



INTERPRETING GENERAL COLIN POWELL'S NOTION OF A HIGH SCHOOL THAT PREVENTS DELINQUENCY AND CRIME

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An 89 year old Diplomate in School Psychology seeks to interpret General Colin Powell's idea of a model student-centered high school that could reduce the prison population in the United States. The article begins by showing the "Eight Hall-Marks for Success in a Democracy," followed by the absence of such "hall-marks" among delinquents and prison inmates. This is followed by a careful interpretation of a Person-Centered high school for the new millennium based on Third Force Psychology. It includes a delinquency prevention program for adolescent youth.

An 89 year old Diplomate in School Psychology with a California School Superintendent Credential and Chief Clinical Psychologist in a Military Hospital in World War II, seeks to interpret General Colin Powell's notions of what a model high school might be like. Also, how such a high school might prevent delinquency and crime and prevent the need for the increased building of prisons. At the Philadelphia Convention where President George W. Bush was nominated to be a candidate for President on the Republican

ticket. General Powell made the following statement:

"We either get back to the task of building our children the way we know how, or we're going to keep building jails in America. And it is time to stop building jails in America, and get back to the business of building our children."

Now that General Colin Powell has been appointed as Secretary of State under

our newly elected President, George W. Bush, and will be responsible for supervision of the new Secretary of Education to implement his notions of what a model high school might be like, the following interpretation is being made of a model high school that would serve to prevent delinquency and crime (AASA, 1996; Cas-sel, 1952, 1954, 1996a, 1996b, 2000, and 2001). General Powell's statement that our schools are contributing to the growth of prisons in America is shared by most Diplomates in School Psychology, and which rang loud and clear in "a nation at

risk report" in 1983 by a national committee that made a rather thorough examination of our nation's schools involving the youth in our high schools for the new Millennium. The "hall-marks for success in a democracy" is based on John Dewey's concept of a democracy—"An institution is the interdependence of independent individuals:" where 'independence means being able to compete effectively in a democratic society, and 'interdependence' means being able to get along and accept as equals all different races, religions, and kinds of people.

HALL-MARKS FOR SUCCESS IN A DEMOCRACY

INDEPENDENCE (Compete Economically)

- | | |
|-----------------|-------------------|
| 1. Self-Esteem. | 3. Coping Skills. |
| 2. Positive | 4. Locus of |
| Assertiveness. | Control. |
-
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INTERDEPENDENCE (Get Along With People)

- | | |
|-------------------|--------------|
| 5. Conformity. | 7. Sympathy. |
| 6. Self-efficacy. | 8. Caring |
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An abbreviated summary for each one of the eight "Hall-Marks for success in a Democracy" in order of their importance in the lives of students might be as follows::

1. Locus of Control—LOC: whether success derives largely from luck and being at the right place at the right time, or carefully planned goals using scientific decision making skills.
2. Self-esteem—EST: a feeling of being considered as being important by the group members with a feeling of belonging and with pride in such membership
3. Coping Skills—COP: the possession of skills needed to accomplish the job, and with the necessary "staying power" to achieve one's goals and objectives.
4. Self-efficacy -- EFF: goal setting and goal striving with high personal expectations and long staying power through : (1) organizing, (2) embracing high goals, and (3) by expanding the situation.
5. Conformity—CFM: a willingness and ability to conform to group accepted standards for **behavior**, **expressions**, **values**, **belief**, and **dress**.

6. Sympathy – SYM: maintaining a feeling of sympathy and compassion for others, and the ability to empathize and put self in the place of another.
7. Caring – CAR: a personal concern for the welfare of others and with worry and personal concern that all people are provided for in a meaningful and effective manner.
8. Positive Assertiveness—ASS: to take personal action in a positive direction with a view to accomplish some worthwhile personal objective, but always within the purview of acceptable group standards.



