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CHAPTER 14

THE CUMULATIVE RECORD AND ITS SUMMARY FORM

A. Necessity for a Cumulative Record:

The Cumulative Record is one that contains all pertinent data regarding the pupil, year by year until the pupil finishes school. It should contain information about the child's age, his attendance record, with special attention to long absences; health problems; his achievement as shown by standard and teacher-made tests; scores on intelligence tests; achievement in development of desirable interests, ideals, attitudes, appreciations, understandings, abilities, skills, habits as they refer to the broad aims of education, as well as to the more specific aims of the Units of Learning in the various experience areas; personality descriptions by the teacher; records of his selection and participation in class activities, as well as in out-of-class experiences; notes on his ambitions and how he is attempting to realize them; records of the interviews observations, anecdotal notes, self-rating devices, and behavior summaries made in connection with his appraisal and guidance.

It is generally recognized that the needs of school children can be met successfully only when there is an abundance of definite information about the individual pupils, the classes, and the activities which the school sponsors, which information must be readily accessible to the teachers, principal, and other school officers. Recent research by psychologists and guidance experts reveal the fact that the problems, attainments, interests, attitudes, ambitions and possibilities of the pupil are rarely, if ever, understood properly unless they are studied for over a long period of time. The present pupil has been influenced by all past experiences; therefore, his past experiences should be in record form and available for study by those who are to guide his development. The important problem of the teacher is to see the pupil as he is, why he is this way, and aid in the development of the individual he is to become. Each fact or group of facts about the pupil should be recorded in a clear and concise form, and interpretation made, and recommended procedures indicated. Every technique and means of guidance utilized in his behalf should carry the record of how well its aim was accomplished.

The Cumulative Record is of inestimable value to the

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new teacher taking a group of pupils for the first time. The records should be made available to him before he starts work with the class if possible, so that they may be studied, and an insight gained as to the status and needs of the pupils. Without them the teacher is confronted with the immense difficulty of getting to know personally the many interests, hobbies, abilities and disabilities, attitudes, attainments, needs, difficulties and the numercus other characteristics which it is desirable to know about each pupil. It also is of great usefulness to the librarians in that they can secure important suggestions for guiding the pupils' reading according to his interests, needs, maturational level, and reading ability. The vocational teacher, the physical education director, the school nurse, and any other school officers can be benefited in planning work for the pupils if he has access to the Cumulative Records.

The Cumulative Record is indispensable in evaluating the accomplishment of the aims of education other than mere information or knowledge. Such so-called "intangible" aims as interests, appreciations, ideals, attitudes, skills and habits, are acquired gradually and by degrees. A certain degree of accomplishment might be made in one year, but since each are relative, the desirable degree of accomplishment will not be made until over a period of years. Such objectives are so valuable that record should be kept of the relative degrees of accomplishment, and yearly guidance given in their further accomplishment. In other words, a comprehensive Cumulaative Record is more often than not, the sole means of appraisal of desirable changes in behavior in the pupils over a period of years.

It cannot be over-emphasized that each teacher should study all previous records of the child and be guided by the information that is found there in efforts to develop the pupils to their highest capacity. Also it is equally mandatory that in case there are no Cumulative Records at this time that each teacher should start one for each pupil. All previous attendance, health, promotion and other records should be assembled, studied, interpreted so far as possible, and plans laid to gather more data concerning each pupil, and utilize all information obtained in guiding each pupil to higher levels of personal, social, emotional, and intellectual development.

Another of the major values of the Cumulative Record, is that it forms the chief basis for pupil promotion from one grade to another and for pupil selection from one school

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to another. This especially is true at this time in Japan, in selecting pupils to go to the 9th and 10th grades in school systems where there is an inadequacy of teachers and buildings to permit all pupils who are rightfully eligible, to enter these grades. And also in selecting students for eligibility to enter college, great care should be exercised by each teacher concerned with such selections to make every possible use of the Cumulative Records in making such far-reaching decisions. Whatever standards for selection that are adopted, the Cumulative Records should be one of the chief means of judging which pupils shall be recommended to enter these grades, or schools. The Behavior Summary which is a summary of the years record of the child, the Cumulative Record Summary Form and the more detailed data making up the rest of the Cumulative Record should be utilized in all matters of pupil selection.

B. <u>The Form and its Contents</u>

The form of the Cumulative Record is a matter of choice by the individual school. Probably the most used, and the one that has proved to be the most easily kept as well as consulted includes; (1) Cards or sheets of paper of appropriate size which provide for entries of the most important data in a more-or-less standardized form for each school arranged for the greatest ease in making entries, and of locating and understanding previous entries; (2) Manila or other durable folders, and - or large paper envelopes in which are kept the data of most importance gained from tests, observations, interviews, physical examinations, anecdotal notes, pupil diaries, self-rating scales, graphs of self-progress, records of the pupils' participation in activities connected with Units of Learning, notes on the pupils' use of leisure time, and any child studies that may have been made. On permanent Summary Forms, evaluation of the pupils development toward all the aims of education, as well as other such permanent data as his name, promotions, test scores, general health status, attendance, vocational status, et cetera, are entered. The form is not so important as long as both the accumulated data, and that contained in the Summary Form are made easily available. The most important thing is to keep the record and USE it in continuously guiding the pupil, and evaluating his progress, basic to still further guidance. At the end of the Chapter there is a sample Summary Form designed for use throughout the Shinsei Chugakko and the Shinsei Kotogakko. This should be studied and discussed by the principal and teachers in each school, and a Summary Form adapted to their individual school needs, made by them.

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C. Some Basic Principles in the Organization of a Cumulative Record System.

1. Probably the most fundamental principle is that of interest on the part of the principal and the teaching staff, in the progressive development of every student in the school. Unless this interest in giving service to the girls and boys of the community is sincere, and prevents any interference with service, of such petty things as professional jealousies, subservience to any organizations that do not put the good of the child before anything else, professional lassitude, and others, then it might be concluded that the staff is merely giving lip-service to their assumed interest. The Cumulative Record System, with all the guidance service that it implies, can not succeed unless teachers are honestly interested in the child before anything else.

2. The principal and the faculty should prepare themselves adequately before they devise any Cumulative Record System.

This means that the staff must make a study of their school- what it is doing; what it hopes to accomplish; what its present facilities are and how they may be immediately, and also remotely improved. The first thing to do is to list and clarify the objectives of the school.

3. The principal may work with the staff as a whole on this problem, especially in the case of a small school; or he can appoint a Committee from the most eager and best trained members to do the detailed study and report periodically to the whole group.

4. The principal and committee (or group) should continually investigate what other schools in Japan and elsewhere are doing with a view toward utilizing any good suggestions that would improve the Cumulative Record System in their own school.

5. The principal and faculty must adequately grasp, and constantly keep in mind the concept that the pupil is a developing organism, and that the speed, degree, and quality of his development is greatly influenced by the school. The records should show this progressive development, and point the way for future guidance.

6. The principal and staff also must adequately grasp, and constantly apply in practise all the implications of the

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concept that there is a continuity in the education of the whole child from the kindergarten throughout elementary school, lower secondary, and upper secondary school. There is no such thing as a pupil suddenly ceasing to be "elementary" and becoming "lower secondary"; or ceasing to be "lower secondary" and becoming "upper secondary"; or of ceasing to be an adolescent and becoming an adult. Individuals make such transitions, mentally, emotionally, and physically by degrees, at different rates of development among the various traits, and among various individuals. Some never outgrow some of the traits of a lower level of development.

For convenience, and administrative purpose, the educative process is divided into such artifical Units. But there should be integration between them, and effective provisions for freely and efficiently passing on the Cumulative Records from one school to another and from one level to another expedites this integration of, and articulation between, the levels.

Each individual is the product of his past, his present, and his plans for the future. Teachers cannot give adequate guidance at the present with a view toward future development of the pupil unless they understand his past progress and his present status. The Cumulative Record aims at thus keeping a continuous record of the status of the pupil, his accomplishments, his difficulties, his needs, and his future plans.

