1947

A course of study in English related to the hairdressing department for an independent industrial trade school

Manzi, Emily M.

Boston University

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Service Paper
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BOSTON UNIVERSITY
SCHOOL OF EDUCATION
Service Paper

A COURSE OF STUDY IN ENGLISH
RELATED TO THE HAIRDRESSING DEPARTMENT
FOR AN
INDEPENDENT INDUSTRIAL TRADE SCHOOL

by

Emily M. Manzi

Bachelor of Science in Education
State Teachers College, Worcester
1941

In partial fulfillment of requirements for
the degree of Master of Education

1947

First Reader:  Roy. O. Billett, Professor of Education
Second Reader:  Whittier L. Hanson, Professor of Education
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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

Ever since 1911 at which time the David Hale Fanning Trade School for Girls, commonly known as the Worcester Girls' Trade, was established in Worcester, Massachusetts, the faculty of that institution has done its utmost in making courses of study both in the academic and trade courses. This course of study is for the first fifteen weeks in English for the "Hair and Skin" department.

I. THE PROBLEM

Statement of the problem. The purpose of this service paper is (1) to outline a fifteen week course of study in English for girls who have finished from eight to twelve grades of schooling and who are now members of the "Hair and Skin" department of the Worcester Girls' Trade School; (2) such a course of study would be so related to the trade that the graduate would be more successful in her chosen field in the business world. Since little written work is stressed, most of the class recitations are oral.

The Dalton System has been adopted in this school to give students who vary considerably in age and mental ability a fair chance. All lessons for each month are worked out with directions and explanations. These are called the
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I.
Contract Assignments.

Importance of the paper. While the main object of the school is to give the girl instruction in a service trade, the girl is given an opportunity in her English class to develop the ability to express herself both in oral and written language accurately and in good taste. Since language is the outer expression of one's thought, it indicates the social and intellectual rank of the speaker. The accuracy with which a person speaks is an invaluable passport in business society.

II. DEFINITIONS OF TERMS USED

Independent industrial school is distinguished from a public school as its establishment and continued operation depends on the will of the people in the community. The Worcester Girls' Trade School was established under state and city ordinance which provided for an independent industrial school under management and control of a board of trustees.

Trustees are chosen by a caucus and elected by the City Council of the City of Worcester for a term of three years. There are nine members three of which are elected every year. They organize and choose their own officers within their own

\[1\] Margaret Higgins, "Course of Study in Civics for an Independent Industrial School." Service Paper, Boston University, Boston, Mass. 1944, p. 2
group. There are no special qualifications other than that they must be individuals sincerely interested in the Trade School.

The trustees this year are as follows:

George F. Wright, President
Everett F. Merrill, Vice-President
Milton F. Higgins, Clerk
Mrs. Edith T. Estabrook
Timothy G. Fleming
Adelard J. Harpin
John J. Ladden
John A. S. Peterson
John M. Shea

Industrial schools have as their controlling purpose the preparation of pupils for entry into the skilled trades of industry. They are in session thirty-five hours a week, forty weeks a year, as a minimum. Eighty per cent of the total school time is devoted to vocational instruction. At least fifty per cent of this total school time is given over to productive shop work. The size of shop classes is restricted to sixteen pupils per instructor, thus giving opportunity for individual instruction. Non-vocational instruction may be given to the maximum extent of twenty per cent of the school time. None is required, excepting civics, American history and hygiene.

Pupils must be at least fourteen years old; must have

1/Vocational Education, Forty-Second Yearbook, Part I, pp. 10-14
There are no secret complications after you stop. There may be significant emotional issues in the early school years.

The courses offered are as follows:

- Gymnastics and Physical Education
- Home Economics
- Art
- Music
- Science
- Social Studies
- English
- History
- Mathematics
- Languages

Instructural schools face as great competition in the first grade or second grade as a minimum. Early learning is vital. All formal school time is devoted to academic instruction. Less life is left to the child to explore school time to gain greater breadth of knowledge and skills. The aim is to absorb information, not to learn to perform. Compulsory education merely keeps the ignorant from the ignorant.
made deliberate choice of the occupation in which they are respectively enrolled; and must show ability to profit by the instruction and to succeed in the chosen occupations.

Courses are commonly of two to four years in length, though in most cases graduation is not conditioned primarily upon a time requirement, and intensive short-unit courses are available to persons whose needs indicate that type of service. Furthermore, profitable placement in the trade for which he is trained is the aim of the pupil, rather than a diploma. Such placement is one of the responsibilities of the school.

Trade is any course in the full time vocational school which has the status of a trade and must have seven hours of class time. Fifty per cent of this time must be devoted to trade and the remaining fifty per cent is divided into thirds, two-thirds to general academic, and one-third to related subjects.

The Worcester Girls' Trade School year is composed of forty-two weeks; from September first to July first except for legal holidays. The school is in session from eight-thirty A.M. until four-fifteen P.M. One half of the day is spent in the shop and the other three hours in related and academic study.

make generating opinions of the expectation in which they are

respective members, any more from ability to profit or the

interpretation may be made in the above quotations.

concern you or any of our 100 to join teams in learning.

friend in more sense understand not unconditioned promise the

show a time redemption and intimation, respect at once and

attitude to breasts where where interest great type of era.

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which prepared to write of the delight rendered by a

glimpse the impression as one of the resemplarities of

the school.

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these time. Still per cent or this time may be devoted to

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two-figures to general; resemble and one-third to deputies

subscribe.

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forty-two weeks, from September 1st to July 1st school

for legal purposes. The school is in session from eight

spend in the shop and in other classes homes in related and

academic effort.

The author is Mrs. Brown, President of the Trading Department

of the Worcester Trade Schools. These reports to Arthur, Worcester,

ideas, 1908, pp. 1, 2.
HISTORICAL BACKGROUND

The Worcester Girls' Trade School

In 1906, it was reported that many boys and girls between the ages of 14 and 16 were working in industry, about one-half were girls. At this time there was less opportunity for girls to learn trades than for boys. Therefore, the Worcester Commission urged the opening of a trade school for girls. This committee studied catalogues and visited first, other trade schools, second, factories in Worcester, and third, homes in Worcester. In this way, the committee learned the needs of the Worcester girls, and the trades which would fit them for the positions open to the girls in the city.

The Committee's report was favorably received and the first trade school for girls in Massachusetts was founded. The Wetherell house on State Street was its first home. This building was destroyed by fire on December 24, 1919 and by 1921 the present building was ready for occupancy. The City appropriated $25,000.00 and David Hale Fanning gave $100,000.00 towards the expense of the building. As a tribute for the generous gift, the school was named David Hale Fanning

1/Report of Trustees of the Worcester Boys' Trade School
November 30, 1909, pp. 4-10
In 1909, if we were to purchase a cottage or house in another place, we might say, "If we built it elsewhere, we'd have to tear it down."

However, in this case, we were already in Southamption, the location of a grade school for girls. The committee concluded that it was advisable and practical to continue the grade school for girls in the same area. In this way, the committee

\[ \text{The committee's report was lavishly receieved and the} \]

first grade school for girls in the community was founded. The decision was made on September 12, 1910, and by October, the preliminary plans for the building of the new school were submitted. The city

spread the word by advertising the new school for girls. As a result, the Board of Education was able to raise funds for the project, and the school was ready for use the following year.
Trade School for Girls.

When the trade school opened in 1911, sixty girls were enrolled and the trades taught were power operating, dress-making, millinery, with cooking and academic courses for all the girls.

David Hale Fanning

David Hale Fanning was born in the manufacturing borough of Jewett City, Connecticut, August 4, 1830. His parents were Henry Wilson Fanning and Sarah (Hale) Fanning. His mother was a woman of strong character. His grandfather served in the Revolutionary War. His father, a blacksmith, died when David was six years old. Later, conditions in the home became unbearable, and there was something in his soul urging him to be up and away. The shining rails suggested his route... so he trudged due north. Like Benjamin Franklin, his possessions were few, only a pocket Bible and $2.50 in money. Right away he decided to try every line of work that offered itself to him. Therefore from this time until 1861 he had no settled plan except that he must work to save and never give up, or acknowledge himself beaten.

After 15 years of travel and work, David was able to start a business for himself. He hired a room, a clever woman

\[//\text{Mildred Wetherbee, "Lesson Sheet", David Hale Fanning Trade School for Girls, Worcester, Mass. 1925}\]
When the free school opened in 1811, sixty girls were enrolled, and the classes taught were lower elementary grades. Mathematics, arithmetic, writing, and reading, were included in the curriculum.
to help him, and began the manufacture of hoopskirts. When
next the tide of fashion changed he turned his trade to
corset making.

He was a great and cheerful giver. For his adopted
town, Worcester, he has not only equipped his factory with
restroom, hospital, cafeteria, recreation hall, stage, etc.
for the comfort of his employees, but he has also given
Hahnemann Hospital. He gave $100,000.00 for the best equipp-
ed Trade School for Girls in the country. He has established
a system of annual prizes for public school pupils who excel
in manual art and domestic production and in similar ways he
has generously distributed the wealth he has accumulated.

Hair and Skin Department

Miss Elsa L. Gardner, trained by the Frances Fox
Institute of New York, was the first teacher of cosmetology
to be appointed in the vocational schools of Massachusetts.
In 1926, starting from the ground up, Miss Gardner started
building the Girls' Trade School hair and skin department.

Mrs. Marjorie Flemings was also a pioneer in this
department. She organised the related science course, while
Miss Gardner outlined the course in beauty culture and es-
lished the placement of graduates in industry.

1/Elsa Gardner, "History of the Hairdressing Department",
School Spirit. February 27, 1946, p. 6
The interpretation of the phrase "day care" as it pertains to the operation of the nursery school is complicated by the fact that the nursery school is operated by a city department. The nursery school is part of the city department. However, there is also a separate, independent entity, the nursery school, which operates independently.
In four years, under Miss Gardner's expert leadership, the department grew from fifteen students to forty. In 1930, Miss Helen Brierly, a graduate of the school's cosmetology department, was appointed student aide.

By 1936, the department had completely outgrown its small quarters and the beauty salon was moved into the new spacious room in the annex, erected under the direction of Miss Grace A. Gilkey, principal. This salon was equipped with the most modern furniture and machines. In addition, a private office was provided for Miss Gardner.

To gain added experience, Miss Brierly taught one year in Banford School of Beauty Culture in Boston. Later, she was in charge of the Mary E. Carmody Beauty Salon. Following this extra training and experience, Miss Brierly was appointed an instructor in the cosmetology department of Girls' Trade School.

During Miss Brierly's absence, Miss Doris Rollins and Miss Beatrice Kelley, both graduates of the same department, were appointed student aides to help Miss Gardner at different intervals.

Placement in this department has been remarkable. Miss Gardner reports one hundred per cent placement from 1928, even through the depression years, to the present time.
CHAPTER II

PARLIAMENTARY PROCEDURE

CONTRACT I-B

At present the writer is teaching English to a group of girls who are enrolled in the Hair and Skin department of the Worcester High School. Since these girls need a great deal of training in practical English that will make them more efficient in their trade of hairdressing, it is the desire of the teacher to write and put into practice a contract on parliamentary procedure. Such a unit will prepare these future beauticians to know how to take an active part either as members or officers of the local Hairdressing Association which they no doubt will join when they are licensed and qualified.

WEEK I
ORGANIZING A CLUB

WEEK II
DISCUSSING A CLUB MEETING

WEEK III
CHOOSING CLUB OFFICERS

WEEK IV
DUTIES OF OFFICERS

WEEK V
WRITING MINUTES OF A MEETING

The first part of this paper consists of the contract and the second part is a write-up of actual Parliamentary procedure in action with this class of students.
CHAPTER II
PARLIAMENTARY PROCEDURE

CONTEST I-R

WEEK I
ORGANIZING A CLUB

WEEK II
DISCUSSING A CLUB MEETING

WEEK III
CHOOSING CLUB OFFICERS

WEEK IV
DUTIES OF OFFICERS

WEEK V
WRITING MINUTES OF A MEETING
THE PURPOSE OF THIS CONTRACT

Introduction

At present the writer is teaching English to a group of girls who are enrolled in the Hair and Skin department of the Worcester Girls' Trade School. Since these girls need a great deal of training in practical English that will make them more efficient in their trade of hairdressing, it is the desire of the teacher to write and put into practice a contract on Parliamentary Procedure. Such a unit will prepare these future beauticians to know how to take an active part either as a member or an officer of the local Hairdressing Association which they no doubt will join when they are licensed to practice.

The first part of this paper consists of the contract and the second part is a write-up of actual Parliamentary Procedure in action with this class of students.
OBJECTIVES FOR CONTRACT I-B

THE STUDY OF PARLIAMENTARY PROCEDURE IN SCHOOL ORGANIZATIONS AS A PREPARATION FOR THE HAIRDRESSERS' ASSOCIATION.

1. To find out how the pupil can accomplish worth-while things in the school clubs.

2. To develop an understanding of the "rules of the game" so that the student can take an active part in the various club meetings of which she wishes to become a member. By understanding these rules, she will find them a great help in making the meetings orderly and profitable.

3. To study the rules and regulations concerning the practice of hairdressing and manicuring as authorized by Statute 1935, Chapter 428 amended by Statute 1936, Chapter 55, amended by Statute 1937, Chapter 385, amended by Statute 1941, Chapter 626, most recently amended by Statute 1943, Chapter 565, and adopted by the Board of Registration of Hairdressers on September 9, 1943.

4. To prepare herself to take active part in community and civic clubs; such as Mothers' Club, Parent-Teachers' Association.

1/Rules to be found in the Appendix
THE STUDY OF PARLIAMENTARY PROCEDURE IN SCHOOL

ORGANIZATION AS A PREPARATION FOR THE HAY

I. To bring our local school model an efficient and complete

2. To develop an understanding of the "praise of the game" so

3. To help the student can take an active part in the various

4. To bring the meetings and other events with a great help

5. To teach and reinforce any participation, according to the practice

6. To teach the rules and regulations by constantly practicing the practice

7. To be prepared for any examination as specified in the statute

8. To be prepared for the final part in community and

9. To be prepared for the final part in the Appendix
CONTRACT I-B PARLIAMENTARY PROCEDURE

WEEK I - ORGANIZING A CLUB

1. Before organizing a club, it is well to make sure that you have in mind a purpose for the club; such as: learning laws pertaining to hairdressing. At the first club meeting temporary officers serve until an election takes place. A committee is appointed to draft a constitution which is made up of articles concerning such topics as

1. Name
2. Purpose
3. Membership
   This may state both qualifications and duties of members.
4. Meetings
   If the time, place, and length of the meeting are fixed, these facts may be included. The number constituting a quorum should be stated. (The quorum is the number which is agreed upon as necessary to do business.)
5. Officers
   The number of officers, the method of election, their duties, their term of office, and an arrangement for standing committees are included.
6. Provision for Amendment
   As a rule the constitution may be adopted by a majority vote but cannot be amended except
CONFLICT 1-2 PARLIAMENTARY PROCEEDINGS

ORGANIZING A MEETING

Before organizing a group, it is well to make some chart you have in mind a purpose for the group, such as: Learn the laws pertaining to parliamentary. At the first clip meeting committee, allow your group to make a motion in addition to a committee which is made up of extra members, keeping your topics as

- Name
- Purpose
- Member

The may refer both duplication and duplication of

MEETING

If the time, place, and topics of the meeting are listed, these topics may be included. The number constituting a quorum should be stated. The duration is the number which is shown above

as necessary to do business.

OFFICERS

The number of offices, the meeting of place, and the president, secretary, and treasurer, and en assessment for standing committees are included.

In addition:

As a rule the constitution may be adopted by

a majority vote put some to remain sound at
by a two-thirds vote.

II. Actual carrying out in class the procedure outlined in "Organizing a Club", such as selecting a name of the club, purpose, membership, meetings, officers, and provision for amendments. Each pupil will be given a set of typed directions to aid her in this oral discussion.

When the committee reports, each item of the constitution is acted on to meet the approval of the group thus the club's constitution will be complete for use after any slight corrections by the club.

PARLIAMENTARY PROCEDURE

**ADDRESSING THE CHAIRMAN**

The presiding officer is addressed as "Mr. Chairman", whether he is a man or woman. The chairman stands during the business session. It lends dignity to the meeting and makes it easier for him to be heard.

**GETTING PERMISSION TO SPEAK**

In order to receive permission to make a motion or address the group a member should rise and call out "Mr. Chairman." The chairman then replies "Miss Caprioli," which is permission to proceed.

1/Typed instructions in Part II
by a two-thirds vote.

II. Votant centres only to please the prospective candidate in
organizing a club, to select a name of the club,
purpose, membership, meetings, officers, and provision
for maintenance. Each applicant will be given a set of rules
and direction for the proper use of the club.

When the committee reports the plan of the constitution
is ready to be read the approval of the group and the
appointment of the executive will be completed. The men's
union constitution will be completed for the upper and
Alumni constitution of the club.

PARLIAMENTARY PROCEDURE

ADDRESSING THE CHAIRMAN

The president officer addresses as "Mr. Chairman," the
members of the group. The chairman asks whether the
members are present. If the chairman is too far from the
speaking section, it is further necessary to have the meeting
and make it easier for him to be heard.

BEATING PERMISSION TO SPEAK

In order to receive permission to make a motion or to
ask a question, a member应当rise and call out "Mr.
Chairman," the question new related to the capitol, with
permission to proceed.

I take instructions in part II
When several members rise at once the presiding officer recognizes one by calling his name and the rest take their seats. A member need not rise to second a motion or a nomination. A motion to adjourn may be made while the member is seated, also.

The minutes of the last meeting are read and approved. This includes the reports of the secretary and treasurer.

3. The reports of committees are given. Almost all organizations have standing committees that plan the work of the club, as for example: program committee, membership committee, hospitality committee, etc.

4. Unfinished business is brought forward. This comprises questions that have been referred to committees, that have been postponed, or that have been tabled.

5. New business is brought up.

6. The meeting is adjourned.

If the club is formed for a particular purpose—such as the study of hairdressing laws, the program of the day comes after the new business has been transacted.

There are different methods of voting.

1. By silent asseveration.

This method is usually employed in approving the report of the secretary after the minutes are read, the
When several members line up once the president officer
recognizes one of calling the name and the place chair
seated. A member may ask the president to make a motion or a note-
written. A motion to sustain may be made while the member is
seated also.
THE ORDER OF BUSINESS

According to the rules of parliamentary law a certain order of business must be followed:

1. The meeting is called to order.
2. The minutes of the last meeting are read and approved. This includes the reports of the secretary and treasurer.
3. The reports of committees are given. Almost all organizations have standing committees that plan the work of the club, as for example: program committee, membership committee, hospitality committee, etc.
4. Unfinished business is brought forward. This comprises questions that have been referred to committees, that have been postponed, or that have been laid upon the table.
5. New business is brought up.
6. The meeting is adjourned.

If the club is formed for a particular purpose - for the study of hairdressing laws, the program of the day comes after the new business has been transacted.

There are different methods of voting.

1. By silent assent.

This method is usually employed in approving the report of the secretary after the minutes are read, the
presiding officer says "Are there any corrections?" After waiting a moment, he adds, "If not, the report stands approved as read. It is approved." The last statement gives the result of the vote which has been taken by silent assent.

2. By voices (viva voce)
This is the quickest and simplest way of taking a vote.
The presiding officer says: "Those in favor of the motion will please say "aye". After the response to this he says, "Those opposed, "no."

3. By division of the house.
This method is usually resorted to if there is doubt in regard to the viva voce vote. A member may then say: "Mr. President, I call for a division of the house." The President then asks those in favor to stand or raise the right hand. When these have been counted, he asks in the same way for those opposed.

4. By roll call.
When a record of the vote of each member is to be kept this method is employed. The president says: "Those in favor say "aye"; those opposed, "no"; the secretary will call the roll."

5. By balloting.
It is usually the custom to elect officers by ballot. The advantage of voting by ballot is that of secrecy. Ballots
may be cast for one officer at a time or the names of all officers to be voted for may be written on one ticket and voted for by a cross to indicate the choice.

THE MOTION

The business of a meeting is carried on by motions offered by the members of the society. A motion is made in this manner.

Member (rising): Mr. President

Mr. President: Miss Caprioli

Miss Caprioli: I move that we accept the challenge of the Senior Hairdressers to a debate.

Every motion must be seconded.

Another member: Mr. President, I second the motion. (It is allowable to remain seated when seconding a motion.) After a motion has been made and seconded, it must be stated by the President.

Mr. President: It is moved and seconded that our club accept the challenge of the Senior Hairdressers to a debate.

The President then gives a chance for discussion of the subject by saying: "The question is now open for discussion", or "Are there any remarks?" Members now have the privilege of expressing their opinions on the subject. Each member must remember to
THE MOTION

The president will call for the adoption of the motion.

Allenby, by the members of the society, a motion to make it
...member for the...Washington's appearance of 192.

Every motion must be seconded.

No second was offered.

Second the appearance of the cannal. His...
address the chair, must wait to be "recognized" by him, thus obtaining the floor.

When no one seems to have anything further to say, the President puts the question to vote.

Mr. President: "Is there any further discussion? If not, all in favor of the motion will please say "aye" (members in favor respond, "aye"). Those opposed will please say "no" (members not in favor respond, "no"). The President then announces the vote.

President: "The motion is carried", or "The motion is lost."

THE DISCUSSION

The discussion should bring out all angles of the motion so that the voting may be intelligent. It is wise to put a disputed matter in the form of a motion even though its author feels that it will be lost, for in this way the question is open for discussion. When any member feels that the discussion has been thorough enough, he may without rising call out, "Question." The chairman then says, "Are you ready for the question?"
to adjourn.

This means simply setting the time for the next meeting. It is not necessary in an organization which has a regular meeting time. The motion is made after the motion to adjourn is stated by the chair. The form is usually "I move that we adjourn to Oct. 20, at 2 o'clock."

WEEK II - DISCUSSING A CLUB MEETING

Oral discussion of the following questions:

1. How should the chairman call a meeting to order?
2. What is the first matter of business at a club meeting?
3. How does the chairman ask for comments on the minutes?
4. How does a member of the club ask for permission to speak?
5. How does the chairman indicate permission to speak?
6. When does a member of the club make a motion?
7. What is the correct way to make a motion?
8. How is a motion seconded?
9. What must the chairman do before the motion is carried?
10. What should be said just before the meeting is finished?
WHERE I T - DISCUSSING A CABLE MEETING

Let's discuss the following questions:

1. How would the situation call for a meeting to occur?
2. What is the first matter of business at a meeting?
3. What seems to be the purpose of the agenda?
4. How does the agenda set the tone for the meeting?
5. What is the committee or group that needs to be addressed?
6. What makes the committee or group relevant to the meeting?
7. What should be said at the beginning of the meeting?
WEEK III - CHOOSING CLUB OFFICERS

I. Discuss the following:

1. Why is it important that the club chairman or club president be a good leader?
2. Why must the chairman be the kind of person who can stop an argument without making anyone angry?
3. Why is it more important for the president than for the secretary to be a good leader?
4. What special skill does the secretary need to have?
5. What office would be a fitting one to give a girl who is good at arithmetic?
6. Why is a vice-president often unnecessary in a small club?

II. Hold election of officers by means of the secret ballot.

Speak up at meetings. Your club needs your ideas. Club meetings are most worth-while when all members give suggestions, comment on ideas presented.

Observe the rules. Such as:

1. attend the meetings regularly and promptly.
2. stick to the subject that is being discussed.
3. don't take more than your share of the time.
4. be willing to accept the rule of the majority.
5. perform to the best of your ability the duties assigned to you.
II.

Check up of measures.  Your job needs your interest.

Chip measures the most moment, while with measures give

suggestions, comments on these measures.

Open up the letter, sign as:

I.  Approved the measures, especially any improvements.
2.  Refer to the measures that are printed elsewhere.
3.  Your's case more; your share of the time.
4.  Be willing to accept the rate of the salary.
5.  Recommend to the best of your ability the above
WEEK IV - DUTIES OF OFFICERS

I. The chief duties of the president are:

1. To call the meeting to order.
2. To call for the reading of the minutes.

After the reading of the minutes she puts this question: "You have heard the reading of the minutes. Are there any corrections?"

Corrections may be made from the floor. The president then uses the appropriate statement: "The minutes stand approved as read," or "The minutes stand approved as corrected."

3. To announce the business of the meeting in its proper order. Each organization may decide on its own order of business. This one is customary:

   a. call to order
   b. roll call
   c. reading of the minutes
   d. old business
      1. report of committees
      2. continued discussions
   e. new business
4. To vote in case of a tie
5. To preserve order and maintain the dignity of the group.
To announce the purpose of the meeting to the members of the organization.

- To establish the agenda of the meeting.
- To discuss any questions or concerns raised by the members.
a. By recognizing the member entitled to the floor.
b. By stating questions and putting them to a vote when they are regularly moved and seconded.
c. By encouraging discussion when it is desirable and discouraging it when it is mere repetition or out of order.
d. By being himself the most courteous and dignified member of the group.

The chief duties of the vice-president are:
1. To preside in the absence of the president.
2. To assume any particular duty agreed upon by the group.

The chief duties of the secretary are:
1. To keep a register or roll of the members; to keep a record of the attendance if it is desired.
2. To keep the minutes of the meeting.
3. To send out notices of meetings, elections, appointments; to write such letters as the group instructs.
4. To prepare for the president the order of business for each meeting.
5. To assist in counting votes and in recording decisions.
The officer负责 of the active-secretariat shall
1. To prepare and disseminate the minutes of the meetings.
2. To keep a register of all officers of the committee to keep
a record of the attendance if it is necessary.
3. To keep the minutes of the meeting.
4. To have on file reports of meetings, elections, etc.
For each
5. To keep the minutes of the meetings and to report
6. To keep in continuous notes and to recognize
The chief duties of the treasurer are:

1. To act as banker for the group.
2. To keep an accurate account of the financial standing of the group and to make reports on the condition of the treasury.

II. Have the officers and the class attend as guests a business meeting of the local hairdressers' association.

   a. If a special program was presented, mention the main details briefly.
   b. State motion was made and seconded to adjourn and state time.
   c. Write the minutes of the meeting you attended this morning in the Student Council. Do not include any unnecessary details in your record.
   d. Compare your minutes with those written by other members of the class. Judging from the minutes that are read, who in your class do you think would make good club secretaries?

