



Nothing But the Truth

by Avi

Teacher's Guide

Written By Mary Ellen Snodgrass

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Synopsis

The story of 14-year-old Philip Malloy's problems with his English teacher grow to absurd proportions, ruining the teaching career of Miss Margaret Narwin and uprooting Philip from his home and school. In early spring of Philip's ninth grade year, each morning from 8:05 to 8:15 follows a routine of morning announcements, historical milestones, and the playing of "The Star-Spangled Banner." Memo: As directed on Harrison, New Hampshire, School District letterhead, signed by Dr. Joseph Palleni, the assistant principal, students are to "rise and stand at respectful, silent attention for the playing of our national anthem."

Chapter 1, Tuesday, March 13

Philip writes in his diary that Coach Jamison wants him to try out for the track team. The boy admires Allison Doresett and dislikes Miss Narwin, who discourages jokes. In a letter to her sister, Anita Wigham, in Florida, Miss Narwin, a 21-year veteran of classroom teaching, concerns herself with Philip because he has limited academic ambition.

Chapter 2, Thursday, March 15

In Bernard Lunser's homeroom, the teacher clowns during announcements and encourages his students to ridicule the routine. That night, Philip writes that winter exams begin in one week. He worries about his parents' arguments.

Chapter 3, Friday, March 16

Dr. Palleni transfers Philip to Miss Narwin's homeroom, effective March 28. That night, Philip calls

Allison and jokes about reading Jack London's *Call of the Wild* to a dog.

Chapter 4, Monday, March 19

For his English exam, Philip attempts to lampoon the book he failed to read. Miss Narwin gives him a C- and warns that he is in danger of failure.

Chapter 5, Tuesday, March 20

Miss Narwin requests a summer grant-in-aid from Dr. Gertrude Doane, school principal, to help her learn "new ideas, strategies, concepts to keep my teaching vital."

Chapter 6, Wednesday, March 21

Dr. Albert Seymour, superintendent of schools, reminds the staff that the April 5 election includes two crucial considerations—a new school board and the school budget.

Chapter 7, Friday, March 23

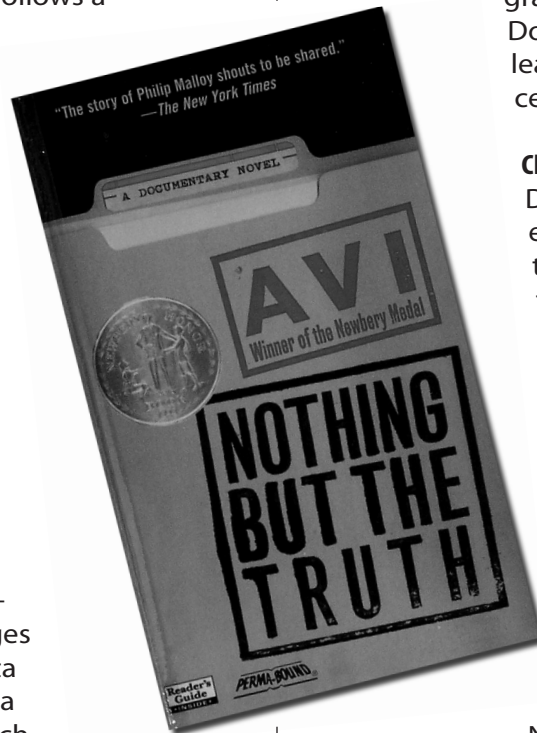
Philip receives mixed grades, the lowest being a D in English. He considers reading *The Outsiders*, which Sarah Gloss plans to pass on to him.

Chapter 8, Monday, March 26

Gert Doane rejects Margaret Narwin's request in favor of Kimberly Howard, who will attend a course in band technique to encourage attendance at sports events. Later, Coach Jamison informs Philip that his low English grade ends his chance to join the track team. Two hours later in English class, Philip fails to concentrate on the current assignment, William Shakespeare's *Julius Caesar*.

Chapter 9, Tuesday, March 27

The Malloys discuss Philip's poor performance in English. Later, Ben Malloy speaks with Philip, who blames the teacher for victimizing him. Philip deceives his father about the track team by claiming that he refuses to try out.



Chapter 10, Wednesday, March 28

During homeroom, Miss Narwin reprimands Philip for humming during the playing of the national anthem. That afternoon, Philip makes inane remarks about the play his class is reading. Miss Narwin learns from other teachers that Philip often misbehaves when he should be concentrating on school work. That night during dinner, the Malloys learn that Philip has been reprimanded for supposedly singing during the national anthem. The relationship between Philip and his teacher worsens. Ben Malloy threatens to report unjust treatment of his son to Ted Griffen, a neighbor who is running for school board.

Chapter 11, Thursday, March 29

Philip continues disrupting the morning routine by humming. Miss Narwin sends him to Dr. Palleni, who chastises him for disobedience; Philip presses for reassignment to another homeroom. At dinner, his father urges him to stand up for his rights.

Chapter 12, Friday, March 30

Philip again disrupts homeroom and is suspended after he refuses to apologize. Miss Narwin suggests to Dr. Palleni that "Suspension might be counter-productive." Philip is reassigned to Lunser's homeroom. Memos and discussions among all the involved parties carry the situation beyond simple discipline. That night, Ted Griffen introduces Philip and his father to Jennifer Stewart, a reporter for the Manchester Record.

Chapter 13, Saturday, March 31

Stewart interviews the superintendent, principal, assistant principal, and teacher but gets no clear reason for Philip's suspension.

Chapter 14, Sunday, April 1

Stewart's account of the suspension appears in the Sunday edition under the headline "Suspended for Patriotism." Ted Griffen heightens school and community tensions by referring to Philip's case as a violation of patriotism.

Chapter 15, Monday, April 2

A national wire service and a radio talk show pick up the story. Pressure against Miss Narwin grows among the administration and outsiders, who campaign for Philip's rights.

Chapter 16, Tuesday, April 3

Philip returns from suspension, rejoins Mr. Lunser's homeroom, but doesn't sing during the playing of the national anthem. That afternoon, Philip tries to improve his winter English grade so he can join the track team. Miss Narwin orders him out of the room. Coach Jamison accuses Philip of deliberately defaming Miss Narwin. That afternoon, the principal urges Miss Narwin to take a sabbatical. Miss Narwin realizes her tenuous position.

Chapter 17, Wednesday, April 4

Miss Narwin stays home from school. Philip returns home rather than attend class. Mrs. Malloy considers enrolling him at Washington Academy.

Chapter 18, Friday, April 6

Voters reject the school budget. Miss Narwin learns that a news account of her role in the suspension will not be published. She departs from the airport to Florida to join her sister.

Chapter 19, Monday, April 9

Philip attends his first day at Washington Academy but is unable to lead the class in the national anthem because he does not know the words.

