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What Kind of Man?

THIS may appear to be a peculiar title for a research contribution. Frankly, the present paper is written from the point of view that it is impossible to work intelligently in the field of curriculum amid program claims and counterclaims without clarifying values in regard to the kind of man who may emerge from his first two decades of life in family and school.

Recently a committee of the Utah Legislative Council reported¹ that 23 percent of the boys and 16 percent of the girls who entered tenth grade did not stay to graduate. Two factors of particular interest were listed by the young people as influential in their decision to quit: first, they wanted more individual attention and consideration; second, 28 percent said that they did not get along with school officials. Although many of these students may acquire the technical training they need for vocational purposes, will they find the sense of belonging to a larger group that results in concern for others? Will they secure the aid necessary to resolve their conflicts with authority?

Another local study, conducted by Paul Willis, pertains to the reading ability of a district's population of a thou-

sand seventh graders.² The salient data concern students who read (on standardized tests) a grade and a half above the expected norm. These able readers were again divided into two groups. The members of the one group were nominated by their teachers and peers as students who did a great deal of reading. Other instruments of identification were interviews with students and parents, a schedule filled out by parents and students, and public library records. The students who read widely for their own purposes did not differ in measured intelligence or in grade point average from the students who did not use reading in a personal manner. But what different people! Members of one group exercised more initiative, were involved in relating themselves to wider experience through their use of books, contributed more to the class group, and read with significantly greater power than their classmates who were equally capable and were seen by their teachers as equally competent, at least as measured by assigned grades.

Reading ability appears to be one thing and personal behavior in the use of books as an integral part of one's way

¹ Paul Willis. "Factors Differentiating Students Who Read Extensively for Personal Use from Those of Equal Ability Who Do Not Read." Unpublished Doctor's dissertation, The University of Utah, June 1962.

² Salt Lake Tribune, September 20, 1961, under the by-line of Jerome K. Full, staff writer.

of life something else. Tentatively, it appears that home factors were more influential than school in shaping the reading behavior of this class of seventh graders. Need this continue to be true? For this population of a thousand students, less than one-fourth had public library cards although the libraries were located in three instances within the same block as the school. For the other school, it was within three blocks.

Development of Character

Robert Peck and Robert Havighurst with others have reported a longitudinal study of adolescents under the title, *The Psychology of Character Development*.³ Admittedly an inquiry into character structure and its genesis is fraught with

* Robert F. Peck and Robert J. Havighurst. *The Psychology of Character*. New York: John Wiley and Sons, Inc., 1960.

pitfalls. Space does not permit a description of the instruments and procedures used to assure objectivity. Suffice to say that the printed report is unusually complete in describing how the appraisals were made and conclusions drawn.

The data comprised 34 subjects drawn from a larger population born in 1933. The report was based on data collected on the subjects from their tenth through their seventeenth year. The data were gathered by a multi-discipline team with the aid of interviews, ratings, free writing, schedules, Rorschach tests, and more conventional tests.

Five character types were identified:

The *Amoral type* was a person of infantlike, inaccurate perceptions. He was contradictory, inconsistent, antagonistic, and openly hostile in his behavior. Fortunately, this group was a relatively small part of the population.

The *Expedient type* had come to terms

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with society as a young child might do—acted only to avoid punishment and disapproval. He had no positive moral directives within. He did not foresee consequences.

The *Conforming type* accepted the dictates of society in a placid, uncritical manner. He did not question and took many things for granted as absolute. He behaved more as a child in the years of middle childhood. His conformity was an outer-directed process.

The *Irrational-Conscientious type* was like a child in living by absolute rules. He, too, did not question, but he was more autonomous than the conformer although rigid and unyielding. This orientation prevented him from appraising reality with concern for others. His righteousness was literal and rigid.

These last two types, according to the speculations of the authors, make up over 50 percent of the population.

The *Rationalistic-Altruistic type* conformed because he wanted to do so. He had respect for himself and for others, possessed high ego development and was the only one *open to indefinite growth*. He was capable of giving and receiving love. He did not need to exploit people to meet his own needs. He actively desired for others as well as himself.

What kind of person can live constructively in a society of change with its developing concepts and shifting values? Our shock regarding the behavior of prisoners during the Korean War remains with us. Bruno Bettelheim's personal document of Nazi concentration camps, presented in the *Informed Heart*, told us of the depths to which man can fall; also, we were told of the nature of his strength.

