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HUMAN RELATIONS COMMISSION

SCHOOL DISCIPLINE AND RACIAL CONFLICT

53432

By

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ABOUT THIS PAPER

The Pennsylvania Human Relations Commission believes this paper contains very practical suggestions for school officials regarding policies and practices of effective discipline in our schools in relation to racial tension and conflict. These insights are based upon first-hand experience with a variety of school communities and a deep understanding of the attitudes and behaviors of its participants. However, the specific views set forth in this paper are those of the author and do not necessarily state policies of the Commission.

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PREFACE

This paper has grown out of my three years in the Education Division of the Pennsylvania Human Relations Commission working with public schools in which racial fighting has broken out or with schools in which the Black community has asked for the Commission's help because of racial tensions which existed. While doing this work, it became clear that a paper might be useful which put forth the basic philosophy, readings, and research upon which we based our approach to racial conflict and which brought together and described those many excellent ideas and programs collected from the schools in which we had worked.

It was found that certain activities and attitudes did make a difference, that it was possible to significantly reduce racial tensions in schools, although, needless-to-say, racial problems ran deep, and obviously our efforts could not eliminate all those deep-seated problems. The Black community always reported progress, however, and school administrators were happy with the changes, too. Some patterns began to emerge: nearly all schools initiated certain changes which were fairly easy to bring about and which resulted in a quick reduction in tension; other problems became obvious, also, which were much more difficult to solve, requiring long-range planning and commitment and more time and money. It was felt to be important to pose these problems clearly, too, and look at the direction in which schools might move to solve them, if racial difficulties were ever to be resolved at their deeper levels. This paper is addressed to both types of concerns.

This is not an official policy statement of the Pennsylvania Human Relations Commission; the thesis is my own. However, the paper includes a compilation of those programs and approaches to the problems which have been found to help reduce racial tension in the schools in which I and some of my co-workers have assisted. The readings and research findings cited include those which appeared most useful and interesting to teachers and administrators in talks with them and in in-service training sessions. Also included are some of the approaches and programs which have been prescribed as terms of adjustment in those school districts against which the Black community filed pattern and practice complaints with the Commission and in which the Commission determined that some discrimination had occured. This paper is based upon work done primarily in suburban Philadelphia, where most of the conflicts with which the Commission has been called in to help have been racial; therefore, this paper reflects these programs and concerns. Most of what is recommended, though, could be applied when working with any minority group in a school; be it the Puerto Rican minority or any other ethnic group. It would apply with some modifications to a White minority in a primarily Black school, too. It is hoped, then, that this paper will be a useful contribution to the thinking and experience in the field of intergroup relations in our schools.

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I wish to acknowledge the part played by Dr. James P. Harrison, Superintendent of the Wallingford-Swarthmore School District.

After an in-service training session, he asked if any of the material I had covered was available in writing. The programs which he and others instituted after a racial conflict there, plus his appreciation of my efforts, played a large part in my decision to write this paper. Also, the excellent programs developed under Superintendent Dr. Carl Hoffman's direction in the Abington School District following a conflict there have been among the most important sources of ideas which I have carried to other districts. Essential, too, was the encouragement of my supervisor, Lewis J. Carter, Education Specialist in the Philadelphia Regional Office of the Commission; without his support and help, by allowing me time and space in my busy job, this paper would never have been written. I also want to thank Silas L. Warner, M.D., for his careful reading of the paper from a psychoanalytic point of view and for his valuable insights and belief that the paper could fill an important need.

Additionally, I wish to thank Angelle Keene, chairperson of the Eastern Caucus of the Conference on Black Basic Education (COBBE), and Nathalene Richardson, M.S.W., A.C.S.W., of the Philadelphia School District and also active with the Eastern Caucus of COBBE, for their critical reading and suggestions. I also thank Dr. Janet Hoopes, Professor of Educational Psychology and Director of the Bryn Mawr Child Study Institute for her critical reading, as well as Elaine Weimer of the West Chester Human Relations Council, and classroom teachers Geraldine Driver and George Turner of the Philadelphia School District. Also, a most important contribution, was the editing done by Janet Baker. I, of course, take responsibility for the final thesis, with whatever mistakes and failings it might have.

Lastly, in addition to the above, I appreciate the essential contributions made by all those people I have talked and worked with over the past three years: The Black parents and concerned citizens' organizations and their children; the many Black and White teachers, counselors, principals, school disciplinarians, and district superintendents; and, most important, the Black and White student fighters and their parents. They have all contributed to my understanding, insights and program suggestions. But most of all, they have contributed to my belief in the potent power of honest communication and my deep respect for the human capacity for emotional growth.

Jean W. Dole
October 1974

SCHOOL DISCIPLINE AND RACIAL CONFLICT

Introduction

Racial conflicts and tensions have been arising in public schools distressingly often in recent times, and outbreaks of serious fighting frequently occur. This can be very frightening to the whole school community. Parents fear to send their children to school, and teachers fear they will unable to control their students. As a result of these fears, there is usually a demand from the community and school staff for "more discipline." School administrators feel a strong responsibility to make their school safe for children, and they may worry that if discipline had been better the outbreak might not have occurred. They feel a compulsion, therefore, to "do something" about discipline, though their experience usually makes them realize that what needs to be done is not quite as obvious as some appear to believe.

Responding to these pressures, school personnel sometimes blame "outside influences" for their problems and state defensively that the school is neither to blame for the difficulties nor able to cure them. It is recognized, of course, that racial tensions do not originate in the schools, and probably nothing a school can do would completely prevent the possibility of an outbreak of fighting or completely eliminate all racial friction. However, it is the experience of the Pennsylvania Human Relations Commission staff that schools can make some very important contributions toward reducing racial tension and improving the relations between the races, and these contributions are made not only through curriculum, assemblies, and other such programs, but also, in a most important manner, by the type of discipline that is used and the manner in which conflict is responded to when it does arise.

Therefore, it is the position of the Pennsylvania Human Relations Commission that school districts must help to reduce tensions and improve relations between all racial and ethnic groups within the school if they are to fulfill their important obligation to provide equal educational opportunity for all children and prepare these children to live together harmoniously in a democratic society. The school's approach to discipline is an important key to the accomplishment of these goals.

Response to Conflict - "Cracking Down" or "Opening Up"?

The cry for more discipline usually takes the form of a simplistic demand for a "crackdown" in discipline. School administrators or school boards sometimes succumb to such pressures by developing stricter rules, instituting harsher punishments, and eliminating some of the freedoms of all the students even though only a few students have gotten into trouble. The central issue is overlooked in the general uproar, i.e., how to devise more

effective means of meeting the specific needs of students who have problems so that such students will be less likely to get into similar trouble in the future.

Also, overlooked in this approach is the reality of the tensions which exist between the Black and White students in the school, and the fact that the special needs of the minority child are being met adequately in hardly any school in our society. Finally, the rights and feelings of all students are overlooked, too, because they have had their freedoms reduced even if they caused no problems. In an atmosphere of "cracking down," all students will become fearful of expressing their honest opinions and especially their negative feelings. These unexpressed negative emotions will cause difficulties for the students and may fester and grow only to explode with greater force at some later time.

On the other hand, conflict can bring positive results - it can be a creative and constructive force for change - if the response to it is to "open-up" rather than "crack down." Conflict can be valuable because it clarifies the issues, if people are willing to look at them. Suppression allows the real issues to be covered over and ignored. Conflict can be viewed as opportunity and challenge, as a chance for people to speak openly to each other and to listen seriously to the hurt and need which cause the anger and the resulting problems. It can be greeted as a chance to develop innovative and integrative solutions to problems which will benefit everyone. Some school administrators have responded to the challenge of conflict in this way and have come to appreciate that the conflict served to dramatize the need for change, helped to open up communication, and thus speeded up the process of innovation and growth within the school community.

In its work with numerous school districts, the Pennsylvania Human Relations Commission staff has found that when a school uses the more traditional, authoritarian, punitive and essentially suppressive forms of discipline, racial tensions tend to run high, and conflicts are more frequent. As a school changes to less suppressive forms of discipline, using more frequent and more open discussions with two-way communication between Blacks and Whites, teachers and students, students and students, and parents and school administrators and staff, the tension subsides, an atmosphere of increased understanding and mutual respect begins to develop, and the process of mutual growth is started.

The findings of the Human Relations Commission are corroborated by a nationwide research study done by the Syracuse University Research Corporation on disruptions in public high schools.[1] This study shows that the more serious disruptions occur in schools in which the principals are traditionally authoritarian and the discipline methods are the directly punitive control devices such as suspension, explusion, police arrest, detention, and referral to parents who are often punishment-prone.[2]

On the other hand, schools which dealt effectively with conflict had greatly increased the use of discussion and counseling, had understood and honored cultural differences, had increased student involvement in planning and discipline, had reduced academic rigidities, had increased communication with the community, and had developed special schools and classes designed to meet the needs of the child who had difficulties in the regular classroom. A few had attempted to use judgment as to when a parent or a parent-substitute should be brought into the discipline process and worked with to develop a constructive involvement with the child.[3]

The Discriminatory Disparate Effect of Punitive Discipline

In accordance with the precedent established in the "Griggs vs. Duke Power" Supreme Court decision of March 1971, a policy which has an unfavorable disparate effect on a minority group is considered discriminatory even if it does not arise from intentional prejudice and is not applied in an unequal manner. Applying this to school discipline, the Human Relations Commission has found that traditional forms of discipline which are primarily punitive affect, in an unfavorable manner, a higher percentage of Black students than White. For example, in nearly every school investigated by the Commission, it has been found that a higher percentage of the Black student population than the White student body was suspended. Since many have questioned whether suspension is a necessary discipline tool in all instances in which it is used, or whether it is, in fact, the most effective discipline tool available, it becomes necessary to examine the suspension policy to see if it can be modified to minimize its unfavorable disparate effects on Blacks and other minorities and to see if it can be supplemented with discipline methods more likely to resolve problems than merely suppress them and thereby cause new ones.

