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General Headquarters
Supreme Commander for the Allied Powers
Civil Information and Education Section
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CHAPTER 1

THE TEACHER AS A GUIDE

The Older Concept of the Teacher

The older concept of a teacher, among teachers all over the world, is rapidly giving way to that of a teacher-guide. Formerly the term teacher carried the connotation of a disseminator of knowledge or subject matter, regardless of how little the students actually learned, or whether or not they made any use of the materials learned, or what undesirable effects the teaching-learning situation might have had on the students. Too much thought was not given to the problem of how well the teacher availed himself of opportunities to teach as well, and as much as he might have, as long as he "covered" the book. In other words the teacher in this older concept was interested chiefly in subject matter; and the schools were improperly centered about knowledge for knowledge's sake. The adoption of such a narrow goal for education tended to stereotype the child, the teacher, and the school. It hindered their progress; and prevented the all-around development and ingenuity of which they were potentially capable. The teacher became restricted in his attitude toward, and participation in, the activities and life of the community. In reality he was somewhat a caricature of what he might have been according to his capacities, if they had been developed to serve his own needs as an individual and the needs of the children of the school, community and nation.

The Newer Concept of the Teacher

With the increase of knowledge of the child and his development the teacher-guide now sees his role as a much larger and more important one as a guide to the child in his efforts to become a well developed, well integrated, happy individual. And this child, in living a well-rounded life according to his best abilities, aptitudes, and interests, is contributing to the development of a society which in turn will react favorably on the development of future individuals, who in turn may develop according to their potentialities. It is a continuous, interacting, progressive process; and the teacher who accepts such a responsible role and discharges the involved duties in a commendable manner is indeed a great influence in raising the level of development of the country in which he lives.

Now the word "guide" suggests not only that the guide knows how to lead the one to be guided, but that also he is aware of the goals to be striven for. In applying this

to the teacher, it suggests that the teacher-guide not only must know the various techniques of guidance and when to use them, but also that he knows well the goals to be reached by the child before he could be thought of as being a well-adjusted, well-integrated individual, trained to the best of his interests, aptitudes, and capabilities, and according to his needs. To acquire such a knowledge of goals, techniques and the scientific principles upon which they are based, the teacher will want to read vastly more than what is given in this book on Guidance. He will enlarge his knowledge of the principles and practices and applications as given in studies of Child Psychology, Psychology of Adolescence, Psychology of Adjustment, Studies on Pupil Personnel, Pupil Guidance, Educational Psychology, History and Philosophy of Education and so on. Especially will the teacher be interested in the new textbook in Educational Psychology recently distributed; all Courses of Study; professional books such as "Methods of the Social Studies" and "In-Service Training of Teachers", many others which will be distributed in the future, and all other books concerning the new education. He will integrate his knowledge in all these fields in applying the principles to the task of developing the child, and also in improving his own techniques.

Guidance as the chief role of the teacher stresses such concepts as: child growth and development; understanding the child, his needs, likes, abilities, aptitudes, interests, ideals, attitudes, skills, capacities, knowledges, and problems; respect for his personality; group living and cooperation at school; cooperative planning and working between the school and the home, as well as the community; his achievement in subject matter as one means to his all-around development; evaluation of his progress from time to time to determine his future needs; and ultimately the integration of the whole child. Guidance has the positive aspect of leading the child to initially form and develop correct patterns of behavior along the lines just mentioned, and thus prevent the forming of poor adjustments so far as this is possible. It also has the aspect of detection and correction of poor adjustment patterns. Even though each normal child tends toward a natural integrity of personality, yet the many and complex influences assailing him from all sides may distort the desired balance. Every child may be looked upon as a potential deviate in some of the desired adjustments. Capacities may never be explored and enlivened, or they may be only partially developed; perhaps they even may be incorrectly and wastefully handled in a social and personal sense. Desirable habits, attitudes, ideas and ideals may never be acquired. The child never may learn to properly and happily adjust to living and its many attendant problems;

he may never acquire an integration which is necessary for the most wholesome and productive and effectual life. The teacher with the aid of the home and the community may forestall many such imbalances by guiding the development of the various sides of the whole child.

The task of the teacher-guide in Japan, America, Britain, and other countries -- for this is a paramount problem to the serious minded teachers in all countries -- is a stupendous one. However, the teacher may, with confidence and courage, approach his task as he acquires knowledge and makes application of it to his problems, as he utilizes the school as a whole and uses its facilities to the best advantage, as he wins the cooperation of the home and the community, as he capitalizes upon the interests of the child and his desires for continuous development and improvement. And even though the facilities for the teacher are meagre, if he has a clear vision of the goals to be reached through a good guidance program, and has ingenuity, interest and understanding, he may be assured of a good measure of success in adequately guiding the pupils through the many phases of the educative process. It is much better for a teacher to have understanding, interest, and ingenuity and few of the commercial facilities for guidance than to have all the available tools of guidance and lack these more important matters. Of course, we know that complete knowledge and understanding of the child is beyond the ken of anyone, regardless of how wise he may be. But it is well within the possibility of every teacher to greatly increase his understanding of each child with whom he works; and to provide many opportunities for the child to learn to live happily and effectively by actually living in that manner at school. It is possible for every teacher to employ better techniques in evaluating the progress and development of the pupils with whom he works. Even though commercial tests and measuring devices are out of the question for most teachers, at the present time, as are also the services of trained guidance workers, psychologists, and psychiatrists, yet there is a great deal that the teacher can do to substitute temporarily for these services. It is with such measures that every teacher can use, that this book is concerned.

Project:

1. If the book in guidance is to be studied cooperatively by a group of teachers, let them at this point select a chairman to preside over the discussion of this first chapter. Then at the conclusion of each discussion period thereafter, a chairman for the next one should be chosen. Each teacher

should have one or more turns at being the chairman; and should familiarize himself with the details of discussion techniques, and put forth special effort in making the discussion of which he is the chairman a good example of the technique being followed. If on the other hand the study is to be carried out on an individual basis, let the student proceed as best he can with the chapter as outlined. It is likely that much more good will be derived from a group study program, supplemented by extra individual study accordingly as each teacher sees his particular needs.

