

"No man is free who is not master  
of himself."

Epictetus

12324

---

No. 28 May 1968 Published Monthly: 1143 N. Lake Ave., Pasadena, Cal. 91104

---

## FREEDOM AND RESPONSIBILITY

Present violence, lawlessness, and unhappiness may be, to a large extent, due to our over-emphasis on freedom and under-emphasis on responsibility. Freedom without responsibility leads to anarchy. Freedom is the natural result of a responsible society but the reverse is not necessarily true -- freedom without responsibility is license. Children are born with a desire to be free but with no understanding of responsibility. Only as they learn self-discipline can they become truly free. Edmund Burke (1729-1797) said "Men are qualified for civil liberty in exact proportions to their disposition to put chains upon their appetites. It is ordained in the eternal constitution of fate that men of intemperate habits cannot be free. Their passions forge their fetters."

More recently, Dr. Roberto As-sogoli, chairman of the Psychosynthesis Research Foundation, restated this fundamental principle: "The man of weak will is like a cork on the ocean, tossed by every wave; or like the weather vane, turned about by every gust of wind. He is the slave, not only of the will of others and all external circumstances, but also of his drives and desires. He is unable to make adequate use of his talents

and aptitudes; he is unable to live up to his convictions ... every individual, therefore, has the capacity to develop his will power." Most social and behavioral scientists, influenced by the theories of Sigmund Freud, John B. Watson (founder of behaviorism), and other theorists have until recently tended to ignore or deny the concept of will power and responsibility. Freud, studying people with serious mental problems, concluded that will power was highly over-rated. People, he thought, were dominated by their subconscious and its instinctual aspects -- which were animal-like, sexual, aggressive, and selfish and their accumulation of childhood experiences. Hobart Mowrer, former president of the American Psychological Association, wrote: "Psychoanalysis has always had (at least tacitly) a value system, one in which adult genital sexuality, (capacity for lusty heterosexual orgasm) and unencumbered assertiveness (which often eventuates a frank hostility and aggressiveness) occupy positions of supreme importance .... there is now belatedly, a growing realization that such a disingenuous amorality is more likely to cause than cure personality deviation and disorder."

Dr. Gordon Allport says it is possible to look through a hundred books on psychology without finding any mention of the words

"freedom" and "will." His observation is supported by Dr. As-sagioli, "In modern psychology the attempt is made to eliminate the necessity of including the concepts of will, and to regard decision as the result of opposing forces of mostly an emotional nature ... This neglect of the will has been called 'the scandal of modern psychology.' And there is little doubt that it is one of the most misunderstood factors in psychiatry and psychology - and in education. Yet, it is one that above all others calls for scientific research because of its central importance not only in psychotherapy but in every day living."

Dr. William Glasser, in his book, Reality Therapy, 1965, says:

"Conventional psychiatry scrupulously avoids the problem, that is, whether the patient's behavior is right or wrong. Deviant behavior is considered a product of mental illness and the patient should not be held morally responsible because he is considered helpless to do anything about it."

Abraham Maslow and other Third Force psychologists offer a new and positive approach. Dr. Maslow found that when one studies the emotionally disturbed, the conditions are indeed as Freud described. But when one studies unusually healthy, effective, well-adjusted adults -- Maslow's word for them is "self-actualizing" -- one finds an entirely different picture. These remarkable individuals, Maslow found, have a better and more realistic understanding of themselves and others than do average individuals. To Dr. Maslow and other Third Force psychologists crime, violence, mental illness and other human problems are a reaction to the inability to satisfy the individual's basic needs. An irresponsible individual is one who does not recognize or know how to satisfy his basic

needs for security, recognition, approval from others, self respect, achievement, etc.

This point of view, almost the exact opposite of that of Sigmund Freud, contends that violence and other anti-social behavior is abnormal rather than normal. If everyone in our society behaved in a healthy, mature way these problems would not exist. Behaviorists do not believe there is any possibility of defining healthy or unhealthy. Right or wrong is merely a matter of opinion, totally lacking a scientific basis.

Third Force psychology returns to some concepts theologians and philosophers have advocated for thousands of years. Enlightened individuals behaving in a manner most productive for their own legitimate needs will also behave in a manner necessary for harmonious social relationships. The solution to our social problems, then becomes the teaching of self realization leading to responsible behavior and an increasingly free society.

"Enlighten the people generally and tyranny and oppression of mind and body will vanish like evil spirits at the dawn of day."

Thomas Jefferson

---

## POSITIVE MOTIVATION

The following worthwhile advice comes from the pen of Dr. Herbert Otto, one of the founders of the National Center for the Exploration of Human Potential and presently Senior Consultant to Achievement Motivation Systems.

