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Summary and Reflection of Interview on Teacher Experience within Public and Private Education with Anita Sabon

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Interview Transcription with Anita Sabol

1
2
3 AS : Anyway, I know I got into that [private school] because I started tutoring kids. So then I
4 ended up tutoring quite a few kids over about 6 or 7 years. And then I always was volunteering
5 here to do vacation bible school. I've done it here like for 30 years. And Ann Coone was there
6 doing it, and so then I was doing it both here [Holy Family Academy] and at at our parish of St.
7 Anne's. And then St. Anne's was getting pretty liberal, and so I was getting pulled towards this
8 parish.

9
10 BC : Okay.

11
12 AS : And then, that's when Ann asked if I would teach over at Holy Family. I really wanted, I
13 was going to start with a fourth grade class, and then my son was getting married to Brittney. I
14 was really sad because you know, she has no faith, and she was wasn't even baptized. They
15 were getting married in the church; it wouldn't be a sacrament, but at least it would be a valid
16 marriage. I just, that was really heavy in my heart, and then my husband who had been
17 working really hard, they were trying to begin this new company going in San Montao,
18 California. So he was in California a lot, and it turned out that they were going to have this
19 big party like the day before Christmas Eve because this company was going to be funding this
20 new company and that company pulled out that day. And this was just like, 6 weeks
21 before Chris and Brittney were getting married. And, I just, you know, the week when they
22 got married I just went into this depression, and I'm like 'Oh my gosh, I just feel so terrible'. So
23 I had to pull out, and I said to Ann, 'I just don't know if I can do this, I don't know where
24 I'm gonna be at when it gets time to be for school to start'. And because I hadn't been
25 teaching a normal class, I'd just been tutoring kids, I didn't really know what was expected of
26 people anymore.

27
28 BC : Okay.

29
30 AS : So then, as I got better, I said 'Well I'd be happy to do something', and so that's gonna be
31 mornings, and then within a few days they asked me to take, you know I was gonna
32 actually, I actually had everything but Tuesday and Thursday afternoon. So, but it was, I loved it.
33 The only thing is is you know one of the things you asked about what about having a small group
34 versus a normal size-

35
36 BC : Mhm, Yeah. Smaller classes with those kids, which is better teaching versus the larger
37 classes?

38
39 AS : Right. Well, you know, it was probably a real blessing, I mean it was a real blessing. But it
40 was kind of a way to get me into it again you know. But on the other hand, you know there is
41 pros and cons with anything, and I didn't feel I could have that kind of that authority of a
42 teacher as much. It was more like being a grandma person, or a motherly person, which I
43 loved. And it was such a treat having all girls.

44
45 BC: Oh yeah, that definitely changed the dynamic.
46

47 AS : Oh my gosh. And I had had a class of all boys in Burnsville.

48

49 BC : Okay, so-

50

51 AS : - didn't want to retain in kindergarten and they had a lot of them, they had a lot of summer
52 birthdays, very immature. There were some with some pretty serious difficulties too, but I had 17
53 little boys and all with big needs. And but I really loved it. And I was hoping, we were hoping to
54 have a baby and I said to my husband, 'God's preparing us for a boy' - and sure enough we had
55 a little boy Christopher so um but it was just a delight to have the creativity because they didn't
56 have the curriculum set yet they were trying to figure it out and they were using some materials
57 that were like for home-schooling and some of the ones that I was using actually for the tutoring
58 too. But -

59

60 BC : Yeah, I remember the little math blocks we used to add and subtract. Those were very
61 useful.

62

63 AS : Right, and some of the things I can't even quite remember because you mentioned
64 something about the, um, ladybug boxes. I can't remember what those were.

65

66 BC : Oh, we had little boxes where we would get - if we answered questions correctly - you
67 would hand out little stones like those little stones you would have in the bottom of aquariums or
68 you know, like fishbowls -

69

70 AS : Oh, okay.

71

72 BC : You would call those little ladybug things; you'd hand us those. There were various things
73 we would have in those little boxes. And we would decorate the little boxes and we'd call them
74 our little ladybug boxes.

75

76 AS : Right.

77

78 BC : Cause you called us your little ladybugs and those were like little rewards that we got for
79 being engaged in the classes and everything

80

81 AS : Well you know, because you could get those we called them gems you know. -

82

83 BC: Yeah! That was what we called them.

84

85 AS : -new age movement that has some of that gem type stuff things to it. That wasn't the
86 vantage point I was taking - it was something easy to give to kids and it wasn't too big and
87 they're pretty and um and I - What are the two things that really have been wonderful for me is
88 that I just felt a real joy in teaching. I mean it was so wonderful to just share it from my heart.
89 And I think it makes a big difference what you're teaching and you know if you really love your
90 subject that just kinda comes out too. And especially being in a Catholic school I was able to
91 interweave the faith so beautifully you know.

92

93 BC : Oh yes definitely that was so strong.

94

95 AS : - And I could... And then one of the things too and it's almost like you know. Partly what
96 you get like when you get a liberal school arts education and I think because I was in education,
97 plus I was actually in social work too. I was considering majoring in sociology and I almost - I
98 was one course shy cause I couldn't get it all in, for a minor in theology. So all those areas were
99 areas I was interested in and I had considered social work and actually I had considered nursing
100 and because I was younger and there was a friend- I was just sitting by this little place where
101 people could swim. We, um, we were just discussing what to do. And this was between my
102 freshman and sophomore year of college. I was going to St. Theresa's in Winona. And also I had
103 this- the job I had - I was this park director, but you know it didn't hardly pay anything. I had
104 done that for about 3 years you know during the summertime and so um. Basically this friend
105 said, "well i'm gonna work at St. Mary's hospital -apply to work there as a nurse's aide. Now
106 they call it — assistance or something like that. Well you know if I do that, then I can earn
107 money for another year of college and I could kind of get a feel of what nursing is like. Plus my
108 friends were in the nursing program at St. Theresa's. The second half of the year they went to St.
109 Mary's Hospital in Rochester. Pretty soon my friends would be there too - you know, nursing
110 ones. So that was- but you know it was too bad in a way cause I was on the worst floors. I was
111 on fourth medical, which is cancer and ulcer floor. And back in those days they would have you
112 give this twenty-five cc's you know for these enemas. You would give twenty- five to people. It
113 was so wild and just um you know they just didn't have enough help and so a lot of times I
114 would be there a couple hours after then I was supposed to be. Never got paid any overtime or
115 anything. They didn't even know how long I was there. Sp, but it wasn't a positive experience.
116 Sometimes they gave me up to 17 patients and you know some of them are supposed to have bed
117 baths and some - it was impossible. So and then the students from St. Theresa's would always
118 just have two patients and so I'm like. And then they would give you split shifts from 8-12 and
119 then form 6-10 at night. So you know you'd have to dress and get over there and all that you
120 know and it was just like. So you know anyway that kind of ruled out nursing because I pretty
121 much had to know by my sophomore year, you know. Because they would- in the middle of
122 sophomore year over to St. Theresa's.