2. Consider the following results which the teacher may have attained in the study of this chapter dealing with the more embracing role of The Teacher as Guide:

- a. Understanding of the fact that the problem of guiding pupils is shared by teachers in all other countries.
- b. Appreciation of the role of Teacher-Guide as a means of more effective service to the children, as well as to the communities, and the national life of Japan.
- c. An increased interest in the vast opportunities of the teaching profession to give service.
- d. The ideal of becoming a better teacher regardless of how efficient one already is.
- e. Attitudes of tolerance of change; self-criticism; open-mindedness; and self-confidence.

Discuss whether or not you have acquired each of these results. Let the group discuss any other results accruing from a study of this chapter.

3. Contrast the teacher exemplifying the older concept with one that would fit the description of the new one. Examine each idea or principle presented in the description of the teacher-guide, and attempt to recall an instance where you have followed the implied practice to some degree. Exchange such instances with others of the group.

4. Every nation has some great educators of whom the population is very proud. An example of one from Japan is Yukichi Fukuzawa. To see what kind of a teacher this great educator was, let the students of this book answer the following questions in the group discussion.

- a. How did he plan and execute a program to meet the educational needs of his own students? Which of these needs were new ones, judged by the standards held by the ordinary educators of his day? Compare them with the new needs as seen by the teachers of Japan today.
- b. How did he look forward to increasing the educational opportunities of still larger groups of students? How did he plan to enlarge the educational opportunities of the Japanese population?
- c. How did he improve his own teaching techniques?
- d. How did he show his interest in the ambitions, interests, attitudes, skills, and other similar characteristics of students. How did he help them develop such characteristics?
- e. Would you consider him open-minded, self-critical, self-confident, and tolerant toward change? Could you say that he actually sought to effect change in educational procedures? If so, what were the bases for his decisions as to needed changes?
- f. How may teachers of today carry on with the spirit of his progressiveness in educational matters?
- g. How did he attempt to solve the most difficult problem of a lack of textbooks for his students?
- h. Give other instances showing how he ingeniously solved difficulties?
- i. Name several things he did besides merely teach the subject matter prescribed in his courses.
- j. Make a list of the things he did which you could call guiding students in educational, social, economic, civic, health, and emotional development?

5. If possible let each read all the suggested references; at any rate if group study is being carried out, let the chairman assign a reference to various members of the group to report on at the next meeting. Let the group discuss each of these references from the viewpoint of their

aiding the teacher in learning about the problems of pupil guidance.

6. Carefully consider the Table of Contents to get a general idea of what this book contains. Discuss and evaluate how much you already know about each chapter. Cooperatively, or individually make out a set of aims which you would like to accomplish through a study of the book.

Suggested References

As a reference for reading for a background in connection with this chapter, the following chapters from the Educational Psychology Textbook are suggested:

- Part I. Chapter III. TEACHING AS A FINE ART
- Part II. Chapter I. THE CHILD IN A DEMOCRATIC SOCIETY
- Part II. Chapter III. THE CHILD AND HIS SCHOOL
- Part III. Chapter VI. "SOCIAL AND EMOTIONAL DEVELOPMENT OF CHILDREN AND YOUTH"
- Part III. Chapter VIII. "THE MEANING OF DEMOCRATIC SOCIAL CONTROL"
- Part IV. Chapter I. "THE UNDERSTANDING TEACHER AND THE GUIDANCE OF LEARNING"
- Part IV. Chapter VII. "CREATIVE IMAGINATION"
- Part IV. Chapter VIII. "APPRAISING THE RESULTS OF EDUCATION"

Also

Chapter II, Section 27, "Engaging in Self-Evaluation" in the book, "In-Service Training of Secondary School Teachers."

It will be profitable to read all of these chapters. If the chapters are thoroughly understood, the knowledge acquired will aid in clarification of the philosophy and psychology of democratic education and will provide for seeing the role of the teacher-guide more clearly, by viewing it in different settings. Reading these chapters at this time will give one a preview of their contents, so that when they are studied in the context of Educational Psychology, they will have more meaning. An understanding of these materials will aid in the integration within the teacher's mind and teaching behavior, the principles of pupil development and learning; it will furnish repetition of principles and ideas, which repetition is necessary for understanding and retention; it furnishes practice in seeing various angles of principles as they fit into various

contexts, and also should provide for some practice in extracting generalizations and principles from one context and applying them to situations that are similar and appropriate for this application.

The student, by this time, probably has become aware of the fact that the field of pupil guidance is an integral part of several patterns such as those of General Psychology, Educational Psychology, Psychology of Adolescence and others. Very likely it also is evident that everything learned in any of these fields will aid in problems of guiding the pupil educationally, emotionally, socially and physically. Therefore, each teacher should be alert to seeing such relationships, and planning ways to apply all principles involved.

CHAPTER 2

THE AIMS AND FUNCTIONS OF GUIDANCE

One of the first and most important steps in the learning process is the defining of the task in the form of carefully formulated aims for the study undertaken. Efficient study is purposeful study directed toward explicit goals, well-defined, and reasonably attainable. They must be seen in a broad pattern of response, and also with regard to details of performance. To view the problem negatively, such an aim as "knowledge for knowledge's sake", is far too limited; it is wasteful of time and energy; it contributes little to the professional growth of the teacher, or to the development of the pupil. Rather, knowledge is one of the means through which one acquires such valuable tools as abilities, skills, attitudes, interests, appreciations, ideals, and habits. Merely reading materials, or even reading and discussing them without their being pointed definitely toward the accomplishment of goals defined in terms of modification of behavior through experiences, is an uneconomical type of learning. The expert teacher-guide will not be a mere imitator with a superficial veneer of knowledge of techniques and a mechanical application of them. But he will realize that the attainment of understandings, abilities, skills and interests by the pupils is a necessary part of his task of guiding the upper and lower secondary school pupils to reach a maximal level of personal, intellectual, vocational, and civic development.