A recent nationwide survey by the Office of Civil Rights, U.S. Department of Health, Education, and Welfare, has also shown a considerably higher percentage of Black suspensions and expulsions than White in most of the major urban school districts which were studied. Peter E. Holmes, Director, states that the Office of Civil Rights intends to pursue vigorously this problem of "pushouts" as a possible serious form of discrimination occuring in schools.[4]

Although some of these "pushouts" may be attributable to conscious prejudice, probably the largest part are not the result of intentional unequal treatment. Nonetheless, the reasons can be traced to the effects of past and present racism in schools and in society at large. In-depth studies of schools which keep detailed discipline records have revealed that certain teachers consistently have more problems with Black students, although these teachers usually do not feel they are prejudiced. A White teacher whose manner is harsh with all students is often considered

prejudiced by Black students because of their past experiences with prejudice, and therefore such teachers may be resisted more strongly by Black students than by White. Such teachers may also be exhibiting small signs of prejudice of which they are not aware. Research at the University of Illinois has documented the reality and pervasiveness of discrimination by white liberal teachers who are not consciously prejudiced.[5] This and other research indicates the very subtle forms which such prejudice can take, such as a slight edge in the teacher's voice or calling on the student less frequently in class.[6]

Another cause of the disparate effect of punishment on Blacks is the often large number of Black students who come to school with problems of the type which usually result in punishment. As a result of the racism in the employment sector of our society, there is a larger percentage of Blacks in the lower socioeconomic class, which class produces more children with problems.[7] Also, research has shown that teachers do not give the same support and encouragement of lower-class students that they give to middle and upper-class students, and this is particularly so if the students are Black.[8] Guidance counselors are more likely to recommend a therapeutic approach for a middle-class disruptive student and a punitive approach for a lower-class disruptive student, a recent study indicates.[9] Even Blacks in more fortunate circumstances have suffered from many damaging emotional experiences with discrimination and prejudice, and, as pointed out by Black psychiatrists Grier and Cobbs, Blacks have the additional emotional burden of coping with their rage resulting from generations of injustices from Whites.[10] An insensitive teacher reacting harshly to a small expression of anger can escalate this into a major problem.

The Human Relations Commission, therefore, is not just concerned with equal applications of <u>punishments</u>, but with a change to a more constructive, sensitive and therapeutic approach to discipline; otherwise, Black students will be further hurt and discriminated against by their experiences in schools. If children are blamed for problems which result from discrimination, if their anger is not understood and allowed any safe expression, if they are punished for their hostility and other difficulties by sarcasm, harsh criticism, physical punishment, frequent or long suspensions, especially with academic or extracurricular reprisals, or if they are permanently expelled from school, they will not have the will or the opportunity to overcome their problems. Both the children and society will suffer.

Although most school personnel are not prepared to give up entirely the use of punishment because they believe it is necessary as a deterrent, they should be aware that this punishment has not, in fact, deterred the child who is in continuous difficulty. Such children are motivated by needs strong enough to make them act despite the threat of punishment. If they are

continuously hurt, "put down," or shamed, the resentment against this punitive treatment will further add to their problems. If turned inward, this resentment may lead to apathy and failure. If turned outward, the resentment may cause rebelliousness or aggression against authority, or may find its expression in displacement in some safer direction by turning against some outgroup, such as children of another race. Such displaced resentment against punishing authorities is known to be one of the common causes of prejudice.[11] Therefore, disciplining children, both White and Black, in a manner which causes anger and does not allow for the expression of anger, can further contribute to prejudice between the races by the psychological mechanism of displacement, i.e., taking the anger out on a scapegoat.

Discipline is Not Synonymous with Punishment

But the cry goes up, "We can't have permissiveness; that will hurt the child, too! The school would be chaos, and no learning could take place! Children need limits." Many people equate discipline and punishment and use the two terms interchangeably. Those holding this view assert that without punishment there is necessarily excessive permissiveness. However, on the contrary, the late well-known psychologist Haim Ginott states in his book, Teacher and Child, "The essence of discipline is finding effective alternatives to punishment. To punish a child is to enrage him and to make him uneducable . . . Whatever creates self-esteem is to be fostered."[12]

Or as Dr. Thomas Gordon, author of the books P.E.T., Parent Effectiveness Training and T.E.T., Teacher Effectiveness Training and founder of the very successful "Teacher Effectiveness Training" course, expresses it, most adults know only two methods of disciplining children: Method 1 (the authoritarian, punitive method), in which the adult "wins," or Method 2 (the permissive, nonpunitive method), in which the child "wins." What is necessary for the development of responsible behavior, however, Dr. Gordon explains, is Method 3, in which both sides "win." This is the problem-solving approach in which the needs, rights, and feelings of both sides are respected. One part of this method is good listening skills to help children solve their own problems. Another is good self-expression skills, so the adults can make the children aware of their adult needs and feelings without attacking the children or undermining their self-esteem. And finally, this method includes no-lose conflict resolution in which a mutually satisfying solution is worked out, one that respects the rights, needs, and feelings of both sides.[13]

Dr. Thomas Harris, in the very popular book I'm O.K., You're O.K., which describes the effective transactional-analysis method, expresses the same kind of approach to discipline when he talks of the need to interact more frequently as adult to adult, not parent to child. The parent-to-child transaction which uses the power of

authority to get obedience will cause a child to develop the "not O.K. child" feeling which keeps the child from taking responsible action. However, when an adult values the child's emotions, opinions, and intelligence, when discussion and reasoning are used to examine problems, the adult develops the "I'm O.K., you're O.K." feeling in interactions with the child and thus builds the child's self-esteem and capacity for mature decisions.[14]

The most important tool of discipline is discussion which consists of good listening and accurate expression of needs and feelings in an atmosphere of mutual respect. Two-way communication is the key. As Phyllis Harrison-Ross, M.D., a Black psychiatrist, puts it, the discussions should be "with the child, not at the child." As she states it, discipline is "more talk than action." If the talk is done well, the action may not be necessary. Dr. Harrison-Ross believes it is especially important to encourage talking with the Black child, because one of the unfortunate inheritances of slavery with which Blacks have to contend is their tendency for silent, unquestioning obedience which covers a deep resentment of their treatment.[15] Sullen, negative comments by Black children represent an incomplete attempt to express their anger, arising out of a reasonable fear of the consequences of expressing it more fully:

These discussions between teacher and child must be carried out in a spirit of problem-solving, however, not in the spirit of reprimand, or they will not be successful. With reprimand they would just be another form of Dr. Gordon's Method 1 or Dr. Harris' parent-to-child interaction. In these discussions the adult must be open to the possibility of learning from the child as well as vice versa if real growth and solutions are to be found. Although the adults have certain knowledge and wisdom from their greater experience, children on the other hand, know their own world better than the adults. They know their feelings, interests, abilities, and the problems with which they have to content. Adults who listen carefully will relate more effectively, and children who know they are listened to and have had their views respected, will be able to listen to and respect the adults' views.

Most teachers and administrators, however, need more training to do this type of discipline successfully. Reading and discussion of the above-mentioned books is one method of developing these skills. In-service training days devoted to developing these discipline skills are essential. In addition, more extensive training is desirable to bring about deeper change, through longer courses given to all teachers or to those willing to take them. Some schools have paid for the courses or have offered in-service credits or cash bonuses as incentives for taking them. Some schools have used the 30-hour Teacher and Administrator Effectiveness Training courses designed by Dr. Thomas Gordon, which is an especially thorough and effective method for the direct training of school

staff members in the techniques of relating to students in a therapeutic and democratic manner. The Human Development Program, which is a method of getting children to relate on a feeling level through the use of the "magic circle" discussion groups has also been used for in-depth training. The latter method, though directed at children, also has the side effect of producing significant improvements in teaching skills. Some schools have had a psychologist come to the school to give courses to teachers or administrators in relating to the child on a feeling level. Many schools are beginning to use school psychologists or community mental health center workers for increasing teacher and administrator awareness of more therapeutic approaches to discipline. Many are using guidance counselors in an expanded role as counselors to teachers as well as to children, or are using talented resource room teachers or Special Education teachers in similar roles. A Black counselor, administrator, or talented Black teacher can often be extremely helpful in increasing teacher awareness of Black concerns.

In summary, it is urged that discussion and problem solving always precede any resort to punishment. If this is done well, it may be discovered that punishment is rarely felt to be needed, even by teachers who previously used punishment frequently and felt it to be an essential tool. In fact, such teachers have very often come to the conclusion that the punishments they had been using had been interfering with the development of responsible behavior in the students. Many administrators from districts where Dr. Gordon's Teacher Effectiveness Training has been taught report that when teachers correctly apply these methods in the average classroom, most discipline problems have been, in fact, rather quickly resolved without any resort to punishment. Research studies on the Effectiveness Training approach indicate that through this program most teachers can be relatively quickly taught non-punitive problem solving methods which significantly reduce disruptive behavior and improve student achievement.[16] Unfortunately, however, not every teacher or administrator is emotionally ready to accept this approach or can use it consistently.

A Minimal Negative Reinforcer or Punishment as Retaliation?

Usually there are some who stoutly defend punishment and who cannot accept the problem solving approach, or can only accept it partially. Despite the evidence to the contrary, they call this approach "soft" and "unrealistic." Such people have a righteous, often moralistic, insistence on the need for unquestioning obedience. They feel that a child "deserves" to be punished because he or she has been "bad"; they see punishment as a kind of retaliation, a form of "revenge" against the child for bad behavior. They blame the child and want to hurt the child in some way to "teach a lesson." They also explain that they feel that punishment is good for the child and is helpful in teaching "right from wrong."