7. All Cumulative records should be organized on the basis of a time sequence. Development is pictured year by year; and often by terms of years, or semesters of year.

8. The Cumulative record should be so organized that comparable measurements or evaluations are shown. Pupil progress may be compared with his past progress; it also may be evaluated in comparison with his immediate group; and it may be evaluated in comparison with "averages" of large groups, such as those of national norms, et cetera. There is a great necessity that the evaluations are reasonably frequent, that the tools of evaluation are reliable and valid, and that they are administered and interpretated correctly. The means of measurement should be wide in scope, and should evaluate for all the objectives of the school and the various subject fields; they will include standard tests (when possible); teacher-made tests, scales, inventories, etc; interviews, observations in a wide scope of situations with adequate records made of them; pupil logs, diaries, self-rating scales, autobiographies; and others.

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9. The Cumulative Records should utilize descriptions of behavior, even though they do contain numerical or letter forms of grades in subject. In the first place it is impossible to assign a score mark to many of the traits of behavior and degrees of adjustment, and accomplishments. A description of the adjustment, behavior or accomplishment really tells what the pupil does and may be interpreted by later teachers as to what the pupil is and suggest to them what they might do to further his development. All recent trends in the philosophy and psychology of education provide for such descriptive records in their practises of effective guidance.

D. By Whom and Where Are the Cumulative Records To Be Kept:

1. It is generally agreed that the Home Room teachers be responsible for keeping the Cumulative Records in proper form. All teachers, of course, contribute information on each child that takes a class with him or who is in an club or special activity which the teacher sponsors. But each Home Room teacher organizes the data, makes out the final yearly Behavior Summary, and the Cumulative Record Summary Form. However, if there is sufficient clerical help in the school, whoever is responsible for making out the Cumulative Record, should have a clerk helper for the mechanical recording, and conserve this time with more important affairs of organizations of the data.

2. It is more than likely that the Home Room teacher, together with all the other teachers of the pupil, will employ the Case Conference Technique before making out the yearly Behavior Summary and the Cumulative Record Summary Form for most of the pupils. It is definitely the responsibility of all teachers to cooperate in every way with the teacher who is designated to keep the Cumulative Records so that the records will be adequate and accurate.

3. The Home Room teacher must be allowed the time in which to do this work. in his regular schedule, if this is at all possible. A teacher with a full teaching load and a great many administrative duties besides will have great difficulty finding time for properly caring for the Cumulative Record; therefore it is desirable that these teachers be relieved of many of the administrative and clerical duties, and the difference in time be given to properly keeping the Cumulative Records.

4. There is a difference of opinion as to the place where the Cumulative Records are to be filed; and there are

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advantages and disadvantages in each case. Some cities let each school keep their own in the principals' offices; others keep them in the city school administrations office. Other schools keep these files in the Home Room. Each school district should study its own situation and needs, and make this decision accordingly.

E. Times to Consult the Cumulative Record

There are many times when the various teachers and others interested in guidance will need to consult the students Cumulative Record and/or its Summary Form. Some of these have been mentioned already; however it will be well to briefly summarize here the chief situations in which this examination of the record is needed.

The records should be examined when:

1. New pupils enter the class - in order to get acquainted with them, their background, accomplishments and needs.

2. Certain pupils are not working up to the general level of the class - in order to discover any possible reasons for this.

3. Any pupils seem consistently unsociable and unhappy - in order to discover the reasons.

4. Any pupils consistently exhibit any other poor personal, social, or civic adjustments - to discover reasons for the behavior, and to possibly get suggestions as to what to do for them.

5. Any pupils show unusual abilities - to help find their chief interests and other abilities, so that the teacher can provide appropriate activities for them.

6. Pupils are frequently absent - in order to check as to reasons why, and especially to see if it is due to a health problem etc.

7. Pupils seem to be in need of any of the special services of the school - such as School Lunches, Student Aid, Placement Service etc.

8. Any teacher is to advise pupils as to electives to take, or on any Vocational problems, or choice of higher schools.

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9. Any teacher is preparing to talk with the parents about their child.

10. Teachers desire to discover any special abilities, talents, or hobbies of the pupils for any reasons.

11. Teachers need to know the general make-up of the pupils.

12. Teachers are preparing to interview or observe or make case studies of pupils.

13. Teachers make out report cards.

14. Teachers evaluate the growth of pupils year by year.

15. Teachers need suggestions on planning a wide range and scope of activities in connection with Units of Study in order to provide for individual differences among the pupils.

PROJECTS

1. Let each teacher gather all data previously recorded about the class. Especially get together all previous attendance, health, promotion, achievement, and personal data records.

2. Briefly survey a few of them first to get an idea of the extent of information. For example, get together all the attendance records of the class, and in surveying them notice which pupils have records indicating prolonged absence from school. When a detailed study is made later, various reasons likely will be found to exist to account for the absences. Perhaps it will be because of much illness in the case of one pupil; in another it may be due to the distance the pupil lives from school; in still another it may be due to lack of finances to keep the pupil in school.

3. Carefully discuss each principle presented under C. "Some Basic Principles in the Organization of a Cumulative Record System", in terms of its significance to sound educational policy, and also as it applies to your individual school.

4. Carefully consider the various places in which the Cumulative Records should be kept. Make a tentative decision which of these places would be best for your individual school or school district. Discuss whether or not these records should be kept in a certain place while the student

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is in school, and them permanently filed in another, say the district superintendents office for example, after the student has graduated.

5. After discussing the various times that Cumulative Records should be consulted by the teachers, add any others that you consider pertinent. Make a list of these, leaving sufficient space by each, to list the names of pupils, under each category whom you think should be investigated according to the situation mentioned.

6. Examine in detail and discuss the sample Cumulative Record Summary Form given in the chapter.

7. Let each faculty group discuss how they will keep Cumulative Records of the pupils in their school or districts. Evolve A Summary Form that suits the needs of your school.

8. As soon as this decision is made, let each teacher start to accumulate all pertinent data for each of his group, preparatory to making appropriate entries on the Summary Form, when the time arrives for these entries to be made.

9. Make a detailed study of all the previous records of pupil. Discuss these records, and their importance in the faculty group. Make summaries of the most important data for each pupil, and place these summaries in his folder or envelope; and record the appropriate data on the Summary Form, at the appropriate time. Start planning programs that will lead to developing each child according to his needs.

10. Consider the following psychological principles as they will affect your adding to the Cumulative Records.

PRINCIPLES

1. Mental, motor, social, and emotional development usually are closely inter-related at all stages of growth in the normal child.

2. The pupils' spontaneous activities parallel and are a part of his growing abilities. As he grows older, he is more capable of varied responses and activities, and makes his choices accordingly.

3. Among the lower and upper secondary pupils, the

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boys tend to surpass the girls in motor ability, and skills that involve strength.

4. There is no exceptionally high correlation between scholastic ability, and motor skills nor among the motor skills. (Discuss implications for wider offerings of activities to take care of individual differences among pupils.)

5. The hobbies and recreations in motor achievement and in manual skills among adults depend largely upon the opportunities they had to practice such in their early school years.