A. Suggested Aims for the Teachers' Study of the Problems and Methods of Pupil Guidance

Viewed broadly, the general aim of teachers is to become better teachers and more effective teacher-guides. Because of its being so general, such an aim is difficult to work toward, and the evaluation of its accomplishment presents a problem. Hence it should be resolved into more specific ones that point the way toward reaching the ultimate goal.

Specific aims which the teachers may consider as appropriate for their study regarding how to become better teacher-guides are the following:

1. Gain a deep appreciation of the need for a guidance program for secondary school pupils.
2. Acquire a knowledge of the techniques to be used in a program of pupil guidance.

3. Acquire ability, and eventually skill, in applying these techniques correctly and appropriately.

4. Gain ability to transfer training to and see the relationships between principles set forth in Educational Psychology, Psychology of the Adolescent, and other related fields to actual classroom use in guidance-teaching procedures.

5. Develop an ideal of progressively increasing knowledges and other requisites necessary to the teacher-guide in a guidance program, year by year, by planned programs of study.

6. Deepen one's interest in adding to the general fund of knowledge concerning guidance of secondary pupils by exchanges, both oral and written, of experiences with other teachers throughout Japan.

7. Acquire ability to integrate all knowledges, understandings, abilities, appreciations, interests, and skills gained into an effective program of guidance as soon as possible.

Aims will be attained more easily if one seriously considers and selects special activities to perform that will make them more meaningful. An aim of appreciation for instance may or may not be attained through reading and studying, and other such general activities. To make sure of acquiring the particular appreciation in question, or a deeper degree of it, one should find many particular things to do that will lead him to attain or deepen that appreciation. Each of the above-mentioned aims will be much more easily accomplished if the student will consider each separately, and decide upon several special things to do to hasten their attainment.

To explain, by example, let us consider the first aim presented, that of "Gain a deep appreciation of the need for a guidance program for secondary school pupils". As the teacher proceeds with this study, he can plan to do the following things as he continues with his regular task of teaching, in order to accomplish this aim.

1. Observe whether or not each pupil in his class is one of a congenial social group; also observe how those who are not react to social situations.

2. Examine the pupils' participation at school with a

view to determining whether or not his activities are interesting and challenging to him.

3. Find out what part each pupil takes in the special activities of the school and if there is no participation, the reason why.

4. Determine the condition of the physical health of the pupils.

5. Discover any special interests and abilities of pupils, and find out if anything is being done to capitalize upon them.

6. Find out where and how pupils spend their leisure time.

7. Hold many conversations with pupils from all types of homes and neighborhoods to find out what their most pressing problems are.

To carry the example further, suppose that the teacher does all these things and finds out that among his pupils there are a few who are not participating in any group activities such as clubs, assembly programs, school parties, school sports, and so on, because they are never asked to, and feel unwanted; some who are capable of doing fine work at school but who are working such long hours on the outside that there is not time and energy left for school work and activities; that another pupil has a consuming interest in designing engines in his spare time; another who is excellent in mathematics but is extremely poor in social studies; another who is proficient in all his school work, but engages in questionable social practices such as stealing; still another who seemingly is very bright and adept in many fields outside of school but is incorrigible in class and never applies himself to school situations; and so on indefinitely. Obviously all these pupils need guidance other than that given in ordinary routine teaching situations. So as the teacher observes various things about the pupils such as those named, the deeper his appreciation becomes of the need of the pupil for a good guidance program to be instituted in the school; a program that will conserve human values, and assist the pupils to learn appropriate adjustments through the media of classroom and special school activities.

Let us consider one more example of an aim of the teacher who is studying guidance: "To acquire a knowledge of the techniques to be used in a program of guidance". To accomplish this aim the following activities are suitable:

1. Studying and learning the techniques discussed in this book.
2. Discussing the problem with other teachers with a view to discovering any other techniques they might know.
3. Consulting other books on Guidance and Pupil Personnel, to learn about added techniques.
4. Reading materials in Educational Psychology, General Psychology, Psychology of the Adolescent and other areas to see if there are principles which suggest techniques that one might work out himself.
5. Practicing the use of the guidance techniques studied about that are appropriate to the situation until one can use them effectively.

B. The General Aims for a Program of Pupil Guidance

A good program of pupil guidance will have the following aims covering all areas of pupil development, which if accomplished, will result in a sound, all-around development of the individual.

1. Personal development of the pupil
 - a. Intellectual or educational development
 - b. Physical health
 - c. An appreciation of beauty and the "finer" things of life
 - d. Sound emotional and ethical adjustments
 - e. Happy and appropriate use of leisure time
 - f. Democratic habits of consideration for the other members of the home, as well as for all other associated.
 - g. Development of the personality according to the individual's interests, aptitudes and capacities, so far as these are desirable.
2. Civic development of the pupil
 - a. Responsibility to the community and participation in its affairs.

b. Responsibility to the nation

c. World citizenry ideals and understandings

3. Vocational development

This implies that the pupil will be guided to a wise choice of a vocation that is in accordance with his best interests and aptitudes; and also that he may be given some preliminary training in his chosen vocation, as well as some exploratory training in several vocations so that he will be aided in making a wise choice.

These aims will form the basic objectives upon which the teacher-guide will build all programs of pupil guidance. These aims may be considered in an even broader concept than this one of guidance; in fact, they are the broad aims of all education itself -- at least the type of education that is undertaken for the improvement of the community, the nation, and the world. It should be thoroughly understood by every teacher that any subject matter, experiences, or activities that do not contribute to the development of the pupil in one or more of these three areas is not worth using. And any experiences, activities or portions of subject matter that are not so treated that they will contribute to the all-round development of the pupil, or any aim that when accomplished will not likewise do so, should be discarded, and a substitution made of material that will aid the development of the pupil. These three general aims, with their sub-divisions form the criteria against which all subject matter, experiences, activities and aims should be judged as to whether or not they are worthwhile. The teacher in selecting aims for Units of Learning, activities, and experiences, either alone (as is done when he prepares teaching plans in advance) or when he re-plans the materials and aims cooperatively with the pupils, should judge them by these criteria before accepting them.