"Everyone is starved for the deserved recognition and praise which should come with a job well done. In our pathology and problem-centered culture, the em-

phasis is continually on the deficiencies, the short-comings, the mistakes, and the inadequacies of people. Yet psychological tests with children have clearly revealed that when tired children were given a word of praise or commendation, an upward surge of new energy was evident. (An endless number of cases can be cited where the praise and encouragement of a child by his teacher has significantly influenced his course and development in life). Conversely, when children were criticized or discouraged, their available physical energy declined dramatically. As the noted psychologist Erik Erikson has pointed out, the ego identity of children 'gains real strength only from wholehearted and consistent recognition of real accomplishment.' This also applies to adults. A considerable number of psychological studies indicate that if adult subjects in experiments are rewarded by praise and commendation, their performance significantly improves as judged by themselves and by others, and gains are evident in leadership, participation and self-confidence.....

"When the writer was Director of a Mental Health in Education Program at the University of Georgia, he conducted a large number of workshops with educational systems and faculties. The following vicious cycles were found to be in operation. Teachers repeatedly mentioned with great bitterness, 'No one ever tells me when I do a good job, but when I make a mistake, I hear plenty.' During workshops with school administrators, a principal said, 'All I get is criticism from teachers and parents; they never notice my accomplishments.' A superintendent remarked, 'The principals remember when I have last had kind words about anything I have done.' Members of the Board of Education said, 'The parents and everybody else run to us with their complaints. We volunteer our time

and energy but nobody ever thanks us for what we do!' Completing the cycle, in group discussions with parents the following or similar comments were often heard, 'We try hard to raise our children right and to help them with their school work, but never hear a kind word of appreciation for it.' .....

"Your first task is to sensitize yourself, to train yourself to become aware of accomplishments by others. You can be sure that right now you are mostly trained to be sensitive of their deficiencies, slips and mistakes. Tone down and diminish this tendency you have acquired, this searching awareness of people's problems, their inadequacies, and shortcomings. Begin to look for capacities, abilities, and accomplishments of others, their sound qualities, and their latent strengths or potential."

---

## EDUCATION FOR CHARACTER

This is the name of a recently formed national organization of teachers and friends of education to encourage the creation and distribution of teaching materials for character education. Their brochure states, "The explosion of crime and violence, of poverty and pollution, of smut and sadism, must be matched by a greater explosion -- the explosion of character. A mighty explosion of the great qualities of the human heart can quickly lead to solutions." A recent newsletter from Education For Character includes the following information: "Torn by war in the early 'fifties, plagued by corruption and bribery in government thereafter, Korea has embarked on a revolutionary experiment in education. A clean-up campaign with waves of arrests and stiff sentences had failed to produce results.

"Then government leaders sat down with school principals and teachers to plan. Courses in citizenship and civic training were set up, from grade school through college. These courses stressed morality and responsibility. They built on the great points of Korean history, to give youth pride in their heritage.

"According to columnist Ray Cromley, corruption is down markedly. A new spirit is rising among officials. Writing in his syndicated column, he adds: 'No one can prove civics and citizenship courses caused the change. But U.S. officials who watched what happened in South Korea have sold Washington and Saigon on starting this civics-citizenship program in South Vietnam.' (Fredrick Post, 2/2/68) Mr. Cromley suggests using such courses in the United States to deal with rising delinquency. He believes that 'In many cases delinquents are young men and women without pride in their background.'

..."Why not Virginia Trevitt's The American Heritage: Design for National Character taught in every high school in America? McNally and Loftin, P. O. Box 1316, Santa Barbara, Calif. Paper, \$3.50, Cloth, \$5.95."

The Pasadena City School System

THOMAS JEFFERSON RESEARCH CENTER  
1143 North Lake Avenue  
Pasadena, California 91104

has just released a statement regarding the decision to implement the recommendations of the Committee on Respect for Law, Self-Discipline, and Morality. (H.G. Stromberger, member of the Research Center's Advisory Council, was a member of that Committee). The statement by the School System said in part, "In the elementary curriculum we propose to

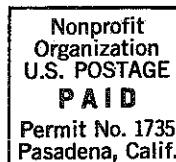
1. Devise a concerted value education program for pre-school to sixth grade, with special emphasis on pre-school to third grade. This will include a comprehensive instructional guide, a definite plan for implementation, and resource materials.

2. ...."

---

This letter is published monthly by Thomas Jefferson Research Center. It discusses information of interest to people concerned with the solution of human problems. The annual subscription rate is \$2.00. All rights reserved except that permission is granted for reproduction in whole or in part if context is preserved, credit given, and a copy is forwarded to the Research Center.

HAVE YOU SENT IN YOUR \$2 ?



MR. R CLANCY  
50 E 69TH ST  
NEW YORK NY 10021

28