   MINUTES OF A MEETING. One kind of report in frequent use is the minutes of a meeting; or an accurate account of report of what occurred. The office of secretary is usually filled by one who thinks clearly and writes simply and accurately.
WEEK V - WRITING MINUTES OF A MEETING

1. Working with your classmates, make a list of the items you will record in the minutes of your club meeting. Such as:
   a. State the time and the place of the meeting.
   b. Report all business in the order that it was taken up.
   c. Name the members elected to any office, or the members appointed to any committee.
   d. If a special program was presented, mention the main details briefly.
   e. State motion was made and seconded to adjourn and state time.

2. Write the minutes of the meeting you attended this morning in the Student Council. Do not include any unnecessary details in your record.

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MINUTES OF A MEETING

One kind of record in learning

The office of secretary is necessary

Lifting up one who strikes a fall

Secretary
She signs the minutes and after they have been read and approved by the society, she writes the word "approved" and the date, near the signature. Example:

Signed: Mary Smith, a second Secretary

Approved Nov. 30, 1946

2. Why is it wise to have discussion before a vote?

3. What can be done if the presiding officer ignores parliamentary procedure?

4. In how many ways may a motion be disposed of before it comes to a vote?

5. What would you list as the qualifications for a good presiding officer? A good secretary?

6. How will a knowledge of parliamentary procedure be valuable to you when you are a member of the Hairdressers' Association?

II. "Hair Club" will devote twenty minutes a week during English to the study of the general Hairdressing laws and State regulations.
REVIEW EXERCISE ON PARLIAMENTARY PROCEDURE

I. 1. Parliamentary procedure is the most democratic way for a group to transact business. Do you agree?

2. Why is it wise to have a main motion and a second before discussion?

3. What can be done if the presiding officer ignores parliamentary procedure?

4. In how many ways may a motion be disposed of before it comes to a vote?

5. What would you list as the qualifications for a good presiding officer? A good secretary?

6. How will a knowledge of parliamentary procedure be valuable to you when you are a member of the Hairdressers' Association?

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NEW TO EXERCISE ON PARLIAMENTARY PROCEEDINGS

I. If parliamentary procedure is the most democratic way to

a. carry on governmental business. Do you agree?

b. Why is it wise to have a main motion and a second

paragraph question?

c. What can be done if the presiding officer

refuses parliamentary procedure?

d. In your words, why is a motion for rejection of a
debate called a motion to a scrap of paper?

e. What would you list as the advantages of having a

presiding officer? A body secretary?

f. How with a knowledge of parliamentary procedure

advantage to you were you a member of the legislature?

Association?

II. "Well, Chimp, with grace twenty minutes a week up

in England to the study of the general parliamentary laws and

scope regulations."
HOW TO CONDUCT A MEETING

The secret of a good meeting lies in conducting it in a dignified, courteous, and businesslike manner. In order that you may conduct yours in this way, you will need to become acquainted with certain forms and customs that are generally used, and then follow them in your meetings.

The first thing to do is to appoint a temporary president, or president pro tem (Latin for "for the time"). The teacher might make this appointment for the first meeting. The pupil named as president pro tem goes to the front of the room and seats himself facing the class. This is called taking the chair. The person in the chair has absolute charge of the meeting. No one may make a suggestion or even ask a question without his permission.

PARLIAMENTARY PROCEDURE

PART TWO

The members of the club facing the president are said to be on the floor. If a person on the floor wishes to speak, he rises and addresses the chair; that is, he says, Mr. President or Madam President. The president then recognizes the speaker; that is, he pronounces the speaker's name, thus giving permission to take the floor or say what he has in mind. When a suggestion is made by a person on the floor, it may be discussed by the other members; but each one who wishes

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With A Touch of Fondness

The secret of a good meeting lies in cooperation in which everyone cooperates, and purposes the same. In other words, you can arrange your time in this way: you will need to plan, come to the meeting with a purpose, have an outcome that suits everyone, and finally, you can follow that in your meetings.

To make things go to support a permanent meeting, the best way is to establish the new collections to the time. This week, make sure to appoint for the time meeting. The last time you met as a gathering, you can place on the floor of the room and make sure everyone is present. This is called the plan. The reason in the plan is to have a plan.

One way is to make a suggestion of a new plan. We can make a suggestion or even a discussion about the determination.

The moment of the stop is the moment of the beginning. It is a sign on the floor where to speak. All speeches begin to go on the floor. It is a sign on the floor where to speak. We can make a suggestion to have a pause on the floor. It may be interesting on the other members and one who wishes...

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to speak must rise, address the chair, and wait for recognition before expressing his opinion.

Suppose the question under discussion is the name of the club, and several names have been suggested. The president says, "The names suggested for the school club are, The School Welfare Club, The Civic League, The Good Citizens Club, and the Hairdressers' Club. Does any one wish to make a motion?" Some one on the floor rises and says "Mr. President," and, upon being recognized, remarks, "I move that our club be called The Civic League." If some one else is in favor of this name, he rises, addresses the chair, and upon being recognized says, "I second the motion."

The president then says, "It has been moved and seconded that our school club be called The Civic League. Is there any discussion?" If there is no discussion, he then says, "Are you ready for the question?" This means, "Are you ready to vote upon this motion?" The president continues, "All in favor of the motion please signify it by rising." He counts the votes. Then he says, "All opposed rise." He counts these also. If more than one half of those on the floor vote for the motion, the president says, "The motion is carried," and The Civic League becomes the name of the club. If less than one half vote for it, the motion is lost and another name will have to be moved and seconded and voted upon. Instead of taking a rising vote the president may say,
to some wear that happens, the chair, and, wear, for records.

From below, the sensation of the beginning is the name of
the chair, and wear, that never has been adequate. The chair,
the name, the name, the name sensation for the correct grip and, the
chair, the chair, the chair grip, the good office grip.

In good office grip, the chair, and the chair, and the chair, grip. Does any one object to make a
motion? Yes, one of the floor, raises and raise, "We're kindness,
and, you play kindness, kindness, "I have hurt, and chip on
which the chair, the chair, the chair. "If one of the chair is to
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which the chair, the chair, the chair. "I can't see, which the chair, the chair, the chair. "I can't see,
"All those in favor of the motion signify it by saying 'Aye', those opposed 'No'." If less than one half vote in favor of the motion, it is lost and the club is ready for another motion. Only motions that are seconded may be voted upon.

When the time allotted for the club meeting has expired, some person on the floor makes the motion that the meeting adjourn. When this motion has been seconded, it is put to vote and the president says, "The meeting is adjourned." If no one on the floor makes the motion for adjournment the president may call for it by saying, "The motion for adjournment is now in order." The motion will then be made, seconded, and voted upon.

What is meant by taking the chair?
How does a person on the floor address the chair?
How does the president recognize the speaker?
What is a motion?
What must follow the making of a motion if it is to be considered by the club?
After a motion is seconded, what does president do?
What is meant by a motion's being carried?
What is meant by a motion's being lost?
In what two ways may the club vote be taken?
A motion in favor of the motion is hereby made. The motion is in favor of the motion. It is passed, and the same is ordered to another motion. Only motions that are seconded may be voted upon. When the time allotted for the said meeting and for the meeting adjourned. When the motion has been seconded, it is brought some person on the floor makes the motion that the meeting is adjourned. If no one on the floor makes the motion for adjournment, the presiding may and for the seconding of "the motion for adjournment. If the motion is carried, the motion with a majority.
SUGGESTIONS FOR THE FIRST CLUB MEETING

At the first meeting of the club the following business may be transacted:

1. The purpose of the club decided upon.
2. The name selected.
3. The officers: president, vice-president, secretary and treasurer nominated and elected.
4. A committee to draw up a constitution appointed.

ORAL AND WRITTEN EXERCISES

1. What are the first steps in starting a club?
   How should the meetings be conducted?
   What is meant by a president pro tem?
   What is meant by taking the chair?
   What is meant by taking the floor?
   How does a person on the floor address the chair?
   How does the president recognize the speaker?
   What is a motion?
   What must follow the making of a motion if it is to be considered by the club?
   After a motion is seconded, what does president do?
   What is meant by a motion's being carried?
   What is meant by a motion's being lost?
   In what two ways may the club vote be taken?

1/ Ibid. p. 50
SUGGESTIONS FOR THE FIRST CLUB MEETING

At the first meeting of the club are the following purposes:

1. To determine the club's general direction.
2. To elect a temporary executive committee.
3. To make nominations and accept nominations from the members.

A committee, to draw up a constitution draft is needed.

THE HANDWRITTEN EXERCISES

What are the first steps to pursue a study?

How should the minutes be recorded and transmitted?

Where is meant by the president of the club?

What is meant by the secretary of the club?

How does the president open the club's session? The secretary?

What is meant by a motion?

What must follow the making of a motion if it is to be carried?

After a motion is recognized, what goes afterwards?

What is meant by a motion's pending question?

What is meant by a motion's pending question?
SUGGESTIONS FOR THE FIRST CLUB MEETING

At the first meeting of our proposed club we accomplished the following business:

1. The purposes of the club were decided upon. They are:
   a. To be well-informed on hairstyles by means of studying and reporting on magazines such as "Modern Beauty Shop", "Beauty Shop Digest", "Good Housekeeping", "Charm", "Seventeen", and "Glamor." In addition to the use of above named periodicals, we shall use clippings of "Beauty Hints" by Lois Leeds and "Know Your Type" by Antoinette Donnelly - both are writers of syndicated articles on beauty.
   b. To attend a hair-style demonstration once a month, or to arrange to have a hair-stylist come to our club as a guest demonstrator.
   c. To study the Massachusetts rules and regulations concerning the practice of hairdressing and manicuring as authorized by Statute 1935, Chapter 423, and most recently amended by Statute 1943, Chapter 665, and adopted by the Board of Registration of Hairdressers on September 9, 1943.
   d. To be able to write and speak correctly, intelligently with our customers. This will be accomplished by means of our English Class.
SUGGESTIONS FOR PLANNING THE FUTURE

At the last meeting of our group, we discussed the following points:

1. To better inform local authorities of the current status of our community, we plan to:
   - Hold regular meetings with officials
   - Distribute informational pamphlets
   - Organize community workshops and seminars

2. To address issues of poverty and inequality, we suggest:
   - Collaborating with local organizations
   - Implementing economic development programs
   - Advocating for policy changes at the local level

3. To improve educational opportunities, we recommend:
   - Partnering with local schools and universities
   - Establishing community-based learning centers
   - Providing scholarships and grants for students

4. To enhance community cohesion, we propose:
   - Organizing cultural events and festivals
   - Facilitating community service projects
   - Encouraging intergenerational activities

5. To address health concerns, we plan to:
   - Collaborate with healthcare providers
   - Implement health education programs
   - Enhance access to medical facilities

6. To improve environmental conditions, we suggest:
   - Promoting sustainable practices
   - Engaging in clean-up initiatives
   - Advocating for local environmental policies

These suggestions are intended to support the growth and well-being of our community.
2. The name selected, after much discussion and suggestions we decided on "Glamor and Charm Club" of the Worcester Girls' Trade School.

3. The officers: President, vice-president, secretary, and treasurer were nominated and elected. They are:

- President: Marjorie Cote
- Vice-president: Eunice Gates
- Secretary: Carolyn Capriola
- Treasurer: Theresa Robichaud

4. A committee to draw up a constitution was appointed. The committee is as follows:

- Carolyn Capriola
- Lois Marsh
- Marjorie Cote
- Joyce Meyer
- Eunice Gates
- Theresa Robichaud
The enrollment figure, Tremper School,
and the enrollment data, Tremper High School,
and Tremper High School data
and Tremper High School enrollment
and Tremper High School enrollment data.

The committee is as follows:

Cecil H. Carpenter, Local Union
Herbert N. Webber
T. E. Webber
T. E. Webber
DRAFTING A CONSTITUTION

Every club should have a constitution that states the following points:

1. Name and object of the club.
2. Who the members of the club shall be.
3. What officers the club shall have.
4. What the duty of each officer shall be.
5. How and when those officers shall be elected.
6. When meetings shall be held.
7. How amendments may be made.

In addition to the constitution, every club may also have by-laws. These are the rules specifying the manner in which the club shall carry on its work. Such by-laws should be short and to the point.
CONSTITUTION OF THE "GLAMOR AND CHARM CLUB"
OF WORCESTER GIRLS' TRADE SCHOOL

DUTIES OF OFFICERS

ARTICLE I

NAME

This club shall be known as the "Glamor and Charm Club" of the Worcester Girls' Trade School.

ARTICLE II

OBJECT

The object of this club is:

1. To study the state laws pertaining to hairdressing.
2. To be able to converse correctly and intelligently with customers.
3. To know and use good English so as to be more efficient hairdressers.

ARTICLE III

MEMBERSHIP

Any member of the hairdressing trade is eligible to membership.

ARTICLE IV

OFFICERS

Officers shall be a President, Vice-president, a Secretary, and a Treasurer.

1/Written by the Members of the Constitutional Committee.
They are: Carolyn Caprioli, Marjorie Cote, Eunice Gates, Lois Marsh, Joyce Meyer, Theresa Robichaud
CONSTITUTION OF THE "SHAMROCK AND CHAMPION"

OF MONROE'S CORPS' HALE SCHOOL

ARTICLE I

NAME

The club shall be known as the "Shamrock and Champion Club."

ARTICLE II

OBJECT

The object of this club is:

1. To study the laws governing the school's operations.
2. To promote the welfare of the school's community.
3. To cooperate with the school in matters of interest.
4. To know and use one another rightly so as to go on more.

ARTICLE III

MEMBERSHIP

Any member of the school may join the club to apply for membership.

ARTICLE IV

OFFICERS

Officers shall be: President, Vice-President, Secretary, and Treasurer.

I witness for the Members of the Constitution Committee:

[Signature]

[Date]
ARTICLE V

DUTIES OF OFFICERS

Section 1. It shall be the duty of the President to preside at all meetings of the club, to preserve order and represent the club at all school functions and on public occasions.

Section 2. The Vice-president shall perform the duties of the President in her absence.

Section 3. It shall be the duty of the Secretary to keep the minutes of the meetings and to conduct the correspondence of the club.

Section 4. It shall be the duty of the Treasurer to take care of the money of the club and to pay it out when authorized to do so.

ARTICLE VI

ELECTION OF OFFICERS

Section 1. Officers shall be elected at the first meeting in September of every year.

Section 2. Voting shall be done by ballot, and a majority of the votes cast shall be necessary to elect.

ARTICLE VII

MEETINGS

Section 1. Regular meetings shall be held every Friday of each month during school sessions.
ARTICLE V

DIET OF OFFICERS

Section 1. It shall be the duty of the President to preside at all meetings of the club, to act as President of the club, and to perform all other duties of that office.

Section 2. The Vice-President shall perform the duties of the President in the President's absence.

Section 3. It shall be the duty of the Secretary to keep the minutes of all meetings and to conduct the correspondence of the club.

Section 4. It shall be the duty of the Treasurer to care of the money of the club and to pay it out when supported to do so.

ARTICLE VI

ELECTION OF OFFICERS

Section 1. All officers shall be elected at the first meeting in the spring of every year.

Section 2. All officers shall be chosen by a majority of the votes cast, and a majority of the votes cast shall be necessary to elect.

ARTICLE VII

MEETINGS

Section 1. Regular meetings shall be held every Tuesday at
Section 2. Special meetings may be called by the President in case of an emergency giving at least twenty-four hours notice.

ARTICLE VIII

The Constitution may be amended at any meeting of the League by a two-thirds vote of all present, provided that notice of the proposed amendment has been given at the previous meeting.

BY-LAWS

ARTICLE I

ORDER OF BUSINESS

At all meetings of this club the following order of business shall be observed:

1. Reading of the minutes of the previous meeting.
2. Reports of Officers.
3. Reports of Committees.
4. Unfinished business.
5. New business.
SECTION 3. Section meetings may be called by the President
in cases of an emergency giving at least three (3)
weeks' notice.

ARTICLE VIII

The Constitution may be amended at any meeting of the
Association on a two-thirds vote of all the members present.

Notice of the scheduled amendment may be given at the
previous meeting.

BY-LAWS

ARTICLE I

ORDER OF BUSINESS

At all meetings of this club the following order of
business shall prevail:

1. Reading of the minutes of the previous meeting.
2. Reports of Officers.
3. Reports of Committees.
4. All unfinished business.
5. New business.
HOW TO TAKE MINUTES

As you have learned from your reading of the constitution on pages 231-233, the duty of the secretary is to attend every meeting, to listen attentively, and to take notes of all that goes on. These notes are called minutes. After the meeting while the ideas are still fresh, the secretary re-writes the notes in good sentences, so that he can read them at the next meeting of the club.

It is usual for the president, immediately upon calling a meeting to order, to say, "The secretary will please read the minutes of the last meeting." After the minutes have been read the president says, "Are there any corrections?" If no one makes a correction, the president says, "If not, the minutes stand approved as read." If a correction is made, the president says, "The secretary will please make the correction as suggested, after which the minutes stand approved."

1/ Ibid. p. 50
HOW TO TAKE MINUTES

You have learned to type minutes of the meeting.

To follow rules 57-155, the chair of the meeting is to

sequentially explain minutes to insert immediately and to take

notes of all parts. Cross out these notes and call the minutes.

When the meeting adjourns, place these notes on the agenda.
Alf the meeting minutes are those of the meeting, the

secretary, secretary, in the notes in book format, as per the

consents, can have copies of the next meeting of the group.

If at any time you feel immediate, immediately, you set

a meeting to order, order and say, "This secretary will discuss

the minutes of the last meeting." After the minutes have

been read, the secretary says, "We have the order of business?
If no one makes a correction, the meeting says, "If a

correction is made, the secretary will change the

minutes." Then you say, "If no one makes a correction, let the

secretary write the minutes."

worded
The minutes of a meeting give an account of the proceeding of the meeting. They are kept as a permanent record of the club activities. In writing the minutes I, Carolyn Capriola, the secretary, gave the information in the following order:

1. The name of the organization, the date, and the place of meeting.

2. Told who called the meeting to order.

3. Stated that the minutes of the last meeting were read and approved.

4. Gave a brief account of all that was done during the meeting.

5. Gave the time of the adjournment.

The following is an illustration of one of the "minutes" of the "Glamor and Charm Club" of the Worcester Girls' Trade School.

"Minutes"

The regular meeting of the Glamor and Charm Club was held in Miss Manzi's room, Friday, January 10, 1947, at one o'clock p.m.

The meeting was called to order by the president, Marjorie Cote.

The roll call was taken and two members were absent,
"Minutes"

"Writing"

The minutes of the meeting give an account of the proceedings of the meeting. They are kept as a permanent record of the actions taken. In writing the minutes, it is important to ensure that the information is clear and concise.

The name of the organization, the date, and the place of meeting are included.

The following is an illustration of one of the minutes of the minutes:

"The regular meeting of the Grammar and Grade Club was held in Miss Remington's room tonight, 10, 3d, at 7 o'clock.

The meeting was called to order by the president.

The roll call was taken and two members were present.

The minutes were read and approved.

The meeting adjourned.

School."
Lois Marsh and Eunice Gates.

Minutes of the last meeting were read and approved.

Since there was no unfinished business to care for, but under the head of new business the president, Marjorie Cote, suggested to our advisor that we devote our meeting in learning how to introduce a speaker; since at our next meeting we're going to have Miss Mary Smith, hair-stylist, demonstrate new trends for spring fashions. The club voted in favor of the motion that was made by Marjorie Cote and seconded by Eunice Gates.

Miss Manzi gave us the following things to keep in mind when an introduction is being made:

1. Be brief. The audience came to hear the speaker, not you.
2. Speak clearly so that your voice carries.
3. Tell a few things about the speaker; don't make his speech for him.
4. Be gracious, make the audience feel they have a treat in store.
5. Suit your introduction to the occasion and to the audience.

After we all had a turn in practice exercises in making introductions, the meeting adjourned at two-thirty p.m.

Respectfully submitted,
Carolyn Caprioli, Secretary
...
OBJECTIVES FOR CONTRACT II-B

THE ART OF CONVERSATION

CHAPTER III

THE ART OF CONVERSATION

CONTRACT II-B

1. To develop the socialized conversationalist.

2. To develop social poise.

3. To develop initiative and leadership.

WEEK I
CONVERSATION - GENERAL

4. To develop voice personality.

WEEK II
STORY-TELLING

5. To develop the "telling story" manner.

WEEK III
TELEPHONE CONVERSATIONS

6. To develop insight and perspective.

WEEK IV
INTRODUCTIONS

7. To develop the art of being a good listener.

WEEK V
INTERVIEWS

8. To develop a sufficient background sufficiently full for their profession.

9. To develop the ability to get along with others.
CHAPTER III
THE ART OF CONVERSATION

CONTRACT II-B

WEEK I
CONVERSATION - GENERAL

WEEK II
STORY-TELLING

WEEK III
TELEPHONE CONVERSATIONS

WEEK IV
INTRODUCTIONS

WEEK V
INTERVIEWS
OBJECTIVES FOR CONTRACT II-B

THE ART OF CONVERSATION

1. To develop the art of becoming a skilled conversationalist.

2. To develop social poise and grace.

3. To develop initiative and leadership.

4. To develop voice personality.

5. To develop the technique of story-telling.

6. To develop a "sell-yourself" manner.

7. To develop insight and perspective.

8. To develop the art of being a good listener.

9. To develop a cultural background sufficiently full for their profession.

10. To develop the ability to get along with others.
OBJECTIVES FOR CONTRACT II-R

THE ART OF CONVERSATION

1. To develop the art of becoming a skilled conversationalist

2. To develop social poise and grace

3. To develop initiative and leadership

4. To develop active personality

5. To develop the technique of story-telling

6. To develop a "self-sustaining" manner

7. To develop interest and perspective

8. To develop the art of being a good listener

9. To develop a continuous and enthusiastic interest in the

10. To develop the ability to get along with others.
CONVERSATION GENERAL
COURTESY IN CONVERSING

WEEK I

One of the sure marks of a cultured person is the ease with which he can converse with all kinds of people. Talking naturally and graciously with those whose social position is either above or below your own is the mark of instinctive fineness.

When only two persons are conversing, each so speaks and acts as to accomplish two things; reveal himself to the other person and learn what the other person is like. You search for something in common. The aim of talking with one other person is to make friends with him. What you say implies your interest. Even a tame remark like "Where have you been keeping yourself?" is in the right direction.

Every general conversation should conform to these principles:

The topic should be pleasing to all.
Each should do his share, no more.
There should be no silences.
No topic should be fully exhausted.
The tone should remain good-natured.
No person present should be offended.
CONVERSATION GENERAL

WEEK I

One of the prime marks of a successful person is the ease with which he can converse with all kinds of people. Tactfulness and sympathy with those whose social position is superior above or inferior to your own can be the mark of an accomplished listener.

When only two persons are conversing, each can express and repeat one another's thoughts as co-equals in conversation: reverse this premise to the other person and learn well the other person's like. You speak: "I am the reporter in common. The aim of listening is to interpret what you have heard:". Even, a chance remark like "Where have you been?" can make a partner be a better conversationalist than you.

Kirkland conversed in the right direction, even in the general conversation.
GUIDE SHEET

COURTESY IN CONVERSING

1. Speak distinctly.
2. Look at the one to whom you are talking.
3. Give others a chance to talk; listen to what they are saying.
4. Do not interrupt.
5. Notice whether those to whom you are talking are interested in your remarks. If they do not appear interested, change the subject, or give them a chance to suggest a subject.
6. Do not contradict. If you disagree, express your opinion tactfully.
7. Try to say something that will promote the conversation instead of saying only "Yes" and "No."
8. Pronounce words correctly; when in doubt, consult the dictionary.

1/Edna Cotner and John W. Bell, Effective Expression in English, (Book three), Little, Brown, and Company, Boston 1935, pp. 17
GUIDE SHEET

COURTESY IN CONVERSING

1. Speak distinctly.
2. Look at the one to whom you are talking.
3. Give opening a chance to talk. Listen to what they say.
4. Do not interrupt.
5. Notice whether there is, or is not, a listener.
6. Do not correct.
7. If you disagree, express your opinion tactfully.
8. Try to say something that will promote the conversation.
9. In case of saying only "Yes" and "No".
10. Pronounce words correctly. When in company, correct the pronunciation.
Exercise A  
FINDING TOPICS FOR CONVERSATION

1. List five things that you enjoy doing. Here are some topics that may give you suggestions: a) Giving a Facial, b) Giving a Manicure, c) How to Keep Nail Polish from Chipping, d) Choosing a Becoming Hair-do for Your Type, e) Listening to "Information Please", f) Listening to "Take It or Leave It", g) Listening to the "Quiz Kids."

2. Have each member of the class work in pairs so as to prepare an oral conversation on any of the above topics to be given in class.

Exercise B  
TAKING PART IN GROUP CONVERSATION

1. My hobby is _________.
   Be ready to tell when you began to be interested in this particular hobby, what made you interested if you know, and what you have done with your interest. Try to choose such interesting facts that your classmates will ask you many questions about it.

2. The most original person I know is _________. Replace "original" by such adjectives as odd, studious, ambitious, friendly, brave, and generous, in your description of the person. Select those details of appearance and character that show your adjective to be appropriate.
Excerpts from
P R I N D I N G T O P I C S FOR C O N V E R S A T I O N

I. List five things that you enjoy doing. Here are some:
   a) Writing a poem
   b) Playing a musical instrument
   c) Keep fit by swimming
   d) Going to concerts
   e) Helping others

   1. Leave it as a "girl's night" and enjoy it.

   2. Have each member of the group work in pairs or as a group to present an oral conversation on each of the above topics to be given in class.

   Exercises

   TURNING PART IN GROUP CONVERSATION

   -------
   I My hobby is -------

   Be ready to tell when you began to be interested in this
   particular hobby. When you were you interested in this? And
   what have you gone with your interest? Why to choose such
   interest, what feel your interest and you man.

   ---------
   The most interesting person I know is ------

   "Important" if many subjects as age, character, ambition,
   interest, prove and experience in your generation or the
   present. "Defect" these certainties of appearance and character.

   Care from your appearance to be self-respecting.
3. Make a list of four or five books, each of which has been read by several members of the class. Each group in turn may then discuss the book with which its members are familiar. All the suggestions for conversation which you wish to make your own should be practiced.
A "CONVERSATION CHART"

Use this chart to judge your growth in conversational skill. Score yourself from time to time during this contract.