REFERENCES:

1. Review Chapters 1 and 2 of this Handbook.

2. Educational Psychology by Ministry

Part III, Chapter 1, "The Child and His Heredity"
Part IV, Chapter 5, "Perceptual Motor and Associational Learning"
Part IV, Chapter 7, "Creative Imagination"
Part IV, Chapter 8, "Appraising the Results of Education"
Part V, Chapter 1 - 8, "The Psychology of the School Subjects"

3. The New Lower Secondary School, by Mombusho.

4. Desirable Characteristics of Upper and Lower Secondary Schools, by Mombusho.

5. Administration of New Upper and Lower Secondary Schools, by Mombusho.

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THE CUMULATIVE RECORD SUMMARY FORM

I

Name of Pupil	Sex: Boy_____ Girl_____
Current Address	Telephone No.
Name of Parent or Guardian	
Date of Birth	

For additional information concerning background, See Elementary School Cumulative Record

Schools Attended	Names of Schools	Date Entered	Date Left Transferred	School Graduated

Attendance Record		School Days in Yr.	Days Present	Days Absent	Chief Reasons For Absence
	7				
	8				
	9				
	10				
	11				
	12				

III

	STANDARD TEST RECORD						
Intelligence Tests	Titl of Test	Date Given	Grade Pupil Was In	Raw Score	MA	CA	IQ

Achievement Tests	Title of Test	Date Given	Grade Pupil Was In	Raw Score	Grade Place	Percentile Rank in Class

Aptitude Tests; Personality Tests; Inventories; and others	Title of Test	Date Given	Grade Pupil Was In	Score	Descriptive Interpretation

II

RECORD OF UNIT CREDITS FOR UPPER SECONDARY SCHOOL PUPILS

	Subject	Unit Credits	Summary Statement of work Done
10th			
11th			
12th			
	Total		

IV

SUMMARY OF PHYSICAL DEVELOPMENT

(For full physical record, see physical record card. Forward physical record card with this folder).

	Height-Weight Balance	Vigor or Lassitude	Special Assets and/or Disabilities	Corrective and/or Developmental Measures Taken
7th				
8th				
9th				
10th				
11th				
12th				

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V

RECORD OF DIFFICULTIES IN SUBJECT MATTER ADJUSTMENT

	Chief Difficulties (See tables VII & VIII)	Remedial Action Taken	Needs for Future Remedial Work
7th			
8th			
9th			
10th			
11th			
12th			

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RECORD OF VOCATIONAL DEVELOPMENT						
Vocational Interests and Hobbies	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Vocational Experiences at School						
Vocational Experiences Out of School						
Vocational Skills and Aptitudes						
Vocational Preferences of the Pupil						
Vocational Preferences of the Parents						
Choice of Career or School By Student						
Guardian's Opinion and Reasons Therefor. (if known)						
Teacher's Recommendations, with Reasons Therefor						
Record of Follow-up Guidance or Assistance by the School						

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VII

RECORD OF LEARNING AND SCHOLASTIC

In the large spaces titled "Comments" give for each subject area: (1) the Chief activi
end of the school year, enter into the column titled "Evaluation" a numerical rating, us
evidence collected during the entire year, not upon a final examination. 5 = Superior 4
2 = Poor, Below Average, 1 = Failure For the Upper Secondary School record, list the sub
Make extra sheets if necessary, and pla

Music	Intellectual Understanding of Music								(List Subjects)			(List Subjects)			(List Subjects)		
	Musical Appreciation																
	Musical Creativeness																
	Performance																
Science	Understanding Concepts of Science								(List Subjects)			(List Subjects)			(List Subjects)		
	Ability to Employ Problem-Solving Method & Engage in Critical Thinking																
	Creative Ability (Likely to exist in few pupils)																
	Habit of Using Scientific Knowledge in Practical Situations																
Mathematics	Ability to See Relationships and Apply Them to Problem-solving								(List Subjects)			(List Subjects)			(List Subjects)		
	Skill in Computation																
	Habit of Using Math. Skills Accurately in Practical Situations																
Social Studies	Knowledge and Understanding of Basic Hist., Geographical, Economic, Social, etc. Concepts								(List Subjects)			(List Subjects)			(List Subjects)		
	Ability to Employ Problem-Solving Method & Engage in Critical Thinking																
	Sensibility to Needs and Rights of Others																
	Acquisition of Citizenship Skills																
National Language	Ability to Read Rapidly and With Comprehension								(List Subjects)			(List Subjects)			(List Subjects)		
	Understanding and Appreciation of Literature																
	Ability to Express Himself Effectively in Writing																
	Ability to Express Himself Effectively in Spoken Language																

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LEARNING AND SCHOLASTIC DEVELOPMENT

(1) the Chief activities engaged in; and (2) a description of the work habits; At the a numerical rating, using the five-point system scale. Base this evaluation upon all ation. 5 = Superior 4 = Excellent, Above Average (includes Majority), l record, list the subjects taken by the pupil in the blanks titled "Comments."

		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade		12th Grade	
	Special Activities - Special Curricular and Out-of-School Activities												
		Comment	Ev	Comment	Ev	Comment	Ev	Comment	Ev	Comment	Ev	Comment	Ev
Foreign Language	Ability to Read with Comprehension							(List Subjects)		(List Subjects)		(List Subjects)	
	Skill in Oral Expression												
	Ability to Express Himself in Writing												
	Skill in Comprehending the Spoken Language												
Vocational Subjects	Practical Skills							(List Subjects)		(List Subjects)		(List Subjects)	
	Technical Knowledge												
	Socio-economic Understanding												
Health Physical Education	Understanding of Concepts of Health & Hygiene							(List Subjects)		(List Subjects)		(List Subjects)	
	Habits of Health and Hygiene Practices												
	Achievement of Physical Fitness												
	Participation in Sports and Games												
Arts	Aesthetic Appreciation							(List Subjects)		(List Subjects)		(List Subjects)	
	Understanding of Basic Techniques												
	Creative Expression												
Music	Intellectual Understanding of Music							(List Subjects)		(List Subjects)		(List Subjects)	
	Musical Appreciation												
	Musical Creativeness												
	Performance												
Science	Understanding Concepts of Science							(List Subjects)		(List Subjects)		(List Subjects)	
	Ability to Employ Problem-Solving Method &												

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RECORD OF PERSONAL, SOCIAL, AND CIV

Describe outstanding facts about each of the sixteen desirable traits of social, pe
five-point scale. Base descriptive phrases and rating on all previous records. 5
Majority) 2 - Poor, Below Average 1 = Failure

Behavior Traits	Grade 7		Grade 8		Grade 9
	Outstanding Facts	Score	Outstanding Facts	Score	Outstanding Fac
Sociability					
Happiness or Cheerfulness					
Successfulness					
Good Judgment					
Feeling of Security					
Emotional Stability					
Self-Confidence					
Habits of Kindness and Courtesy					
Attitude of Respect for Individuals					
Interest in, and Habits of Co-operation					
Ability of Leadership					
Attitude of Responsibility					
Attitude of Tolerance					
Quality of Independent Thinking & Action					
Quality of Honesty					
Wholesome Use of Leisure Time					

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AL, SOCIAL, AND CIVIC DEVELOPMENT

raits of social, personal, and civic development with phrases, and rate each, using a
evious records. 5 = Superior 4 = Excellent, Above Average 3 = Average (includes

	Grade 9		Grade 10		Grade 11		Grade 12	
ore	Outstanding Facts	Score	Outstanding Facts	Score	Outstanding Facts	Score	Outstanding Facts	Score

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PART IV

Planning the Guidance Program

CHAPTER 15

How Individual Teachers Work in the Guidance Program to Accomplish the Aim in Education

In order for the teacher to get a better view of the part they may take in the general guidance program set up for the purpose of accomplishing the aims of education, it might be well to see the program first in the light of a series of smaller programs or fields, each with its special emphasis, but also each designed to accomplish the aims of education. And all fields or programs when coordinated and integrated properly will represent the school s best efforts in accomplishing those aims. Regardless of whether the teacher is working as the teacher-guide in the classroom, or as a member of a special committee or group, or with the faculty as a whole, the following review and discussion of the guidance program as a means of accomplishing the aims of education should prove helpful in their task of guiding pupils to the maximal level of which they are capable in their educational, personal, social, civic, vocational, and physical development. It also will be helpful in the planning and instituting of a good program of pupil guidance which takes account of both group guidance as well as individual guidance.