Social psychologists have long pointed out that the democratic life, which gives man an opportunity to walk with dignity,

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READINGS IN GUIDANCE: Principles—Practices—Organization—Administration

Edited by Lester D. Crow, Brooklyn College, and Alice Crow.

1962. 626 pp., Paperbound, \$3.95

The principles, practices, organization and administration of guidance programs throughout America make READINGS IN GUIDANCE a valuable textbook for all courses in these areas of learning. Ninety-five selections focus attention on the fundamental ideas of guidance leaders that have wide values for counselors, teachers, administrators and parents. Basic concepts of guidance, hints for dealing with discipline problems, individual differences, the use of evaluation in guidance, individual and group problems, and many other important topics—all are carefully explored. Guidance services as applied to each school level: elementary, junior high school, senior high school have been carefully presented. Actual practices in various school systems throughout the United States give a composite picture of what is happening in guidance today.

READINGS IN CHILD AND ADOLESCENT PSYCHOLOGY

Edited by Lester D. Crow
and Alice Crow.

1961. 592 pp., Paperbound, \$3.95

Concerned with the dynamics of human behavior from birth through adolescence, these materials are so organized that the *Readings* can be used either as a basic text or as a supplement to standard textbooks in child and adolescent psychology. There are more than 90 stimulating readings in this book.

TEACHING IN THE ELEMENTARY SCHOOL:

Readings in Principles and Methods

Edited by Lester D. Crow,
Alice Crow, and Walter Murray
1961. 571 pp., Paperbound, \$3.95

More than 90 selections focus attention on basic principles of teaching and ways to apply them. Helpful suggestions will be found on every phase of learning in the elementary school. Various teaching-learning approaches for each subject were supplied in order that different points of view might be presented.

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to use his own capacity in shaping the nature of his life and the society of which he is a part, calls for a man highly trained and one who is master of himself, with ethical principles that embody concern for the welfare of all. Such a vision of man does not appear impossible of attainment; however, he will not develop by wishful thinking and chance.

Can the ideals of the American vision be fulfilled if only 25 percent of the population are the Rationalistic-Altruistic type?

The Peck-Havighurst study⁴ clearly establishes the relationship of character and moral maturity to child rearing practices with its pattern of interpersonal relationships. The authors state:

To an almost startling degree, each child learns to feel and act, psychologically and morally, as just the kind of person his father and mother have been in relationships with him.⁵

The home from which the Rationalistic-Altruistic type comes is described as one with mutual trust, common participation and shared confidences, consistent in discipline but lenient in a discriminating manner. The parents of these children actively approve of them, also approve of their moving out into the world because they trust them. Since these children possess the qualities that society rewards and approves, such children receive further reinforcement. "Accordingly, positive concern for people in general becomes a possibility."⁶

The conclusion seems inescapable that the school has no more than a sup-

⁴ Note: The study itself makes a contribution to an understanding of conscience. Also, the authors' concept of the maturing of superego and its association with the ego departs from classic psychoanalytical theory. This concept is related to the continued growth of the individual.

⁵ *Ibid.*, p. 177.

⁶ *Ibid.*, p. 117.

porting and indirect influence on character and moral development nurtured in the home. Can the school become a more active agency and should the school do so? Can curriculum workers evade this issue or pretend that the school's influence on character is more than it is?

The Glueck study, *Unraveling Juvenile Delinquency*, pointed out the home factors that differentiated the young delinquent boys in corrective institutions from nondelinquent boys living and growing up in the same neighborhood. The Gluecks agree with Peck and Havighurst that the school "does not play as great a rôle in the development of character and conduct as was formerly supposed." They state that the school:

... can give a sense of emotional satisfaction in the achievement of skills; it can arouse socially acceptable ambitions; it can put him into contact with persons with whom he can identify himself and whom he can strive to emulate. On the other hand, it can leave scars in the psyche of the growing child which may well be related to the development of antisocial attitudes and an ultimate defiance of all authority.⁷

Both studies leave one with the conclusion that for the schools the early elementary years from five to ten are crucial. Both studies emphasize the force of the *human environment*.

Three studies⁸ have shown clearly that the pattern of teacher behavior in the classroom results in different styles of behavior on the part of the students.

⁷ Sheldon and Eleanor Glueck. *Unraveling Juvenile Delinquency*. New York: The Commonwealth Fund, 1950. p. 135.