123 So but that was good because I figured out what I wanted. At least, at least I made it
124 down to two majors. So but you know for being a school social worker you need to get some
125 intern experience teaching and I just loved the teaching. And I thought, well I like the teaching

126

127 BC : Might as well do it

128

129 AS : And the hours are certainly good. In some ways the hours are good. Because you get the
130 vacation system. Some ways the hours aren't so good, because I just really spend a lot of time -
131 part of it's my personality and part of it is the way I do things. But, I figured when I taught at the
132 public school which was easier, um. When I got it all down I say ten hour days but that was
133 before it was a lot more than that. Because back then they didn't have any size curriculum, no
134 spelling. I'd have to come up on my own words.

135

136 BC : In the public school?

137

138 AS : This is the public school, and I'd have to come up with my own science. So I'd be writing
139 units all the time and stuff.

140
141 BC : Wow, okay.

142
143 AS : And so -

144
145 BC : This is for elementary right?

146
147 AS : This was in elementary. Yeah I started with fourth; I think I had fourth for three years. And
148 then I had third and then they had something called un-graded. They were trying something all
149 new where the kids would be like second third and fourth together or fourth fifth and sixth
150 together, first second and third. So the kids would have homerooms and you would always have
151 three levels of kids in your homeroom.

152
153 BC : Okay

154
155 AS : And then, it varied you know like kids who were really you know you might have like a
156 first grader who's doing third grade math. So they could be um they would move along at their
157 own capability. But then sometimes you would be stuck. You would have, you couldn't always
158 group them like that - for math and reading you could so that was good. But then like for
159 spelling- I could remember one time, I don't remember if they were like what the ages were.
160 Maybe second and third and fourth. But their capabilities would be like very much like first
161 grade level up to maybe seventh grade for spelling. And so then you know to try and make a
162 program for something that fit all those kids -

163
164 BC : Yeah

165
166 AS : -a lot of work. Plus, it- you didn't have your regular classroom anymore. And um, they tore
167 down half of the walls between the rooms. So you would hear the noise from the other rooms. I
168 think I've had, I've realized I've had a hearing loss even from the time I was in high school.
169 Because you know I was in the choir. I knew I should be a second soprano, but I couldn't hear
170 second soprano. I knew I would have to sing soprano but it would be too high. So um, then I
171 would always try to sit in the front to hear things. And so even when I taught in Burnsville it was
172 hard to hear the kids some of the time. So and when I went to Europe with my friends I was 24; I
173 couldn't hear them when going forward. We'd have to stop and look at each other. So when I got
174 back from that trip I you know talked to an ear doctor and they said you you have something
175 where you're gonna be losing hearing maybe a lot of it. So it's been very frustrating; I guess
176 that's the cross the Lord's allowed me to bear. But so um in Burnsville you know when I first
177 went in it was just like wow. You know, I had, when I started school in Catholic school - first of
178 all I went to a public school which was also under the college there. That was considered to be a
179 teacher's school but they did not have any phonics. I did not learn one sound. I was younger,
180 because I had an October birthday, and um I never learned any sound or anything. So the next
181 year when they built our Catholic school it was like um they were teaching phonics but to me it
182 was you know like a foreign language. I didn't know what they were talking about.

183

184 BC : Okay
185
186 AS : I was over my head.
187
188 BC : So you never learned any phonics?
189
190 AS : I never had phonics.
191
192 BC : Okay you never had phonics.
193
194 AS : I never had any until I was in graduate school. I had - it was so hard. I was teaching before I
195 had phonics. So I was teaching fourth grade because you know the first sounds I ever learned
196 were in Spanish when I took Spanish in college.
197
198 BC : Wow.
199
200 AS : Isn't that terrible ?
201
202 BC : That's-
203
204 AS : I never could sound any words. And the only way I learned how to read was just by -
205 fortunately the kids read a lot in school and you know I would be afraid when I was babysitting
206 and the parents would be there and I would come across a word I didn't know, you know when
207 reading to the kids. That's how bad it was.
208
209 BC : Yeah, wow.
210
211 AS : So actually, I was started in the graduate program at Winona, you know because that's
212 where I'm from. And um and so I got a third of the way and I would've - and you know that's
213 when I started traveling Europe with my friends and then met my husband and I didn't want to
214 be down in Winona.
215
216 BC : Okay.
217
218 AS : So I didn't continue that even though I got way over the credits. But I can remember
219 probably one of the hardest things we'd ever learned was the difference between "ie" and "eh". I
220 mean it was like "eeh" so hard to figure that out. You know
221
222 BC : Silent "e"s were what I had trouble with.
223
224 AS : Yeah. Right so that's why when we got into having the Saxon Phonics you know I was just
225 excited about it. You know because it's just like -
226
227 BC : Did you get that in graduate school or did you get that at Holy Family?
228
229 AS : No, I got that at here [at Holy Family]

230
231 BC : I remember the big sheets you would have up on the board. And you would take us through
232 -
233
234 AS : Well actually, I had because of my disability or whatever - and the educational background
235 I didn't have or didn't get and then also my hearing loss. I started with Project Reed. This was a
236 special project they had in the Bloomington schools.
237
238 BC : Okay.
239
240 AS : And so I really learned a lot about sounds that way and um and so I was able to tutor a lot of
241 kids. You know in some ways if you have a weakness in something you can understand the
242 weakness somebody else has.
243
244 BC : Yeah
245
246 AS : Problem from other -
247
248 BC : —
249
250 AS : Right so. But when I got to that school, for fourth grade, it was like a brand-new school.
251 And I'm like wow, this beautiful classroom, and a big sink and I'm not using counters and sinks
252 and all that. It was really really beautiful. And so I was pretty excited about that. One of the
253 things from my background, and from even there - back in those days you were expected to do a
254 lot of bulletin boards. And you were expected to change them once a month. So that was a lot of
255 work because there would be four regular big bulletin boards and then at least one across the
256 whole wall. I'm not sure if it was on the other side. And then one over by the sink and then one
257 in the hall.
258
259 BC : Wow.
260
261 AS : I spent a lot of time just on things like that. So when I went to Holy Family I just expected
262 that we were supposed to change these boards, and some people just never changed them. I'm
263 like, oh my gosh - but you know that was one piece of work I wouldn't have to put so much into
264 it. So I think that if you can find a happy medium between you know especially making
265 something for the kids to feel really special when they're the student of the week. They
266 eventually called it the Saint of the Week or American Saint -
267
268 BC : We had American Girl of the Week when it was just us girls.
269
270 AS : Right, you know so um so I think some of the times I did more work than I should've done
271 -
272
273 BC : Okay
274

275 AS : Because you know you have to be careful to pace yourself too and you don't always know
276 when you're doing that and when you're not. It's more in retrospect you realize it. And one of
277 the things I think I should've done was actually not taught during the summers. Because I would
278 tutor a lot of kids in the summers and I think I really should've just gotten away from it. Because
279 you know you do need-

280

281 BC : A bit of a break

282

283 AS : A break sometimes. It was like sometimes - And then I would still have kids I would tutor
284 you know that would still want me to tutor them for.... So that, that was - I realized later, some
285 ways in which you kinda get yourself into something without meaning to. One of the things
286 would be like new things that would be added to the curriculum here and then you would still be
287 doing things from before that this is the way we've always done it. This is the way the parents
288 expect it to be done. And this spelling and words and ... and sentences. And so then you know
289 you don't feel like you can just stop doing something but when you've got more things. And I
290 think too Anne Coone is just - there couldn't have been a more sweet and wonderful principal. I
291 just love Anne. But she didn't have the background of teaching. She was a preschool teacher and
292 she was in charge of the preschool.