AND HERE
IN THIS PLACE
OF SACRIFICE
IN THIS VALE OF HUMILIATION
IN THIS VALLEY OF THE SHAD-
OW
OF THAT DEATH OUT OF WHICH
THE LIFE OF AMERICA ROSE
REGENERATE AND FREE
LET US BELIEVE
WITH AN ABIDING FAITH
THAT TO THEM
UNION WILL SEEM AS DEAR
AND LIBERTY AS SWEET
AND PROGRESS AS GLORIOUS
AS THEY WERE TO OUR
FATHERS
AND ARE TO YOU AND ME
AND THAT THE INSTITUTIONS
WHICH HAVE MADE US HAPPY
PRESERVED BY THE
VIRTUE OF CHILDREN
SHALL BLESS
THE REMOTEST GENERATION
OF THE TIME TO COME

HENRY ARMITAGE BROWN

These are the 'hall-marks' symbolized by the flame in the hand of our Statue of Liberty that stands in the new York Harbor welcoming immigrants from around the world. They represent the message that emanates from our churches, our schools, our homes and our communities by the

great masses who continue to seek a life here; as opposed to the conditions they experienced in their own personal homeland. These 'hall-marks' are like a flame burning deep in the hearts of parents and grand-parents as they prepare for each new generation of children and youth, and that

continues to grow brighter and brighter as their new lives unfold. They are the psychological dynamics that flow from the smiling eyes of parents as they plan for each new generation with future dreams of greater and greater 'cosmic consciousness' where whatever happens to one person anywhere in the world is important to every person everywhere in the world. What happens to animals is almost equally important with a firm belief that conformity, sympathy, and caring serve as the fuel that keeps the flame of 'free-

dom' in each heart burning brighter and brighter with each new day (Cassel, 1996b). The great aura surrounding that flame of freedom burning high in the hand of the statue of liberty is a clear recognition of moral turpitude that threatens any person that dares to stray from truths embraced. The personal expectations of each new generation in America grows; so that the lives of our children in each new tomorrow is even more promising than for the parents before.

DYNAMICS LACKING IN DELINQUENTS & PRISON INMATES

INDEPENDENCE

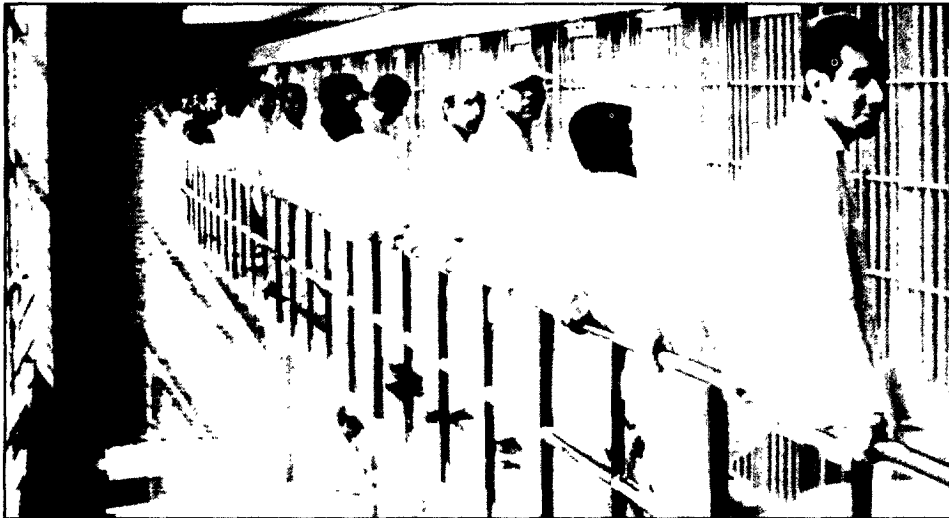
(Compete Economically)

- | | |
|-----------------|-------------------|
| 1. Self-Esteem. | 3. Coping Skills. |
| 2. Positive | 4. Locus of |
| Assertiveness. | Control. |

INTERDEPENDENCE

(Get Along With People)

- | | |
|-------------------|--------------|
| 5. Conformity. | 7. Sympathy. |
| 6. Self-efficacy. | 8. Caring |
-



Inmates wait outside their cells during count until everyone has been accounted for. Photot by James A. Bolzaretti.