C. Functions of Guidance

The functions of pupil guidance in schools may be summed up by stating that a sound program of pupil personnel work will make every attempt to:

1. Keep normal pupils normal, and will assist each to develop according to his needs, interests, and up to his maximal capacities in personal, educational, social, civic, and vocational situations.

It also provides each individual with that sort of

treatment which will increasingly and progressively enable him to better understand himself and solve his own problems, and to effect self-guidance more satisfactorily and effectively.

2. Prevent any child from making permanent poor adjustments in the educational, personal, social, civic or vocational areas.

It also will help him become aware of the common poor adjustments that are made, and assist him in becoming increasingly capable of preventing himself from making such.

3. Utilize remedial measures in efforts to correct any incipient maladjustments, and so guide the pupil that he may detect any tendencies in himself to make maladjustments, and eventually enable him to correct such tendencies by his own efforts.

4. Refer cases that the teacher-guides cannot handle to trained specialists who can give the needed assistance, if they are available.

In case there are no such trained personnel available, teachers and principals should interpret the need for such to the public, in order that provisions will be made as early as possible to obtain their services for the pupils of the community.

The problem of how to accomplish these aims is discussed in the chapters following.

D. Proper Functioning Dependent Upon Adequate Data

Such functions of the guidance program, and the measures undertaken are based upon the accumulation of pertinent data concerning the pupil; the correct interpretation of those data; the using of appropriate guidance procedures that will provide for the maximal development of the pupils; as well as a sympathetic attitude on the part of the teachers and principal toward youth and their problems.

It is impossible to give wise, practical guidance without adequate data concerning the child, his nature, his needs, interests, aptitudes, etc. How can a teacher-guide help to keep a pupil normal if he does not know anything either about the child, or what constitutes normalcy? How can the pupils needs and interests be met if one does not

know what the needs and interests are? How does one know when a child has developed to maximal ability if he does not know what the aptitudes and abilities of the pupil are? How does one know that a child is making consistently poor adjustments if data to that effect are not gathered and made available? Such questions as these are well as many others will reveal the necessity for the teacher-guides to know the child, and his problems. It can hardly be emphasized too strongly that guidance programs cannot function unless they are based upon continual accumulation of data concerning the pupils to be guided; and the correct interpretation and utilization of such data. The pupils of the secondary schools are continually changing and developing; to acquire a knowledge of what the pupil is at any one time is dependent upon the quantity and quality of the data concerning him at that time. Attempts to furnish him guidance without detailed knowledge concerning his interests, needs, abilities, achievements, ambitions, etcetera, is no more than a stab in the dark at best, and is wasteful of time and energy on the part of both teachers and pupils.

Data concerning the pupil might be classified into two groups:

1. General data -- which are concerned with and typical of pupils of various age-grade groups, social groups, economic groups, racial, vocational, or any other groups of more or less definite delimitations. One learns about these from studying Adolescent Psychology, General Psychology, Sociology, Educational Psychology, collections of Case Studies, collections of studies of various groups. The teacher-guide also may learn much by making Case Studies of many pupils, and holding many, conversations, group interviews, panel discussions with adolescents from many schools and communities. Results of such studies and activities should be published in national journals so that all teachers may benefit from them.

2. Special data -- which are concerned with the pupil as an individual. This is obtained through numerous sources which are discussed in detail in PART III of this book.

PROJECTS

1. a. Let each teacher consider each aim for the study of this Problem of Guidance, and attempt to evaluate it. If one is a member of a study group, let the group discuss and evaluate each.

b. Let each compare the aims he formulated previously with those; given in this chapter and present them for discussions in a study group.

c. Reconsider all aims, and either singly or as a group formulate as set that will meet the particular needs of the individuals and/or group, as they continue their study.

2. a. For each aim adopted suggest appropriate activities that will assist in the accomplishment of the aim.

It is not necessary that each teacher decide on the same activities as all the others; it is normal that there will be individual differences in this situation.

b. From time to time throughout the school year the aims should be reviewed and an attempt made to evaluate the progress made toward their accomplishment.

It is well to bear in mind that some aims will be completed in a much shorter time than others. Also some aims will be accomplished in some degree in a short time, but the degree of satisfactory accomplishment is a relative thing; and one will find over a period of time of working with pupils, that the accomplishment of some aims which were thought to have been satisfactorily accomplished before, have grown immeasurably compared to the results of the first evaluation. Examples of such are: appreciation for the need of a guidance program; and acquired interest in the personal problems of pupils; and others.

3. a. Let the faculty group thoroughly discuss each of the General Aims for a Program of Pupil Guidance as to meaning, and their place in a democratic philosophy of education.

b. Refer often to these aims as the study progresses.

c. Commit these aims to memory.

REFERENCE MATERIALS

A. Materials to be Re-read

As collateral readings in connection with this chapter, it is suggested that the following chapters in the Ministry of Education textbook, "Educational Psychology" be re-read from the viewpoint of determining how the principles discussed

are inter-related with the aims the teachers adopted for their study of a guidance program, and with the General Aims for a Program of Pupil Guidance. In all these readings keep in mind the secondary school pupil; attempt to see him as the central figure in the discussions; try to see him either in a previous stage of development, or as the present product from a previous stage of development; attempt to obtain insight into the solution of his problems through application of the principles discussed.

1. Part I, Chapter 3, "Teaching as a Fine Art"
2. Part II, Chapter 1, "The Child in a Democratic Society"
3. Part II, Chapter 3, "The Child and His School"
4. Part III, Chapter 6, "Social and Emotional Development of Children and Youth"
5. Part IV, Chapter 1, "The Understanding Teacher and the Guidance of Learning"
6. Part IV, Chapter 4, "The Transfer of Training"
7. Part IV, Chapter 8, "Appraising the Results of Education"

B. Materials for Initial Reading

The following chapters also from the textbook in Educational Psychology should be read at this time, and from the same point of view as those suggested for re-reading.

- Part I, Chapter 3, Section 2, "What are the Objectives of Education?"
- Part III, Chapter 7, "Intellectual Development in Childhood and Adolescence"
- Part III, Chapter 8, "The Meaning of Democratic Social Control"

(Pay special attention to the section ADOLESCENCE)

Any other suitable references should also be read and discussed.

