

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: