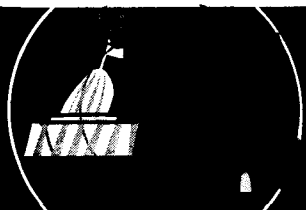


# While School Keeps



**Foreign students** in record numbers—nearly 75,000 of them—sought higher education in the U.S. during the 1963-64 school year. According to the Institute of International Education (809 United Nations Plaza, New York, N.Y. 10017) in its annual report, *Open Doors 1964*, these visiting students fanned out across the country to enroll at more than 1,800 institutions of higher learning. Countries sending the most students to American shores were Canada (8,458), India (6,387), Japan (3,220), Iran (3,162), Hong Kong (3,143), and the Republic of China (3,057). Korea, the Philippines, and Cuba all sent more than 2,000 students each, and there were another 2,300 Chinese students from countries other than the Republic of China.

The nation's great state and private universities were recipients of the largest numbers of foreign students with the University of California leading with 3,927. Howard University in Washington, D.C. enrolled the highest percentage—foreign students made up 15.8 per cent of its total enrollment of 6,805—Columbia was second with 9.4 per cent and Harvard was third with 8 per cent.

*Open Doors 1964* also reports on U.S. students studying abroad in 1962-63 (the difficulty of collecting figures from universities abroad slows the process of reporting, so these figures are a year behind those for foreign students in the U.S.), totaling more than 17,000. They enrolled at more than 400 institutions in sixty-four foreign countries. Most popular countries for U.S. exchange students were Mexico (3,264), Canada (2,308), United Kingdom (1,635), France (1,633), Germany (1,460), Spain (1,085). Next most popular were Vatican City State, Switzerland, Philippines, Japan, Belgium, Austria, and Israel.

In addition to reporting on foreign students in the U.S. and American students studying abroad, *Open Doors 1964* also gives figures on foreign scholars in U.S. institutions (8,377 from 107 countries), foreign physicians training in U.S. hospitals (8,804 from 100 countries), and U.S. faculty members abroad (3,366 in 109 countries).

**"American Universities and Colleges,"** the standard descriptive directory of accredited senior colleges and universities in the U.S., was published last month by the American Council on

Education (1785 Massachusetts Avenue, N.W., Washington, D.C. 20036). Now in its ninth edition, the directory contains descriptions of all accredited four-year institutions—1,173 in all. Detailed information is given about admissions, tuition and fees, financial aid, academic departments, faculty, and facilities. The 1,354-page volume is available from the ACE Publications Division at \$15. It follows by a few months publication of the American Council's companion volume, *American Junior Colleges*, which gives similar information about 655 two-year institutions in the U.S. and may also be obtained from the ACE at \$10.

**Disadvantaged children**, in recent months, have been receiving vastly increased attention in the public prints and, in some cases, in the public schools. But much remains to be done and one of the prerequisites to effective action is greater understanding of the problems and knowledge of ways to meet them. Two recent publications designed for both schoolmen and laymen should help.

*School-Home Partnership in Depressed Urban Neighborhoods* by Gene C. Fusco, a U.S. Office of Education specialist in school and community relations, reports on a study of twenty schools in five cities (Baltimore, Chicago, Detroit, Philadelphia, and St. Louis). Its purpose is "to identify, describe, and analyze some practices designed to improve and strengthen school-home relations in depressed urban neighborhoods." Bringing together the experience developed by selected schools in marshaling the support of the home in behalf of school activities, Dr. Fusco's report should be equally helpful to schoolmen and interested laymen. Copies may be obtained from the U.S. Government Printing Office, Washington, D.C., 20402, at 40 cents each.

*Learning Together, A Book on Integrated Education*, is a 222-page paper-

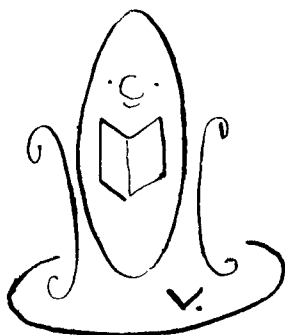
back that brings together the major articles appearing in the first year's issues of *Integrated Education*, a bi-monthly publication that reports news, analysis, and commentary on the progress of school integration. Edited by Meyer Weinberg, who also edits *Integrated Education*, the new volume includes a wide range of articles by leaders in the field. Copies of the volume are available at \$1.75 from Integrated Education Associates, 343 South Dearborn Street, Chicago, Illinois 60604. The magazine is available from the same source at \$4 per year.

**International Schools Service** has just published a revised list of overseas schools that offer a complete curriculum in English and have "a history of enrolling U.S. students." Designed to aid parents of school-age youngsters who are considering overseas assignments, the list includes 219 schools with a total enrollment of 76,021, of whom 32,437 are American children. Areas covered are Africa, Europe, Near East and South Asia, Far East, and Latin America. List includes name of school, location, founding date, tuition range, grade range, U.S. enrollment, and total enrollment. Copies are available from ISS (147 East 50th Street, New York, N.Y. 10022), which also notes that further information on most of the schools is available and will be sent upon request.

**The National Achievement Scholarship Program** for outstanding Negro students was announced last month. Administered by the National Merit Scholarship Corporation (1580 Sherman Avenue, Evanston, Illinois) and financed by a \$7,000,000, five-year grant from the Ford Foundation, the new program will seek to equalize opportunities and incentives for Negroes in higher education. About 200 scholarships will be awarded each year to high school graduates. Each award will be for four years and will have a value of \$250 to \$1,500 each year, depending on the student's financial need.