However, knowledge gained through psychiatry has shown that children do not feel they are being helped by punishment, although

they have sometimes repressed these feelings out of consciousness. At some level, conscious or unconscious, they are angry and resentful for being hurt and for being made to feel that they have failed. They are determined to get even and they do, either by hurting themselves by passive resistance, apathy, or further failure or by hurting someone else, either the authority or some scapegoat. These children had reasons for their behavior, and they are angry that no one respected those reasons or stopped to find out what they were. They are in no mood to learn from their punishment. They are put in the position of either admitting they were wrong, which makes them feel weak, bad, and a failure, or, if they want to maintain their self-respect, of angrily blaming the punisher and defending themselves against the accusations. Punishment becomes the excuse for blaming someone else for their problems, and they are thus spared the necessity of looking to themselves for change.[17]

Add a racial dimension to this and the feelings become even stronger. The teacher is White, the child is Black, and the punishing teacher is making the child feel weak and wrong. Then it becomes even more imperative for the child to defend self-respect by resisting for the sake of racial pride. If the child does not do this, there are more feelings of weakness and self-contempt added to those already learned simply by being Black in an unfriendly White world. In our society where "black" is often associated with "dirty" or "bad," as Black psychiatrist Phyllis Harrison-Ross points out, the child can be caught in a "black prison" from which communication with the White world becomes very difficult indeed.[18]

Adults often feel the need to prove that they "will not tolerate bad behavior," and they feel that strong punishment is the way to do this. Such punishment, however, for the reasons indicated above, acutally increases bad behavior, the record shows. Karl Menninger, M.D., the famous psychiatrist and criminologist, in his book, The Crime of Punishment, states that there is a history of severe punishments in the backgrounds of most serious criminals.[19] Unfortunately, the freedom to use physical and other forms of harsh punishments often affords the adult the opportunity and excuse for the expression of hostility and prejudice which can be quite damaging to the child. The development of responsible behavior from a child requires the child's willing participation and cooperation; fear, anger, and resentment caused by strong punishment make such willing cooperation impossible.

Different from this kind of punishment because it lacks the punitive, vengeful overtones of being something the child "deserves" because he has been "bad," is a kind of minimal punishment, possibly better described as a negative reinforcer, which is used only for its deterrent effects and not for the purpose of hurting the child.

Usually school administrators feel they need some form of negative reinforcer to deter behavior they feel would be detrimental to the smooth running of the school. The more flexible approaches to learning, however, such as open classrooms and alternative schools, when handled well, have shown that a great deal of learning can go on with relaxed rules and little or no punishments or negative reinforcers. There is still some form of structure in these classrooms, and there is adult leadership as well as student self-discipline and responsibility when these schools are effective.[20] Usually student participation is sought in developing the rules which are needed. Alternative forms of education are often extremely helpful to children who have problems or cause difficulties in the traditional classroom, and they serve as valuable sources of research information and experimentation from which traditional education can learn.

If one accepts the viewpoint of traditional education that some negative reinforcers are necessary for deterrents, it is important to examine whether or not the negative reinforcer used is actually accomplishing the goal of effective deterrence. This is not as simple and obvious to determine as some claim. As Fritz Redl states in his book, Controls from Within, Techniques for the Treatment of the Aggressive Child, punishment is a very complex issue, and "professional educators, mental hygienists, and psychiatrists frequently will produce as naive punishment beliefs . . . as any nonprofessional person."[21] He states that punishment is a marginal control technique, only effective with the fairly healthy child, and it must not be of a nature or intensity to be able to be interpreted by the child as adult hostility or aggression.

Research in cognitive dissonance theory has shown that the threat of minor punishment can actually change a child's opinion about the desirability of certain behavior, while the threat of serious punishment does not lessen the desirability of the behavior but, in fact, often enhances it. Under the threat of serious punishment, the behavior may be temporarily suppressed, but it is likely to be expressed again at any time the threat of punishment recedes. This is less likely when a lesser punishment is threatened.[22]

Applying this to school discipline, very short suspensions or in-school suspensions given without the punitive overtones which imply a child is "bad" are more likely to be effective long-range deterrents than are longer suspensions; they will be less damaging to a child's self-esteem and will not interrupt schooling to as significant a degree. However, if additional punishments are added to the suspension, such as academic reprisals or removal from extracurricular activities, the results can often be disastrous for any future attempt to help a child back toward a more positive response. Resentment and hopelessness can grow too great for the child to care again.

To the extent that schools feel they must use negative reinforcers, then, it is recommended that these be minimal and be used merely as a way of underlining a rule, for the purpose of deterrence or containment only. These minimal punishments should be given without shaming or blaming, with understanding and respect being shown for the reasons for the child's behavior. Actions taken should be carefully examined to make sure they are of such a nature and limited frequency as not to hurt the child physically, emotionally, or academically to any appreciable degree.

There is considerable experience in the treatment of aggressive children which indicates that serious or frequent punishments can cause a level of frustration which interferes with the child's capacity for changed behavior.[23] This could be explained by the research on both animals and people which reveals that a high frustration level can cause abnormally fixated behavior which is extremely difficult to change as long as the frustration level stays high. This research shows that though the animals and people studied appeared to be aware that there was a more desirable response, their behavior pattern could not be changed until the frustration level was reduced. This study shows that children who have had a great deal of frustration in their daily lives (as the poor and Black usually do) are less able to be motivated to change their behavior because of the consequences of their acts. In other words, they were more likely to continue their current undesirable behavior than less frustrated children even when they recognized that there would be negative results, such as punishments. This study shows that just venting the frustration (blowing off steam) is often able to change the behavior, though sometimes gentle, firm guidance was necessary, too. Punishment did not help to change fixated behavior because it added to the frustration.[24]

It is essential, therefore, that children who are receiving frequent punishments from the school be evaluated for some change of treatment which will reduce their frustration level. This should probably start with an immediate let-up on the punishments combined with an opportunity to vent their frustration through frequent talks with a guidance counselor, school psychologist, or understanding teacher (possibly a change of teacher is indicated), or through individual or group counseling or therapy sessions at the school or outside with a mental health center or private therapist. Also extremely important is some form of counseling with parents, since it is considerably more difficult for children to make progress if there is no let-up in the frustrations arising from the home. The work with parents could be informal discussions or more formal therapy, either at the school or outside, and it could be individual or group work. Family therapy is often particularly effective, and some schools are experimenting with offering this at the school. Parent discussion groups or parent training courses can help greatly. One of the most effective approaches is the Parent Effectiveness Training course based on Dr. Gordon's book. When

parents cannot attend, the school might lend this book to appropriate parents. Additionally, the child may need a different academic placement or some form of tutoring; possibly an alternative classroom or therapeutic classroom or resource room help, or a work-study program, vocational school, audio-visual program, evening school, or, if the problem is serious enough, even home tutoring or placement in a special school.

In Human Relations Commission staff's experience, it has been found there is often an unconscious assumption made that the poor are "bad" whild the rich "need help." This experience is corroborated by research by the Oklahoma Health Services Center which described a hypothetical disruptive student to two groups of guidance counselors. They were both given exactly the same description, except one group was told the child's parents were rich, and the other group was told the child's parents were on welfare. The group of guidance counselors who prescribed for the rich student suggested some form of help or therapeutic intervention, but the group which prescribed for the welfare student suggested some form of punishment with no change of classroom. Most noteworthy was the group's acceptance of a bleak outlook for the welfare child; they approached the problem with a sense of futility and accepted the inevitability of the child's eventual dropping out.[25] If minority children are to be helped, it is essential that this class bias be eliminated and it be recognized that all children with problems need understanding rather than punishment if their problems are to be solved.

Of course, this sense of futility will be much more common in the ghetto, inner-city school where the number and severity of the problems are so much greater. In these classrooms, teachers often feel that the use of punishment is a necessary expedient even if they do not wish to use such an approach. This is a very understandable response to the pressures of such classrooms, but though it may get the teacher through the day, it tragically fails to meet the needs of the ghetto child.

Obviously, much more help is required for ghetto teachers if they are to successfully implement a nonpunitive approach in their classrooms. They will need more classroom aides, tutoring help, smaller classes, more community involvement, and more counseling as well as practical help for parents. More resource room help, more therapeutically oriented classrooms, and alternative classrooms will be needed. Most of all, ghetto teachers need deeper training to be able to maintain a sensitive, therapeutic, nonpunitive teaching style in the face of seriously disruptive and provocative behavior. Very disturbed ghetto children have been reached when the schools invested the money and the caring necessary to do the job. Doubtless, for this to be done successfully, it will cost much more money than is presently being spent in schools; but whether it wants to or not, society is now paying an

even bigger price in the form of crime, destruction, poverty, and wasted lives.

Getting Therapeutic Help to the Most Needy

Human Relations Commission staff has found that one of the most serious stumbling blocks to taking a therapeutic approach to problem children is the ineffectiveness of present methods of providing mental health services for the most needy students whose parents often lack the funds, motivation, or sophistication to seek outside help. Very often schools have made some attempt to get such help for the continuously disruptive child, but either the parents did not cooperate or the therapy was ineffective. There are no easy answers to this problem, but schools need to put more determination, money, and creativity into finding ways of providing effective services if they are to reach the children who most desperately need to be helped.

Schools often start from the assumption that such parents will not accept the recommendation of psychotherapy for themselves or their children, so they either do not make the suggestion to the parents at all, or if they do make it, they do not attempt to answer the parents' questions, be sensitive to the reasons for resistance, or speak effectively of the value of treatment. Because of the common prejudiced attitude that the poor are "bad," even the recommendation for help is often couched in punitive and condescending terms, as necessary to stop the child's bad behavior and make him "shape up." Parents are made to feel shame for not having been successful parents. If, however, the suggestion is presented as a method of helping the children be happier and use more of their abilities, or of supporting and helping the parents to be more effective and satisfied in their difficult role as parents, then the implications of "badness," blame, and failure may be avoided. Another pitfall for the unsophisticated is their frequent fear of being considered "crazy" if they get psychotherapy, so they need reassurance that such therapy is regularly used to help normal people with everyday problems. The type of help given by the Parent Effectiveness Training program where the emphasis is on "training and education for parents, not treatment and therapy" can be a useful way of by-passing parental fears.

