THE PROCESS CURRICULUM

Volitional Competence

Will

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CONTENTS

DEFINITION

Will is the volitional process of actualizing purpose which has been formulated as a goal. It is the natural consequent of two other volitional processes: attention and goal-setting. As a process, will includes initiating the action (self-arousal), maintaining the action (perserverance) and completing the action (effecting closure).

DESCRIPTION

Historical Background

Even though the will has been rejected as a respectable and meaningful concept in the field of psychology, it has remained a topic of discourse among many psychoanalysts, existentialists and humanistic psychologists. A historical definition of will attempted by Vernon Bourke (1964) indicates the importance of will in understanding the nature of man. In his classic survey, Bourke identifies ten major conceptions of will that have figured prominently in western philosophy from ancient times up to the present. From among these various views, he attempts a synthetic definition that contains a core meaning for will:

> Willing is that psychic activity of man whereby he
> tends toward or away from certain objectives
> reflectively adopted, whereby he acts with some
> spontaneity or self-initiative and whereby he approves
> or loves what he deems good and disapproves or hates
> what he deems not good. (Bourke, 1964, p. 235)

In addition, Bourke cites a common pattern running through the diverse views. The pattern consists of five steps:

Step I.   consists of certain unresolved initial feelings or impulses.

Step II.   involves the initiation of personal effort to resolve the initial feelings or impulses in terms of some purpose or value.

Step III. involves the making of a decision or choice.

Step IV.   involves those activities for carrying through the decision in a manner that is in keeping with a purpose or value.

Step V.   includes an evaluation of the consequences of the whole process.

While these steps represent one important descriptive summary of will they provide little insight into the nature of the process of will.   The definition developed in terms of the ANISA Model is an elaboration of the step IV, i.e., the expression of an integration through coherent activity.

The concept of will has been elaborated upon extensively in the psychological theories of William James and William McDougall.   Their work provides some of the key ideas important to a full understanding of the process of will.

William James

The study of will in modern psychology received its most comprehensive and penetrating treatment in the work of James. He begins his account with what he considers to be the most elementary instance of will, ideo-motor action.

> Whenever movement follows unhesitatingly and
> immediately the notion of it in the mind, we have ideo-
> motor action.   We are aware of nothing between the
> conception and the execution...We think the act and it
> is done... (James, 1980, p. 522)

Examples of ideo-motor action permeate everyday life; walking, talking, driving, writing. Very rarely do these activities "demand a distinct impulse of will."   They most often occur on the heels of mere intention.

The determining condition of ideo-motor action, according to James, is "The absence of any conflicting notion in the mind" (Ibid, p. 523).   He points out that the experience of ideo-motor is frequently not self-evident because, "The mind entertains so many ideas which do not result in action" (Ibid., p. 527).   That is, one can think many things but not do them.   This is so because other ideas that are present together with the original take precedence over it.

The strength with which an idea is felt is called its intensity. Obviously, it is difficult to disregard something which one feels strongly, and one is also much more likely to act on an impulse or thought that is intensely felt.   James calls this intensity "will with effort."   Human beings are faced with the task of resolving conflicting tendencies or interests and having to choose one way to act against another.   This means that at some point one idea finally predominates.   This is done by keeping one's attention focused on it and then acting on the idea.   James states

that the rival, competing ideas are excluded and the favored idea remains because of its intensity.

William McDougall

Writing some 18 years after James, William McDougall was one of the last experimental psychologists to hold a major interest in the problem of volition. He was an outspoken critic against the behaviorists' attempt to explain human conduct entirely in terms of mechanisitc principles. McDougall offered an alternative psychology in which purpose and will played a central role.

He accepted James' idoe-motor theory and the explanation of will with effort. It was in explaining the higher levels of will that McDougall went beyond James, for example, in the relation between character and will. McDougall is adamant in pointing out that the mere presence of ideals alone is insufficient to realize the ideal; especially when the intensity of an abstract ideal is weaker than one's immediate feelings and intertest. For example, Grinker and Spiegal (1945) cite numerous cases of soldiers going into battle fearing for their own lives, experiencing anxiety and whose immediate reaction is to remain in safety. Yet, voluntarily these men move into situations of great personal danger and knowingly risk their lives. The initial overpowering impulse to avoid danger is over-ridden by more abstract ideals such as "serving one's country" and fulfilling a personal committment in line with ones's self-ideal.

