

## **Working With Children - 1955 through 1964**

[Chapter 5 - The Twenty-Two IFs of The Interns' Years](#) is about Mary's and my experiences in a Teacher Intern Program. One of the requirements for admission to that Program was that we had no previous educational training. When I applied for admission, I stated that my college major was Economics. It was assumed then that I had no educational training. While that might be technically true, I actually had years of experience working with children in a variety of roles, including both teaching and coaching. Rather than list my experiences in the next chapter, I am using this chapter to report them in advance.

### **Working With Children**

The no previous teacher-training requirement was to ensure that we Interns were starting with a clean slate when it came to deciding how best to teach our inner-city students. Even though none of us were to have had any formal teacher training, all of us had been students in schools that taught us using the very same methods we were now supposed to abandon. We were to forget everything we had learned in our own years as students, without being given anything with which to replace how we ourselves had been taught.

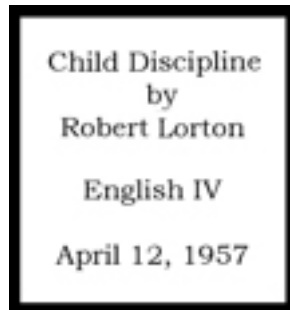
There were twenty-three Interns in the program - twenty females and three males. Eight of the females were, like Mary, recent graduates. Twelve of the females were older women who had already raised their own children and were now re-entering the workforce through the teaching profession. The two males besides me were the same ages as the older women. They were also seeking a change in careers. There had been a fourth male at our first meeting. He dropped out of the program rather quickly and went back to being a probation officer.

In Mary's case, she had taken a Child Development class as a Freshman at Arizona State and an Elementary School Arts Methods class at the College of Holy Names in the Spring Semester of her Senior year. That second class was taken in conjunction with her originally rejected application for the Intern Program. Except for occasionally babysitting in her teen years, Mary had no actual experience working with children.

### **Sigmund Freud**

In April of my Senior year in High School, my English teacher assigned his class a special writing project. We were instructed to go to the library, search for news articles reporting events of significance that happened in the year of our birth, and write a research paper on any topic we wished that the event inspired us to look into.

My year of birth is 1939. The event I selected was Sigmund Freud's death that same year. While exploring Freud's teachings, I was finally inspired to write about the psychological ramifications of disciplining children and ways of controlling a child's behavior that didn't involve corporal punishments like spanking.



### **Child Discipline Excerpts**

Excerpts from my sixteen-page research paper - seventeen pages counting the bibliography.

A properly disciplined child is a happy child who should have no trouble fitting into society as an adult.

The purpose of discipline in a child is twofold. It builds self-confidence in the child and, equally important, establishes self-control.

When a child misbehaves on purpose, his misbehavior can be divided into two parts: his feelings that led him to misbehave and the actual act of misbehaving. Too often, parents see and punish the actions without looking behind the actions for the reasons.

All children want certain things for themselves. These things are to be loved, to be accepted, to be noticed. Undesirable methods, or at least methods that seem undesirable to adults, are often used by children to obtain these basic needs.

No behavior is aimless. Wise parents look for the reason for the misbehavior, rather than just stopping it. This encourages guidance, rather than punishment.

The best way to see why a child misbehaves is to put yourself in the child's place and try to understand what he is feeling.

A few don'ts for anyone who is going to discipline children: Don't talk down to the child. Talk to him as an equal. Don't ever break your word to a child. Try never to make an untrue accusation, and always hear his

side of the argument before you act. A promise of a reward or punishment must always be fulfilled. A child should never be punished by an angry adult.

Be sure you praise your child. Showing that you are pleased that he tried to do well will make him want to try again and again. Praise is effective in building self-confidence. It provokes the desire to improve and to continue in the ways that have earned the praise. Criticism has the opposite effect. It destroys the incentive to grow and to learn.

Intelligent discipline made up of equal parts of firmness, understanding, and affection is the basis for a well-adjusted child.

### **Examples of Behavior Modification**

What the excerpts above do not include are the several examples of behavior modification that were included in my paper. The methods of behavior modification I learned through the research for that paper were what Mary would later refer to as my ability to manipulate people.

The first time I actually had the opportunity to make practical use of those methods is mentioned in [College - Senior Year](#) section of [Chapter 2 – Twenty-Seven IFs in Life on My Path to Becoming a Teacher](#), when I became a bus driver for the Castilleja School for Girls.