It will be well if the study groups spend a considerable amount of time discussing the inter-relationships among the aims of guidance, and the principles set forth in these chapters of the Educational Psychology textbook.

CHAPTER 7

STANDARD TESTS

A. General Background of Testing

The Desirability of Using Standard Tests

Objectivity was by no means attained in the hitherto-practised means of evaluation such as achievement testing, appraisal of skill, and judgment of character. In other words, the range of marks varied according to subjects. For instance, marks were distributed in mathematics papers all the way from zero to one hundred on the same test paper when marked by various teachers, and in the case of national language they ranged from 45 to 95. So it is seen that standards of evaluation differ among teachers. Take the study conducted by Starch and Elliot in which 116 teachers were asked to evaluate the same answers in geometry, with 100 to be used as a perfect mark; the teachers gave grades ranging from 28 to 92 on the same answers!

Even in the case of the same teacher, his standard of evaluation changes. Not a few teachers must have had the experience of their standards of evaluation changing at the end of checking of 200 sheets of history answers from those at the beginning. Even the same answer gives difference results according to the time of evaluation; higher or lower in comparison with the results of other pupils. Hence the need of standard tests, which have objective standards for evaluating instead of subjective ones. With the use of standard tests the accomplishments of individual pupils may be more objectively evaluated. Also the standard test may provide the teacher with a standard by which to judge whether the level of his class is higher or lower than the average standard that was arrived at when the average was obtained. However, it must be kept in mind that the norm or average standard that is being used as the criterion is not necessarily represent the highest possible average by any means, that the class is able as a whole of reaching, especially in the case of the new education with its emphasis on the development of the whole child instead of a mere memorization of factual materials.

When a new method of teaching or learning is introduced, the use of appropriate standard tests to measure the accomplishments of pupils, will enable the teacher to compare more objectively the effects of the new method with the average standard that was derived from the use of the older method, than the use of any other method of comparison. However,

unless all factors other than the one of change or method are kept the same in both groups, the effects of the new method cannot be measured accurately. Also it should be considered that if the aim of one method is different from the aim of the other method, the use of the same test for both purposes will not serve the purpose. For instance, if the norms were derived from tests that were designed to test memorization of materials (which constituted the chief aim of old method), those norms would not necessarily be pertinent criteria by which to measure subject achievement in a situation where the aim was to teach subject materials as only one purpose of the method. In the new education, subject matter is regarded more as the means to the greater end of the development of the child; and the new education emphasizes the personal, social, civic, and vocational development of the child as well as the educational achievement he might make. Therefore in the case of attempting to compare the methods of the new education with those of the old, it does not necessarily follow that a valid comparison can be made merely by the use of a norm in subject matter alone, which norm was derived in a situation where the chief stress was laid on subject matter to the neglect of the all-around development of the child. However, even so, the results from such a comparison would be interesting and even more interesting if a battery of tests, designed to measure accomplishments of all the aims of education could be administered to both groups, one of which was taught by the old methods and aims, and the other by the new.

If the results of standard tests are written in the school record, upper schools will be able to make better and more reliable selections on these bases than they could if they resorted to the former incomplete entrance examinations which were based largely on the memorization of materials, family status and poorly conducted interviews.

Structure of Standard Tests

To give objectivity to the standard test various measures are taken so far as the patterns of the test and the method of scoring and evaluating the answers are concerned. Some of these measures are discussed as follows:

a. Simplification of answers. The more complicated the description of the pupils' answers become, the more difficult and the more subjective the evaluation tends to be. Therefore devices are made to simplify the form of answer as much as possible. The simplest form for this is the alternative of "yes or no" or "right or wrong". For instance,

if the following statement is true, the pupil is required to delete the "false", or to put a circle on "true". If it is false the pupil will delete the "true".

Galileo was the first man to propose the heliocentric theory--true, false.

This method is very simple, but is not too reliable because pupils are apt to get a certain per cent right however at random they might answer. To reduce the incidental "hitting" rate, selection of one from many possible responses (multi-selection) is preferable. A pupil is required to select one from the following four, for example:

The discoverer of the cure for hydrophobia is:
Jenner, Koch, Pasteur, Hideyo Noguchi

Also a method to require a simple answer by ordinary question (completion type) is used.

Who invented the telegraph instrument? _____

A method which is a slight modification of the above and requires the pupils to fill blanks in the sentences is also used (filling method, or sentence-completing).

b. Validity. A standard test must have validity. Validity is the fitness of the test for the purpose of testing what it is designed to test. An intelligence test must be tested as to whether it is appropriate for testing of intelligence, not merely the test of knowledge; in the case of an educational test, whether it can measure correctly along the line of knowledge of materials in the given subject; or in the case of an ethics test, whether it is the real testing of ethics, not the testing of knowledge of ethics.

When a new intelligence test is worked out, its validity is checked by comparison with an existing intelligence test which has high validity and reliability.

In the case of an educational test, its validity also is checked against a test which has high validity. It also may be checked in relation to the teacher's evaluation and grades, also with expert opinion based on study of many factors, or experimental study of the learning capacity. However, satisfactory testing of such validity is not easily done.

For instance, an arithmetic test which has many problems of addition in it is all right for lower grade pupils but it

might simply become a speed test for writing to higher grade pupils. Again, if the sentence expression of a science test is too difficult, it will be a test of reading ability rather than of science.

Further, social studies and science aim to let children learn not only knowledge of the materials regarding the subject but also the power of observation, how to draw conclusions, how to explain things by applying certain principles or democratic attitudes and so on. Therefore, educational tests of these subjects must fit the purpose of measuring these capacities. Tests must not be conducted merely on the pupil's knowledge of geography, history, science, etc.

The following problem will be an example of tests on the capacity of drawing conclusions, not merely a test of factual information.

Problem. "Knights and noblemen of the Middle Ages inherited their lands from their ancestors. The lands and followers were handed down from father to son.

Peasants who cultivated the lands owned by noblemen were always very poor, for they had to pay heavy tax. Merchants had to pay commission each time they passed roads or bridges built by noblemen or they utilized rivers in their estates."

