interview."

III. Optional - Related Activities.

Note: These activities are listed on cards in a specially assigned folder. Two or three copies may be placed on the bulletin board.
Explain to the children that they may add original activities of their own if the teacher approves. Set a day ahead for checking on the choices of these activities by the children.

1. In your art class plan a poster illustrating good manners at home, in school, and in public places. Use bright colors and make the figures large enough to be seen clearly.

2. What does your speech reveal? Read the reference 6: 82-92. Note the words on 6: 86-87 and the sixteen quotations given in 6: 84-85. After each of the words in the list, write the numbers of the quotations to which that particular word might apply. You may have more than one number after each word.

3. What personality traits do you consider most important? Check the list given in the reference. Perhaps your group would like to make a list. If so, bring in the list for a class discussion. 6: 78-79.

4. In conversation there are always a few pet prejudices or topics one should not ask questions about. List at least five.

5. Every day almost everyone faces a situation in which he has difficulty saying something to others. Read about such predicaments as one author stated them. 6: 109-114. After you have checked the references, choose one of your own and describe what you did or might have done to ease the situation.

6. Take a mile walk alone. Observe as many things as you can and jot them down in a notebook. Try to see interesting sides of commonplace things. Come to class prepared to tell about your observations.
7. Let each member of the class come prepared to tell about an unusual person he has known, a trip he has taken, a radio program he likes, or a book he has read. Let one member of the class, acting as a host, ask a question to get the conversation going. Let the others take their cues from the first remark and keep the conversation going in that way.

8. Write out an imaginary conversational interview with an author you know well through his stories. (Mark Twain, Edgar Allen Poe, O. Henry). Select a partner for dramatizing.

9. Make one of the following calls listed in the reference. 6: 134-135.

10. Telephone requests. Each member of the class may call another member to request his assistance on some project. Explain the project and what is requested. The following subjects are suggestions:

   - Serve on a committee
   - Sell a subscription
   - Write an article
   - Contribute to a fund

   - Try out for a play
   - Vote for a certain candidate
   - Study together at the library
   - Play in a band

11. In connection with the booklet on good manners as assigned in the study guide, item 36, volunteer to draw cartoons or illustrations for the magazine.

12. Have you listened to some of the "panel discussions" on television? What is your opinion of them?

13. Place yourself in a situation where it will be entirely in order to talk with someone for the first time. This may be in a church
lobby after the morning service, at a dance, on a train, an airplane, a bus, or on a sea-voyage. Select the person with whom you will start the conversation. Think of five questions to ask, each on a different topic. Their purpose is to hit a subject in which the other person is interested. The questions must not be personal in nature. Ask the first question; if it fails, the second, etc. Don't ask as though you were prying. After you have the conversation going one minute, plan a leave-taking.

IV. Pooling - of - Experience Phase. --

Culminating activities for the Unit on Conversation might include demonstrations and dramatizations of correct conversational situations. Reports on extensive reading done in connection with this unit should be given by the students. The teacher might summarize briefly the activities of the class. Such a series of events might be successfully programmed by the teacher working with a committee of students.

V. Evaluative Activities. --

Subjective Testing. - In determining pupil interest in the unit, the pupils will be asked to give an appraisal of the unit in conversation. Leading questions might be:

1. Do you have a better understanding of the skills needed in conversation?
2. Have you gained poise in speaking with others, friends as well as strangers?
3. Have you a desire to find more ways to improve your conversation?
4. Are more people friendly to you now?
5. What did you enjoy doing most in this unit? Least?

6. Thinking back over your experiences with this unit, have we omitted informations, or understandings which might have helped you in your daily contacts?

7. Have you enjoyed working with a study guide? Of what advantage or disadvantage has it been?

Objective Testing. - At the end of the unit, the teacher presents an objective test based on the statement of the unit, its delimitation, and perhaps to some extent on the list of probable indirect and incidental learning products.
Mastery Test on the Unit: Skill in Conversation

A. Multiple Choice - Choose the correct response to complete the following statements. Indicate your choice by placing the correct letter in the space at the left.

1. When you are introduced to someone, say
   - a. Pleased to meet you
   - b. I am delighted
   - c. Glad to know you
   - d. How do you do?

2. In introducing strangers, say
   - a. I want to make you acquainted with
   - b. Meet my cousin, Jane
   - c. This is .... or May I present ....
   - d. Shake hands with ....

3. If the hostess neglects to introduce two people, they should
   - a. act slighted
   - b. ignore each other
   - c. introduce themselves
   - d. stare at each other

4. If you do not understand a person's name after you have been introduced
   - a. ask to have it repeated
   - b. mumble another name
   - c. laugh
   - d. say, "Who cares about a name anyway?"

5. To get the conversation started
   - a. start talking entirely about yourself
   - b. try to find a subject of mutual interest
   - c. act dramatic
   - d. talk louder than usual
6. ___ If you feel that your acquaintance is uninteresting
   a. turn away rudely from his conversation
   b. tell him he is a bore
   c. ask a leading question
   d. roll your eyes

7. ___ To learn to speak appropriate conversational language
   a. make use of slang expressions
   b. speak grammatically correct
   c. exaggerate
   d. use meaningless expressions

8. ___ A pleasing voice
   a. is loud to be clearly understood
   b. is soft and low
   c. speaks clearly and expressively so as to be heard
   d. has a husky quality

9. ___ To make an interesting dinner companion it is advisable to talk about
   a. politics or religion
   b. your ailments
   c. your important connections
   d. interesting topics of the day

10. ___ When introducing a young girl to an elderly person
     a. mention the older person's name first
     b. mention the young girl's name first
     c. omit the names
     d. call the woman by her first name

11. ___ The good conversationalist tries to make himself an interesting personality by
     a. becoming interested in a variety of subjects
     b. adopting the latest fads
     c. reading and studying continuously
     d. being interested only in one's self
12. If the conversation is lagging
   a. open a new subject
   b. act embarrassed
   c. talk about the weather again
   d. leave the person or group abruptly

13. When you visit a sick person tell him
   a. all the bad news you can
   b. he looks worse than ever
   c. "I hope you'll be better soon"
   d. "You'll never be any good again"

14. If you do not like the food your hostess serves
   a. refuse loudly to eat it
   b. make disparaging remarks about the hostess
   c. play with it
   d. make a pretense of eating something

15. When introducing a person to a group present him
   a. to the entire group at once
   b. to one person at a time
   c. to a small group nearby
   d. to a member or members of his own sex only

16. In shaking hands the grasp should be
   a. weak and without warmth
   b. very strong
   c. imitative of a pump handle
   d. earnest and firm

17. When a woman comes into the presence of men they should
   a. stare at her
   b. rise and see that she has a chair
   c. ignore her completely
   d. continue the conversation more reservedly

18. Answer a question
   a. with a blunt "Yes" or "No"
   b. with the person's name
   c. keep saying sullenly, "I don't know."
   d. by saying you are not interested
19. An interesting guest
   a. waits to be entertained
   b. out-does other guests in talking about himself
   c. stares at the other guests but says nothing
   d. shows thoughtful consideration of others

20. A self-conscious person should
   a. avoid contact with other people
   b. try to enter a conversation
   c. develop nervous mannerisms
   d. stare about him

21. If a new-comer joins a group, he should
   a. be ignored
   b. be included in the conversation
   c. be set apart from the group
   d. be told he isn't wanted

22. If the flowers a girl receives from a boy are not suited to the color of her dress she should
   a. wear them anyway
   b. tell him about the colors and now wear them
   c. praise them extravagantly
   d. ignore thanking him

23. While shopping a customer should
   a. handle and disarrange the stock
   b. greet the personnel and wait for service
   c. criticize the help and the merchandise
   d. be discourteous to other people

24. A worthwhile conversation is a delightful experience because
   a. you can gain more understanding of life
   b. you can meet more important people
   c. you can waste a great deal of time
   d. you have been noticed

25. One can become an excellent conversationalist by
   a. taking "ten easy lessons"
   b. by learning the skills and practicing them
   c. by being seen with the best people
   d. becoming very wealthy
B. Matching Test - In the blank before each sentence in the left hand column write the letter heading the phrase which best completes that sentence. The phrase may be used only once.

1. a. When you make a telephone call

d. replace the receiver immediately

2. b. In planning to telephone

f. identify yourself by name or firm immediately

3. c. While someone else is telephoning

p. talk to the person who answers

4. d. If someone else is on the line

h. be patient while the mistake is being corrected

5. e. If the person called is not at home

r. "Good-by" or "Thank you" for calling

6. f. When you answer the phone

k. stand close to and speak directly into the transmitter

7. g. In giving a five digit number

b. call at a convenient time

8. h. Should you be given the wrong number

n. "You have the wrong number. This is Stanford 4-6830."

9. i. Plan your telephone calls generally

l. read the directions in the front of the telephone directory.

10. j. If you must call someone to the telephone say

e. Jean (or the person named) is not here. May I take a message?

11. k. When using the telephone

j. "Just a moment. I'll call him."

12. l. For directions on how to dial

k. split the numbers into groups

13. m. If someone wishes to use the telephone for an emergency while you are calling

s. end the conversation

14. n. If the caller has the wrong number say

a. have a reason for calling
15. If you cannot hear the speaker on the telephone say m. let him have the line at once

16. If someone else besides your party answers the telephone i. to last no longer than five minutes

17. When the telephone rings o. "Please speak louder."

18. In ending a telephone conversation a suitable answer is c. be as quiet as you can

19. The person calling should t. have an emergency listing of telephone numbers

20. To be sure that emergencies are provided for q. answer it at once

C. True - False - In the spaces below encircle the T if the statement is true; encircle the F if the statement is false or probably false.

1. T F An interview is an appointed meeting between two or more persons with a view to obtaining something.

2. T F There are two general types of interviews.

3. T F Preparing for an interview requires very little thinking.

4. T F Unusual dress or posture will usually attract favorable notice from the interviewer.

5. T F When you first meet the interviewer plunge at once into the business at hand.

6. T F Know definitely ahead of time why you want the interview.

7. T F To save the interviewer's time answer all questions bluntly with a "yes" or "no".

8. T F Look at and speak directly to the interviewer.

9. T F At the beginning of the interview, tell your name and why you have come.

10. T F How you sit while being interviewed or waiting to be interviewed does not matter.
11. T  F  If you do not wholly agree with the opinions of the person with whom you have the interview disagree with him sharply.

12. T  F  It is wise to make an appointment for an interview ahead of time.

13. T  F  The interview for securing information is nearly always more difficult to carry out than the interview for securing services.

14. T  F  One's scholarship and personality are especially important factors in a job interview.

15. T  F  The success of an interview depends on its results.

16. T  F  In questioning men and women about their work students should have a definite outline to follow.

17. T  F  No "Thank you" message is needed following an interview.

18. T  F  The applicant should be tactful about giving the interviewer opportunity to take the lead.

19. T  F  It is well to learn something about the interviewer before you have your interview.

20. T  F  When the interview is finished, the applicant should leave promptly.
The List of References for Pupils
- Required by Study Guide -

Books


Extensive Reading List


Barber, Sarah, **Speech Education**, Boston, Little Brown, 1939.


Borchers, Gladys R., **Living Speech**, New York, Harcourt, Brace, 1941.

Borden, Richard C., **Public Speaking As Listeners Like It**, New York, Harper Brothers, 1935.

Brockman, Mary, **What Is She Like?** Boston, Charles Scribner's Sons, 1943.


Fort, Lyman, *Speech for All*, Boston, Allyn Bacon, 1944.


Irwin, John W., *Manners and Personality in School and Business*, Columbus, School and College Service, 1938.


CHAPTER IV
UNIT ORGANIZATION OF THE TOPIC: DISCUSSION TECHNIQUES

I. General Statement of the Unit.

Discussion is an attempt on the part of two or more persons to pool their ideas in the interests of solving a problem or at least developing a better understanding of it. As a cooperative activity it is a necessary part of the training for intelligent participation in modern democratic life in that it provides excellent opportunity for use of the democratic procedures.

All participants in the discussion learn to consider facts, weigh values, differentiate beliefs, draw conclusions and change or modify opinions. This reflective thinking of the group involves the procedure followed in individual reflective thinking as stated by John Dewey:

"One does not think in any sense of the word until he (1) faces a felt need or difficulty. In an effort (2) to define the difficulty he (3) studies the situations in which the need or the difficulty occurs, and collects what appear to be pertinent facts. He studies these data, organizes them, re-studies them and reorganizes them; and out of this process (4) the problem becomes clearly defined.... When the suggested response appears, the individual tries it out.... The scientifically-minded person will (6) try the new response in a number of related...

situations to verify it." 1/

At times discussion may be very informal; at other times the discussion may be vitally concerned with understanding some problem of the community, the state, the nation, or even the world.

If a discussion is to fulfill its function most effectively, it must be directed and controlled. There must be no attempt to win a decision or take a final vote. Moreover, everyone present must be given an opportunity to make his contribution. To these ends, leadership must be established and order must exist.

II. The Delimitation of the Unit.

A. Elements of discussion.

1. Good discussion is never unprepared in the sense the participants do not know what they are talking about. Two kinds of preparation are involved: (1) the specific and (2) the general. As specific preparation, the outline is useful in sorting out ideas and materials pertaining to the problem, if it is known in advance. The general preparation can best be accomplished by gaining a wide knowledge of current events involving social, political, and economic problems through reading, listening, observing and speaking.

2. In all types of discussions there are relatively three distinct steps: 2/


a. Formulating the problem to be attacked
b. Evaluating the several proposed solutions to the problem
c. Adopting a plan of action

3. The leader sets the stage. He introduces members of the group; states the questions for discussion; makes necessary explanations, such as limiting questions and defining terms. He keeps the discussion going; he asks each member to state his position; he sees that no one speaks too frequently or too long; he directs the thinking into definite channels but not to a conclusion; he sees that the proper phases of the subject are covered; he reconciles varying points of view; he invites comments from the audience. Furthermore he guides the discussion to a successful close; calls for a summary of each position stated and summarizes the entire discussion.

Successful leadership calls for knowledge, tact, tolerance and respect.

4. The responsibilities of the members of the group are: to take part in all discussion; to develop the quality of being open-minded and objective; to present facts based on principles rather than opinions based on feelings; to defend a position rather than self; and to take turns in leadership.