A. The Fields of Guidance and How They May be Utilized to Accomplish the Aims of Education

For the working out of the guidance program of the pupils development, the most important fields are given below. However, these must not be thought of as separate and apart from each other. There is great overlapping among them. Each has its own emphasis, but is clearly also a part of the others.

1. The field or program regarding the learning of the educational subjects.

2. The field or program regarding the personal, social and civic development of each.

3. The program for vocational guidance.

4. The program for physical guidance.

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(1) The Guidance Program regarding the field of Learning Each Subject.

In each subject matter area, efficient and tactful planning of the method of procedure is necessary, based upon the objectives and standards of each course of study. The following are the most important points in regard to the guidance program regarding the learning of each course.

(a) To form an all-around guidance program.

The contents of all the courses are so closely connected with each other that the teacher should have a good general educational background, as well as a specialized knowledge of the particular field which he teaches. He should be generally familiar with the general course of study, the aims of education, and all the courses of study; but he should have a detailed knowledge of the course of study in the subjects he teaches as well as both the general and specific aims which are to be accomplished through the subjects he teaches. He should know the place that his work should occupy in the whole picture and pursue his job on the basis of this thorough understanding of the whole program.

It is desirable that pupils should also participate in the planning of the study of each Unit of each course as well as the teachers. It will help the pupils to become conscious of the many aims, to take interest in the activities, and to work of their own accord.

(b) Guidance in the selection of the course.

In the lower secondary school, there should be a number of electives which the pupil may select from; and in the kotogakko the number should increase still more. The teacher must be a kind consultant and have sufficient knowledge of the pupil, that he will be able to help him select those subjects which are really suited to his interests, abilities and needs, in addition to those which are required for graduation.

(c) Evaluation of learnings.

In any course after the planned work has been completed it is necessary to evaluate the results of the work. This evaluation is made by the teacher by himself, and/or conjointly with other teachers. Evaluation also may be done by an individual pupil for himself, or by a number of pupils upon each other's results, and often-times conjointly by both the teacher and the pupils.

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Especially the evaluations conducted by the teacher to investigate the progress of the pupil in each course must be as objective and as adequate as possible on the basis of the principles stated in each Course of Study; and in the future, it should be recorded in the new school record. It is hoped that sound nation-wide standard achievement tests for each course will be prepared in the future.

(d) Individual Progress.

According to individual differences, the pupils' abilities in learning are varied. The teacher must not demand a uniform tempo in progress from every pupil; he must devise such methods of guidance and wide selection of learning activities as will develop the individual capacity of each pupil so that he or she can reach the highest goal attainable within his or her capacity, and not only be accordingly successful, but his degree of success respected by the other members of the class.

(2) The Guidance Program for Personal, Social and Civic Development

For the guidance of the individual character and his "total" personality, every-day research is necessary concerning the individual characteristics of each as evidenced by conduct and behavior, language and manners, health, work, the use of leisure hours, etc. Guidance also should aim at developing such qualities as self-independence, co-operation, service, responsibility, tolerance, leadership, planning, sincerity and good manners based on respect for every individual which will be necessary as a citizen living in the society. It should cultivate such mental and emotional attitudes as will enable each pupil to adapt himself to desirable relationship with parents, teachers, friends, people in general and various social phenomena. Some specific suggestions for consideration in planning for this phase of the guidance program are as follows:

(a) Proper teaching of subject matter courses, to accomplish all the aims of education.

(b) The teacher should avail himself of numerous opportunities to come into contact with pupils.

By participating in such special curricular activities as the students association, hobby clubs, other clubs, school recreational meetings, and others, the teacher has not a few opportunities of guiding the students in normal and satisfactory relationships.

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(c) Attention should be paid to those students who are frequently absent or who come late to school or who go back early from school.

(d) The teacher in direct charge of the pupils should have many opportunities of talking with the pupils' parents. Especially it is desirable that he should visit the pupils' homes and encourage parents visiting the school.

(e) Ample use should be made of many tests when they become available, such as characters, personality, achievement, emotional adjustment, tests. It is hoped that good tests along these lines will be developed by and by.

(f) The school life should be so organized that it will be valuable in the training of the pupils as citizens and social beings. For example, it should give them a great many opportunities for co-operative work, such as carrying out an election, to assist them to organize and operate their own clubs (with a teacher sponsoring the club); to let them share according to their ability and responsibility designated by law and sound educational principles, the management of the school.

(g) The plans should include many opportunities for pupils to visit and learn about many phases of the community. Especially in the learning of social studies one will find many opportunities for such civic training, and for assisting them to cultivate a critical attitude towards the current social problems.

By providing a news board in the classroom or the corridor, or opening meetings for the study of current problems, one may aid in cultivating sound common sense in the pupils towards society and a co-operative attitude towards the improvement of society.

(h) Use of all guidance techniques heretofore mentioned.

(3) The program for Vocational Guidance

To make vocational guidance fruitful, the following factors are especially important.

(a) To carry out aptitude and interest tests for vocations.

(b) To make inquiries concerning the pupils' and their parents' wishes regarding vocations.

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(c) To make researches concerning the condition of supply and demand of vocations in society.

(d) To be a wise consultant to the pupils in their selections of a vocational course based upon a wise consideration of the choice.

(e) To give them the opportunities of gaining actual experiences in many vocational fields.

(4) The program for physical guidance.

With regard to age, the lower secondary school pupil belongs to the early adolescent period which undergoes much physical change; while as the upper secondary pupils belong in the middle adolescent period in which much physical change takes place also but not as rapidly as in early adolescence.

The chief points in this program are:

(a) In addition to the periodical physical examination, other health examinations should be conducted as the occasion demands.

(b) The weight should be measured at least often enough to check on the normal rate of gain in weight.

(c) Health rooms and medical rooms should be made as adequate as possible, and health consultations should be held, as often as is necessary.

(d) To form a reasonable program for physical exercises an athletics program should be provided for.

(e) Physical power tests and exercises should be used with common sense and a regard for the individual conditions and differences of each pupil.

(f) Special facilities for the sake of the feeble-bodied should be provided.

(g) Such measures as school lunch program for the provision of necessary nutrition should be undertaken.

(h) Preventive measures should be taken against lung diseases, parasites, and others. Corrective measures should be taken for handicaps such as caries of the teeth, poor eyesight, poor hearing and others.

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B. Some General Conditions Necessary for the Operation of Guiding the Development of the "Whole Child"

To successfully carry out such a program described above, preparations are necessary, both material and personal. The following are some of the important items of such:

(1) Various facilities are necessary

To operate a good guidance programs, various facilities and equipments are necessary, among which are the school record, which should contain basic data and must be prepared and utilized as such. One also must take into consideration the instruments and materials to be used for various tests, and also such instruments as will be necessary for physical exercises and sanitation. These conditions vary widely from school to school. It is difficult to improve and elevate the conditions of all the schools in this country to an ideal state, but all must aim at improving the necessary facilities and equipment as soon as possible by arousing the public interest in the importance of the guidance of individual boys and girls.

(2) The organization of guidance personnel.

To achieve good results not only will the proper materials be acquired but also an efficient organization must be set up for the activities of the guidance workers. For sound, all-around guidance of the pupil, all the guiding facilities concerned must needs co-operate with each other. For that purpose the committee meeting for all types of guidance must be held periodically and the opportunity for continuous utilization of the data accumulated in the school record must be given.

The ideal is to have all teachers trained, and with a fund of expert knowledge and skill for the personal, social, civic, and educational guidance of pupils; and also to have as early as possible, trained specialists, workers in mental hygiene, school doctors, nurse-teachers and dietitians. But it is impossible for each school to employ at once these experts; so it is desirable that several schools conjointly employ as many of them as they can, and that the school should ask for the co-operation of any available experts living near the school.

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(3) It is highly desirable that utilization may be made of many types of standard tests in a sound program of guidance. However, for the carrying out of a testing programs a certain amount of expert knowledge is necessary.