Because most therapists are White, Blacks often fear psychotherapy because they see it as one more form of manipulation by Whites. Years of humiliating contact with Whites have taught the Black person not to share feelings with Whites.[26] Considering the prevalence of racism in our society, fear by Blacks in this area is not unreasonable. Obviously, therapists are not immune to the effects of society, and even Black therapists must struggle against the tendency to accept a "White" view of health, i.e., placing undue responsibility on the individual or the family and too little on the problems arising from discrimination and prejudice.[27] Unfortunately, agencies often view the poor, Black

patient as suspicious and hostile, while being insensitive to the causes of this, thus arousing more feelings of impotence, frustration, and anger.[28] It is difficult for those removed from poverty conditions or the ghetto to understand its style of life and to avoid imposing a judgmental "Puritan-ethic tinged morality" upon it.[29] Standard therapy for Blacks by Whites can be effective, however, if the therapist looks inward to remove any latent reserve of racism, if the therapist recognizes that the patient's confidence has to be painstakingly earned, and if the treatment can reflect the patient's priorities rather than the therapist's.[30] When a Black therapist is not available, it can be very helpful if the school has a guidance counselor, community worker, or human relations counselor who is Black who can act as a liaison with the community mental health center. Such a person may help to inspire the Black family's confidence in the process and may be able to help present the Black point of view, should this not be understood by the White therapist.

Experience with poor minority students has shown that utilization of mental health services is considerably greater when the services are presented in more easily accessible forms and in more informal ways.[31] Schools are beginning to offer more on-site, informal forms of counseling for students and their parents. Drop-in sessions with a counselor or social worker for both student and parent, informal "rap sessions" with students, and parent discussion groups or training courses offered at the school are all extremely helpful. It is important to involve fathers as well as mothers in parent discussion groups, especially Black fathers, whose role has been so seriously denigrated by racism.[32] School services are usually most helpful when offered under some name which does not suggest psychotherapy and when teachers and administrators are involved in the process of providing a more therapeutic environment in the school for the problem child.

Despite the best efforts of this kind, the child and parent most needing help may not be willing to participate in any form of counseling, or if they do participate, the help may not be very effective. Many schools, therefore, are developing some form of remedial alternative classroom or resource room support. Probably the most effective of such efforts is some form of therapeutic classroom as described by Holmes, Holmes, and Field.[33] They found that with the most disruptive children there was an interaction between severe learning problems, centering particularly on reading difficulties, and severe behavior problems. Their efforts to deal with junior high students through traditional therapy methods, even flexible on-site therapy, just were not reaching the type of children who most needed help, nor were compensatory education efforts reaching them either. They felt the problem arose because the complete interdependence between learning and emotional dynamics had not been fully recognized; only when the two problems were treated together in a truly therapeutic classroom could either problem be solved. Since their classes were held at the regular

high school and were essentially education, not therapy, children participated who would never have dreamed of participating in regular therapy, even the informal therapy they had offered in the school under the name of "The Sounding Board."

Graduate students in psychology and social workers were present in the actual classroom, helping the teachers with lessons and intervening with assistance as behavior problems arose. They served as advocates for the students to soften the punitive effects of the larger school environment. The results were excellent, e.g., marked improvement in basic reading and math skills for the students and marked improvement in the students' behavior owing to their improved self-images and more trusting relationships with adults. The authors conclude that the present method of separate functions for teachers and mental health workers results in pretend teaching and pretend therapy for the child with severe problems. Only when mental health workers actually go into the classroom, they believe, will this stop and be replaced with truly effective teaching and therapy.

Different Treatment for Blacks and Whites?

A common concern is frequently expressed to Commission representatives that schools do not want to treat Black children differently from White children. The common assumption is made that such different treatment is being suggested when more understanding of Black problems is urged. On the contrary, what is being suggested is a different type of treatment which should benefit all children, White or Black, with problems or without problems. Many talented, advantaged students have commented that the punitive atmosphere in their school is inhibiting to them, even though they have never been directly punished. Certainly White children with problems need understanding treatment, too. In fact, it has been found that the lower socioeconomic class White child with academic and emotional problems is a very frequent instigator of racial conflicts. Obviously, these children need a method of handling which deal with their real problems if they are to be relieved of the frustration and hostility which cause them to start such conflicts. The teaching skills which foster a child's self-esteem by active listening and good two-way communication will benefit every child.

At the same time, it is true that the Human Relations Commission staff is asking for different treatment for Black children, because they are asking that all children be treated according to their individual needs as much as possible. All children need individual attention which considers their particular problems. Black children will tend to have somewhat different problems from Whites. Sensitivity to the special problems of Black children will not only help the Black child, it will help the teacher get on with the teaching of all children. Society has gained when a hurt Black child who was hostile, rebellious, or apathetic is turned

into a happy, constructive citizen by the right kind of personalized attention. This is not "pampering" Black children; it is respecting them, and it is just good common sense which will benefit all.

Educators must become aware of the perceptions and feelings of Black children and their parents. They must become aware of their life-styles, concerns, problems, and "even their dreams," if they are to effectively educate Black children, Staten Webster says in his work, The Education of Black Americans[34] This excellent book gives a brief history of Blacks in America, showing how this history results in the difficulties and poor performance of Black children in schools. This book indicates those expressions which Whites so often use which offend Blacks. It is a must for educators who take their job seriously to read this book or some similar book which gives insights into the special difficulties Black children have in school. Additionally, it is of key importance that schools have in-service training for their staff led by a Black psychologist, sociologist, or community leader who can make them aware of Black perceptions and sensitivities.

Meetings with Black parents and Black students are essential for administrators as a means of keeping in touch with the specific concerns of the Blacks in their school community. When these meetings result in constructive actions being taken, this will help to relieve that sense of powerlessness which interferes with Black student achievement. When Black students feel they can exert some measure of influence and control over their lives, their achievement level improves.[35] Also, frank, open discussions of racial issues with Black students and groups of Black and White students will contribute significantly to the emotional health of these students. Dr. Harrison-Ross points out that there is a common tendency for parents and teachers to ignore and deny racial problems, but this is not beneficial psychologically for Black children or for White children. In her clinical experience, she has found that honest recognition and discussion of racial issues with Black children is essential for their emotional well-being.[36]

As mentioned earlier, school suspensions usually have a disparate effect on Black students. It is recommended that school suspension records be examined periodically to monitor the effect of the suspension policy on Black students. Alternative methods of handling those offenses which result in the most frequent Black suspensions can be developed. In the experience of the Human Relations Commission, the causes of suspensions which have the greatest disparate effect on Black students are swearing and/or disrespect, and fighting. Lateness, class cutting, and truancy are also excessively high for Black students in some schools, although Whites have these problems quite frequently, too.

Disrespect and Swearing

There appear to be some cultural differences, due partly to socioeconomic class, as to the frequency and acceptability of swearing, so a punitive, righteous response to swearing constitutes a form of discrimination. This does not imply that a teacher cannot try to teach the inappropriateness of this behavior for the classroom, but a shocked overreaction or suspension does not take the child's background into consideration, nor is it likely to result in positive, permanent change. A shocked response may, in fact, "lend status to a forbidden act" and may provide the child with a "weapon against the grown-up world," Sidney Tribovitz says in his Handbook for Teaching in Ghetto Schools. He suggests that an attempt to listen to the child's angry feelings and to help resolve them, however, might result in a significant improvement over a period of time.[37]

This same would be true of other expressions of "disrespect." In the Commission's experience, the "disrespect" is usually mutual between teacher and child. Some teachers refer children to the office frequently for this reason, and others do not refer any, so it is reasonable to assume that the teacher's manner of handling the students may be part of the problem. Usually Black children and parents, and not infrequently school administrators, also recognize the teachers who make many such referrals as being harsh and unfriendly in their manner with students. If these teachers are White, though they may be harsh with White students too, there is always the possibility in the Black child's mind that this harshness is an expression of prejudice, so the Black student is more likely to make a profane or otherwise disrespectful response to such a teacher. It is recommended, therefore, that the teacher be counseled on this issue and the student be encouraged to talk out feelings about the teacher. If there is a continued problem between a teacher and child, they should be brought together in the presence of an administrator or guidance counselor to work out their difficulties and arrive at some mutual feeling of respect. It is recommended, of course, that this be done with both White and Black students who are referred for this problem.

Attendance Problems

Attendance problems, lateness, cutting, and truancy, are a frequent cause of suspension for an increasingly large number of students recently, both White students and Black. Some of this is an expression of the mood of the times, the general rebellion against rigid rules and authority and the feeling among students that they should not be forced to attend classes. Some alternative schools have experimented rather successfully with a degree of flexibility in this area. But for many schools and many students and/or parents, any degree of flexibility about attendance is not considered an acceptable solution.

If attendance is a serious problem for a student, however, it is important to recognize that the student is not happy in school or in particular class and does not enjoy being there. The reasons for this must be dealt with if the student is to make good use of the time which is spent in class. Black students, Puerto Rican students, and other minorities such as lower economic class White ethnic groups, are frequently quite uncomfortable in school for reasons that they often sense but can not clearly express, especially to unsympathetic teachers. The difference in cultural backgrounds and values, the lack of understanding and appreciation from middle-class teachers, the frequent lack of a sense of success in schoolwork, and small slights as well as more obvious direct expressions of prejudice from other students and some teachers -- all these contribute to these students' feeling that the school is not the place for them and that they are not really welcome there. If school staff members show punitive attitudes about lack of attendance, this will only further contribute to these students' feeling that they are not really liked, and a suspension may confirm their feeling that they are not wanted at the school. Suspensions are not effective deterrents in such cases because the students may actually find relief in being out of a school where they feel unwanted. Such suspensions are more of a reward than a punishment. Obviously, when this happens, neither the school nor the child has dealt with the real problem.

Such a child needs help, not criticism or punishment: help in expressing negative feelings, help in the form of more appreciation, recognition, and success in school, possibly help in the form of a different academic placement. The teacher involved should try to become more sensitive to the child's needs, but a different teacher may be needed, or some other academic arrangement may be indicated. Counselors should hold discussions with the child and parents. It is often said that the child is suspended as a method of getting the parents to come to school for a conference, but this can often be done without the suspension, if the school staff is emphatic enough that they want to discuss the problem with the parents in order to help the child. This approach without the use of suspension sets the tone for a problem-solving rather than a punitive orientation for the parent's involvement with the difficulty. In all discussions the school staff needs to convey caring concern about the child's sense of belonging and sense of self-worth and accomplishment.