293

294 BC : Oh, okay. She had a much different background.

295

296 AS : -how much -she took on- I mean she was great principal. But she was expecting me like
297 when we get - she really was pushing me to try and like finish all the science books - and we got
298 into really pretty intense science book. And even the rep for the science book company didn't
299 expect that. But because you have kids with various needs. And I think you know almost like a
300 happy medium between when I try the public school - I mean the kids really didn't have any
301 homework or expected to except for the spelling words. When you got here, it was very
302 academic and I think that as kids are as things are moving on as things are becoming more and
303 more academic and kids are expected at a younger age like what they're doing in kindergarten
304 now is what they used to in first grade then. And even when I was teaching in Burnsville, I was
305 thinking you know the fourth graders had already lost some of the sweetness and some of the
306 innocence of what they knew already in fourth grade. You know something where they would've
307 maybe expected of the fifth grade you know and I think it was like that - I think with the faster
308 pace of everything. And with the parents, I feel so sorry for many of them both having to work
309 and make an income it's like - I see this with my son and daughter-in-law. It's wild. You know,
310 and their daughter's two and a half and they take her to swimming lessons. But they don't even
311 know —when they start getting in Irish dancing you know, and piano lessons and scouts and

312

313 BC : Everything

314

315 AS : Everything else. It's, all you do is run around you know. And so anyways - Let's just see
316 what else I have here from around that first classroom. One thing is interesting- a thing I never
317 thought of from a health perspective both just from physical, not physical, from being too worn
318 down but little did I know that the whiteboards would really cause me a problem in the long run.

319

320 BC : Really?

321
322 AS : What happened is the chemical in the whiteboard markers. It's the same chemical that's in
323 ink. And like when you have the copy machines and the toner in the copy machines and so I
324 eventually became allergic to that.
325
326 BC : Wow, just from being a teacher?
327
328 AS : Yes, just from that exposure.
329
330 BC : Wow.
331
332 AS : I mean, I did write a lot on the boards because I don't think I did it when you were there,
333 but as the kids got older I got these cute sweet little pictures that had a little book and each day
334 they would - not every day but a lot of days they would put a picture of a saint in them whatever
335 special saint was that day and then I would write out on the board something about that saint.
336 And then they were supposed to write it in cursive. And I didn't worry so much whether they
337 were- I didn't care so much if they were perfectionists. You know, I started this after they knew
338 how to write the small letters. I said for the capital letters , just print it. And I just wanted them to
339 get used to writing and be comfortable writing. Because that's one of the big things now that I
340 really feel is gonna be missing for kids in the future. Is cursive writing.
341
342 BC: I already don't very much use it.
343
344 AS : What ?
345
346 BC : I don't use it very often.
347
348 AS : Yeah
349
350 BC : I mean I still have the ability, but compared to a lot of my friends-
351
352 AS : You see when you have your iPad or you know -
353
354 BC : Computer-
355
356 AS : But you know, there might be- there will be situations where you are not gonna have those
357 tools.
358
359 BC : available, yeah.
360
361 AS : And it might be just waking up in the middle of the night and wanting to write something
362 down. You know what I mean? But for me it's like when I'm in church; I take little notes on the
363 sermons you know it's like
364
365 BC : The big thing is tests. Exams you don't necessarily have technology-
366

367 AS : Right.

368

369 BC : -for it. And you have to be able to write. And a lot of teachers I know -basically every
370 single class the teachers go - If I can't understand your writing, you are gonna get marked off for
371 it because I need to be able to read your writing.

372

373 AS : So what's happened is like we were in Georgia a year ago and we have a great niece there
374 who's in sixth grade - fantastic student. And I written something, and she couldn't read it. She
375 has -they don't have cursive writing.

376

377 BC: She- Wow.

378

379 AS : They don't teach cursive writing. She doesn't even know, they don't even have it. -
380 elongated cursive writing so I think that's a real mistake -

381

382 BC : Okay.

383

384 AS : You know, and I mean just the way the world is right now it might not always be as simple
385 as - i mean not simple, complex in a lot of ways. But we might not always have access to all
386 these tools and I think it's important that we have some of the basics. Or even when you - I write
387 a lot of people get well cards and things like that

388

389 BC : Just little things

390

391 AS : It would take me a lot longer to print out all that. It takes a lot longer. So it's just one of
392 those little things. But so that was one of the things I got in 2007 - well first of all I had gotten
393 you know I could tell I was getting really lot of pressure. You know another thing that's good to
394 know. You don't have to correct every single thing every kid ever writes. One of the things Anne
395 thought was that you did. I had 500 papers a week. So even when they are simple papers, plus
396 they so many of them like the math papers and the phonics papers. It's the same ink I was being
397 exposed to. So I would have a pile *this thick* to give the kids by the end of the week and I
398 spent - like when I taught at the Burnsville schools I would say - I thought a 50 hour work week
399 was reasonable - 10 hours a day. But when I taught here it was something like 60-70 hours a
400 week. Because I just had so much correcting to do. And she would expect for me to do it all. And
401 see I wasn't - maybe - I don't know- didn't have the confidence but I was just trying to do what
402 what she expected. It was kind of like being an intern or something but so that was - And then
403 you'd have some kids in your class - And that's another thing when I first started teaching this is
404 something to know too. My first year- I can remember too when I was in sixth grade and I had a
405 teacher who I thought she was the sweetest teacher - She was so sweet with all the girls in
406 between recess and stuff she be out talking to us and - She'd begin the class and she'd be so
407 crabby. But I didn't realize that we had the worst class in the school - known for being really bad
408 and really bad kids in there and some boys were nauseous and stuff was interesting - one of the
409 students but so she'd yell a lot. So I thought well why would a teacher have to be so mean. And I
410 thought how can she be so mean one time and so nice one time when we're with her ? So when I
411 thought when I'm going to be teaching I'm only gonna be nice, I'm not gonna be mean not that
412 you don't have to be mean but you have to be really firm. Especially when you first start the

413 beginning of the year because kids'll kind of see where they can take advantage of a person see
414 how far they can go -

415
416 BC : Yeah.