Author Sketch

A native of Brooklyn, New York, Avi Wortis comes from a family of writers, including a grandmother and two great-grandfathers. The twin of poet Emily Leider and brother of scientist Henry Wortis, Avi was born December 23, 1937, to social worker Helen Zunker and Dr. Joseph Wortis, a psychiatrist.



Wortis' sister named him Avi in childhood. He required special tutoring in composition and spelling to counter dysgraphia, a learning disability. From love of reading, history, and imaginative games, he decided in his teens to write professionally, although his family disapproved. After graduating from Elisabeth Irwin High School, he majored in history at the University of Wisconsin, from which he holds a B.A. and an M.A. in drama, and obtained an M.S. in library science from Columbia University in 1964. He married Joan Gabriner, a weaver, in 1963, and fathered sons Shaun and Kevin, who became rock musicians. His second marriage, to Coppelia Kahn, added a stepson,

Gabriel. The Wortis family currently lives in Princeton, Rhode Island.

Wortis' career brought him to the New York Public Library Performing Arts Research Center in 1962 as librarian for the theater collection, where he nurtured an interest in the history of children's literature. In 1968, he participated in an exchange program with the Lambeth Public Library in London, England. In 1970, he took a post as assistant professor and humanities librarian for Trenton State College, where he taught research. Publishing under the name Avi, he began a successful stint of writing young adult literature after the birth of his own children and produced 28 books in 23 years. His method includes extensive revisions after consultations with his family and readings in schoolrooms. In addition to fiction, he contributes to publications such as *New York Public Library Bulletin*, *Children's Literature in Education*, *Top of the News*, and *Writer*. From 1965-1973, he reviewed for *Perviews*, *Library Journal*, and *School Library Journal*.

Critic's Corner

Because his attempts at writing plays brought frustration and failure, Avi worked as a sign painter, carpenter, and drama coach before becoming a significant name in young adult mysteries, fantasy, and historical fiction. His honors are high in number and prestige: three New Jersey State Council on the Arts grants, Mystery Writers of America Special Award, three *School Library Journal* Best Books of the Year citations, a Library of Congress Best Book of the Year citation, a British Book Council Best Book, two Society of Children's Book Authors Best Book Awards, Virginia Young Readers' Award, the Scott O'Dell Award, three grants from the New Jersey Council on the Arts, three second places for Best Mystery of the Year, a Christopher Book Award, *Boston Globe* award, Golden Kite award, an IRA Children's Choice Award, and nominations for the Young Hoosier, William Allen White, Mark Twain, and Dorothy Canfield Fisher awards. *The Confessions of Charlotte Doyle* won a *Boston Globe-Horn Book* Award and was named a Newbery Honor Book. *Nothing But the Truth*, an innovative documentary novel and witty satire, earned a Newbery honor citation. It received rave reviews from *Horn Book*, *Publishers Weekly*, *VOYA*, *the New York Times*, and *Booklist*. Among the strongest statements made about its unusual for-

mat and timely message are "highly original," "thought-provoking," and "riveting entertainment." Its strong points are a focus on substantive issues, particularly the role of politics in school administration and society's penchant for garbling logic based on snippets of information, prejudice, misguided idealism, and unrelated agendas.

Avi's Published Works

- Things That Sometimes Happened*, 1970
- Snail Tale*, 1972
- Performing Arts Resources*, 1974
- No More Magic*, 1975
- Captain Grey*, 1977
- Emily Upham's Revenge*, 1978
- Night Journeys*, 1979
- Encounter at Easton*, 1980
- The History of Helpless Harry*, 1980
- The Man from the Sky*, 1980
- A Place Called Ugly*, 1981
- Who Stole the Wizard of Oz?*, 1981
- Sometimes I Think I Hear My Name*, 1982
- Shadrach's Crossing*, 1983
- The Fighting Ground*, 1984
- Devil's Race*, 1984
- S. O. R. Losers*, 1984
- Bright Shadow*, 1985
- Wolf Rider: A Tale of Terror*, 1986
- Romeo and Juliet—Together (and Alive!)—at Last*, 1987
- Something Upstairs: A Tale of Ghosts*, 1988
- The Man Who Was Poe*, 1989
- Seahawk*, 1990
- The True Confessions of Charlotte Doyle*, 1990
- Nothing but the Truth: A Documentary Novel*, 1991
- Blue Heron*, 1992
- Who Was That Masked Man, Anyway?*, 1992
- Windcatcher*, 1992
- Punch with Judy*, 1993
- City of Light, City of Dark: A Comic Book Novel*, 1993
- The Barn*, 1994
- Shadrach's Crossing Smuggler's Island*, 1994
- The Bird, the Frog, and the Light: A Fable*, 1994
- Tom, Babette, and Simon: Three Tales of Transformation*, 1995
- Poppy*, 1995
- Beyond the Western Sea*, 1996
- What Do Fish Have to Do with Anything?: Short Stories*, 1997
- Finding Providence: The Story of Roger Williams*, 1997
- Poppy and Rye*, 1998
- Perloo the Bold*, 1998
- Beyond the Western Sea, Book II: Lord Kirkle's Money*, 1998
- Amanda Joins the Circus*, 1998

Ragweed, 1999
Midnight Magic, 1999
Ereth's Birthday, 2000
Christmas Rat, 2000
Secret School, 2001
Prairie School, 2001
Good Dog, 2001
Don't You Know There's a War on?, 2001
Things That Sometimes Happen, 2002
Crispin: The Cross of Lead, 2002
Silent Movie, 2003
Never Mind! A Twin Novel, 2004
End of the Beginning: Being the Adventures of a Small Snail (And an Even Smaller Ant), 2004
Book without Words: A Fable of Medieval Magic, 2005
Poppy's Return, 2005
Best Shorts: Favorite Short Stories for Sharing, 2006
Crispin: At the Edge of the World, 2006
Strange Happenings: Five Tales of Transformation, 2006

Related Reading

Judy Blume, *Tiger Eyes*
Robert Cormier, *Chocolate War*
Paula Danziger, *The Cat Ate My Gymsuit and Divorce Express*
Lois Duncan, *Killing Mr. Griffin*
S. E. Hinton, *Tex and The Outsiders*
Jack London, *Call of the Wild*
Harry Mazer, *Snowbound*
Susan Pfeffer, *Year Without Michael*
Erich Remarque, *All Quiet on the Western Front*
Cynthia Rylant, *Missing May*
Louis Sachar, *There's a Boy in the Girl's Bathroom*
William Shakespeare, *Julius Caesar*
William Sleator, *Oddballs*
Paul Zindel, *Pigman*

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Something About the Author. Volume 14. Detroit: Gale Research, 1978.
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Writer, March 1982, p. 18.