⁸ Harold Anderson. Studies of Classroom Personalities. "Effects of Dominative and Integrative Contacts on Children's Classroom Behavior." *Applied Psychology Monograph*, No. 8. Stanford, California: Stanford University Press; June 1946.

Ned Flanders. *Teacher Influence: An Interaction Analysis*. University of Minnesota: Of-

If we value certain attributes and behavior, then continued research effort may assist us in setting up the environment in which those qualities are nurtured.

Educating the Potential of All

A brief note on this basic tenet of American education—at least, as stated in print and from the platform—may be added. This general ideal captures the imagination. Whenever it is stated, we immediately sense the possibilities of reduction in frustration. Indeed, unknown human talents may appear!

An earlier study by John Miner⁹ presented a provocative thesis. Briefly, he sampled the population, using the census figures as a base, with a 20 word vocabulary test. On the basis of the overlapping performance from one age group to another he concluded that 66 percent of the working population were working below intellectual capability. For the school age group, the figures placed below intellectual capability were:

AGE	PERCENT
10-13	65.3
14-17	53.2
18 and older	18.2

Miner's reasoned thesis is worth re-reading. The curriculum workers' reasoned reply can be made after thoughtful experimental work.

There are *blocks to learning and achieving*. Sarason and his group have

Office of Education Cooperative Research Project, No. 397.

Pauline Sears. "What Happens to Pupils Within the Class in Elementary Schools." Los Angeles: American Educational Research Association; June 30, 1960. Duplicated.

⁹ John B. Miner. *Intelligence in the United States*. New York: Springer Publishing Company, Inc., 1957. Chapters 6 and 7.

studied one block: namely, anxiety.¹⁰ Since anxiety was studied in test situations, the fact that high anxiety children were immobilized could be ascertained. The teacher's judgment of children who were anxious decreased as the children progressed through the grades; at the same time, the children's own assessment of their anxiety increased as they grew older. Sarason's research group present, as a basic issue in education, the problem of "how to maximize a child's productive utilization of his potential in classroom learning."¹¹ They suggest that the positive influence of the teacher must be increased. For example, in how many classrooms is it easy for the child to say, "I don't understand," or "I don't know" without a feeling of loss of adequacy? Can the factors contributing to anxiety be lessened? Is it possible for teachers to come to know the meaning certain materials of instruction have for specific children?

The evidence appears clear that the human beings who mediate between the child and the world into which he is born determine to a large degree the kind of man he becomes.

—MARIE M. HUGHES, Professor of Education, University of Utah, Salt Lake City.

Teachers

(Continued from page 496)

Protestant churches, a rabbi, a Catholic priest, ministers of the Buddhist Church, and representatives from such groups as Jehovah's Witnesses, the Anti-Defamation League of B'nai B'rith, the National Conference of Christians and Jews, and so forth.

As a result of the committee's study

¹⁰ Seymour B. Sarason, *et al. Anxiety in Elementary School Children*. New York: John Wiley and Sons, Inc., 1960.

¹¹ *Ibid.*, p. 277.

and consultation, the members recommended that *December Festivals* continue to be used as a valuable resource for school personnel. The committee also prepared a guiding statement, "Holiday Observances in the Schools," containing an analysis of purposes, basic principles, and evaluation procedures applicable not only to Hanukkah and Christmas programs, but school observances of other holidays throughout the year. Two types of teacher education in cross-cultural understanding occurred as a result of this project.

Those teachers who served on the special committee to reappraise *December Festivals* grew immeasurably in their understanding of one phase of the whole area. Their work required that they weigh critically the content of the unit, exchange ideas with outstanding persons and organizations from the community, and find support for the recommendations which they made.

The second level of teacher education occurred as the bulletin, "Holiday Observances," was received in the schools and discussed in faculties. The bulletin also received a rather wide notice in the press and, in many schools, was discussed with the Parent-Teacher Association. Many unsolicited expressions of approval came to the schools from the community.

These, then, are some measures which one public school system has taken to further the cross-cultural education of its teachers. If anyone doubts that it is important for school systems to make provision for teacher education in this area, let him ponder the following comment by Oliver Caldwell:

More and more people must learn to recognize their brothers as brothers whether they live twelve jet-hours away or just across the tracks. This has to be learned. It has to be taught, also.

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