



Thomas Jefferson Research Center

We are tolerant towards others when we are tolerant of ourselves . . . it is not love of self but hatred of self which is the root of the troubles that affect our lives.

Eric Hoffer

THE PRICE OF FREEDOM IS RESPONSIBILITY

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THE IMPORTANCE OF SELF-ESTEEM

by Frank Goble

A healthy self-esteem is absolutely essential to personal happiness and lasting inner peace. Our ability to love and respect others is directly related to our respect for self.

Dr. Maxwell Maltz, recognized internationally as an authority on this subject, stated, "During the past decade a revolution has been quietly going on in the fields of psychology, psychiatry and medicine.

"New theories and concepts concerning the 'self' have grown out of the work and findings of clinical psychologists, practicing psychiatrists and plastic surgeons. New methods growing out of these findings have resulted in rather dramatic changes in personality, health, and apparently even in basic abilities and talents. Chronic failures have become successful. 'F' students have changed into 'straight A' pupils within a matter of days and with no extra tutoring. Shy, retiring, inhibited personalities have become happy and outgoing."

Several major research projects have established a positive relationship between high self-esteem and a high level of respect for others.

This essay by Research Center President Frank Goble is taken from one of the reading assignments for *Achievement Skills: Guidelines for Personal Growth — Adult Level*. This personal development program is presently available for 7th, 8th, 9th and 10th grade students as well as for college students and adults. Copyright © 1974, Thomas Jefferson Research Center. All rights reserved.

YOUR CHILD'S SELF-ESTEEM

Your Child's Self-Esteem by Dorothy C. Briggs explains why self-esteem is essential to emotional health and the development of a successful life style. What is self-esteem? "It is," writes Mrs. Briggs, "how a person feels about himself. It is his overall judgment of himself — how much he likes his particular person. High self-esteem is not a noisy conceit. It is a quiet sense of self-respect, a feeling of self-worth. When you have it deep inside, you are glad you are you. Conceit is but whitewash to cover low self-esteem. With high self-esteem you don't waste time and energy impressing others; you

already know you have value . . . Self-esteem is the mainspring that slates every child for success or failure as a human being."

Mrs. Briggs explains that when children fail to develop self-esteem they are headed for problems that may plague them for life. Fortunately, although it is much easier to start when children are young, low self-esteem can be corrected even in adults. Most parents want to do a good job in raising their children, but due to a serious oversight in our culture, they are not trained for the job. Psychologists have been so concerned with pathology that they have failed to study patterns for success.

Children with low self-esteem tend to react in ways that make them unpopular with their parents and others. Frequently, the more these children misbehave, the more people scold, punish and reject them and the more firmly entrenched becomes their inner conviction that they are "bad".

Mrs. Briggs says that a study which sought to pinpoint the difference between happy and unhappy people concluded that the single most impressive difference between the groups was that happy people were successfully involved with others; the unhappy ones were not. Low self-esteem acts as a roadblock to personal happiness by preventing peaceful involvement with other people.

MEDIA SHOWING

On April 19th, Efrem Zimbalist, Chairman of the Research Center's Honorary Board of Directors, will personally host a free media event for Los Angeles area ladies.

Rebuilding America is the title of the Center's exciting new media show narrated by Efrem Zimbalist. The meeting will start at 9:30 a.m. with a Continental Breakfast and will be held in the Science Lecture Hall, Room 111, at Ambassador College in Pasadena.

For further information, or to make your reservation, call the Research Center 798-0791.

THE ANTECEDENTS OF SELF-ESTEEM

Stanley Coppersmith, Ph.D., is a psychologist at the University of California at Davis and a former student under Dr. Maslow at Brandeis University. His research consisted of a six-year study of 10- to 12-year-old boys from middle class families. The attitudes of the children were carefully determined by a variety of research techniques, and the training methods of the parents, especially the mothers, were carefully analyzed.

