



Above Reecy Davis speaks with St. Agnes High School students on black pride and culture while, left, Don Simpson and his wife Judie speak on communication.



Relevant Education Day

How can we, as concerned members of the human community, keep mindful of the basic dignity of human life in the face of injustice, prejudice, and incomprehensible physical and spiritual suffering? How can we witness to the value of

human life in an age when human life seems to be so cheap? The students at St. Agnes' High School recently devoted a day to these questions with the help of many people active in the Rochester community.

A steering committee, under the leadership of students Yolande Pelle and Val Evans and faculty advisor, Sr. Jean Bellini, provided the students and teachers with fifteen topics and thirty guest speakers.

The students also viewed a BBC film on Mother Teresa of Calcutta, whose work for the poor, sick, and dying in India and other parts of the world, expresses the philosophy that the destitute are not to be pitied, but to be loved and served so that they can live and die with dignity.

Guests included Reecy Davis and the Rev. Franklin Florence, who spoke on black pride and culture; Ms. Emmelyn Logan-Baldwin, on capital punishment; Ms. Flora Fay-Wade, on injustice to women; David Branch, on youth opportunities in government; Victor Vinky, on the Rochester housing problem; Ray Huther, on ecology; Frank Kamp, on educational prospects, and many others on mental and physical handicaps, drugs, police-community relations, person-to-person communication, population explosion, welfare and prison reform.

The student committee is formulating a questionnaire to evaluate the effectiveness of the day. A random sampling of teachers and students at the end of the day found the most common reply to be, "This was really a good idea!" and "We need more of these." One very pleased individual said, "This has been one of my best experiences in school this year!"

The day was titled "Relevant Education Day" and is expected to be an annual event.

SCHOOL CLOSED

Madrid — (RNS) — The philosophy school at Madrid's Jesuit theological college was ordered closed by its dean after some 400 students held an "illegal" meeting to protest the shooting of two shipyard workers by Spanish police at El Ferrol.

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Mental Health Commentary

By THE DePAUL CLINIC

The word discipline comes from the Latin word "disciplinere" which means "to teach, to train." It does not imply punishment which means "to penalize, to hurt." Punishment can be corporal (physical) or psychological.

Children are disciplined to be taught attitudes and feelings and patterns of behavior. Theoretically, their "discipline" begins at home where they learn from their parents primarily how to behave. Later, other sectors of society influence this training process—the school, group such as the CYO, Boy Scouts and other organizations.

In teaching children how to behave in approved ways, one must have a goal. In other words, what is the training for? One family may expect their children to be polite, respectful, conscientious and generally conforming. Another family may like active, assertive, imaginative children who are not necessarily conformists. Whether they are aware of it or not, the parents' attitude will influence the direction the child's development takes.

In general, training of feelings and behavior is taught by example of those important in his care, especially his parents, but also his teachers, children's group leaders, and others who have a role of authority in the child's life.

One principle to remember is consistency so the child can learn what is expected and is not confused by having opposing expectations for example, what will his attitude be if his father wants an aggressive, assertive, fearless son and his mother's preference is a passive, compliant, dependent one.

Another principle in child training is rewarding desirable behavior. This is a better method from the mental health view than punishing the disapproved behavior. Punishment hurts and frightens and angers the child potentially leading to more disapproved behavior.

A third principle is to expect a reasonable level of attainment for the child. Excessive expectations result in failure and frustration. This may lead to a tendency to lose self-confidence, become anxious and give up trying. After all, what is the sense of trying when you can only fail?

Questions on children's mental health should be mailed to Mental Health Commentary, Courier-Journal, 67 Chestnut St., Rochester, N.Y. 14604.

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