5. According to a questionnaire sent out to several hundred classroom teachers all over the United States asking them to list the defects in speaking which interfere with most classroom recitations, the faults named most frequently were: weak voice, stage fright, lack

\[1/\text{Ibid.}, \text{ p. 86.}\]
of fluency, mispronunciation, monotony of pitch and monotony of time, uncommunicativeness and uncoordinated bodily movements.

6. The classroom student can improve his speech work and become a more successful student and personality by learning the essentials of effective speech, and by practicing these essentials in all his speech activities.

7. Speech is made up of four elements:

   a. Thoughts and feelings - what we talk about
   b. Language - words and sentences
   c. Vocal expression - phrasing, inflection, emphasis
   d. Visible actions - posture, movement, gesture

The effective speaker desires to communicate thoughts and feelings in order to gain response. He also prepares for his talk; he organizes his ideas and clearly outlines them so we can follow his process of reasoning. The good speaker adjusts his voice power to a small group or a large room so he can be heard easily. He articulates carefully, has a slower manner of speaking, more expression and uses a direct appeal to his audience. Bodily action that is properly motivated helps the speaker gain poise or self control. More effective, however, is the gaining of right mental attitudes and the forgetting of self in thinking of others.

8. Note-taking - Many times the student will need to report on topics connected with his school work. Many encyclopedias and book articles are too long for a brief talk. The student will want to tell in his own words the main ideas of the articles read. To do this, he

\[1/ \text{Ibid., p.108.}\]
must know how to take brief notes on what he has read. The following steps will help him:

a. Read the book or article through before taking any notes. As you read, place little bits of paper at important points.

b. Now decide what is important to remember. These points will be your main ideas or headings. Put them down in outline form, preferably on cards which may be easily handled and arranged in order.

c. Make brief notes under each main head: Select key words; Use abbreviations, but be exact.

d. Quote from original source, only, if possible.

e. Make accurate notes of the source immediately as: World Book Vol. V. pp. 2140 - 1.

f. Use dots to indicate omissions, thus: ...; and use brackets to indicate your own words inside the quotation, thus: [   ]

9. Arrange the notes in the order in which you would use them for a report.

Organizing ideas in speech.

The speech must be clearly and logically organized. The speaker, therefore, might well make an outline which may be made of words, phrases, or sentences.

Consistency. In an outline, ideas of the same value, denomination, or the same kind must be placed together. The main topics in the outline are the principal divisions of the subject. They are numbered I, II, III, IV, and so on. Subordinate points, also marked by symbols, are used under the main headings to which they apply.

Subordination. Each sub-point should be a reason for, a support of, an explanation of the main point to which it is subordinated.
An irrelevant idea would violate this idea.

**Overlapping.** Each point should be clearly distinct from each other point.

**Sequence.** The points in each series should be arranged in logical order. Thus, time order might apply to the telling of a personal experience or a story; place order might be used in describing a large farm, the interior of a building or a school. Another kind of order is that of importance in which the most important point is placed first or last according to the prominence that is to be given it.

**Symbolization.** In every outline a set of symbols should be used consistently. Although the following represents the commonly accepted form, most general purposes of outlining seldom go beyond the third level.

I. _______
   A. _______
      1. _______
         a. _______
         b. _______
             (1) _______
               (a) _______
               (b) _______
             (2) _______
      2. _______
   B. _______
II. _______
10. The topical outline: This is sometimes called the explanatory outline for all the sub-points are explanations of the topics to which they are subordinated. The topics may be stated in single words, phrases or completed sentences. This form is useful for description, narration, and exposition.

A sample outline explains this form more clearly:

The Moving Picture As an Educator

I. Influence of movies in general

II. Meaning of term "educational film"
   A. Present misuse of the term
   B. General educational
   C. Text or classroom films

III. Functions of the moving picture
   A. To portray action
   B. To stimulate interest

IV. Value of moving pictures
   A. To slow group
   B. To bright group

V. Financial problem
   A. Cost of the machine
   B. Cost of renting films
   C. Plan to purchase films

VI. Plan for use of moving pictures in the classroom
   A. Synopsis and notes for the instructor

B. Careful presentation with talk by the instructor or pupil.

C. Follow-up work

VII. Moving pictures in education in Europe

11. The sentence outline: This is sometimes called the logical outline for all the sub-points are reasons for believing the statement to which they are subordinated. The sentence outline is the most effective aid to accurate thinking because a sentence points in only one direction, whereas a phrase or a word permits your wandering off on several tangents. Again the sentence outline is the best particularly for speeches more than two or three minutes in length. In this latter case start with a general proposition; a one-sentence statement of the thought of the whole speech.

A sample outline explains this form more clearly:

Everyone Should Read Good Books

I. Good books are good companions, because

A. They furnish many worthwhile relationships, since
   1. They can be pleasurable.
   2. They can be instructional.
   3. They can be inspirational.

II. Books have many values, because

A. Books give pleasure, for
   1. They take the reader into new and interesting places
   2. They introduce him to entertaining people

B. Books serve as teachers, because
1. They picture the lives and customs of different people
2. They explain how things are done
3. They are sources of information
C. Books provide inspiration, because
1. They tell the lives of persons who have given unselfish service.
2. They illustrate the fine qualities of loyalty, courage, honesty, etc.
3. They open the way to all the wonders of exploration and invention.

III. Therefore, everyone should read good books, because
A. Books make the world a happier, more interesting place
B. Books make the world a better place
C. Books can help us to lead more worthwhile lives.

B. Discussion types.

12. The single-leader type. In this type of discussion, some individual, either chosen by the group or in some other manner otherwise acceptable, takes charge of the meeting and acts in the twofold capacity of presiding officer and discussion leader. He presents the topic, indicates the nature of the problem and suggests possible solutions. He says at least enough to stimulate questions, objections, and points of view from other members of the group.
Limitations. - Under this single-leader type of discussion, the group leader's opinion is often likely to be limited and the leader's point of view usually receives far more consideration than do the others. However, there are occasions when this procedure best serves to concentrate judgment and to find a reasonably satisfactory way out of a difficulty.

Situations. - This type of discussion is often referred to as the round-table type of discussion. Informal class situations can best be conducted in this fashion - the presiding chairman leading the discussion and the members of the group (rising or remaining seated) discussing the question of their own accord.

Gaining cooperation. - This type of discussion should be lively and enthusiastic. All members of the group should be encouraged to talk. In encouraging the less vocal members of the group to speak, the leader may say, "What is your opinion on that argument, Peter?" or "Jim seems to disagree with that point of view. What have you to say, Jim?" Should there be a disrupting clash of opinions, the leader must entangle the facts or the meaning of the ambiguous terms, if that is the difficulty. Conflicts of a personal nature must be explained away as having no place in a discussion or the leader must pass on quietly to another phase of the problem. In any instance no one member should be allowed to dominate the group.

Purposes of single-leader type. - A typical discussion group of this kind seeks only for a better understanding of the problem through information shared and the development of finer attitudes through a
spirit of cooperation. Such a group might be called a learning group.

At times, however, this same type of discussion may call for a vote of action besides the objectives of the learning group. Then the leader may divide the whole class into committees; each group or committee is assigned a question concerning the main issue. At the next meeting of the group the entire class meets as a unit, hears the committee reports and recommendations and votes on the reports. This group might be called an action-taking group.

The following scheme might show the development of a single-leader type of discussion:

Developing Character Through Correct Speech Habits

(Teacher or the discussion leader presents problem. Class discusses possible issues and creates the following.)

I. Desired Objectives

A. To enlighten students as to the meaning of the term "character"

B. To enlighten students as to what constitutes correct speech habits

C. To challenge each student to participate actively in all discussion work

D. To encourage the development of more desirable attitudes in personal and group living

II. Issues Involved

A. What is the meaning of character?

Definition by Sarrett and Foster as follows: (for the teacher)

"Training in speech - the right kind of training - develops character. By character we mean those attributes which give color, beauty, vivacity,
and strength to personality .... They are not confined to the 'noble virtues'. They include the qualities of a man's mind, its keenness, and depths; the qualities of his heart, tolerance and compassion; his aspirations, balance, courage, and initiative - these and countless other attributes."

How does one's character influence others? In school? at home? for the future? What effect does undesirable character have upon the reputation of the school? the community?

B. Just how important is it for the ninth grade to show evidences of responsible character?

C. Does merely sitting by without active participation in school and social affairs indicate good character?

D. We look to the Ninth Grade to assume leading places in scholarship and other activities. Show how age, training and experience are important in this.

E. What are the qualities of effective speech?

F. We have a responsibility to learn how to speak correctly in our form of group living. Can you explain this?

G. Are your attitudes and actions such that they may be imitated by others? Which ones are most helpful?

III. Tentative Suggestion for Preparation.

In preparation for the assignment at the end of the first day's discussion, stimulate interest in the new topic by suggestive questions: How many of you enjoy being with

other people? being liked by others? Which of you like to take part in the activities of the school? Are you willing to share the responsibilities involved? Which students seem to be most admired and respected by the other students? the teachers? Our topic for our next meeting is "Developing Character Through Correct Speech Habits". Will everyone of you be responsible for some contribution to the understanding of this topic? We have listed the topics A, B, C, D, E, F, G for discussion tomorrow. Will all of you prepare to answer points A, E, and G. Don't be satisfied with just a dictionary definition for point A. Look up the meaning in an encyclopedia. Ask your parents about its meaning and do some thinking about it yourself. Point E you can define from your English text. Point G might remind you of several instances when you received praise for doing something. Now as to the "B" topic - "Just how important is it for the Ninth Grade to show evidence of responsible character?" John, you are a homeroom officer. Suppose you handle that topic for us? The "C" topic - "Does merely sitting by without active participation in school and social activities indicate good character?" Now several important points of conduct are involved here. Suppose that we assign this problem to the boys. Write down at least three reactions to this problem, boys. You may also take problem "F". That is a difficult point. The "D" topic the girls can handle. Try
to name specific instances, girls.

Have all topics written on the board so they can be copied easily by the students.

IV. The next day the teacher will make introductory remarks regarding the discussion. Then she will call on various members to give their reaction to the first topic. From the general response, try to evolve with the students a simple definition that can easily be understood by all the members. Perhaps you will need to supplement the meanings. If so, don't talk too much. Write the definition of character on the board as the children have solved it.

Call on John to give his reaction to topic "B". Call for a discussion of John's report and further response from members.

Have one of the boys act as leader for the boys' discussion on topic "C". Again have a discussion.

One of the girls may act as a leader for the girls' topic "D".

Continue through the discussion filling in with stimulating remarks but avoid being too officious.

In summarizing the main points of the topic, the teacher should call on four or five students for suggestions concerning the important things learned from the program. The conclusion should contain the purposes of the outcomes desired but should not necessarily follow the wording.
Typical discussion problems.

Should our school have a student government?
What is the best way to handle traffic in the halls?
How can our school set up an assembly program?
What responsibilities toward the school should a Ninth Grade assume?
Should our community have a town manager?
What part does propaganda play in influencing the thinking of people?
How valuable will a college education be for me?
What has been the effect of various changes in social conventions since my parents' youth?
Why is a novel like Quentin Durward considered excellent reading?

13. The panel-type. The panel group usually consists of a chairman and from four to eight panel members, who are asked to consider before the group, some controversial topic of common interest. In the true panel, the chairman presents the problem to be considered, along with the important issues, one by one as they are taken up by the members. After this has gone on for about two-thirds of the time allotted for the meeting, the discussion is thrown open to the audience. During this period members of the audience may direct questions to any member of the panel or state their own viewpoints concerning the issues presented. The chairman concludes the meeting by a summary of the viewpoints expressed and the conclusions reached by the panel and the
Duties of the members. - The first responsibility of panel members is to make themselves heard. The second is to make what they have to say informative and thought-provoking. Members of the panels should be thoroughly informed on their subject.

Such a panel - discussion might be worked out according to the following plan.

Topic: What Understandings Concerning Homework Can be Developed in Our School?

I. Desired Objectives

A. To make an impartial evaluation of the present situation regarding homework.

B. To create desirable and reasonable attitudes toward homework by the students.

II. Issues Involved

A. One student represents group who wish all homework to be abolished.

B. One represents students who feel that homework is necessary.

C. One represents students who feel that most homework assignments are not reasonable.

D. One represents students who feel homework should be limited to certain days.

E. One student represents the pupils who feel that most students' difficulties with homework come from poor planning.

F. One student represents teachers who feel that a different arrangement of the school day might be the solution to the homework difficulties.

III. Each speaker prepares a three minute talk.

IV. If possible, the leader and the speakers meet to clarify points to be discussed.

V. Each speaker tries to revise his talk in the light of what others are planning to say to avoid duplication and to invigorate discussion.

VI. Discussion is held before the group. The speakers may sit about a table on the platform or at the front of the room and remain seated when speaking unless it is necessary for them to stand in order to be seen or heard easily.

VII. The chairman, when the speaker has finished, may open the question for discussion or he may wait until every panel member has spoken before opening the discussion of the entire question, including all question topics. The audience participates, names the panel speaker, as well as his topic, before offering his opinion or viewpoint.

VIII. The chairman evaluates the panel discussion as a whole, that is, he summarizes and in a way estimates what has been said and states the conclusion drawn.

A tentative timing of a classroom panel during a forty-minute class period might be as follows:

Chairman's opening remarks ----------- 2 minutes
Remarks by panel members --------------20 minutes
Audience participation --------------15 minutes
Chairman's summary ------------------ 3 minutes

40 minutes

In the evaluation of the panel discussion, practice has introduced a number of variations from the original procedure. One, the dialogue, is very often used in broadcasting because it is not too time
In this type of discussion two persons take part—one questioner and one respondent who is usually an expert in his field. The questioner (representing the audience) asks meaningful questions on a certain topic. Sometimes he makes comments of his own if he does not feel his questions are being fully answered. At the close of the discussion, he summarizes the discussion and seeks to arrive at an answer to the problem. For this discussion the two members are usually seated facing the audience.

In the symposium, another variation, several persons speak on one subject. As in the panel, the speeches are addressed to an audience and there is a chairman; but the symposium develops the subject through speeches, rather than conversation. Following the symposium there is usually a forum under the direction of the leader.

A symposium may be planned in two ways. Each speaker may be assigned a specific aspect of the problem. Another way is to let each speaker present his own views. The leader introduces the speakers and opens up the discussion. He makes brief remarks between the speeches in order to knit the discussion together. Often, too, he finds it necessary to summarize the speeches. In a symposium, a speaker is not necessarily an advocate. He reports his thinking on the subject. If he has reached tentative conclusions, he explains why and how he has reached them. He does not debate. One drawback to the symposium lies in the fact it is not as free discussion as the debate.