This behavior might be explained by McDougall's theory in terms of the systematic organization of values around particular ideals within the individual. Values can be defined as the way in which an individual uses his energy in relation to his ideals. A person's character reflects this integration of values around ideals, and a person with a strong character is one who uses energy in ways that are congruent with ideals that are free from conflict or contradiction. Volition is essential to the development of character since it determines the extent to which an individual's purpose and ideals will be reflected in his goals and in his efforts to achieve those goals. In the case of the soldiers in battle, those who remain to fight reflect strength of character since their behavior is in keeping with their ideals. A strong character then depends upon a person's will which is one's ability to carry out one's goals in action.

It is worth noting that both James and McDougall published their theories well over 60 years ago. Although these theories are by no means the only ones ever advanced, they are probably the most complete and coherent to date.

Sub-processes of will

The process of will includes various steps that are necessary for carrying out a goal or intention in action. These steps can be described as initiating action (self-arousal), maintaining efforts (perserverance) and bringing the goal to completion (effecting closure). Although experimental psychology has avoided any serious study of will for the past 45 years, there are some areas of empirical investigation that relate to specific aspects of the willing process—sometimes directly, as in the case studies on perserverance, and sometimes indirectly, as in the case of studies on determining tendency and preparatory set.

Self-Arousal refers to the ability to move oneself from a state of rest to action i.e., to make a beginning. Various studies on determining tendency and preparatory set relate closely to self arousal and thus can provide valuable insight. They are concerned with the way in which intentions are actualized with very brief kinds of activity e.g., pressing a button on the correct cue, giving the correct verbal response.

The term "determining tendency" is used to describe the type of behavior that was engaged in prior to the actual action or behavior. Upon hearing of the task, one decides what has to be done and then quite unconsciously fulfills the intention. For example, a person may decide to catch the eight o'clock bus, go to the bus stop, and begin to read a magazine while waiting. Then, as the bus arrives, most often one boards the bus with hardly a thought of intending the act. This type of separation between the intention and the actual behavior is common in everyday activity.

Preparatory set refers to the type of behavior where the individual must "get set" to react. If a task involves responding quickly to a signal (i.e., to press a button when a buzzer sounds), the general intention to push the button when the buzzer sounds is not sufficient. Each time the signal is to come, one must also "get set" to respond. In most studies, the subject is given a "ready signal" just prior to the stimulus. If this signal is omitted, the response is always slower even though the intention to press the button is still in effect.

Another concept related to self arousal is attention. One major way in which attention underlies self arousal is in the form of fantasy. Fantasy is merely a mode of attention in which the data are potential rather than actual. James' episode of getting out of bed on a freezing morning serves as a good example. He traces his inability to get up to two conflicting tendencies of "the warmth of the bed and the cold outside." The crucial turning point occurred when the focus of his attention shifted to a fantasy connected with the coming day's events. The imagination transcends the immediate conflict of warmth versus cold and releases

energies for imagined possibilities.   Fantasy extends beyond the realm of the immediate present.   Thus, being able to fantasize or project oneself into the intended situation can energize and motivate one to action.

Perserverance is the process of maintaining appropriate kinds of degrees of efforts toward the actualization of some adopted goal or intention when resistance is encountered.

The various theoretical approaches upon which perserverance has been based fall into three distinct categories.   Several studies reflecting these approaches follow.

(1)   Perserverance as a personality trait.

These studies have attempted to determine whether there is any consistency in the perserverance behavior patterns of a person from one situation to another.   The shortcoming of this approach is that the role of environmental factors in behavior tends to be ignored since the emphasis is on personality traits.   One investigation on perserverance yielded the following factors as being important: withstanding discomfort to achieve a goal, willingness and/or ability to endure discomfort, and stability of character.

It does not seem that perserverance on one task is transferable to another task.   For example, perserverance on a physical task (such as a handgrip exercise) does not always correlate significantly with perserverance on a mental task (such as a puzzle).   Also, persistence on a dull, repetitious task (such as crossing out figures) will not necessarily correlate with persistence on a more interesting task such as solving a mathematical problem.   These studies indicate that perserverance depends to a great extent on the type of task and the interest-value it holds for that person.

(2)   Resistance to extinction.