These are the same 'hall-marks' that have been clearly lost in each and every one of the two million prison inmates in the great masses of prisons throughout the United States. In the last ten years those prisons have doubled and they continue to grow with each new year. The flame of freedom kindled by those hall-marks for success in a democracy once lost more often than not means gone forever. More than 80 percent of those prison inmates in America seek escape through alcohol and drug addiction to help ease the pains deep in the unconscious they have experienced. Grand Parents, Parents, children, and friends of each one of those prison inmates share in the misery which grows in proportion to the freedoms being lost as they are imprisoned. Each and every prison inmate once inside the prison walls achieves a distain of distrust by friends and foes alike, and with a full loss in the privilege of voting and sharing the fruits of a democracy. For those prison inmates who complete the prison sentence, 65 percent are likely to return to the same prison even two or more times later. Half of the two million prison inmates in America today represent high school dropouts, individuals who have not completed a high school education, and that means that our high schools have failed.

Repeated studies show rather conclusively that our Juvenile Delinquents and Prison Inmates almost without exception lack the "hall-marks for success in a democracy" (Cassel, et.al., 2001a, 2001b, and 2001c). The only answer to reduce the growing prison population in America is a "Person-Centered High School" which incorporates a "delinquency prevention program" where success is based on each and every individual acquiring those blessed "Hall-Marks for Success in a Democracy" is an integral part of the high school experience. It is clear that those 'hall-marks' must be acquired before the tainted experience of time as a prison inmate. The high schools of our country must focus on this problem: for in a democracy, the older democratic model "most good for the greatest number" no longer is acceptable, and that each and every individual is as important as every other one, and there can be no exception to this creed. A Diplomate in School Psychology (Boarded) in the office of every high school principal's office is the best guarantee that this can really happen. How could our high schools not have such a specialist when nearly every other health care facility in the community affords a boarded (Diplomate) in the health care specialty?



**DELINQUENCY PREVENTION
MEANS
FOSTERING HALL-MARKS
ASSOCIATED WITH DEMOCRACY
(Must be Done During Early
Adolescent Year)**

**A PERSON-CENTERED HIGH
SCHOOL**

The typical youth in America enters high school in the middle of the 14th year of life, a period when the ego-ideal and conscious development serves as one's guiding light for each and every new day of life. Built solid into that ego-ideal must be those "hall-marks for success in a democracy" which serve as the first and firm basis for academic accountability in relation to standards adopted. It is based on the sound democratic philosophy that "What profit a man if h/she gains the whole world, but loses own soul"? Here the 'soul' has no reference to religion, but success in personal productivity-- where going to work is like going to play, and where what one leaves behind in life is more important than what one accumulates in world resources. This does not mean that academic standards are assigned a less important role in terms of school accountability, but it means a firm recognition that success in attainment of academic standards, not unlike success in later life, are intimately related and depend first on the personal development of the individual. Third Force Psychology, only old since the 1960s, must serve as the basis for such a person-centered high school.

**School Become a Microcosm for Later
Life**

Beginning with early adolescence students in our high schools, each and every student must be personally involved in the day-to-day activities that simulates real life in the community later. Such student involvement must include every aspect of the high school program ranging from teaching and learning, through extra-curricular activities, involve student discipline courts, and be part of community embellishment. Students must be increasingly involved in the more supervisory type of roles as they progress through the grades; unlike the prison type atmosphere that too often prevails. Psychologically, real change comes from within students, not imposed through prison like techniques; so characteristic of the failed Communism in Russia or the Fascism in Germany of recent failures.

Student-Centered

First, and foremost, the proposed high school must be "Student-Centered" and based solidly on Third Force Psychology, and where the focus is on the "hall-marks for success in a democracy" as the basis for personal development of each and every student. This means that high school accountability must include in addition to academic achievement the personal development of the student. High schools must become a real bridge between the child-like home and the independence of the real world, and where students tend to increase their individual roles of personal responsibility as they progress through a real growing experience, and which is characteristic of youth from 14 to 18 years of age.

Student Official Portfolio

It is clear in the daily life of each individual that records of personal accomplishments are like money in the bank, and regardless of the facts, if it is not appropriately recorded in that portfolio it simply did not happen. This becomes a personal reality when facing a job interview or applying for college admission. The portfolio must include critical personal development items, extra-curricular activities, and academic pursuits. Also, there must be a discussion of the importance of the student portfolio for both job and later college applications; so that it serves as a most worthwhile personal possession when planning for job interviews and college admissions..