The forum—speech is still another variation of the panel-type of discussion. There are two types of forum—speeches. The first is expository. In the second, the speaker outlines his own views.
Following the speech, there is a period of audience participation led by the chairman.

The forum is a period of audience discussion following a panel, dialogue, symposium or forum-speech.

When the audience is to take part it should be so informed at the beginning of the discussion so it can take notes, phrase questions or comments or be generally prepared for participation. It is best to open the question period with a lively issue and one of special interest to the particular audience. Oftentimes the chairman might take a controversial viewpoint to stimulate the audience. The chairman should indicate how the questions are to be asked. Usually the best method is to permit all sorts of questions and then deftly give direction to these questions. A good answer goes directly to the point, gives the requested information and stops there.

Two or three minutes before the close of the forum, the leader may announce there is time for just one more questions. Following the response to this question, he may make a concluding statement. This may be a summary of the discussion, or an attempt to indicate the progress made by the group, or merely thanking the group for their cooperation and adjourning the meeting. At various times the class may practice the foregoing variations but the regular panel is best suited to high school level.

Leadership in a panel. As in any discussion, the leader must be well-poised, well-liked, have a keen sense of humor, and analytical
ability to direct the discussion.

Limitations of the panel. Some of the difficulties to be avoided in conducting panel discussions are:

A poor choice of chairman
A topic not challenging enough
Too many issues
Too many speakers
Too long a talk for each speaker
A rehearsed panel
Poor planning of talk on part of panel members
Permitting panel members to read speeches

Value of panel-type. The chief value of panel discussion lies in the fact that it admits to a large group the benefits of face-to-face discussion. Thus active thinking and audience participation are promoted especially if the subject chosen is one which is of immediate concern to both the speakers and the audience.

Suggested panel-discussion topics:

How can the sportsmanship of our students at football games be improved?

Would a school library be of the utmost benefit to our school?

Why bother with punctuation?

All junior high school pupils should study at least two years of art.

"Comics" are all right after all.

Do good school grades make for greater success in life?

14. The assembly-type. - Most high school and public societies have organizations (temporary or permanent) which call for the rules of parliamentary procedure - a set of rules and procedure designed to help groups carry on business in an orderly manner. It is
the method used in the state legislature, in Congress and in all public meetings where problems are being debated and voted upon.

Organizing - Any individual or group of individuals desiring to form an organization may inform others of their intention and invite them to attend a meeting by notifying each of them personally or by publishing an announcement.

The first meeting - When those who have been notified come together for the first time, someone who has been responsible for issuing the call should take the chair and preside. He should explain briefly the purpose of the gathering and then either nominate someone to serve as temporary chairman and call for a vote on the nomination, or should ask someone else to nominate a candidate for the temporary chairmanship. The temporary chairman is usually chosen by an "aye" or "no" vote. In such case a member would say, "Mr. Chairman, I nominate Mr. Jones as temporary chairman." Such a nomination does not require a second.

The first thing the temporary chairman does is to call for the nomination of a temporary secretary, who is chosen in the same manner as the temporary chairman. If it is the intention of those present to organize a permanent society at this initial meeting a committee is appointed to draft a constitution and by-laws. This committee should understand fully the purposes of the organization in order to plan wisely for the group.

Duties of the officers. -

The **presiding officer** maintains order and sees to it
that every member has an equal chance to participate in the discussion.

He should call the meeting to order, if possible, on time.

He should see that the secretary or clerk is on hand and prepared to read the records.

He should announce the business which is to come before the assembly, and the order in which the business has to be taken up.

He should state each motion accurately, put it to a vote, and announce the result of the vote.

He should speak always in the third person.

The presiding officer carries on the business, as tactfully, yet as technically correct as possible.

The presiding officer relinquishes the chair to a temporary chairman should he desire to take part in the discussion.

He does not vote unless to break a tie, or unless the voting is by ballot.

As far as is possible he should know in advance what matters are to come before the meeting and should be helpful as possible to all members who desire to express themselves on the subject under consideration.

The secretary. - It is the duty of the secretary to keep an accurate record at each meeting of all the business that is transacted. Such business should include the place, date, time of meeting, and the number of members present; presiding officer's name; statement of business discussed, including motions or resolutions considered or passed; a brief account of programs and committee reports and adjournment.

The treasurer. - The treasurer is responsible for the receipts and payments of the organization. He should make payments as authorized by the constitution, or by-laws or special votes. For his own protection
he should obtain and keep receipts for all disbursements. If large sums are involved, he should have his accounts audited in a way authorized by the organization.

A committee member. -- A good deal of the business of a large organization is transacted in committee meeting. The advantages are several: it saves time, permits freer and fuller discussions, and makes possible the discovery and study of facts not ordinarily available to the whole society. Members are usually appointed on committees by reason of their special knowledge of or interest in the matters referred to the committee.

Formulating a constitution and by-laws. -- The constitution should contain only those fundamental matters which are essential in determining the scope of the work of the organization. Such a constitution covers the following essentials.

Preamble

(Sets out the purpose or purposes of the organization)

Article I. Name
This organization shall be known as ...............  

Article II. Membership
Sets out the rules covering membership.

Article III. Officers - Their Election
Provides for officers and specific methods of election, duties, and length of office.

Article IV. Standing Committees
This article deals with committees appointed by the president, their duties and length of service.

Article V. Meetings and Sessions
Gives the time of meeting, number of sessions and so forth.
Article VI. Quorum
States how many members must be present in order to conduct business.

Article VII. Amendments
Explains the conditions and processes of changing the constitution.

The following matters may be dealt with in the by-laws:

1. Method of admitting members.
2. Dues.
3. Method of electing officers and committees
4. Provisions for calling and conducting meetings.
5. Parliamentary authority.
6. Number constituting a quorum (the number of members that must be present at a meeting if business is to be transacted legally)
7. Method of amending the by-laws.

Adopting a constitution and by-laws. - The second meeting of the organization should be devoted to the adoption of the constitution and by-laws, which have been prepared by the committee. The temporary chairman, after calling the meeting to order asks for the report of the committee. The chairman of the committee reads the constitution and the by-laws article by article, section by section. After each, the temporary chairman asks whether there are any amendments to be proposed. Proposed amendments are either incorporated by permission of the committees who have drafted the constitution and by-laws or they are voted on as they are offered. When the final article of the constitution has been read, the chairman of the committee moves the adoption of the constitution as a whole as it then stands with any amendments which have been made. When the constitution has been adopted the by-laws are taken up one by one in the same way. The constitution and by-laws usually go into effect immediately on their adoption.
E lecting officers. - The second item of business to come before the meeting is the election of the officers provided for in the constitution, by the methods stipulated in the by-laws. Those elected take office at once.

Appointing standing committees. - The final step in getting the organization under way is to elect or to appoint any standing committees which have been provided for in the constitution and by-laws.

Conducting business. -

Obtaining the floor. - A member desiring to speak should rise in his place and address the presiding officer as follows: "Mr. Chairman," "Mr. President," "Mr. Moderator," "Madame President," "Madame Chairman," etc. Having addressed the chair he should wait to be recognized by the chair before he continues. The chairman recognizes him by name or by title as follows: "Mr. Brown," or "The Representative from the Thirty-Third," etc. When the member has been recognized by the chair, he may enter upon a discussion of any motion which has been made, seconded, and put before the house, or he may himself offer a motion. In case two members address the chair simultaneously, the presiding officer must use his judgment as to which he should recognize. Ordinary consideration, tact and courtesy should decide the issue.

Making a motion. - If a member desires to have a matter discussed by the meeting he should always present it in the form of a resolution or a motion. If the proposal is complicated, it is best to bring it up in the form of a written resolution, a copy of which
should be handed to the secretary. In making a motion the speaker should say, "I move that such and such action be taken" or "I desire to offer a motion to the effect that such and such a thing be done." The form "I move you" is incorrect.

Putting a motion. — When a motion has been made the chairman should ask, "Is there a second?" A second may be offered by any member without rising and addressing the chair. When the motion has been seconded, the chairman should say, "It has been moved and seconded that such and such action be taken. Are there any remarks?" The whole matter is then open for discussion.

Note: The president may refuse a motion if he considers it obstructing progress.

Note: Certain motions cannot be debated. These are the motions:

To vote on previous question which ends the debate.

To lay the motion under discussion on the table (which postpones actions or defeats a motion since a table motion requires a majority vote before it can be taken up again).

Discussing a motion. — No subject should be discussed before the assembly until it has been presented in the form of a motion, duly seconded, stated by the chair and remarks have been called for. In the discussion of a motion no member should be allowed to speak twice if anyone who has not had an opportunity to speak is asking for the
privilege.

If the group cannot reach a decision cooperatively, the leader may then call for a motion. At this time any member of the group is free to move the adoption of a proposal which he feels will meet the problem. The method of the group after motions have been called for is that provided by the rules of parliamentary procedure. The leader will usually save time by recognizing first a spokesman of what appears from the earlier discussion to be the majority opinion. During this debate, this main motion or principal motion is subject to such subsidiary, incidental or privileged motions as may be introduced. Of these the motion to amend is the most common. If the motion to amend is seconded, it is then the principal motion as amended and further debate is in order. If the amendment is rejected the debate continues on the principal motion as presented. By simply calling for questions any one may at any time request that the debate be terminated and the motion then brought to a vote. Although several members may desire the debate to continue, if there is a two-thirds vote, the debate is closed and whatever the motion before the house, it is voted upon.

Methods of voting. — The commonest way of voting is by vocal response. After everyone who desires to speak has done so, the chairman says "Are you ready for the questions? If so, all those in favor will please say 'Aye'. All those opposed will please say 'No'." The motion is carried or the motion is lost depending on the chairman's judgment as to how the vote has gone.

Any member is privileged to call for "a division" if he thinks
the chairman has misinterpreted the audience response. "A division" means that the chairman must ask all those in favor of the motion to stand (or to raise their hands) while the secretary counts them. After they have resumed their seats all those opposed are asked to stand and be counted. In some assemblies the common practice is to take all votes by show of hands or by rising. On very important matters on which it is desirable to allow each member to express his own opinion without being influenced by the voting of anyone else, the vote may be on a written ballot.

Order of business. — In most organizations the following order of business is the rule:

The chairman calls the meeting to order, saying, "The meeting will now come to order." The president asks the secretary if there is a quorum (number of members). Unless otherwise decided, a majority, or more than half the membership, is required.

The chairman asks the secretary to read the minutes of the previous meeting which are corrected if necessary and then approved.

The chairman calls for the reports of standing committees and the assembly acts upon them.

The chairman calls for the reports of the special committees and the assembly acts upon them.

Any business which was left unfinished at the previous meeting is taken up.

New business is transacted.

The assembly adjourns.

Appointing special committees. — When in the opinion of any member a matter which has been brought up can best be handled by a
committee, he may move that the chairman appoint a committee to consider it. The usual form for doing this will be found in the discussion of the motion to commit. Unless there is some very good reason for doing otherwise, custom and courtesy require the presiding officer to designate as chairman of such committee the member who has moved for the appointment of the committee.

Committee reports. — When a committee brings in a report, the committee chairman usually reads it, and then moves that it be adopted. If the society does not care to act in accordance with the recommendations of the committee, but does desire to place the report on file and discharge the committee, the proper procedure is "to accept".

Condensed working codes. —

The sixteen parliamentary motions can be listed in the order of their precedence from the weakest to the strongest.

Principal motions are identified by the fact that they are never in order when there is any other question or business before the assembly.

Subsidiary motions are applied to other motions for the purpose of modifying, or disposing of them or of cutting off debate on them. These subsidiary motions are so arranged on the table that each one takes precedence over those preceding it in the list and yields to those following it.

Incidental motions are motions that rise out of other motions and come up in an incidental way.

Privileged motions arise independently of other motions
and concern themselves with the rights and needs of the assembly and therefore are of the highest rank.

When we say a motion 'takes precedence over another' we mean that it may be offered while the other motion is before the house and that it must be considered before the other.

When we say a motion yields to another, we mean that the other may be made while the first is before the house and that if the second is made it must be considered before the house can go on with the discussion of the one who yields.

**Objects of motions**

I. Principal motion

1. This main motion brings original business before the assembly.

II. Subsidiary motions

2. To amend: Proper form - "I move to amend the motion by striking out _____, by inserting _____, by adding _____, by dividing, or by substituting.

An amendment may take the form of a substitute motion. When an amendment is in order someone may move to substitute an entirely new main motion for the one before the house. This proposed substitute motion is treated

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2/ Ibid., p. 294.
as an amendment.

3. To postpone indefinitely: (1) to dispose of the question for the session without voting on it directly; (2) it is used by the opponents of the question to determine their strength.

4. To refer to a committee - to secure the advantage of action by a smaller group, or of greater freedom in debate in dealing with a question.

5. To postpone to a certain time - to defer action on a question to a certain time.

6. Previous question - to suppress debate and bring the assembly to a vote.

7. To lay on the table: (1) to postpone a subject so that it may be taken up at another time during the same session: (2) to stop debate and suppress a question for the session, providing a majority cannot be secured to take the question from the table.

III. Incidental motions

8. To suspend a rule to make temporarily possible an action contrary to the standing rules or rules of order of an organization.

9. To withdraw a motion - to expedite business in case of a changed opinion by the maker of the motion.

10. Question of consideration - an objection to the consideration of a question to enable the assembly to avoid
irrelevant, unprofitable or contentious questions.

11. A point of order - to correct a breach of order or an error in procedure.

12. Appeal from decision of the chair: (1) to invoke a rule which the chairman has ignored or misinterpreted; (2) to appeal to the assembly to overrule the chairman on any rule where an opinion or a judgment may be exercised.

IV. Privileged motions

13. To make a matter of business a "special order" for a given time - to set aside a specific time to consider a certain matter of business when all things will be set aside.

14. Questions of rights and privileges - to secure to the assembly or any of its members some right with respect to safety, comfort, dignity, reputation, or freedom from disturbance.

15. To adjourn - to bring the meeting to a close.

16. To fix a time for the next meeting - to fix a time or place for reassembling.
A Model Constitution of a High School Club

Constitution of the Cooperative Discussion Club

Preamble

The purposes of this club shall be to familiarize members with parliamentary procedure, to give training in speaking, and to supply information on a variety of subjects.