Fighting

Fighting, another frequent cause of Black suspensions, is often in response to verbal or physical attack by a prejudiced White student. Schools tend not to give as much consideration to the provocative behavior of White students as they do to the physical response of Black students. Viewing this with some historical and emotional perspective, however, one can realize that the provocative

remark may be more destructive, hostile, and attacking than the physical response which the Black student usually feels is necessary for self-respect and racial pride. Obviously, this is a complex issue, because, of course, physical fighting is potentially dangerous. Factors such as how serious the provocative remarks were, how serious the physical response was, whether weapons were used, whether anyone was seriously hurt, the age of the child, and the history of this type of problem for the students involved, need to be considered. Given the complexity of this issue, there will usually be considerable disagreement on how it should be handled. Whenever the problems are serious enough for consideration of long suspensions or expulsion, each child should have an opportunity to be represented by counsel, and the decision should not be made by the principal only but should involve a hearing with the superintendent and the school board, or the courts.

Long suspensions or expulsions should be used only when there is a strong belief that the child's behavior is a serious threat to the safety of others in the school. Such removal should clearly be for the protection of the school rather than to get revenge on the child. Therefore, it should be accompanied by some program to help the student work through problems and become a useful citizen, otherwise, the school may protect itself at the expense of the child and society at large. It is recommended that a sincere effort be made to get some form of extensive counseling or psychotherapy for the students and their parents either in school or outside whenever students are involved in serious outbreaks of violence. Whenever students are removed from school for extended periods or permanently, they should be helped by home tutoring, by arranging for a different academic placement, or by job counseling.

Unless the fighting reaches serious or riot proportions, suspensions, if used at all, should be quite short and equal for name-callers and fighters. For all racial fighting it is essential that efforts be made to work through the feelings surrounding the fight to prevent a further outbreak of the fighting in school or out of school and to prevent similar fights from arising in the future among other students, such as friends of the fighters.

The most effective method of preventing future problems that schools have used is to work individually or with separate groups of the White fighters and Black fighters, giving them a chance to vent their hostile feelings. After some preliminary work, the White and Black students are brought together for a discussion of the problems between them. When this is most effective, the students are allowed, in fact encouraged, to be honest about their anger, hurt, and fears. They are helped to recognize their mutual needs for safety and respect. They are not "reprimanded," but rather helped to see the effects of their words and actions on the feelings of the other side, and to realize how they endanger their own safety by their words and actions. At the least, these

discussions have resulted in both sides backing off and avoiding future conflicts for the sake of their own safety. At their most successful, these talks have reduced tension by the draining effect of expression, have increased awareness of the others' feelings, and have noticeably reduced hostility between the two groups. In the actual words of one White boy involved in such a discussion, "I never stopped to think before that Black people have feelings, too!"

Parents of the fighters have been successfully brought together for similar discussions too; this is highly recommended. Black and White parents not directly involved have also met for similar discussions with each other or with school administrators. On-going discussions between Black and White students have been used successfully in several schools. These groups meet to discuss feelings and to be aware of the rumblings of future problems. After the first meetings, they meet without the school staff member. Any student they hear making racial comments is brought into the group for an honest discussion to attempt to head off future problems. Such student groups have been quite successful in preventing racial fighting and tensions.

For all these discussions, to be most effective, the school staff member involved should be a person with psychological skills and conflict resolution skills. Some school administrators do not have particular skills in this area, so they should either substitute someone else or supplement with someone else who does have such skills. Schools have used a guidance counselor, school psychologist, school social worker, mental health center worker, human relations coordinator or whoever was felt most likely to be effective. These people should not be picked by their titles only, but by their natural ability as well as their training because training, unfortunately, does not ensure ability to relate to all groups of people and help them understand each other. Representatives from the Pennsylvania Human Relations Commission have often helped with such discussions.

Parent groups as well as student groups have continued on after the first meetings without the school staff member when this seemed appropriate.

Black students are also quite frequently suspended by schools for fighting with each other, Human Relations staff members have found. This too can be traced to the effects of discrimination in our society, because the sense of frustration and rage caused by historical and present discrimination against Blacks can lead Black students to fight among themselves as a safer way of relieving their rage than by expressing it toward the Whites against whom they ultimately feel it. For this reason, it is important that the method of handling such fighting by school administrators not add to their rage but allow for some safe expression of angry feelings. It is recommended, therefore, that fights between Black students

also be treated with discussion between the fighters with minimal use of suspensions. This is also recommended as the method for handling fights between White students.

Unconscious Discrimination: The Effects of Expectations

Fair handling of Black children which is completely free of all unconscious discrimination does not come naturally or easily in our society. To ensure that Black children will not be discriminated against in ways which affect their behavior and their academic achievement, it is essential that school staffs put some time and effort into in-service training devoted to taking a careful and thoughtful look at themselves for signs of unconscious discrimination. Recognition of such discrimination does not have to imply admission of any hostile intent of Whites against Blacks, because the effects of racism are so pervasive, subtle, and unconscious that even Blacks are found to be prejudiced against Blacks. There is research indicating that Black teachers also discriminate against Black children by showing them less favorable attention and more resentment than toward White children, especially if they are in the lower socioeconomic class.[38] As mentioned earlier, a larger proportion of Blacks are in this class.

Teachers' expectations of students can make a great difference in how they will act and develop; this can affect the students' classroom behavior as well as their academic success. Such expectations are often based on past accomplishments or actions. This is unfortunate, however, because many children have the potential to be much more than they have yet become. This is especially true if the children's circumstances have provided little opportunity for their development. What their teachers believe they might accomplish, how much their teachers try to discover and develop the children's potential, can make a tremendous difference in what children can achieve.[39] In Reissman's The Culturally Deprived Child it is pointed out that although the proportion of high I.Q.'s may be lower in underprivileged homes, the actual number of high I.Q.'s from such homes far exceeds those from higher-class homes. This does not even take into account the fact that the I.Q. test is generally recognized as discriminating against disadvantaged children and not accurately reflecting their potential ability.[40] Couple this with the fact that lower-class children who do better than expected are likely to be resented rather than encouraged by their teacher, and the result is a great wasted resource, especially for Black children.[41]

Children's potential is often judged by their I.Q., even though it is becoming recognized that the I.Q., as well as being culturally biased, does not measure many types of important abilities. I.Q. is often an important factor in achievement section placement, and both the teachers' expectations of the children and the children's expectations of themselves are affected by such placement. Black children are at a particular disadvantage when potential is judged by I.Q. tests, because in the opinions of most responsible researchers

I.Q. scores are not a true reflection of Black ability.[42] The reasons for this are numerous. The test is felt to reflect cultural bias because it was developed by and validated on Whites. Several studies show that Blacks tested by Black testers score 5-6 points higher on the average than Blacks tested by Whites, the difference being attributed to the effects of stress. Stress has been found to affect achievement by improving performance of simple tasks and by interfering with performance of complex tasks. Black achievement on such tests does appear to reflect such a pattern which could result from stress.[43]

Many effects of discrimination can lower scores in the I.Q. test. These include not only poverty and cultural deprivation, malnutrition (which can cause brain damage), different cultural attitudes toward test taking, the effects of teacher expectations on learning, and the student's self-expectations, but also, most important for Blacks in our society, the reduced intellectual achievement which research has indicated results from inhibition of aggressive feelings.[44]

Klee at the University of California at Berkeley reasoned that since the I.Q. was greatly affected by past learning, what was needed was a test of efficiency in learning entirely new materials. He developed a paired-associates test to measure learning efficiency for new materials and found no significant differences in ability in four ethnic groups: Blacks, Whites, Spanish-Americans, and Chinese-Americans.[45]

However, even correcting teacher expectations based on lower Black I.Q.'s is not sufficient to prevent discrimination. Some very discouraging research indicates that teachers gave even <u>less</u> favorable attention to Blacks they were told had high I.Q.'s than to Blacks they were told had low I.Q.'s! Both groups of Blacks received less favorable attention than Whites. The high-I.Q. White received the most favorable attention. This was true even for teachers who were not consciously prejudiced; it was particularly true for the highly dogmatic, authoritarian teachers.[46] For these reasons, it is not safe to assume that a teacher does not discriminate even if the conscious intent is not to do so. It is essential for all teachers to examine their actions and expectations carefully for signs of unconscious prejudice and to be open always to the possibility that a student may have significant undeveloped potential which can blossom if they are shown enough favorable attention.

<u>The Authoritarian Personality and Prejudice</u>

One of the knottiest problems that a school has it the very authoritarian teacher or administrator. Such a person has rigid ideas of right and wrong and believes in the necessity of strong punishment and unquestioning obedience. He or she is very resistant to change and, as the above cited research indicates, is often prejudiced. Such a person is not infrequently drawn to the school situation because of an unrecognized need for power to counteract deep insecurity and unconscious feelings of weakness.

The classic study of the authoritarian personality has shown that people with authoritarian personality structures are frequently more prejudiced than less authoritarian personalities, sometimes consciously, though sometimes quite unconsciously.[47] Such a person has a "self-negating, over-submissiveness" which originally came from fear of parental authority figures. This type of personality transfers these fears to other authorities upon maturing. When such people get in positions of authority, they demand the same type of self-negating submissiveness, unquestioning obedience, and "respect" from those beneath them that they were forced to give to their parents and other authorities as children and which they still show toward those who have authority over them as adults.

Psychoanalytic study of such personality types has shown that they have a great deal of anger toward their parents and other authorities which they had to deny and repress to a deeply unconscious level out of an original fear of punishment and loss of parental love. This anger does not go away when it is thus repressed, unfortunately, but instead it turns into a very damaging kind of hostility which gets expressed in indirect ways and is available for displacement onto other people, by the mechanism commonly known as scapegoating. It is expressed toward those who are different from the individual, frequently outgroups toward whom the person feels it is safer to express the anger than toward authorities or those who are close to the individual. This explains why the authoritarian personality exhibits so much prejudice.