417
418 AS : So I think that's pretty you know- Then there are kids you get even in the Catholic school I
419 mean and kids with so many varied problems in the public schools - [loud noise] That's terrible -
420 Anyways when I was in anyway what were we just talking about ? Wonder what that noise was.

421
422 BC : I don't know.

423
424 AS : I completely got off- We were talking about even in the public schools, in the Catholic
425 schools- Oh kids with difficulties you know and in the public school we ended up having some
426 apartment buildings built close by the school -

427
428 BC : Okay.

429
430 AS : And then the kids that started coming came from really challenging homes and things and
431 so then you'd have a lot more kids with problems. Whereas here it would be more solid families
432 usually but then there would still be kids with a lot of emotional problems or - I had one little girl
433 who was very autistic and that was just you know - And one little boy was from Romania as a
434 baby and he didn't get to - [loud noise] - I don't know what that loud noise is - But he didn't get
435 to - [loud noise] Really is that -

436
437 BC : I think so - I think there's rocks that they had in the bottom of the flowers

438
439 [Shuffling around - We moved locations because of her hearing and the constant loud noise and
440 so the record continues, but not on our topic, so not recorded here. The record was also paused
441 for a minute or two before discussion began again.]

442
443 AS : Anyways so one of the things that I tried to do you know when you see a child that's got
444 some diff- kind of has a hard time at school or whatever. But you know I realized we kind of
445 needed to do it for all the kids to really try to zero in on them. There was one little girl who just
446 had a hard time and her behavior - So I would try to set her in a spot where there would be like a
447 safer place for her. And I used to tell all the kids, find a safe place. So they wouldn't be sitting
448 together so they wouldn't bug each other. And so sometimes you can prevent discipline
449 problems. Or with her I really tried to make a lot of eye contact to really try - not that you're -
450 you don't wanna be, have a teacher's pet. Because someways she would be the last to be a
451 teacher's pet. But on the other hand sometimes you need to make an extra effort with some kids
452 who need - you know she had a lot of problems in her family and things and they just need that
453 extra -

454
455 BC : Yeah, I know I needed that extra push to read. If I hadn't got that, I probably wouldn't
456 have.

457

458 AS : Lemme get this back in [referring to hearing aid]. And so I'm sorry we got that little thing
459 but you see why I had to stop teaching.

460
461 BC : Yeah, that's kinda difficult.

462
463 AS: I'm just gonna see where this thing is now [Again referring to hearing aid]. It's like you
464 know where a sound system goes off sometimes — That's what it's like with my ears. So it's so
465 painful. And when this first started happening it was in 2007. We'd had gone to see - Things had
466 been getting louder and louder at school. And I think it was because of the stress- because I was
467 being asked to cover more and more material. And these kids couldn't do it. And then I didn't
468 feel I could take them out to recess and after -

469
470 BC : In public school ?

471
472 AS : No, here [Holy Family Academy Catholic school]. You know because we got that new
473 science program and I was supposed to you know - History was wonderful. I loved that
474 chronology

475
476 BC : I remember your timeline at the bottom of your classroom with the American girls

477
478 AS : Yeah, and it got to be even more and more fun as I got more familiar with it too. That's one
479 thing too after a year or two of getting to use - after a year or two of using then it's more fun too.
480 Because then you can bounce with it a little more you know?

481
482 BC : yeah

483
484 AS : So but then we had, then I had you know the regular curriculum for religion. But then I also
485 had the preparation for first communion, first confession. And then we had that little faith and
486 freedom readers And but then when we got that Saxon phonics which was very intense and it
487 was hard to fit all these things in. And then the Saxon math - you see I figured if I got the Saxon
488 math, Saxon phonics - basically the sacraments and most of the religion and the obviously got
489 the spelling And um what was the other one - the math oh I said the math. Anyways, I just felt
490 like, you know that was as much as we could handle you know. And there were little kids - And I
491 mean I can remember when little guys - these little people usually in front of you .They'd try t be
492 helping you. One little guy was pulling his lead right out of pencil and it'd come down the
493 middle. I mean everything was disheveled all the time everything would be falling apart and he
494 would just be sitting there and everything just disintegrates. You don't even know how it
495 happens. And then you'd get a few like that and then on the other side you know it was just like
496 these kids needed help. And then I had one little guy- I don't think he was ever in the class with
497 you but he would just get so frustrated because he couldn't get his math facts. And he would just
498 start pounding on his desk and stuff you know. So I'm like- I'm just you know - And then the
499 one with autism would scream at the top of her lungs and you would never know when it was
500 gonna happen. And you know it would be 10 minutes later after something - All of a sudden she
501 would think that -One time I told the kids- we had this little contest going and I told them
502 somebody had blurted out the answer and I said well we can't use what you said because
503 somebody had blurted out the answer - so we have to go to the next set. Well, 10 minutes later

504 she's screaming at the top of her lungs like "You're mad at me, I didn't do anything!" And I was
505 like, I wasn't even talking to you, you know what I mean? But she just couldn't -

506
507 BC : Do you think they'd be better off in a special needs school? Or do you think that they -
508

509 AS : Well, actually she turned out - well in her case she's just a very bright girl. In her case, we
510 had to go through a lot of red tape - but she finally got processed through the public schools - so
511 she went to the public school for a number of hours per week for extra help - and she really
512 improved. And she's now over - she's still in high school but she's in Normandale college and
513 almost finished with her second year there. She's a very smart girl. But you know back in those
514 young grades you know when you have that problem. You don't know how to control it yet. And
515 then also the little kids- you know it's not like you get as much of a break just to start pairing
516 work. Because you pretty much have to be right there for those kids whereas in junior high and
517 stuff they can be working on their own and you can be doing something. So I think the person
518 has to be kinda have to have the right patience level and just the ability to know that they're
519 going to just have to do even little physical things like helping them put their coats on and stuff
520 like that. Because they're just small and they need they need extra help. And they need that extra
521 attention and love. You know. But so that was kinda like, and so but the first thing was the ear
522 thing. And that happened partly because of my just being under so much stress. And you know
523 this happens when you get under a lot of stress but then I had a really important phone call and I
524 could never get out of school soon enough to get home to call from my phone. And the phone at
525 school didn't work. And so I used a cell phone but it went too loud and pressed something wrong
526 and it got too loud. But I was trying to finish up this answer with the doctor. Because I was
527 trying to get this appointment right and I shouldn't have done it because it was too loud. And that
528 was really hurt my ears. So everything was getting louder and louder and -

529
530 BC : I know when you were teaching me I would tap my pencils because I could never sit still
531 and that definitely irritated you -

532
533 AS : See and that wouldn't have been that bad. I think I had to some degree. People can have it
534 to different levels of hypercosis. And I think I had it because I had a lot of loud things without
535 wanting to. You know, like, lightning struck our house and the thunder was so loud. So you
536 know I've had some loud things happen. But this was the final straw -

537
538 BC: Okay

539
540 AS : And so, then we flew into Boston - and it's like going up and down. We had to go to
541 Atlanta first, you know. When we got into Boston, everything was like 10 times louder.