Article I. Name

The name of this organization shall be The Cooperative Discussion Club.

Article II. Membership

The students in Miss ________ Ninth Grade English Classes shall be considered members of the club.

Article III. Officers

The officers of the organization shall be a president, a secretary, and a treasurer. They shall be elected by a majority vote, shall serve during the entire school term, and shall perform the regular duties of these officers.

Article IV. Standing Committee

The president shall select three members to serve during the term as Program Committee. The duties of this committee shall be under the direction of the instructor to divide the members into groups on the basis of similar interests and to plan with these groups a weekly program on science, history, literature or current events.
Article V. Meetings

Meetings shall be held every Friday during the regular English period in Room ___.

Article VI.

This constitution may be amended by a two-thirds vote, provided the amendment is submitted in writing to the secretary at the preceding meeting.

By - Laws

Article I. Conducting Meeting

The presiding teacher is authorized to veto any action of the club which seems unwise. If an officer proves inefficient, she may call for a new election or appoint a substitute. She may at any time take charge of the club.

Article II. Authority for Procedure

Robert D. Leigh's book on Modern Rules of Parliamentary Procedure shall be used as the authority on parliamentary practice.

Article III. Order of Business

The order of business shall be: roll call; reading and adoption of minutes; reports of committee; unfinished business; new business, including new assignment; program or speaker; discussion or report of critic, adjournment.

Article IV. Dues

Dues of twenty-five cents per year shall be payable by the end of the first month of meeting. This money is to be used in the interest
of the activities of the club.

Article V. Quorum

The quorum, or number of members required for the transaction of business shall be twenty.

Article VI. Method of Electing Officers

The officers shall be nominated from the floor and elected by ballot. A majority vote shall be necessary for election.

Article VII. Amending By-Laws

These by-laws may be amended by a majority vote, provided the amendment is submitted in writing to the secretary at the previous meeting.

Practice in Making Motions

After the class has been organized as a club hold drill sessions for the purpose of mastering the use of motions. At first suggest light topics for discussion. Later more serious subjects can be discussed.

As an example:

President: The meeting please come to order. The subject for discussion today concerns the publishing of a magazine for our school. The chair calls for motions.

Peter: I move that we have a school magazine.

Jane: I second the motion.

President: The motion has been made and seconded that we have a school magazine. Is there discussion?
Tom: I object to the consideration of this motion because

President: The consideration of the question has been ob-
jected to. Shall the objection be sustained? Those in favor
say "aye"; those opposed, "no".

President: The motion is defeated. Is there further discus-
sion?

Tom: I move that we amend the motion before us by substitut-
ing the word "newspaper" for the word "magazine". Is there
any discussion?

(Several may speak to the amendment).

Tom: I call for the question.

Mary: I second the motion.

President: The question has been called for. All those in
favor of closing debate say, "Aye". Opposed "No".

President: The motion is carried. Will all those in favor of
substituting "newspaper" for magazine say "Aye". Opposed "No".

President: The motion is carried. Is there further discussion
of the motion as amended, that we have a school newspaper in-
stead of a school magazine.

Everett: I move that this whole matter be referred to a com-
mittee to be named by the chair because .........

George: I second the motion.

President: You have heard the motion. Is there any discussion?
Richard: I move that the question be postponed indefinitely.

President: The speaker is out of order. Is there any discussion of the motion to refer the question to a committee?

Mark: I rise to a point of order.

President: State your point of order.

Mark: I am proposing that this whole matter should be postponed indefinitely; I see no reason why this motion should not be considered.

President: The motion to commit (to refer to a committee) takes precedence over the motion to postpone indefinitely, for that reason you are out of order. Is there discussion of the motion to refer the question to a committee?

President: If not, will all those in favor of the motion to commit say, "Aye". Opposed "No".

President: The motion is defeated. Is there further discussion of the proposal that we publish a school newspaper?

James: I move that the question be postponed until our next meeting.

Charlotte: I second the motion.

President: It is proposed that we postpone discussion of the question until our next meeting. Is there any discussion?

President: If not, will all those in favor of such a postponement say "Aye". Those opposed "No".

President: The motion is carried.

Frank: I move that we adjourn.
Janet; I second the motion.
President: It has been moved that we adjourn. All those in favor say "Aye". Those opposed "No".
President: The meeting is adjourned.

Limitations of the assembly-type.

Although the governing rules of a club are designed to call for the rule of the majority, sometimes issues become fogged through too long discussion or debate. A knowledge of parliamentary procedure can eliminate this situation and insure the best interests of the entire audience.

Pertinent topics for discussion in class club:

1. The club give a play after school and charge admission.
2. That the club omit one of its regular sessions and invite a guest speaker - a favorite teacher or the principal.
3. That the club give a demonstration meeting and invite another class group.
4. How we can build up better sportsmanship in the school.
5. How we can improve the school community.
6. What sort of a party the school should have on _____.

Probable Indirect and Incidental Learning Products.

Indirect.
Training in developing or gaining critical thinking
A growing ability to form decisions
Practice in giving information and sharing experience
Increased stimulation in aiding student to search
for facts

The creation of interest, tolerance and a cooperative spirit in contributing and sharing with the group

Incidental.

The development of effective speaking
The growth in leadership
A carry-over value from discussion
Satisfaction derived from solving a problem
The cultivation of self-control
The development of good listening habits
Improved study habits
The List of References for Teachers

Books


Fort, Lyman, *Speech for All*, Boston, Allyn and Bacon, 1944.


Periodicals


The Unit Assignment

Time Allotment. — Three weeks with continual review of skills thereafter through various speaking situations.

I. Introductory Activities. —

Thousands of years ago, all men lived like savages. Although man was a small weak animal, he had to battle with many fierce beasts for the mastery of the earth. He had no tools or weapons; he knew nothing of fire; and his language was limited to a few sounds. How did man escape the wild beasts?

In the struggle for existence, however, man had one weapon that compensated for his physical weakness. What was that weapon? How did it help him?

Today, very few of us are faced with the necessity of protecting ourselves against wild beasts. The problems which confront man have changed, but, particularly in a democracy like ours, the need for clear thinking is as great as it ever was. Why?

In addition to meeting these important problems of citizenship, you, like everyone else, must make important personal decisions. Maybe you will need to think seriously about your vocation. What are other problems you may have to think about?

Now is the time to form the habit of gathering sound evidence on both sides of a question, and of weighing the advantages and disadvantages of each course of action.

During the next three weeks, you will be working on a unit in-
volving discussion techniques. The following questions cover the material found in this unit. Some of the questions you may be able to answer as we check them. If that is so, you will be able to concentrate on the activities that are more difficult and perhaps most helpful to you. Place this sheet in your notebook for final checking on the completion of the unit.

1. What does the word "discussion" mean?
2. What are the types of discussion?
3. Explain the functions of each type.
4. How do you attack a problem?
5. Every discussion group calls for a leader. What qualifications should the leader possess?
6. What are the responsibilities of the members of the group in any discussion?
7. How does the speaker participate effectively in the discussion situation?
8. How do you take notes effectively?
9. What types of outline do you know?
10. Which outline is the more effective aid in logical thinking?
11. What is meant by propaganda?
12. How can experience in group thinking help the individual to detect propaganda?
13. How important is listening in discussion?
14. What are the qualities of good questioning?
15. What is meant by parliamentary procedure?
16. What are the four types of motions?
17. How can participation in group discussion help you to become a more effective citizen?

Let us look over our study guide. Remember (1: 58 - 62) means pages 58 through 62 in the first book on your reference list. If you have any suggestions in connection with this unit, please write your suggestion on a piece of paper, and put it in the box on my desk.

II. Core Activities. -

A. Elements of discussion.

* 1. Read the discussion in your reference (3: 156 - 158). Be able to answer the questions listed on (3: 155). Look up any unfamiliar words you don't know. Add these words to the vocabulary list in your notebook together with other words you may be interested in learning in connection with this unit.

* 2. Your reference (2: 180 - 181) has an interesting discussion started. Do you have another point to make in support of either opinion?

* 3. Before we start a class discussion, however, you will want to read the references (2: 182) and (3: 155) for suggestions for group study.

* 4. Discussion of item 3. As class contributes perhaps we can build a working code for our discussions.

* 5. In all your oral work you have learned three things are important: speaker, audience, and subject matter. Consult the reference (1: 16 - 18) for "Hints for Your Speaking". Copy into your notebook the twelve "Do's for Good Speaking".
You'll want to make them a natural part of your oral work.

* 6. Both "asking questions intelligently" and "answering questions clearly, and concisely" are important aspects of all discussion work. Your references give information on these skills. Check the points for good questioning. Come to class prepared to carry out one of the following dramatizations:

Ask:

A policeman for information
For an increase in allowance
Permission to change your course
To be excused from a music lesson
Someone for money he owes you
Your neighbor for his lawnmower
A friend to lend you his tennis racket
Your father to buy a television set
To be allowed to play football
A girl (or boy) to go to a party
A referee about a decision
A stranger to cash a check
A storekeeper to exchange a purchase
For your ball which broke a window

7. Frame an intelligent question asking an explanation of some difficulty which you are meeting in history, science, mathematics or any other subject. Have in mind the points which you wish the answer to cover. After the class discussion as to whether your question is definite and complete, reframe the question and pass it to your discussion leader.

* 8. In our discussions we shall look for evidence. Evidence is another name for facts or proof. Before accepting another’s opinions as facts, you will try to discover if the writer is
unbiased and if he is an authority on the subject. Another way is to examine the article or speech for inaccuracies or exaggerations. Test your power to judge opinions by studying the reference (3: 145).

9. Sometimes we must reason our opinions from our own personal observation and thinking. Can you find the inaccuracies in reference (3: 146 - 149)?

10. Think of a decision you have made and explain how you reached it. Perhaps one of the topics in the reference (3: 149) will help you.

11. Class discussion of items 5, 6, 7.

* 12. Sometimes, certain individuals and organizations - called propagandists - set out deliberately to influence our opinions and actions for their own ends. When we learn how to think and form our own opinions, we do not let the propagandists do our thinking for us.

Four of the most common propaganda devices used are listed in the reference (3: 150 - 151). Apply these devices - one or two - for each example in the reference (3: 152). Make a written list. You will not need to copy the example.

* 13. In newspaper editorials or stories, articles, pamphlets or radio talks, find three examples of propaganda. What device or devices does the speaker or the writer use?

14. Discussion items 8, 9, 12 and 13.

* 15. In all your reading, studying and discussion work, you will
need to know how to take notes. Your references (3: 204 - 206) and (4: 7 - 9) have good directions but reference (2: 109 - 113) has the best material of all. After you have studied the last reference, do the exercise listed in the reference (2: 112). Keep in your notebook.

16. Prepare to work with the class in making an outline of your notes.

* 17. Read the article "Panic Among the Pests" in the reference (2: 113). Prepare main headings on separate cards or notebook paper. Proceed then to make notes according to each heading.

18. After you have finished making your notes, item 17, arrange the cards or pages of your notebook in the order that will make the clearest outline of the subject.

* 19. Compare your outline with the one on the board concerning the same article. Did you find the main points? If not, go back to your reference (3: 57 - 58). Review the topic sentence. Check items 15, 17, 19 for sharing experience.

20. As preparation for class discussion, select a topic (Activity Three) listed in the reference (3: 149). Be prepared to explain your reason. The following guide will help you. Fill out to give to your discussion group leader.
Preparing Your Talk

1/

Exact Title -
The Purpose -
The Audience -
The Time Allotted -
The Opening Sentence -
                                     

The Main Points Taken Up -
1. ___________________________
2. ___________________________
3. ___________________________
4. ___________________________

The Closing Sentence -


Time Required in Practice --

* 21. Keep the following chart in your notebook. At the end of your talk, a committee of students and the teacher will rate you according to the point system explained at the foot of the chart. As you study your rating, keep trying and you will be sure to improve.

There will be further class discussion on this item.

Note to teacher: Ninth Grade students may need help in planning their outline for the first time. Therefore, the teacher, working with the students, might plan a sample outline as a class lesson.


2/Thid., p. 230.
Checking Your Own Speech

How well did I

1. Plan my talk?
2. Choose only important facts?
3. Tell the facts in order?
4. Give credit to the sources of my information?
5. Find new ways to express myself?
6. Have my work ready on time?
7. Speak so that everyone could hear?
8. Say each word so that it could be understood?
9. Consider my listeners?
10. Make my report of interest to the group?

Total points -

Directions: The rating for each standard is: good - ten points; fair - five points; and poor - zero. The total points will tell the mark for your report. Usual rating: 90 - 100 = A; 80 - 90 = B; 70 - 80 = C; 60 - 70 = D.

22. Perhaps more people are popular because they are good listeners than because they are good talkers. A good listener hears what is said to him; he hears thoughts and not merely words. He asks intelligent questions at the proper point. He does not quote a speaker incorrectly because he hears honestly which is as important as speaking honestly. All discussion involves intelligent listening. Your reference 5: 92 - 93 has some excellent reading on "Learning Listening Skills". Consult 1: 103 if you are interested in establishing several listening standards.
23. After the class has discussed the material in item 22, the
teacher or a student will read the article 1: 94 which is iden-
tified with the questions on the front board. See how many
facts you can remember.

* 24. Listen carefully to the oral reports (see item 20). Try
to determine the central thought and one detail or incident
which explains that thought. Write your reaction beside the
name of the speaker. Compare your list with the class reactions.

25. List some situations in which the attentive listener has a
stimulating effect on the listener. For further information
listening for ideas in regard to this topic, you will want to
read the reference 2: 158 - 161.

* 26. How do you choose the movies you see? To answer this ques-
tion, list the following reasons that influence you most. You
might use the numbers: 1, 2, 3, 4, etc., in order of their import-
ance.

   a. Friends' recommendations
   b. Regular attendance
   c. Parents' recommendations
   d. Newspaper reviews
   e. Magazine reviews
   f. Previews at the theater
   g. Stars in the picture
   h. Movies that have been filmed from books
   i. Type pictures such as mystery or crime thrillers
   j. Price of admission

Take a poll in the class to find out how your classmates
choose the movies they see and the results. Discuss which of the above points are most likely to lead to superior pictures.

27. "How to Tell a Good Movie" - To learn more about standards, read the criticisms listed in the reference (2: 191 - 192).

* 28. Prepare to do one of the activities listed in the reference (2: 192 -- A,B,C,D or E). Prepare for a class discussion on your topic.