Such personalities find that society often will sanction the expression of their anger and aggression when this takes the form of punishment of "wrong-doers." This is why they believe punishment is something which is "deserved," a desirable revenge for misdeeds, as was mentioned earlier. Such personalities most often punish for those things for which they were once punished; they are often, in fact, punishing their own repressed desires.[48]

The Human Relations Commission staff has found in its research on discipline records that this type of person makes many referrals of both Black and White children to the office for "disrespect," but refers a higher percentage of Black children than Whites for this reason and for all other reasons, too. They demand punishment for this "disrespect" and demand that school administrators back them up completely as they deal with the child. If their teachers are White the Black students and their parents usually feel they are prejudiced, but even Black teachers of this type have been criticized by Black students for acting as if they are prejudiced against them. School authorities often defend such teachers, saying they are just "strict and demanding" and they are this way equally with all children. Even if this were so, Blacks would usually be punished by such teachers more frequently because of the reasons cited earlier: Blacks have more problems due to discrimination which could be punished, and they will interpret harshness as prejudice and resist more strongly.

However, as indicated, research and Commission experience do not back up the statements of school administrators. On the contrary, these teachers often do discriminate. These teachers often believe they are free of prejudice, and frequently brag that they "treat all children the same: white, black, green, and polka-dotted." They demand, they say, that "all children act like ladies and gentlemen." They are unaware as they say this that they have a limited concept of what a lady or gentleman is, coming out of their own rigid upbringing, which is surely different from that of a child of another cultural background. They are really indicating that they believe in punishing a child for having a different background when they say this. Even if they did treat all children alike, it is questionable if this would really be good teaching, since children are individuals who need to have their individual needs respected, including those needs which result from their race.

Even if they admit their concern about them, school administrators often feel it is close to impossible to change such teachers, so they often do not even want to try. The feeling that these teachers are difficult to change is not unrealistic, because such people do have strong defenses against change. They tend to oppose psychiatry or "sensitivity" training because they are unconsciously afraid of exposing the part of themselves they have been taught to feel is "bad," which they have had to repress.

It has been the Commission staff's experience, however, that these authoritarian teachers can nearly always be reached to some extent, if the school makes the effort and does it in the right way. Such teachers will usually stop the more obvious and blatant forms of prejudice they exhibit and stop the more extreme forms of punishment they use, merely as a result of having an authority call these things to their attention whenever needed and making them aware of a different way of viewing the problem. This most often results in the teachers attempting to change even if they emotionally resist such change, because their way of relating to authority will make them try to please and "obey." Even the small changes made this way are worthwhile and helpful, Black students and parents have said.

If deeper change is to be made, it is important that the personality structure of such individuals be considered. The research indicates that their authoritarianism will increase under stress.[49] It is important, therefore, to be nonpunitive, supportive, understanding and respectful of their feelings when talking to them about the problem, so that the talk does not threaten them and cause stress. The same principles of interaction described in Dr. Gordon's Teacher Effectiveness Training book can be applied in the administrator's interaction with the teachers. In fact, the Effectiveness Training Program has a specially designed course for school administrators which embodies these principles and shows how they can be applied in such circumstances.

The Teacher Effectiveness Training Program or some other such program which is presented as education and training, not as therapy or treatment, may by-pass their fears of therapy. Shorter in-service training in these principles is also a way of making some small inroads in such teachers' views without having to expose them personally. Schoolwide in-service training in Dr. William Glasser's Schools Without Failure program, a nonpunitive discussion approach, produced significant teacher change and acceptance of its philosophy even though many teachers did not agree with its principles originally, according to a study done in New Castle, Pennsylvania, supported by the U.S. Department of Health, Education and Welfare.[50] School psychologists, guidance counselors, or talented resource room teachers can work with authoritarian teachers on an individual basis to show them how to help some child or children with problems. Thus these teachers may indirectly gain insight into their approach to children and develop new ways of relating.

The thirty-hour Teacher Effectiveness Training course is more effective than most programs in bringing about deep change in the authoritarian teacher, because the course fully examines the negative results of punitive, power methods of handling students as well as explaining how to avoid the pitfalls of destructive permissiveness. Clear, easily followed methods for the democratic management of the classroom are presented, methods which have been tried and proven to be effective in developing responsible behavior in previously disruptive children.[51] Even if the course itself is not given, Dr. Gordon's books, P.E.T., Parent Effectiveness Training and T.E.T., Teacher Effectiveness Training might be suggested as required reading for all teachers. They could be especially stressed as essential reading for the teacher who is known to have a problem of relating to children in a dogmatic and punitive manner.

When talking with such teachers it is often helpful to point out the distinction between "commanding" a deserved respect by "authoritativeness" or expertise, as opposed to "demanding" respect in a dogmatic punitive, "authoritarian" manner.[52] Children usually respect the natural authority of the adult unless negative experiences with adults who did not respect them have taught them to do otherwise. The teacher will be recognized by most students because of his position, greater knowledge, and experience as able to speak and act authoritatively in many areas. It is important, however, that the teacher not misuse this potential power. No authority has all the answers or is always right. What is generally accepted as right or the "truth" is always changing; therefore, a degree of flexibility, humility, and openness to new ideas, new methods, and change is always appropriate. Much can be learned from the young who approach problems with a fresh view. The model for the teacher to keep in mind is that of the "democratic leader" - who, though making some decisions alone in the process of exerting leadership, will always welcome, value, and consider seriously the rights,

opinions, and feelings of those whom he or she leads. True democracy is not characterized by an occasional exercise of the right to vote; it essentially requires an attitude of equality and profound respect for others expressed in all interactions and motivating all decisions which affect others.

The problem of the authoritarian teacher and the analysis of the democratic use of authority have been explored in some depth because these are key issues in the solution of the problem of prejudice. Authoritarian teachers are not only often prejudiced themselves; they can contribute to prejudice in their students. They can cause their students to repress their anger the same way they did, and thus to develop hostility which becomes available for displacement on some scapegoat. Although extreme forms of authoritarianism are not common in teachers, most people in our society have some degree of this problem, since traditionally children were handled in a relatively authoritarian manner in the past. Though modern social science, psychiatry, and the newer approaches to education have made inroads on this problem, very few in our society are entirely free of it. And, as mentioned earlier, many with this type of personality structure are drawn to teaching because of the potential in teaching for the use of power. Although the problem will not be solved overnight, respect for such individuals should motivate school administrators to believe in the possibility that this type of teacher will have the capacity for change. Just as students can achieve more if teachers' expectations for them are high, so can teachers change and achieve more if the administrators expect that they can do so and act accordingly.

Relating to children in a democratic manner is probably the most important method of preparing children to participate in a democracy. As children are treated and respected, so will they be able to treat and respect others, not only as children, but when they become adults acting in positions of authority themselves. Let us prepare them to become democratic parents and leaders who can treat all people with respect and caring, no matter what their differences and backgrounds may be.

Black Rage - The Inheritance of Slavery - Can It Bring Constructive Change?

If you are White and reading this, take a few minutes to picture yourself as a slave or "second class citizen." Doesn't it "make your blood boil"? This is exactly what slavery and its aftermath of second-class citizenship have done to Blacks. This is documented by the fact that the most frequent Black health problem is hypertension (high blood pressure), which is a psychosomatic illness which often results from repressed rage.[53] As slaves, Blacks dared not express their rage for fear of severe punishment or loss of life. Lynchings continued long after slavery was abolished. There are many Whites who still feel that some people, owing only to the blackness of their skin, should not

enjoy the rights of full citizenship and equality. Their Black skin has meant to these descendants of slavery that they could not escape from those who have felt this way and were in positions of power over them. It has been so absolutely essential to Blacks that they not express their rage directly that it was often repressed entirely out of consciousness. It was replaced by a false appearance of contentment which covered a very deep resentment which could only safely be expressed indirectly by passive hostility, in the form of apathy and reduced effort.

Feelings of rage going all the way back to the time of slavery have had to go without direct expression. Feelings which cannot be expressed directly are passed on, often unconsciously, from one generation to the next. Despite the continued existence of prejudice, little by little, Black anger is coming to consciousness now, as it becomes somewhat safer for Blacks to feel and express it. But it goes so deep that few Blacks dare to express all their anger and few Whites are willing to hear it all.

This inhibition of expression of their aggressive feelings can limit Black students' use of their full abilities. As psychiatry has shown, a person whose aggression has had to be denied to some significant extent does not achieve his or her full potential, because there is a generalized denial of aggressive feelings which includes denial of very important, healthy self-assertion. Research in relation to learning has indicated that this inhibition of aggression does limit Black achievement in schools.[54] As mentioned earlier, stress also makes the accomplishment of complex tasks more difficult. A stressful situation in school resulting from an atmosphere where expression of anger is dangerous, will also limit a Black child's achievement.

Therefore, teachers have an extremely important responsibility to make it safe for Blacks to express their anger and to provide constructive channels for its expression. They have a most important duty to not add to the pool of rage by punitive, harsh methods of reacting to anger when it is expressed. They have a responsibility to try to satisfy as much as possible those basic needs for respect, safety, and love which lie behind all anger.[55]

It is natural for a teacher to feel personally hurt and to want to strike back when a child makes a verbal attack. But what such a child needs, above all, is not chastisement or punishment but the experience of knowing he or she is cared about despite the anger. Though the adult may need to express feelings, too, it is important to do this in a way that does not appear to attack or blame the child for anger.[56] When a child expresses anger, he or she needs someone to hear the hurt behind the anger and to find out what is so upsetting. Such a child needs reassurance by a smile, a touch, or some understanding, friendly words that the teacher likes the child and respects the reasons for the anger. Only then will a child be able to own the angry feelings and learn to do

something constructive with them. With such a response from the teacher, usually hostility to that teacher will not last long. This approach might not work the first time it is used, but in most cases it will eventually reach the child and show that hostility is not necessary with that teacher.