His research findings published in 1967 in a book entitled *The Antecedents of Self-Esteem* challenged some long cherished concepts of behavioral science. Coppersmith found high self-esteem individuals to be characteristically more independent, creative, confident in their own judgment and ideas, courageous, socially independent (self-determining), psychologically stable, less anxious, and more success oriented. Such individuals see themselves as competent and have high expectations for the future which generally result in greater motivation. Low self-esteem individuals lack trust in themselves and are reluctant to express themselves in a group, especially if their ideas are new or creative. They tend to listen rather than to participate, are self-conscious and self-preoccupied. They are far less successful in interpersonal relationships and frequently less active in social, civic and political affairs.

The parents of high self-esteem boys were found to be more loving and attentive towards their children, but also more demanding and specific in their rules of behavior. "Persons with high self-esteem," writes Dr. Coppersmith, "reared under conditions of acceptance, clear definition of rules, and respect, appear to be personally effective, poised, and competent individuals who are capable of independent and creative action."

Dr. Coppersmith is highly critical of permissive child training. He says "The concept of permissiveness received its most forceful advocacy by early adherents of psychoanalytical theory. They argued that children would develop into better adjusted and more secure adults if they

were reared under open flexible schedules that were geared to their needs. They proposed that the use of such schedules would result in more immediate gratification and relief, hence, provide the child with a sense of trust in himself and confidence in others . . . The advocates of permissive rearing pointed to the adverse effects of repressive treatment and concluded that non-restricted, self-demand procedures would permit greater self-expression and self-trust. This uncritical extension of psychoanalytical theory was based on the implicit assumption that greater impulse expression and gratification was associated with more favorable development, greater happiness, and better adaptation . . . The general notions of family democracy and permissiveness failed to consider that children have less knowledge and foresight than their parents, that expressions based on ignorance tend to be aimless and that parents are ultimately responsible for the conduct of their young children . . . From the results obtained in this study, it appears that parents who accept this definition were not very confident of their own beliefs and were also more likely to produce anxious rather than competent children . . ."

THE PRODUCTIVE PERSONALITY

Professor John V. Gilmore, Boston University child psychologist, made an intensive study of the factors that contribute to personal success. His research is described in his book *The Productive Personality*, Albion Publishing Co., 1974. He found that some of the personality traits contributing to high productivity were persistence, realistic perception, well-defined goals, good judgment, good memory, independence, a highly developed sense of values such as integrity and altruism (concern for others), flexibility, openmindedness, disciplined work habits, and ability to control impulses.

He found that optimism, or what he called the attitude of hope, was basic to success. People who lacked hope found it hard to develop the persistence that success required. A hopeful attitude, he found, is based upon self-respect, self-esteem and

trust in the future.

Dr. Gilmore concluded that the most basic quality needed for success is high self-esteem and describes it as "One of the most fundamental characteristics of the academic achiever, the creative person, and the leader."

He has developed a course of instruction for parents called the "Seminar for the Productive Child." "The principles of good parent-child relations," states Gilmore, "are the same as those for good interpersonal relations among adults — namely, respect, kindness, fairness, honesty, justice and loyalty." Parents are taught to stop criticizing and start praising their children.

Dr. Gilmore, greatly influenced by the work of Abraham Maslow, is convinced that the average adult is only using a small percentage of their potential. Parents who understand self-esteem can greatly increase their child's chances of success.

"In the light of present evidence," Dr. Gilmore states, "there is every reason to believe that the characteristics which underlie productivity can be acquired by any child in any environment, given the basic conditions for development of self-esteem."

Symptoms of low self-esteem include: shyness, boastfulness, lack of persistence, resentment of authority, fear of failure, alcoholism, drug addiction, weak voice, weak handshake, compulsive over achievement, procrastination, depression, over talkativeness, avoidance of people, reluctance to speak out when several people are present, excessive concern about other people's opinions, highly critical of others but react strongly to criticism from others, rarely praises others and find compliments difficult to accept, suspicion about people, finds it difficult to admit mistakes, compulsive perfectionism.