General Objectives

1. To assess the value of honesty and full disclosure
2. To describe the system of justice in a school
3. To evaluate the need for friendship, support, loyalty, and the opportunity to learn from mistakes
4. To account for the power of the media
5. To relate the difficulties of being a parent
6. To discuss methods of disciplining and educating children
7. To comment on the difference between objectivity and prejudice
8. To express how communities respond to innuendo during election years
9. To characterize the literary styles of the diary, memo, letter, telegram, news report, dialogue, speech, phone-in radio show, and telephone conversation
10. To express the influence of a political milieu
11. To characterize a power struggle

Specific Objectives

1. To explain how Miss Narwin's altruism works against her
2. To assess Dr. Palleni's handling of Philip's suspension
3. To account for the author's focus on miscommunication among adults
4. To order events that lead up to Miss Narwin's resignation
5. To describe turning points in local involvement, particularly pre-election speeches, gossip, news releases, and inter-office communication
6. To account for the importance of the setting on events, for example, the Malloy home, Dr. Palleni's office, Miss Narwin's homeroom, and the school bus
7. To predict how Philip will cope with English assignments at Washington Academy
8. To explain why the author depicts school administrators as venal, careless, ineffective, impersonal, and unperceptive
9. To evaluate Philip's relationships with peers and authority figures, especially the track coach, parents, two homeroom teachers, a neighbor, and the assistant principal
10. To suggest points in the action where adults could have stopped the situation from escalating out of control

Literary Terms and Applications

For a better understanding of Avi's fiction, present the following terms and applications:

Alternating first-person point of view: a rhythm of segments spoken or written by characters participating in the issue. A clever technique, Avi's use of memos, news reports, dialogue, phone conversations, and diary entries alternates the point of view, offering differences of opinion about what has occurred and what should be done about it. For example, by inserting suggestions that Mr. Malloy is himself an excuse-finder and rationalizer, the author implies that Philip is merely applying his father's method of coping with failure. Another purpose of varied point of view is to demonstrate how the intrusion of a character alters the status quo, particularly the reporter's interviews and report to the Manchester Record, which gives

Philip a public platform for his manipulative behavior.

Climax: the height of an action, a crisis or turning point from which all behaviors or attitudes are permanently altered and nothing can ever be what it once was. The novel appears to reach a climax with pre-election tension. Educators realize that petty local politics can make or break a funding issue. When political implications escalate, Miss Narwin has little chance of restoring Philip's behavior to its original context for a suitable evaluation. When the suspension becomes a political football, the boy rebounds from class clown to national icon of public virtue and patriotism.

Symbol: a concrete object that stands for a complex or abstract idea or relationship and implies more than the literal meaning of the word or words; for example, the National Anthem, which becomes a public rallying cry for individual freedom and the American way. The irony of the novel is the final scene, in which Philip demonstrates that the whole issue has grown out of proportion to his humming in homeroom. In truth, he doesn't know the words to the National Anthem and couldn't have sung it aloud.

Cross-Curricular Sources

For more information about character, values, the National Anthem, First Amendment rights, student rights, and other subjects and issues deriving from the novel, consult these sources:

Acting on Your Values, Rosen Publishing Group
Characters in Crisis, Center for Humanities

The Importance of Setting

The school and home settings of Avi's *Nothing but the Truth* give varied glimpses of interaction. By seeing Philip Malloy in two homerooms and in English class, the reader can deduce much about his childish behaviors and manipulation. His dealings with a strict homeroom teacher contrast with his reassignment to a silly homeroom teacher, who is himself out of compliance with regulations concerning morning announcements. Likewise, Philip's refusal of reading assignments expresses a hostility to work and an immaturity that forces him to make decisions beyond his ability to cope. Several insiders recognize these faults. On the bus and in the coach's quarters, Philip discovers that students and

teachers are not fooled by his manipulation of the suspension.

As the situation ranges out of control, Avi moves the settings to a variety of locales—St. Louis; Tampa; Chicago; Ann Arbor; Michigan; Dayton, Ohio; Eugene, Oregon; Red Oak, Iowa; Woodbank, North Carolina; and San Diego, California. The hit-or-miss style of telegrams and responses to the news item demonstrates how events can blow out of proportion by the selective

dispersal of events and responses. None of the outsiders, including parents and school board members, functions in the school. Because they occupy a foreign sphere of reference, they are unlikely to form valid opinions about Philip's infraction, Miss Narwin's suitability as a teacher, or the principal's decision to suspend the boy for repeated misbehaviors.

Themes and Motifs

A study of the central issues and situations in Avi's *Nothing but the Truth* should include these aspects:
Themes

- immaturity
- manipulation
- values
- deception
- understanding
- card-stacking
- the media
- retaliation
- local politics

Motifs

- making up for personal weaknesses
- letting deception get out of hand
- manipulating parental and local authority
- comprehending consequences of frivolous actions



- defending the vulnerable
- losing control of a minor incident

Meaning Study

Below are words, phrases, sentences, or thought units that have a particular meaning in the novel. Explain each. Chapter and page numbers and dates are given so that you can note the context from which each item is taken.

1. "8:05 a.m. The Principal, or in his stead the Assistant Principal, or in his stead a designated member of the faculty, will say, 'Good morning to all students, faculty, and staff.' ..." (Introductory memo, p. 1, undated)
(This formal memo, which gnaws at the heart of the school and leads inevitably to conflict, establishes a rigid chain of command over an even more rigid format for morning announcements over Harrison High School's public-address system. The principal, referred to with a masculine pronoun, is Dr. Gertrude Doane. The memo is signed by her assistant, Dr. Joseph Pallen. The naming of day, month, and daily schedule suggest further systematization of behaviors in the Harrison school district. However innocent the memo sounds, the basis for tragedy resides in the bureaucracy implicit in its makeup.)