The following are the conclusions drawn from the above passage. Are they right? Put "R" on the right one, "W" on the wrong one, "O" on the one you cannot decide.

- (a) "Noblemen of the Middle Ages who owned lands demanded peasants and merchants to pay heavy commission for using their lands."
- (b) "Merchants were often wealthy."
- (c) "Merchants and peasants were not placed under the influence of noblemen."

c. Reliability. Standard tests must have high reliability. Reliability means whether the same result can be expected from the test conducted by a different person, or whether the same result can be obtained when the test is repeated. To avoid influence by testers, the method of testing, test conditions, and the standard of evaluation must be fixed definitely. Testers are also required to observe these rules strictly.

A method to examine reliability is to check the extent of coincidence of correct answers in conducting the same test at different occasions with a considerable period of interval.

In many cases, however, the method of dividing a test into two parts, one with odd number problems and the other with even number problems, and seeking the correlation between them, is adopted. A test having too small a number of problems or problems which have much possibility of incidental success, has comparatively low reliability.

It is also necessary that individual ability be scaled according to difficulty of answers. For this purpose, too small a number of problems, which will bring about less deviation in achievement, is not desirable.

Tests that turn out results focused on either extremity (for instance, "excellent" or "poor") are also not suitable.

In the case of ordinary group tests, results will be distributed thickest at the average and then thinner toward the both extremities.

Therefore the distribution curve of the test results which makes a bell-like line has the highest reliability.

d. Practicability:

It is also essential that these tests be easily practicable; for instance, paper needed for the test may well be acquired at a low price; evaluation and tabulation should not require too much time.

Some Commonly Used Scores in Interpretation of Test Results

a. Standards

In the case of a standardized test, not only each of the test questions is duly examined but also the results are evaluated by certain definite standards. These standards are established on the basis of average marks of many persons tested and are scaled by statistically reliable figures such as standard deviations. Among these standards are grade marks (grade standard or grade placement, age marks, scale score, etc. Grade marks are the expression of the average achievement of a certain grade.

The achievement of a certain pupil in his skill of calculation in mathematics may be said to correspond to that of

the 4th grade or the 3rd term of the 5th grade and so on.

Age marks are the expression of test results by age equivalent. A pupil gets the result in terms of so many years and so many months of age, based on the average achievement of pupils of that age. In the case of intelligence tests this is called mental age (M A) or intellect age; in the case of educational tests, achievement age.

b. Quotient

Once the mental age is obtained, development quotients are often worked out in relation with the pupil's actual life age (chronicle age C A). It is called IQ (Intelligence Quotient) in the intelligence test and is shown by the following expression:

$$IQ = \frac{MA}{CA} \times 100$$

Likewise in educational tests, achievement quotient can be calculated by dividing achievement age (AA) by CA. In the case of educational tests, however, it will be reasonable to regard AA in the light of MA instead of CA, so that it will facilitate seeing whether the learning is fitted to the pupil's intelligence. We call this Accomplishment Quotient (AQ):

$$AQ = \frac{AA}{MA} \times 100$$

c. Percentile Rank

This is an expression of an individual's achievement by stating his corresponding position in his grade group by percentage rank. For example whether he is within the top 10% of his grade, or the top 20%, 30%, and so forth. The scoring may be further refined by less than 10 if it is so desired.

d. Standard Score

This is to express the deviation of the individual's point from the group average by Standard Deviation (SD). This is the most reasonable method for certain uses in calculating the measure of scatter or dispersion of scores from the central tendency of that group. For this, tables of the individual marks of the age-grade (or other group) may be made; and the mean and the SD computed. The standard score is then calculated from the following expression when

the individual's score is higher than the means for that group:

$$\text{Standard Score} = \frac{\text{Individual's points} - \text{mean of groups' points}}{\text{Standard Deviation of group}}$$

Accordingly the student's place in the group as judged by his dispersion from the mean may be computed in terms of how many SD's or part of one SD he is above or below the mean of the group in which he is being evaluated.

Interpreting Scores

It is very necessary to correctly interpret test results, and make profitable use of them in educational, personal, social, civic, and vocational guidance. Although a test might be executed precisely, and consequently the scoring be correct, yet it would be of little value unless the correct interpretations were made. For instances it is incorrect to overestimate the very small differences on the points made on one test; let us say, for example, that there are two students one whose IQ score is 100, and the other one's is 105; it would be incorrect to suppose that the second student was in anyway very noticeably superior to the first one. A five point difference in this case should not be regarded as being of serious difference. It is often well, to make use of a wider range of scores, thus neglecting the minor differences when the class as a whole is being considered. But whenever the individual is being studied, of course his individual scores will be considered. As an example of what is meant by using a wider range of scores for purposes of group work, let us examine the following table and especially note the range in each interval:

| IQ SCORE | Percentage of pupils in each interval |
|------------|--|
| 141 and up | 1.0 |
| 125-140 | 6.0 |
| 109-124 | 24.0 |
| 93-108 | 38.0 |
| 77-92 | 24.0 |
| 61-76 | 6.0 |
| 60 or less | 1.0 |

Expression of intelligence and achievement by grade standard or age standard is easy to understand but it often-times causes misunderstanding, unless the teacher understands

the limitations of the test. For instances a six-year child who has a mental age of a nine-year-old child; we cannot say that all his mental, emotional and social life is the same as that of a nine-year child. IQ of this six-year-old child with mental age of nine years will be 150; but that does not mean that the child is equal to a nine-year-old in emotional, social or physical development, or that he should be judged by the standards for nine-year-old pupils.

Another instance of a possible misuse of scores might be in the following example:

Since it is generally concluded from test results that people reach their level of maturity of mental age at around from 14 to 16 years, to divide the MA by a chronological age which is above the MA level at which the test is designed to reach, would not give a fair or correct picture of the actual IQ of the person who is above the chronological age of 14-16 years. For example, let us say that a person of 30 years of age (360 Months) has an MA of 20 years (240 Months) according to the test which assumes the CA of 15 years (180 Months) as the chronological level beyond which people do not further develop along lines which the test purports to measure intelligence. To divide MA by actual CA would give the person an IQ of 66 as follows: $\frac{240}{360} = 66$; which is the IQ of a moron. However if his MA is correctly and aptly divided by the CA of 15 years, the CA beyond which the test does not purport to measure then his IQ would be 133, as follows: $\frac{240}{180} = 133$, the IQ of a very superior person. It is obvious that the latter IQ is the true one. This brings out the important point that tests in the hands of people who do not understand the techniques of their construction and utilization, may be very dangerous to the interests of the pupils.