Of course, if a child does not respond with a let-down of hostility over a period of time, some professional intervention might be indicated. Then a counselor or mental health worker could give more personal attention and convey this caring attitude in more depth while exploring the child's current situation outside of the school or past history to discover what makes the child continue to have problems in the classroom. It might be discovered that the child has some special problems with the teacher which the teacher could be helped to work out with the child. Or the child can receive some resource room help or be put in a special classroom with skilled therapeutic teachers or mental health worker assistants.

Even when a child physically attacks a teacher and a physical response from the teacher seems necessary it is important that this response be limited to controlling the child's attack rather than hurting the child. Research reported by Sears, Maccoby and Levin indicates that the use of corporal punishment to suppress hitting actually increases the tendency of the child to hit; the research suggests this occurs because it provides an adult example of the use of hitting which "speaks louder" than any admonitions to the child against its use.[57]

Educator Herbert Foster recommends the training of "crisis teachers" for inner city schools who are prepared in physical intervention techniques for restraining students in a non-provocative and non-escalating manner. These teachers should be trained to control and calm students in a crisis and later work with the students to reduce the causes of their hostility.[58]

What is hostility? As phychiatrist Theodore Issac Rubin expresses it, hostility comes from the "slush fund" of unexpressed anger from the past. If anger is expressed spontaneously and freely and is relevant to the current situation, he states that it is a healthy emotion which can provide the energy for action and creative change. But if it is repressed for a long time, it may come out twisted and sick, and it can hurt or even kill when it is finally expressed.[59] Unfortunately, this kind of repression of anger is what our society has demanded of Blacks.

If this can be kept in mind by teachers when working with hostile Black children, then their hostility can be understood and drained off by gradual expression and empathic treatment by the teacher and others, and be changed into healthy anger available for constructive change. If teachers can meet the needs of Blacks which cause anger, i.e., their needs for respect, friendliness, safety, personal recognition and self-fulfillment, they can thereby

reduce hostility. Most of all, teachers need to recognize that they themselves as well as others may need to make changes as long as Black anger lasts. How can they as teachers be more fair, understand and care more, and take more action to undo that terrible hurt which is the inheritance from slavery for Blacks in our society? The capacity to hear the message in Black anger and to join Blacks in their efforts for change is the challenge that Whites must meet if they are to help cure our society of its racial sickness.

It is a very insecure world indeed when one group's needs are filled at the expense of another group's needs. Not until we can care about all our children will any of our children be truly safe, secure, and happy.

OUTLINE OF

SUGGESTED RESPONSES TO RACIAL CONFLICT

SUGGESTIONS BASED ON ACTIVITIES WHICH HAVE BEEN USED SUCCESSFULLY IN SCHOOLS IN WHICH THE PENNSYLVANIA HUMAN RELATIONS COMMISSION HAS WORKED:

1. DISCUSSIONS TO RESOLVE OR PREVENT RACIAL CONFLICT

a. Feeling - level discussions between the fighters, those Black and White students who instigate or participate in fighting or name-calling. (This is probably the most direct and important method of preventing further fighting.)

- Those involved in any way in a racial conflict as well as those who are known to have strong racial feelings can be brought into discussions in which their feelings, prejudices, and hostilities can be expressed. The students might first be worked with individually or in groups of one race only, and then brought together, or they might be brought together immediately depending on the seriousness of the conflict and the intensity of the violent feelings of the students. There may need to be more than one group and several meetings each in the more serious situations.

- The purpose of the meetings would be to provide an opportunity to "talk it out" so that there is not the need to "fight it out," so that honest feelings should be allowed expression. The spirit of "reprimand" should not dominate the meeting. The adult leader should guide the discussion toward as positive a resolution as possible by helping the group members to recognize their mutual needs for respect and safety. The leader should be someone with psychological knowledge and conflict resolution skills.

b. Discussions between the parents of these student fighters (Also an important method of preventing further fighting. Administrators have often expressed fear of such meetings, but they have been held with very good results in some schools.)

- These discussions can be held in a similar manner to the meetings with students, with preparation meetings on an individual or racial basis first, if necessary, then bringing all together in a combined group. The purpose is the same as with the student group, i.e., to provide an opportunity to vent negative feelings, if necessary, to get to

know those of another race, and in this case to know that parents of another race have similar needs and feelings and have to cope with similar parental fears and problems.

c. "Trouble-shooting" committee of Black and White students (One school called it the "Deans' Council" because the group acted as assistants to the Deans in preventing racial conflict.)

- A group of this type usually starts with basic discussions of the racial feelings of the group members themselves. Having sensitized themselves by honest feeling - level discussions, they then become "trouble-shooters" who try to keep aware of developing racial tensions and to head off problems before a full-blown fight occurs. This has been done by students talking to classes where there have been problems and bringing into their discussions any students they hear express prejudice or threaten racial fighting. This has sometimes been done with no adult present so the students were not afraid to express honest feelings. Of course, an adult should be available to help if needed in a nonthreatening and nonpunitive manner. Such groups have been quite successful in preventing conflict.

d. Weekend Retreat .Teachers, administrators, students and sometimes parents, have spent a weekend together for the purpose of discussing in depth their racial feelings and the racial issues in the school. This experience in interracial living plus prolonged discussions have been quite useful in helping people to work together even in mid-city schools where feelings can run very high.

2. RUMOR CONTROL (Extremely important if there have been a series of serious conflicts in schools.)

a. Newsletters can be sent to parents if conflicts or problems arise, reporting the true story in a noninflamatory manner. Parents can be invited to meetings to discuss problems.

b. Decentralized telephone call-in numbers This is a structure of parents in the different communities who can be called about any problems of rumors which are heard. Central office can keep these parents informed on tensions which arise. These parents should have a training session on how to handle calls in a calming manner. This list of parents and phone numbers can be publicized in a newsletter.

STUDENT GROUPS FOR IMPROVED HUMAN RELATIONS

a. Student Human Relations Committee This is a Black and White student organization which can develop programs in human relations such as displays, programs for Black History week or other times, programs or discussions for classroom use, etc.

b. Afro-American Club or Black Arts Club Such an organization with a Black orientation may have an entirely Black membership but Whites should not be excluded if they wish to join. It can discuss and work on problems and needs of Blacks in school, preparation for jobs, and colleges. Members can plan programs for schools, art displays, attend Black cultural events, etc.

c. Rap Sessions between Black students and administrators (If Whites are in a minority, they might also be brought together for a similar purpose.)

- It is recommended that discussions be held several times a year with Black students about problems they perceive in the schools, such as teachers who are insensitive or prejudiced, problems they have in participating in activities, etc. .It is advisable to meet not only with Black student leaders, but also with those Black students who get in trouble or are suspended frequently. The latter group, if encouraged to speak honestly, can provide important insights on how teachers might relate more effectively. If they are listened to and their views are sincerely sought, their sense of alienation can often be greatly reduced. This has sometimes been done on an individual basis between principal and student. Of course, administrator follow-up of such discussions with counseling of teachers or staff about problems revealed is essential.

DISCUSSIONS WITH ADULT COMMUNITY ABOUT RACIAL PROBLEMS

a. Meetings with Black parents or Black community organizations Meetings should be held several times a year with representatives from groups such as the NAACP, black civic organizations, black churches, etc., to discuss problems in school and feelings about the school and to develop ways in which the school might better meet the needs of the Black community. Such groups can also be helpful to the school in affirmative action hiring efforts.

b. In predominately Black areas, White parents could meet with administrators for similar discussions. Such discussions might help to prevent Whites from moving from the area or sending children to private schools.

c. Living Room Dialogues which are community discussions organized on a continuing basis. These are feeling-level, honest talks between Blacks and Whites about community and school problems and racial issues. Information on how to organize these is available from the Cardinal's Commission on Human Relations.

d. Organization-Sponsored Community Discussions or School-Sponsored Discussion Groups. These have usually been organized on a small group basis to meet one or more times, for the purpose of discussing school problems and racial issues. These groups have a problem solving orientation and result in recommendations to the school. They should be led by and have planned participants who are known to have human relations skills.

5. HUMAN RELATIONS TRAINING FOR TEACHERS, ADMINISTRATORS, AND COUNSELORS

a. New Approaches to Discipline to replace the traditional, punitive approach to discipline with more sensitive, therapeutic, democratic discipline methods. (This is the most basic of all human relations activities the school can engage in.)

- Teacher Effectiveness Training program for all teachers, counselors, and administrators. This program is an outstandingly effective and thorough program for retraining staff in democratic methods of teaching, methods which are neither authoritarian nor permissive. The district can have someone trained to run the sessions, or trainers from the outside can be brought in to run the program. The latter is more expensive, but often more effective. It is important that administrators who set discipline policy be involved in such training. Also counselors with this training can take on an expanded counselor role with other teachers, parents, and students. (See Effectiveness Training literature for a description of this expanded counselor role.)

- One or more in-service days devoted to discussing Teacher Effectiveness Training. The book can be distributed in advance to all teachers, followed by discussions and role-playing applications of the techniques. At that time, the longer 30-hour course could be offered with incentives for taking the longer course.

- Or the book, I'm O.K., You're O.K. (available in paperback could be distributed in the same way, and trainers in Transactional Analysis for the classroom could be brought in for in-service training.

- The Human Development Program (The Magic Circle) training for teachers is an effective form of teacher training.

- Also noteworthy is Dr. William Glasser's Schools Without Failure program.

- Some schools have brought in a psychologist or psychiatrist to lead a series of discussions with teachers and administrators on their feelings about using more therapeutic methods of discipline and about their feelings surrounding racial incidents and problems. Community mental health centers can often provide someone to lead such discussions, and some schools have found psychiatrists who are willing to lead a few sessions without charge.

b. In-Service Session on the Racial Issues in Education, such as--

- The effect of teacher expectations on achievement; examination of research on this subject, particularly as it affects lower-class and Black students.

- The disparate effect on minorities of traditional punitive discipline; the relationship between such discipline and the development of prejudice (i.e., an examination of the mechanism of scapegoating and the relationship between authoritarian personality and prejudice.)