2. "Saw a thing on TV about Olympic committees already organizing all over the country." (Chap. 1, p. 3, March 13)
(At the outset, 14-year-old Philip, who is both immature and manipulative, tends to overdramatize and fantasize about sports. The glory of the Olympics parallels the disappointment Ben Malloy feels about dropping out of college and failing to reach his perception of his own athletic potential. Juxtaposed alongside Philip's dreams are reality—a series of infantile behaviors and expectations of short-lived moments of glory. Ironically, this diary entry reflects Philip's failure to read and internalize the themes of Jack London's Call of the Wild, a book about the competitive spirit and will to achieve. Philip concludes prophetically with his intent to bypass his English teacher in order to reach his flaunted, overrated sports goals.)
3. "Let's go! Let's go! Carpe diem. Time to grab the moment!" (Chap. 1, p. 7, March 15)
(Mr. Lunser, Philip's homeroom teacher, seems to be influenced by the movie Dead Poet's Society, in which Robin Williams plays a literature teacher who helps his students "seize the day" and enjoy their youth by living up to their potential. Lunser's unprofessional behavior during morning announcements indicates a sophomore attitude toward authority. He functions on a par with his equally immature and rowdy students. Mr. Lunser's affability contrasts the seriousness of Margaret Narwin, whose relationship with Philip founders when the boy changes homerooms and experiences more exacting expectations for daily behavior. Having two such role models in the same school muddles the picture. Students learn from Lunser to defy or ridicule authority; from Margaret Narwin, they learn obedience and respect.)
4. "Dad said his business is in a cash flow squeeze." (Chap. 2, p. 10, March 15)
(Ironically, on the Ides of March, the anniversary of Julius Caesar's assassination in 44 B. C., Philip composes a diary entry concerning family pressures. His parents quarrel about money problems. Ben Malloy reacts to stress resulting from his company's lack of money. Philip, also, is in the throes of a cash flow squeeze as he collects from newspaper accounts. To escape these worries, he, like his father, recedes into sports fantasies.)
5. "Sarah Gloss was reading this book The Outsiders." (Chap. 7, p. 23, March 23)

- (In 1967, S.E. Hinton made literary history her junior year in high school by publishing The Outsiders. Subsequent books—Tex, Rumblefish, and That Was Then, This Is Now—brought fame and notoriety to a youthful writer who spoke the lingo and understood and empathized with the plight of disadvantaged teenagers. Hinton's books have been filmed and continue to produce loyal readers. The impact on the young adult market has produced notable imitators, particularly Judy Blume and Paul Zindel.)*
6. "Phil, if there is one thing sports teaches—and I'm always saying this—all the guys will tell you—sometimes you have to go along to get along." (Chap. 8, p. 29, March 26)
(Coach Jamison's dreary bromide sets a false impression in Philip's mind. By urging the boy to weather discontent, Jamison implies that school is a period of life to be endured rather than utilized to personal advantage. Such truisms as "go along to get along" prefigure Jake Barlow's role in galvanizing apathy to assemble a crusade to drive Margaret Narwin from the teaching profession.)
 7. "Mrs. Malloy: Life isn't a sitcom. Mr. Malloy: Right. The real world doesn't have a laugh track." (Chap. 9, p. 33, March 27)
(Utilizing TV jargon, the Malloys reveal their marital tensions, which have not escaped Philip's attention. Mrs. Malloy contrasts real family life to situation comedy, a shallow medium of expression that depends on trivialized moments of truth in vapid plots. Mr. Malloy, acknowledging her wisdom, expresses some of his jaundiced view of life by adding the fact that human situations are rarely humorous. The resulting conference with Philip dramatizes Ben Malloy's ineptitude at influencing his son to study and cooperate in school and the shallow values that warp Mr. Malloy's crass personal and parental outlook. To the father, the important factors in Philip's slump are making the track team and getting some use from his new athletic shoes. Lamely, Malloy concludes his father-to-son advice with an uninspiring bromide: "If God gives you a ticket, you better use it.")
 8. "Bread and circuses, Anita. Bread and circuses." (Chap. 9, p. 37, March 27)
(On the same evening that Philip and Ben Malloy discuss Philip's school adjustment prob-

lems, Margaret Narwin pours out to her sister Anita Wigham the disillusionment Margaret feels at having her grant request rejected in favor of a band teacher with less seniority. The school administration chooses to back the band teacher in hopes of earning more money from sports events. In dismay of her superiors' venal motives, Margaret quotes Juvenal (A.D. 55-127), a Roman satirist during the excesses of the empire. The phrase indicates that Roman politicians kept citizens pacified with free food and entertainment while government agencies weakened the social, economic, and moral fiber of the nation.)

9. "There is a statistical tie-in—that is, those students who have taken an English class with you, Peg, score higher on the Iowa tests, the Stanfords, and the SAT verbals." (Chap. 11, p. 66, March 29)
(Narwin's abilities in the classroom reveal themselves through accountability. Dr. Gertrude Doane, herself one of Margaret Narwin's former pupils, acknowledges that Narwin is a master teacher, as proven by scores on a battery of achievement, college readiness, and intelligence tests. Ironically, Doane caves in to administrative pressures in the final chapters and fails her old teacher by urging that Narwin leave.)
10. "And I say, what is the point of installing computers—which my generation never seemed to need—and at great cost—if our young people are not allowed to practice the elemental values of American patriotism?" (Chap. 14, p. 125, April 1)
(Ted Griffen, the Malloys' neighbor, demonstrates his ability to manipulate public controversy by applying "apples and oranges" logic. His exploitation of gossip, innuendo, and outright falsehoods proves successful to his candidacy. The timeliness of Philip's rebellion against Miss Narwin thus enables an inept citizen of mediocre insight to become an authority figure and inflict his personal agenda on the next school board.)

Comprehension Study

Answer the following questions in your own words. There is not always a right answer. Your judgment is important and you should be ready to defend your answers by referring to passages from the novel.

Questions 1-4 (Literal Level)

1. Describe Philip before the incident that leads to suspension.
(Philip is a bright, lazy boy of 14 who comes from an undistinguished working-class family and follows his parents' lead in devaluing education. His mother, Susan Malloy, attempts to understand him, yet fails to recognize the fallout from a D in English as the end of his hopes to join the track team. Philip's father, whose personal regrets and failed ambitions influence Philip, attempts to guide the boy in day-to-day school behavior, but succeeds in enlarging on Philip's worst traits, i.e., lying, generalizing, and rationalizing. Philip's fuzzy thinking about school, reading, tests, teachers, authority figures, and the glories of a place on the track team swirl in a sea of self-pity and self-aggrandizement. He gains a reputation for clowning and for downgrading school assignments and staff, particularly the ones who challenge him to improve.)
2. What literary works impinge on this novel?
(At the time of Philip's transfer from Mr. Lunser's homeroom to Miss Narwin's homeroom, Philip is already enrolled in Miss Narwin's English class. He ridicules and denigrates the ninth grade pre-exam reading assignment, which is Jack London's adventure novel *The Call of the Wild*. Set in the Yukon during the boom years, the story details the evolution of a pampered California dog into a doughty sled team leader. Philip's anti-intellectualism wars against a book about dogs. Thus, he fails to comprehend the themes and actions in London's perceptive fiction that might improve his own teamwork, assertiveness, self-improvement, and leadership. After winter exams, which earn Philip a C- and a D in the course, Miss Narwin's class begins reading William Shakespeare's tragedy *Julius Caesar*, a personal and national drama set against a divisive political situation. Completely turned off by English and hostile to the methods and demands of Miss Narwin, Philip faces the window and appears not to hear her introduction to the play. To compensate for reprimands, he makes smart remarks and plays the passive-aggressive role. Instead of studying his class assignments, Philip immerses himself in teenage fiction. On his own time, he takes Sarah's recommendation and reads *The Outsiders*, a young adult classic by S.E. Hinton. The perennially popular work describes the life of at-risk juveniles who have no parents and who involve themselves in gang warfare. Philip is fascinated by his perception of living without an authority figure. He misses the point that the boys involve themselves in crime and that two die as a result of rash actions.)
3. How does the situation over the national anthem arise?
(Dr. Pallen, Harrison High's assistant principal, issues an officious memo on letterhead stationary detailing in eight steps the format by which morning announcements are to be handled over the public address system. He calls for the designation of an A or B schedule, a reading of no fewer than three items of histor-