Types of Tests

Standardized tests may be classified into intelligence tests, educational tests, character tests, and aptitude tests, interest tests, emotional adjustment tests, and so on.

a. Intelligence Tests

Intelligence tests are of two types, according to one type of classification, the individual test and group test, both of which have thoroughly been tested in our country and there exist many standardized tests.

Binet's intelligence test is a representative individual test, but Yoshihide Kubo's and Jitaro Suzuki's tests are the

adaptation of Terman's revised Stanford Intelligence Scale, the latter being standardized on 16,000 pupils and in the widest use at present. Terman, in collaboration with Merrill, revised his in 1937, and based on this new score, Kan-ichi Tanaka worked out his revised one. This is the newest one in our country.

Among the others is the young children's Mental Development Test of the Aiku Research Institute, which is a standard test for young children. It is a simple test conveniently practised on the newly enrolled first grade children.

There are two kinds of group tests, A type and B type, the former using written words and the latter not using them. In our country the latter is especially widespread. This chiefly consists of tests which require many answers in a very short time. This is also another type which gives comparatively difficult problems, without limiting time.

The following tests are examples of standardized group tests. Many of them, however, are difficult to obtain at present.

| <u>Author</u> | <u>Type</u> | <u>Form</u> | <u>Manual</u> |
|------------------------|-------------|---|--|
| Masahide Taniguchi | A | Intelligence Test Form | Method of Intelligence Test by the same author |
| Yoshihide Kubo | A | A Type Group Intelligence Test | " |
| Tokyo Municipal Office | A | Intelligence Test | " |
| Koichi Masuda | A | General Intelligence Test A I, A 2 | "Manual for the Execution" by the same author |
| Shigeru Otomo | A | The 3rd Kind Intelligence Test A | Educational Diagnosis Par I |
| Watanabe & Others | A | National Intelligence Test Scale A Form 1 | |

| <u>Author</u> | <u>Type</u> | <u>Form</u> | <u>Manual</u> |
|---|-------------|---------------------------|---|
| Psychology Laboratory of Tokyo Univ. & Others | A | Mental Test | Director on the 3rd Mental Type A |
| Yataro Okabe | A | Type A Intelligence Test | Manual for the Intelligence Test |
| Ken Kirihara | B | General Intelligence Test | General Intelligence Test for juveniles and adults and its standard |
| Kanichi Tanaka | E | Type B Intelligence Test | Method of B Type Intelligence Test |
| Shin Suzuki | B | Intelligence Test (No. 1) | |
| Labor Bureau, Welfare Ministry | B | Intelligence Test (No. 2) | Manual for Intelligence Test |

b. Educational Tests

An educational test (learning test) which is also called the achievement test, has had little development in our country and very few are available for present use.

In the U. S. hundreds of this kind are made and teachers can choose freely out of these. A few attempts made in our country are educational tests in arithmetic and national language worked out by Kanichi Tanaka, Shigeru Otomo, and Tokyo Municipal Office. All of these, however, were made 15 or 16 years ago and there are many difficulties in using them today. New achievement tests based on new textbooks, new teaching materials, and new educational methods are a necessity if achievement in accordance with the aims of education are to be accurately measured.

The Educational Research Institute of the Education Ministry is endeavoring to work out a new achievement test.

The educational tests are also conducted in such subjects as drawing, penmanship, etc. Representative tests of this kind are: the Achievement Measure in Drawing by Kanichi Tanaka and Ryoji Maruyama; Sieji Honjo has made a standard measure of penmanship.

c. Character Tests

Character tests include predisposition tests, "morality" tests, certain interest tests, social attitude tests, etc. Methods involved in this type of tests have also some variations such as: of self testing, teaching testing, behavior testing type, etc.

The predisposition test is represented by the testing of extroversion or introversion such as the Introvert-Extrovert test of E. Awaji and Y. Okabe; the testing of emotional stability such as emotion test of Y. Okabe and S. Otomo; Uchida-Kraepelin test, Addition Work Test; Miyake's Characteristic Symptoms Diagnosis Method, etc.; Morality Test. The capacity to make right moral judgment is one of the conditions for moral life; Kanichi Tanaka made a method of testing this moral judgment.

Various devices are made to test moral behavior or attitudes, apart from the mere knowledge of morality. But we have few such ones with sufficient validity and reliability.

Misconduct test to find out the state of children's delinquency is also made. But it is more desirable to find out the trends of delinquency and apply remedial measures before the child is really degenerated.

For this purpose, Yeshitomo Ushijima is working on measuring the "environment-character" area which includes children's growth, social life, character, etc.

d. Interest Tests

Knowledge of the direction of children's interest is necessary for their general development as well as for vocational guidance. This can be found out to some extent by having them answer questionnaires carefully formulated on the subject; games, books, hobbies, etc., but Shimeji Ishikawa is making an interest type test based on the Living-mode theory of Spranger.

e. Democratic Character Tests

Various devices are made to test how much the child has of the qualifications of the members of society or the idealistic citizenship which is one of the major aims of education. This is a sort of test to measure social character building.

The Infant Character Test of E. Awaji can be applied to infants and lower grade children.

This is a testing of twenty characteristics in five grades. The Infant Character Test planned by Childhood and Motherhood Research Society of Y. Okabe is a similar one.

Independence, obedience to certain social mores, participation in work are indispensable characteristics for a member of society. Social life capacity test of Ushijima is along this line and can be practised on infants and lower grade children.

Though there are many types of personality records and promotion reports, very few of them are standardized.