If any and everyone without due training attempts to administer them but without enough preparation, it will bring about poor results, so that extreme care must be taken in this respect.

C. Conclusion

Many general matters concerning the various fields of guidance, in which the teacher has an important part have been discussed. Each teacher should form a definite and practical plan for guiding his pupils. It is better to go slowly at first and begin with a few practicable items and, continue it patiently, and add to it as proficiency is acquired. To try to complete such a program before one has the proper knowledge and experience will be liable to end in a result which is of little use for a sound permanent guidance program. One must not forget that research in education is made, not for its own sake, but for the sake of its application in assisting pupils to reach a high level of development through means of guidance. One effective application in guidance procedures is more valuable than a hundred researches, that are never supplied. But it goes without saying that the guidance should always be conducted on the basis of objective materials, not on the basis of mere subjective feelings or hurried improvisations of the teacher.

It is desirable that guidance, facilities instead of being cut short after the graduation of pupils, should be accessible to students even after their graduation. By making it possible for the graduates from time to time to come back to the school, or by visiting the places where they are working, the teacher perhaps will have opportunities to offer further assistance to them so that they may more successfully reach their highest capacities. The guidance for the purpose of developing sound, well-adjusted personalities is, after all, the guidance which emanates from the teacher's love for pupils.

<u>Projects:</u>

1. Let each teacher re-read the general Course of Study, and bring to the study group for discussion, any parts that are not clear to him.

2. Let each teacher re-read and study the Course of

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Study for the particular subject matter which he teaches. Write do-n all the aims mentioned or implied and bring to the next study group meeting. Let one teacher from each subject field explain to the group what these aims are. Compare those from the various subject fields that are more nearly alike. Discuss those which seem to relate more to the particular subject field in question.

3. Discuss with each other the problem of integration of the aims of all the subjects, and how if taught for successfully will greatly aid the pupil in sound personal, social and civic development.

4. Let each teacher plan a Unit of Study in his particular field, paying particular attention to the inclusion of (1) Aims which will add to the personal, social, and civic development of the pupil as well as educational development along subject matter lines (2) Listing of a wide range of possible activities connected with the Unit, that will be varied enough to take care of individual differences in both ability, and of interests, of his pupils. Discuss these plans in the group; and reorganize them in the light of any new light that is thrown on the matter through the discussion and criticisms of the group.

Consider the following principles as you make and discuss these plans:

Principles:

1. The adolescents' spontaneous activities parallel, and are a part of his growing abilities. As he grows older he is more capable of varied activities, and so usually tends to choose them. This fact has great significance for teachers in the chugakko and the kotogakko.

2. Boys tend to surpass girls in motor activities and skills involving strength in both the chugakko and the kotogakko.

3. Experimental psychologists have found no high correlation between scholastic aptitude and motor skills; nor among the various skills themselves.

4. Generally speaking the hobbies of adults in motor achievements and manual skills depend upon the opportunities that were given them in school days.

5. Autocratic dealing with students tends to make

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them to go to one or the other of two extreme, either of which does not bespeak sound adjustment--i.e. they tend to become either over-aggressive, or too apathetic.

6. Students desire sincere and honest recognition of their efforts from others, and when it is withheld they often adopt negative measures to get attention and recognition.

7. Informal contacts with students reveal gaps of knowledge and information that formal tests do not reveal.

8. The student's span of attention is apt to be longer in activities that he has either chosen or has undertaken in connection with his own interests and plans.

9. There is little correlation between a student's knowledge of subject matter or concepts or principles, and his attitude toward it, especially in matters of immediate and personal concern to him, and especially if he has not had practise in developing the correct attitudes.

References:

1. The General Course of Study
2. The special Courses of Study of the Different subject areas.
3. Manual of Inservice Training of Teachers
4. Characteristics of Upper and Lower Secondary Schools
5. Appendix A (in this book) "Special Curricular Activities"
6. Administration of Upper and Lower Secondary Schools, by Mombusho

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CHAPTER 16

PLANNING THE GUIDANCE PROGRAM

A. Each District or School Plans Its O n Program:

There are certain principles of guidance, of educational psychology, and psychology of the adolescent that will be basic to any program of sound guidance for secondary school pupils. There are also certain technique by which data are obtained, and recorded, and those by which guidance is effected that have been found to be fundamentally sound, and basic to any guidance programs. So long as these principles, techniques and measures are used to the best advantage to the pupils, and used correctly otherwise, the details of the administration and organization of the program could vary from school to school. Each school or district should survey its individual school and plan its own program according to what is considered its basic needs, and also according to the facilities that each has. In instituting a guidance program it will be found that good planning is the sine qua non to get good results. So since there is no such thing as one fixed, ideal method, each school or district must work out the organization of its program according to the needs of that school. Each school must "take stock" of the situation and plan accordingly. In the following section of this chapter, an outline plan for organizing and planning is given. It is not to be considered mandatory, especially the activities suggested in part (2) Working Stage; the principles indicated by the three stages are sound, and more than likely will be found to be the most economical way of going about the organizing and instituting of a good guidance program.

B. A Suggested Plan For Organizing and Instituting a Guidance Program:

1. Preparatory Stage

a. General discussions between principal and the staff about the needs, interests, aptitudes, achievements, capacities, ambitions, and problems of the pupils in the Shinsei Chugakko and Shinsei Kotogakko.

b. Examination of all sources of pupil data on record to further clarify what constitutes major pupil needs in personal, social, educational, civic, and vocational matters.

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c. Evaluation through discussions, examination of records, and any other means available, by the principal and the faculty of the general facilities of the school with a view to determining how well they are functioning or could be made to function as measures of group guidance to pupils. Such general facilities are: the curriculum, the teaching techniques used by the teachers, the library and study-rooms set-up, all special curricular activities, the quantity and quality of student participation in school affairs, the health and physical education program, the system of vocational guidance, and so on.

d. Exchanging information and experiences in a principal-faculty meeting regarding the amount and kind of individual guidance already being given to pupils by all teachers.

e. Discussions, leading to selection of a number of teachers best fitted to be special pupil personnel workers; and to be placed in charge of the Home Rooms (Special Guidance Rooms) if this measure is decided to be undertaken.

2. Working Stage

(1) Adopting a plan whereby <u>all</u> teachers will continually obtain and effectively record data concerning the personal, educational, social, civic, and vocational status of pupils, upon which data, to base a program of progressive and effective guidance.

It is suggested that during the first year of the program that the teachers emphasize and improve the following techniques for obtaining pertinent data: Teacher-made tests (tests for knowledge & understandings, attitudes, interests, appreciations, abilities, skills, habits etc); Records of pupil participation in Units of Learning in regular classes; Pupil Logs, Diaries, & Autobiographies; Questionnaires, Interviews-individual, and with small groups; Observations of pupils in class, special curricular activities, and other school situations, and the keeping of Anecdotal Records concerning these observations.

(2) Continuous improvement by <u>all</u> teachers of the utilization of the data thus obtained in the selection of activities in Units of Learning in regular classes that will meet more effectively the interests, aptitudes, and special needs of the individual pupils.

(3) Making and instituting plans for an improved utilization of the following phases of the school program as means of group guidance:

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The Curriculum---Enriching, adapting, and broadening it; adding any specially needed units in any of the subject areas: adding special units designed to help pupils in their personal and social problems.

Effective Teaching Procedures---Improving the initial planning of Units, also the cooperative planning with pupils; improving and increasing and enriching the aims to teach for; making more varied and pertinent selections of suggested activities to fit the interests and aptitudes of pupils; effectively evaluating for all the aims adopted by the class.

Libraries and Study Rooms---Adding suitable, interesting supplementary materials, and making these extremely available to pupils; improving the organization and administration of these facilities, using student help when feasible; making these rooms attractive and well lighted.