ical interest from the Book of Days, and a call for silent, respectful attention to the national anthem, which is played on tape. At the end of this patriotic rite, the speaker is to list announcements in two groups—those from the administration and faculty and those from student sports and clubs. The entire procedure should take ten minutes of each homeroom period, from 8:05-8:15. The wording of step 3 in the memo is crucial to the novel. Dr. Pallen indicates that students “stand at respectful, silent attention for the playing of our national anthem.”

However, after Philip insists on annoying his teacher by humming along with the melody, Pallen chastises him and warns that insubordination will lead to suspension. The second appearance of Philip in the assistant principal’s office results in a choice—either apologize to Miss Narwin for the disruption or take two days’ suspension. Philip refuses to apologize and reaps the consequences of his arrogance and stubbornness.)

4. What other characters intervene in Philip’s punishment?

(At the request of Dr. Pallen, Susan Malloy, Philip’s mother, leaves her job at the telephone company and comes to the school to escort her son home for two days of suspension. That evening, Ben Malloy inquires about the infraction of rules and gains a sketchy picture of the real event. According to Philip, he is being punished for patriotism symbolized by his solo singing of “The Star-Spangled Banner,” although, in actuality, Philip only hums. In consternation, Ben turns to his neighbor, Ted Griffen, a candidate for the April school board election, and gains a sympathetic ear. The debacle over Philip’s alleged patriotic principles gets out of hand after Griffen introduces Philip to Jennifer Stewart, education reporter for the local paper. She interviews the principal, assistant principal, and superintendent of Harrison schools in an effort to corroborate Philip’s allegations, but gains few details because of the school’s need to protect an underage student. After her flawed account appears in the Sunday edition on April 1, an international wire service spreads the story to other local papers. Picked up as a topic for Jake Barlow’s radio talk show, the distorted details become the focus of call-in remarks and a campaign against the teacher, who receives telegrams from many sources accusing her of suppressing Philip’s pro-American values.)

Questions 5-8 (Interpretive Level)

5. Why does Philip’s hidden agenda remain undisclosed?

(Philip is not pleased with his D in English or with Coach Jamison’s rejecting from the track team tryouts any student with failing grades. The boy allows his parents and friends to draw their own conclusions about the contretemps between himself and Miss Narwin. As the situation at Harrison High snowballs into a public controversy, Philip achieves something he craves—more attention from students and adults and acceptance as a local hero. Although Allison and other students reveal their distaste for Philip’s immature grandstanding and for maligning

Miss Narwin, the external pressures of local opinion and a deluge of telegrams produce greater distortion of the facts. The story of Philip’s face-off against Miss Narwin remains muddled by half-truths and outright falsehoods. Philip does nothing to redeem his character, establish the true cause of his animosity toward his teacher, or alter his homeroom behavior. In the end, his parents decide to spend money saved for his college tuition by sending him to Washington Academy. Ironically, a partial revelation of facts occurs when Philip meets George Brookover, principal of the academy. Philip requests track, but Brookover urges soccer because the private school has no track team. In Miss Rooney’s homeroom, he is invited to lead the singing of the national anthem. Philip indicates that he does not know the words.)

6. Why is the loss of Miss Narwin significant to Harrison High School?

(According to Dr. Gertrude Doane, Margaret Narwin, a 21-year veteran in the English classroom, demonstrates the qualities of a master teacher. Miss Narwin’s students excel on the Iowa, Stanford, and SAT tests. Her sensitivity to student needs and changing curriculum impel her toward more training, for which she lacks tuition money. After humiliation, ego battering, and administrative waffling indicate that her prestige at Harrison High is destroyed, Miss Narwin hopes for exoneration in Robert Duval’s article in the St. Louis Post-Dispatch. Already headed from the airport to her sister Anita’s home in Florida, Miss Narwin capitulates to public pressures and departs from the Harrison High faculty. Behind, she leaves inept administration and immature teachers like Mr. Lunser to continue the job of educating difficult students. In place of support for achievers like Margaret Narwin, the school prefers to spend dwindling budget resources on Kimberly Howard’s band program in hopes of boosting attendance at sporting events.)

7. What types of illogic permeate the debacle that leads to Margaret Narwin’s resignation? (Numerous examples of faulty logic lead to public outcry and pressure for Margaret Narwin to leave Harrison High for suppressing Philip’s patriotism. For example:

- false analogy—not being able to sing the national anthem is similar to an injunction against school prayer
- non sequitur—people who were wounded in military action have a right to dictate how a school disciplinary matter is handled
- generalization—there is serious opposition to American values at Harrison High
- either . . . or—either Philip is exonerated or Miss Narwin must leave
- attacking the person—telegrams accusing Miss Narwin of lack of patriotism insist that she is the villain of the situation
- faulty cause and effect—if Philip has been

suspended for singing the national anthem, then the school is guilty of dereliction of patriotic duty and violation of accepted traditions and values

- red herring—the board cannot waste its money on computers for Harrison High if there are problems with elemental American values
- bandwagon—if everybody hates Miss Narwin, Philip must be receiving the brunt of her anger
- card stacking—Miss Narwin has chastised Philip. Her students hate her. No one does well in her class except her pets.)

8. What statements from Philip illustrate half-truths, distortions, and lies?

*(Philip's self-defense is riddled with untruth. He tells Allison Doresett that he lost his copy of *The Call of the Wild* and therefore cannot finish his assigned reading. To Coach Jamison's comment about the rules for eligibility for the track team, Philip rationalizes that no one reads the student handbook. When Ben Malloy takes up the subject of Philip's poor performance in English class, Philip replies, "Nobody likes her. People don't do well in her classes. Except her favorites." Freighted with additional lies and half-truths, the subterfuge about track tryouts and class misbehavior grows more confused. To Allison's question about the reason he missed tryouts, Philip lies, "Had to do something." At dinner, Philip deliberately inflames his father's misguided patriotism with a hypothetical question, "What would you say if a teacher said I wasn't allowed to sing 'The Star-Spangled Banner?'" In truth, Philip does not sing the national anthem; rather, he hums to annoy the teacher.)*

Questions 9 and 10 (Critical Level)

9. What does this novel relate to the reader about devious behavior?

(The discerning reader can learn much about botched human communications by studying the explosion of misinformation that clouds the issue of Philip's suspension. The author indicates that bright, lazy students like Philip are capable of manipulating and sabotaging the altruism of people like Margaret Narwin, who secretly worries about her inability to help a self-destructive failure like Philip. A peripheral facet of Philip's success at derailing Miss Narwin's career is his inadvertent creation of greater family stress for the Malloys and more unhappiness for himself. By straining the family budget to send him to a school that has no way of meeting his expectations, Philip further jeopardizes an opportunity of excelling in track and boosting his self-esteem. Continuing his downhill slide, his chances of succeeding at Washington Academy are slim.)

