

## Chapter 11

### Theme:

(I do not understand the direction and content of this chapter. The world that he presents is from an alternate reality than mine. His philosophical approach is almost completely opposite of mine. I cannot say I disagree, but I must say I do not understand his advice.)

### Single Best Quote:

This quote exposes the hypocrisy of this chapter, and, other than a form of self-preservation, the worthless vanity of this chapter:

“Of course, we must emphasize that as professionals, we can never be sarcastic or demeaning in our tone of voice or body language. However, on the inside we can be whatever we want.”

### Points:

1. I don't even want to understand or practice the advice in this chapter.
2. Sometimes truth is better than manipulation.
3. There are relationships that require tension like property requires a fence.
  - a. With no fence the public could walk all over your property while chanting peace and love like it was Woodstock.
  - b. With a fence the public would have to walk around, get permission or attack your fence.
  - c. Of course, if you wait long enough the problem people will attack your fence in the name of peace, love and staff harmony.
4. When I need to apologize I need to apologize because I was wrong and damaged a noble relationship.
  - a. But, when I intentionally identify a problem, create tension and build a fence (also, known as “damaging a relationship”) I will not apologize, but reaffirm what just happened.
  - b. Woodstock collapsed in failure because people cannot function in fantasy.
5. I DID LIKE the top of page 70 where the principle teaches the student to use apologizing not as a sincere heartfelt, soul-cleansing activity, but as a technique to manipulate the teacher and prevent the situation from becoming worse. Nice!
  - a. I've done that very thing with my students and my sons.
  - b. Manipulation is key to winning the social war!
  - c. Whitaker does two things:
    - i. “teach him what to say”
    - ii. “make it a benefit to him to do it.”
  - d. But, again, sometimes I want to create the social tension in the classroom (and, other places) to bring the infection to the surface in order to squeeze the pus out of a pimple. Instead of covering up the puffy, yellow pimple with makeup, there are times I like to cleanse it, or at least shine a spot light on it.
  - e. Covering up problems may benefit you today in the classroom (and, sometimes, that is the only goal: Me, Today, in My situation.) But, the GREAT teacher can do surgery, expose the real tumor and remove it from the student, the situation and, sometimes, even the family or the school.
  - f. The GREAT TEACHER can surgically begin curing the situation.
    - i. (We don't let a batter with a poor swing move through the baseball program by merely learning how to work the pitcher and the umpire for a walk, or bases on balls.)
    - ii. But, the mediocre teacher must use manipulation like makeup. This not only reinforces the poor behavior, but hands it to the future in a more terminal stage.

- There someone else, such as next year's HS teacher, the parents, a future employer, or some state government program, will have to deal with the problem.
- g. Great teachers do not always pass problems off to the future, but are willing at times to have enough insight to fix the problem.

**Self-evaluation and application as a:**

- **Shop teacher –**
  
- **Bible teacher –**
  
- **Parent –**
  
- **Person –**

**Questions/Criticisms/Evaluations/Comments of Whitaker's presentation or perspective:**