Carolyn Caprioli - My Growth in Conversational Skill

<table>
<thead>
<tr>
<th>Excellent-4</th>
<th>Good-3</th>
<th>Fair-2</th>
<th>Poor-1</th>
<th>Did Nothing-Blank</th>
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<tr>
<th>1st Week</th>
<th>2nd Week</th>
<th>3rd Week</th>
<th>4th Week</th>
<th>5th Week</th>
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- Have I Taken Part in the Conversation?
- Have I Been Courteous?
- Was I a Good Listener?
- Did I Use Good English?
- Were My Contributions Interesting to Others?
- Have I Encouraged Others To Talk?
- Have I Talked in a Pleasant Conversational Voice?

Use this chart to judge your group in conversation.

Have you spent time to give anyone a compliment?

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<th></th>
<th>1st Week</th>
<th>2nd Week</th>
<th>3rd Week</th>
<th>4th Week</th>
<th>5th Week</th>
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<tr>
<td>Have I taken part in the</td>
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<td>Have I seen conversation?</td>
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<td>Were I good listeners?</td>
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<td>Did I use good etiquette?</td>
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<td>Have I recognized others</td>
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Have I taken in a pleasant conversation today?
Review Exercise

Rate yourself on a scale of 5 on the following points. If you are particularly good in this respect, mark yourself 5; if you are particularly bad, mark yourself 1. When in doubt between 2 or 3, mark 2; when in doubt between 3 or 4, mark 3. An average score would be 30, a perfect score 50.

1. What is conversation?
2. What five suggestions concerning conversation would you give to someone who asked you for help?

Rank your suggestions in the order of their importance.

1. My face expression
2. I look at the person to whom I am talking
3. My tone of voice
4. I am not an inferior
5. I do not make the person to whom I am talking feel inferior
6. I am free from distracting mannerisms
7. I use words with discrimination
8. I try out new words and increase my vocabulary
9. I know what I mean to say before I say it
10. I know when I have said what I mean, and then stop

TOTAL

- Adapted from Ch. IV in "Influencing Human Behavior" by H. A. Overstreet
review exercise

Discuss with your class the answers to the following.

definition:

What is consciousness?

What five suggestions concerning consciousness would you give to someone who seeks your help?

What can you suggest to the object of their importance?
DO I SPEAK EFFECTIVELY?*

Rate yourself on a scale of 5 on the following points. If you are particularly good in this respect, mark yourself 5; if you are average mark yourself 3, and if it is a point on which you are especially weak, mark yourself 1. When in doubt about 5 or 3, mark 4; when in doubt about 1 or 3, mark 2. An average score would be 30, a perfect score 50.

* * * * * * *

1. My face expresses what I wish to communicate ................
2. I look at the person to whom I am talking ................
3. My tone of voice is pleasing and has variety ..............
4. I am not an unloader ..................................
5. I do not make the person to whom I am talking feel inferior ................................
6. I am free from distressing mannerisms ......................
7. I use words with discrimination ............................
8. I try out new words and increase my vocabulary ..........
9. I know what I mean to say before I say it ................
10. I know when I have said what I mean, and then stop .......

TOTAL ................

* Adapted from Ch. IV in "Influencing Human Behavior" by H. A. Overstreet

Name ____________________________

DO I COMMIT CRIMES?

Rate yourself on a scale of 0 to 6 on the following scale.
If you are particularly good in spite of your worst misdeeds, mark yourselves nearest to 0. If it is a point of pride, mark yourself nearest to 5. Then on your second sheet you should seriously mark nearest to 5. When you
consider yourself a good sport, mark 6. Mark 5 if you are a good sport except in & except go near, report I got a mark 6. An average score showing you did a perfect score 80.

My face expresses what I wish to communicate.

I do not have the eggs to show I am friendly.

I am not so number.

I was not at the door to show I am fallen.

I am the face of another's meetings.

I have no way of discrimination.

I try out new words and increase my vocabulary.

I know what I mean to say but I can't.

I know when I have said what I mean and then stop.

TOTAL

& I added from #19.

"Influence Memory Retention"

Pr. R.O. Senator

Name

No.
TEN TESTS OF A GOOD CONVERSATIONALIST

If you can answer YES to all of the following questions, you will be able to acquit yourself well in any conversation. Here they are:

1. Can you keep quiet exactly 50 per cent of the time in a dialogue?

2. Can you say NO without hurting the other man's feelings?

3. Can you tell a story that will keep them guessing up to the end?

4. Can you make a quick, effective comeback to a remark that hurts?

5. Can you get the other man to change his opinion for yours?

6. Can you refrain from arguing?

7. Can you project yourself into a general conversation?

8. Can you give advice without giving offense?

9. Can you start a conversation by asking a question that will arouse the other man's interest?

10. Does the end of a conversation find you better friends than when you started?

THE TEST OF A GOOD CONVERSATIONALIST

If you can answer YES to all of the following questions,
you will be able to conduct conversations well in any conversation.

Here they are:

1. Can you keep a quiet, exacting, zero percent on time?

2. Can you keep the details of the conversation?

3. Can you tell a story that will keep them interested?

4. Can you make a clear, effective comparison to a
distant past event?

5. Can you get the other person to change the action?

6. Can you listen to the other person?

7. Can you help the other person into a general conclusion?

8. Can you give the service without gain or loss?

9. Can you keep a conversation on track and a discussion?

10. Can you study the other person's interest?

Listen, and when you speak.
STORY-TELLING

A story is a conversational illustration. Although entertainment alone may justify telling it, usually it should serve one or more of these purposes:

- Bring out your point more clearly.
- Add emphasis to what you say.
- Supply evidence of your statement.
- Keep up interest in the topic.
- Provide an interval of relaxation.

Not all stories lend themselves to oral reproduction. Here are some standards for choosing a story to tell:

- It must be short enough to fit the time allotted to it.
- It must be full of action.
- It must have clear and vivid characters and scenes.
- It must have a definite climax.

Rudyard Kipling in the following four-line stanza has summed up the essentials of a story:

"I keep six honest serving men.
They taught me all I know.
Their names are What, and Where, and When,
And How, and Why, and Who."

1/Mabel F. Altstedter, We All Talk. Thomas Nelson and Sons, New York, 1939, p. 48
STORY-TELLING

A story is a consecutive narration of
emotions and their
sequence or story telling. It reveals
the inner life of
characters and their
relationships.

One of the more
effective
ways to
present
your
story
is
by

keeping
an
interest
in
the
plot.

Provide
an
inherent
of
relaxation.

Now
all
three
leading
characters
are
ready
to
begin
the
story.

I
must
be
able
to
act
on
the
time
allocated
to
the
story.

If
I
must
be
able
to
act
on
the
time
allocated
to
the
story,

I
must
be
clear
and
vivid
narration
and
scenery.

If
I
must
be
clear
and
vivid
narration
and
scenery,

I
must
have
a
capture
of
attention.

Having
reached
the
final
scene,

summarize
the
essentials
of
the
story.

"I
keep
six
hours
per
week.

That's
what
I
do.

That's
where
the
work
and
where
and
when.

And
How,
and
Why,
and
Why.

Thomas
Nelson
and
sons

New
York
1905
p.
18
Be sure to choose a story you yourself like. You cannot do your best unless you can put yourself into the story.

Make yourself thoroughly familiar with your material. Know all the important incidents and situations in their proper order. Do not memorize your story, - it takes away the freshness of your presentation.

Fit your story to your audience. Avoid material which might offend or arouse prejudice. Do not tell to children a story suited only to adults.

Jim shook his head and said: "Can't, Mars Tom. Ole Missis, she tells me I got to go an' git dis water an' stop foolin' roun' wid anybody. She say she sure Mars Tom gwine to ax me to white wash, an' so she tells me go 'long an' 'tend to my own business -- she 'lowed she'd 'tend to de white washin'." "Oh, never you mind what she said, Jim. That's the way she always talks. Gimme the bucket -- I won't be gone only a minute. She won't ever know." "Oh, I darsn't, Mars Tom. Old Missis she'd take an' tar de head off'n me. 'Deed she would." "She! She never likes anybody -- thwacks 'em over the head.

1/Stella S. Carter and Ethel E. Holmes, Elements of English (Book Two). Allyn and Bacon, Boston, 1929, pp. 48-71.

Be sure to choose a topic you have seen before. You cannot go your past mistakes. You can but remember. If you want
make yourself completely different with your material.
Know all the important techniques and experimentation in that
broader area. Do not memorize your notes. It takes every
time the same of your presentation.
If you record your own presentation, audio material which
might allow to some other. Do not fall to Владимир
a report丽江 only to statues.
Exercise A

Read the following conversation. Build up a picture of each speaker. See how much the thought, the words and the use of the words tell you about his age, his nationality, his character, his education, and the period of time in which he lived.

1/

A Fair Exchange

Tom said: "Say, Jim, I'll fetch the water if you'll whiten
wash some."

Jim shook his head and said: "Can't, Mars Tom. Ole Missis,
she tole me I got to go an' git dis water an' stop foolin'
roun' wid anybody. She say she spec' Mars Tom gwine to ax me
to white wash, an' so she tole me go 'long an' 'tend to my
own business -- she 'lowed she'd 'tend to de whitewashin!"

"Oh, never you mind what she said, Jim. That's the way she
always talks. Gimme the bucket -- I won't be gone only a
minute. She won't ever know."

"Oh, I dasn't, Mars Tom. Old Missis she'd take an' tar de
head off'n me. 'Deed she would."

"She! She never licks anybody -- thwacks 'em over the head

---

1/Stella S. Center and Ethel E. Holmes, Elements of English (Book Two). Allyn and Bacon, Boston, 1929, pp. 46-71.

Exercise A

Read the following conversation. Study up on the picture of each speaker. See how much you understand the words and the use of the words. Fill in the space. The narration. The dialogue. The conversation. And the setting of time to which he

Tom said: "Say, Jim. I'll learn the water if you'll write it down some.

"The book can teach and teach. Can't make Tom of the Kielce."

She called me up to go in. She said water. She said, "Come on, Tony. You can't come to my wedding."

"No, never your mind what she said. Jim, that's the way she always talks." I'd never have mind what she said. I would be gone only a minute. We won't ever know." Oh, I guess, it's better. Of course, 'n't seen, she can't be."

"Now, the water, she won't."

She never takes sympathy. Fortunately, we can only hear.
with her thimble -- and who cares for that, I'd like to know.
She talks awful, but talk don't hurt -- anyways it don't if
she don't cry. Jim, I'll give you a marvel. I'll give you a
white alley!"

Jim began to waver.

"White alley, Jim! And it's a bully taw."

"My! Dad's a mighty gay marvel, I tell you! But Mars Tom,
I's powerful 'fraid ole missis --"

"And besides, if you will I'll show you my sore toe."
with her simple -- and who cares for that? I'm fine co know.

she told me that and I told you how she's doing. If you want to know I'll give you a speech.

Write letters!

Jim said to me:

"Write letters. Will you write a party card?"

I said: "Yes, a party card. I said you don't want more."

"I'm busy with the mess."

"And besides, if you will I'll show you my tone cake."
Exercise B

1. Tell one of the old myths or fairy tales.

2. Tell a Christmas Story.

3. Tell a story from Tom Sawyer or Huckleberry Finn.

4. Tell your favorite ghost story.
   
   1) Choose a joke that will not hurt anyone's feelings.
   2) Use the point as quickly as possible.

5. Tell a story from a movie you like.

6. Tell a story from a novel you like.

Exercise

Telling Jokes

1) Prepare to tell a good joke which you have read or heard.

2) Divide your class into groups of four or five each, and tell your joke to your group.

3) Have the pupil who told the best joke in each group repeat it to the entire class.
Exercises

1. Tell one or the 9th woman on the table.

2. Tell a Christmas story.

3. Tell a story from Tom Sawyer or Huckleberry Finn.

4. Tell your favorite movie story.

5. Tell a story from a movie you like.

6. Tell a story from a novel you like.
A GOOD JOKE HELPS TO MAKE YOUR CONVERSATION ENJOYABLE

If you wish you may start a conversation with a joke or use one to illustrate a point.

Here are some guides to help you tell jokes that your friends will enjoy:

1) Choose a joke that will not hurt anyone's feelings

2) Get to the point as quickly as possible.

3) If you can do so, make your voice sound different for the various speakers in your jokes.

Exercise  Telling Jokes

1) Prepare to tell a good joke which you have read or heard.

2) Divide your class into groups of four or five each, and tell your joke to your group.

3) Have the pupil who told the best joke in each group repeat it to the entire class.
**A good joke helps to make your conversation enjoyable.**

If you wish you may make a conversation with a joke or use one to illustrate a point.

Here are some entries to help you tell jokes:

- **Joke Writer**
  - Choose a joke that will not conflict with your feelings.
  - Get a joke point or duality as humorous.
  - If you can go on to make your joke sound different.
  - For the entire speech is your joke.

**Exercise**

- **Joke Teller**
  - Perhaps or need a joke which you have
  - Need or need
  - Drive your voice into various or tone or line.
  - And call your joke to your friends.

- **Have the humble, make copy a joke in**
  - Keep enough room for the entire speech.**
TELEPHONE CONVERSATION

The principles of social conversation apply also to telephone conversation. Since no smile or gesture can be seen, you must express your intention of being courteous and cooperative by the way you use your voice and by your choice of words. Courtesy demands that a telephone call be as brief as possible, and that it be made at the time most convenient for the receiver.

Accuracy in calling a number is very important. Verify your number. Give your undivided attention to the business of the call.

Exercise A

Read aloud the following questions and make your voice "smile." They are proper, courteous questions asked by a beautician at the desk.

A. May I take a message for Miss Gardner, please?
B. Would you like to have her call you?
C. May I ask who is calling, please?
D. I am sorry, but that is not handled by this department.
E. I am sorry, but I didn't get your name.
F. Will you hold the line, please, while I check on that information.

Ibid. p. 50
THE PRINCIPLES OF SPLIT CONVERSATION APPLY ALSO TO PHONE CONVERSATION. Phone conversation gives no small amount of face contact and co-

You must express your appreciation of your voice and your pace of speech. Phone conversation that a telephone will be as pleasant as face-to-face, and keep it free of the fussy sort of conversation that is improper.

For the benefit of the listener.

Keep simple the following sentences and make your voice "smile." Then the telephone conversation becomes devoid of a participation of the first kind.

A. May I take a message for Miss Garnet, please?

B. How do you like to have her call your name?

C. May I ask who is calling, please?

D. I am sorry, but that is not handled by this department.

E. I am sorry, but I cannot get your name.

F. With your pardon, I please, will I check on that information.
G. Will you excuse me just a moment, please, while
   I look it up? It's a friendly call. This is a friendly

H. I'm sorry, but I haven't that information.

I. I am sorry, but I cannot hear you. There is something
   wrong with this connection. Do you mind speaking
   louder?

KINDS OF TELEPHONE CALLS

The second type of call is the business call. Before you
take down the receiver you should know exactly what you wish
to say. Then you will be able to ask immediately for the
department you wish or for the person who can help you,
without wasting time. You should provide yourself with a pad
and pencil in order to take down such details as time, place,
or price.

Another kind of call is the emergency call. This is used
in case of accident, illness, or fire. Most cities provide
for calling the fire department or city ambulance without
a number. Definite information as to location and serious-
ness of the need should be given as briefly as possible. No
time should be lost through careless directions.

Exercise I

Organize class in groups of three's, one pupil to be the
caller, one the operator, and one the receiver. Make one of
the following calls -
I'll have a moment, please, while I look into this.

If I'm correct, and I haven't yet gathered enough information, I can't say if I can't hear you. There is something wrong with the phone connection. Do you mind speaking louder?
KINDS OF TELEPHONE CALLS

The most common is the **social call**. This is a friendly exchange of comment which you enjoy when you call to inquire about someone's health or how she enjoyed her recent trip as delegate to the hairdresser's convention. However, the conversation should be brief for the privilege of using a telephone is usually shared by many others.

The second type of call is the **business call**. Before you take down the receiver you should know exactly what you wish to say. Then you will be able to ask immediately for the department you wish or for the person who can help you, without wasting time. You should provide yourself with a pad and pencil in order to take down such details as time, place, or price.

Another kind of call is the **emergency call**. This is used in case of accident, illness, or fire. Most cities provide for calling the fire department or a city ambulance without a number. Definite information as to location and seriousness of the need should be given as briefly as possible. No time should be lost through careless directions.

**Exercise I**

Organize class in groups of three's, one pupil to be the caller, one the operator, and one the receiver. Make one of the following calls -
KINDS OF TELEPHONE CALLS

The most common is the social call. This is a friendly
experience of communication which you enjoy when you call to
inquire about someone's health or how she is getting along as
soon as you can. However, the common
telephone should be kept for the privileges of using a
call in emergency or in many other cases.

The second type of call is the business call. Before you
call, you should know exactly what you wish
the person in business to do immediately for you.

A third kind of call is the economics call. This is made
in cases of serious illness or the need of a
person's advice. When you call, give the person's
name of the person about to given as briefly as possible. No
use should be made of personal expressions.

Example.

Organize class in groups of three or four. One student to be the
caller, one the operator, and one the receiver. Make one of
the following calls:

-
GUIDE FOR TELEPHONE CONVERSATIONS

1. Order daily paper to be sent to a new address.

2. Report a fire on a nearby corner.

3. Report an accident which calls for an ambulance.

4. Call box office of a theatre to inquire about the price of tickets.

5. Order a taxicab to call at your house. Give exact directions as to time and place.

HELPFUL HINTS FOR RECEIVING TELEPHONE CALLS

1) Identify yourself immediately. This saves time and embarrassment in case of a wrong connection.

2) Be cordial and friendly, and make the person feel that you are really glad he called.

3) Allow the person who made the call to close the conversation. Why?

Ibid., p. 5
I. Organ's health paper to be sent to a new address.

2. Renounce a life of a hairy counten.

3. Report an accident which calls for an emolument.

4. Call for assistance of a friend to inquire about the price of tickets.

5. Open an account on call at your pleasure and give exact instructions as to time and place.
GUIDES FOR TELEPHONE CONVERSATIONS

1) Identify yourself immediately. Avoid saying, "Guess who this is," or similar pointless remarks.

2) At the beginning of your conversation make clear the reason for your call.

3) Include every necessary detail.

4) Be concise and to the point in your conversation, but do not be abrupt.

5) Avoid making a telephone call at a time that may prove inconvenient to your friend or to any member of the household. Mealtime, early morning, or late at night are considered inconvenient hours for telephoning.

HELPFUL HINTS FOR RECEIVING TELEPHONE CALLS

1) Identify yourself immediately. This saves time and embarrassment in case of a wrong connection.

2) Be cordial and friendly, and make the person feel that you are really glad he called.

3) Allow the person who made the call to close the conversation. Why?

Ibid., p. 5
GUIDE FOR TELEPHONE CONVERSATIONS

I. Identify yourself immediately. Avant seigne "Chase"
who this is or similar polite connection
(2) At the beginning of your conversation make clear the
reason for your call.
3) Include every necessary detail.
(4) Be concise and to the point in your conversation and
go not be a culprit
5) Avoid making a telephone call at a time that may prove
inappropriate to your listener or to any member of the household.
6) Arrive early morning or late in night for convenience
inconvenient times for telephone calls

REMEMBER MINDS FOR RECEIVING TELEPHONE CALLS

(1) Identify yourself immediately. The same time and
expression in case of wrong connection.
(2) Be correct and friendly. and make the person feel that
you are really glad to call.
3) Allow the person who makes the call to close the
conversation.

What?
Copy the list shown below and rate yourself. Look it over from time to time to see if you are improving your score.

Directions for Scoring: Rate each question answered "yes" 25; use a scale of 1-4 in determining the rate for those items you answer "sometimes." Rate "no", a zero.

When you call. Do you

A. Know the number?
B. Speak distinctly, but in a natural tone?
C. Apologize for mistakes?
D. Allow time for the other person to answer?
E. Make sure that you are talking to the right person?
F. Identify yourself?
G. Ask if it is convenient to talk?
H. Listen carefully?
I. End the call without prolonging it?
J. End the call without abruptness?

When you answer a call. Do you

A. Answer promptly?
B. Identify yourself by giving name or number?
C. Visualize the person calling?
D. Greet the person calling pleasantly?
E. Use the person's name?
F. Listen attentively?
G. Take any message cheerfully?
H. Ask politely for a repetition of the message, if necessary?
I. Ask questions tactfully?
J. Explain waits?

Exercise II

Write telephone conversations suitable for each of the following occasions:

A. Canceling a manicure appointment.

B. Ordering materials for a Cold Wave Permanent.

C. Miss Smith calls the president of the local Hairdressers' Association to ask about the guest speaker for the next meeting.

D. Eunice Gates calls the adjustment department of a department store to inquire about a carton of nail polish that was lost or misplaced.

E. Theresa Robidou calls Mr. Doll Brissette the orchestra leader, to tell him that the Senior Prom date has been changed.

Exercise III Optional

Dramatize the topics in Exercise I in the following manner:

Dramatize the conversation behind a screen where you can see neither your partner nor your audience. Then dramatize a conversation with the same partner where you cannot see each other, but where you can be seen by the others in the class. When you can be heard but not seen, your voice and
words are unaided by the expression of eyes and face or by your personality. You will see how easy it is to give a wrong impression in telephoning.

Exercise IV

Write a story or essay on some subject concerning the correct use of the telephone.

Exercise V

Prepare a list of questions about the social conduct in telephoning: any questions you yourself would like answered, or about which others might like information.

Exercise VI

Appoint several members to serve as a committee to write to the Telephone Company asking for free booklets on telephoning. Such a committee will discuss the booklets after they come giving new or interesting information.
Write a report on a case or some subject concerning the
connection of the telephone.

Exercise V

Discuss a fact of a discussion report the report contains in
performance. Any discussion you怎么可能不会
see the connection.

Exercise VI

Appoint several members to serve as a committee to write
the Telephone Company's report. For these purposes on
performance under a committee will achieve the purpose when
they come giving new or interesting information.
Everyone is called upon to make introductions on many occasions. By "presented" is meant that the name of the person honored is used first.

Study the following forms of introduction so as to become familiar with the correct forms of introduction.

(You are introducing two boys) "Jack Brown, this is Bill Smith." Or simply, "Jack Brown, Bill Smith."

(You are introducing two girls of the same age) "Carolyn Caprioli, this is Eunice Gates." Or simply, "Carolyn Caprioli, Eunice Gates."

(You are introducing a boy and a girl) "Joyce Mayer, this is Kenneth Lambert." Or simply, "Joyce Mayer, Kenneth Lambert."

(You are introducing a boy or girl to Miss Manzi, an older person) "Miss Manzi, may I present Theresa Robichaud? Theresa is a new student in our class." Another form would be "Miss Manzi, may I introduce Theresa Robichaud?"

(You are introducing a boy or a girl to an elderly man) "Mr. Newell, this is Bob Smith (or Marjorie Cote)."
INTRODUCTION

Everyone is calling now to make introduction on many occasions. By introduction we mean that the name of the person pronounced to make time

Soon the following forms of introduction go on to become familiar with the correct tone of introduction.

You are introducing two people (Jack Brown and his father)

"Smith, Mr. Smith, meet Jack Brown and his father."

You are introducing a woman and a girl (Joyce Mayer and her daughter)

"Joey, Joey, this is your mother, Joyce Mayer."

You are introducing a new student to an older friend

"This is a new student to our class, Joey."

You are introducing a person to a gift or to an empty seat

"Mr. Mayer, this is Hop Smith (or whatever name)"
A FEW RULES OF COURTEOUS BEHAVIOR

1. Men are always presented to women unless the man holds a position of great importance. You would not present your University President to your mother.

2. A young man is always presented to an older man.

3. A young woman is always presented to an older woman.

4. A child is always presented to an adult.

5. A less distinguished person is always presented to a more distinguished person.

ALWAYS ACKNOWLEDGE AN INTRODUCTION

Both persons introduced smile and acknowledge the presence of the other by a gracious greeting: "How do you do, Mr. Smith?" Be sure to repeat the name. It gives the introducer a chance to correct you, if you did not understand the name exactly, and it helps you to remember the name.
A REMARK ON CONDUCTED BEHAVIOR

In most instances, pressure to women comes from men who have a desire of extra importance. You would not please your university president by your behavior.

1. A young man always preserves to an older man.

2. A young woman is always preserved to an older woman.

3. A child is always preserved to an adult.

4. A less distinguished person is always preserved to a more distinguished person.
SOME DON'TS

1. Do not say "Pleased to meet you."

2. Do not say "I am glad to know you", for you do not know the person when you have just met.

3. Do not look bored or displeased when introduced.

4. Do not say "Meet the boy friend." "Shake hands with Mary Smith." "Excuse my glove."

Exercise A  MAKING INTRODUCTIONS

Dramatize the following:

1. A boy is introduced to another boy.

2. A boy is introduced to an older man.

3. A girl and boy are introduced to each other.

4. A girl is introduced to an older woman.

5. A girl is introduced to an older man.

ALWAYS ACKNOWLEDGE AN INTRODUCTION

Both persons introduced smile and acknowledge the presence of the other by a gracious greeting: "How do you do, Mr. Smith?" Be sure to repeat the name. It gives the introducer a chance to correct you, if you did not understand the name exactly, and it helps you to remember the name.
Some Points

"I do not say "please" to mean you."

I do not say "I am glad to know you." You go not

I do not say "I know the person when you have just met."

I do not look for characters when introducing.

I do not say "Meet the young lady." Shake hands with

Meet everyone."

Making Introductions

Describe the following:

1. A part for introduction to another part
2. A part for introduction to an older man.
3. A part for introduction to an older woman.
4. A part for introduction to an older man.
5. A part for introduction to an older woman.

Always acknowledge an introduction

How to remember the name and pronounce it correctly: when the other party asks "How do you go?" "Mr. Smith?" is sure to remember the name. If given the introduction a chance to correct you, if you give not immediately the name.

Address, any help you to remember the name.
KNOW WHEN TO RISE AT AN INTRODUCTION

A man or boy always rises when introduced unless prevented by some physical condition.

Women do not as a rule. However, a girl should rise when she is introduced to a woman or to a man much older than she is. She should also rise when, as hostess at a social gathering, she is performing an introduction.

A girl does not rise when a boy is presented to her unless, she is the hostess, or unless the introduction is made by an older man or woman.

A woman is never taken across a room to meet a man. He is brought to her. Names should be spoken clearly that there can be no doubt as to what is being said. If you do not understand a name you may say: "Please say it again. I want to be sure to know it."