Health and Welfare Program---Adding to the services if possible; meeting individual needs as well as general health needs; improving or instituting a school lunch program if this is advisable; effective seating arrangements for the physically handicapped, those with poor eye sight and those who are hard of hearing, and trying to "spot" such pupils and refer them to clinics or doctors at the permission of the parents; getting pupil, parent, and community cooperation in improving this service.
(Physical Education)

Special Curricular Activities---Providing for more of these according to pupil interests and needs; making these influential in the way pupils spend their leisure time; getting parent and community interest in these affairs. Each teacher sponsoring some hobby club, or other special club that will develop pupils. Providing opportunities wherever possible for students to participate in school affairs, and practise principles of effective democratic living.

(4) Adopting the Home Room (or Special Guidance) Plan.

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Carefully select the teachers to be in charge of these rooms, choosing one who has the pupils in some of the regular classes, and providing for the same teacher to have the same group for one year at least and for more if possible. Emphasize that this period is not regarded as, or managed as "just another regular class"; topics studied depend entirely upon the pupils interests and needs especially his social and personal difficulties; school marks are not given in this period; records of accomplishment are kept, but used strictly as bases for further guidance.

(5) Visiting the Parents of the pupils.

Each teacher may plan to visit each home at least once during the year. This visit is to be carefully planned, and arranged for beforehand with the parent. It is to be a very friendly visit, and chiefly for the purpose of making a friendly contact with the home.

(6) Periodically evaluating the guidance program, and the success that the school is having in helping students solve their many problems and difficulties; revising any features of it that seem in need of such revision upon the faculty's gaining added knowledge and experience.

(7) Continucus In-service training of all teachers, as well as the special guidance workers, in improving their methods of teaching, and methods of group and individual guidance.

3. Future Planning Stage

a. Instituting a more comprehensive program of in-service training of teachers and the special guidance workers in guidance procedures.

b. Re-planning and revising the guidance program (as often as a necessary), incorporating additional techniques and practises and improving those currently used. Improving the regular facilities of the school to make them more effective in guiding the pupils, and helping them to understand themselves, and eventually to be able to practise many measures of self-guidance.

c. Instituting plans for exchanging information of all phases of guidance with other teachers and school. Teachers writing articles, pamphlets, books regarding their experiences in guiding individuals and groups.

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d. Interpreting the need for trained guidance specialists in many lines to the public; and striving to get the community, prefecture, and nation more interested in providing for adequate guidance facilities.

Projects

1. Examine each item in the 3 stages of planning for the guidance program; discuss each; discuss how your school to some extent is already doing some of the suggested measures.

2. Let each principal with his faculty cooperating, plan a guidance program for their school; this will take several meetings; the greatest care should be taken in this undertaking.

3. Let each teacher examine his entire program and work out and institute a plan whereby he can give the highest type of both group, and individual guidance of which he is capable to all of his students.

References:

1. Handbook on In-Service Training of Secondary School Teachers
2. Handbook on Pupil Selection
3. Organization of the New Upper Secondary School
4. Organization of the New Lower Secondary School
5. Administration of the New Lower and Upper Secondary Schools
6. Curriculum for the Upper Secondary Schools (Revised Edition)
7. All Courses of Study
8. Manual on Organization and Functions of School Libraries
9. The New Lower Secondary School
10. Methods of Teaching in the New Lower and Upper Secondary Schools
11. Educational Psychology

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12. Psychology Applied to Life and Work, EM 761 (Textbook Center Library)

13. Educational Psychology, Vol. I, II, EM 917, (" " ")

14. Measurement and Evaluation in Secondary Schools, EM 939, (Textbook Center Library)

15. Desirable Characteristics of Upper and Lower Secondary Schools

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CHAPTER 17

SOME PRINCIPLES PERTAINING TO GUIDANCE AND PUPIL PERSONNEL WORK

When the term guidance is used to include guiding the pupil to educational or scholastic growth, as well as to achieve personal, civic, social, emotional and vocational development, there will be found many principles basic to organization and administration of a sound program of guidance designed to accomplish these aims The following principles may be examined in the light of their application to establishing a guidance program in the secondary school.

A. Principles of Guidance

1. All measures of guidance, both group and individual guidance, must be well coordinated within the school system. This coordination also extends to all community services that aid in the accomplishment of the aims of the guidance program.

2. The guidance program is checked on continuously with a view to determining how well it is succeeding in its aims and finding ways to improve the services to the pupils. This includes also follow-up surveys to determine wherein the program has succeeded or failed.

3. Guidance through the health program is integrated with actual living in the school, and extended to the home and the community. The relation between physical and mental and emotional health is recognized, and provisions made to integrate the health measures according to the needs of the pupils in each area.

4. Adequate measures are taken to properly orient the pupil into the school which he is attending, and into the school or job that he is expecting to enter.

5. A good guidance program makes all services available to all students. And also seeks by as many other means as possible, to extend schooling opportunity to the students through such means as lowered cost of lunches, transportation, books and school supplies, using students aid in running the school whenever this is feasible, and in various other ways.

6. Group and individual guidance should be based upon the actual needs of boys and girls discovered through continuous analyses of individual pupils, and all information collected about them by the various techniques of

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acquiring data. They are not based on "armchair" or theoretical problems which someone either on the inside or outside the school situation opines are the needs.

7. Group and individual guidance are administered so that each contributes to the success and extension of the other. That is individual guidance may begin where group guidance leaves off, and also suggests further problems that are common to enough pupils that further group guidance may be given. Group guidance reveals to pupils many of his individual problems that may be discussed between him and the teacher individually and a plan for solution worked out between them.

8. Group guidance and instruction based on the actual life-adjustment problems of the pupils is a function of the classroom teacher; and each teacher, so helps students to adopt aims in every subject and unit taught, that when accomplished, will further the all-around development of the "whole" child. Objectives of mere scholastic achievement is never sufficient; concomitant learnings are taking place in spite of anything anyone can do about it, and the concomitant learnings should be of the desired type, and will tend to be so if adequate aims are successfully taught for.

9. The curriculum as a whole as well as the various subject curricula will be based up on the actual needs of pupils; and will be examined continuously to discover needs for revising to meet current and actual needs of pupils. "Courses" will be included in the curriculum when needed regardless of convention or time-old customs. Many such possible courses are those in safety, mental and emotional health, how to study, how to get along with other people, how to manage oneself, and others. Useless courses also may be omitted when it is known that they actually are useless.

10. Guidance should be continuous and not spasmodic. It extends to placement in either a higher school or to a job after finishing Shinsei Kotogakko, and may extend even to many years later if the pupils need and desire such services.

11. Guidance aims to develop the ability of each student to direct himself effectively and in a way that will bring satisfying living to him. The antithesis of this is dependance upon the teacher and other guidance services beyond the time when it would bespeak emotional immaturity if the dependance continued.

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12. Guidance is extended to <u>all</u> students and is so administered that all pupils benefit by it in the way needed by him. It is not for a select few, for instance for the pupils below average, or the few who expect to go on to higher institutions of learning, for those going into vocational occupations, for the accelerated pupils, or for those who are of a special social or occupational status. It is aimed at serving <u>every</u> pupil, keeping those who are normal continuously well-adjusted, and helping others to make satisfying adjustments. Every pupil is made to feel that he is welcome to every measure of guidance that he feels is needed by him.

13. Guidance seeks integration of the individual rather than piecemeal solution of problems as they occur or are discovered. The all-around developed personality is the goal for each child; and the teacher continually seeks to secure this integration which also includes the progressive development of the child toward solving his problems eventually unassisted.

14. The guidance workers or teachers are <u>not</u> autocratic with pupils; pupils are free to follow advices or co-operatively made plans or not regarding out-of-school personal adjustment; pupils are not preached at. The guidance worker on the other hand is friendly, sympathetic, and tolerant; he is <u>never</u> shocked at what the student may tell him, but accepts the facts as they are and attempts to help the student work out a better adjustment to his problem.