10. What weaknesses in public education does Avi explore?

*(The political climate that undergirds *Nothing But the Truth* re-creates the vulnerability of most school systems. Dependent on*

public support for its budget and board candidates, the Harrison education system is already short of funds and wise leadership when the story opens. The superintendent, mindful of how much he depends on a positive vote, indicates two weaknesses—his need to capitulate to public pressures and his lack of familiarity with his staff, particularly Miss Narwin. Voters defeat the budget by nearly 3 to 1 in an election with only a 22 percent turnout. They also elect Ted Griffen, a muddle-headed meddler who involves himself in a student/personnel matter before he's even elected. By revealing privileged information to the press and by making speeches calling into question the values of people he has not even met, he aggravates the controversy that leads to the departure of a capable and caring teacher.)

Questions 11-13 (Creative Level)

11. Compose a guideline of suggestions for solving a dilemma or resolving a dispute by applying logic and by considering more indicators than just surface details. Provide for a hearing of all parties concerned and an opportunity for rebuttal. Indicate the role of the press in student/personnel conflicts..
12. Using a cause-and-effect chart, follow the plot of the novel from beginning to end. Stress interlocking relationships, such as Miss Narwin's friendship with Gert, her former pupil, who becomes her immediate superior as principal of Harrison High and disappoints her by siding with the administration.
13. Compose a scene in which Philip returns to Harrison High School. Note what he has learned during his time at Washington Academy about getting along with people and being honest about his personal failings and frustrations.

Across the Curriculum

Education

1. Brainstorm ways that classroom teachers can assist students in coping with personal and family frustrations, particularly composing personal reflections, discussing problems with peers, speaking with a counselor, and writing first-person poetry.
2. Enumerate books that Philip might read to help him cope with failure, for example, Erich Remarque's *All Quiet on the Western Front*, the story of a young man's passage from classroom idealism to combat in World War I.

Math and Economics

1. Compare the approximate cost of sending Philip to private school for three and a half years and to a state college for four years. Base your averages on information about tuition to schools in New Hampshire.
2. Explain how the low voter turnout on school issues clouds the public's response to Philip's suspension. Compare percentages with your own community's interest and involvement in education issues. Graph a breakdown by precinct or ward.
3. Lead a panel discussion of retired citizens' lack of support for higher school budgets. Why would support for schools be in the interest of all social and economic levels of Harrison, New Hampshire?

Social Studies

1. Do a survey of how media is used nationally and internationally and how the dissemination of information affects non-local events.
2. Compose a paragraph in which you explain the differences between conservatives and liberals. Define the term ultraliberal. With what types of behaviors are ultraliberals usually associated?
3. Chart the hierarchy of decision-making in education. Why do teachers rank so low on the scale? Where and how do parents make their input? Do students have rights to be heard in matters of reassignment or suspension?

Logic

1. Lead a panel discussion of identifiable examples of twisted logic. For instance, why should a war veteran mention military service as justification for Philip's actions? Refer to Appendix K in Perma-Bound's *The English Book* for explanations of bandwagon, red herring, equivocation, non sequitur, false analogy, generalization, attacking the person, circular thinking, either ... or, and faulty cause and effect.
2. Lead a discussion of administrative fragmentation. Explain how a face-to-face discussion between Philip, Miss Narwin, Dr. Palleni, the Malloys, and the coach might have rescued Philip from rationalizing his situation.

Psychology and Health

1. Make an oral report on teenage behaviors. Stress the role of exhibitionism and rebellion against society as landmarks of the teen

- years. Discuss how participation in sports, group counseling, and private tutoring might alleviate Philip's need to misbehave in class.
2. Compose a paragraph on methods of promoting professionalism in teachers, for example, through stress control workshops, national conventions, group discussions of local problems, an ombudsman or formalized grievance procedure, and the development of a professional library of tapes, books, journals, bulletins, and newsletters on current educational topics.

Language and Literature

1. Write a challenge to sloganeering; for example, "America, love it or leave it" and "Stand firm. Stand tall." Discuss how short sound bites and clichés trivialize a complex problem.
2. Work with a partner to create a series of analogies based on terms from the novel. For example: Philip : failure in English : Ben Malloy : shoddy work performance. Continue the analogy with behaviors of teachers, students, Susan Malloy, superintendent, principal, and newspaper reporter.
3. Compose an extended explanation of connotative language. Locate examples from the book of concealed hostility, prejudice, and hidden agendas, for example, "this—I was about to say woman—person" and reference to Miss Narwin as a "gal."
4. Read aloud from S.E. Hinton's *Outsiders* and Jack London's *Call of the Wild*. Contrast the differences in the concepts of leadership and group behavior as they apply to Philip. Why does he ridicule London's novel but enjoy Hinton's work? What other young adult literature might appeal to Philip?

Art

1. Draw a cartoon strip depicting the disruptive atmosphere of April 2 in Harrison, New Hampshire. Depict miscommunication among a widening body of interested parties.
2. Make a mural of significant scenes from the novel, such as the Malloys at the dinner table or the first day at Washington Academy.

Music

1. Listen to recorded music that suggests the conflict of beliefs and emotions in Harrison, New Hampshire, especially apprehension, patriotism, courage, frustration, doubt, belonging, competition, and pride.

2. Compose a school song to unite all parties who have been harmed by the humming incident.
3. Present a lecture on Francis Scott Key and a performance of the National Anthem. Note that the song derives from combat. Compare the war in Miss Narwin's homeroom with a real siege.