These studies involve persistence on a difficult task without reinforcement after having been trained on a particular type of reinforcement schedule.   The usual design is one in which a subject learns that a certain response in a certain situation produces reinforcement. Once the subject has learned the connection, the reinforcement is ended without the subject's knowledge.   The number of times the subject continues to respond without a reward is taken as a measure of his perserverance. The findings of various researchers may be summarized briefly: (1) when rewards are given intermittently, there is a greater persistence than if it is given very frequently, (2) the greatest persistence is developed by those subjects receiving variable and intermittent rewards (Deese and Hulse, 1967).   The most plausible explanation for this is that the subject does not know exactly when to expect a reward under normal conditions.

Another important element is how much control the individual believes
he possesses over the situation, i.e., whether he feels he is responsible
for what happens. If the person perceives the control of the situation as
external to himself, he will less readily perservere than if he perceives
himself to be in control of the rewards and consequences of his actions.
James and Rolter (1958) observed two groups of subjects perform under 100%
and partial reinforcement conditions. One group was led to believe
their reward schedule was dependent upon chance while the other group
believed skill was a determining factor in their reward pattern. Under
both the 100% and partial reinforcement schedules, the groups operating
under the skill conditions perservered longer than the "chance" group.

Another factor which affects perserverance is the number of
alternative response routes available to the subject. Perserverance is
much greater towards goal where more than one course of action is
available, especially if the initial strategy fails. If a person has only
one means of tackling a problem, then his perserverance is strikingly
greater than it is on the first of two approaches. When a person has as
many as seven alternatives, he abandons the first very readily (Robinson,
1940).

Other relevant situational factors are the individual's personal
history of successes and failures in similar past situations. Lewin (1946)
cites a series of studies on young children by Fajan which shows the
importance of these factors. The findings may be summarized as follows:
(1) Past experiences of failure produced a decrease in persistence at the
task and previous experiences of success produced an increase in
persistence. (2) When praise and encouragement accompanied previous
success experiences, there was an even greater increase.

(3) Perserverance and Achievement Motivation.

The theory of achievement motivation was developed during the early
1950's by McClelland and Atkinson. It was a method of systematically
interpreting the tendencies in some individuals to consistently strive for
success at difficult tasks. The "achievement motive" is defined as (1) the
tendency to evaluate the outcome of an activity on some scale of excellence
and (2) the tendency to find success in this kind of performance as
rewarding (McClelland and Atkinson, 1953). In such a situation successful
performance at a difficult level is highly valued and accompanied by a
feeling of pride and accomplishment. Failure at an easy level is not
valued and is usually accompanied by a feeling of shame and embarrassment.

A synthesis of these various approaches to perserverance may aid in
the understanding of it as a process. In any situation where one's
aspirations bring one to the frontier of his knowledge or development, the

actualization of potential over a period of time. Perserverance is the process of maintaining efforts towards the achievement of a goal when resistance is encountered.

Effecting closure means bringing intentions to successful completion or resolving the task at hand. People totally lacking in this capacity are unable to bring a sense of wholeness to their encounters with life because their efforts are fragmented. Consequently, their capacity to develop and increase their self-determination is severly impaired.

Investigations into this type of behavior have led to a large body of research on the effects of task interruption and the tendency to resume an interrupted task. Ovsiankina (1928) devised experiments in which she could interrupt activity in various ways. She then observed subsequent behavior to determine how frequently subjects would resume the uncompleted task. In most cases, even when the activity was relatively uninteresting, the subjects returned at the first oportunity to the unfinished exercise. Other experiments by Zeigarnik (1927) found that when students were presented with a number of tasks, some of which are interrrputed, they were more likely to remember the uncompleted rather than the completed tasks. A general conclusion that may be drawn from these studies is that people in general show a desire to complete unfinished tasks.

In conclusion, the three sub-processes of will do not operate in isolation since they depend upon the other volitional processes of attention and goal-setting. In addition, all these processes are sustained by a large number of subsidiary operations, e.g., all the stimuli of the senses (vision, audition, touch, taste, smell), kinesthetic awareness, affective state, etc. The actualization of an intention in some activity requires the input of various operations. Without this support, the will is ineffective.

THEORETICAL JUSTIFICATION: ANISA

The research that has dealt directly with the relation of will to learning is very scant. However, it is possible to draw out some implications for learning competence based on key concepts of an organismic philosophy.