Be sure that both names are used. It is embarrassing to have someone say merely, "This is my friend John." In such a case neither John nor the person to whom he is presented knows the name of the other.

Two men may shake hands when introduced. Men and women seldom do and women almost never except at a reception. An interested smile and a gracious greeting are enough. A proffered hand is never refused, however.
KNOW WHEN TO MAKE AN INTRODUCTION

A man or a woman may make an introduction without knowing how or why. It is often done as a matter of courtesy. However, a girl should not make the introduction. To the contrary, she is taught by social custom to be reserved and polite.

A girl does not like when a boy is nervous in an introduction. She is the one who has the experience in introducing herself. She can do it better as it is part of her social education. However, she may say, "Please see if you want me to say the name of the person I want to introduce to you."

Be sure that the person you are introducing knows the name of the person. If you are a woman, you should say, "This is my friend, John."

Two people who share an interest in an introduction. They may make one introduction and another introduction. And

If interested, make a special effort to introduce yourself.

For instance, many women never wear a necklace. However,
INTRODUCING ONE PERSON TO A GROUP

If you are in a large group of people, don't introduce the newcomer to the whole roomful at once. Begin with the nearest person, and then include the names of two or three others nearby. They in turn will introduce the newcomer to the others near them or wait until some other time to introduce the rest of the group. Add a little remark about an interest that the newcomer shares with someone in the group, so that the way is paved for a friendly conversation.

INTRODUCE YOURSELF WHEN IT'S NECESSARY

If you find yourself seated by a stranger at a social gathering, introduce yourself by saying, "I am Lois Marsh." The other person should at once tell you his or her name. Then you might make a friendly comment about the party, such as: "I know nearly everyone here. Do you?" Now you are launched into a friendly conversation.

Do not use the title "Miss" or "Mr." when introducing yourself. Use your first name and your surname.

INTRODUCING A FRIEND ON THE STREET

If you are walking with a friend, and meet another friend who does not know your companion, it isn't necessary to introduce them if you stop for a moment. Your companion may walk on slowly until you catch up with him.
INTRODUCING ONE PERSON TO ANOTHER

If you are in a large room of people, go first and
the newcomer to the whole room or one. Begin with the
nearer person, and then introduce the names of two or three
other persons. They in turn will introduce the newcomer
to the others near them, or until some other clique to
introduce the rest of the group. And a little remark about
the newcomer. If the newcomer has someone in the
room to get the way to say, get a friendly conversation.

INTRODUCING YOURSELF WHEN IT'S NECESSARY

If you find yourself required by a stranger or a society
"introduce yourself to someone." I can't help.
If you introduce yourself to someone, do your share of the
The other person sporting out once felt you bite on his name,
Then you might make a friendly comment about the party, such
as: "I know several everyone here. Do you?" Now you
have jumped into a friendly conversation.
do not use the little "Miss" or "Mr." when introducing
yourself. Use your first name and your surname.

INTRODUCING A FRIEND IN THE STREET

If you are walking with a friend, and meet another friend
who does not know your companion, it isn't necessary to
introduce them. If you are not a moment. Your companion may
walk on, stop you and catch up with him.
However, if you intend to say more than a sentence or two, it is courteous to make an introduction at once. If you interview a person, develop clearly in your own mind the person to whom you introduce a friend to your mother.

b) Introduce a girl to her dinner partner.

c) Imagine that you are walking with a friend and meet another friend not known to your companion. Dramatize both situations.

d) Introduce a new customer to your boss. You said I might see the secretary of the office at the appointed hour to tell her you are on your way. When you are introduced, state clearly why you think you can do what the position requires. Be courteous. If you have objections to meet state your side of the case but do not argue or lose your temper.

Sit quietly while you talk. Do not wriggle in your seat or play with anything in your hands or move objects on the desks before you. Look directly at the one to whom you are speaking and act as if the interview is a matter of genuine interest.

Leave as soon as you finish your business. A word of courteous thanks for the consideration given is always appropriate.
However, if you intend to see more than a sentence or two, I recommend making an appointment and coming in person.

Experience:

1. **Percentage of students who graduated in the following:**
   a. **Introduction a year to your mentor.**
   b. **Introduction a year to your parent.**
   c. **Introduction a year to your sister.**
   d. **Introduction a year to your brother.**
   e. **Introduction a year to your cousin.**
   f. **Introduction a year to your aunt.**
   g. **Introduction a year to your uncle.**
   h. **Introduction a year to your grandfather.**
   i. **Introduction a year to your grandmother.**
   j. **Introduction a year to your teacher.**

   *Note: The above list may not be exhaustive.*
INTERVIEWS

The interview is a meeting in which information or favors are sought. Because the person interviewed is usually very busy, the matters presented should be brief, concise and clear.

Before you interview a person, develop clearly in your own mind just what you want, why you want it, and why you are the person to have it.

Ask for an appointment either in person through the secretary of the business official or by telephone. State your name clearly and tell why you wish to see him.

When you enter the office at the appointed hour tell who you are and why you came. "I am Carolyn Caprioli. You said I might see you about the position as receptionist in your beauty salon." Do not boast about your ability, but state clearly why you think you can do what the position requires. Be courteous. If you have objections to meet state your side of the case but do not argue or lose your temper.

Sit quietly while you talk. Do not wriggle in your seat or play with anything in your hands or move objects on the desks before you. Look directly at the one to whom you are speaking and act as if the interview is a matter of genuine interest.

Leave as soon as you finish your business. A word of courteous thanks for the consideration given is always appropriate.
The interview is a means to gather information or learn
about someone. Because the interview is essentially
nonverbal, the interviewer should be patient, courteous,
and clear.

Before you interview a person, develop a strategy or plan,
you can write down what you want, why you want it, and
why you are interviewing this person. An interview is a
prelude to a piece of work.

If you do not accomplish either at a prior planning or
preparation, you may want to see him or her after the
interview. You may need to offer the interview or
interviewee your call when you are not sure if you know
where to go with your questions. You may need to see
him or her after the interview. You may need to offer
the interview or interviewee your call when you are not
sure if you know

If you have objections, write down your objections to
the person and go not blame or lose your temper.

At difficulty with you, part. Do not argue in your face
of him or her. Look specifically at the one to whom you
are speaking and not at the interviewer to mirror
interest.

Leave as soon as you finish your interview. A way of
concluding phrases for the conclusion may be:

End of the interview.
Exercise I

1. A class committee may prepare a test on the materials you have been studying. Two of your questions may read somewhat like this: a) In what different ways do "hair and skin" students make use of interviewing? b) What courtesies must the interviewer be careful to observe?

2. Dramatize the following situations: a) As a representative of your class, interview a hair-stylist to give a demonstration at your school. b) Interview a caterer to make arrangements for the refreshments for a party to be given by the "Glamor & Charm" Club of your school. c) Interview the school librarian to ask her to give a talk on books concerning beauty culture.

3. Select a partner for an interview. Use any situation or topic you wish. Present the interview before the class so that they may comment on it. Here are some suggestions:
   a) An interview with a representative of a steamship company who is trying to interest you in taking a job as a hairdresser aboard a pleasure cruiser to Bermuda. b) An interview with someone whom you would like have join your club.
Exercises I

I. A police committee was prepared to carry out the recommendations of the committee.

You have been assigned to work on the committee.

You are to prepare a report on your committee's findings and recommendations. Your report should include:

- An analysis of the committee's findings and recommendations
- An assessment of the committee's effectiveness
- A comparison of the committee's findings with those of other similar committees

Your report should be well-organized and clearly written. Be sure to include all relevant information and to support your conclusions with evidence.

II. Select a partner for an interview. Use this situation to practice the information gathering and analysis skills you have learned.

Here are some suggestions:

- An interview with a representative of a government agency
- An interview with a member of a community activist group
- An interview with a representative of a business

Be sure to prepare for your interview. Think about what you want to ask and how you will respond. Be prepared to follow up with your interviewee for additional information.
CHAPTER IV

UNIT ORGANIZATION OF SILAS MARNER

Statement of the Unit

George Eliot, nee Mary Ann Evans, was the most eminent of English realists. She is well-renown for her novels of character study. *Silas Marner* is intensely realistic. The types of character are drawn from life and are true. The scenery is a perfect picture of the English Midlands which she took as her proper literary province. Her heart and affections were rooted there. She went to the core of a human problem. She realized the pathos and grandeur of ordinary humanity better than most people. Her great aim was to retrace the growth of character, and in tracing it to show the deep influence of act and habit on self-development.

*Silas Marner* presents a tale charming in its simplicity, so skillfully assembled that it seems to enfold of itself. It offers numerous life-like characterizations: Silas Marner, whose pitifully stunted nature blooms under the influence of the sun-child Eppie; Godfrey Cass, weak-willed and irresolute, possessor, nevertheless, of an attractive manliness; Nancy Lammeter, prim, yet fetching; the hypocritical William Dane; poor, misguided Molly; the blackguard Dunstan; Dolly, helpful, tactful, understanding; and lastly, the

1/Mabel Pearson Schmidt, "English Handbook", p. 23
VI ESSAY

UNIT ORGANIZATION IN THE MARINES

The present organization of the Marine Corps is based upon the ability of the American people to use the force of arms in the defense of their country. The Marine Corps is an integral part of the Armed Forces of the United States and is primarily responsible for the successful execution of amphibious operations. The Corps is organized to carry out this responsibility by the effective utilization of its forces in the field of land, sea, and air.


The Marine Corps is organized into five major commands: the Marine Forces, the Marine Air-Ground Task Force, the Marine Ground Force, the Marine Corps, and the Marine Air-Ground Task Force. Each command is responsible for the effective utilization of its forces in the field of land, sea, and air.

The Marine Corps is organized into five major commands: the Marine Forces, the Marine Air-Ground Task Force, the Marine Ground Force, the Marine Corps, and the Marine Air-Ground Task Force. Each command is responsible for the effective utilization of its forces in the field of land, sea, and air.
frequenters of the tavern, to the modern reader humorous alike in their provincial wit and in their serious undertakings. These characters form an old-fashioned, early nineteenth century village, isolated, superstitious, ignorant, complacently self-sufficient, and peculiarly human, a village dear to the heart of the student of backgrounds, of environment, and of thoroughly satisfying book. In it, all wickedness is punished and all good is rewarded."

Silas Warner, while a youth in lantern yard, was falsely accused of robbing the deacon of the church money. This accusation was the starting point of his degeneration.

c. Eppie, the golden-haired waif of unknown parentage, excites again natural human emotions in Silas's narrowed mind and heart. This human love led him to keep the child and assume the burden of her support and at the same time he himself was led forth by her toward a bright land.

d. Godfrey, Eppie's father, wished to make reparation by adopting his child but discovers gratitude and the simplest ties of human love outweigh in her heart the mere fact of blood relationship with a man who had denied the inner bond. She feels that her true father is the man who sheltered her, and shared his all with
The development of the Reverend Dr. George Whitefield’s influence in the development of an oligarchical society. These characteristics form an oligarchical society.

Important: complementarity and interdependence. Co-operation is self-sufficiency, and cooperation is important. A little cooperation can be the result of the service of the public welfare. A little cooperation can be the result of the public welfare. A little cooperation can be the result of the public welfare.
DELIMITATION OF THE UNIT

1. From the characters in *Silas Marner*, the modern youth can gather many profitable lessons, such as, when

   a. Godfrey Cass has tampered with truth so that at first he stands half aghast at the result of his caring, and finally he is caught and swept to an inevitable doom. He failed to fulfil the obligations belonging to marriage and fatherhood.

   b. Silas Marner, while a youth in Lantern yard, was falsely accused of robbing the deacon of the church money. This accusation was the starting point of his degeneration.

   c. Eppie, the golden-haired waif of unknown parentage, excites again natural human emotions in Silas's narrowed mind and heart. This human love led him to keep the child and assume the burden of her support and at the same time he himself was led forth by her toward a bright land.

   d. Godfrey, Eppie's father, wished to make reparation by adopting his child but discovers gratitude and the simplest ties of human love outweigh in her heart the mere fact of blood relationship with a man who had denied the inner bond. She feels that her true father is the man who sheltered her, and shared his all with a nameless outcast.
DEPARTMENT OF THE UNITED

I From the perspective in the market, the modern youth can expect many different factors, such as money, education, and career opportunities. However, the impact of these factors on the youth is not always positive. The desire for success can sometimes overshadow the importance of personal growth and development.

The sense of competition can be intense, and many youth feel pressured to succeed at all costs. This can lead to a lack of fulfillment in life.

The broader social and economic context also plays a significant role in shaping the youth's outlook. The opportunities available in different sectors can vary widely, and this can affect their career choices.

It is crucial for policymakers and educators to consider these factors when designing programs to support youth development. By providing a supportive and nurturing environment, they can help youth navigate the complexities of the modern world and achieve their goals.
e. Dunstan Cass, the Squire's second son, is a mean fellow who threatens to reveal the secret of Godfrey's marriage to Molly Farren if his brother does not continue to supply him with money. His black-mailing methods are contemptible.

2. In *Silas Marner*, we find an accurate and socially significant picture of the English Midlands of 1861.
   a. Factories had not yet interrupted the hum of the spinning wheels.
   b. Education limited its followers to a very few.
   c. Superstition was wont to hang around anything that was new or strange.

3. Silas's decision to adopt Eppie presents to himself and to the women of Raveloe thought-provoking problems concerning the child's upbringing. Some such problems are:
   a. Shouldn't Eppie be christened, lest she should be exposed to some unknown evil through his neglect?
   b. Shouldn't he understand and share the life of the village so that he might presently make it helpful to her?

4. George Eliot is a realist, and we can recognize many of our own weaknesses in her characters.
   a. Silas Marner was looked upon with suspicion and fear because of his peculiar appearance and reticence.
e. Distant case: the patient's recovery can be a mean
to estimate and assess the severity of the patient's
condition and predict the outcome of the treatment.
The patient's progress is monitored regularly and
adjustments are made to the treatment plan as
necessary.

• In the hospital setting, we find in computers and automati-

cal different places of the patient's condition and test-

er results not yet introduced. The vital sign of the

patient's progress is monitored in real-time.

• The patient is kept informed and up-to-date with all


development and changes in their treatment.

• The patient's condition is monitored regularly to


develop early signs of any complications.

• The patient is advised to follow a strict diet and


eventually resume normal activities.

• The patient's progress is reviewed daily by the


treatment team.

• The patient is advised to rest and take medications


carefully.

• The patient is encouraged to maintain a healthy


diet and regular exercise.

• The patient is advised to take the medications


carefully.

• The patient is encouraged to maintain a healthy


diet and regular exercise.

• The patient is advised to take the medications


carefully.
b. Some people in Lantern Yard claimed Silas was in league with the Evil One and condemned him for even his rare acts of kindness.

c. Silas's craving for something to love found satisfaction in the surplus gold earned by his weaving.

5. We must remember that George Eliot was the product of her own time. She voiced uneasy questions of the human soul.

who might be different from us.

3. An appreciation that a novel about a man who lost faith in God and men ultimately tells us the story of his redemption by the "remedial influences of pure, natural human relations." 

4. An awareness of social and economic injustice with a strong desire to do something about it.

5. An attitude of being industrious.

6. An appreciation of beauty of literary expression and style as contrasted with poorly written so-called best-sellers of the day.

7. An understanding of the steps required to make a good novel.

8. An appreciation of the necessity of not making and having friends.

1/Willian Lucius Gross, Ph.D., Silas Warner, Gateway Edition, American Book Company, Boston, 1905, p. 31
PROBABLE INDIRECT AND INCIDENTAL LEARNING PRODUCTS

1. An appreciation of the fact that the characters in *Silas Marner* are true everyday creatures to be found today among our own associates.

2. An attitude of sympathy and understanding toward others who might be different from us.

3. An appreciation that a novel about a man who lost faith in God and man ultimately tells us the story of his redemption by the "remedial influences of pure, natural human relations."  

4. An awareness of social and economic injustice with a strong desire to do something about it.

5. An attitude of being industrious.

6. An appreciation of beauty of literary expression and style as contrasted with poorly written so-called best-sellers of the day.

7. An understanding of the steps required to make a good novel.

8. An appreciation of the necessity of not making and having friends.

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1/Wilbur Lucius Cross, Ph.D., *Silas Marner*, Gateway Series, American Book Company, Boston, 1903, p. 31
PRONOUNS INDEFINITE AND INDIRECT

LEARNING OUTCOMES

An appreciation of the fact that the pronouns in English:

1. Pronouns are free vary in their choice to be used today.

2. Practice and use associated

3. An influence on memory and understanding having effect

4. An influence of different from the

5. An appreciation that a novel concept a new way how letters

6. An understanding that a novel influence of some

7. An influence of some influence

8. An appreciation of some influence and style

9. An accomplishment with some silence and calling perfect silence

10. An appreciation of some silence to make a name

11. An accomplishment of the same necessity to make a name and finding

References

[Signature]

American Book Company, Boston 1920
9. A realization that a home with children can bring greater happiness than gold.

10. A realization of the obligation of a parent to cherish and care for his own.

Write a brief biography of George Eliot. Tell: when she lived, when she died, something of her girlhood and later life, and list five of her famous books.

(Read 1: VII - XX)

2. George Eliot was a thinker. There are thought-nuggets in all her novels. Look for four thought-nuggets in "Silas Marner." Explain the meaning of each.

(Read 1: 4, 5, 7, 14, 16, 18, 27, 40)

3. In Chapter I George Eliot shows her fondness for noting the way different minds work. Here is an example of weak reasoning on the part of the untrained minds:

(1) We Kavells folk are normal. We aven our fathers

\[1/^1\]To be read as follows: Pages VII to XX, inclusive, of the first reference in the reading list at the end of your study guide.
THE UNIT ASSIGNMENT

(Tentative time allotment: five weeks, three periods a week)

1. Find George Eliot was one of the greatest writers in English literature. Her early days of country life with home, family, and school was most important in influencing her genius. See what else you can find out about her.

Write a brief biography of George Eliot. Tell: when she lived, when she died, something of her girlhood and later life, and list five of her famous books.

(Read 1: VII - XX) 1/ 

2. George Eliot was a thinker. There are thought-nuggets in all her novels. Look for four thought-nuggets in "Silas Marner." Explain the meaning of each.

(Read 1: 4, 6, 7, 14, 16, 18, 27, 40)

3. In Chapter I George Eliot shows her fondness for noting the way different minds work. Here is an example of weak reasoning on the part of the untrained minds:

(1) We Raveloe folk are normal. We and our fathers

1/To be read as follows: Pages VII to XX, inclusive, of the first reference in the reading list at the end of your study guide.
THE NUTRITIONIST

Temperature: The week.

George Miller was one of the greatest writers in

another temperament. Her early years of company life

home family, and school were most important in influ-

since per cement. The work done you can fly our report

nec

Above a pure tradition of George Miller. Tell where

the lunch went, and hence something of her thinking

after life, and the life of her former people.

Hand in IVI - XX

George Miller was a painter. There is a thought

suppose in all our novelties. Book for your country-suggest

in "Allen Kvitter." Explain the meaning of each.

(Read if A, & T, B, T, A, T, A, R, 30)

In chapter I George Miller shows you consummation for

Major life as many different wind works. Here is an example

of wind association on the part of the important wind:

(1) We receive like the moment. We may our figures

so be used as followers. Later IVI to X: Importance of the
before us have always stayed in one place. Wanderers like Marner are therefore abnormal, and because abnormal are to be viewed with suspicion. Find two other similar examples of weak reasoning. 
(Read 1: 2, 6, 12, 14)

4. Silas Marner is an unusual person. What is your opinion of him at the time he is living at Lantern Yard? You will also meet William Dane and Sarah at the above-mentioned time. Why don't you like them? 
(Read 1: 1-15)

5. Silas leaves Lantern Yard to live in Raveloe. Here his life is much different from that in Lantern Yard. What kind of village was Raveloe? Describe the situation as you imagine it. What did the people of Raveloe know about Silas Marner? What did they think and believe about him? 
(Read 1: 15-25)

6. Items 1 through 5 are to be completed in the first week. A definite date will be set by the teacher for the completion of the biography.

* Item marked with asterisk (*) indicate that they are for the teacher's use. Unmarked items appear in pupils' mimeographed study guide.
It was January 6, 1914, when the
members of the Harvard and Columbia
sororities met for the first time, and
became acquainted with each other
through similar examples of week meetings.

"Why are we here?"

Afterward, they were led to an
important discussion. "What is your
opinion of him?" "What time he is living and working,
what will also mean william lune and every at the
above-mentioned time. Why don't you like cream?"

(Read: 1-19)

(Read: 1-19)

(Read: 1-19)
7. The greatest man in Raveloe was Squire Cass. He has two sons, Godfrey and Dunstan.
   a. What kind of man is Squire Cass? Godfrey? Dunstan?
   b. What makes Dunstan unpopular with his brother Godfrey?
   c. Do you think Godfrey is a coward?
   d. What do you consider Godfrey's best trait of character?
   e. Why would you say that the Cass boys were "poorly" reared?
   f. What do you think would have happened if Godfrey had told his father the truth?

8. Chapter IV contains three incidents - a horsedal, a hunting accident, and a robbery. Describe each incident in a short paragraph.
   (Read 1: 40-49)

9. As a study help of Chapter IV, list the thoughts which Dunstan entertains as:
   a. He approaches Marner's cottage in the morning.
   b. After the death of Wildfire
   c. While he is walking home
   d. When he is approaching Marner's cottage
   e. While he is in the cottage
The greatest man to ordain was our Saviour Jesus. He made two sons, together and dissimilar.

What kind of man is our Saviour Jesus? Cochran?

Dorcus?

Do you think Cochran is a coward?

What do you see of Cochran's daughter at noon?

How many sons does the case gone make "tooth" in the "cruel" demand?

What do you think would have happened if Cochran had told the rascal the truth?

Chapter VI contains three incidents - a forecast.

A burning sensation, and a property... (Read I: 40-40)

As a rough idea of Chapter VI take the following:

Write ten sentences on this:

The apostolic material's colleagues in the mortuary.

After the death of Mr. Milne

We write po to waiting room

Who is the apostolic material's colleague

Write po to the coffin
10. At the close of this chapter, your mind is full of eager questions. Try to answer the following ones:
   a. Where is Marner?
   b. What will he do when he discovers the theft?
   c. Where will Dunstan go?
   d. Will he be caught?
   e. What will become of Godfrey?

11. An essay type test is to be presented to the pupils in mimeographed form. Answers are to be short paragraphs.
   a. What are the details of the incident which drove Marner from Lantern Yard?
   b. What became of the Deacon's gold?
   c. What would you have called attention to had you been a lawyer defending Marner?
   d. How true is George Eliot's statement that many sorrows are due to false notions for which no one is to blame?
   e. How much education do you think Silas had?
   f. Why did Silas stop praying?
   g. How do you explain the fact that Silas did not become a miser until after he had reached manhood?
   h. Tell what the neighbors thought of each member of the Cass family?
i. What were the reasons which prevented Godfrey from going to his father and telling him the whole story?

j. What were the incidents and motives which led Dunstan to steal the miser's money?

*12. Pictures of the author and England of the nineteenth century, and a map of England showing the English Midlands will be displayed on the bulletin board during the unit. They will be used for reference.

13. After Marner returned from his errand, he discovers that the gold is gone.

   a. What thoughts does he entertain as to its disappearance?

   b. Does not Marner think and feel as you would expect?

   c. What are the "pictures" you gather from the time Marner is "plodding along from the village" to "his rushing bareheaded out into the rain on his way to the Rainbow"?

   (Read 1:49-56)

14. Chapter VI is full of ordinary folks of the village:

   a. Who are they?

   b. What are their trades?

   c. What are the topics of their conversation?

   d. Would you find such tradesmen in your community
What were the reasons which prevented Gothenburg from going to the gestures and calling him the whole point.

What were the interactions and motives which led

unravel to extract the measure's method

This reference of the author and profiling of the manufacturer's center and a map of modeling showing the physical machines will be highlighted on the全力以赴, pointing out the unit.

That will be need for reference.

If After Mauser referred from the statement be considered that the figure is more.

After problem goes be interpreted as to the

identification.

Does not matter think and last as you might expect?

What are the "limitations" you refer from this time

Warrant to "grouping from from the altitude" to

Heating parameters and into the rain on the

way to the Rain"?

(Read 1:42-50)

Chapter 4 is full of abstract looks on the altitude.

Is one the choice?

Do the chart changes?

What are the factors of equal comprehension?

How many you like much comprehension to your community
today?

(Read 1: 56-69)

15. The conversation at the Rainbow is about ghosts when Marner appears to tell about the loss of his gold.
   a. How do you know that the barrier between Marner and the town-folks is breaking down?
   b. What moved Silas to take back his suspicion of Jem?
   c. What trait of character in Marner is stressed at the Rainbow even though he is a miser?
   d. Were you amused by the discussion about whether a cow-doctor can legally serve as a deputy-constable? Why?
   (Read 1: 69-75)

16. a. What are the theories concerning the disappearance of Marner's gold?
   b. Why isn't Dunstan suspected?
   c. What prompts Godfrey to make a full confession to his father?
   d. Why does he change his mind the next morning?
   e. Describe the character of Squire Cass.
   (Read 1: 76-86)
The concentration of the specimen is point sources when
ween 

How do you know there is a particle present

What mean sites to take back the operation

In what

Who chart of a target on mercury to mercury to presuppose

Are the known new Groningen to a mean?

What are you earning of the information sound

Can you make a comment on certain sense as a

What you can make comments on the discussion of

If you are free to complete the conditions of

Are some of many a goal

If you need further suggestions

to the evaluation

Can you change this with the next morning

As mention the aspectation of giving care

(Read f: 60-50)
An essay type test: the questions are presented to the class in mimeographed form. Answers are to be in short paragraphs.

a. Why does Godfrey allow Dunstan to persuade him to sell Wildfire?

b. Why does Dunstan steal Marner's gold?

c. Why was Godfrey afraid to confess his marriage to the Squire?

d. What do you think would have happened if Godfrey had told his father the truth?

e. What was the first effect of Marner when he discovered the gold was gone?

f. How much money had Silas saved at the time it was stolen?

g. How much would it be worth today?

h. If Godfrey had found the miser's money on the table in the empty cottage, do you think that he would have taken it? Give reasons for your answer.

i. Why did Silas go out without locking his door on the night when his money was stolen?

j. Why was there such a run of business at the Rainbow the day after Marner's gold was missing?
In six or seven cases: the Americans are appearing to

the place in their own power. They have seen to be in

their own weakness.