542
543 BC : Yeah, big city.

544
545 AS : It was excruciating. And I'm like, I wasn't smart enough to know about to bring some ear
546 plugs or something. So I was in so much pain. And I was - it would be like this thing going off
547 all the time and you couldn't get away from it. And so then it just me sick to my stomach and
548 everything. And then my daughter didn't have air conditioning and I mean I was so sick I just
549 wanted to lay on the floor. And it was like any place - they didn't have normal couches; they just

550 had chairs. And I'm like - Anyways. But you have to be careful of what you can physically
551 handle because you don't think of things like that happening. And your body can have some of
552 your weakest areas. You might not even know it's a weakest area.

553
554 BC : Okay so it just develops over the teacher-

555
556 AS : Yeah, And also just being exposed to kids and their different things. That can be a plus
557 because you get immune to it. But I know I remember having to tell kids if you have a really bad
558 cold, stay home. Because I remember one little boy had a terrible cold and the people all around
559 him, they all -

560
561 BC : Got sick -

562
563 AS : -Them too.

564
565 BC : Yeah, I do recall ; Kasia recalls it fondly. The one day that everyone got sick except for one
566 of us in our grade because somebody had come in with a really bad cold.

567
568 AS : Yeah, oh yeah. And then do you remember that one time you guys had to take a
569 standardized test and especially Sofia - you know it was like the first time you had to take a
570 standardized test and I'm like oh my gosh. You know such a formal thing - just this amount of
571 time for everything-

572
573 BC : Was that first grade or second grade do you remember for when we first had to take the
574 standardized test?

575
576 AS : This was in first grade you had to do it like towards the end of the year.

577
578 BC: Wow, I didn't know we did it that early.

579
580 AS : Yeah, and you and sophia in particular you know a lot of you had a bad cold. But Sofia in
581 particular - she just was like [horrible sniffing sound]. You know, and her nose was just - and
582 it's like a terrible noise. Nobody could do the test and so finally I said okay girls stop. We're
583 gonna have to practice learning how to blow our noses. And so I said now you don't just blow
584 once, you just keep blowing for awhile - get as much as you can. And then hopefully it'll last for
585 a few minutes before you have to do it again, you know. And so it really made a difference
586 because not everyone was just going on and on on-

587
588 BC : Do you - when you first started teaching was standardized testing already a big thing you
589 had to do?

590
591 AS : We-

592
593 BC : -Holy Family here?

594

595 AS : We didn't worry about it. Which is - maybe I was too dumb to worry about it. But actually
596 one of the things that happened years ago when I started teaching in Burnsville. They would
597 have the standardized test in the fall like in September. So it wasn't really kinda like how you did
598 with the class. It would - well it would be your class from the year before how they are doing in
599 the next level.

600
601 BC : Okay

602
603 AS : But it would be in the beginning of the year rather than in the end-

604
605 BC : End-

606
607 AS : So they were measuring more what they were coming in with rather than what they were
608 going out with for that year. But I think - from the impression I've gotten from some of my
609 friends who were teachers especially in the public school. And even with my own kids who were
610 in the public school in high school. That they got so much that the teachers had to teach to the
611 test because they had so much to cover and I know like in the Bloomington district. You know
612 because sometimes I would be taking classes just to learn more things- And they would have
613 these whole like extensive workshops like in certain areas like in science. But it would be just
614 like two things that they basically had learned in a year because that was what was going to be
615 on the test. So they'd have to be some really knowledgeable about that. But then they didn't
616 know all the other things that are just important for kids to learn. Just to be a reasonable -

617
618 BC : So you didn't teach the test as much -

619
620 AS : I never had to which it was really a gift — I was fortunate. I never worried about it here
621 [Holy Family]. There it was always in the fall. So I never even thought about the fact from the
622 kids from the year before.

623
624 BC: Were gonna be -

625
626 AS : Were tested on how they were doing too. One thing they used to do in Burnsville -there
627 were like a hundred and twenty kids in each grade. So we would never - there were four classes

628
629 BC : Per grade-

630
631 AS : Each of us would get thirty kids. And so they would try to divide the kids up according to
632 what might work out better for the kids and the teachers. But sometimes- I got kids - one little
633 boy - he would - the very first year - he would come in, he was a fourth grader, and he would
634 stamp his foot on the blackboard - he would just do weird things. But this other kid could hardly
635 stand him - he hit him and I'm like- . And then there was this little girl in fourth grade - her name
636 was Nancy- and she was um she had these big glasses. And she wasn't very good looking you
637 know. You know, not very popular, very shy. And I found out when she was in high school she
638 committed suicide.

639
640 BC : Oh no.

641
642 AS : So you know, you just - your heart just aches. So one thing that I do now - I pray every day
643 for the kids that I've taught. You know and I kinda take it to the second mystery of the rosary of
644 when Mary kinda like had Jesus and everything. So just to ———even if their in purgatory or
645 something - to pray for your kids. To really pray for them. You know and that God will touch
646 their lives. You know some of them had had rough things happen to them and some have had
647 babies and such. And you just ask the Lord to touch their hearts and work with them where they
648 are at. So it makes you so sad when you think about just like 10 years ago their lives were just
649 being happy go lucky little kids.

650
651 BC : Yeah, pretty much.

652
653 AS : And life goes so fast don't you think?

654
655 BC : Oh definitely. I mean, 10 years ago I was in what grade- I think fourth grade with Mrs.
656 Ziebel learning how to turn my paper to the side to write at a diagonal angle. She had tape on the
657 desk that we had to learn from. That was ten years ago. And now I'm in college.

658
659 AS : Well you know the thing I was so surprised about - I mean this was kind of just a fun thing-
660 One year somebody had just given me these Easter - they were like from nylons - they looked
661 like Easter eggs. They were about this big [mimes a small egg]. And so I had a whole bunch of
662 them. So I said, why don't we make a special - why don't we do this around the time of their first
663 communion - why don't you write a letter to yourself to open up in 10 years. You know so you
664 can see, you know where you're at and what your life is like. And you can think back to what
665 you were thinking about in second grade and all this stuff. And then they put tissue paper and
666 shellacked it. You know it would just then open easily. I remember one little boy saying - after it
667 was all finished - Oh boy I wanna see what I wrote. I can't remember what I wrote. You know
668 some of the kids, now 10 years has gone by. I thought 10 years - that's forever you know. 10
669 years gone by and some of the kids have checked out what they wrote. Some of them have lost it
670 you know.

671
672 BC : I don't think I ever did anything like that-

673
674 AS : It wasn't - I think it was the year after you -

675
676 BC : I remember what we did for Easter was we had the 12 little eggs and we learned the - what
677 is it- oh my gosh - Oh I'm just having problems - It's lent you go around the church praying what
678 happens at each station - Stations of the cross there we go!