Man is a purposive being, i.e., his purposes guide and mold the pattern of his interactions with the external world. His goals and intentions are formulated in the light of these purposes and are actualized through the operation of will. In the process of willing, the world of potentiality, i.e., one's ideals and aims, becomes integrated with the world of actuality. The way in which this integration occurs determines the nature of a person's becoming.

In the process of an individual's becoming, potentiality is continually actualized, making it possible for an individual to change and grow. This introduces diversity and novelty into one's life. When an intention is willed into actuality, the former self is altered and new possibilities are within reach. For example, the student who labors through exercises in musical counterpoint will be able to envision potential compositions which a student without such practice would be unable to imagine. Thus, will contributes ultimately to the creative advance by generating further potentialities.

In analysing the relation between will and creativity, Whitehead notes that the creative process involves two very different kinds of activity. The first is free, unrestricted flow of thought and fancy, a "romance" of the imagination in which ideas are born. The second aspect involves disciplining the mind to begin elaborating, developing, consolidating and refining the new idea. In this view, it is interesting that Beethoven allegedly produced no less than 20 versions of the first movement of his Fifth Symphony before he arrived at what he considered to be an acceptable result.

Will is also an important factor in the development of personality. Without will, the two vital aspects of the self (ideal and actual), which mutually require one another, become dissociated. Aims and ideals do not participate in the construction of reality and eventually they lose their importance. Without aims and ideals, the individual's action in a given situation may be reduced to mere reaction based on superficial impulses. Such patterns of behavior do not exhibit genuinely creative levels of expression because they tend to lack consistency, coherence and vision.

Various researchers have attested to the vital necessity of will as a factor in the integration of personality (Frankl, 1969, Farber, 1966). These writers provide clinical evidence that the dissociation of reality from actuality can lead to a disintegration of the personality structure. In extreme cases this may result in various forms of mental pathology.

The relation of will to other areas of competence is also important. For example, in the attainment of psychomotor competence, a great deal of practice is required. A complex psychomotor skill, e.g., learning to walk, requires the coordination of many muscle movements and many repeated efforts. Otherwise, a child would never learn to walk. Similarly, a virtuoso piantist must practice persistently in order to achieve mastery. Such practice requires a tenacious perserverance.

Will is also implicated in the attainment of moral competence. The aim of moral competence is to develop patterns of relating to others in ways that foster the mutual release of human potential. Will is an

extremely vital process in developing and maintaining these constructive principles in one's interactions in a social context. Willing requires the individual to assess and respond to any situation in accordance with the ideals that he holds. Even in aversive situations he should behave in a manner that is consistent with his ideals. This is an expression of one's "moral will".

DEVELOPMENTAL CONSIDERATIONS

The development of will is inextricably linked with the development of the organism's other capacities. Thus, it is very difficult to separate conceptually the growth of will from the emergence of psychomotor, perceptual, affective and cognitive competence. Since the process of will can only be fully defined in terms of its relation to the other processes, a complete explanation would be lengthy and complicated. Therefore, the following remarks are incomplete and restricted to very general statements.

Through continual interactions with the environment, the organism develops a structure of schema for dealing with incoming stimuli. This notion can be compared with the contemporary concept of a "set". In the process of willing, intentional sets are formed. They are dependant not only upon the accumulation of past experience but also on the active transformation of personal history in terms of future possibilities.

Some of Piaget's observations document development of intentional sets in infancy and early childhood (Piaget, 1954). Although Piaget's interest was not so much to study intentional behavior as it was to trace the growth of logical thought in children, nevertheless, the data are relevant.

Between 2 - 4 months of age, the child's activity is characterized by "primary circular reactions". During this stage, the infant's behavior shows early sings of purposeful activity. The goals toward which movement is effected are immediate and very limited, e.g., watching intently and smiling at an adult; giggling at the sound of a rattle; systematic thumb-sucking. The significant limitation of this stage is that the intentional reaction can be aroused only if the eliciting stimulus (e.g., adult, rattle, thumb) is actually present.

The "secondary circular reaction" appears during the ages of 4 - 8 months and is distinguished from the primary circular reaction in two respects: (a) The unit of intentional action is more complex in that cause and effect relationships are perceived. A set is reconstructed through exhaustive repetition. (b) The intentional set can now be formed even before the eliciting stimulus is present. This element is termed "field independence". The child now exhibits a step towards increased control of action.