BUILDING SELF-ESTEEM

What can adults do to improve their self-esteem? Lilburn S. Barksdale has helped thousands of adults to do just that. Mr. Barksdale knows the problems of low self-esteem from personal experience. He started out in life with a crippling lack of self-

esteem and his ideas on self-esteem and how to increase it stem from his own painful struggle for inner peace and happiness. "Self-esteem," states Barksdale, "is not an intellectual inventory of one's particular talents and capabilities. For one can, in the eyes of the world, be a great industrialist, a famous TV personality, a Barrymore, a Hemingway, a Marilyn Monroe or a Dylan Thomas, a champion in any sport or endeavor, a prized worker or craftsman — and still have a crippling low self-esteem. Indeed, history is crammed with cases in which the most intelligent and gifted people have become alcoholics, drug addicts or suicides in order to escape from a self they have come to loathe."

Barksdale graduated with B.S. degree in mechanical engineering at a time when no one wanted engineers — June 1932. For several years he worked as a common laborer helping build dams, roads and tunnels until finally in the Fall of 1935 he landed his first job as an engineer. Years later, in 1943, he formed his own engineering firm and pioneered in the design and manufacture of high pressure fluid controls for industry, a start that grew into a highly successful corporation. In spite of his success, his low self-esteem made his life miserable. Gradually, over the years, he gained insight into his problem and developed techniques to overcome it. In 1964, he sold his business in order to devote his full energy to teaching others what he had so painfully learned.

Here are some of Mr. Barksdale's ideas quoted with his permission from his "Building Self-Esteem."

"High self-esteem results primarily from one's accepting complete responsibility for his individual well-being and taking full charge of his life. It is rooted in unconditional acceptance of himself, despite his mistakes, defeats and failures, as an innately worthy and important being . . . It is, on a subtle and often unconscious level, how one actually feels about himself, based on his individual sense of personal worth and importance.

"Only to the degree that we acknowledge our unique importance and serve our own basic needs, are we able and eager to concern ourselves

with the needs and problems of others, to be genuinely warm and loving, truly understanding and compassionate — especially to members of our own family.

"It is not always apparent that one 'suffers' the consequences of his anti-social and hurtful acts. One can, in fact, betray his wife or friends, gyp his neighbors, swindle the public, take advantage of widows and orphans and commit various nefarious acts and seem to get away 'scot free'. Such, however, is not the case. We inevitably 'pay the price' for our injurious act to others.

"Our self-esteem not only colors perception of our environment but also plays a major role in our emotional reactions, in our moods and attitudes. Since one with low self-esteem perceives himself to be inferior, if not actually unworthy, it is very difficult for him to accept a compliment, however sincere it may be. For he tends to think that the donor is either stupid or hypocritical since he himself 'knows' he does not deserve it.

"Low self-esteem results largely from 'myth of perfection', i.e. that since we possess 'free will', we 'should be perfect' in all ways. Thus we live with a haunting feeling that we are not really worthy — that somehow we 'should' do or be 'better' — even though we may not know exactly why or how.

"The lack of sound self-esteem is practically a universal problem that varies only in degree. But it is, however, often so well camouflaged by false fronts and other protective devices that only a trained observer can detect it.

"Since one's self-esteem is a feeling rather than an intellectual inventory of our assets, changing it entails a revision of the factors of our awareness that cause this feeling of inadequacy and inferiority."

Dr. Lawrence D. Mathae, who wrote the Preface to Barksdale's "Building Self-Esteem," states: As a consulting, clinical psychologist, I have observed the actual effects and results of Mr. Barksdale's way of thinking and behaving towards his fellow man. It is most reassuring to

know that his philosophies have produced an oasis of humanness in the vast desert of dehumanization that is so typical of modern business — and some family living. They have created an atmosphere remarkably devoid of fear, deceit, withdrawal and other forces that can squeeze out the creativity and other life of persons doomed to live in an industrial jungle. To sum up my evaluation of Mr. Barksdale's principles — **THEY WORK!**"

The effectiveness of increasing self-esteem is dramatically demonstrated by the following case history. A woman had been under the direct care of a well-known psychiatrist for a period of 15 years. Her problem was diagnosed as severe reactive depression and she had been confined in a mental hospital several times and received 108 electro-shock treatments. She states that "I had really felt I was 'crazy' and would always have problems." After 15 years of severe emotional problems, the patient attended a Barksdale seminar on self-esteem presented by two psychologists at a community health center. Eight months later she made the following statement: "The increase of self-esteem has, in no uncertain terms, affected my whole life style. I have grown to love myself much more and in turn love others also. My interpersonal relationships have improved tremendously. I am very happy, and at peace with God, myself and others.