What does God fear after a campaign to prepare

him for self-criticism?

What does God fear after a campaign to defend

our cause? Did God stand up to our cause in a

manner?

If you think away our money, I would like to know

how much money and what reason do you think

we were quarterly?

How much money do you think God?

If God had taken the measure's money on the

people, I would much sooner agree to you think that

we would have taken the Givens' reason to whom

we were.

If you give slaves to each with power looking the good

of the night when the money was taken?

If you give slaves without any of business or the

 fieryroom the day after yesterday? Long and misleading?
18. The unit assignment through item 17 is to be completed by the second week.

19. a. What are the questions that come to the Squire's mind as Godfrey tells about Dunstan's accident with Wildfire?
   
b. Do you sympathize with Godfrey in his effort to get himself out of a "fix"?
   
c. Describe his feelings at the beginning and at the end of the contest between himself and his father.
   
(Read 1:86-95)

20. a. List all the reasons why Dunstan is not suspected.
   
b. Compare the way Silas celebrates Christmas with the way it is celebrated at Squire Cass's.
   
c. Give a two-minute characterization of Dolly Winthrop.
   
d. Write a similar characterization of some person known to you.
   
e. Tell how Mr. Macey did not forsake Marner in his trouble.
   
(Read 1: 95-114)

23. a. What passes through Molly's mind while she is on...
Chapter 7: The Second Week

1. What are the emotional changes from the first to the second week?

2. What is the greatest feeling about the second week?

3. Do you sympathize with the learner in the letter to the principal? Do you sympathize with the teacher in the letter to the principal?

4. Describe the feelings of the parents at the beginning and the end of the month of the conflict between the learner and the teacher.

5. (Handwritten note: "DE-30")

6. Write all the lessons with a few common ones now emphasized.

7. Compare the way these lessons are now emphasized with the way it is emphasized at the other school.

8. Give a two-minute oral presentation of difficult material.

9. Write a similar oral presentation of some previous verbal teacher. Why not?
21. a. Describe the party at the Red House in such a manner as to compare it with a party at the present time, and show the differences.
b. What attributes of a lady does Nancy possess?
c. What difference between Miss Nancy and Priscilla do you find?
d. How many persons do you meet at the party?
Which ones do you like best? Why?
(Read 1: 114-140)

22. a. What ways of little children do you see in Chapter XII?
b. What passes through Molly's mind while she is on her way to Raveloe?
c. What passes through Marner's mind (1) before the child is discovered, (2) after the discovery?
(Read 1: 140-147)

23. a. Who is the central character in Chapter XIII?
b. How do you feel about the liklihood of an old bachelor bringing up a child?
c. Would you have given your approval in regard to Silas's adoption of Eppie? Why?
d. How would the story have ended if Godfrey had acknowledged his child?
(Read 1: 148-157)
Chapter XII

23. What were the main themes that Molly's mind grappled with?

24. What was the result of Molly's mind grappling with these themes?

25. Are there any significant differences between how you meet the people in the story and how you see them in the story?

26. How many characters did you notice that were absent in the story?

27. What is the current status of the characters in the story?

28. How do you feel about the characters and their actions?

29. How would you have handled the events described in the story?

30. How would you describe the major events in the story?
24. a. What are the ways Dolly suggests punishing Eppie?  
b. Do you think she is a good teacher? Why?  
c. Can you relate one of your childhood naughtiness-  
es brought to mind by the coal-hole incident?  
d. Describe either a humorous or an attractive  
"picture" which appealed to you in Chapter XIV.  
(Read 1: 157-175)  

25. An essay type test. The questions are presented to  
the class in mimeographed form. Answers are to be in  
short paragraphs.  

a. Give reasons why we cannot fully sympathize with  
   Godfrey's wife.  

b. What was Marner's mental condition when Eppie  
   came?  

c. How does George Eliot account for this condition?  

d. Explain how Eppie got into the cottage without  
   Silas's knowledge.  

e. How has the author prepared for the manner of  
   Eppie's coming?  

f. Why do you expect that Silas will take the child  
   and love her?  

g. What do you think would have happened if Molly  
   had lived long enough to reach the Red House and  
   made herself known?
What are the ways to apply systematic programming models?

Do you find any of Dr. Young's suggestions disturbing?

Can you derive one of your child development milestones

Be prepared to mind your own social interactions

Describe either a punishment or en enforcement

"Lecture" which appeared so you in Chapter VI.

(Read: 17-34.5)

• An essay type paper. The organization the responsiveness to

the ideas in multimedia's topic. Answers to be in

short paragraph.

• Give reasons why we cannot fully sympathize with

co-parents while

• Which were material needed consideration when life

comes

• How does George Miller receive for this concept?

• Explain how people get into the concept without

silence's knowledge

• How the same support depending on the moment of

youth's context

I didn't go any exception that I'll still take this attitude

and your heart?

What do you think would have happened if Molly

made perfect homework
h. What would Godfrey have done?

i. What would have become of Eppie?

26. The Unit assignment, through item 24, is to be completed by the third week.

27. a. How many years have passed between Part I and Part II?
   b. What changes do you notice in Godfrey and Nancy?
   c. Compare Silas's appearance in the beginning of the story with his appearance at the beginning of Part II.
   d. List the general changes in Raveloe.
   (Read 1: 176-195)

28. In Chapter XVII we see the absence of children in Godfrey's home and Nancy's unwillingness to adopt Eppie.
   a. What reasons does Nancy give for not adopting a child?
   b. Do you agree with her reasoning? Substantiate your answer.
   c. Had Nancy known Eppie's parentage, would she have adopted her?
   (Read 1: 195-208)
   d. Would you have adopted Eppie if you were in Nancy's position provided she knew Eppie's parentage?
If you would like to have your own copy of

... the Underground Railroad pictures here, please go on...

placed at the third week.

... and I end

Part II,

and changes to your notice in Chapter four?

c. Compare the idea of the beginning of

the story with the appearance at the beginning

of Part II.

b. Help the general changes in Kansas.

(Chapter IV: 163-170)

In Chapter XIX we see the advance of artillery in

Gettysburg's home and Henry's unwillingness to work longer.

e. What lesson does your home give you of work and farming?

... Do you agree with my reasoning? Extra credit!

... and answer.

c. How Henry knows Robert's response: mother will have

shopped for?

(Chapter IV: 163-165)

... and would have zabbered. If you were in

... position mentioning with knew pictures.
29. a. Are you surprised to hear about Dunstan? Why?
   b. Why isn't there a vivid description of the finding of the skeleton?
   c. Is there a question which bothers your mind at the close of Chapter XVIII?
      (Read 1: 195-208)

30. a. What heroism is shown by Marner in Chapter XIX?
    b. Would you have behaved as Marner did?
    c. Describe Godfrey's argument.
    d. What was the moment of greatest suspense?
    e. Did you admire Eppie's decision? Why?
       (Read 1: 209-213)

31. a. Do you feel that the author is too kind to Godfrey in Chapter XX?
    b. Do you think that Eppie's parentage should be made known in Raveloe?
    c. Should one always make public his wrong doings?
       (Read 1: 213-225)

32. a. What is the purpose of the last Chapter?
    b. Why is it just as well that Marner didn't find any of his old neighbors still living in Lantern Yard?
c. Were you pleased to see the absence of Godfrey and Nancy at Eppie's wedding?
(Read 1: 228-236)

33. An essay type test. The questions are presented to the class in mimeographed form. Answers are to be in short paragraphs.

a. Why did the author leave out so many years between Part I and Part II?

b. Why don't you miss them in reading the story?

c. What has happened in the lines of Priscilla and Nancy and Godfrey in sixteen years?

d. What kind of man has Godfrey become?

e. We have no detailed account of the courtship of Aaron and Eppie. Why?

f. Give a veracious account of Marner's use of tobacco.

g. Contrast the Red House and Marner's cottage in Part II.

h. Give two examples of Priscilla's homely wisdom.

i. Give an illustration of Godfrey's arrogance as he asked Marner for Eppie's adoption.

j. If *Silas Marner* were to be made into a movie, what person would you like to take the part of Marner? Why? Would you make any changes in the story?
any reason or object's existence

(Read: CC-306)

...An essay on the causes and effects of

1. Give a general account of Washington's rise to

2. Compare the two homes and Washington's college in

3. What is/are the cause(s) of Washington's personal ambition?

1. Give an illustration of Washington's existence as

2. Make a model of Washington's existence as

3. Which reason would you like to take the place of

Washington? Why, what you would like to oppose in this

scrape
34. The unit assignment, through item 33, is to be completed by the fourth week. This will complete the reading of the novel.

35. Exhibition of optional work. Have your optional work ready for exhibition along with the work of the other students. See the file of optional work for suggestions of things you can do.

36. Reports on outside reading. If you have read one of the books suggested, be ready to give an oral report to the class. Tell briefly what the book is about; describe the most important characters; tell about the part of the book which appealed to you the most, and tell why you liked or didn't like the story.

37. A paper entitled "What I learned from the unit on Silas Marner" will be assigned to be written by the class. Sub-topics to be included are:

   a. Biography of George Eliot
   b. The customs and manners of her times as portrayed in Silas Marner.
   d. Traits of character to be found in the main characters
   e. Eliot's Humor.
The work mentioned, Chapter 35, is to be com-

plete by the close of week. This will complete the rea-

ing of the novel.

Don't stop on the interpretation of optional works. Have your dictation.

Week means you must finish with the work of the

afternoon. See the life of optional work you are

recommended to finish. You can go.

Reports on morning keynote. If you have been one

of the books mentioned, be ready to give an oral report.

Try exactly where the book is meant;

generates the most important concepts. Tell a part of the

book or the book with which everything to you the most, and tell

why you think a certain thing was done.

A teacher written "What I learned from the work on

the writer, will be necessary to be written on the

class and topics to be included;

of the history of people, itself.

p. The outcome, any manner, or past times as

conclusion to other member

be tried or prepared to be found in the main

conferences.

The teacher's comment.
These papers will help the teacher to evaluate her own teaching as well as the pupils' growth.

38. The objective test on page 119 will be administered at the end of the unit. This test is identified as "Final Test." The scoring key will be found in the appendix.

1. Write character sketches of
   a. Godfrey
   b. Dunstan
   c. William Dane
   d. Squire Cuss
   e. Mrs. Winthrop
   f. Priscilla
   g. Mr. Hacey
   h. Ben Winthrop

2. Describe the scene of each of the following:
   a. Silas's Trial
   b. Death of Molly
   c. Coming of Apple
   d. Finding of Dunstan's Body
   e. Apple's refusal to leave Silas

4. George Eliot describes a New Year's celebration, as it was held in the England she knew. Write this scene in play form and arrange with the teacher to present it, with the help of some of your friends, to the class.
These repairs will not only speed up the process of assembling the components, they can also be completed as a team effort.

The application tested on component 12 received some considerable improvements. The test at the factory as "Third Test" was successful in the assembly process.
Optional Related Activities

1. Outline story under the headings:
   a. Life in Lantern Yard
   b. Life in Raveloe before the coming of Eppie
   c. Life in Raveloe after the coming of Eppie

2. Write character sketches of
   a. Godfrey
   b. Dunstan
   c. William Dane
   d. Squire Cass
   e. Mrs. Winthrop
   f. Priscilla
   g. Mr. Macey
   h. Ben Winthrop

3. Describe the scene of each of the following:
   a. Silas's Trial
   b. Death of Molly
   c. Coming of Eppie
   d. Finding of Dunstan's Body
   e. Eppie's refusal to leave Silas

4. George Eliot describes a New Year's celebration, as it was held in the England she knew. Write this scene in play form and arrange with the teacher to present it, with the help of some of your friends, to the class.
Optometry Related Activities

1. Complete four anger the remaining
   a. Title an English novel
   b. Title an English novel for children of grade
   c. Title an English novel for children of grade 1

2. Write an essay on the effects of
   d. Social media
   e. Digital technology

3. Describe the case of each of the following:
   a. St. Elmo's Fire
   b. Death of cattle
   c. Coming of age

4. Plotting of incomplete data

5. George E. Miller associated a new year's celebration as it
   was paid to the tradition since and since when

6. Give one of some of your influenza to the
5. In *Silas Marner*, there were very rigid social distinctions. Cite two examples which will prove the above statement.

6. List five customs of George Eliot's times. Compare them to our present day customs.

7. Here is a list of novels of character study you will like if you enjoyed *Silas Marner*. Ask the teacher for permission to make a book report on one of these:

   Austen - "Emma"
   Bacheller - "A Man for the Ages"
   "Eben Holden"
   "The Little Minister"
   Bennett - "Buried Alive"
   "Riceyman Steps"
   Conner - "The Sky Pilot"
   Conrad - "Nigger of the Narcissus Youth"
   Craik - "John Halifax, Gentleman"
   Crane - "Red Badge of Courage"
   Gale - "Miss Lulu Bett"
   Goldsmith - "The Vicar of Wakefield"
   Kipling - "The Light That Failed"
   Locke - "Jaffrey"
   "The Beloved Vagabond"
   Moore - "The Jessamy Bride"
| A New For The Ages | Bonfire | The Mole Milliken | Bennet | Holiday Scene | Counter | Gentleman of The Renaissance | Taffy | The Mole That Tumbled | Reflections | The Jersey Pride |
Here are two beautiful selections worthy of being analyzed. If there are any lines that appeal to you, memorize them as they are "food for thought."

Memory Selections

a. Dependence on Chance

Favorable Chance, I fancy, is the god of all men who follow their own devices instead of obeying a law they believe in. Let even a polished man of these days get into a position he is ashamed to avow, and his mind will be bent on all the possible issues that may deliver him from the calculable results of that position. Let him live outside his income, or shirk the resolute, honest work that brings wages, and he will presently find himself dreaming of a possible benefactor, a possible simpleton who may be cajoled into using his
interest, a possible state of mind in some possible person not yet forthcoming. Let him neglect the responsibilities of his office, and he will inevitably anchor himself on the chance that the thing left undone may turn out not to be of the supposed importance. Let him betray his friend's confidence and he will adore that same cunning complexity called Chance, which gives him the hope that his friend will never know. Let him forsake a decent craft that he may pursue the gentilities of a profession to which nature never called him, and his religion will infallibly be the worship of blessed Chance, which he will believe in as the mighty creator of success. The evil principle deprecated in that religion is the orderly sequence by which the seed brings forth a crop after its own kind.

b. The Theme of the Story

In old days there were angels who came and took men by the hand and led them away from the city of destruction. We see no white-winged angels now; but yet men are led away from threatening destruction. A hand is put into theirs, which leads them forth gently towards a calm and bright land, so that they look no more backward; and the hand may be a little child's.
The theme of the paper

To catch the chance, we must seize our chance to seize the chance.

The life principle of success is that which is on the precept of creation.

A man to the sea on white-winged seagulls' war, and yet war

See from the white-winged seagulls' war, and yet war

one day.

The life principle of success is that which is on the precept of creation.

A man to the sea on white-winged seagulls' war, and yet war

one day.

The life principle of success is that which is on the precept of creation.

A man to the sea on white-winged seagulls' war, and yet war

one day.
9. Here is a list of words which you might like to know how to spell and whose meaning you might want to know. Choose as many as you want from each list. Use a dictionary.

   Week I
   1. Aberration
   2. Abstraction
   3. Accession
   4. Acquiescence
   5. Acuteness
   6. Adjuring
   7. Alibi
   8. Amulet
   9. Analogical
  10. Anguish
  11. Antennae
  12. Apparition
  13. Apprehend
  14. Ardent
  15. Artisan
  16. Ascertain
  17. Assizes
  18. Attribute
  19. Avarice
  20. Benignity
Week 1

1. Adaptation
2. Adaptation
3. Association
4. Association
5. Association
6. Association
7. Association
8. Association
9. Association
10. Association
11. Association
12. Association
13. Association
14. Association
15. Association
16. Association
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22. Association
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24. Association
25. Association
26. Association
27. Association
28. Association
29. Association
30. Association
Week II

21. Benumbing
22. Bewildered
23. Cajoling
24. Capacious
25. Carping
26. Casualties
27. Cataleptic
28. Chary
29. Christening
30. Clairvoyant
31. Cogent
32. Collateral
33. Colloquies
34. Compassion
35. Contingent
36. Coppice
37. Correlation
38. Credulity
39. Culpable
40. Cupidity
| Week II |
|----------|----------|----------|----------|
| E17. ENCEE | E18. ENCEE | E19. ENCEE | E20. ENCEE |
| E25. ENCEE | E26. ENCEE | E27. ENCEE | E28. ENCEE |
| E29. ENCEE | E30. ENCEE | E31. ENCEE | E32. ENCEE |
| E33. ENCEE | E34. ENCEE | E35. ENCEE | E36. ENCEE |
| E37. ENCEE | E38. ENCEE | E39. ENCEE | E40. ENCEE |
Week III

41. Deference
42. Deliberation
43. Delusive
44. Deprecate
45. Diabolism
46. Discern
47. Discursive
48. Dispensation
49. Disrupted
50. Distrain
51. Divined
52. Docile
53. Domestic
54. Dropsy
55. Dubiety
56. Eccentric
57. Efficacy
58. Egoistic
59. Elicit
60. Eligible
Week III

1st Instruction

4th Instruction

2nd Instruction

5th Instruction

3rd Instruction

6th Instruction

7th Instruction

8th Instruction

9th Instruction

10th Instruction

11th Instruction

12th Instruction
Week IV

61. Emaciated
62. Embezzle
63. Entail
64. Epileptic
65. Errant
66. Erudite
67. Exasperation
68. Fallacy
69. Filial
70. Florid
71. Frustration
72. Gratuitously
73. Guinea
74. Hedgerow
75. Hospitality
76. Inarticulate
77. Incipient
78. Incompatible
79. Incongruous
80. Indolence
Week VI
I. Introduction
II. Literature
III. Method
IV. Preliminary Report
V. Literature
VI. Experimental
VII. Follow-up
VIII. Analysis
IX. Conclusion
X. Discussion
XI. Inference
10. Either draw or construct the following:

Week V

81. Infallibility
82. Jocose
83. Layman
84. Malicious
85. Manor-house
86. Mitigate
87. Morbid
88. Odious
89. Piety
90. Prosaic
91. Pseudonym
92. Retribution
93. Sceptical
94. Sobriety
95. Tacit
96. Unwonted
97. Vacillation
98. Vicarious
99. Vindication
100. Wry
10. Either draw or construct the following:
   a. Raveloe
   b. Silas's cottage
   c. The Red House
   d. Any of the Characters
   e. The Rainbow Inn
   f. A hand loom

11. There are a number of attractive comparisons.
   For example: Macey thinks Marner's mind goes in and out of his body "Like a bird out of its nest and back." Find and list ten such similes.
Matter grew to something like this:

- Napoleon
- Pius's coat
- The Red Horse
- Any of the characters
- The Winnow Inn
- A long room

There are a number of speculative conjectures if you

You have to pick out of the pool and

pack. Bury any that you think similar.
1. Silas Marner, George Eliot
2. Adam Bede, George Eliot
3. The Mill on the Floss, George Eliot
4. George Eliot's Poetry and Other Essays, Rose E. Cleveland
5. George Eliot's Heroines, Abba G. Woolson
6. Scenes from Clerical Life, George Eliot
8. Home Life of Great Authors, H. T. Griswold
9. Life of George Eliot, (Great Writers), Oscar Browning
10. George Eliot and Her Times, Elizabeth S. Haldane
1. Blind, Mathilde, George Eliot
   Boston: Famous Women Series, Little, Brown and
   Company, 1904.

2. Burton, Richard, Masters of the English Novel

3. Cooke, George W. George Eliot, Life, Writings,
   Philosophy

4. Cross, John W. Life of George Eliot

5. Edgar, Pelham The Art of the Novel

6. Hitchcock, Alfred M. Study Plans for Novels

7. James, Henry Jr. "Life of George Eliot"
   Atlantic Monthly, May, 1885.

8. Marble, Annie R. A Study of the Modern Novel
   (British and American)

9. Olcott, Charles S. George Eliot, Scenes and People
   in Her Novels

10. Stephen Leslie, George Eliot
    New York: English Men of Letters Series, Harper
    and Brothers, 1908.
In your new position as the Executive Director of the Museum of Modern Art, you are faced with the challenge of balancing the museum's financial stability with its mission to preserve and display the world's most important art. Your leadership is crucial in shaping the museum's future and ensuring its continued relevance in the art world.

You have already taken steps to streamline operations and increase efficiency, but there are still many areas where improvements can be made. One of the biggest challenges is the ongoing dispute with the surrounding neighborhood over the museum's expansion plans. This issue has the potential to affect the museum's reputation and financial health.

Another issue you are facing is the increasing demand for accessibility and engagement with diverse communities. As you plan for the museum's future, it is important to consider how you can make art accessible to all, regardless of background or socioeconomic status.

Your leadership will be crucial in navigating these challenges and ensuring the museum's success. With your experience and vision, you have the potential to make a significant impact on the art world and beyond.
CHAPTER V

REPORT OF RESULTS OBTAINED IN TEACHING THESE UNITS

The unit *Silas Marner* as presented in this paper represents an effort to apply the principles of the unit method, and to compare the results with those obtained in using a modified "Dalton" procedure.

A modified form of the Dalton plan is the one used at the Worcester Girls' Trade School. The first two units of this paper are done on that plan and the unit on *Silas Marner* is organized according to Dr. Roy Billett's teachings of the "Unit Method."

The modified *Dalton System* has been adopted in the school in order to give students who vary considerably in age and mental ability a fair chance.

This in brief is the scheme:

1. All lessons for each month are worked out with directions and explanations. These are called the *Contract Assignments*. One of these contracts is given to each student.

2. A *conference* is held in each subject each week when further explanations are given, and questions answered. At all other times students get help as is needed, and each may work ahead as rapidly as she pleases.
CHAPTER

REPORT OF MEASURES ADAPTED IN TEACHING THESE UNITS

The work done has been described in this paper. Representations were made to the new system of plan we had taken the precaution of recommending the results with some delay to the

system and to examine the results with some suspicion to

wring a mixture of "reaction" presence.

A weekly form of the Daily Plan is the one used at

the American High School. The time for a single,

the average was gone on in this plan and the mind of

the worker is a tendency to work at the different lessons

as an exercise in writing narrative and not at the

work. The mixture of "reaction" presence was

common in the American High School. The writer to

write a novel with a faint change.

This is prior to the dozen.

I will assume for each matter the meaning and

with attention and explanation. There are

certain tokens. "Reaction" presence. One of these

conferences to bring to some students and a

conference in which to pass in each subject may

then after these lessons and

discussion. Expressed in his own words and

some ideas and their own. This was the

word as a


3. As work is completed, it is scored off on the teacher's record and on the student's "Contract Graph." In this way each student keeps full record of her work and time.

**GRAPHS**

**PURPOSE:**
- Individual progress chart
- Keeps you constantly informed on academic standing.

**CARE:**
- Graph represents YOU.
- Should be
  1. Clean
  2. Neatly written in ink.
  3. Carefully handled to avoid bending or curling corners.

**USE:**
- Fill out IN INK as soon as you receive your graph.
  1. Name
  2. Class
  3. Contract Number
  4. Date begun

Be Prepared to present graphs when teachers request them.

When five weeks' work in each subject has been completed and marked, fill in "Date Completed" and take graph to Miss Gilkey for her signature.

Signed graphs are a receipt of completed work and should be kept in your folder at all times.

NEVER GIVE YOUR TEACHER A GRAPH THAT IS NOT IN ITS CASE AND PROPERLY FILLED OUT.
Students Contract Graph

<table>
<thead>
<tr>
<th>Name</th>
<th>Class</th>
<th>Contract No.</th>
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<tr>
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<table>
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<th>Date Completed</th>
<th>Time</th>
<th>Weeks</th>
<th>Days</th>
<th>Remarks</th>
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<th>Civics</th>
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<th>Science</th>
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</table>

David Hale Fanning Trade School for Girls
Worcester, Massachusetts (Director)

Pupil's Graph

The Student's Contract Graph serves as a warning to pupil and is a personal contact between teacher, pupil and office.
EXPLANATION TO STUDENTS

The Detroit High School, being a school for Girls grades students on three plans: Domestic Science, Millinery, or Power Operating girls of 7th, 8th, or 9th grade work together, which makes the academic work somewhat difficult, especially for the girl who can work faster. In order to give all a fair chance, the DALTON SYSTEM has been adopted.

This is basic to the scheme:

1. All lessons for each month are carefully worked out with directions and explanations. These are called the CONTRACT ASSIGNMENTS. One of these contracts is given to each student.

2. A CONFERENCE is held in each subject each week when further explanations are given, questions answered, etc. At all times students are helped as is needed, and each may work ahead as rapidly as she can.

3. As work is completed it is noted off on the teacher's record and on the student's CONTRACT BOOK. In this way each student keeps full record of her work and plans.

4. Either makes it her business for her entire group:
   a. She makes sure she is slow and she has not met 90%.
   b. She makes sure that when she has completed her contract, she may do the things she needs to later.

The student's contract serves as a warning to

supply any material欠缺 necessary, specific, and urgent
### Teacher's Graph

On the above Teacher's Graph is the record of a student's work. As soon as the work is completed, it is scored off on the teacher's record and on the Student's Contract Graph.

<table>
<thead>
<tr>
<th>Student</th>
<th>CARRIOLI, CAROLYN 16</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>High School of Commerce 2 years</td>
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<tr>
<td>Subject</td>
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<td>ENTERED:</td>
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<tr>
<th></th>
<th>FIRST WEEK</th>
<th>SECOND WEEK</th>
<th>THIRD WEEK</th>
<th>FOURTH WEEK</th>
<th>FIFTH WEEK</th>
<th>SUMMARY</th>
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<td>90 100</td>
<td>85 100</td>
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<td>2</td>
<td>95 E- 90</td>
<td>E- 90 85</td>
<td>90 E- 95</td>
<td>90 E- 90</td>
<td>95 E- 90</td>
<td>E - E -</td>
</tr>
<tr>
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<td>90 E- 95</td>
<td>90 E- 90</td>
<td>90 E- 90</td>
<td>95 E- 100</td>
<td>100 E- 90</td>
<td>E -</td>
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<tr>
<td>4</td>
<td>100 E- 90</td>
<td>90 E- 90</td>
<td>90 E- 95</td>
<td>90 E- 100</td>
<td>100 E- 95</td>
<td>E -</td>
</tr>
</tbody>
</table>
4. Each student is responsible for her entire contract.

   a) She knows where she is slow and she can get extra help.

   b) She knows that when she has completed her contract, she may do the things she needs or likes best.