15. Guidance must not be thought of as a means to attempt to solve a congregate of "typical" problems and pupil difficulties; it is always based on individual and group needs, and a realization that patterns of feeling and behavior are different for each individual, and also vary within the individual from time to time.

16. Adequate information concerning the total personality of the student is indispensable in a good guidance program. The information must be comprehensive, cumulative, reliable and accurate. It must be recorded immediately after it is obtained so that imaginative "fill-ins" will not occur, and also so that it will not carry a bias from subsequent happenings.

17. Each technique used to obtain information concerning the pupil makes its own special contribution and correspondingly has its limitations. No one technique will suffice in accumulating information about pupils.

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The teacher will recognize this state of affairs in using these data as bases for group or individual guidance.

18. Diagnosis of a child's needs will not be made upon the basis of one item; or even a very few items of information in most cases. Each item of information must be interpreted and evaluated in the light of all the other items of information concerning the individual, that are still pertinent so far as the time is concerned. Since pupils are constantly changing and developing, items may have no value unless viewed in their appropriate time context. Also items of information about the individual are interrelated to each other; each has a bearing on the other; it will be found that some items corroborate others, still others may be contradictory, and still others be supplementary. A sufficient accumulation of items properly interpreted is necessary for an interpretation of what constitutes the child's needs. Mental, motor, social, and emotional development are normally closely interrelated at all stages of growth. Items regarding each will prove mutually enlightening.

19. Pupils' records should be used continuously, and should follow him from school to school. Pertinent summaries should be made and included in his folder when he moves to another school, or furnished to the employing agency if requested when he goes into a job. Records are never considered as an end in themselves; but are always the means to the end which is the guiding of the child.

20. A good guidance program provides the individual students with <u>unified</u> consistent, and adequate guidance through well co-ordinated guidance services.

21. Guidance is concerned with the student as an individual whose personality is respected. He is never regarded merely as "one among many" and dealt with as one of a type.

22. Guidance in the school considers each pupil's individual differences in matters of needs, abilities, interests, and attempts to give him guidance based upon these.

23. Guidance work is concerned to a considerable extent with <u>choices</u> to be made by the student, and with adjustments made in terms of the individual. In other words this implies true guidance but <u>not</u> compulsion. Growth and development of the personality does not occur under compulsion but through the individual progressively learning to make wise choices, and in time of being able to make them without assistance from an advisor.

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25. Guidance is a gradual, continuous, progressive process, and should not be "rushed" by teachers' making decision for pupils, or forcing them to out ardly conform to advices when the pupil does not actually make the choice of himself. Again it is growth and development that is aimed for, not an immediate solution to a problem, which solution is satisfying merely to the teacher.

26. All teachers and principals or other guidance workers should have training in guidance; this training should actually be pre-service training, followed by intensive and continuous in-service training. The problem of guidance has not been completely solved by any means; and the efforts of all teachers, guidance workers, psychologists, mental hygiene workers, and psychiatrists are needed to help in evolving a flexible working solution to this problem. Teachers and principals will include in their in-service training programs not only materials written from the guidance and pupil personnel viewpoint, but also wisely chosen materials on educational psychology, and the psychology of the adolescent.

27. Guidance being a gradual and continuous process, does not aim at impossibly quick solutions to problems of development and adjustment. Teachers will be cognizant of the fact that the child's spontaneous activities both parallel and are a part of growing activities; and as a child grows older he normally is capable of varied activities, and of making progressively wiser choices as fits his stage of adjustment.

28. Through the special activities, "hobby" clubs, and activities included in the regular Units of Work, the guidance program will provide for activities and development of interests that include those that are concerned with motor activities and manual skills, since it is known that adult hobbies involving such, usually depend upon opportunities offered and developed in the earlier school years. Guidance, not only aims at introduction into adult living, but also the capacity to live happily and well adjusted throughout the adult years.

B. Principles of Educational Psychology and Psychology of the Adolescent That Are Related Directly to All Guidance Procedures

1. At about the Shinsei Chugakko level, pupils' spontaneous contributions in class decidedly show more pre-occupation with the larger social and civic affairs of the community, the nation and the world; this develops throughout

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the Shinsei Chugakko and Shinsei Kotogakko years. Therefore there may be expected progressively more continuity in developing topics in class concerning matters covering such topics, and guidance through the medium of these topics may be given with increasing ease.

2. Autocratic dealing with pupils tends to make them either too aggressive or too apathetic and dependent. The new educational practises show that children dealt with democratically are much more capable in government of themselves both individually and in groups, in classroom and special activities situations.

3. Pupils work and play harder when in congenial groups and with activities in which they are truly interested.

4. Competition in school activities may be wholesome or not, depending upon the pupil's attitude toward the situation, and upon whether or not he works and plays "for the spirit of the game" rather than for the desire to beat the other fellow.

5. Training to develop leadership, includes training to be a good follower when the situation arises; and also training to make oneself acceptable to others. Many a potential leader has lost his opportunity because he could not give effective followship in turn, and also could not adjust himself so that he would be acceptable to others. Often the over-aggressive pupils finds himself in such a position.

6. It is normal for all pupils to desire (and need) recognition and approval. However, they often adopt negative measures to attain it, thus aggravating and complicating the situation. Pupils should be assisted in making choices of activities in which they can succeed and gain honest approval of their classmates.

7. The child's "span of attention" is apt to be longest in activities that he has either chosen, or undertaken in connection with his own plans and interests.

8. Concepts of democracy, justice, and other terms more or less abstract, should be presented as realistically as possible form the point of view of the details of everyday life. The good and bad qualities denoted in such concepts can be translated into terms of happenings in the classroom and everyday social behavior of the child. An

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understanding of concepts, ideas and principles grow out of a wealth of specific data.

9. Informal contacts between teacher and pupils reveal many gaps of knowledge, and the application to practical situations; also lack of understandings, and lack of desirable attitudes that the teacher had little thought existed, are revealed. Records kept of such gaps may form the basis of much follow-up teaching and guidance.

10. Little correlation has been found to exist between knowledge (or information) about a topic, and the desirable attitude toward the concept, especially with respect to attitudes which are deeply rooted in childhood experiences, and of matters of immediate and personal concern to the child. Hence it is evident that desirable attitudes must be co-operatively aimed for by teachers and pupils, and adequate and appropriate activities provided for their accomplishment if they are to be accomplished.

11. Variations in the I.Q. occur from time to time, and especially in individual cases, depending on various factors; this, though not the general rule, is of great importance in guidance of learning and other fields of guidance.

12. Intelligence--as measured by intelligence tests--is closely related (though not invariably with all individuals) with scholastic success; somewhat less closely with success in different vocations; and still less with social adaptability, ability to work with people, and with the ability to make effective moral adjustments, as well as with achievements in Music, Art, and Mechanical Arts.

13. Special aptitudes for music, art or mechanical proficiencies are not measurable by intelligence tests. The special tests for these aptitudes should be used; they are more useful, however, for eliminating the untalented than they are for finding those of highest ability.

14. Readiness to learn depends not only upon the maturational level of the student, but also upon the richness of stimulation, the environment, activities, and the previous and present training of the pupil.

15. Intent to learn on the part of the pupil is of prime importance in acquiring knowledges and understandings.

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Learning cannot be successful or efficient without persistent, selective, and purposeful effort.

16. Attitudes are learned often without effort; but the desirability of the attitude in question is a matter of chance unless directly aimed and taught for.

17. Knowledge merely for the sake of acquiring knowledge is always too limited an aim; such an aim is wasteful of time, energy spent, and in terms of the lack of development accruing to the individual so far as the acquiring of desirable attitudes, interests, abilities, skills et cetera are concerned.

18. Learning is the modification of behavior through experiences; a change in the organization of behavior, in matters of attitudes, interests, ideals, habits, skills and appreciations. It is not the mere acquisition of a thin veneer of knowledges and items of information.

19. Education must do more than merely cater to the present motives and interests of the individual; it also must stimulate the development of new and more mature and more productive interests and purposes.