* 29. Make a study of one of the following subjects listed under the title:

Suggested Topics About Moving Pictures -- Reference (2: 193)

Report your findings to the class.

* 30. Moving pictures affect your lives in many ways. They may even influence your thinking. Of course other important factors such as, parents, friends, church, school, magazines, books and pictures affect your thinking. In your opinion which of the forces just named have been most influential in affecting your ideas on the subjects listed below? On a paper list your answers and then plan to discuss them in class.

   a. How to dress smartly?
   b. Knowing the difference between right and wrong?
   c. Good manners?
   d. How to be successful?
   e. Knowledge of people who live in other countries?
   f. What Americans do to have a good time?
   g. How the average American family lives?
h. How people live who are richer or poorer than your family?

i. How it must feel to be a criminal?

j. What it must be like to be rich?

k. How it must feel to be flying in a streamline four-motored plane?

l. How to earn a living?

m. How one feels about minority races?

* 31. Are you able to differentiate between worthwhile and mediocre pictures and to tell others in what respects a movie excels or is inferior? Report on a moving picture you have recently seen. Use the following check in preparation for a class discussion.

A Listening and Observing Test

Name of Picture -
Stars and Feature Players -
Are the Actors Well Cast? Yes? No?
On the Whole Was the Acting Sincere and Natural? Yes? No?
Check Type of Play: Comedy Tragedy Musical Comedy
Social Drama Melodrama
Murder Mystery Other Mystery Historical Biographical
Patriotic Propaganda Horror
Are the Settings and Costumes Generally Appropriate and Authentic?
Check Type of Setting: Western Gangster or Racketeer
Sophisticated and Society Exploration World War

Civil War  Foreign  Newspaper  Pioneer
Medical Profession  Airplane  Horse Racing or Other
Sport

Another Type
What Was the Basic Theme Behind the Picture?
What Was the Fundamental Problem?
Is the Story New and Interesting?  Yes?  No?
Does the Story Avoid Making Questionable Characters Glamorous?
  Yes?  No?
Does the Interest Rise from the Beginning to the Climax?
Is the Ending Logical?  Yes?  No?
Is the Dialogue Entertaining and Natural?  Yes?  No?
Is some of the Photography Artistic and Impressive?  Yes?
  No?
Do Swift and Slow Scenes Alternate?  Yes?  No?
Check Type of Humor:  Coarse  Slapstick  Vulgar
  Improbable  Laboried  Spontaneous  Probable
  Silly, but Good Fun  Rollicking  Original
  Timeworn  Subtle
Has the Picture Influenced Your Conduct in Any Way?  Yes?
  No?

What Rating Would You Give This Picture?
Excellent  Good  Fair  Poor

* 32.  You have now experienced many of the advantages of group
participation. In order that you may have a clear understand-
ing of your responsibility in the classroom, prepare to participate in a group discussion on the following topic:

"How Can Classroom Work Be Made More Effective?"

* 33. Select a leader for your five member group. From the following list of issues in regard to the problem, select a question for your committee. Come prepared to share in a class discussion.

Discussion

a. What are some of the things which interesting classroom activities can do for you as a student?

b. What are the desirable qualities of leaders in your classroom work and all your school activities?

c. Do you as a follower have any responsibility for the activities of the group? Are we good followers if the help we give consists in doing nothing wrong? Explain.

d. How do we benefit by exchanging ideas? What do we learn by respecting the rights and opinions of others?

e. Which offers more opportunity for effective classroom work? the teacher as the full leader of the group? or the student leadership with or without class committee work? Explain.

f. What part does good speaking, listening, questioning play in all effective classroom work?

* 34. Committee reports on topics selected in item 33.

* 35. As a summary of the discussion offered in connection with item 34, have your committee chairman summarize his committee's report at the end of the discussion.

36. Perhaps you have an interesting problem you would like to hear discussed. Write it on a slip of paper, and leave on the teacher's desk for future reference.
B. Panel - Discussion. One of the most effective and interesting ways to exchange ideas or to report the results of an investigation is to plan a panel discussion.

*37.* In your reference (2: 183 - 184) the picture shows how the children are seated; the discussion under the picture explains what is taking place. Read the account of the discussion.

*38.* Can you now explain how this type of discussion differs from an ordinary informal classroom? If you have doubts, check the "Suggestions for Conducting a Panel Discussion" (2: 184).

39. Many of the skills you've already learned should help you in this type of discussion. Make a list of them.

40. What is meant by an "authoritative source"?

*41.* What is the task of a leader in a panel discussion? Perhaps you can determine your answer from reading the discussion again as it is presented in reference (2: 183 - 184).

*42.* Class discussion on items 37, 38, 39, 40.

*43.* In a panel discussion you will have to defend your opinion, with worthwhile evidence. Select one of the following topics. Think about it carefully and plan an outline for a brief talk. Make your points clear and definite.

Topics —— Select One

a. School spirit can be carried too far.

b. A safety patrol is a good thing for our school.

c. Examinations are not the best way to determine promotion.

d. A gentleman never hurts anyone's feelings.
e. Charity begins at home.
f. Diligence is the mother of Good Fortune.
g. The world owes everybody a living.
h. Success is not measured in dollars and cents.
i. A person's friends are like mirrors which show him himself.
j. A Pupil Court is better than a Teacher Court.
k. An untruthful person is dangerous.
l. A woman's place is in the home.
m. Parents do not understand children of today.
n. Every boy and girl should have a definite job to do at home.

* 44. Fill in the outline on "Preparing Your Talk". See item 20 in your study guide.

* 45. This will be an excellent time to try for trial two on your chart "Checking Your Speech". Make this a better record.

Presentation of oral reports.

* 46. Here is a possible topic for a panel discussion. Try to write five questions requiring full complete answers in order to understand the issue. The topic:

"The ——— Junior High School Should Have a School Library"

Pass your questions or opinions to your discussion leader.

If this problem interests you consult the teacher to serve on a panel board for this question.
* 47. Panel discussion for item 9.

* 48. Teacher divides the class into groups of six.

Assignment: Select one of the vocations listed below for your panel discussion. Remember that one of your group will be the leader.

Vocations: Business Engineering Politics
Teaching Selling Construction
Medicine Aviation The Armed Forces

For this discussion the following points might prove helpful. Pass the outlined talk to your panel leader.

Points to remember:

1. Work of
2. Opportunities in the field
3. Remuneration
4. Preparation desirable
5. Qualities of a successful
6. Advantages and disadvantages

* 49. Panel discussion on item 11.

* 50. Check with a "yes" or "no" the following items in regard to panel discussions?

A Discussion Check

1. Was this discussion a success? Yes  No
2. Was the topic of interest to you?   
3. Was the number of students participating as great as it might have been?   

4. Was adequate preparation made by all concerned?

5. Were the issues properly presented at the beginning of the discussion?

6. Did the leader do his part effectively?

7. Was the questioning satisfactory?

8. Did I gain any ideas for future discussion?

9. Could every member of the panel be heard effectively?

10. Did I do my part as a member of the audience?

D. Assembly - Type Discussion.

Nearly everyone belongs to some club or society. You may belong to some organization outside of school. At these meetings you must know how to carry on the business. Let's see what you should know about the "rules of order" before you organize a club and do a good job of it. Prepare for an organized discussion with a temporary chairman and a secretary for your first meeting.

* 51. First Meeting:

a. Decide on the purpose of the club and choose a name.

b. Decide on the date, time and number of meetings.

c. What will be your requirements for membership?

d. What is meant by the club constitution? the by-laws?

e. What officers must be chosen? How long shall they serve?
f. What committees must be chosen?
g. What are the duties of the officers?
h. How does a person vote?
i. Shall this club collect dues?
j. What is the order of procedure in any meeting?
k. What does "addressing the chair" mean?
l. What duties should the club members have?
m. What kind of motions are needed?
n. What is a standing committee? a special committee?

Consult references (5: 85 - 88); (5: 149 - 152);
(3: 159 - 167); (2: 185 - 188) for answers to
questions for discussions.

* 52. Second Meeting:

Calling to order, secretary's report, selection of a
club name, reading of Constitution and By-Laws, new busi-
ness; nomination and election of officers, appointment by
president of a program chairman. Reference (3: 161 - 165)

* 53. Third Meeting:

Practice on Motions --- In any club there is always dis-
cussion of a motion. What is the main purpose of motions?
What are the four principal kinds of motions? Suppose that
the group wishes to present a gift to the school. Let a
member make a motion regarding this gift. Let two members
speak for the motion; two against it.
Introduce these motions:
To amend the motion
To amend the amendment
To refer to a committee
To lay on the table
To postpone indefinitely
To limit debate
To reconsider
To take from the table a motion laid on the table at a previous meeting
To fix the time at which to adjourn
Let a member rise to a point of order

* 54. Fourth Meeting: Activities — Have the chairman appoint a special committee to draw up a resolution in appreciation of the services to the school of a teacher or a student. Have the committee report at the next meeting so that the assembly can take action on it.
* Appoint members to make two minute speeches at the next meeting on these topics:

What a chairman must or must not do to be impartial
How a member can be most helpful to a presiding officer
How a committee should go to work
Explanation of the motion "To lay on the table"
What motions are not debatable and why?
What reasons might there be for postponing a matter indefinitely?

Let the treasurer submit an imaginary report and the club act on it.

Let five members each present main motions and six members each present secondary motions.

Let a member illustrate the motion "orders of the day".

* 55. Fifth Meeting and On:

Regular weekly meetings of club for purposes of conversations, discussions, debates, reports, speeches, dramatizations, choral speaking, and pantomime, as planned by the members. This club would identify a speech program of interpretive reading and voice training in conjunction with the aforementioned activities.

Optional Related Activities. -

1. Give campaign speeches when election of officers takes place.

2. Be a member of the program group for planning each club program by turns.

3. Prepare to take part in a forum discussion on one of the following questions:

   a. Should every student be required to take one year of Latin?

   b. Is television more educational than movies?

   c. Should driving be taught in the high school?

4. Submit a problem in which you are interested. Introduce
it to the group and raise questions which will invite discussion.

5. Report on a panel discussion you have heard recently. Criticize it from your knowledge of what makes a good panel discussion.

6. Bring to class or report on a speech recently heard on television or radio which shows an example of deceptive thinking.

7. For the bulletin board display bring to class pictures or posters showing good posture, bodily action or poise in group participation.

IV. Pooling - of - Experience Phase. -

A review of the English club in operation involving the use of parliamentary procedure on a pertinent school problem might form the basis for this phase of the unit. One or more types of discussions might be demonstrated. Exhibits and pictures might well form the background. The program should be previously planned and could serve as an assembly activity.

V. Evaluative Activities. -

Subjective Testing. -

At the conclusion of the core activities the teacher will require that each student write an essay summary of the unit based on the following guide:

1. Do you think the "Discussion Method" is the most effective way of learning? Prove your opinion.

2. Have you become more aware of the thoughts and feelings
of other people? Explain.

3. Do you feel that you have gained poise in appearing before the group?

4. Have you had to repeat your words in order to be heard since you have begun the study of this unit?

5. Judging from your reactions to this method of study, would you rather study alone or with the group?

Objective Testing. —

At the end of the unit assignment the teacher administers an informal objective test based on the activities in connection with the unit.
Mastery Test on the Unit: Discussion Techniques

A. Multiple Choice – Select the letter to the phrase that best completes the meaning of the sentence. Place the letter beside its proper number.

1. _____ 1. The best discussion takes place usually
   a. when it is spontaneous
   b. when it is planned for
   c. when there is a good audience

2. _____ 2. In planning for a discussion, it is always wise to select
   a. a timely problem
   b. an interesting problem
   c. an interesting audience

3. _____ 3. In a discussion the most important participant should be
   a. the leader
   b. the garrulous talker
   c. the loud-talker

4. _____ 4. All members in any discussion should be prepared
   a. to answer all questions
   b. to take an aggressive stand
   c. to participate fairly

5. _____ 5. The most effective questions should be
   a. questions calling for a 'yes' or 'no' answer
   b. thought questions
   c. long questions

6. _____ 6. The classroom student can learn to speak well if he
   a. will learn and practice the qualities of good speaking
   b. will talk a great deal
   c. will always try to be the leader
7. The efficient reporter checks
   a. one source for material
   b. several sources for material
   c. many references for the source of his material

8. The best method for taking notes is to use
   a. note-book paper
   b. cards for topics with main ideas
   c. scraps of paper

9. When you check for facts and opinions you should look for
   a. inaccuracies
   b. unusual data
   c. clever devices

10. Generally, the best arrangement for an orderly presentation of ideas is the making of
    a. a chart
    b. a list
    c. an outline

11. The best outline to use for making a speech is a
    a. word outline
    b. phrase outline
    c. sentence outline

12. The good speaker thinks most
    a. about what he is saying
    b. about the impression he is making
    c. about what he is trying to remember

13. In the single-leader type of discussion
    a. all the members do the talking
    b. only the teacher or the leader does the talking
    c. several members do most of the talking

14. When there is action to be taken after a discussion, the group abides by the decision of
15. The number of steps used in discussing problems (is, are) usually
   a. one
   b. two
   c. three

16. The number of questions planned for a given discussion should be
   a. limited
   b. one or two
   c. as many as are needed to understand the problem

17. At the end of every discussion
   a. new ideas should be gained
   b. the problem should always be solved
   c. action should be taken

18. At the end of every discussion, it is well to
   a. have a summary given
   b. leave the question "up in the air"
   c. criticise the members

19. Through intelligent discussion, people can best be helped
   a. to make satisfactory adjustments in their life
   b. to make more money
   c. to make more friends

20. In all the discussions, the audience participates most thoughtfully by
   a. talking
   b. listening carefully to the viewpoints of others
   c. making comments

B. Completion Test - Complete the following sentence by filling in the word or words which are missing. Write the word or words on the line to the left of the sentence.
1. One of the most interesting ways to exchange is to participate in a panel discussion.

2. The chief purpose of the panel discussion is to modify the audience about a problem so the members can modify their thinking.

3. Although as many as seven members may sit on a panel, usually two to constitute a desirable number.

4. In a true panel the presents the problem to be considered along with the important issues that are to be taken up.

5. To make the discussion more lively, the topic should be of general interest to all and somewhat.

6. Since the occupies a most important task, he should be chosen for his vision, poise, and presence of mind.

7. The discussion should be so planned that the will have an opportunity to participate.

8. A panel discussion should not be.

9. To avoid overlapping of, the panel members should be informed of the main issues of the problem.

10. It detracts from the general interest of the discussion to have panel members their speech.

11. No panel discussion should be so that it tires the audience.

12. It is essential that each panel member distinctly enough to be heard by all the members of the audience.

13. To make his presentation more easily understood, the panel member may well use illustrations.

14. To leave with the audience, the points he has made in his talk, the panel member should briefly his most important remarks.