The disadvantages that the writer found in teaching the first two units of this paper under the modified Dalton Plan as compared with *Silas Marner* with the Unit Method are as follows:

1. The students were not allowed the freedom to make their own choice. They were told what they could do. No opportunity for self-expression.

2. Not enough group activity was provided in the modified Dalton Plan. The individual is stressed more than the group.

3. There was a lack of sufficient problem situations.

4. Learning of subject matter rather than essential concepts, ideals, attitudes, and habits was stressed.
A French student is responsible for pen
ensemble consist.
(a) The name where she is from and
she can get extra help.
(b) The name she received and the loan
request per confidence, who may be the
clerk who needs to take care.

The addresses are the matter form in general
the first two names of this chapter number the following section:
Plan or complete with other material with the Unit Mapping and
as follows:

If the students were not allowed the lesson
they would have to make plans on opposite. They were told
what they could do. No opportunity for self-
expression.

It is not enough to have activities are brought in
the matching letter. Plan the initiatives to
improve work from the roman.

2. There was a lack of sufficient information
attention.
A problem of subject matter deeper open
emergent concept, issues, experiences, and
improves are presented.
5. There is no regular time limit. Pupil is apt to waste time.

6. No optional related activities are provided for so that the student has no opportunity for creative work.

7. The student hasn't the opportunity to appreciate the other fellow's problems and to profit from his experiences.

8. Lack of class discussion was evident.

The unit "Silas Marner" was begun on Monday, February 10, 1967 and completed on Wednesday, March 22. Usually the unit lasted five weeks.

Twenty pupils were in the class that this unit was taught. They are about average in ability, but they know how to study and are anxious to get the most out of school. These students, all born in this country, or their parents either never went to school in this country or never went beyond the eighth grade. As a result, they are very desirous of graduating from a higher institution of learning.

The day the writer introduced the unit she gave the class a historical background of the England of George Eliot as well as a geographical setting of the English Midlands, using a literary map of England explaining the setting of "Silas Marner."

Guide sheets to cover the work of Silas Marner were mimeographed so that each pupil had a copy. The sheet contained a statement of the problem, assigned references and readings by pages, and questions for study.

Each pupil was provided with a folder to contain her completed work. Reference books mentioned under heading of "Pupils' Reading List" were on display in the classroom laboratory.

In the Dalton plan much time was used to explain
The unit *Silas Marner* was begun on Monday, February 10, 1947 and completed on Wednesday, March 12, 1947. The unit lasted five weeks.

Twenty pupils were in the class when the unit was taught. They are about average in ability, but they know how to study and are anxious to get the most out of school. These students, in many cases, come from homes whose parents either never went to school in this country or never went beyond the eighth grade. As a result, they are very desirous of graduating from a higher institution of learning.

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Each pupil was provided with a folder to contain her completed work. Reference books mentioned under heading of "Pupils' Reading List" were on display in the classroom laboratory.

In the Dalton plan much time was used to explain
The print is slightly unclear, so some words may be misinterpreted.

To read and comprehend, one must read carefully and pay close attention to the context and the meaning of the text. There may be some errors in transcription.

For example, the phrase "The print is slightly unclear" suggests that the text may be difficult to read.

The paragraph seems to discuss some aspect of language or communication, but the specific details are not clear.

In conclusion, it is important to pay close attention to the text and to carefully consider the context and the meaning of the words.
the lesson. However, with this unit on *Silas Marner* little time was taken in making assignments. The pupil went ahead at her own rate, but always under the teacher's guidance, giving her help whenever needed. Tests were scored by the teacher in pupil's presence and errors were discussed.

library for source information not only to answer questions on Student Guide sheet but also for Optional Related Activities.

3. Interest was at a high pitch at all times.

There were problems which appealed to every student in the class.

4. Habits, concepts and attitudes such as punctuality, respect for the other fellow's problems, an appreciation of the social and economic conditions of our days as compared with 19th century England were developed.

5. Pupils were allowed more freedom, subject to teacher's approval, in that they could choose what memory selections they wanted to without the teacher saying: "You must learn the following selections of Silas Marner." According to the Unit Method, they chose their own selections because they saw and realized the importance of certain particular lines.

6. The frequent tests gave the writer a closer check on the success of the work being done both by herself and by her students.
However, with this motto on title page we went ahead with our plans in making arrangements. The bright warm spring air of the coast made it easier for us to relax and enjoy the scenery whenever we could. It was a joy to be in that beautiful place and to explore new surroundings.
The advantages that the writer found in using the unit method were as follows:

1. The unit assignment provided for the individual difference of pupils.

2. It developed initiative in using the class-room library for source information not only to answer questions on Student Guide sheet but also for Optional Related Activities.

3. Interest was at a high pitch at all times. There were problems which appealed to every student in the class.

4. Habits, concepts and attitudes such as punctuality, respect for the other fellow's problems, an appreciation of the social and economic conditions of our days as compared with 18th century England were developed.

5. Pupils were allowed more freedom, subject to teacher's approval, in that they could choose what memory selections they wanted to without the teacher saying: "You must learn the following selections of Silas Marner." According to the Unit Method, they chose their own selections because they saw and realized the importance of certain particular lines.

6. The frequent tests gave the writer a closer check on the success of the work being done both by herself and by her students.
The experience from the market shows the need for:

- More research on consumer behavior
- Better understanding of market trends
- Increased emphasis on innovation
- Enhanced customer service
- Strategic planning for long-term success
- Effective management of resources

In the current employment situation, it is important to:

- Adapt to changes in the market
- Foster a culture of innovation
- Maintain a strong customer focus
- Invest in employee development
- Prioritize sustainability and ethical practices

The importance of:

- Leadership
- Collaboration
- Communication
- Adaptability
- Continuous learning
7. No pupil could "fail" since there is provision for every type of student, even the slow ones.

8. Review was much simpler because of the frequent tests.

9. The students carried their interests and work outside of the class-laboratory even though no formal homework was assigned. For instance, those students who made replicas of the costumes of eighteenth century England "haunted" the art and dressmaking department for source material and application.

10. Those girls who were working in trade for their apprenticeship and then returned to school were able to start at their own level and speed.

   When the teaching of Silas Marner according to the unit method was completed, the students eagerly asked if they couldn't have another unit like it since they enjoyed this "type of learning." They were asked by the instructor why they enjoyed the unit method and here's what they said:

   1. The definite assignments or study guide sheets were very helpful.

   2. They knew and understood from the start what the directions were and how much they could do.

   3. They were "on their own." That is, they were placed on their own responsibility.


There are many factors that can influence the 

work of the student and the instruction received by 

students. These factors include the student's 

background, the environment in which the student 

learns, and the quality of the instruction received. 

It is important to consider these factors when 

analyzing the effectiveness of a program and 

planning future improvements.

The following are some of the key 

factors that can affect the student's learning 

experience:

1. **Background:** The student's prior 

   education and experience can have a 

   significant impact on their ability to 

   learn new material. Students with 

   strong foundational knowledge can 

   more easily grasp new concepts, 

   while those with weaker backgrounds 

   may require more time and support 

   to fully understand the material.

2. **Environment:** The physical 

   environment in which the student 

   learns can also play a role in their 

   learning. A conducive learning 

   atmosphere can help students 

   focus and retain information, 

   while a noisy or distracting 

   environment may be less effective 

   in promoting learning.

3. **Instruction:** The quality of 

   the instruction received by the 

   student is another important factor 

   in their learning experience. 

   Effective instruction should be 

   clear, engaging, and tailored to 

   the needs of the student.

4. **Motivation:** The student's 

   motivation to learn can also 

   influence their learning 

   experience. Motivated students 

   are more likely to engage 

   with the material and 

   apply themselves 

   to their studies.

5. **Support:** The level of support 

   received by the student can also 

   have a significant impact on their 

   learning. This support can come 

   from teachers, peers, family, 

   and other sources.

By considering these factors and 

making adjustments as needed, 

 educators can help students 

reach their full potential 

and achieve their 

learning goals.
4. They worked at their own rate of speed.

5. The Optional Related Activities gave those of an artistic nature an opportunity to express that talent in the creation of models, paintings and costumes.

6. The discussion period at which time all exhibits, book-reviews, and other activities were displayed and talked about gave them a better background and understanding of the "other fellow's" interest or hobbies.

7. They felt that no one could "fail" in the unit since every type of pupil was provided for.

8. The unit developed initiative in that they were obliged to learn how to use the various reference books and other source materials pertaining to their own problems.
and practice activities give rise to an artistic intent to approach or express direct contact
expression of modal patterns and concerns.
6. The assessment period of which time is
occurred, book-reviews and other activities were attained and called
sport gave them a better understanding and interpretation of the
"after fellows" interest in people.

7. They left part on one going "first" in the unit
since every type of duty was bringing to
8. The unit developed initiatives in their that were
called to learn how to use the various reference books and
other source materials pertaining to their own programs.
### Final Test

**Sicles Warner**

**Scoring Keys**

<table>
<thead>
<tr>
<th>Section I:</th>
<th>Section II:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a</td>
<td>11. <em>a</em> or <em>x</em></td>
</tr>
<tr>
<td>2. f</td>
<td>12. <em>b</em></td>
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<tr>
<td>3. c</td>
<td>13. <em>a</em></td>
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<td>6. _</td>
<td>16. <em>b</em></td>
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<td>8. _</td>
<td>18. _</td>
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<td>9. _</td>
<td>19. <em>a</em></td>
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<td>10. _</td>
<td>20. _</td>
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</tbody>
</table>

**APPENDIX**
Final Test
Silas Marner
Scoring Keys

Section I:
1. d
2. f
3. c
4. a
5. e
6. 
7. a
8. 
9. g
10. b

Section II:
11. e or f
12. h
13. c
14. 
15. 
16. b
17. 
18. 
19. a
20. 
21. g
22. d
23. 
24. i
25. e or f
Section III:

26. e
27. h
28. g
29. c
30. 
31. f
32. 
33. a
34. 
35. d
36. 
37. b

Section IV:

38. f
39. 
40. 
41. a
42. 
43. e
44. 
45. 
46. b
47. 
48. d
49. g
50. c
Section V:

51. __
52. __
53. __
54. e
55. __
56. a
57. __
58. g
59. c
60. d
61. h
62. b
63. f
64. h
65. __
66. h
67. __
68. f
69. __
70. a
71. __
72. c
73. __
74. b
75. __
76. e
77. __
78. d
79. __
### Section VII:

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<td>95.</td>
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### Section VIII:

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<tr>
<td>96.</td>
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</table>
Section IX: Final Test

109. __________ directions — Read Carefully.

In all 110. __________ of this test certain words or phrases have
been left out. Note that you know what sort of phrase has
been left out in each blank.

Do this by placing the letter in front of the blank in the
parentheses in front of the word or phrase indicated. Do not
use the letter in more than one blank of parentheses, nor
more than one letter in any one pair of parentheses.

111. __________

If one section seems difficult, don’t spend too much time
on it. 112. __________ next section. When you have finished,
go back and correct any sections you have skipped.

Study the example below — then go ahead with the rest of
the test.

113. __________

Column 1  

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114. __________

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115. __________ Column 2  

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</table>

10th

2. (___) The Mill on the Floss by (b) __________

3. (___) Treasure Island by (b) __________

4. (___) George Eliot by (b) __________

5. (___) 19th century.

6. (___) Samuel Clemens by the same author is (a) __________

7. (___) 19th century.

8. (___) England

9. (___) Italy

10. (___) Short story

11. (___) Boston

12. (___) Novel
<table>
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<th>Section X:</th>
<th>Section XI:</th>
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<td>3  111</td>
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<td>14 180</td>
<td>14 122</td>
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</tbody>
</table>
SILAS MARNER

Final Test

Directions -- Read Carefully

In column 2 of this test certain words or phrases have been left out. Show that you know what word or phrase has been left out of each blank.

Do this by placing the letter in front of the blank in the parentheses in front of the word or phrase omitted. Do not use the same letter in more than one pair of parentheses, nor more than one letter in any one pair of parentheses.

If one section seems difficult, don't spend too much time on it. Go on to the next section. When you have finished, go back and complete any sections you may have skipped.

Study the example below -- then go ahead with the rest of the test.

EXAMPLE

Column 1

1. (___) 18th
2. (___) The Mill on the Floss
3. (___) Treasure Island
4. (___) George Eliot
5. (___) 19th
6. (___) Samuel Clemens
7. (___) 17th
8. (___) England
9. (___) Italy
10. (___) Short story
11. (___) Boston
12. (___) Novel

Column 2

Silas Marner is (a) ___
by (b) ________________
The story takes place
in (c) ________________
the (d) ________________
Another famous story
by the same author is (e) ________________.
**EXAMPLES**

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a)</td>
<td>(c)</td>
</tr>
<tr>
<td>(d)</td>
<td>(e)</td>
</tr>
<tr>
<td>(f)</td>
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<td>(m)</td>
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<td>(n)</td>
<td>(o)</td>
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</tbody>
</table>

*Note:* Always complete the core main part of the test.
<table>
<thead>
<tr>
<th>Column I</th>
<th>Column II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. (__) Sarah</td>
<td>Silas Marner first lived at</td>
</tr>
<tr>
<td>2. (__) robbery</td>
<td>(a) __________________, as a</td>
</tr>
<tr>
<td>3. (__) William Dane</td>
<td>(b) __________________.</td>
</tr>
<tr>
<td>4. (__) Raveloe</td>
<td>He numbered among his friends</td>
</tr>
<tr>
<td>5. (__) fits</td>
<td>there, a man named (c)______,</td>
</tr>
<tr>
<td>6. (__) Molly</td>
<td>and was betrothed to a servant</td>
</tr>
<tr>
<td>7. (__) Lantern Yard</td>
<td>girl named (d)________________.</td>
</tr>
<tr>
<td>8. (__) miser</td>
<td>While attending the sick</td>
</tr>
<tr>
<td>9. (__) pocket-knife</td>
<td>deacon, Silas was seized with</td>
</tr>
<tr>
<td>10. (__) weaver</td>
<td>(e)________________, and unjustly</td>
</tr>
<tr>
<td>21. (__) blackmailed</td>
<td>accused of (f)________________.</td>
</tr>
<tr>
<td>22. (__) Squire Cass</td>
<td>As evidence, his (g)________________ was displayed.</td>
</tr>
<tr>
<td>23. (__) helped</td>
<td></td>
</tr>
<tr>
<td>24. (__) Molly</td>
<td>(h)________________ to</td>
</tr>
<tr>
<td>25. (__) Donatian</td>
<td>(i)________________.</td>
</tr>
</tbody>
</table>
Section I

### Governance

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<th>Position</th>
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<tbody>
<tr>
<td>Jack</td>
<td>Secretary</td>
</tr>
<tr>
<td>Mary</td>
<td>Vice President</td>
</tr>
<tr>
<td>Bill</td>
<td>President</td>
</tr>
<tr>
<td>Tom</td>
<td>Treasurer</td>
</tr>
<tr>
<td>Jerry</td>
<td>Clerk</td>
</tr>
<tr>
<td>Peter</td>
<td>Assistant Clerk</td>
</tr>
<tr>
<td>Steve</td>
<td>Engineer</td>
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</tbody>
</table>

### Notes:

- The company's board held its first meeting.
- The new manager was appointed by the board.
- The company's assets were reviewed and updated.
- The company's bylaws were reviewed and updated.
- The company's financial statements were reviewed.
- The company's contracts were reviewed and updated.

As evident, the company's governance is in place.
<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. (__) Godfrey</td>
<td>After his trial, Silas left for (a)________________________________________,</td>
</tr>
<tr>
<td>12. (__) secret marriage</td>
<td>where his income from his weaving was (b)________________________.</td>
</tr>
<tr>
<td>13. (__) gold</td>
<td>He developed a craving for (c)___________________________________________.</td>
</tr>
<tr>
<td>14. (__) London</td>
<td>Here, Silas learned that the most respected family was (d)__________________</td>
</tr>
<tr>
<td>15. (__) drugs</td>
<td>whose two sons were (e)__________________________________________________</td>
</tr>
<tr>
<td>16. (__) large</td>
<td>__________ and (f)_________ __________. The younger one (g)______________the older</td>
</tr>
<tr>
<td>17. (__) Farren</td>
<td>one because he knew of his (h)___________________________________________to</td>
</tr>
<tr>
<td>18. (__) measly</td>
<td>(i)________________________.</td>
</tr>
<tr>
<td>19. (__) Raveloe</td>
<td></td>
</tr>
<tr>
<td>20. (__) Wild fire</td>
<td></td>
</tr>
<tr>
<td>21. (__) blackmailed</td>
<td></td>
</tr>
<tr>
<td>22. (__) Squire Cass</td>
<td></td>
</tr>
<tr>
<td>23. (__) helped</td>
<td></td>
</tr>
<tr>
<td>24. (__) Molly</td>
<td></td>
</tr>
<tr>
<td>25. (__) Dunstan</td>
<td></td>
</tr>
</tbody>
</table>
Section II

Commm 2

After the trial, a trial had

\[ \text{something from the} \]

\[ \text{something to the}\]

\[ \text{the trial} \]

\[ \text{the most respected family was}\]

\[ \text{one of the two sons was}\]

\[ \text{and the other}\]

\[ \text{one person of the people}\]

\[ \text{the couple} \]

\[ \text{and the other}\]

\[ \text{the couple} \]

\[ \text{and the other}\]

\[ \text{the couple} \]

\[ \text{and the other}\]

\[ \text{the couple} \]

\[ \text{and the other}\]
<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>26. (___) Rainbow Inn</td>
<td>Godfrey in order to supply the missing money decides to sell (a)__________ but Dunstan accidentally (b) ________him. Dunstan's plans to (c) ________from Silas but (d) _____<em><strong>it instead. Silas's grief is great upon his new discovery. He runs to the (e) <strong><strong><strong><strong>seeking (f)</strong></strong></strong></strong></strong></em>. His (g) __________that night and for many days after is (h) ___________.</td>
</tr>
</tbody>
</table>
Section III

Option 2

Government to agree to supply

Missing money, centre to sell

Option ______________ (a)

_____________ (c) Reconciliation

Present a place to ______________

Present from title papers

_____________ (b)

Title's right to direct money

Time from the account, the time to

Option ______________ (c) See

_____________ (d) Fee

_____________ (e) The

_____________ (f) Title

Title to any mony given
Section IV

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>38. (__) Nancy Lammeter</td>
<td>(a) __________________ does</td>
</tr>
<tr>
<td>39. (__) death</td>
<td>not return to (b) ______________</td>
</tr>
<tr>
<td>40. (__) Sarah</td>
<td>So, Godfrey is forced to (c) ________</td>
</tr>
<tr>
<td>41. (__) Dunstan</td>
<td>_____________________________ the loss</td>
</tr>
<tr>
<td>42. (__) Godfrey</td>
<td>of the money to his father, but</td>
</tr>
<tr>
<td>43. (__) marriage</td>
<td>does not (d) _____________________</td>
</tr>
<tr>
<td>44. (__) Dolly</td>
<td>his (e) __________________________</td>
</tr>
<tr>
<td>45. (__) Squire Cass</td>
<td>Squire Cass commands him to</td>
</tr>
<tr>
<td>46. (__) Red House</td>
<td>urge his suit upon (f)____________</td>
</tr>
<tr>
<td>47. (__) Lantern Yard</td>
<td>_________________________________so as</td>
</tr>
<tr>
<td>48. (__) reveal</td>
<td>to bring about a hasty (g)_________</td>
</tr>
<tr>
<td>49. (__) engagement</td>
<td></td>
</tr>
<tr>
<td>50. (__) confide</td>
<td></td>
</tr>
</tbody>
</table>
Section IV

Comment 8

(a) Not return to (d)

(b) So return to (c)

(c) The face

(d) of the money to this letter

(e) Not goes

(f) The cease command him to

(g) Make the merit now

(h) So as to

(i) Name part a packet

(j) Clarify
Section V

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>51. (__) parsonage</td>
<td>Silas's despair is great</td>
</tr>
<tr>
<td>52. (__) Squire's</td>
<td>but finds (a) ____________</td>
</tr>
<tr>
<td>53. (__) Nancy</td>
<td>____________in his friend (b)</td>
</tr>
<tr>
<td>54. (__) wife</td>
<td>_______________and her son</td>
</tr>
<tr>
<td>55. (__) fiancee</td>
<td>(c) _______________.</td>
</tr>
<tr>
<td>56. (__) consolation</td>
<td>On New Year's Eve (d)</td>
</tr>
<tr>
<td>57. (__) William</td>
<td>_______________., Godfrey's</td>
</tr>
<tr>
<td>58. (__) Eppie</td>
<td>(e) _______________goes to</td>
</tr>
<tr>
<td>59. (__) Aaron</td>
<td>the (f) _______________to tell</td>
</tr>
<tr>
<td>60. (__) Molly</td>
<td>her story. She is lost in</td>
</tr>
<tr>
<td>61. (__) Silas's</td>
<td>the storm with (g) ____________</td>
</tr>
<tr>
<td>62. (__) Dolly Winthrop</td>
<td>near (h) _______________cottage.</td>
</tr>
<tr>
<td>63. (__) Red House</td>
<td></td>
</tr>
<tr>
<td>64. (__) bitterness</td>
<td></td>
</tr>
</tbody>
</table>
Section VI

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>65. (___) daughter</td>
<td>The child finds her way</td>
</tr>
<tr>
<td>66. (___) sister</td>
<td>to Silas's hearth, and when he</td>
</tr>
<tr>
<td>67. (___) features</td>
<td>notices her (a) __________</td>
</tr>
<tr>
<td>68. (___) wife</td>
<td>he is reminded of his (b)</td>
</tr>
<tr>
<td>69. (___) abandon</td>
<td>__________.</td>
</tr>
<tr>
<td>70. (___) golden hair</td>
<td>Upon (c) __________,</td>
</tr>
<tr>
<td>71. (___) mother</td>
<td>he discovers the child's mother</td>
</tr>
<tr>
<td>72. (___) investigation</td>
<td>to be (d) __________.</td>
</tr>
<tr>
<td>73. (___) Squire</td>
<td>Immediately he hastens to Red</td>
</tr>
<tr>
<td>74. (___) money</td>
<td>House with the child but (e)</td>
</tr>
<tr>
<td>75. (___) Nancy</td>
<td>___________ neither</td>
</tr>
<tr>
<td>76. (___) Godfrey</td>
<td>claims his (f) __________</td>
</tr>
<tr>
<td>77. (___) aunt</td>
<td>nor (g) __________.</td>
</tr>
<tr>
<td>78. (___) dead</td>
<td>Since the child reminds</td>
</tr>
<tr>
<td>79. (___) adopts</td>
<td>Silas of his (h) __________</td>
</tr>
<tr>
<td>80. (___) unhappy</td>
<td>he (i) _____________her.</td>
</tr>
</tbody>
</table>
Section VII

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>80. (___) never returned</td>
<td>(a) __________years have passed since Silas found Eppie.</td>
</tr>
<tr>
<td>81. (___) consents</td>
<td>(b) __________has grown into a handsome youth and is Eppie's</td>
</tr>
<tr>
<td>82. (___) fruitful</td>
<td>(c) ______________. At the Red House Dunstan has (d) ________________</td>
</tr>
<tr>
<td>83. (___) are an expense</td>
<td>Godfrey's marriage to Nancy is (e) ______________which makes him (f) __________.</td>
</tr>
<tr>
<td>84. (___) 20</td>
<td>He urges adoption of Eppie, but Nancy (g) __________because she claims adopted children (h) __________.</td>
</tr>
<tr>
<td>85. (___) Aaron</td>
<td></td>
</tr>
<tr>
<td>86. (___) refuses</td>
<td></td>
</tr>
<tr>
<td>87. (___) 16</td>
<td></td>
</tr>
<tr>
<td>88. (___) childless</td>
<td></td>
</tr>
<tr>
<td>89. (___) William</td>
<td></td>
</tr>
<tr>
<td>90. (___) admirer</td>
<td></td>
</tr>
<tr>
<td>91. (___) tell his secret</td>
<td></td>
</tr>
<tr>
<td>92. (___) husband</td>
<td></td>
</tr>
<tr>
<td>93. (___) &quot;turn out bad&quot;</td>
<td></td>
</tr>
<tr>
<td>94. (___) returned</td>
<td></td>
</tr>
<tr>
<td>95. (___) unhappy</td>
<td></td>
</tr>
</tbody>
</table>
Section VIII

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>96. (___) riding-whip</td>
<td>With the draining of a certain section of land, the</td>
</tr>
<tr>
<td>97. (___) Squire</td>
<td>(a) _______________ to dry.</td>
</tr>
<tr>
<td>98. (___) child</td>
<td>(b) _______________ skeleton is discovered. By</td>
</tr>
<tr>
<td>99. (___) money bags</td>
<td>his side the (c) ____________ and Godfrey's (d) ____________ are found.</td>
</tr>
<tr>
<td>100. (___) adopt</td>
<td>Godfrey breaks the news to (e) She announces her intention</td>
</tr>
<tr>
<td>101. (___) disown</td>
<td>and tells her about his (f) _______________ and (g) _______________.</td>
</tr>
<tr>
<td>102. (___) Stonepits</td>
<td>Nancy (h) _______________ Godfrey and decides to (i)</td>
</tr>
<tr>
<td>103. (___) consoles</td>
<td>(c) _______________ Eppie.</td>
</tr>
<tr>
<td>104. (___) Nancy</td>
<td></td>
</tr>
<tr>
<td>105. (___) Dolly</td>
<td></td>
</tr>
<tr>
<td>106. (___) Dunstan's</td>
<td></td>
</tr>
<tr>
<td>107. (___) rebukes</td>
<td></td>
</tr>
<tr>
<td>108. (___) first wife</td>
<td></td>
</tr>
</tbody>
</table>
Section III

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>With the agreement of the contract section of land, the</td>
<td>Township-wilda</td>
</tr>
<tr>
<td>(a)</td>
<td>90</td>
</tr>
<tr>
<td>(b)</td>
<td>40</td>
</tr>
<tr>
<td>(c)</td>
<td>60</td>
</tr>
<tr>
<td>(d)</td>
<td>Money paid</td>
</tr>
<tr>
<td>(e)</td>
<td>Short</td>
</tr>
<tr>
<td>(f)</td>
<td>Goods</td>
</tr>
<tr>
<td>(g)</td>
<td>Consequences</td>
</tr>
<tr>
<td>(h)</td>
<td>Chains</td>
</tr>
<tr>
<td>(i)</td>
<td>Fees</td>
</tr>
<tr>
<td>(j)</td>
<td>Letters</td>
</tr>
<tr>
<td>(k)</td>
<td>Tens</td>
</tr>
<tr>
<td>(l)</td>
<td>Consequences</td>
</tr>
<tr>
<td>(m)</td>
<td>Goods</td>
</tr>
<tr>
<td>(n)</td>
<td>Tens</td>
</tr>
<tr>
<td>(o)</td>
<td>Letters</td>
</tr>
<tr>
<td>(p)</td>
<td>Tens</td>
</tr>
</tbody>
</table>
Section IX

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>109. (__) life</td>
<td>Together, they go to Silas's cottage, but fail to secure Eppie's (a)</td>
</tr>
<tr>
<td>110. (__) social position</td>
<td></td>
</tr>
<tr>
<td>111. (__) consent</td>
<td></td>
</tr>
<tr>
<td>112. (__) Dolly</td>
<td></td>
</tr>
<tr>
<td>113. (__) intrusion</td>
<td></td>
</tr>
<tr>
<td>114. (__) as a child</td>
<td></td>
</tr>
<tr>
<td>115. (__) love</td>
<td></td>
</tr>
<tr>
<td>116. (__) Silas</td>
<td></td>
</tr>
<tr>
<td>117. (__) kindness</td>
<td></td>
</tr>
<tr>
<td>118. (__) Aaron</td>
<td></td>
</tr>
</tbody>
</table>

---

She announces her intentions to marry (e) _______ and remain with (f) _______.

