



PARENTS AND OTHERS IN THE TOTAL LEARNING PROCESS

Attitude and behavior can directly influence the process of learning in the total educative process. The learner's attitude toward self, the relationship she/he maintains with others, and his/her attitude toward the entire school experience will spill over to affect reactions to any instructional program.

It is in the home that the child begins to develop a sense of worth, a sense of acceptance, as sense of competence, and the other qualities that make up a positive self-image. Other significant people in the

child's early immediate environment - older and younger siblings, relatives, playmates, babysitters - provide a further basis for the young child's developing self image. For example, children who are incessantly reminded by older siblings that they are "dumb" or that they "can not do anything" often arrive in school convinced of their lack of ability. By contrast, children whose early achievements and success are highlighted and recognized by those around them will likely arrive in the classroom with a "can do" attitude, convinced that they are ready to continue with successful experiences.

In dealing with the learning problems of the child with negative attitudes and behaviors, the best efforts of the most skilled teachers are often not enough. Teachers will likely need the help of parents, other school professionals, and even other children, in total treatment strategies.

Parents are key people in the total education of all children, but especially in the education of the child with emotional problems and other learning problems. Attitudes are closely linked to home experiences, and children don't leave their attitudes toward learning in the classroom when they go home every day. There needs to be a steady two-way flow of information between the school and the home. Parents need to understand what the teacher is trying to accomplish so they can provide appropriate help

and follow-up that will support the teacher's efforts. Parents also need to see each phase of the total learning experiences of the child.

Learning to read, write, work mathematical problems, etc. often becomes an emotional issue for parents. Parental pressure for the child to achieve beyond his/her capabilities or an unfavorable comparison with other children are home issues that carry over into the child's experiences in the classroom. Parent's expectations are bound to affect children's attitudes toward themselves, toward others, toward school, and toward learning in general.

There are times when parents may be either unwilling or unable to cope with their child's attitudinal or emotional disorder. While this situation can certainly be a frustrating experience for the teacher, it ought not to be a reason for giving up on the problem. Here is where help and support can come from other members of the school staff.

Maintaining the proper attitude toward school may, in many cases, be very difficult for the Black child. If he/she feel that he/she is not wanted or needed in the classroom where he supposedly is being taught, he/she may develop an attitude of disrespect, frustration, emotionalism, etc. within the classroom. In our society we cannot afford to allow any child to feel that he/she is not accepted in our educational processes, but especially the Black child who may have been made to feel inferior in many ways sometimes at the expense of lowering his self-concept.

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labor to form a powerful political force for social and economic reform in the United States. It is also clear that Jewish organizations and leadership have done so when it is in their perceived interest to do so as we do. It is reasonable to believe that they will continue to work with blacks when they believe that it is in their interest to be allied with blacks and our aspirations.

However, it is a fact that within the past 10 years some Jewish organizations and intellectuals who were previously identified with the aspirations of black Americans for unqualified educational, political and economic equality with all other Americans abruptly became apologists for the racial status quo. They asserted that further attempts to remedy the present forms of discrimination were violative of the civil rights laws.

Powerful organizations within the Jewish community opposed the interest of the black community in the *DeFunis*, *Bakke* and *Weber* cases up to the United States Supreme Court.

Beyond that, some Jewish intellectuals gave credence and policy substance to such concepts as "reverse discrimination" and "quotas" as reasons for restricting further attempts to continue to seek remedies for present discrimination against blacks. The term "quota" which traditionally meant the exclusion of Jews was now being used by many Jews to warn against attempts to include blacks in aspects of our society and economy from which we were previously excluded. To many blacks, this seems to be a most perplexing Orwellian perversion of language.

Black America is also deeply concerned with the trade and military alliance that exists between Israel and the illegitimate and oppressive racist regimes in South Africa and Southern Rhodesia. That relationship, in our view, imposes upon Jewish organizations in this country an obligation to insist that the State of Israel discontinue its support of those repressive and racist regimes.

These causes of black-Jewish tension could only give aid and comfort to those who previously were as anti-Semitic as they were anti-black. It is also possible that it completed the circle of black separatism and bitterness.

Realism demands that the burden of resolving the black-Jewish tensions which have been brewing for years cannot be placed disproportionately on the backs of already over-burdened blacks; Jews must show more sensitivity and be prepared for more consultation before taking positions contrary to the best interests of the black community.

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