15. The remarks of the panel members should comprise the share of the panel time.
16. No one should take the discussion so seriously that it ends in ___.

17. When the discussion becomes too serious and intense, the chairman or the panel member should show a sense of ___. Often this enlivens the discussion.

18. As an audience member, you should be willing to _____ promptly and willingly in the discussion.

19. Any rude _____ or remarks should be avoided in any discussion.

20. Participating effectively in a panel discussion will encourage you to become a more _____ person.

C. True — False Test — Read these sentences carefully. If you think a sentence is true, put a (T) on the blank before the number of the sentence. If you think it is false, put an (F). Your score on this test will be the number of correct items.

_____ 1. A set of rules to help groups carry on business in an orderly manner, is called parliamentary procedure.

_____ 2. A regular order of business in a formal organization should start from the second day.

_____ 3. It is very important to decide first on the purpose of the club.

_____ 4. A majority of the group would not serve well as leaders.

_____ 5. The leaders should do all the work for the club.

_____ 6. A presiding officer must be an unusually fine leader.

_____ 7. Anyone can be a good secretary.

_____ 8. A knowledge of business methods is a valuable asset to a treasurer.

_____ 9. In larger organizations, most important business is assigned to committee members before being brought to discussion.

_____ 10. A club constitution plans the programs for the club.
11. The articles and by-laws of the constitution must be voted on, one by one.

12. Standing committees and special committees mean the same thing.

13. A member must be recognized by the chair before he speaks.

14. Every subject brought before the meeting must be presented as an amendment.

15. The subsidiary motions are the most important.

16. A quorum is the number of members needed to close a meeting.

17. The motion to refer to a committee takes precedence over the motion to postpone indefinitely.

18. A two thirds vote is needed for adjournment.

19. An efficient working member can be a great help to the welfare of the club.

20. "I rise to a point of order" may be quoted by any member who feels that business is not being carried out correctly.
The List of References for Pupils

- Required by Study Guide -

Books


Manual


Extensive Reading List


Fort, Lyman, *Speech for All*, Boston, Allyn and Bacon, 1944.


Winans, James, and Hoyt Hudson, *First Course in Public Speaking*, New York, Century, 1931.
CHAPTER V

UNIT ORGANIZATION OF THE TOPIC: ADVENTURES IN UNDERSTANDING

I. General Statement of the Unit. --

From observation and study it would seem that effective oral communication involves not only language difficulties, but also social and emotional problems as well.

Therefore, oral work in connection with literature should provide opportunity for real, life-like experiences in the English classroom.

Furthermore, if reading selections are chosen wisely, they may present a course in understanding human character, environment, and problems in living. Through such an experience, the student can receive a preview of life; an orderly preview in which motive, action and result portray man's relation to himself, to his neighbor, and to his country.

These specific goals furnish the material for this unit.

II. The Delimitation of the Unit. --

A. Short Stories. -- Originally, the term "short story" was synonymous with narration in that it was generally associated with the telling of a story. The modern short story, however, involves planned construction, which might be called the plot. Not all short stories include a definite plot, but those that
The thrill of the mystery story is combined with an excellent study of the characters involved. In spite of many false clues, the story moves rapidly to a satisfactory conclusion.

6. In Ida M. Tarbell's "He Knew Lincoln", we get a picture of Lincoln's great character through Billy Brown's reminiscings of the great and small events that surrounded Lincoln as a lawyer in Springfield, and as president of the United States. Written as a monologue, the story is told with a restraint that gives it charm.

7. "Wee Willie Winkie" by Rudyard Kipling is a delightful character sketch of a small boy as he comes into manhood. The setting of the story is India, and it might well be based on Kipling's own experiences, for he was born in India and lived there until he was six years old.

8. We find DeMaupassant's characters are usually unhappy creatures, the victims of circumstances. This idea is true of "The Necklace" in which one unfortunate accident caused such a change in the circumstances of Mathilde Loisel and her husband.

9. "The Sire De Maletroit's Door" is one of Robert Louis Stevenson's best short stories. An early period, an unusual setting, vivid characterization and a romantic problem move on to a happy climax. In spite of surprising elements, the story proves convincing.

B. Essays. -- An essay is a short prose composition written to express the thoughts and feelings of the author. The writer hopes to please the reader, too, but it will be with his thoughts and
ideas rather than with plot and climax. In one type of essay the author may wish to convert us to his way of thinking or to point out a moral; in the other type of essay he may write merely to amuse.

10. "What Will Power Did For Me" — Anonymous. As it would appear from the title and the author, this essay shows how a boy's will can carry him through to triumph over poverty of circumstances and uncertainty of parentage. It tells of an inspiring adventure in building a life.

11. In "An Argument With a Millionaire" by Ray Stannard Baker, there is very little that happens. A rich man walks across a field, helps a farmer put on a wagon wheel, and then sits down on the woodpile for a chat. A rich man and a farmer with two opposing views of wealth — it makes interesting reading!

C. Biographies. — A biography is the story of a human life, as told by some one else. An autobiography is the story of a person's life told by the person himself. The double appeal of interest and truth makes the reading worthwhile.

12. "Edith Cavell" — In this vivid account of the martyrdom of an English nurse, Hermann Hagedorn has truly told the reason why Edith Cavell is greatly honored by the British people, and why a statue was erected to her honor in London.

13. In "Champion of Honor" taken from "Fighters for Peace" by Mary R. Parkman, we are given a delightful portrayal of a kind and understanding ruler, King Albert of Belgium, who was beloved
not only by his own people, but also by the entire world.


D. Lyric Poems — Generally speaking, a lyric poem tells of a mood, an observation, impression, or a feeling which the poet wishes to express to his reader. Unlike the narrative poem it does not tell a story.

15. "God Give Us Men" — Josiah Gilbert Holland. Although this lyric poem was written at the time of the Civil War, it is true for all times, for as the message states — the need of the world has ever been "Strong minds, true faith, and ready hands", in war and in peace.

16. "My Native Land" — In this poem Sir Walter Scott speaks of all lands, but he feels most strongly the love of his own country — England.

E. The Short Narrative Poem — Of the shorter narrative poems, the simplest form is the ballad, which generally tells of a single incident. The narrative poem is objective in that the poet points out the actor and his setting, and the reader may not become conscious of the author's reactions to the scene.

17. Robert Brown would have his poem "Herve Riel" serve as a poetic monument to the unrecorded heroism of the blue-eyed Breton fisherman, whose strategy saved the fleet of France from being
captured by the British.

18. The poem "Lochinvar" is a song taken from Scott's famous poem, Marmion. The young hero brooked no interference in his plans to elope with the fair Ellen.

19. No history of the old Southwest is complete without mention of "Jean La Fitte", the brave and bold pirate. Loia C. Cheaney tells his story in the poem, "The Ballad of Jean La Fitte".

20. "Lindbergh Alone!" Byron Cooney. "Flying Fool!" the people called the young flyer, but through his daring courage, he blazed a way across the black unknown.

21. In his poem, "The Hell-Gate of Soissons", Herbert Kaufman thrills to the bravery of the twelve Englishmen who sacrificed their lives to save the bridge holding back the German soldiers.

22. "Some Call Him Brave" - S. Omar Baker — The courage of "Portuguese Philips", trapper, hunter, and scout is well honored in this poem by one of the modern poets of the Southwest.

23. In the poem "The Color Bearer", Margaret Junkin Preston portrays the true courage of a soldier in the Civil War.

24. "The Recruit" — Robert Chambers. There was "method in the madness" of Corporal Madden as Private McFadden well proved to the old drill leader's satisfaction.

25. "Business in Mississippi" — Irwin Russell. This poem, done in dramatic monologue style, is an excellent sketch of a
cagey old negro cotton trader, and the white buyer, new to the business.

F. Drama - One act plays usually deal with an incident in the lives of the characters. The dialogue is obviously crisp, to the point, and very interesting.

26. In "The Trysting Place", Booth Tarkington has drawn a peculiarly understanding bit of character study in Lancelot Briggs. The adolescent boy's infatuation for an older woman, and the complicated characterization of the other members of the play create a plausible and amusing situation.

27. "The Patchwork Quilt" by Rachel Lyman Field is a delightful play to read and equally poignant in its dramatic appeal, for it combines reality and fancy in such a skillful way as to make us unaware of the gap between them. The brusqueness of youth, the pathos of old age, and the simple understanding of a young child are elements interwoven in the play.

III. Probable Indirect and Incidental Learning Products.

Indirect.

Increased ability to choose those facts or items which contribute to an understanding of the ideas or situation.

Increasing respect for the goodness and worth of people.

Growing ability to express one's thought in oral and written composition.

The developing ability to share in worthy expressions of patriotism.
A realization that luxury or money does not always bring happiness.

Contempt for human selfishness.

A growing understanding of human beings and their problems.

The development of a standard of values based on human interest rather than dollars and cents.

**Incidental.**

Increased skill in using the table of contents and index in locating desired material.

An appreciation of the library and its facilities and increased skill in using them.

An enjoyment of poems in which dialect is spoken.

Developing ability to do group work.

An awareness of individual responsibility.

A knowledge and appreciation of the various forms of communication.
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Rothenbush, Verona F., "Developing Active Thinking Citizens", English Journal XXXII (April, 1943), 188 - 95.


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THE UNIT ASSIGNMENT

Time Allotment. -- This unit is planned for a four week period of five forty minute periods per week.

I. Introductory Activities. --

This unit might well follow a period of work during which the students have been writing and telling stories and experiences of their own or of other people. The students might point out the similarity in human qualities between real people and story book characters. Discuss the meaning of the term "literature". Have the pupils define "prose" and "poetry" as the two great divisions of all writing. Speak of the appeal that story telling has had and always will have for all types of people. After the discussion the teacher might introduce the pre-test.

The Pre-Test. -- During the next four weeks we shall go on an imaginary journey during which you will meet many people. On the study guide in connection with your reading, you will find questions, activities, and problems through which you will learn about the different forms of writing, but in the final summary you should be interested chiefly in the reactions of the characters.

Here are the main problems in connection with this unit. You may be able to answer some of them now. If that is so, you can use more of your time for reading from the extensive reading list, or you may wish to work on several of the more difficult activities. Place this sheet in your notebook for a recheck on the completion of this unit.

1. What are the different types of prose writing?
2. How do they differ?
3. How is narrative poetry different from the lyric?
4. Define "epic poetry".
5. What are the elements of the short story?
6. Which is the most interesting? Why?
7. What qualities of character generally dominate the personality?
8. How do people show their character traits?
9. How can reading about story book characters help you to understand yourself and others?
10. What should result from the understanding? How?
11. What is meant by the "theme" of a story or writing?
12. Recall several of your readings. Can you name the "themes" of those stories?
13. How important is the theme to the appeal of the story?
14. What qualities make a story good writing?
15. How do we form our opinion of people we meet in real life?
16. Our traits of character - what we are - as well as our changing moods and thoughts are often clearly revealed by our voices. How can we make our voices more agreeable and effective?

As the teacher distributes the Study Guide, she may explain that the starred activities form the basic material for the unit, but additional activities may be covered by the students as they wish. Refer to the texts used in connection with the core activities. Have the children understand they are to read and be ready to discuss materials from the
extensive reading list to which they may add the names of books and stories they have enjoyed.

II. Core Activities.

A. Short Stories -


* In what circumstances and what mood do we find Mr. Seeley at the beginning of the story? How does the author make you feel the situation is natural? The author has placed a boy's courage on one side of the scale and a number of obstacles on the other side. What are the latter? Which side wins? As you read, make a note of new words. Add them to your vocabulary listing as part of the unit.

Word Study

- brief tableau
- embezzlement
- cutting coupons
- morbid self-effacement
- amphitheater
- sole arbiter

2. Prepare a radio broadcast of young Seeley's part in the game.

* 3. Class discussion of item 1. - Sharing of activity 2.


Read the story and review with study questions appearing 1: 65. How is the style of O. Henry individual? Think of
an experience of your own that had a surprise ending.

Be sure you know the meaning of these words.

- diatribe
- bas-relief
- cedar brake
- incontinently
- couriers
- palatable

5. Acting the part of Red Chief select a companion with whom you will carry on a conversation about your adventures.

6. Report on several of the most interesting incidents of O. Henry's life.

*7. Class discussion on item 4.

Reports on item 5 and 6. Brief introduction of the "Gift of the Magi." Discuss the term "Magi".

*8. Read "The Gift of the Magi" by O. Henry 1: 66 - 72. Compare the style of writing in both these O. Henry stories. What is the effect of the many short sentences? Check the discussion questions 1: 72; particularly 2, 5, 6, 7. Use the words in the Word Study 1: 72 in sentences to show their meanings.

9. O. Henry is considered the master of the surprise ending. Can you report on other stories in the extensive reading list with some unusual feature?

*10. Tests on the three assigned stories to prove meanings and bring out the essential points of the reading.

*11. Check tests and discussions on items 9 and 10.

*12. After you have read the story "Baker, Manager" by Robert
L. Voorhess 1: 73 - 82, do discussion questions 1: 82.
Make a brief story outline of the plot. Have you discovered the secret of Jomie's success? Check for meaning the word study 1: 82.

* 13. You will enjoy reading the story, "The Adventure of the Norwood Builder" 1: 83 - 107 for a well-known detective is involved. In reviewing the story, write the answers to the study questions - 1. 2. 3. 6. 8. 9. 10 on 1: 107. Use the words listed on that page 107.

14. Can you name at least two false clues in the story?
15. Compare the character, Sherlock Holmes, with one of your favorite radio characters.

* 16. Write an original short story in which you emphasize a character as the most important element of the story. Use several of the features discussed from our readings. Remember to work the incidents along to a climax and have a reasonable solution to your problem.

* 17. Free reading and individual conferences with the teacher as to choice of related activities.

* 18. Discussion on items 12 through 14 with group work.

Can you identify the main incidents? What bits of humor do you find in the story? Select, to read aloud, a passage that illustrates some characteristic of Lincoln. What do
you think of Billy Brown as a story-teller? Can you add a story, or an anecdote or perhaps just a quotation in reference to Lincoln? What kind of short story is this?