In "Daily Program For Building Self-Esteem" Mr. Barksdale gives specific instructions on how to proceed. Here in his own words is a portion of those instructions.

HOW TO ACCELERATE YOUR PROGRESS

"There is a very simple way to hasten your progress in building sound Self-Esteem — i.e. in achieving **GENUINE LOVE OF SELF!**

"Now, we hear a great deal about love and we are continually admonished to love others — even to love others as we love ourselves. Unfortunately, if we have a low or crippling lack of Self-Esteem, we "hate" others as we "hate" ourselves, which is, of course, a pretty destructive situation.

"Ministers continually tell us to go out and love our fellowman without giving us even the vaguest clue as how to do it. Fortunately, we have found a "handle" for LOVE, i.e. a way to love both ourselves and others. It is so simple, it will startle you. Here it is:

STOP ALL VALUE JUDGING of both yourself and others! For as you stop all self-accusation and value judging of yourself you will stop being condemnatory and judgmental of others. And, as you stop value judging yourself, you will inevitably start loving both yourself and others. Sound Self-Esteem IS genuine love and appreciation of your own real self! When you truly love yourself, you will stop being harsh and demanding of yourself. And, as you do, you will automatically stop being harsh and demanding toward others — especially toward your own family!

"Refraining from value judging, from all critical "shoulds," "oughts" and "musts" is the single, most vitally important action you can possibly

take for achieving sound Self-Esteem. But such action must come from the heart — from a deep understanding that simply discontinuing to verbalize value judgments will not do the job; for nonverbal communication is a reality. To be effective, you must stop value judging because you realize that all value judgments are totally unfounded and ridiculous — for everyone must inevitably do what he has to do at the time, however good, bad or indifferent it may be. To stop value judging because of a moral admonition or simply because we say so, will have little or no impact on your interpersonal relationships.

"When you start loving others, you will find that they start loving you — they can't help it! Stopping all value judgments works — it REALLY WORKS! And why not? Because Love IS unconditional acceptance, whether it be of yourself or others. If you want to love and to be loved, simply stop value judging — totally and forever!"*

Self-esteem is not the same as self-satisfaction. Self-esteem means that you accept your present condition as it is but believe in your ability to grow and change for the better and take personal responsibility to do so.

CLASSES SCHEDULED

An adult level Achievement Skills seminar will start on the evening of April 18th in Arcadia, California. This is a practical course designed to help you improve your ability to understand and work with people. This seminar also helps you to improve self-esteem, clarify personal goals and reduce personal stress.

Achievement Skills classes are also available in St. Louis (call 314-863-3365) and Medford Lakes, NJ (call 609-654-2798).

Gilmore Parent Seminars are based on Dr. John Gilmore's years of research to discover how parents can greatly improve their parenting skills.

This excellent program is available in Los Angeles, Medford Lakes, St. Louis, Boston and Mt. Airy, NC (call Dr. David Long, 919-786-8355).

Dr. Gilmore will personally conduct a five-day instructor training program at Cape Cod, Massachusetts, July 11-15, 1983. His telephone number is 617-536-5817.

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Please send Me:	
<input type="checkbox"/> The Productive Personality by John Gilmore	6.95
<input type="checkbox"/> Give Your Child A Future by John Gilmore	6.95
<input type="checkbox"/> Building Self-Esteem by L. S. Barksdale	3.95
(Californians add State sales tax)	
Add \$1.00 for postage and handling	
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