

Education

Clark County School District

Human Relations Department News

'A Page Digested Is Better Than A Volume Hurriedly Read'



Al Brown, Coordinator
Human Relations

Concluding the first half of the 1980-81 school year. We are proud to say all of the goals of the Human Relations Activity Calendar were successfully accomplished. We are now ready to plunge into the last half of the year with much enthusiasm. **WE ARE READY.**



WE ARE NUMBER ONE




I AM READY



HAPPY NEW YEAR



1981 LOOKIN' GOOD



Education Is Power

By Thomas E. Wilson

Hostility In Children

As teachers and parents, we see many different kinds of children. Some are bright, alert, and ready for their school work. Others are dull, listless, and resent any implications of school. Still others are either overtly or covertly hostile to any educational authority.

It is to the latter that we wish to address our discussion for this week. We must first ask ourselves, "What causes so much hostility in some children, and how can

we as teachers and parents help our children overcome these hostile feelings." Children cannot function properly at school or anywhere else with such feelings.

Then we must seek ways in which feelings of hostility and aggression can be vented in more acceptable ways in order that our children do not go around with feelings of hostility bottled up inside themselves.

What causes so much hostility in children, especially within our Black children? In our opinion, open hostility is one's way of venting pent-up feelings. As teachers and parents we must first learn to recognize the signs of hostility in our children if we expect to be able to help them. Some of the signs are: crying openly, extreme quietness or extreme talkativeness, mental dullness, unreasonable overt reactions to small incidents, fighting, certain types of restlessness, low self-concept, jealousy, etc.

Being able to recognize these signs is only the first step toward helping the child solve his problems. The second, and one of the most important steps, is to help the child overcome these feelings in order that he may be able to function properly.

Let us begin by presenting to the child an atmosphere that is warm and accepting. The classroom teacher can greet each student with a warm "good morning," when he comes into the room. This will help to set the tone for the day. It appears that children are quick to recognize any type of positive response by others.

The second step is to provide for a series of successes for each child. "Nothing succeeds like success." If the child can feel successful, he is more likely to strive toward a repetition of these feelings. A kind word for work attempted and/or completed will go a long way toward developing a feeling of success within the child.

The "red pencil" method of grading papers seems to provoke a certain amount of

hostility in a child. If we as teachers would use some other kind of marking instrument for grading papers, the child may not develop a sense of utter helplessness.

Strive to become the child's friend as well as his parent or teacher. Usually a person will respond positively to a person he considers a friend, and will confide in that person. Until we can become aware of what's "bugging" the child, we will be unable to help him.

In some cases the child may resist the fact that he does not have as many material goods as his peers, and may seek ways to compensate. In this case, teachers especially can minimize the importance of material goods by emphasizing the more important moral and spiritual values of truth, justice, goodness,

loyalty, trustworthiness, etc.

Combatting unreasonable overt reactions to small incidents are usually the most difficult to handle. In many cases these reactions are closely related to the person's low self-concept. In these cases, every effort must be made to make each person feel that he is a worthy person.

Parents and teachers must work together in their attempt to help the child. Without this close cooperation, the child may not be able to see through his hostility.

Time and space do not permit a lengthy discussion of all the possibilities for helping a child work through his hostilities. However in future columns, we will attempt to present more ideas for helping the child who cannot function properly without some help.