Personal Development

Typically this is an official presentation where elements related to personal development are carefully and meticulously presented and discussed. It begins with daily diet, and body care. Emphasis is placed on need for weight control and exercise, and with special attention to sleep habits in relation to school preparation and alertness. It includes a firm discussion of the negative effects of the use of coffee, the smoking of cigarettes, and the use of tobacco. It includes the use of beer, alcohol, drugs, and other substances. This is carefully noted in the student portfolio to insure that no student misses this important experience (Cassel, 1971).

Scientific Decision Making

The personal development of each and every student should begin early in the 9th grade with the understanding and develop-

ment of scientific decision making skills. First it must be recognized by each and every student that goals and personal motivation are intimately related phenomena, and that you can't have one without the other. Second, that the only worthwhile goals are those that are conceived by the self, and based on the scientific approach to decision making. Always, the full range of alternatives in relation to one's personal goals are considered. It must include the passive, the middle of the road, and the militant options. This is followed by just as careful an evaluation of the likely or expected outcomes for the choice of each and every such alternative. One's personal goals must stand such a scientific test of scrutiny, and not be the goals imposed by friends, parents teachers, or others (Cassel, 1973). This experience must be carefully noted in each and every student portfolio, and must be considered far more important than any academic requirement.

Computer Literacy

In the new millennium the computer and the web has become central to life, both in and out of the school, home, and the work place. Early in 9th grade students must develop familiarity with the use of the computer and the web. Especial attention must focus on the distant learning programs, and as a means to supplement the personal portfolio; never as a substitute for the actual high school personal experience.

Student Instruction Involvement

The great mass of teaching in the high school must become student-centered, but always under the careful and immediate full time classroom teacher. For hard-core sub-

ject matter areas this means maybe 90 minute class periods where class begins with maybe a 20 minute presentation of the academic subject matter unit by students. This to be followed by an equal period of time where the teacher would implement portions of the area not properly covered. The third period would involve student discussion of the unit under the careful supervision (no exceptions) of the classroom teacher. Finally, each daily session would conclude with a daily written quiz to determine the effectiveness of the unit presentation.

Competitive Extracurricular Activities

Typically this involves team organized sports where individuals are assigned to organized team groups, and where there is each semester organized intramural activities. Such organization must include provisions for the disabled and the slower developing individuals. The first goal for such activity must be clearly stated and where feelings of belonging, and pride in membership are outcomes. Second, involves the team approach where no team is stronger than the weakest link, and each person has a very special role to be fulfilled. Third is the matter of honesty and fair play, and which includes knowing and understanding the rules for each and every game. Four is "positive assertiveness" that seeks to implement the full energies of each and every student so involved. Finally, self-efficacy where high aspirations and long staying power are the outcomes, and positive assertiveness tempered by the other hall-marks for success in a democracy—conformity, sympathy, caring, and locus of control. It must be carefully noted that in the 32nd Gallup Poll completed in the year

2000, parents everywhere insist that extra-curricular activities be made an integral part of all high school graduation requirements (Rose & Gallup, 2000).

Music, Art, and Aesthetics

This include those activities that serve to modulate high cognitive dissonance and feeling of insecurity characteristic of many individuals during early adolescent years. This include the marching bands, glee clubs, the chorus, individual playing of instruments, singing, art clubs and the aesthetics.

Debating Teams, Chess Clubs, Etc.

The debating teams are skillfully organized to include subjects that are intimately related to other aspects of the curriculum,. It should include the merits of being registered to vote as a Democrat, Republican, or Labor Part, etc. It should also include carefully organized presentations related to community projects, with a clear statement of the pros and cons in relation to the issues presented.

Meaningful Discussion Groups

There must be meaningful discussion groups where each and every student learn to recognize and experience each one of the "Hall-marks for Success in a in a Democracy." Things don't simply happen, rather people make them happen. Such discussions must be conducted by a Diplomat in School Psychology, not unlike all other health care services in our communities across America. The programs must be clearly on issues related to the personal development of students, and focus squarely on things that are presently in the 'lime light' of discussion in the community.

Teacher & Parent Involvement

The teachers and parents must become our first line for defense in the person-centered- high school in relation to delinquency, crime, cigarettes, alcohol, and drugs.. They are the ones that are involved in the building of a bridge between the home and the work place or college. The school and the home must become inseperatable partners in the development of the adolescents in our communities if we are going to reduce the number of inmates in our prisons tomorrow.

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