679
680 AS : Right, right.

681
682 BC : There we go. We would do like little stations in each little egg and that would bear a
683 resemblance to the station -

684
685 AS : I remember your grandparents - they worked on -
686

687 BC : Oh that's right they did help with that - that's when they first started working at the school
688 and helping out.

689
690 AS: Yeah, because each year they would - and Diane would somehow - and I found some little
691 bitty cloaks or little crosses. And you know it's interesting because they have that in some of the
692 stores now - they've kinda come up with that idea-

693
694 BC : oh really-

695
696 AS : But that was kind of -

697
698 BC : A hands-on-

699
700 AS : way to make it real

701
702 BC : And it definitely was a great way of learning and even now I'm still remembering - Oh
703 yeah we had little bloodstained cloths and-

704
705 AS : Right

706
707 BC : All these different things - And that was to teach us the Stations of the Cross

708
709 AS : Right. And to teach us actually - even things like that little stone - where we put a stone in
710 for that - Shut the grave, cave whatever it was. And you can change it too- it doesn't have to be
711 exactly the stations you know. Well, one of the things I felt was one of the first years I got to
712 teach here I had a lot more chance to be creative. Because I didn't have to be locked into this real
713 strict overwhelming curriculum that was more than little second graders could handle. At least
714 some could — and you could just keep going. But then you know when you have too much you
715 feel like you can't - kinda just let down- and the kids - they don't have a lot to come with too -
716 and when you just have to feel like you're almost like pushing/kicking them - gotta keep moving,
717 gotta get this - and I almost felt like after a while I could hardly take doing the decade of the
718 rosary each day but I thought no, that's gonna be a priority. And I also thought it was a priority
719 to have that little adoration time at church.

720
721 BC : Yeah-

722
723 AS : And then I would have the kids sit in the front row of the church. And I don't know; I
724 presume I did it with your class. And I would just try to share with them things about the faith -

725
726 BC : Yep, I remember that.

727
728 AS : So that was a real joy for me. I mean and I think - I had worked a lot with the boy scouts
729 and something called altar de — this was a religious emblem. And you know it's kinda like the
730 more you teach and the more you do from different vantage points- you can almost come in like
731 in different way and share things with the kids-

732

733 BC : okay

734

735 AS : And like someday when if you have children, you know like I'm finding things that I can do
736 with my little granddaughter that I never would have thought to do with my own kids. Like you
737 guys I think you each had a lamb at Easter time. And we learned the Lord is my shepherd, I shall
738 not want, he makes me lie down in green pastures-

739

740 BC : Yes

741

742 AS : I never knew it before I had to learn it then. And it's interesting when I see different
743 translations of it you know I never like them as much as I like that one.

744

745 BC : That one, yes.

746

747 AS : That one is still a very — you know like for my little granddaughter - I had little lambs.
748 And you know she knows Jesus is the shepherd and he loves the lambs and stuff. So you know
749 you can kinda bring it to different levels. Or last year I was the sponsor for, a godmother, for a
750 young girl who became Catholic. And I could bring in a lot of things, even from the - you know,
751 truth is truth, no matter if it's really easily shown to you or in depth theological thing. You know,
752 it's the truth and lot of ways I think I could really help her ignite in fire for her faith. You know
753 she wants to go through the Catholic studies program at St. Thomas and she wants to really share
754 her faith - you know. She didn't even know at Christmas - I gave her a nativity set- she didn't
755 even know what it was. So that's how little she knew.

756

757 BC : Wow, okay.

758

759 AS : So anyways -

760

761 BC : I just have another question. For you know, kids have their own ideas to bring up. I know
762 my class, we were all little girls and everything, we would play with our American girl dolls all
763 the time. Who's idea was it to have little tea parties all the time?

764

765 AS : There was what?

766

767 BC : Little tea parties.

768

769 AS: Oh!

770

771 BC : Was that our idea or was that your idea?

772

773 AS: I think it was my idea-

774

775 BC : Your idea-

776

777 AS : I just thought that was something really precious. I remember having Mrs. Gettler come in
778 and Mrs. Coone. And I remember we did something - it seemed like we made some rice krispie

779 bars somehow. I don't even know what all happened. Somehow there was something being
780 outside and we made rice krispie bars. I don't remember what it was for. And then also I did like
781 little scrapbook type things.

782
783 BC : I still have those scrapbooks. I have both of them there somewhere. We moved so they got
784 put in storage somewhere. But I still have both of them

785
786 AS : You know, I think there are ways to just touch the heart of a child, touch the heart of
787 anyone for that matter. It's almost like with people who are - I'm just thinking of people who do
788 scrapbooking and that stuff. But if there's something that can add a little, just a little extra touch.
789 It can be like when they're giving you a present. And they add a little touch of a sweet pretty
790 bow. Or it could be a cute sticker. It just brings a little bit more joy. And that's one thing I really
791 enjoy doing. Although I did so many stickers and I think that caused problems with my mouth
792 too - because they were bad ink. You know, cheap ink, because they were cheap stickers and all.
793 You know and you don't think of anything like that as so you have be kind of-

794
795 BC : Cautious-

796
797 AS : Cautious! You know. Anyway. One of things in Burnsville was I had to teach like music
798 and phys-ed and all that. It was really amazing when I said to Anne Coone one day - because
799 when I was in Burnsville you were told you could leave the classroom and go for a coffee break.
800 Can you believe it?

801
802 BC : That would not work out well; I don't think.

803
804 AS : Well you know, the kids would start working on something and you could just go down the
805 hall to the lounge and get coffee for 10 minutes. Take a ten minute coffee break. And that was
806 just a given. So here, you know all these many years later and my youngest was in junior high
807 when I started coming back to teaching. I had tutored kids for a number of years. And so one of
808 the first days when we just started school, I said how do you take a coffee break? She said,
809 coffee break, what are you talking about? You don't get a coffee break. So what you can if you
810 have a preference and time — but you know one thing that's gotten kinda to me it's a little off-
811 the-top. You know I'm just sharing from the heart because these things are kinda private too
812 about Anne. She didn't see some of these things. But you know it got to the point where there's
813 so many rules it almost made me feel like in the Old Testament when they had 613 rules you
814 know. And it was like you could no longer have coffee in a regular coffee cup. You had to have
815 something that had a top on it. And I mean, I know it must have been a concern, nobody said
816 why, but I presume it was it was so no kid could bump into you and get coffee spilled
817 everywhere. But it almost, it almost seem things are getting to an extreme. You know, even with
818 the thing too; our school is very affectionate. I mean Anne would be having her arms around the
819 kids and things like that. That was just the way it is with little kids. Now that things are so strict
820 with concerns- you know you want to be very concerned. But you know, it's like - and when we
821 had to have you kids hide behind my desk you know in case there was gonna be an intruder. I'm
822 like, something like that isn't - you know it's so sad little kids have to think about something like
823 that.