20. Relatedness is the central concept in the psychology of learning; it is by placing various items in many broader patterns of relationships that they are invested with meaning. Learning by "piecemeal" methods is uneconomical.

21. Pupils tend to organize their learnings and experiences better when they are working toward goals arrived at by teacher-pupil co-operation.

22. Failure, especially in the basic skills of subjects, leads to behavior problems; therefore the necessity of gauging the work to the level of ability of the individual; and also the need to shade the level of ambitions and aspirations to the actual ability of the pupil.

23. Use should be made of visual aids, excurisions, extensive readings of interesting materials, and of various other media organized in terms of the learner's experiences in order to clarify meanings and make understandings possible.

24. Reasoning power is a thing of degree, there being different degrees among people differing in age, intelligence, and training. Reasoning and creative ability are

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basically alike. Reasoning is the scientific method; it presupposes the having of factual information and its use. Pupils should have practise in reasoning or the scientific method; and in the reorganization of materials in all "subjects" in view of their own problems.

25. Transfer of training is not automatic or wholesale. The amount of transfer varies with the individual and depends upon several factors among which are the following:

a. The number and significance of similar items and the recognition of them as such.

b. Meaningfulness of the materials and the situations in which they were learned. (This is the opposite of "knowledge for knowledge's sake")

c. General understandings of meanings and methods and deliberately learning how to apply them.

d. Deliberate attempts on the part of the learning to transfer methods and to see materials in various patterns and settings.

26. Teachers constantly should attempt to keep the pupils well adjusted.

27. Teachers should study continuously in attempts to learn more about the pupil, his problems, the most desirable adjustments to be made, and how he can facilitate the pupil's making them, the influence of the teacher's personality and mental health upon the pupil, and other such factors that contribute to the child's development.

PROJECTS:

1. Discuss each principle of guidance in both lists. Be sure that you understand each.

2. Let teachers tell how they have applied, or have seen other teachers apply each if such is the case. Write a short article describing the application that was told about.

3. Of those which you have seen no examples of application, discuss and plan how it should have an application in the guidance program of your school.

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4. As you read supplementary materials, add other principles which you think basic to instituting and maintaining a guidance program in your school.

5. Let each teacher evaluate his classroom procedure to discover how he can make them more effective for the complete development of the pupils.

6. Select several Cumulative Records of pupils, and examine the information accumulated in it, and check to see if the acquisition of information has been continuous, and adequate in other ways. By the "case conference" technique discuss each child's status of development, and try to discover how he might be further assisted by his teachers.

Discuss ways of improving both the accumulation and utilization of data in guiding procedures concerning the child.

REFERENCES:

1. Educational Psychology, by Mombusho

2. Educational Psychology, by Gates et al. -EM-917 (In Textbook Center Libraries)

3. Handbook on Pupil Selection, by Mombusho

4. Desirable Characteristics of the New Secondary (upper and lower) Schools, by Mombusho

5. The New Lower Secondary School, by Mombusho

6. Organization and Functions of School Libraries, by Mombusho

7. Curriculum of the Upper Secondary School, by Mombusho

8. Handbook on Lower Secondary School Buildings, by Mombusho

9. Secondary School Administration, by Mombusho

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APPENDIX A

ORGANIZATION AND ADMINISTRATION OF THE SPECIAL CURRICULAR PROGRAM

NOTE: This appendix is Chapter 10, (of the same title as the above) from the book: "The Administration of Upper and Lower Secondary Schools". It is not repeated in the English version of the book on Pupil Guidance, since the book on Administration is available in English to Military Government. However the Japanese version of Pupil Guidance will carry the full text of this appendix, since the book on Administration from which the appendix is taken, will be available largely to principals, superintendents, and school boards; and this chapter should be in the hands of every teacher and teacher consultant.

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APPENDIX B

REFERENCES FOR FURTHER STUDY

In the preceding chapters there have been presented and explained many of the problems related to the guidance of pupils of the Shinsei Kotogakko and the Shinsei Chugakko. On account of limited space and other circumstances, however, statements on these problems were presented only in broad outline. Accordingly, it is necessary for the reader to make continuous further study on the basis of these explanations. For his information a list of books which will be of value to him concerning these problems will be given.

RECOMMENDED REFERENCES

A. References Available in Japanese

1. Handbook of Preparatory Steps for the Organization of the New Upper Secondary School.

   Part I. "Organization of the Full-time New Upper Secondary School"

   Part II. "Organization of the Part-time New Upper Secondary School"

2. Curriculum of the Upper Secondary School (Revised Edition)

3. Handbook on Pupil Selection

4. Methods of Teaching in the New Lower and New Upper Secondary Schools
   (To be published)

5. Teaching of Social Studies in the Secondary Schools
   (To be published)

6. Desirable Characteristics of the New Upper and Lower Secondary Schools.

7. The New Lower Secondary School

8. The Work of the Teacher Consultant

9. Educational Psychology, Volumes I and II

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10. Administration of the Upper and Lower Secondary Schools

11. Manual on Organization and Functions of School Libraries

12. Handbook of Lower Secondary School Buildings

13. Curriculum Improvement in the Upper and Lower Secondary Schools

14. Principles of Adolescent Psychology and Their Application to School Situations

15. The Teaching of Mathematics

16. The Teaching of National Language

17. Vocabulary Concerning Vocational Guidance

18. Vocational Education for Girls

19. The Home Room and Club Activities

20. Handbook on Home Project Method-Agriculture

21. Handbook on Home Project Method-Home Economics

22. Handbook on Vocational Guidance for Principals and Superintendents

23. Developing Science Units

24. How to Select a Good Textbook in Science

25. Evaluation of Science Education

26. Teachers' Handbook in Romaji

27. Guidebook for Professional Associations

28. Standards of Equipment for Lower Secondary Schools'

29. Standards of Equipment for Upper Secondary Schools

30. Audio-Visual Education

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31. Teaching of Vocational Agriculture
32. Health Program in the Secondary Schools
33. The School Lunch Program
34. Laws as follows:
    a. School Education Law
    b. Fundamental Law on Education
    c. Law on Boards of Education
    d. National Education Standards Act
    e. Educator's Public Service Law
    f. Law Pertaining to Private Schools
    g. Law on Certification of Education Personnel
    h. Law on Establishment of Ministry of Education
    i. Law on Organization of Higher Institutions
35. All Volumes of the Courses of Study for Secondary Schools.
    a. General Course of Study
    b. Social Studies Course of Study (Secondary Schools)
    c. Mathematics Course of Study (Secondary Schools
    d. Music Course of Study (Secondary Schools)
    e. Guide to Physical Education
    f. Physical Education Course of Study (Secondary Schools)
    g. Social Studies Supplement Course of Study
    h. General Science Course of Study-Grades 7,8,9
    i. Art and Handicrafts Course of Study -- Grades 7,8,9

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j. English Language Course of Study

k. Romaji Course of Study

l. History of the Japan Course of Study

m. World History Course of Study

n. Human geography Course of Study

o. Practical Arts Course of Study for Grades 7 - 12

p. Language Arts Course of Study for Grades 7 - 12

q. Science Course of Study, Upper Secondary (Physics, Chemistry, Biology, Physical Geography)

r. Handicrafts for the Secondary Schools

s. Vocational Education in the Lower Secondary School

t. Vocational Agriculture Course of Study

u. Vocational Industry Course of Study

v. Vocational Marine Products Course of Study

w. Vocational Commerce Course of Study

x. Vocational Guidance Course of Study

y. Art for the Upper Secondary Schools

36. All Forthcoming Professional Materials from Mombusho.

B. Those in American-English Language, Available in Textbook Center Libraries

1. Educational Psychology-EM 917

2. Psychology Applied to Life and Work-EM 761

3. Human Nature And Conduct-EM 618

4. Measurement and Evaluation in Secondary Schools-EM 939