Student Involvement Activities

1. Relate the following literary terms to *Nothing But the Truth*: simile, contrast, milieu, flat and round characters, setting, dialogue, conflict, atmosphere, mood, motivation, rising action, climax, falling action, flashback, confession, hidden agenda, theme, point of view, and tone.
2. Lead a discussion of adult responsibilities to children, particularly underachievers and misbehavers. Determine why Ben Malloy sides with his son and encourages further homeroom disruption. Why is Ted Griffen a poor choice for school board member? How does the superintendent shortchange Philip?
3. Contrast Philip's unhappiness at school and home with similar situations in other young adult novels.
4. Record student reactions to the novel. Use these personal reflections as a springboard to a class discussion of student rights, rationalization, victimizing, crusading, and overreaction.
5. List terms significant to an understanding of the story.
6. Write a newspaper account by Robert Duval to exonerate Margaret Narwin and Dr. Palleni of wrongdoing. Explain in the article how privacy laws protect Philip from full media disclosure of his misbehavior, failure to meet requirements for the track team, and poor attitude toward discipline and authority figures.
7. Role-play Philip's arrival at Washington Academy. Highlight his response to the lack of a track team and to his teacher's recognition of his role in the singing of the national anthem at Harrison High School.
8. Lead a debate concerning the Malloys' fitness as parents. List weaknesses in Philip that reflect what he learns at home. What unresolved grudges does Ben Malloy harbor? Why do the Malloys fear spending savings on private school tuition?

9. Explain the source of the title. Recite the entire oath. Why is this oath important to American jurisprudence?
10. Compose a new format for daily announcements at Harrison High School. What items would you add or delete from the current format?

Alternate Assessment

1. Make a list of scenes from the novel that express contrasting attitudes toward guilt, fantasy, friendship, self-esteem, loss, family loyalty, responsibility, discourtesy, understanding, patriotism, justice, professionalism, discipline, political expediency, and dishonesty. Next to each, indicate what you think is the author's personal philosophy.
2. Compose brief definitions of discipline as they apply to the student body, Philip, Susan Malloy, Ben Malloy, Allison, Mr. Lunser, Miss Narwin, Dr. Palleni, Dr. Doane, and Dr. Seymour.
3. List and describe scenes that depict conflict or diminished expectations, for example Philip's continued humming in homeroom.
4. Compose a scene in which students collect signatures on a petition calling for Miss Narwin's reinstatement. State the students' position on justice, discipline, and fairness.
5. Make a thorough list of items essential to a movie version of the novel, for instance athletic shoes, a public-address system, memos, telegrams, a rowing machine, airline tickets, reports, exam papers, report cards, letters, and newspapers.

Teacher's Notes:

Vocabulary

From the list that follows, select a word to complete each sentence in the passage below. Write your answer in the blank provided.

administrator	beneficiaries	entitled	procedural	strategies
approaches	budget	intensive	recommendation	theoretical
approval	contemporary	pell-mell	restricted	tuition
bedl	am entice	problematic	stamina	vital

Attached please find my application to the State Office of Education for a summer grant-in-aid.

As you can see, I am applying to the State University for a summer program

(1) _____ “New (2) _____ to the Teaching of Literature for Today’s Students.”

It’s an (3) _____ two-week workshop in which university professors and high school “master teachers” will present new ideas, (4) _____ as well as practical, for the experienced high school English teacher. The application form requires both an

(5) _____ and a (6) _____ from my head

(7) _____, which is why I write you. I have been teaching for a long time. Indeed, you, Dr. Doane, one of my most successful students, will know how long! I feel I am in need of new

ideas, (8) _____, concepts to keep my teaching

(9) _____. The truth is—and I believe I can speak honestly to you about

this—I feel that sometimes I am a little out of touch with (10) _____ teaching, and, just as important, the students who come before me these days. My love of literature—which has

served me so well all these years—is perhaps not enough. I want to find new works and new ways to (11) _____ the young people of today.

In any case, you can easily see that the real (12) _____ of the program—if I am able to attend—will be the students of Harrison High. I know how reduced and (13)

_____ district money is these days, but over the years I have not asked for this kind of support before. The State University (14) _____, two thousand dollars, is

quite beyond my personal (15) _____. May I ask you to give this request your personal and immediate attention.

Comprehension Test A

Part I: Identification (30 points)

Briefly describe each of the characters listed below.

1. Jake Barlow

2. Ben Malloy

3. Margaret Narwin

4. Susan Malloy

5. Dr. Palleni

6. Sarah Gloss

7. Ted Griffen

8. Dr. Gert Doane

9. Coach Jamison

10. Anita Wigham

11. Dr. Albert Seymour

12. George Brookover

13. Mr. Lunser

14. Allison Doresett

15. Jennifer Stewart

Part II: True/False (20 points)

Mark the following statements either T for true or F if any part is false. Rewrite false statements to make them true.

_____ 1. Philip wants out of Miss Narwin's English class, but needs her cooperation to make up his low grade from the winter term.

_____ 2. Allison admires Philip for refusing to take seriously the writings of Jack London or William Shakespeare.

_____ 3. Jake Barlow deliberately appeals to ultraliberals and right-wing listeners.

_____ 4. Miss Rooney asks Philip to lead the singing of "The Star-Spangled Banner."

Comprehension Test A (Page 2)

- _____ 5. Mr. Malloy brings Philip home in disgrace from Harrison High School.

- _____ 6. Ted Griffen wins the Harrison School Board election by a margin of 22 percent.

- _____ 7. Miss Narwin tries to stop Dr. Palleni from suspending Philip.

- _____ 8. Ben Malloy encourages Philip to continue singing during homeroom.

- _____ 9. George Brookover is aware of Philip's notoriety.

- _____ 10. Coach Jamison encourages Philip to get out of Miss Narwin's classroom and to refuse to apologize for disrupting homeroom.

Part III: Completion (20 points)

Complete each quotation below with a word or phrase.

1. Did you look at Phil's _____ . I left them on the bureau.
2. I'm calling from the _____ now. I'm going to Florida.
3. Glad to be in _____'s homeroom class again.
4. The truth is it's our _____'s doing. There is a second budget vote coming up.
5. Sarah Gloss was reading this book _____.
6. Sir, does the _____ School District have a rule that forbids students from singing "The Star-Spangled Banner"?
7. And I say, what is the point of installing _____—which my generation never seemed to need—and at great cost—if our young people are not allowed to practice the elemental values of American patriotism?
8. All their auto plates read "Live _____ or die."
9. Dr. Doane, my name is Robert Duval. I'm a reporter with the _____ *Post-Dispatch*.
10. On behalf of our membership we strongly condemn your _____ of patriotism in the American School System.

Part IV: Essay (30 points)

Choose two and answer in complete sentences.

1. Explain why Philip conceals the real reason for his hatred of Miss Narwin.
2. Discuss family and peer reaction to Philip's suspension.
3. Describe Jennifer Stewart's statement of the facts.
4. Compare Dr. Palleni and Miss Narwin as disciplinarians.

Comprehension Test B

Part I: Multiple Choice (20 points)

Choose the letter of the word or phrase which will complete each statement below.