Godfrey realizes that in not claiming Eppie (g) _______ he let the best of (h) _______ go by.
<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>119. (__) unsolved</td>
<td>Now, Silas freed from all fear of loosing Eppie tells her the (a) __________ of his</td>
</tr>
<tr>
<td>120. (__) heartbroken</td>
<td></td>
</tr>
<tr>
<td>121. (__) happy</td>
<td></td>
</tr>
<tr>
<td>122. (__) a disgrace</td>
<td></td>
</tr>
<tr>
<td>123. (__) tragedy</td>
<td></td>
</tr>
<tr>
<td>124. (__) Providence</td>
<td>He decides to return to (c) __________ to see if his (d) __________ has been discovered, but the episode must remain (e) __________ since time has changed Silas and the town.</td>
</tr>
<tr>
<td>125. (__) youth</td>
<td></td>
</tr>
<tr>
<td>126. (__) trust</td>
<td></td>
</tr>
<tr>
<td>127. (__) Lantern Yard</td>
<td></td>
</tr>
<tr>
<td>128. (__) despair</td>
<td></td>
</tr>
<tr>
<td>129. (__) innocence</td>
<td></td>
</tr>
<tr>
<td>130. (__) love</td>
<td></td>
</tr>
</tbody>
</table>

Nevertheless, Silas comes back to Raveloe (f) __________ for the (g) __________ of Eppie has driven (h) __________ from his heart. He is content to (i) __________ in the ways of (j) __________ till he dies.
39. This test will be retained by the teacher (after the pupils have been permitted to see and discuss it) for the general purpose of aiding the teacher in doing a better job of teaching the next time she uses the unit.
The Commonwealth of Massachusetts

Division of Civil Service and Registration

BOARD OF REGISTRATION OF HAIRDRESSERS

LAWS PERTAINING TO HAIRDRESSING

General Laws, Tercentenary Edition

Rules and Regulations concerning the Practice of Hairdressing and Manicuring as authorized by Statute 1935, Chapter 423, Amended by Statute 1936, Chapter 55, Amended by Statute 1937, Chapter 385, Amended by Statute 1941, Chapter 626, most recently amended by Statute 1943, Chapter 565, and adopted by the Board of Registration of Hairdressers on September 9, 1943.
SECTION 43, as amended by acts of 1946. The Board shall hold regular meetings at its offices on the second Tuesday of February, June and October, and may hold additional meetings at such times and places as it shall determine. At its meeting next following the appointment of a new member under section nineteen, the board shall choose from its own number a chairman and a secretary, who shall be members of the board.

SECTION 87W has further been amended by acts of 1946 to read:— Any person who is registered as a hairdresser, operator or instructor may, upon payment of said fee, be registered also as a demonstrator, and may thereafter practice as such.

SECTION 87GG. This has further been amended by the acts of 1946 to read:—Notwithstanding the foregoing provisions, a person who has at any time been registered both as a hairdresser and as an instructor may, if he has annually renewed either such registration, renew the other.

THE ABOVE HAVE BEEN AMENDED AS OF JUNE 1946.
AN ACT ESTABLISHING A BOARD OF
REGISTRATION OF HAIRDRESSERS AND
REGULATING THE OCCUPATION OF
HAIRDRESSING.

Be it enacted, etc., as follows:

SECTION 1. Chapter thirteen of the General Laws is hereby amended by inserting after section forty-one, as appearing in the Tercentenary Edition, the following three new sections, under the following heading:--

BOARD OF REGISTRATION OF HAIRDRESSERS.

SECTION 42. There shall be a board of registration of hairdressers, to be appointed by the governor, with the advice and consent of the council, consisting of three members, citizens of the commonwealth, each of whom at the time of his appointment shall be a practical hairdresser operating in this commonwealth and shall have had at least three years practical experience as such hairdresser. At least two members of the board shall be independent hairdressers operating their own establishments, but such members shall not, while in office, actually do the work of hairdressing for compensation. No two members of the board, while in office, shall be in any way interested in any hairdressing establishments in the same town, nor shall any member, while in office, be a teacher at, or have any financial interest in, any school giving courses of instruction in hairdressing or manicuring. As the term of office of a member expires, his successor shall be appointed by the governor, with like advice and consent, to serve for three years. The governor may also, with like advice and consent, fill any vacancy in the board for the unexpired term. After the expiration of one year following the original appointment of members of the board, no person shall be appointed to the board who is not a registered hairdresser. Definitions contained in section eighty-seven T of chapter one hundred and twelve shall, so far as appropriate, apply to this and the two following sections.

SECTION 43. The board shall hold regular meetings at the state house on the second Tuesday of January, May and October in each year, and such additional meetings at such times and places as it may determine. At the regular meeting in January, it shall annually organize by the choice of a chairman and a secretary who shall be members of the
ELECTIONS - The election of a Board of Directors shall be for the purpose of electing a Board of Directors to be qualified and prepared by the Board of Directors to conduct the affairs of the Corporation, and to provide for the election of Directors of the Corporation or any other local or general policies of the Corporation.

SECTION 1. QUORUM. A majority of the Directors shall constitute a quorum for the transaction of business at any meeting of the Directors.

SECTION 2. MEETING. Meetings of the Directors shall be held at such times and places as shall be fixed by the Board of Directors, and at least one annual meeting shall be held each year. The Chairman of the Board or in his absence the President shall preside at all meetings of the Directors.

SECTION 3. VOTING. Each Director shall have one vote in the election of Directors of the Corporation or any other local or general policies of the Corporation.
board. Before entering upon the discharge of the duties of his office, the secretary shall give to the state treasurer a bond, in such amount and with such sureties as shall be approved by the governor and council, upon the recommendation of the board, conditioned upon the faithful discharge of his duties. Such bond, with the approval of the governor and council and with the oath of office endorsed thereon, shall be filed in the office of the state secretary. The board shall have a common seal, and the members thereof may administer oaths. The board may appoint such agents and employees as the work of the board may require; provided, that inspectors or investigators appointed by the board shall be registered hairdressers.

SECTION 44. The members of the board shall devote their full time to the duties of their offices and they shall receive from the commonwealth the following salaries:— the secretary, twenty-five hundred dollars and his necessary expenses incurred in the discharge of his official duties, and each of the other two members, two thousand dollars and his necessary expenses so incurred; provided that the salaries and expenses of the members of the board, and the expenses of the board, shall not be in excess of the receipts for registration and from other sources received by the state treasurer from the board.

SECTION 2. Chapter one hundred and twelve of the General Laws is hereby amended by inserting after section eighty-seven S, as appearing in the Percentenary Edition, the following seventeen new sections, under the following heading:—

(Chapter 565) SECTION 1. Chapter one hundred and twelve of the General Laws is hereby amended by striking out section eighty-seven T, as amended by sections one and two of chapter six hundred and twenty-six of the acts of nineteen hundred and forty-one, and inserting in place thereof the following sections:—

SECTION 87T. The following words, as used in sections eighty-seven T to eighty-seven JJ, inclusive, shall have the following meanings:—

"Board", the board of registration of hairdressers established by section forty-two of chapter thirteen.

"Demonstrator", any person who engages in behalf of a manufacturer, wholesaler, retailer or distributor in demonstrating the use of any machine or other article pertaining to hairdressing without charge to the person who is subject to such demonstration.

"Hairdresser", any person who engages in hairdressing
1. A barber engaged in his usual occupation, or only in cutting the hair of any female, in any location not subject to said sections eighty-seven T to eighty-seven JJ, inclusive.

2. A person who engages in behalf of a manufacturer or distributor solely in demonstrating the use of any machine or other articles for purposes of sale, without charge to the person who is the subject of such demonstration.

"Hairdressing", arranging, dressing, curling, waving, cleansing, cutting, singeing, bleaching, coloring or similarly treating the hair of any female, or performing work as a cosmetologist as defined in section eighty-seven F, or any combination of any of the foregoing, but not including the removal of superfluous hair or skin blemishes by direct application of an electric current or any treatment of the bust.

"Instructor", a person who teaches all branches of hairdressing and manicuring in a registered school.

"Operator", a person engaged in hairdressing or any of its branches under the supervision of a registered hairdresser.

"Manicurist", any person who engages in manicuring for compensation.

"Manicuring", the cutting, trimming, polishing, tinting, coloring or cleansing the nails of any person.

"Manicuring shop", a shop licensed to do manicuring only on the nails of any person.

"School", except in section eighty-seven Z, a school or other institution privately owned, conducted for the purpose of teaching hairdressing or such of its branches as the board may require.

"Shop", a beauty shop to which customers come for hairdressing and cosmetology.

"Student", a person studying hairdressing or manicuring in a school.

(Chapter 626) SECTION 37U. Said chapter one hundred and twelve is hereby further amended by striking out section eighty-seven U, as amended by section two of chapter three hundred and eighty-five of the acts of nineteen hundred and thirty-seven, and inserting in place thereof the following section:--
SECTION 37U. All students enrolled in registered schools, shall within fifteen days after entering upon their courses of study, be registered with the board by such schools. Students at registered schools may, within such fifteen day period, register with the board. No fee shall be required for such registration. No student shall practice hairdressing or manicuring upon any paying customer. A school shall not pay a student for any services rendered by him.

(Chapter 565) SECTION 2. Said chapter one hundred and twelve is hereby further amended by striking out section eighty-seven V, as most recently amended by section four of chapter six hundred and twenty-six of the acts of nineteen hundred and forty-one, and inserting in place thereof the following section:--

SECTION 37V. Any registered student who has completed a course of at least six months, including at least one thousand hours of professional training, in a school approved by the board, if such registrant after application accompanied by an examination fee as provided in section eighty-seven CC for a first examination, together with two photographs of the applicant, or a fee as provided in said section eighty-seven CC for a second or subsequent examination, passes an examination satisfactory to the board, may be registered by the board as an operator, and as such may practice hairdressing for compensation under the supervision of a registered hairdresser during the period of such original registration, and thereafter, upon payment annually of a renewal fee as provided in said section eighty-seven CC. Any person making application for examination hereunder may be allowed to practice as an operator until the next examination by the board, and the board may grant, without charge, a permit authorizing him to practice as such operator until such next examination, and the board may extend such permit until a subsequent examination by the board.

SECTION 3. Said chapter one hundred and twelve is hereby further amended by striking out section eighty-seven W, as most recently amended by section five of said chapter six hundred and twenty-six, and inserting in place thereof the following section:--

SECTION 37W. Any operator who has had not less than six months' practical experience as such, and who, after application accompanied by an examination fee as provided in section eighty-seven CC for a first examination, together with two photographs of the applicant, or a fee as provided in said section eighty-seven CC for a second or subsequent examination, passes a practical examination satisfactory to the board, may be registered by the board as a hairdresser, and thereafter may practice hairdressing in a registered shop for compensation and may supervise operators,
without additional payment for the period during which such person was originally registered as an operator, and thereafter upon payment annually of a hairdresser's renewal fee as provided in said section eighty-seven CC. Any demonstrator who has had at least three months' practical experience as such, and who after application, accompanied by a notarized affidavit from each manufacturer or distributor for whom she is or was employed during such period and the fee as provided in said section eighty-seven CC, together with two pictures of the applicant, may be registered by the board as a demonstrator, and thereafter may practice as a demonstrator.

SECTION 4. Said chapter one hundred and twelve is hereby further amended by striking out section eighty-seven X, as amended by section six of said chapter six hundred and twenty-six, and inserting in place thereof the following section:--

SECTION 87X. Any registered student who has completed a course of at least one month, including at least one hundred hours of professional training in manicuring, in a school approved by the board, if such registrant after application accompanied by an examination fee as provided in section eighty-seven CC for a first examination, together with two photographs of the applicant, or a fee as provided in said section eighty-seven CC for a second or subsequent examination, passes an examination satisfactory to the board, may be registered by the board as a manicurist and may practice manicuring for compensation during the period of such original registration, and thereafter upon payment annually of a renewal fee as provided in said section eighty-seven CC.

SECTION 5. Said chapter one hundred and twelve is hereby further amended by striking out section eighty-seven Z, as amended by section five of chapter three hundred and eighty-five of the acts of nineteen hundred and thirty-seven, and inserting in place thereof the following section:--

SECTION 87Z. The board may register, without examination, any hairdresser, operator or manicurist who has been registered as such under the laws of another state which, in the opinion of the board, maintains a standard substantially equivalent to that of this commonwealth, and in which hairdressers, operators and manicurists registered in this commonwealth are given like recognition, upon payment of the fee prescribed in section eighty-seven CC. Any person who has completed in another state, or in a school in this commonwealth supported by public funds, a course of professional training, substantially equivalent to that required by section eighty-seven V, and who, after application accompanied by an examination fee as prescribed in section eighty-seven CC for a first examination, or a
fee as prescribed in said section eighty-seven CC for a
second or subsequent examination, passes an examination
satisfactory to the board, may be registered by the board
as an operator.

SECTION 6. Said chapter one hundred and twelve is
hereby further amended by striking out section eight-
seven AA, as amended by section seven of said chapter six
hundred and twenty-six, and inserting in place thereof
the following section:--

SECTION 87AA. The board may authorize one or more
registered hairdressers or manicurists, or any person
employing one or more registered hairdressers or manicurists,
upon payment to the board of a beauty shop or manicure shop
registration fee as provided in section eight-seven CC,
to operate a registered beauty shop or manicure shop, and
such person or persons may thereafter operate such beauty shop
or manicure shop upon payment annually of a beauty shop
or manicure shop registration renewal fee as provided in
said section eighty-seven CC; provided, that, in the case
of a beauty shop or manicure shop conducted solely by a
hairdresser or manicurist owning the same, the beauty shop
or manicure shop registration fee and beauty shop or mani-
cure shop renewal fee shall each be as provided in said
section eight-seven CC. The owner of such beauty shop
or manicure shop shall not employ for hire or allow any
hairdresser, operator, demonstrator, or manicurist to work
in such beauty shop or manicure shop unless registered in
accordance with sections eighty-seven T to eighty-seven JJ,
inclusive.

SECTION 7. Said chapter one hundred and twelve is
hereby further amended by striking out section eighty-seven
B3, as amended by section six of said chapter three hundred
and eighty-five, and inserting in place thereof the follow-
ing section:--

SECTION 87B3. The board may register any school which
it approves, upon payment of a school registration fee as
provided in section eighty-seven CC, and such school may
annually be registered upon payment of a renewal fee as pro-
vided in said section eighty-seven CC; provided, that stan-
dards of professional training satisfactory to the board
are there maintained and a sufficient course is there given.
Any registered hairdresser who has had not less than three
years practical experience as such, and who, after appli-
cation accompanied by an examination fee as provided in
said section eighty seven CC for a first examination, or a
fee as provided in said section eighty-seven CC for a second
or subsequent examination, passes an examination satisfactory
to the board, may be registered by the board as an instructor,
and thereafter may instruct in hairdressing in any regis-
tered school during the period of original registration, and
thereafter, upon payment annually of a renewal fee as provided in said section eighty-seven CC. No person not so registered may instruct in hairdressing in any registered school except as authorized by the board. The board may make such reasonable rules and regulations as are necessary for the proper conduct of schools, qualifications of instructors, courses of study, and hours of study, and as to standards of professional training.

SECTION 8. Said chapter one hundred and twelve is hereby further amended by striking out section eighty-seven CC, as amended by section eight of said chapter six hundred and twenty-six, and inserting in place thereof the following section:--

SECTION 87 CC. The board shall make such uniform and reasonable rules and regulations as are necessary for the proper conduct of its business, the establishment of proper standards of professional skill in relation to, and the proper supervision of, hairdressers, demonstrators, manicurists, operators, beauty shops, manicure shops, schools, students and instructors, and especially may prescribe such sanitary rules, subject to the approval of the department of public health, as it may deem necessary to prevent the spreading of infectious or contagious diseases, or both, but nothing herein shall authorize the board to limit the number of hairdressers, demonstrators, manicurists, beauty shops, manicure shops, schools, operators, students or instructors in the commonwealth or in any given locality, or to regulate or fix compensation or prices, or to refuse to register a shop solely for the reason that such shop is to be conducted by a person in his own home on a full or part time basis, or to interfere in any way with the conduct of the business of hairdressing or manicuring, except so far as is necessary for the protection of the public health, safety or morals. Before engaging in actual employment in the practice of hairdressing, manicuring, or demonstrating, and at least once every twelve months thereafter, every registered hairdresser, operator, instructor, manicurist, or demonstrator shall secure from a physician a certificate stating that such person is not afflicted with tuberculosis, venereal disease in a communicable form, or with any other communicable disease. Said certificate shall be on a form furnished by the board and shall be kept conspicuously posted with the license certificate. The following fees shall be paid to the board by applicants before a certificate of registration shall be issued to them:
<table>
<thead>
<tr>
<th>APPLICANT</th>
<th>ORIGINAL</th>
<th>RENEWAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>$50.00</td>
<td>$25.00</td>
</tr>
<tr>
<td>Beauty Shop (employing help)</td>
<td>10.00</td>
<td>5.00</td>
</tr>
<tr>
<td>Manicure Shop (employing help)</td>
<td>10.00</td>
<td>5.00</td>
</tr>
<tr>
<td>Beauty Shop (working alone)</td>
<td>2.00</td>
<td>2.00</td>
</tr>
<tr>
<td>Manicure Shop (working alone)</td>
<td>2.00</td>
<td>2.00</td>
</tr>
<tr>
<td>Hairdressers</td>
<td>10.00</td>
<td>2.00</td>
</tr>
<tr>
<td>Hairdressers, re-examination</td>
<td>5.00</td>
<td>2.00</td>
</tr>
<tr>
<td>Hairdressers (nonresident)</td>
<td>20.00</td>
<td>2.00</td>
</tr>
<tr>
<td>Operators</td>
<td>5.00</td>
<td>2.00</td>
</tr>
<tr>
<td>Operators, re-examination</td>
<td>3.00</td>
<td>2.00</td>
</tr>
<tr>
<td>Operators, (nonresident)</td>
<td>15.00</td>
<td>2.00</td>
</tr>
<tr>
<td>Manicurist</td>
<td>3.00</td>
<td>2.00</td>
</tr>
<tr>
<td>Manicurist, re-examination</td>
<td>2.00</td>
<td>2.00</td>
</tr>
<tr>
<td>Manicurist, (nonresident)</td>
<td>5.00</td>
<td>2.00</td>
</tr>
<tr>
<td>Instructors</td>
<td>15.00</td>
<td>2.00</td>
</tr>
<tr>
<td>Instructors, re-examination</td>
<td>10.00</td>
<td>2.00</td>
</tr>
<tr>
<td>Demonstrators</td>
<td>5.00</td>
<td>2.00</td>
</tr>
<tr>
<td>Duplicate certificate of registration</td>
<td>1.00</td>
<td>-</td>
</tr>
</tbody>
</table>

A booth in a beauty shop or manicure shop, which is operated independently thereof, shall be subject to regulations and registration fees the same as in an independent shop.

SECTION 9. Said chapter one hundred and twelve is hereby further amended by striking out section eighty-seven DD, as appearing in section two of chapter four hundred and twenty-eight of the acts of nineteen hundred and thirty-five, and inserting in place thereof the following section:—
<table>
<thead>
<tr>
<th>NATION</th>
<th>MENTION</th>
<th>APPARENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>00 22</td>
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<td>00 0</td>
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</tbody>
</table>

Note: The text appears to be a table with columns labeled 'NATION', 'MENTION', and 'APPARENT'. The entries are not fully legible.
SECTION 87DD. Any member or agent of the board may enter and inspect any beauty shop, manicure shop, or school in a proper manner at any time during business hours thereof. Whenever a complaint is made to the board that any person has suffered personal injury as a result of the practice of the occupation of hairdressing, or that any female person has been exposed to moral hazard, or that any contagious or infectious disease has been imparted, at any beauty shop, manicure shop, or school, or that any beauty shop, manicure shop, or school is kept in an unsanitary condition, or that any person has been engaged in hairdressing or manicuring for compensation in violation of any provision of sections eighty-seven T to eighty-seven JJ, inclusive, a member or agent of the board shall visit and inspect such beauty shop, manicure shop, school or place whereat such violation is alleged to have occurred, and enforce the provisions of said sections eighty-seven T to eighty-seven JJ, inclusive. The board and its members and agents may investigate the standard of professional training at any school, and the sufficiency of the course or courses there given.

(Chapter 428) SECTION 87EE. The board, under such reasonable rules and regulations as it may make, may for cause, including unprofessional conduct, fraud, deceit or misrepresentation in practice or in advertising, habitual drunkenness, gross incompetence, or for violation of any of the provisions of sections eighty-seven T to eighty-seven JJ, inclusive, or any rule or regulation made thereunder, suspend or cancel any registration granted under said sections eighty-seven T to eighty-seven JJ, inclusive; provided, that before any registration shall be so suspended or cancelled the registrant shall have had notice in writing of the charge of charges against him or it, and, at a day specified in said notice, which shall be at least five days after the service of notice thereof, shall have been given a public hearing and an opportunity to present testimony in his or its behalf, and to confront the witnesses against him or it. The mailing of a registered letter, postage prepaid, containing a notice of such hearing, and addressed to the registrant at his or its address in this commonwealth as it appears in his or its registration, shall be a sufficient service of such notice, and said five days shall begin to run from the day of such mailing.

The board may compel the attendance of witnesses and the production of documents at any such hearing.

SECTION 87FF. The board may, after a public hearing, and after investigation, again register a person or school whose registration has been cancelled, or revoke the suspension of a registration under section eighty-seven EE, if satisfied that this can be done consistently with the public interest.
(Chapter 565) **SECTION 10.** Said chapter one hundred and twelve is hereby further amended by striking out section eighty-seven GG, as most recently amended by section nine of said chapter six hundred and twenty-six, and inserting in place thereof the following section:--

**SECTION 87GG.** Each registration granted under sections eighty-seven T to eighty-seven JJ, inclusive, shall expire on December thirty-first next succeeding its date, and shall be renewed upon the filing of an application therefor, and the payment of the prescribed renewal fee, on or before its expiration. No person registered under said sections as a hairdresser, manicurist, instructor, demonstrator or operator shall engage in the occupation covered by such registration until the prescribed renewal fee shall have been paid. No hairdresser, manicurist, instructor, demonstrator or operator whose registration has not been so renewed within three years following the date of expiration thereof shall be entitled to renewal of such registration but shall register anew under said sections eighty-seven T to eighty-seven JJ, inclusive.

(Chapter 428) **SECTION 87HH.** Any person aggrieved by the refusal of the board to grant, or by its suspension or cancellation of, a registration, or by its refusal to again register him, may, within ten days after such action, appeal to the district court within the judicial district of which he resides by bringing a petition in said court addressed to the justice of the court, praying for a rehearing by the court. Upon the filing of the petition for a rehearing in the case of a suspension or cancellation of a registration, such suspension or cancellation shall be stayed pending the final decision of the court. After such notice to the board as the court deems necessary, the court shall hear the witnesses and shall affirm the decision of the board, unless it shall appear that it was made without proper cause or in bad faith, in which case the decision of the board shall be reversed. The court shall hear the petition within thirty days of the filing of it in said court. The decision of the court shall be final and conclusive.

(Chapter 565) **SECTION 11.** Said chapter one hundred and twelve is hereby further amended by striking out section eighty-seven II, as most recently amended by section ten of said chapter six hundred and twenty-six, and inserting in place thereof the following section:--

**SECTION 87 II.** Whoever engages in or follows, or attempts to engage in or follow, the occupation of an instructor or of hairdressing, demonstrating or manicuring, unless duly registered by the board or unless granted a permit by the board under section eighty-seven V, and whoever conducts, or attempts to conduct, a beauty shop, manicure shop, or school not so registered, and whoever violates any provision of sections
eighty-seven T to eighty-seven III, inclusive, or any rule or regulation made under authority thereof, shall, in addition to any other penalty prescribed or authorized by said sections, be punished by a fine of not more than one hundred dollars.

SECTION 12. Said chapter one hundred and twelve is hereby further amended by striking out section eighty-seven JJ, as amended by section eleven of said chapter six hundred and twenty-six, and inserting in place thereof the following section:--

SECTION 37JJ. Nothing in sections eighty-seven T to eighty-seven II, inclusive, shall be deemed to authorize a hairdresser, demonstrator, instructor or operator to engage in massage or other occupation requiring a license, unless duly licensed therefore, or to prohibit a person registered under said sections from practicing or teaching any such occupation, if duly licensed therefore.