* 20. The story of "Wee Willie Winkie" 1: 137 - 148 gives you a character study of a six year old boy. What are the incidents which prove Winkie will do all right as a leader of a regiment? Make a list of at least fifteen words which definitely help in the setting of the story. Use any five of the words listed 1: 148 in sentences to prove their meaning.

In review of story do study questions 1, 2, 5, 7, 8, 9, 10. How can you say a person may be a "victim of his own faults". How does this apply to Mathilde Loisel and her husband? Write a one sentence summary of the plot of this story.


**25.** The "Sire De Malstroit" (l: 216 - 236) is one of the best of Robert L. Stevenson's short stories. Read it through rapidly to get the setting, characters, plot and theme. Prepare for a discussion on the questions l: 236. Follow from the beginning, the reasoning of Denis de Beaulieu. Does the ending seem plausible?

**26.** From this story select a sentence which begins with an adverb, a phrase, a clause, an infinitive, unnatural order, a participial phrase, a gerund and a verb. How could you characterize Stevenson's style of writing?

**27.** Class discussions on item 24, 25 and 26 for sharing period and testing.

**28.** A radio sketch on the story by a volunteer group.

**B. The Essay.**

**29.** Reference l: 427 will help you to develop a better understanding of the essay.

**30.** After you have read the essay "What Will Power Did For Me" l: 557 - 68, do the clues to understanding the story, l: 567 - 68.

**31.** Select a real or fictional character who has become a success in spite of difficulties. Dramatize or tell the high points of his life so well that your classmates will have a difficult time to discover your identity.

**32.** Sharing of activities listed in items 29, 30, 31.
* 33. After you have read "An Argument With a Millionaire" 1: 574 - 586, you will need to look up most of the words listed on 1: 586. They show a clearer picture of Mr. Grayson.

34. With a companion, plan a dramatic sketch of David Grayson and Mr. Starkweather. What points will you discuss to prove your theories?

35. A panel discussion based on the topic: "Money, alone, does not make for real happiness". If you are interested in this discussion, form your group, select your chairman, and let the whole class know when you'll be ready to present your panel.

36. Plan a conversation based on one of these situations:
   "A Chat With a Newsboy", "Behind the Scenes in the Principal's Office", "With the Policemen on the Beat", "The Shoemaker in Our Block."

* 37. Discussion on item 30. Sharing of experiences involved in items 31, 32, 33, 34, 35.

C. Biographies -

* 38. What advantage has the reading of biographies over that of stories? What is a biography? Check 1: 427 if you need to know these answers.

* 39. The story of Edith Cavell 1: 436 - 444 tells of a famous heroine. You will need to check suggestions for discussion on 1: 444. From your selection on the reading you may have
learned of some other famous woman heroine. Would you care to participate in a round table discussion of "Famous Heroines"? See the teacher.

40. As Mildred Babe Didrikson 1: 458 - 467, you have been asked to appear on a television program. Can you determine what information you'll need to give your interviewer? Perhaps the questions on 1: 468 might clarify your thinking. If you'd like to engage in such an activity, select an interviewer and prepare your dialogue.

* 41. King Albert of Belgium, (see reference 1: 445 - 456) played an important part in World War I. Check the discussion questions 1: 457 in preparation for a class forum. Find out enough information about World War I so that you can view the strategic importance of Belgium in this war.

42. Further reading in Fighters for Peace by Mark Parkman will tell you about other allied leaders of World War I. Perhaps you can contribute something new to the discussion in regard to this era.

* 43. Discussion and testing on items 38, 39, 40, 41. Sharing of activities.

D. Poetry -

* 44. In preparation for a discussion of the difference between lyric poetry and narrative poetry, you'll need to check references 1: 483 and 1: 603.
* 45. Prepare for a group presentation of the following poems. Two are suggested for each group but if you have selected one from the reading list, you may present it individually. Perhaps you could have your group poems presented in choral speaking. Be sure, however, that the audience is introduced to the background of the poem.

Narrative Poems:
1. 606 Herve' Riel - Robert Brown
2. 626 Lochinvar - Sir Walter Scott
3. 632 Jean La Fitte - Leila C. Cheaney
4. 635 Lindbergh Alone! - Byron Cooney
5. 641 The Hell-Gate of Soissons - Herbert Kaufman
6. 645 Some Call Him Brave - S. Omar Baker
7. 648 The Color Bearer - Margaret Junkin Preston
8. 663 The Recruit - Robert Chambers
9. 657 Business in Mississippi - Irwin Russell

Lyric Poems:
1. 510 "God Give Us Men" - Josiah Gilbert Holland
2. 505 "My Native Land" - Sir Walter Scott

E. Drama.

* 46. For the discussion of the one-act play as a means of story-telling you will need to check reference 1: 673 - 74.

Can you tell how plays differ from stories?

* 47. Discussion of how to read plays 1: 673 - 74.
* 48. Background introduction by the teacher with reference to 1: 734 "The Patchwork Quilt". Reading of first speeches to give an idea of characters.

* 49. Assignment of parts for oral reading for next day.

* 50. Assignment of reading play by entire class to determine understanding of plot and characters. Questions 1: 701.

51. Oral reading of play by assigned students.

* 52. Discussion of characters in play as a means of revealing personal values.

* 53. Reference 1: 675 - 701, "The Trysting Place". Procedure similar to items 46, 47, 48, 49. Discussion of the theme in this play, and the individual characterizations.

54. A panel discussion on comparison of two places in regard to interest, action, audience appeal and family understanding.

* 55. Sharing of experiences in regard to other plays read or seen portraying character. Testing on two plays.

* 56. Reports on optional-related activities, outside reading, bulletin board displays, stories, poems, skits or further individual reports.

The Optional Related Activities

III.

1. Create a short story, an essay or a biography on one of the following themes or better still on a pet belief of your own,
The stories should be read to the class and rated by the teacher and the pupils.

Here are suggested themes:

(a) Selfishness is the most disagreeable and unsocial trait.
(b) Integrity and intelligence triumph over all odds.
(c) Courtesy is the expression of a kind and consistent nature.
(d) Honesty is the most important single (trait) characteristic anyone can have.
(e) Persistence and effort along good lines will always win.
(f) Unpopularity isn't always a sign of lack of worth.
(g) Shyness can be overcome.
(h) Calamity is a blessing in disguise.
(i) Character is not dependent upon one's station in life.
(j) Love is noble even if it is bestowed upon an unworthy object.
(k) The law of justice will eventually operate. (Crime does not pay.)
(l) The pioneer was a noble individual.
(m) That which is evil has a subtle influence on everything about it.
(n) The most important character trait a man can have is courage.
(o) People who are in love will sacrifice greatly for each other.
(p) A young child may have keen sympathy and understanding.
(q) There should be greater sympathy for old people among family and friends.

2. Begin keeping a "Treasure Book" in which you may jot down ideas, impressions, feelings, interesting expressions, colorful words, observations, comments, quotations, opinions, you have heard, read, seen or felt. Use this reservoir as a source of inspiration for your writings and imaginings.

3. Give a one minute speech on some pet peeve you have developed with regard to the personality of some people. Then at the conclusion of your talk balance the bad fault of your character with a good practice or virtue you have observed.

4. Present an oral report on some phase of reading in connection with the extensive reading list.

5. Rewrite a story or play into script form for class presentation.

6. Define meanings and give examples of five new literary terms you have learned in connection with this unit.

7. Write out or present orally a criticism or a favorable impression of the development of a plot you have heard or seen in the movies, on television or on the radio.

8. Interview an author or a poet on the subject "How Can I Learn to Write Successfully?"

9. Write a letter inviting a literary character in our town to
speak at an assembly.

10. Create a puppet show around one of the writings identified with this unit.

11. Create a stage model with plasticine figures for a one act play you have read or seen. Review briefly the plot and the general theme.

12. Write an essay explaining why the short story has become such a popular type of reading for modern Americans.

13. Create cartoon scenes, drawings, portraits, or pencil sketches of interesting impressions you have experienced in the study of this unit.

14. Present, with appropriate expression, a poem or a monologue you have enjoyed from your outside reading. Be sure it has some connection with this unit.

15. Pretend that a classmate is one of the authors listed in our reading. Plan to interview that individual before the class. Try to have your questions definite and thought-provoking. How will you introduce your guest? Do you need a dialogue script?

16. Plan a panel discussion with several other students on the topic: "Doing Each Day's Tasks Helps Develop Character."

17. Help in planning a folder or a filing arrangement for a "Best Writings Collection" from your class group.

18. Explain to the class how a writer can protect his writings from being plagiarized.

19. Plan a round table discussion of interesting books you have
read in connection with this unit.

20. Dramatize a scene from one of your readings.

21. As Edith Cavell, you are writing your last letter home to your family just before you are to die. Make that writing as real as possible.

22. Oral reports or brief précis in connection with bulletin board displays.

23. At a "Literary Tea" where you are to serve as host or hostess introduce to each other several of the more interesting characters you have encountered in your reading.

24. Present a two minute reading before the class on an interesting phase of this unit.

25. Read several modern informal essays, (See list). Then look about you. Choose a subject, no matter its importance, and through your interesting opinion or viewpoint make it "come alive."

26. Select a strength or a weakness in a person's character. Work it out not too seriously, and not too lengthily as in item 30.

27. Write in verse your idea or impression of:

   A Moving Boat       A Ball Game
   A Trotting Horse    A Great Hero
   Fair Day            Echoing Footsteps
   A Friend            A Beach Scene
   Hunger              Rain
   Alone               Wind

   Have you an idea of your own? Use it preferably, if you have but make us see your picture.
IV. Pooling - of - Experience Phase. -

In the last days of the unit assignment, the teacher and the pupils, working together should summarize the activities of the unit in a well-organized program.

Book reports, stories, poems, sketches of various characters and scenes in connection with the reading program should be exhibited and discussed. The best dramatic scenes should be portrayed. Perhaps a "Vocabulary Bee" could be enjoyed as one activity. For the students who do not enjoy creative activity there might be reports of especially liked characters and their importance to the story.

V. Evaluative Activities. -

Subjective Testing. -

Through oral or written questions the teacher may determine the student's educative growth in understanding. Such discussion might involve the following questions:

1. How is a person's character shown?
2. What connection is there between a strong character and success in life?
3. Do you feel you have gained in understanding people?
4. How can you use this understanding to good advantage in your daily contacts?
5. Has experience with this unit awakened in you a desire to read more? Explain.

Objective Testing. -

At the end of the unit assignment the teacher presents an informal objective test based on the activities in connection with the unit.
Mastery Test on the Unit: Adventures in Understanding

A. Multiple - Choice

Directions: In the indicated space, place the letter of the phrase which best completes the given statement.

1. In the story "The Freshman Fullback", the author seeks to point out:
   a. the thrills of a football game.
   b. the love of a father for his son.
   c. that you must keep on trying in spite of difficulties.
   d. that Mr. Seeley had made a bad mistake.
   e. the courage of Ernest Seeley.

2. The story of "The Ransom of Red Chief" shows that crime does not pay because:
   a. the story is very humorous.
   b. two men tried to kidnap a small boy.
   c. "Red Chief" was too imaginative a youngster.
   d. Sam and Bill didn't plan carefully.
   e. the efforts of the wrong-doers brought no satisfactory results.

3. Della and Jim discovered the true secret of giving because:
   a. they put love and sacrifice into the buying of their gifts.
   b. it was Christmas.
   c. they were but recently married.
   d. they were very poor.
   e. the husband worked hard.

4. Jomie's father was proud of his son for:
   a. he was an intelligent boy.
   b. he was popular with his classmates.
   c. the boy had not let his handicap lick him.
   d. he won the "diamond".
   e. Westminster had defeated the Wentham teams.

5. The evidence presented by Sherlock Holmes showed:
   a. Lestrade to be an unobservant detective.
b. that MacFarlane had been friends with Jonas Oldacre.
c. Mrs. MacFarlane hated Jonas Oldacre.
d. Jonas Oldacre to be a vicious and scheming old man.
e. the housekeeper to be the real schemer.

6. In Ida Tarbell's "He Knew Lincoln" two of Lincoln's most important characteristics are brought out:
   a. He was well-liked and could tell stories.
   b. He was intelligent and very honest.
   c. He defeated Douglas and was elected President.
   d. Slavery was poison to him and he hated war.
   e. He was loyal to the home folks and got them good jobs.

7. Wee Willie Winkie's intelligent reaction in time of trouble were probably due to:
   a. his being seven years old.
   b. the excellent disciplinary training he was given by his father.
   c. his admiration of "Geppy".
   d. his being the Colonel's son.
   e. the regiment's liking for him as the Colonel's son.

8. The great misfortune of Madame Loisel and her husband was caused originally by:
   a. the borrowing of the necklace.
   b. Madame Loisel's false pride.
   c. the failure of the marriage.
   d. the mistake concerning the value of the necklace.
   e. Madame Loisel's great beauty.

9. We say that Sire De Malestroit is a strong character for:
   a. Denis de Beaulieu was lured into his home.
   b. Blanche had been forced to marry the first man she loved.
   c. his name of "Malestroit" was great and honorable.
   d. he exercised great influence over the actions of those near to him.
   e. he was courageous.
B. True - False

Directions: In the proper space below, encircle the T if the statement is true or generally true; encircle the letter F if the statement is false or generally false.

1. T F 1. The will to succeed is an important factor in a person's success.

2. T F 2. Because of a poor lowly beginning one is usually destined for failure.

3. T F 3. Money is essential to happiness.

4. T F 4. With his arguments, David Grayson proved it is better to be a modest farmer than a millionaire.

5. T F 5. Mr. Starkweather, the millionaire, showed a very weak character.

6. T F 6. The term "an interesting personality" usually refers to a person who is interested only in himself.

7. T F 7. Edith Cavell was wrongly accused of being a spy.

8. T F 8. Because she had helped only English soldiers to escape, the German court condemned her to die.


10. T F 10. As the son of Leopold II, Prince Albert of Belgium was destined to be the king.

11. T F 11. As a young prince, Albert felt the need of serving his people.

12. T F 12. As king, Albert came to this country to study our form of government.

13. T F 13. The world loved King Albert because he made his country great and powerful.


15. T F 15. As the champion of a free and noble country, King Albert was loved by the whole world.

17. T F 17. She is called by sports critics "the greatest woman athlete".

18. T F 18. Her sports prowess is confined chiefly to golf.

19. T F 19. She once said she loved to win in sports because it gave her a feeling of power.

20. T F 20. Babe Didrickson believes that sports are injurious to girls.

21. T F 21. The poet says "Real men are needed only in time of war".

22. T F 22. When selfish dishonest leaders rule a land, that country and its people do not progress.


24. T F 24. "The man who doesn't love his country should be forced to leave that country", says the poet.

C. Matching Test

Directions: In the blank next to the character, place the characteristic which best reveals the personality of that person or persons you've read about.