### **A Background in Education**

While it is true that I had no formal teacher training, I did take five courses at Stanford related specifically to child education. The courses did not meet any of the requirements for my major in economics. I took them simply because I was interested.

- 1 - Child Psychology - Fall Quarter Senior Year.
- 2 - Child Development - Winter Quarter Senior Year.
- 3 - Health Foundations of Education - Summer Quarter Senior Year.
- 4 - Psychological Foundations of Education - Summer Quarter Senior Year.
- 5 - Educational Foundations of Physical Education – Fall Quarter Fifth Year.

Six papers were written while observing children in their classrooms or homes as part of the education courses.

First Paper: Physical development - Does there seem to be a positive correlation between small muscle coordination and large muscle coordination in the child? Group observed - Kindergarten class at Greendale School.

Second Paper: Creativity - Is creativity correlated with academic success? Group observed - A third-grade class at Greendale School.

Third Paper: Differences in how children relate to their classmates. Group Observed - Kindergarten Class at Greendale School. What I wrote at the end of my paper: It is the opinion of the observer that the lessons taught the child about how he should behave with the group will have no real value until the child learns to love the group.

Fourth Paper: Study of a child. Topic I decided on: The potential for not being a happy girl at school. The child selected for my observations was Nancy, a third-grade student at Greendale School. Reason for selection: Nancy's father had died when she was much younger, so she was in a single-parent home. Nancy also had an artificial leg, which posed some physical limitations on her. The results of my observations: Neither Nancy nor any of her classmates were aware of any of the problems she was supposed to have. The only person with a concern was me.

Fifth Paper: Observations of a child at home: Child selected - Susan (Suzy) Poppy, age 4 1/2. Suzy lived just up the street from me.

Sixth Paper: Research paper - based on my earlier high school research: Two Theories on the Spanking of Children and the Evolving Compromise.

### **Job History**

As part of my application to Naval Officer Candidate School, I was required to provide a complete list of every job I had ever held. Included below is that list of jobs stretching from my Junior year in high school through the Summer just before the Olympic Trials.

There is one job missing from the list below. In the Summer of 1960, several of my fraternity brothers, including my brother Jack and I, became traveling salesmen for a waterless cookware company. Our job was to roam from town to town, up and down the State of California, seeking out single working women at their places of employment and convincing them to let us make a cookware presentation to them. We earned commissions from the cookware we sold.

I have not included that one job on the list below because it is the only job I held from 1955 through 1964 that did not involve interacting with children on a daily basis.

### **1955 – 1964 Jobs List**

1955 - Christmas Vacation Junior Year

Roos Bros Boys Department

Location – Stanford Shopping Center

- 1956 - Summer between Junior and Senior Year  
Roos Bros Boys Department
- 1956 - Christmas Vacation Senior Year  
Roos Bros Boys Department
- 1957 - Summer between Senior Year and Stanford  
Roos Atkins Boys Department (note name change)
- 1957 - Christmas Vacation Freshman Year at Stanford  
Roos Atkins Boys Department
- 1958-- Summer between Freshman and Sophomore Year  
Lifeguard & Swim Instructor Chuck Taylor Coaching Camp and  
Lifeguard Foothill Swimming & Tennis Club
- 1959 - Spring Afternoons Sophomore Year  
Lifeguard Fremont Hills & Los Altos Hills
- 1959 - Summer between Sophomore and Junior Year  
Swim Instructor Loma Vista P.T.A.
- 1960-1961 - Senior Year  
Bus Driver, Castilleja School for Girls
- 1961 - Spring Senior Year  
Swim Instructor Chuck Thompson's Swim School
- 1961 - Summer Between Senior Year and Fifth Year  
Lifeguard Stanford Pools (open to all ages of Stanford staff families)
- 1961-1962 - During Fall Quarter and After Graduation  
Bus Driver, Castilleja School for Girls
- 1962 - February-March  
San Mateo Elks Club - After School Coaching only
- 1962 - April - September  
San Mateo Elks Club - Swim Coach, Swim Instructor, Lifeguard,  
Assistant Pool Director
- 1962-1963 - Until the beginning of OCS in January  
Bus Driver, Castilleja School for Girls
- 1964 - July-August - Swim Instructor - for Jim Gaughran  
Stanford/Olympic Club Water Polo Coach

Even though I had no formal teacher-training, I had been interacting with children in every job I held, except one, and I was looking forward to making interacting with children my life's work.