During 8 - 12 months of age, the child is able to intend situations and actions that are absent from immediate vision. The child can also voluntarily apply old patterns or sets of behavior in new situations.

"Tertiary circular reactions" develop during 12 - 18 months and is marked by the tendency to explore novel variations of old behavior patterns. Hunt (1965) has also documented a dramatic shift in the child's interest toward novel situations. For instance, in babbling, the child will deliberately vary his voice, or, he will explore many different ways of playing with a familiar toy. During this time he shows an extraordinary ability to develop new patterns of activity never before performed. In healthy individuals, the quest for novelty remains predominent throughout the remainder of life, even into old age.

On the basis of the data reviewed and the trend noted in the processes of attention and goal-setting, the following speculations on the developmental progression of will are offered. As the child matures, the intentional sets exhibit:

(a) greater degrees of "field independence", i.e., an act may be willed in the absence of the goal object; it can be initiated and sustained in an environment that does not foster the attainment of the goal;

(b) an advance toward greater novelty that transcends habit and that which is familiar. The field of possibilities that are open now play an important role in the formation of intentional sets;

(c) the focus of will gradually shifts from simple to complex situations,

Two other trends are noteworthy:

1) A child's capacity to will increases as he gains more knowledge about the particular act. The basis for this assertation is that a child who is more competent has more alternative courses of action available to him when facing an obstacle. Since he can entertain possiblities, he will be less willing to give in than someone with fewer alternatives.

2) The child's capacity to will is most intense when he is maximally engaged in the learning process, especially when he is experiencing a sense of progress and gradual mastery. There is some support for this hypothesis in White's notion of competence motivation (1959). He stresses the importance of an environment rich in contrasts and surprises during the early years. This provides the child with opportunities to be purposively engaged in the process of discovery and mastery and continually moving beyond his limitations.

EDUCATIONAL OBJECTIVES

The educational objectives that follow are stated from the point of view of the learner so that he can develop the capacity to actualize a chosen goal or intention that is in keeping with his overall purposes.

1) To initiate, autonomously, the action necessary for the fulfillment of a goal or intention.

2) To perservere, i.e., to sustain appropriate efforts toward the fulfillment of a goal or intention when faced by difficulties, to repeat these efforts regularly, and for long periods of time.

3) To bring a goal or intention to completion.

PROTOTYPICAL LEARNING EXPERIENCES

Instruction can be seen as the process of arranging environments and guiding the learner's interactions with them so that his potentialities may be actualized at an optimal rate. It is possible then to structure experiences for the child so that the development of will is fostered. The literature in this area provides some ideas as to how experiences can be designed to foster the development of will.

1) The structure of most school schedules systematically deprives the child of the opportunity to complete sequences of goal directed activity. Specific examples of this are evident in the way the school day is chopped into time blocks and is perpetually interrupted by the school bell. As a result, the child is unable to fulfill his own goals and intentions and becomes anxious and frustrated. When his efforts to perservere and effect closure are constantly thwarted, he will find little reason for striving toward his goal.

Interruptions, however, if handled properly, can facilitate perserverance. Students can be assisted to plan their time and budget their efforts over long periods. This requires the teacher to help preserve the continuity and the committment of each child to his chosen task.

2) Interuptions that are managed well can lead to a sense of personal efficacy. To be in control of a situation is a prime requisite for willing an intention into actuality. It calls for a strong sense of personal identity supported by the ideal of self-determination.

To foster self-determination the child should be allowed as

much independence as he can handle in directing his learning activities. If the child feels that this is beyond his capacity, then when he faces difficulty he will give up. However, if he has a sense of personal control and knows that he determines the consequences, then he will be more likely to perservere at a task even if the result is failure. On the other hand, caution must be exercised so as not to over-extend the child's abilities to manage a situation alone. Unrealisitc expectations can set a child up for guaranteed failure and seriously erode his sense of self-determination. Granting independence gradually is a constructive way of keeping pace with the child's growing capabilities so that his successes outnumber his failures. Failures in small amounts, however, can be beneficial because they nuture the persistence of will. A child who has never met with failure will never learn how to perservere in the face of obstacles.

With this in mind the teacher should occasionally give the student tasks which are slightly beyond his present capacity. If the student fails or meets with difficulties with a test, the teacher should not always step in and complete it. It is usually of greater value to encourage the student to pinpoint the problem, try to remedy it, and try again. The teacher's guidance could be to reorient the student's perspective, ask questions, suggest possible strategies, or provide clues to a solution. By using the above techniques, the teacher can aid the student in the achievement of greater personal control and also sustain a sense of self-determination.