Because of poor school preparation, economic barriers, and lack of motivation, Negroes traditionally have not been able to compete on even terms for other scholarship awards—Negroes won only thirteen of this year's 1,650 National Merit Scholarships. The new program, therefore, is designed to overcome the motivational and economic barriers to higher education for Negroes, according to Henry T. Heald, president of the foundation. The goal eventually, he said, "might be defined as the day when Negroes can win academic recognition in parity with other young people, and actually no longer need special scholarship programs."

—JAMES CASS.



# Chronicle of Human Growth

*The Reasonable Adventurer, By Roy Heath (University of Pittsburgh Press, \$1), classifies types of personality found among undergraduate men and analyzes their development in the college community. The reviewer, now a Roman Catholic priest, was an assistant to Dr. Heath while an undergraduate in psychology at Knox College.*

By DAVID YOUNT

THE utopian experiment, once so much a part of American enterprise, has not been wholly abandoned. The faith that a good society can produce good men still finds expression in the American college and university. On the campus as nowhere else, idealized communities set themselves to the task of developing their members both in their individuality and in their social responsibility. Unfortunately, the university community is hampered in its function of fostering integral human growth. The ideal character it presents to the student, while loftily conceived, is but vaguely delineated. What is worse, precise paths of growth towards the ideal are not fitted to the individual student with any confidence, for the academic community knows so little about him.

Psychologist Roy Heath faced the frontier problem of personal development in the college community when a Carnegie grant enabled him in 1950 to take a cross-section of the Princeton freshman class and follow these men through their integral development in the university setting. *The Reasonable Adventurer* is a critical chronicle of the development of these thirty-six men through Princeton and ten years beyond. Heath began his study equipped, as any clinical psychologist, with the rich lore of abnormal typology, but with the sparse and relatively naïve tools of normal psychology. Abnormal dynamics were useful in the understanding of normal development, but abnormal typologies proved next to useless. It is easy to recognize severely unhealthy conditions and their variety, but to distinguish normal personalities and to define a common ideal that each must reach by parallel but distinct paths is something quite different.

The typologies and the ideal charac-

ter that Heath drew from his study have a directness and simplicity that make them graspable tools, not only for the counselor of students, but for anyone seeking to analyze or direct the growth of the normal individual. David Riesman indicates this in his preface:

Students of American culture may find these types suggestive, as I have. One might one day be able to classify social strata, whole countries or colleges in terms of the hegemony of these types or relationships between them.

Heath's typologies began to take form from the very beginning of the interviews. His group of thirty-six reflected four rather distinct approaches to the interviewing process itself. One group consisted of "one or two-worders," cooperative enough, but in need of constant prodding and direction in the interview. A second group Heath calls the "prepared-statement men." They said their piece and defended it. There was little real dialogue. A third group was dubbed the "roller-boys." Their conversation bounded from one subject to another, leaving loose ends and making few connections. Finally, a small group engaged in real dialogue, evincing curiosity, initiative, and reflection.

The more Heath considered these simple conversational characteristics, the more he found them to be clues to distinct temperamental differences. In time Heath devised a scale for temperament that both distinguished and related all his men on a continuous dimension of ego-functioning, based on the individual's impulse control. The "one-worder," for example, was found to be generally conservative and non-committal. He had a relatively low-burning inner life that was damped before it affected his behavior. Impulses hardly ever bubbled up to the surface. The "prepared-statement" man tussled to control strong impulses. With him it was a seesaw battle, manifested in a rigid striving for success. He was as much driven as driving. The "roller-boy's" impulses were always ahead of his control. He was forever erupting, acting first and thinking later.

With this continuous dimension of impulse control on which to place his group members, Heath was still left with the few members who were reflective, who retained initiative, whose

outer selves truly mirrored their inner selves. These men had obviously moved in another dimension. Temperament was not a drag on their personalities. They had temperamental differences that indicated that they came from the three groups already noted, yet they could not be circumscribed by categories. They were distinctly themselves.

Heath came to call these men his Reasonable Adventurers. They suggested to him that there was a vertical dimension of growth towards an ideal. The Reasonable Adventurers were curious and critical, capable of close friendships and independent value judgments, tolerant of ambiguity because of their stable self-image. Moreover, they evinced a breath of interest even in the commonplace, and they had a sense of humor. Taking temperament as a horizontal scale, Heath now constructed a vertical scale of growth measured according to degree of satisfaction in life and work, self-understanding and acceptance, and depth of interpersonal relations. Heath noted that through the course of his study his students did not move horizontally. That is, they wore their basic temperament like their skin. But all were capable of upward movement, in the process of which they shrugged off the debilitating effects of temperament and came to grips at once with the inner self and the outer world, being true to each.

Able at last to plot his subjects on a graph according to temperament and satisfaction, Heath filled out his casebook of strengths and weaknesses proper to each type and sought to discover the pitfalls each might run and the best way to help each type to grow. The temperamental dimension was a continuum, so it was not surprising that Heath found intermediate types. The more students were studied in depth, and the more colleagues learned his system and applied it to student populations elsewhere, the richer and more reliable the system became.

Heath arbitrarily assigned letters to his types. The non-committer or X avoids tangling involvements. He is a believer, a security-seeker, a truly neutral man. Oddly enough, the X maintains the myth in his own mind that he could really be great if he chose to try hard enough. In fact, he never tries, for fear that his mask will slip. Non-directive techniques work well with the X. He requires a challenge for him to think, then act. In the academic situation, literature often supplies the motive force for the X to express his inner self and take the reasonable risks that will make him grow.

The "prepared-statement" man or Hustler is dubbed a Y by Heath. He