- _____ 1. Philip claims that he
- sang aloud at Mr. Lunser's insistence
 - tried out too late for the track team
 - can't call his mother at the telephone company
 - likes Allison more than he likes Sarah.
- _____ 2. Margaret Narwin realizes that
- Ted's candidacy requires a victim
 - Anita has suffered similar problems in Florida
 - the school's statement does not support her position
 - Jake Barlow wants to bring TV interviewers to her classroom.
- _____ 3. Dr. Seymour claims that
- Miss Narwin earns students higher scores on the SAT test
 - Philip chose suspension over an apology
 - the *Manchester Record* printed falsehoods about Miss Narwin
 - Philip misunderstood the rules for trying out for track.
- _____ 4. Jennifer Stewart concludes that
- Dr. Doane did not know of Philip's suspension
 - Dr. Palleni prefers not to change Philip's homeroom
 - Kim deserves the grant-in-aid more than Miss Narwin
 - Margaret has lost touch with her students.
- _____ 5. Miss Narwin is intrigued by
- Allison's defense of her methods
 - the relationship of cats and dogs in *Call of the Wild*
 - the possibility of early retirement
 - the concept of whole language.
- _____ 6. Ben Malloy compares the rule against singing the national anthem to
- an injunction against prayer
 - the position of ultraliberals
 - the voters' attitude toward the school budget
 - Miss Narwin's failure to receive a sabbatical.

- _____ 7. Margaret Narwin fears that she
- lacks stamina
 - couldn't find a job in England
 - will be forced to resign by Ted Griffen and other new board members
 - will meet the Malloys on parents' night.
- _____ 8. Philip claims that nobody
- gets D's in English
 - reads the student handbook
 - likes Mr. Lunser
 - cares about his two-day suspension.
- _____ 9. Philip
- prefers rowing to running
 - looks forward to Washington Academy
 - insults Sarah on the bus
 - follows the career of Steve Hallick.
- _____ 10. Margaret Narwin's comments on the exam paper indicates that she
- is tired of teaching literature
 - believes Philip is capable of good work
 - needs time away from homeroom duties
 - blames Kim for influencing Dr. Doane.

Part II: Character Analysis (20 points)

Place an X beside each statement that is true of Philip Malloy.

- _____ 1. tries to equal his father's track record.
- _____ 2. asks Coach Jamison to request extra work from Miss Narwin.
- _____ 3. complains to Dr. Doane about the two-day suspension.
- _____ 4. admits that he hummed during the playing of the national anthem.
- _____ 5. goes to school on April 4, but returns home and calls his mother.
- _____ 6. impresses Allison by reading *The Call of the Wild*.
- _____ 7. fears that his parents may be heading for divorce.
- _____ 8. reads the part of Cassius in *Julius Caesar*.
- _____ 9. meets Jennifer Stewart for an interview.
- _____ 10. doesn't know the words to "The Star-Spangled Banner."

Comprehension Test B (Page 2)

Part III: Short Answer (30 points)

Supply a word or phrase in answer to the following questions.

- _____ 1. Which administrator was Miss Narwin's student?
- _____ 2. What athletic items does Ben Malloy buy for his son?
- _____ 3. Who is Philip's fourth homeroom teacher?
- _____ 4. What literary work does Philip ridicule on the winter exam?
- _____ 5. What grade does Philip earn in math?
- _____ 6. What paper does Robert Duval represent?
- _____ 7. Who issues a statement to Mrs. Gloria Harland about the suspension of Philip Malloy?
- _____ 8. What area does Jennifer Stewart cover for the Manchester Record?
- _____ 9. Whom does Jennifer Stewart accuse of changing the rules?
- _____ 10. What money pays Philip's tuition at Washington Academy?
- _____ 11. What newspaper does Philip deliver?
- _____ 12. What grade does Philip earn on his winter exam?
- _____ 13. How long is Griffen's term on the school board?
- _____ 14. What team does George Brookover suggest for Philip?
- _____ 15. What news locale replaces Duval's interview with Margaret Narwin in Harrison, New Hampshire?

Part IV: Essay (30 points)

Choose two and answer in complete sentences.

1. Explain how public opinion mounts against Miss Narwin.
2. Describe Philip's idea of humor.
3. Discuss what interviewers learn about Miss Narwin from students.
4. Account for Ted Griffen's election.
5. Compare the political situation in *Julius Caesar* with that surrounding Philip's suspension and the school board election.

Answer Key

VOCABULARY

- | | |
|-------------------|-------------------|
| 1. entitled | 9. vital |
| 2. approaches | 10. contemporary |
| 3. intensive | 11. entice |
| 4. theoretical | 12. beneficiaries |
| 5. approval | 13. restricted |
| 6. recommendation | 14. tuition |
| 7. administrator | 15. budget |
| 8. strategies | |

COMPREHENSION TEST A

Part I: Identification (30 points)

Answers will vary.

Part II: True/False (20 points)

- | | |
|------|-------|
| 1. T | 6. F |
| 2. F | 7. T |
| 3. F | 8. T |
| 4. T | 9. T |
| 5. F | 10. F |

Part III: Completion (20 points)

- | | |
|-------------------------|-----------------|
| 1. grades | 6. Harrison |
| 2. airport | 7. computers |
| 3. Lunser | 8. free |
| 4. superintendent | 9. St. Louis |
| 5. <i>The Outsiders</i> | 10. suppression |

Part IV: Essay (30 points)

Answers will vary.

COMPREHENSION TEST B

Part I: Multiple Choice (20 points)

- | | |
|------|-------|
| 1. A | 6. A |
| 2. C | 7. A |
| 3. B | 8. B |
| 4. A | 9. D |
| 5. D | 10. B |

Part II: Character Analysis (20 points)

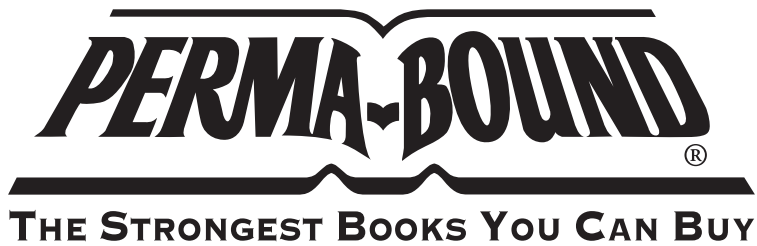
- | | |
|------|-------|
| 1. | 6. |
| 2. | 7. X |
| 3. | 8. |
| 4. X | 9. X |
| 5. X | 10. X |

Part III: Short Answer (30 points)

- | | |
|-----------------------------------|-----------------------|
| 1. Dr. Doane | 9. Miss Narwin |
| 2. shoes | 10. college |
| 3. Miss Rooney | 11. Manchester Record |
| 4. <i>The Call of the Wild</i> | 12. C- |
| 5. A | 13. three years |
| 6. <i>St. Louis Post-Dispatch</i> | 14. soccer |
| 7. Dr. Seymour | 15. South America |
| 8. education | |

Part IV: Essay (30 points)

Answers will vary.



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