A child who successfully actualizes his goals and intentions emerges with a positive feeling about himself. It is this principle that has led researchers to suggest "exercises for strengthening one's will-power". The Psychosynthesis Research Foundation has suggested several exercises in setting small, specific tasks which one fulfills each day (Assagioli, 1972). Examples are beginning an activity at a precise time and ending at another predetermined time; getting to school on time; getting dressed in the morning. The tasks are not diffficult but the benefit derives from the process of intending the act and the executing of it completely and excellently.

Evaluation

At present there are no standardized tests for the quantitative measurement of will. Consequently, observation by an individual is probably the most valid and reliable means by which changes in the development of self-arousal, perserverance, and effecting closure may be assessed.

A major difficulty with standardized measures is that there are no strict and stable behavioral criteria associated with the above processes. Many intentions, such as thought and concentration, involve inner

activities which are not directly observable.   There are instances,
however, where accurate assessments of processes may be made.   These
include cases where the child's goals and intentions involve motor
activity, i.e., tasks with tangible results such as building, painting,
writing, moving.   A child can represent his goals verbally or pictorially
and his performance to these goals in terms of level of difficulty,
perserverance, frequency of attainment, and effecting closure.

Experience I

Objective

To motivate children through fantasy, aid them in perservering
and completing a chosen task.

Example

Imagine that you are marooned on an island.   You have been here
for a week, when one day you see a ship passing by.   Describe what you
did in that week and how you would attract the attention of the crew
on the passing ship.

Materials

Whatever is required for the activities planned by the children.

Activity

The teacher presents the hypothetical situation and asks the
children how they would like to complete it.   They may decide to put
on a small play, write a story, draw pictures, talk about it, make up
songs, etc.   Those performing a play may work together in a group and
others may work alone or in small groups.   The experience should be
continued for a few days so that the children can discuss and plan
what to do and how they will do it.

Describing what happened while they were shipwrecked will enable
the children to fantasize and imagine all manner of possibilities.
Once they have decided on what things might have happened and how they
might be rescued, the children can plan more specific activities.
They will need to choose the necessary materials and outline the
actions necessary to execute the task.   For example, those performing
a play will need to choose actors, write a simple script and have time
for rehearsal.

The teacher's continual support and encouragement will help the
children to perservere in their chosen goals.   When the children are

faced by difficulty, the teacher can help them plan alternative strategies. If the task is beyond their capacity, they can be aided in simplifying it. If they are tired, they could have a break and then resume their task. All the children should be given adequate time to complete their tasks to their satisfication. A final step would be the sharing of each other's accomplishments, e.g., the play can be performed for the class. Stories can be read and songs sung together, pictures or picture books can be set out for all to look at.

Evaluation

The teacher's observations at all phases will be a good indictor of how effective the children are at self-arousal, perserverance and effecting closure. Completed works, e.g., plays, songs, etc., will show whether the goals have been brought to fruition.

Experience II

Objective

To enable children to organize a record-keeping system so that they can chart their own progress and maintain a sense of perserverance.

Materials

Whatever a child needs for the planned activity.

Activity

A child may choose to do a special project for example, in science on how birds build their nests. He has to decide on a time to start, when it should be completed, and what he should have accomplished each week. If he is behind schedule, it may be due to lack of time spent on it, not enough time to do it, loss of interest or it may turn out to be too difficult.

The teacher can aid the child in planning and budgeting his time for the task at hand; can plan other possibilities to follow, or help in making the project simpler. This support and encouragement from the teacher will help the child to perservere, to make progress and give him a sense of personal efficacy and control over his work. Even if the task is changed to another or simplified, there should be a sense of closure and accomplishment.

Evaluation

Frequent checks by the teacher will assess the progress being made. Perserverance can be sustained by noting where the child is on his schedule and where he would like to be. The completed project together with the schedule will give an indication of the child's persistence on a task.

Other Experiences

Any activity in which goals are set can strengthen the process of will. A sense of self-arousal, perserverance and effecting closure is necessary to complete a task, realize an intention, or bring a goal to fruition. The most important point is that a teacher can guide the child's interaction with the environment so that the growth and development of will is fostered.

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