1. Herve Riel 1._______ a. generosity
2. Lochinvar 2._______ b. pride
3. Jean La Fitte 3._______ c. dignity
4. Charles Lindbergh 4._______ d. understanding
5. "The Twelve Englishmen" 5._______ e. loyalty
6. "Portuguese Philips" 6._______ f. kindness
7. "The Color Bearer" 7._______ g. self-control
8. "The Negro Cotton Trader" 8._______ h. selfishness
9. Mahar Johnny 9._______ i. courage
10. Corporal Maddox 10._______ j. snobbishness
The Trysting Place

In this play, Lancelot Briggs, an 1.______ boy, is infatuated with Mrs. Curtis, a widow of 2.______ years.

The scene of the play is just off the "lounge" in a country hotel. As the play opens, Lancelot is engaged in serious conversation with Mrs. Curtis. Just as he reaches the point where he proposes 3.______ his mother and sister enter
adolescent

settee

husband

marriage

master

stories

two

twenty-five

conversation

deed

Anne

granddaughter

meanderings

bedroom

apartment

past

unfriendly

farm

project

cook's

location

bewildered

the room. To escape their disapproval, Mr. Briggs proceeds to hide under the ______.

Here he is forced to listen to the ______ of his sister and her boy-friend, and of his mother and an old admirer.

A ______ voice reveals the whereabouts of Rupert and Lancelot, who now becomes ______ of the situation.

His triumph is short-lived, however, for Mrs. Curtis enters and reveals the possessor of the voice as her ______.

As the ______ couples leave the room indignantly, Lancelot, now quite deflated, retires to his mother's ______.

The Patchwork Quilt

Mrs. Willis has come from her farm to live with her daughter and family. In the fashionable upstairs ______, she feels ______ "______" without her familiar belongings, especially the ______ which has been displaced by a gray silk puff.

The old lady's bewilderment irks the young couple for they are trying to locate the ______ to the old ______, which a builder has chosen for the site of a large ______. The old lady can give no information so she is left alone.

As the twilight approaches, the door opens, admitting ______, her arms filled with the folds of a patchwork quilt. Eagerly, the old lady fingers each piece, reviewing with her ______ the events of the ______. Special note is taken of the white silk square in the center which ______ to the touch, but to it grandmother cannot attach the most significant association.

On their return to the old lady's room later that evening, Anne and her husband bid Betty
( ) furniture return the quilt to the 11.______ room despite Mrs. Willis' protestations. Pressed again to
( ) patchwork quilt remember the location of the deed, the old lady relapses into her 12.______ stare and calls for
( ) hotel the quilt.
( ) crackles
( ) lost
( ) Betty

Impatiently, the young couple move out of the room, unaware of the 13.______ of the deed. Meanwhile, Mrs. Willis returns to her
patient 14.______ about the room.
The List of References for the Pupil

- Required by Study Guide -


- Extensive Reading List -

The Short Story.

Mary Raymond Shipman-Andrews — "The Perfect Tribute"

Irving Bacheller — "When Lincoln Licked a Bully"

Sir Edward Bulwer-Lytton — "Brothers"

Samuel L. Clemens — "Double-Barreled Detective Story" (Mark Twain) "30,000 Bequest"

Irvin S. Cobb — "Boys Will Be Boys"
   "The Escape of Mr. Trim"

Richard Harding Davis — "Thorne's Famous Run"
   "The Bar Sinister"

Sir Arthur Conan Doyle — "Adventure of the Dying Detective"

Hamlin Garland — "A Day's Pleasure"
   "Bad Medicine Man"
   "Old Daddy Deering"

Zane Grey — "Tale of a Tenderfoot"
   "Wild Horse Hunter"

Edward Everett Hale — "Daily Bread - A Story of a Snow Blockade"
   "My Double and How He Undid Me"

Nathaniel Hawthorne — "Dr. Grimshaw's Secret"
   "Edward Randolph's Portrait"
   "The Gold Fleece"
   "The Golden Touch"
Narrative Poetry.
Sir Walter Scott — "The Lay of the Last Minstrel"
Alfred Tennyson — "Enoch Arden"

Biography.
Mary Antin — "The Promised Land"
Edward W. Bok — "Americanization of Edward Bok"
Hamlin Garland — "A Son of the Middle Border"
W. Meadowcroft — "Boys' Life of Edison"
Cornelia Meigs — "The Invincible Louisa"
Lowell Thomas — "Boys' Life of Colonel Lawrence"
"Raiders of the Deep"
Lew Wallace — "Lew Wallace: An Autobiography"

Lyric Poetry.
Rupert Brooke — "The Soldier"
William Collins — "How Sleep the Brave"
Ralph Waldo Emerson — "Concord Hymn"
Francis Miles Finch — "The Blue and the Gray"
Leigh Hunt — "Abou Ben Adhem"
Edwin Markham — "Outwitted"
James Oppenheim — "The Slave"

The Essay.
Helen B. Ferris and Virginia Moore — "Girls Who did"
Joseph Lewis French — "Pioneers All"
Chelsea Curtis Frazer — "Heroes of the Air"
Hermann Hagedorn — "The Book of Courage"
Mary R. Parkman — "Fighters for Peace"
   "Heroes of Today"
   "Heroines of Service"

Vilhjalmur Stefansson — "My Life With the Eskimos"

Frank Stockton — "Buccaneers and Pirates of Our Coast"

Charles Dudley Warner — "On Being a Boy"

Stewart Edward White — "Land of Footprints"

Henry Shute — "The Real Diary of a Real Boy"

Samuel Clemens — "Tom Sawyer"
   "Pudd’nhead Wilson"

The Drama.

Sir James Barrie — "Rosalind"
   "The Old Lady Shows Her Medals"

Anton Chekhov — "The Boor"

Lady Augusta Gregory — "The Workhouse Ward"
   "Hyacinth Halvey"
   "The Traveling Man"

Elizabeth McFadden — "Why the Chimes Rang"

John Millington Synge — "Riders to the Sea"

Oscar Wilde — "All on a Summer’s Day"

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CHAPTER VI
CONCLUSION

In the total program of the Language Arts -- Reading, Writing, Speaking, Listening -- this thesis, concerned as it is, with building skills in conversation, learning the techniques of discussion and developing, through reading, an understanding of human nature, would seem most timely for Dora V. Smith says:

"Among the most basic needs of every pupil in oral composition, according to the leaders in the field of English, are: the ability to carry on a conversation in a 'courteous, correct, and agreeable way'; the ability 'to give explanations and directions in a clear, direct and courteous manner'; the ability 'to tell effectively an anecdote or a personal experience'; the ability 'to answer clearly, briefly and exactly, a question on which he has the necessary information'; and the ability 'to participate in group discussion'. 1/

In a similar vein, the Committee of the National Council of Teachers of English emphasized the following proposed experience strands 2/
in oral composition:

(1) social conversations; (2) telephone conversations; (3) interviews and conferences;


(4) discussions; (5) questions and answers; (6) organizations; (7) special occasion speeches.

With respect to the total "Language Arts Program", a recent pronouncement of the National Council of Teachers of English includes a statement that "Pupils should have more school experience in spoken and written communication. The occasions for speech are more frequent, more varied in type, and in many ways more difficult to meet."

Going on further, the Committee (of the National Council of Teachers of English) proposes the following strands for literature:

(1) enjoying action; (2) exploring the physical world; (3) exploring the social world; (4) studying human nature; (5) sharing lyric emotion; (6) giving fancy rein; (7) solving puzzles; (8) listening to radio broadcasts; (9) enjoying photo-plays; (10) miscellaneous, including special units as getting acquainted with (a) a literary type, (b) an author, (c) a period.

In planning the unit assignment, the writer was guided by the "Ten Basic General Principles Which Operate in Every Good Teaching - Learning Situation":

1. Education is guided and directed growth.
2. The pupil's activities are given direction only by some goal which he seeks to attain.
3. Problem-solving is the way of human learning.
4. Learning is most effective when optimally emotionalized.
5. Persistence in problem-solving behavior.

2/ Hatfield, op. cit., p. 193.
varies with the explicitness of the directions which the pupils receive.

6. Knowledge of progress is a powerful incentive to effort.

7. All learning involves integration.

8. Application of the learning product is essential if transfer is to take place.

9. Independence in learning is encouraged if the pupil has some choice in what he has to do, and when he has to do it.

10. Because of the fact of individual differences, pupils should not begin necessarily in the same place, nor proceed necessarily at the same rate, in the same direction, and in the same way.

It is to be hoped, therefore, that through participation in the experiences involved in these units, the student will, according to his potential abilities, develop ease in oral communication, and acquire the habit of communicating his thinking to others in an accepted form of American speech. English instruction can, and should help the student to develop in terms of the major purposes of education; namely:

"...(1) the cultivation of wholesome personal living, (2) the development of social sensitivity and effective participation in group life, and (3) preparation for vocational competence." 1/

1/ National Council of Teachers of English, 211 West 68th Street, Chicago, Illinois, Communication No. 7.
CHAPTER VII

SUGGESTIONS FOR FURTHER STUDY

This study, though planned as an experiment, has the definite disadvantage of not being tested. Consequently, hypothetical findings must be omitted. With the experience gained from this activity, the writer suggests that further research might include:

1. A study to determine the individual behavior in terms of school adjustment as a result of participation in this individual experience.

2. A follow-up study to determine the extent to which the present instrument would aid ninth grade students in adjusting to speaking difficulties in present and future programs.

3. A survey of other studies done in connection with developing skills in conversation and discussion.

4. A follow-up to determine if experience in such a program encourages leadership among the gifted students.

5. A survey to determine if the present planned reading program encourages further outside reading, and the quality of selections.

6. The construction of an instrument for training secondary school students in effective habits of listening.

7. A similar study on conversation and discussion on the
twelfth grade level.

8. A survey of the results of listening to current news broadcasts by ninth grade students.

9. A survey of studies done in evaluating participation in oral communication on the secondary level.

10. An evaluation of this study as it teaches pupils to speak and write good English.

11. A study to determine the possible contribution of this plan to the extra-curricular activities of secondary school students.

12. A study of the relative effectiveness of group and individual experiences.

13. The planning of a series of assembly programs in line with the activities of these three units in oral communication.

General Reading List


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National Council of Teachers of English, *Conducting Experiences in English*, Committee Report, Angela M. Broening, Chairman, and others.


APPENDIX
### Keys for Objective Tests

#### Unit I

<table>
<thead>
<tr>
<th>A. Multiple - Choice</th>
<th>B. Matching Test</th>
<th>C. True - False</th>
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<tbody>
<tr>
<td>1. e</td>
<td>1. k</td>
<td>1. T</td>
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<td>2. c</td>
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<td>2. F</td>
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<tr>
<td>3. c</td>
<td>3. c</td>
<td>3. T</td>
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<tr>
<td>4. a</td>
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<td>4. F</td>
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<tr>
<td>5. b</td>
<td>5. e</td>
<td>5. T</td>
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<tr>
<td>6. c</td>
<td>6. f</td>
<td>6. T</td>
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<tr>
<td>7. b</td>
<td>7. g</td>
<td>7. F</td>
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<td>8. c</td>
<td>8. h</td>
<td>8. T</td>
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<tr>
<td>10. a</td>
<td>10. j</td>
<td>10. F</td>
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<tr>
<td>11. a</td>
<td>11. b</td>
<td>11. F</td>
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<tr>
<td>12. a</td>
<td>12. l</td>
<td>12. T</td>
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<tr>
<td>13. c</td>
<td>13. m</td>
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<td>15. o</td>
<td>15. T</td>
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<td>18. T</td>
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<td>20. b</td>
<td>20. t</td>
<td>20. T</td>
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<td>22. b</td>
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<td>23. b</td>
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#### Unit II

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<th>B. Completion Test</th>
<th>C. True - False</th>
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<tbody>
<tr>
<td>1. a</td>
<td>1. ideas</td>
<td>1. T</td>
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<tr>
<td>2. b</td>
<td>2. brief</td>
<td>2. F</td>
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<td>3. four</td>
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<td>4. c</td>
<td>4. chairman</td>
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<td>5. b</td>
<td>5. controversial</td>
<td>5. F</td>
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<td>8. prepared</td>
<td>8. T</td>
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<td>10. read</td>
<td>10. F</td>
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<td>11. c</td>
<td>11. lengthy</td>
<td>11. T</td>
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Unit II (continued)

12. a 12. speak 12. F
13. a 13. visual 13. T
15. c 15. largest 15. F
16. c 16. bad feelings 16. F
17. a 17. humor 17. F
18. a 18. participate 18. T
19. a 19. comments 19. T
20. c 20. interesting 20. T

Unit III

A. Multiple - Choice

1. c 1. T
2. e 2. F
3. a 3. F
4. c 4. F
5. d 5. F
6. b 6. F
7. b 7. T
8. b 8. F
9. d 9. T

B. True - False

1. T 13. F
2. F 14. T
3. F 15. T
4. F 16. F
5. F 17. T
6. F 18. F
7. T 19. F
8. F 20. F
10. F 22. T
11. T 23. T
12. T 24. T

C. Matching Test

1. poise 11. tactfulness
2. courage 12. infatuation
3. bravery 13. friendliness
4. self-control 14. sophistication
5. courage 15. vivacity
6. generosity 16. dignity
7. loyalty 17. loneliness
8. dishonesty 18. selfishness
9. shrewdness 19. good-nature
10. irritability 20. understanding
D. Completion and Multiple Choice

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<tr>
<th>The Trysting Place</th>
<th>The Patchwork Quilt</th>
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<td>4 deed</td>
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<td>8 granddaughter</td>
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<tr>
<td>5 lovemaking</td>
<td>14 meanderings</td>
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<td>8 fiance</td>
<td>1 bedroom</td>
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<tr>
<td>1 adolescent</td>
<td>9 past</td>
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<td>4 settee</td>
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<td>11 cook's</td>
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<td></td>
<td>6 hotel</td>
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<td>2 lost</td>
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