824

825 BC : It is terrifying. I mean, that was just a given for us, that was just something we had to do.
826 We never thought anything of it. We never thought it was gonna happen. But I mean as I've
827 grown up I hear even more stories about it happening in high schools, even in colleges.
828

829 AS : Oh, I know.
830

831 BC : It's terrifying. Because it's like, that's something that can actually happen. It's something
832 that's always been taught - I don't think it's ever gonna happen but now it's fairly frequent. So-
833

834 AS : I know, my son teaches at Benilde St. Margaret. It's a fine how-to-do being a teacher but
835 being a teacher can be a dangerous job. I mean, you know what I mean? It's like - oh wow. So
836 one of the things you had - one of the questions you had was what was one of the most
837 consistent traits in the kids and you know ; I think kids are kids no matter what.
838

839 BC : Well that stemmed from my teacher for this class. The one phrase she says basically every
840 class is no matter how things- what is it- the exact wording - "The more things change, the more
841 they stay the same". So I was curious if that -with that - how much our society has changes -what
842 values are being brought in now with genders are more fluid in this society - if that changes kids
843 in the way they act in the classrooms at all. Or is it - I mean from your time as a teacher - is it
844 just kids are pretty much the same and they aren't as influenced by society.
845

846 AS : I think you know, I can remember being in a workshop in public school and they just started
847 talking about gender change - and I couldn't couldn't believe it because they were talking about
848 this little boy that wanted to come to school dressed as a girl and they thought it was fine and the
849 teacher [talking over each other] That was back when - and I'm like, hey let's be reasonable, this
850 is off the wall
851

852 BC : That was in the beginning of -
853

854 AS : That would've been back in the 70s. You know and so I'm like - that was way back then -
855 I'm like where is common sense and you know Chesterton - he really talks about common sense
856 and I think that's what's been lost. In a world - and so but you know there are so many different
857 things coming from- that kids are coming from and that confusion - a lot times it brings
858 confusion and truth is truth. A lot of people do not want to - you know God is the one that said
859 this is the way it is. I mean, if you don't like it, well there are gonna be consequences you know a
860 lot of times maybe we don't like it because it's not easy and you know there was a little girl that
861 was in my class and she was - her mom was a white witch. You know back in those days they
862 said one of the biggest problems in the 70s was all this stuff with the occult and the police would
863 have to deal with all this stuff. And this little girl came and her was all messy and she looked
864 disheveled- she looked starving - I think she had to sleep on the floor when they finally went in
865 to check on her. And but her mom was a white witch. And so we had one time each week on a
866 Friday where there would be a special fun activity that each teacher would choose a different one
867 each week. And kids could come of all ages you know. And I mean, she would always come to
868 my room, even if it was always above her capability - she just needed that love you know and so
869 um and there are some real basics you know when Sophia - do you remember when she would
870 always fall asleep

871
872 BC : Yes
873
874 AS : - she needed her adenoids out. And she would be up all night with the terrible whatever it
875 was-
876
877 BC : Coughing
878
879 AS : -Coughing and she'd come to school and she couldn't stay awake. And so I'd send her back
880 into the corner and tell her I'd wake you up for afternoon class or something But I literally - I
881 remember Anne [principal] watching at the door - where she [sophia] would literally fall asleep
882 in the aisle you know things like as basic as that. But when you think of kids that are being
883 homeless and stuff like that. Some of them are taken to shelters and then they have to go to
884 school in the day and I just wonder now there are so many kids who are having another language
885 or just who knows what else. It's interesting that Eden Prairie district that used to be considered
886 to be just a wonderful school district and a nice suburb. But they have- and I'm not sure if it's
887 Somalian or what - and I'm not saying anything, well maybe I am saying something. But I'm just
888 saying when you get a group coming in where the parents are just so stressed out that they can't
889 take care of their kids really and they can't be there for them and they can't oversee them and
890 they can't come to any parents meetings or anything. We had this neighbor guy - just the most
891 amazing teacher and the most amazing guy and you know they put him in 6th grade in Eden
892 Prairie schools. And after awhile he just quit - he just said you know there's no discipline. The
893 kids don't respect and it's just horrible. I had one class in Burnsville where it was like that. And I
894 thought you know- the teachers that were in that school - I thought my kids had those teachers I
895 would be very happy because they were very Christian teachers but there was one class I had and
896 the kids it was just - they would be swearing, it would be horrible. I have never seen kids - never
897 a whole group like that - and I said if I ever had a child who was in a setting like that I would do
898 anything to pull them out of that setting.
899
900 BC : do you think when teachers go into that setting, do you think that it's lack of discipline that
901 causes the kids to be that rowdy or do you think it's all - the home situation?
902
903 AS : Well I think it depends - you know this is why I feel like it's sometimes unfair for teachers
904 to be judged by certain results of some classes. You can get one kid that can cause all hell to
905 break loose. But you know I think it's both but I think you can get something where it's
906 completely out of control and I don't think the teacher can help anything-
907
908 BC : -help anything no matter how well trained the teacher is?
909
910 AS : No I think - like this teacher - I mean in he's this big strong guy - it's not like he's just a
911 little timid person or something. And very loving and very good and very sharp. And really
912 knows his stuff. But when you get- if you get enough of the forces against yourself and against
913 the class. You can't deal - you can't - I mean you do what you can but you know you can only
914 get so far. First of all, the school is gonna have so many different needs for the kids and you
915 know you can only teach to a certain level. And you know if you teaching to a level that maybe
916 some of the kids are ready for and then you have a bunch of them that aren't. They aren't -

917 they're gonna cause so much ruckus that they don't allow you to get to that level. So all these
918 other kids are getting basically cheated out of their education. So then that's why - even with my
919 class didn't really know because I was kind of a shy little thing. And this teacher later on she said
920 you know your class was known for being the most terrible class and what happened is we had
921 all these kids come from the public schools starting at 7th grade because they went through 6th
922 grade in the public school and then after they went to our school which went further. Actually
923 they had 7th, 8th, and 9th in that school and then after that they switched the 9th to the
924 counteracting school??? — So you know things just change when you have kids that are having a
925 rough time. And so I mean in a way it seems like - it's unfair to a lot of kids and it's i dunno and
926 this is - I mean I'm kind of prejudiced this way - I think sometimes certain kids with certain
927 disabilities do better in a setting where they get the special help right where they are at rather
928 than being a big distraction to the classroom. I know I have a niece with down-syndrome.

929

930 BC : Okay

931

932 AS : And my sister-in-law- she's very brilliant. She was going for her PhD at University of
933 Minnesota when she met my brother. And she wanted her to be in regular kindergarten. But
934 when she was in that kindergarten; she couldn't follow - she couldn't do what the rest of the kids
935 were doing. She was off doing her own thing all over the room and just making it difficult for the
936 rest of the class. Because it was like babysitting. She couldn't- she wasn't at that level.