- The importance of understanding Black anger and how to relate to it constructively; how this affects both discipline problems and achievement. A Pennsylvania Human Relations Commission representative can lead free in-service sessions on these issues.

c. Training Sessions in Black Awareness about the special feelings, sensitivities, concerns, and problems of Blacks

- Led by Black psychologist, sociologist, talented Black educator, Black community leader

- Informal sensitivity session led by Black parents or Black students in the school

- In-depth, prolonged training by some training group such as National Training Laboratories, led by a Black trainer

d. Conflict Resolution Training and Help with Organizing School Community for problem solving. The Teacher Effectiveness Training program teaches one method of effective conflict resolution. Other consultants such as the University of Pittsburgh's Center on School Desegregation and Conflict are also available for conflict resolution training and to help develop methods of school-community organization.

6. PARENT EDUCATION. Making special efforts to include Black and White parents and parents of problem children.

   a. Parent Effectiveness Training Offer this course for parents at school. Scholarships might be given to offset the cost for those parents who can not afford the course, or if given by a school counselor, the cost can be kept minimal. An informal shorter discussion can be held about the book, thus avoiding the cost of the longer formal course.

   b. Lending Library for Parents - including such books as Parent Effectiveness Training, I'm O.K., You're O.K. or Ginott's Between Parent and Child and Between Parent and Teenager. Counselors and teachers recommend these readings to appropriate parents.

   c. Drop-In Center for Parents for discussion of children's problems. A school counselor, social worker, or psychologist available for work at school with parents needing counseling on problems with their children.

   d. Discussion Group for Parents led by a school counselor, social worker or psychologist on problems of child-rearing. One-time session or a series of weekly sessions.

7. HUMAN RELATIONS EDUCATION FOR STUDENTS

   a. Equal Rights, an Intergroup Education Curriculum, Pennsylvania Department of Education curriculum guide of instructional activities in each curriculum area to implement the State Board of Education curriculum regulation requiring intergroup education.

   b. Human Development Program facilitates feeling-level discussions between students through the use of the magic circle. It can be used from kindergarten through high school.

   c. Green Circle Program. This consists of two one-session affective education programs, one for K-3 and one for older primary grades, put on by community volunteers. It includes many effective follow-up program suggestions for teachers.

   d. DUSO program (Developing Understanding of Self and Others). Two kits for younger and older primary grades include records or cassettes and puppets. These programs can be used on a daily basis for an entire year, and include role-playing, music, art, discussions, and readings in human relations.

e. Values Clarification. These are techniques for discussing and clarifying values for students.

f. Black History Week Celebration. Posters, displays, movies, discussion groups, speakers, Black talent show or arts show are possible ways of celebrating this week.

g. American Diversity, Pennsylvania Department of Education bibliography of resources on racial and ethnic minorities for Pennsylvania schools.

8. SOCIAL INCLUSION PLANNING

a. Faculty and student planning to ensure inclusion of minority groups in extra-curricular activities, social activities, etc.

b. Planning of election or appointment methods which ensure minority representation on Student Council and similar bodies.

c. Issues such as playing Black music at dances, giving Black plays, etc., should be given consideration.

9. AFFIRMATIVE ACTION HIRING

a. Black teachers. Active recruiting efforts are necessary to ensure a good representation of Black teachers on the staff. A suggested goal is a percentage of Black teachers at least equal to the Black student or adult population in the school district. At least the goal should be one Black teacher per school in White areas even if this is more than the percentage of Black students.

b. Black counselor. This is an especially important position for a Black representative. Such a counselor should be available to the entire Black student population as well as to the assigned White students.

c. Black administrators. Nothing is more convincing that the school is sincere in its efforts against discrimination than to put Blacks in important positions of authority in administration.

d. Black secretaries, cafeteria workers, para-professionals. A good representation in these areas can also be quite important to Black students' feelings of acceptance.

10. IMPROVED METHODS OF REACHING PROBLEM CHILDREN THROUGH BETTER DELIVERY OF COUNSELING AND MENTAL HEALTH SERVICES AND REMEDIAL, ALTERNATIVE EDUCATION

a. Expanded role for counselors, school psychologists, social workers and other mental health workers for in-school work with students, parents, and teachers.

b. Formation of a mental health coordinating committee to plan and coordinate better methods of meeting the needs of the child whose parents do not make use of present mental health services. The committee should include a Black representative, even if a non-professional.

c. Develop new or better forms of educational alternatives for the seriously disruptive child, such as mobile classroom, therapeutic classroom, remedial alternative school, increased resource room help, tutoring, evening school, work-study, audio-visual programs, and increased vocational school use.

ADDRESSES OF RESOURSES

The Institute for Personal Effectiveness - Offers affective education courses in Teacher Effectiveness Training, Human Development Program (magic circle), and Transactional Analysis for the Classroom (I'm O.K., You're O.K.) will arrange for training programs in Pennsylvania, New Jersey and New York. Cost: $125 per non-credit course, $175 for course with college credit. Address: 495 Indian Creek Road, Harleysville, Pa. 19438 (Phone 215 256-9970)

Philadelphia Center for Humanistic Education - Offers workshops in affective education of different lengths and costs on such topics as: Values Clarification, Open Classroom, Alternative Education, Parent Effectiveness Training. Address: 315 Wadsworth Avenue, Philadelphia, Pa. 19119 (Phone 215 CH8-0236)

Pennsylvania Educator Trainers Directory - Listing of trainers throughout Pennsylvania for Black Awareness and Human Relations Education for teachers. List compiled by the Pennsylvania Human Relations Commission and available from their headquarters, 100 N. Cameron Street, Harrisburg, Pa. 17101

Insight - Offers free workshops in Affective Education in Montgomery and Chester Counties, on such program topics as: Values Clarification, Peer Referral Program, Problem Solving Skills, Teaching Affectively, Awareness of Adolescent Concerns, etc. Address: 1603 E. High Street, Pottstown, Pa. 19464 (Phone 215 323-0500)

Green Circle Program - A nationwide program, call for information on whether volunteers are available in your school district or for information on starting a training program for community volunteers from your district. Address: 801 Market Street, Philadelphia, Pa. 19105

General Assistance Center on School Desegregation and Conflict, University of Pittsburgh - Covering all of Pennsylvania, Delaware and Maryland. Available for consultation on a short-term or extensive basis for effective school-community planning in handling conflict and school integration problems. Federally funded, no cost. Address: Crump Building, 4029 Bigelow Boulevard, Pittsburgh, Pa. 15260

Community Services, Cheyney State College, William Bagwell and Miriam Fountain available for workshops, consultations, seminars, or courses in human relations. Available on a cost-sharing basis. Federally funded. Address: Cheyney, Pa. 19319 (Phone 215 399-6911)

DUSO Kits - Developing Understanding of Self and Others - The kits cost approximately $90. American Guidance Services, Inc., Publishers Building, Circle Pines, Minnesota 55014

Fellowship House, Woodrock Project - Weekend Retreats - Holds retreats for students and teachers of junior high level. Also provides peer group conflict resolution training, leadership training, decision making training, films, debates. Will offer some technical assistance to those outside its geographic area on how to organize similar retreats and programs in local communities. Address: Aldan Lanphear, Director, 2244 N. Front Street, Philadelphia, Pa. 19122 (Phone 215 GA3-3452)

Fellowship House Farm - Conference center in rural setting where teachers and students come together for bridge building through workshops and study groups. Hold workshops on innovative methods of "reaching and teaching". Address: R.D.3, Sanatoga Road, Pottstown, Pa. 19464 (Phone 215 CH8-3343)

Affective Education Center, Delaware County Intermediate Unit - This unit offers the Teacher Effectiveness Training course as well as other affective education training. Free or at low cost to teachers in Delaware County school districts.
Would be happy to consult with those who would be interested in starting similar programs in their own intermediate units.
Address: Dennis Tallon, Director, P.O. Box 6, Newtown Square, Pa. 19073 (Phone 215 353-2570)

Cardinal's Commission on Human Relations - For Living Room Dialogue Program-Trainers available to start this program in local school communities. Address: Cardinal's Commission on Human Relations, Archdiocese of Philadelphia, 222 N. 17th Street, Philadelphia, Pa. 19103 (Phone 215 587-3760)

Human Resources Center, University of Pennsylvania - Intensive analysis of school community, identification of people in key positions of influence for conflict resolution and human relations training. Consultation and planning for complete Human Relations Program for district. Very comprehensive program. Different programs are available for different budgets. Address: Dr. Howard Mitchell, Director, 1810 Walnut Street, Philadelphia, Pa. 19174 (Phone 215 243-7818)

National Training Laboratories - Intensive workshops for teachers in conflict resolution skills, communication skills, awareness of the problems of Blacks and lower socioeconomic class. There is a fee charge. Very effective program for increased awareness.
Address: Program Director, P. O. Box 955, Rosslyn Station, Va. 22209 (Phone 703 527-1500)

The Learning Place - Personal growth experiences in humanistic psychology for those in the helping and teaching profession. Transactional Analysis for teachers and Teacher Effectiveness Training courses available. Address: Middle Road Extension, Gibsonia, Pa., Co-Directors, Bill and Stephanie Cornell. (Phone 412 - 931-3424)

Pennsylvania Human Relations Commission, Division of Education - Staff available to render technical assistance to school districts and community organizations regarding student and staff discrimination and segregation, problems of racial conflict, unequal participation of minority and female students in educational opportunities, and to assist with in-service training of school staff. No cost. Contact the nearest regional office.

Philadelphia: State Office Building
1400 Spring Garden Street
Phone: (215) 238-6940

Pittsburgh: Room 810 - 4 Smithfield Street
Phone: (412) 565-5395

Harrisburg: 301 Muench Street
Phone: (717) 783-8496

Pennsylvania Department of Education, Office of Equal Rights - Staff available to render consultant service primarily to school districts to reduce racial tension, eliminate race and sex bias in school policies and programs, provide individualized staff development programs and suggest curriculum resources. No cost. Address: Jeanne E. Brooker, Director, Box 911, Harrisburg, Pa. 17126 (Phone 717 787-1130)

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