(Chapter 626) SECTION 51. Chapter one hundred and forty of the General Laws is hereby amended by striking out section fifty-one, as most recently amended by section one of chapter fifty-five of the acts of nineteen hundred and thirty-six, and inserting in place thereof the following section:--

SECTION 51. No person shall practice massage, or conduct an establishment for the giving of vapor baths for hire or reward, or advertise or hold himself out as being engaged in the business of massage or the giving of said baths without receiving a license therefor from the board of health of the town where the said occupation is to be carried on; provided, that a person registered as a barber or apprentice under the provisions of section eighty-seven II or section eighty-seven I of chapter one hundred and twelve or as a hairdresser, operator, or as a student under the provisions of sections eighty-seven T to eighty-seven JJ, inclusive, of said chapter one hundred and twelve may practice facial and scalp massaging without taking out a license as provided in this section. The board of health may grant the license upon such terms and conditions, and may make such rules and regulations in regard to the carrying on of the occupation so licensed, as it deems proper, and may revoke any license granted by it for such cause as it deems sufficient, and without a hearing; provided, that a person licensed to massage or to conduct an establishment for the giving of vapor baths in any town may, at the request of a physician, attend patients in any other town in the commonwealth without taking out an additional license.
Clause (3) of section eighty-eight of said chapter one hundred and twelve, as appearing in the Tercentenary Edition, is hereby amended by adding at the end the following:—, except that the fee for duplicates of certificates of registration issued under sections eighty-seven T to eighty-seven JJ, inclusive, shall be one dollar,—so as to read as follows:—

(3) Issue a duplicate certificate of registration upon satisfactory evidence that the original certificate has been lost or destroyed, and the fee therefor shall be five dollars, except that the fee for duplicates of certificates of registration issued under sections eighty-seven T to eighty-seven JJ, inclusive, shall be one dollar.

(Chapter 428) SECTION 2. This act shall take effect as of January first, nineteen hundred and thirty-six.

SECTION 4. Section fifty-two of said chapter one hundred and forty, as appearing in the Tercentenary Edition, is hereby amended by striking out, in the second line, the words "manicuring or", —so as to read as follows:—

SECTION 52. Members of the police department of any town may enter and inspect any premises in that town used for massage or the giving of vapor baths.

SECTION 5. In the month of December, in the current year the governor, with the advice and consent of the council, shall appoint three persons, qualified as hereinbefore provided, as members of the board of registration of hairdressers hereinbefore established, of whom one shall serve for one year, one for two years and one for three years, as the governor may designate, from the first day of January next following. Upon the expiration of the term of a member, his successor shall be appointed as hereinbefore provided.

SECTION 6. Any person who, from the date of the passage of this act up to the date of its taking full effect, has been engaged in this commonwealth in the actual practice of the occupation of hairdressing as defined in this act, shall, without any examination, be registered as a hairdresser by the board hereinbefore established, and any person who at the date when this act takes full effect is engaged in such actual practice, but was not engaged therein at the time of its passage, shall, upon his request, be given an examination by the board, and, upon passing such examination to the satisfaction of the board, shall be registered by it as a hairdresser, and any person who at the date when this act takes full effect is engaged in such practice and does not take or fails to pass such examination shall be registered as an operator, and any person who, at the date when this act takes full effect, is engaged in the occupation of manicuring and
is duly licensed, therefor, shall, without examination, be registered as a manicurist; provided, that such person makes application to the board for such registration, accompanied by such information as it may require, and by a fee of ten dollars in the case of a hairdresser, or five dollars in the case of an operator, or three dollars in the case of a manicurist, within six months after said date of taking full effect. A person who has applied under this section for registration as a hairdresser and paid the required fee, and has failed to pass the examination, shall not be required to pay any further fee for original registration as an operator. Any person applying for registration as an operator shall be credited by the board with the time spent in practice as a hairdresser prior to the date when this act takes full effect. The original shop registration fee for shops existing upon said date of taking full effect, shall be five dollars; provided, that in the case of a shop so existing and operated solely by a hairdresser owning the same, the original shop registration fee shall be two dollars.

SECTION 7. Section five of this act shall take effect on December first of the current year, and the remainder shall take effect on January first, nineteen hundred and thirty-six, or upon such later date as the members of the board established by this act shall be qualified.
Any person who, with intent to sell or in any way dispose of merchandise, securities, service, or anything offered by such person, directly or indirectly, to the public for sale or distribution or who, with intent to increase the consumption of or demand for such merchandise, securities, service or other thing, or to induce the public in any manner to enter into any obligation relating thereto, or to acquire title thereto, or an interest therein, makes, publishes, disseminates, circulates or places before the public, or causes, directly or indirectly, to be made, published, disseminated, circulated or placed before the public within the commonwealth, in a newspaper or other publication, or in the form of a book, notice, handbill, poster, bill, circular, pamphlet or letter, or in any other way, an advertisement of any sort regarding merchandise, securities, service, or anything so offered to the public, which advertisement contains any assertion, representation or statement of fact which is untrue, deceptive or misleading, and which such person knew, or might on reasonable investigation have ascertained to be untrue, deceptive or misleading, shall be punished by a fine of not less than ten or more than five hundred dollars; provided, that this section shall not apply to any owner, publisher, printer, agent or employee of a newspaper or other publication, periodical or circular, or to any agent of the advertiser who in good faith and without knowledge of the falsity or deceptive character thereof publishes, causes to be published, or participates in the publication of such advertisement.

RULE 73. Failure to comply with these rules shall subject the offenders to the penalty provided for in Sections 37-T to 87 JJ, inclusive, General Laws, Chapter 112 (Acts of 1935, Chapter 428), Amended by Statute 1936, Chapter 55, Amended by Statute 1937, Chapter 335, Amended by Statute 1941, Chapter 626, most recently Amended by Statute 1943, Chapter 555, and adopted by the Board of Registration of Hairdressers on September 9, 1943.

The above rules are promulgated by the Board of Registration of Hairdressers under the authority of G. L. 112, Section 87 CC, and the rules providing for sanitary regulations of beauty shops and schools (Rules Four to Thirty-Six inclusive) are approved by the State Department of Public Health. All rules are subject to amendment by the said Board, subject to said approval in regard to sanitary regulations.
AMERICAN

FOURTH

OF

JULY

ENACTED

AND

ADOPTED

THE

DECLARATION

OF

INDEPENDENCE

A.D. 1776

...
RULES AND REGULATIONS FOR SHOPS

RULE 1. All hairdressers, operators, instructors, manicurists and demonstrators must display in a conspicuous and accessible place where such is practicing, the license or permit and health certificate authorizing such person to practice.

RULE 2. Shop licenses are valid only for the location names in the license and are not transferable or assignable. Owners must immediately notify the Board in writing of the sale or transfer or change in ownership or partnership of the shop. Shop licenses must be displayed in a conspicuous and accessible place within the shop.

RULE 3. A hairdresser, operator or manicurist license shall be used only at the location stated on the license. No branch of hairdressing or cosmetology shall be practiced in a living, dining or sleeping room, except for sick or infirm persons in homes or hospitals. This service must be by a request from a paying patron through a registered shop.

RULE 4. Every shop shall be properly and adequately lighted and ventilated and kept in a clean, orderly and sanitary condition, and under the supervision of a registered hairdresser at all times.

RULE 5A. In every shop that is maintained in a home, a separate room shall be provided for hairdressing work. Every shop conducted in connection with a home, and established subsequent to July 1, 1936, shall provide a separate entrance to such shop which shall not open from any living quarters of the house. Interior doors leading to a beauty parlor from the adjacent room shall be securely locked and not be used, or any part of the house other than the entrance of the building. The owner must live on the premises.

RULE 5B. All beauty shops maintained in a home shall provide a toilet which can be reached without passing through living quarters.

RULE 6. Every shop shall display a sign indicating that it is a hairdressing shop which sign shall be sufficiently large to be clearly visible from the street or at the entrance of said place.

RULE 7. Whenever an inspection of a shop is made by an investigator or agent of the board, the owner or person in charge of the shop must sign the inspection slip. If there is a violation, it must be corrected within twenty-four hours and the blue slip returned notifying the board of the correction.

RULE 8. The floors must have washable floor coverings. All walls, ceilings, wood work, furniture, fixtures and apparatus shall be of such nature that it can be washed with
RUDY AND KNUCKLEBONDS FOR HOSES

HISTORY OF KNUCKLEBONDS:  The term "kuckle" bonds was first used in the late 19th century to describe a type of fastening device used to secure hoses in place. These devices were made of metal and were designed to withstand the pressure of the fluid being transported through the hose. The term "kuckle" bonds is believed to have originated from the German word "Kolben," which means "piston" or "pump.

The development of kuckle bonds was an important advancement in the hose industry as it allowed for the securement of hoses without the need for additional clamps or clips. This made it easier to transport fluids in industrial processes, such as in oil refineries and chemical plants.

In recent years, kuckle bonds have been replaced in many applications by more modern technologies, but they remain an important part of the history of hose fastening devices. Today, kuckle bonds are still used in some applications, such as in the construction of oil井 drilling equipment. They are also used in some medical applications, such as in urinary catheters.
soap and water in order that same may be kept in a sanitary condition. All curtains shall be kept carefully laundered or chemically cleaned. All equipment must be carefully repaired for the safety of the public.

RULE 9. Every shop shall be provided with a toilet and hand washing facilities which shall be kept in a sanitary condition, and shall be located in such shop, or conveniently adjacent thereto.

RULE 10. Every shop shall be provided with suitable and adequate washing facilities with an adequate supply of hot and cold water. All water shall be from a public water supply where available. Where no public water supply is available, such shops and schools must be supplied with a suitably located pressure or gravity tank.

RULE 11. All hairdressers, operators, manicurists, demonstrators and instructors shall wash their hands thoroughly with soap and hot water immediately before and after attending or rendering service upon any person.

RULE 12. All hairdressers, operators, manicurists, students, demonstrators and instructors shall wear a clean, washable uniform while attending any person in any school or shop. All male hairdressers must wear a clean washable coat.

RULE 13. A clean, freshly laundered towel shall be used for each person.

RULE 14. A closed cabinet or drawer shall be provided for clean towels and linen.

RULE 15. A covered container shall be provided for all soiled towels and linen.

RULE 16. Whenever a hair cloth is used for any purpose, including the operation of cutting the hair, shampooing, or any other hair treatments, a freshly laundered towel or other protection shall be placed around the neck of the person to prevent the hair cloth from touching the skin.

RULE 17. After a towel has been used, it shall not again be used until first sanitarily laundered.

RULE 18. Dipping towels in receptacles containing water, and using same on a person is forbidden.

RULE 19. No towel or linen shall be washed, rinsed, boiled or laundered in any manner in the same room in which hairdressing or manicuring is customarily done.

RULE 20. Before any person in a shop is permitted to recline in a chair, the head rest of such chair shall be covered with a clean towel or clean sheet of paper not previously used.
RULE 21. Fluids and powders must be applied to persons from bottle or shaker top dispenser.

RULE 22. The use of hair neck dusters and common powder puffs is prohibited.

RULE 23. Creams and other solid substances shall be removed from the container with a clean spatula or similar article, but the instrument used for its removal shall not be allowed to come in contact with any person. Removing such substance with the fingers is prohibited.

RULE 24. Creams must be kept covered when not in use.

RULE 25A. All permanent-waving protectors, rods, felts, and other equipment pertaining to permanent waving must be thoroughly cleaned and placed in a clean sanitary covered container.

RULE 25B. Permanent wave pads must be used only once and must be discarded or destroyed as soon as they are removed from the rods. Used permanent wave pads, flannels, or sachets shall not be in or around any shop or school, and failure to dispose of used pads, flannels or sachets shall be a violation of these rules and regulations and are grounds for suspension of license.

RULE 26. Nits must be washed after each customer and placed in sterilized cabinet. Hairpins must be kept free from hair and dust. Hairpin containers must be clean and sanitary.

RULE 27. Powder boxes must not be placed in the reception room for the use of any person.

RULE 28. The use of liquid alum, styptic, and powder is permitted only from shaker containers or bottles.

RULE 29. All brushes, combs, clippers, scissors, razors, tweezers, blackhead removers, files, spatulas, and all massage and scalp applicators used in any shop or school shall be thoroughly cleaned and sterilized after each and every separate use thereof. The use of any of the above implements which cannot be sterilized is prohibited.

RULE 30. Each hairdresser and operator must have not less than 12 combs and 4 brushes. Brushes and combs must be discarded after once used and must not be re-used until properly cleansed and sterilized.

RULE 31. One of the following enumerated methods of sterilization shall be used in a container sufficiently large to properly sterilize all tools and implements.
(1) Immersion in boiling water or boiling oil for at least ten minutes (1% solution of sodium bicarbonate added to the water will aid in preventing rust) or in a steam sterilizer for at least ten minutes.

(2) Immersion in 70% grain or denatured alcohol or 10% formalin for at least ten minutes.

(3) Immersion in a 1% crocol or 5% carbolic acid solution for at least ten minutes.

(4) Immersion for ten minutes in a solution having a disinfecting power not less than that of a 5% carbolic acid as determined by the phenol co-efficient.

RULE 32. No hairdresser, operator, manicurist, demonstrator, instructor or student who is afflicted with epilepsy, active tuberculosis, untreated early (primary or secondary) syphilis shall practice hairdressing or manicuring.

RULE 33. Any hairdresser, operator, manicurist, instructor or demonstrator who is afflicted with any of the diseases enumerated in the preceding rule, or any other disease dangerous to public health, shall immediately notify the Board and forthwith return his or her license as well as notify the local Board of Health of the city or town wherein the license had previously been granted.

RULE 34. No hairdresser, operator, manicurist, demonstrator or instructor shall serve a person who is afflicted with impetigo, scabies vulgaris (Barber's Itch), pediculosis (lice and nits), fungus infection of the face and scalp (ring-worm) nor shall serve any person suspected of being infected with any disease dangerous to the public health, except that such service may be rendered in a hospital or home subject to such regulations as may be imposed by the Board of Health.

RULE 35. There must be at least one covered waste receptacle, and at least one air tight container in which to keep sterilized instruments. There must be one shampoo bowl for each shampoo chair and two operators. If more than two operators, then two shampoo basins are required. Said bowls are to be used for hairdressing and cosmetology work. Shampoo boards must be washed on both sides after every shampoo, and a disinfectant used to prevent the spread of infection.

RULE 36. Due to certain chemicals used in the manufacture of shampoo capes, it is requested that "No Smoking" be permitted until the cape is removed.

RULE 37. No domestic couches are permitted in any part of the premises of a beauty shop and manicuring shop.
RULE 38. All new shops and removals are requested to submit a plumber's and electrician's report when work is completed as a public safety measure.

RULE 39. On and after December 1, 1937, no shop shall be conducted in connection with any barber shop or in connection with any other establishment unless said shops are separated by a suitable partition and have separate entrances.

RULE 40. No shop or school shall be maintained in a room or place where food or beverages are either prepared or sold.

RULE 41. Advertising. All licensees under this act shall not use advertising of any nature which is misleading or inaccurate in any material particular, nor shall they in any way misrepresent any material or service or terms or values or policies, nor shall any material used for hairdressing purposes be advertised unless it is described truthfully in all its component parts. When a permanent wave is advertised at any specific price, it shall mean and include all operations necessary for a complete permanent wave.

RULE 42. All advertising shall clearly indicate what is included at the advertised price, and must specify what other operations are necessary and the price for such other necessary operations.

RULE 43. All licensees under this act, in advertising, shall not use the word "free" or any other word or words or phrases of similar import or of a character tending to deceive or mislead the public or in the nature of "bait" advertising.

RULE 44. There shall be no offer of any premium or gift in conjunction with the practice of hairdressing, or the sale of any material which is an accessory to such practice.

RULE 45. No licensees under this act shall use advertising of any nature which makes claim to a policy or continuing practice of generally underselling competitors, or neighboring establishments.

RULE 46. No licensees under this act shall use advertising of any nature which refers inaccurately in any material particular to any competitors or their goods, prices, values, terms, policies or services.

RULE 47. No price list for hairdressing or manicuring services shall be displayed in or upon any part of the premises of a shop or school where such list may be seen or read from the outside.
RULE 48. Advertising as used in these rules shall consist of the use of newspapers, magazines or other publications, books, notices, circulars, pamphlets, letters, hand-bills, posters, bills, signs, placards, cards, labels, tags, window displays, broadcasts, or any other means or method now or hereafter employed to bring to the attention of the public the practice of hairdressing or manicuring, or the sale of accessories incident thereto.

RULE 49. No shop, hairdresser, operator or manicurist shall print, circulate, distribute or cause to be printed, circulated or distributed, certificates, coupons, discount agreements or obligations which by the terms thereof are a premium, discount, or price advantage for services to be rendered in connection with hairdressing or manicuring. No person, including shop, school, hairdresser, operator or manicurist, shall advertise any guarantee, gift, promise of a gift, or reward, for the purpose of inducing hairdressing or manicuring patronage.

RULE 50. No shop, school, hairdresser, operator, demonstrator or manicurist can display a sign or attempt to secure from its patrons or persons, an agreement either written or verbal which exempts or limits the extent of the liability of the shop or its servants, agents of operators by negligence.

RULES AND REGULATIONS FOR SCHOOLS

RULE 51. Each person making application for license to conduct a school is required to submit to the Board:

(1) A bond of $5,000.00 which shall be subject to the approval of the Board.

(2) A true copy of the student contract used and at least 20 students for first enrollment.

(3) A student must be at least 16 years of age.

(4) A copy of the school curriculum.

(5) A detailed floor plan.

RULE 52. Every school must regularly employ or have in attendance during school hours, at least two approved instructors, for 25 students or less.

RULE 53. School quarters must be large enough to accommodate the student body and shall contain adequate rooms for lecture, demonstrative and practical purposes, and must have proper and sufficient equipment for such practical and demonstrative work.

RULE 54. Every school shall maintain and be equipped with sufficient equipment for its student body. A list of
BIBLIOGRAPHY

To include a subject of importance in your discourse,

(1) A recent study of the

(2) A careful reading of

(3) A well-documented text

(4) A comprehensive review of

(5) A comparative analysis of

(6) A detailed examination of

(7) An examination of the

(8) A critical evaluation of

(9) A critical examination of

(10) A thorough investigation of

References to further reading materials and sources of information.
such equipment must be first submitted to the Board for its approval. The following shall be the minimum equipment required and maintained at all times for each twenty-five students or less enrolled in each school.

4 shampoo bowls
10 marcel stoves
5 dryers
3 facial chairs
2 permanent wave machines
   (1 croquingnole and 1 spiral)
1 vibrator
1 therapeutic lamp
   (installed to permit free use of operator’s hands)
1 steamer
5 manicure tables
3 wet sterilizers
1 container for liquid sterilization on each manicure table.
2 dry sterilizers sufficiently large to accommodate equipment for 25 students.

RULE 55. No school shall be conducted as a shop. No shop shall be conducted as a school.

RULE 56. School licenses are valid only for the location named in the license and are not transferable. School licensees must immediately notify the Board in writing of the sale or transfer or change in ownership or management of a school. Every school must display in a conspicuous place, near the main entrance, its license.

RULE 57. A school may advertise as such but shall not in any way hold itself out as a shop.

RULE 58. Every school shall at all times be in charge of, and under the immediate supervision of a registered instructor.

RULE 59. Instructors in schools shall be registered instructors and shall devote their time exclusively to instruction and shall be competent to impart instruction in those branches of hairdressing and manicuring which they teach, and shall not be permitted to perform any work on a paying customer on school premises.

RULE 60. Each school teaching hairdressing shall maintain a course of study not less than one thousand hours, extending over a period of not less than six months. No student shall be required to devote more than five days a week nor more than six hours a day to class work including practical training. Not more than three hours a day shall be devoted to practical training in any school.
RULE 61. Every school shall maintain regular class hours with a daily schedule. Such schedule must be submitted to the Board for its approval.

RULE 62. Every school shall maintain a course of practical training in:

(a) Shampooing the hair
(b) Hairdressing
(c) Marcel Waving
(d) Water Waving
(e) Permanent Waving
(f) Hair Coloring
(g) Hair Cutting
(h) Manicuring
(i) Facial Massage

RULE 63. Every school shall furnish instruction in antisepsis, sterilization, sanitation, and the use of electrical apparatus and electricity as applicable to the practice of the various branches of hairdressing, and shall arrange courses devoted to each branch of practice of hairdressing in accordance with the following schedules:

A. OUTLINE OF STUDY

Theory
Sanitation
Sterilization
Hygiene
Bones
Muscles
Nerves
Vascular System
Circulation
Hair
Skin
Nails
Electricity
Shop Management
Personal Hygiene

Practical
Shampooing
Hairdressing
Marcel Waving
Finger Waving
Permanent Waving
Hair Coloring
(Dyeing, tints, rinses, bleaching, packs, reconditioning)
Hair Cutting
Manicuring
Facial Massage
Scalp Massage
B. SCHEDULE OF HOURS

<table>
<thead>
<tr>
<th>Service</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manicuring</td>
<td>100</td>
</tr>
<tr>
<td>Permanent Waving</td>
<td>125</td>
</tr>
<tr>
<td>Shampooing</td>
<td>25</td>
</tr>
<tr>
<td>Finger Waving</td>
<td>50</td>
</tr>
<tr>
<td>Marcelling and all iron curls</td>
<td>150</td>
</tr>
<tr>
<td>Facials</td>
<td>100</td>
</tr>
<tr>
<td>Scalp Treatments</td>
<td>100</td>
</tr>
<tr>
<td>Dyes and bleaching</td>
<td>125</td>
</tr>
<tr>
<td>Hair Cutting</td>
<td>50</td>
</tr>
<tr>
<td>Oral, written and practical test</td>
<td>25</td>
</tr>
<tr>
<td>Instruction and lecture on</td>
<td></td>
</tr>
<tr>
<td>Sanitation, Sterilization,</td>
<td>100</td>
</tr>
<tr>
<td>Hygiene and Anatomy</td>
<td></td>
</tr>
<tr>
<td>Ethics, salesmanship, courtesy</td>
<td>25</td>
</tr>
<tr>
<td>and conduct</td>
<td></td>
</tr>
<tr>
<td>Unassigned Hours</td>
<td>25</td>
</tr>
</tbody>
</table>

C. SCHEDULE OF PRACTICAL OPERATIONS

<table>
<thead>
<tr>
<th>Subject</th>
<th>Minimum Number of Operations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soap</td>
<td>20</td>
</tr>
<tr>
<td>Oil</td>
<td>3</td>
</tr>
<tr>
<td>Eggs (1 dry--1 Liquid)</td>
<td>2</td>
</tr>
<tr>
<td>Shampoo-</td>
<td></td>
</tr>
<tr>
<td>Tar (1 dry--1 Jelly)</td>
<td>2</td>
</tr>
<tr>
<td>Liquid Dry</td>
<td>2</td>
</tr>
<tr>
<td>Powder Dry</td>
<td>3</td>
</tr>
<tr>
<td>Special</td>
<td>3</td>
</tr>
<tr>
<td>Vinegar</td>
<td>3</td>
</tr>
<tr>
<td>Lemon</td>
<td>2</td>
</tr>
<tr>
<td>Rinse-</td>
<td></td>
</tr>
<tr>
<td>Bluing</td>
<td>4</td>
</tr>
<tr>
<td>Camomile</td>
<td>1</td>
</tr>
<tr>
<td>Henna</td>
<td>4</td>
</tr>
<tr>
<td>Brightening</td>
<td>2</td>
</tr>
<tr>
<td>Wet Spiral (1 each--</td>
<td></td>
</tr>
<tr>
<td>1/2 twist, 1/2 twist and</td>
<td></td>
</tr>
<tr>
<td>flat wrap</td>
<td>2</td>
</tr>
<tr>
<td>Permanent Waving-</td>
<td></td>
</tr>
<tr>
<td>Dry Spiral</td>
<td>3</td>
</tr>
<tr>
<td>Croqignole</td>
<td>12</td>
</tr>
<tr>
<td>Combination</td>
<td>2</td>
</tr>
<tr>
<td>Marcel</td>
<td>20</td>
</tr>
<tr>
<td>Curling-</td>
<td>150 hrs. block practice</td>
</tr>
<tr>
<td>in all iron curling</td>
<td></td>
</tr>
<tr>
<td>Wet Waving</td>
<td></td>
</tr>
<tr>
<td>Brush curl</td>
<td>5</td>
</tr>
<tr>
<td>Pin curl</td>
<td>5</td>
</tr>
<tr>
<td>Finger Wave</td>
<td>25</td>
</tr>
<tr>
<td>Push Wave</td>
<td>1</td>
</tr>
</tbody>
</table>
RULE 64. Each school shall keep a daily record of the attendance of each student, and a record of time devoted to the different studies, and shall establish credits and hold examinations before issuing diplomas.

RULE 65. Schools must maintain records indicating that students have received the required amount of instruction in each subject. Such records must be available for inspection by any member of the Board or its inspectors, investigators or agents.

RULE 66. Every school shall display in conspicuous places at each of its entrances a sign in display lettering at least two inches in height as follows:

"ALL WORK IN THIS SCHOOL IS DONE BY STUDENTS ONLY WITHOUT CHARGE"

RULE 67. No student in a school shall practice hairdressing or manicuring on a person paying for the work.

RULE 68. No school, shall directly or indirectly, accept any remuneration or make any charge for services rendered by its students to persons coming to said school or for materials used in connection with the services rendered.

RULE 69. Students, upon graduation from school and pending an examination, may work in licensed shops only after procuring from the Board a temporary permit to do so.

RULE 70. All sanitary rules and regulations Numbers 4 and 8 to 34 inclusive, governing shops shall in every respect apply to schools.

RULE 71. Every school shall provide each student with a separate locker sufficiently large to keep students' effects and clothes. Male and female lockers must be entirely separate and apart.

RULE 72. Every school shall maintain separate lavatories for the men and women.
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Your name A. H. Interneuse U. S. A. Board of Trade.

Congratulations, lady! You are now a member of the National Women's Board of Trade.

The spirit of patriotism, manifested in the patriotic performance of the National Women's Board of Trade, is reflected in the patriotic performance of the National Women's Board of Trade.}

For victory, women! For victory, America! For victory, the National Women's Board of Trade.

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K. C. "Client Services and Management"

L. C. "Client Services and Management"

M. C. "Client Services and Management"

N. C. "Client Services and Management"

O. C. "Client Services and Management"

P. C. "Client Services and Management"

Q. C. "Client Services and Management"

R. C. "Client Services and Management"

S. C. "Client Services and Management"

T. C. "Client Services and Management"

U. C. "Client Services and Management"

V. C. "Client Services and Management"

W. C. "Client Services and Management"

X. C. "Client Services and Management"

Y. C. "Client Services and Management"

Z. C. "Client Services and Management"
Manzi, Emily M.

A course of study in English related to Hairdressing Department for an independent industrial trade school.