937

938 BC : yeah

939

940 AS : And so after that she realized you know this isn't you know. So then she got something
941 where she did really well. So I think you know you have to be careful because you don't want to
942 keep kids out that really need you know that extra compassion and love and being with the rest
943 of the kids -but you know there's a certain amount to learn from kids that are having - you know
944 hard lives. But it's really a kind of fine line. Because I know there's a lot of times there's a
945 professional with them and they use big machines and all that stuff and I mean- you know the -
946 you know you probably are familiar with the boy from Benilde St. Margaret who was in that
947 terrible hockey accident.

948

949 BC : Yeah

950

951 AS : And he was in my son's class - you know his first year teaching - but you know he just had
952 him in the homeroom that year. But the next year he had him later on. Somebody like that - that
953 this kid's got a good attitude and he's fine in the classroom. I'm just thinking more the ones that
954 are really disruptive and stuff so that they can't really have a normal class and teaching. So that's
955 a fine line. But maybe I may be a little prejudiced. Partly just because I was just trying to move
956 kids forward and frustrated that I couldn't. that some people just couldn't - it was too hard for
957 them.

958

959 BC : So what do you think would be the most - like the best advice to give to a new teacher in
960 this day and age based on your experience.

961

962 AS : Well, I have a couple of ideas. First of all, I think you really need two things. I think you
963 need to love what you're teaching for the most part and to love the kids.

964
965 BC : Okay.

966
967 AS : And I think to really pray for them too. Because I think that as Catholic Christians we can
968 bring in joy a lot and I think - I had a class in college - physical science - it had things like
969 electricity and stuff like that - That was my favorite class. Because that teacher was so full of joy
970 that she could relate it all back to this part of creation and all that. So it's kind of like that whole
971 liberal arts education when you see this is connected to this and this and this. And that's what
972 brings a lot of joy I think. And that's where history is just pure joy. Because you see all of this
973 and you can bring it in - weave it in from God's perspective and from human perspective too.
974 And from so many different perspectives and help kind of see - there's lessons from it and But I
975 think - for me you know there's so much that I love teaching. And then I love the kids. So those
976 were the big things. I think I wrote some other things too. And some of these ended up being...
977 Let's see. You had one of the things about..... I think..... I think to try to - you know you almost
978 have to be at the right spot for being reasonable for yourself and reasonable for the kids. So you
979 can have a life of your own too. That if you're planning to do this and you're planning to marry
980 and have kids, you really need to be able to get a balance.

981
982 BC : Yeah.

983
984 AS : I didn't always do that good of a balance thing. Are you thinking of working with older
985 kids?

986
987 BC : high school.

988
989 AS : Yeah. See I think you can have a much better balance.

990
991 BC : That's what I've been told. I wanted to do elementary but I've been told by Mrs. Leighton
992 (Ms. Lashinski) who has four little kids and other elementary school teachers said don't do that
993 it's hard to balance.

994
995 AS : Yeah, because I mean so much motion - not that there isn't a lot with the older kids because
996 they are going through all the other things. But they can catch things better and if it - if you can
997 help it mean something - if it you can make it interesting and fun and exciting - if you know - I
998 think it really helps the first year where you can't do it as much because you are just trying to get
999 into and stuff. But as time goes on you can kind of weave it in and — that's kind of the
1000 advantage when you become experienced teacher - even after your first year. That you can you
1001 can almost - it's almost like when you know Christmas is coming and you know Valentine's -
1002 it's kinda like you can forsee and kind of get things all ready - getting ready for these things. And
1003 so i think that would make it more joyful for them. And I think even just being aware with them
1004 in the normal life - what's going on in our country, what's going on the world what's happening
1005 in the faith especially if you're going to be in a Catholic school. Or a Christian school too for that
1006 matter. You know, say New Years comes, that's gonna be something secular for everybody. But
1007 you can bring in well, you can do - what happens with this and that you know and help them to

1008 look into their future too. Not just be stuck where they are but to know that your future is coming
1009 sooner than you think. And you are already part of your future. You know if you can be thinking
1010 about - especially in your area, you know you can help them think about possibilities that they
1011 may for see that they can prepare themselves for. Does that make sense?

1012

1013 BC : Yeah that makes sense.

1014

1015 AS : [muttering]. One of the things too you have to be careful - you know when the internet
1016 opened up we started getting emails. You can have parents that are just you know like they are so
1017 demanding - In high school they may not be, but I think you have to show where the kids are at
1018 almost each day, and that's a big job. Plus you can have an aide who can do something like that.

1019

1020 BC : Okay

1021

1022 AS : Because you know you s- — [sound cuts out] And if you have a parent that's emailing you
1023 four times a day about so and so staying up till 1 o'clock doing homework and needing help,
1024 that's pretty tough.

1025

1026 BC : Yeah

1027

1028 AS : So not to be careful - you don't get overburdened. So-

1029

1030 BC : So consistency and a variety-

1031

1032 AS : Yeah, you need the one and you need the other. So many things just need to be sensitive. -
1033 wherever they were going for class - and a lot of times they would just be sitting on the floor and
1034 the teacher would be teaching them and then they'd go to whatever desk they would be on. Or
1035 they might lay on the floor on their stomach or something. And then the halls all filled with fun
1036 things like blocks and stuff like say the math and they could be doing these counting things and
1037 they would - you would get a lot of homework checking - because they were all - and they would
1038 have just big packets of work and we'd just keep on moving them forward and so they could be -
1039 in math and reading - all these different things. And then in social studies and science they would
1040 be with a group their age. Not always their age, sometimes it would be different. Sometimes it
1041 would be with their homeroom too. Another thing I did was with the national science foundation
1042 called ESMUS? - And I had to go to Boston College, and they were trying to find a lot of things
1043 where the kids could be much more open-ended. And they would be able to come up with ideas
1044 they would see with the school. One of the things I wanted to do was paint this wall where they
1045 made like cartoons - it was really sweet whatever it was. In the basement they literally painted
1046 this whole wall. And another thing, they made this crossword puzzle and trying to come up with
1047 these unique ideas and that was the whole front page of the national science - you know what the
1048 kids had done. I think little 4th and 5th graders. One of the things they came up with was made in
1049 school was an elevator. And I mean that was something so far out, are you kidding in those days
1050 an elevator you know. But you know here and down the road that's you know.

1051

1052 BC : It's quite common.

1053

1054 AS : Yeah, it's interesting how things progress and things change. Yeah like when I was a kid
1055 they wrote the teacher had to write everything on the blackboard- everything. You know there
1056 were tests and oh my gosh they would write write write the questions and you even would have a
1057 page where they wrote down the answers And then she'd be erasing the big boards because she'd
1058 have new questions. It wasn't like you could have you know the copy machines. Then they had
1059 mimeograph machines - have you ever heard of those?

1060

1061 BC : We mentioned those in class the other day, and how those were brought in-

1062

1063 AS : That was when I first started teaching in Burnsville and I'm like you'd have to have all this
1064 horrible ink and that's probably caused some of my problems too who knows. This was pretty
1065 interesting.