It is also necessary to know the basic attitude of man on which his behavior and thought are constructed. Ushijima is making "Sociability Test" as a test of democratic attitudes.

f. Aptitude Tests

There are also many kinds of devices in the aptitude test which foretells whether a man is fit for a certain profession, or a certain kind of profession or a special mental work, etc. This aptitude can be deduced in part by determining the level and type of intelligence, degree of interest in the subject and the related ones, bodily capacity, character, etc. required for the profession.

Many of the tests of this kind are compound tests (batteries of tests) including the aforesaid various tests.

Aptitude tests regarding high class professions, however, are very few.

Among the other kinds is the music aptitude test, which is a test of talent for music.

We have no specific accomplished educational tests to see whether a child is fit for advancement to literary or scientific courses, whether he should be recommended to the course of mathematics and chemistry, which judgment would be helpful in recommending appropriate courses for the pupil to take in upper schools. However good general intelligence tests as well as achievement tests indicate general scholastic aptitude to pursue any of these courses.

Utilization of Tests

There are various utilizations of the above-mentioned types of tests according to the purpose of the occasion. Intelligence tests need not be conducted every year. It

will be most effectively practised on the newly enrolled children, 5th or 6th grade, 8th or 9th grade children, and at the latter part of Shinsei Kotogakko, and at special times when individual cases warrant giving them.

Achievement tests are generally conducted at the beginning of each school year, the middle, and at the end. Aptitude tests may be conducted when the necessity occurs, depending upon the type of tests needed in the particular situation and many other factors. Character tests may well be practised in the same way as the aptitude test. However, when adequate tests are available and people trained to give them, they should be given to all pupils at appropriate times so that adequate guidance can be provided.

Tests of behavior measures will preferably be conducted every year or every school term to know the general accumulated effects of all types of guidance, and to determine what kinds of guidance measures should be undertaken in the future.

Generally speaking, these tests should be conducted for the whole personality diagnosis. It is wrong to coach pupils so they will show up well on the tests. That is to say that training for problems or mental function which are expected to be given in the tests should not be imposed on children beforehand to ameliorate the results of tests. However, the results of these tests will definitely point the way toward remedial measures to be taken by the school to furnish proper re-education to those found lacking.

In the case of national examinations, principles of education as a preparation for life should naturally influence the types of examination to be given. However, on the other hand, standard tests ought not to influence the practise of sound educational principles. On the contrary, educational principles require new standard tests. Education should be conducted in accordance with the courses of study by original devices on the part of teachers, and the standard tests should be utilized as a help to measure the effects and point the way for remedial instruction.

Tests are not to be given only at the end of the school year. They may well be conducted at the beginning of a school year like the intelligence test to learn the extent of knowledge children have acquired and be used as a reference to know whether they are capable of digesting the new teaching materials, and also to assist one in determining what new materials should be studied.

For a discussion of the inadequancies of standard tests,

especially those of intelligence tests, the reader is referred to the appropriate section in the Manual on Pupil Selection published in early 1948.

PROJECTS:

1. Carefully read Section A, "Limitations of Intelligence Tests", under topic, "Limitations of All Methods", in the Section II of the Handbook of Pupils Selection which was distributed in early 1948. Make a list of the limitations of intelligence tests; and discuss each limitation.

2. Discuss and plan how your faculty might take into account some of these limitations, in case your school utilizes data from standard tests.

3. If possible obtain some standard intelligence, or standard achievement tests, and examine them. Find out how they have been standardized. Discuss their practicality.

4. Discuss many injustices that might be done to pupils should a testing program be instituted in your school but placed in the hands of people unable and unwilling to prepare themselves adequately in the administration, interpretation, and utilization of test data.

5. Read Chapters VII, VIII in Educational Psychology by Gates et al. Make a list of 25 of what you consider to be the most significant statements or principles which these two chapters include. Discuss these with each other. How will they be of special use to you in gaining better understanding of the child? How will you utilize them in giving better educational, personal, social and civic guidance to your students?

6. Let 6 members of your group carry on a panel discussion with the materials of the Chapter on "Appraising the Results of Education" from the Ministry of Education's professional book Educational Psychology as the basis for the discussion. Let the other members listen, and make an evaluation of the success of the discussion.

REFERENCES:

1. Handbook on Pupil Selection, by Mombusho, 1948
Section A, "Limitations of Intelligence Tests", under topic 2, in Section II
2. Educational Psychology, by Mombusho
3. Educational Psychology by Gates et al
Chapters VII, VIII.

CHAPTER 8

SELF-EVALUATION BY THE PUPILS

Some Values of Self-Evaluation

It is a good idea to let a kindergarten child put a mark in the roll book himself in order to encourage him to attend. A young man who pursues his athletic exercises will be encouraged to break the record he made on the previous day by keeping his record every day. A secondary school boy who is learning English words wants to give his own study an impetus as well as to furnish it with an objective by crossing out one by one the words he has learned in his list of words.

A person enjoys stimulating himself and furnishing a motive for himself as well as being stimulated and spurred by others. Some pupils are encouraged when teachers give them marks, while others think ill of teachers and sometimes their desire to learn is discouraged. Helping pupils learn by letting them evaluate their own progress is, therefore, one good method that will fit into the new education which attaches importance to self-initiated activity on the part of pupils.

The sense of competition, furnishes another motive for learning, which however is often improperly used. For example, it is possible that pupils who compete with others in learning may acquire attitudes of indifference to other people's interests, or undesirable attitudes of rejoicing at other people's ill luck. On the other hand, lack of success in competition may lead to feelings of inferiority and self-debasement which is also a poor adjustment to make. Therefore, to obviate either of these two poor types of adjustment he may entertain the spirit of competition against his own records; the record he made on the previous day, or his records in school work during the previous year, not against other pupils. In this case it will be advisable for teachers to help the pupil evaluate his own records, such as those of behavior conduct, and personality.

The evaluation made by the pupil himself may be wanting in objectivity, and accordingly, it may not be suitable to be compared with other pupils' records. When however, the record is an objective one, as in the case of mathematics for example, when the aim is becoming skillful in solving equations and evaluation made by the pupil himself can be expected to be an objective one. When this comparison is to be made, it is advisable for the teacher to employ such devices as will help the pupil make the record as objective as it can be.

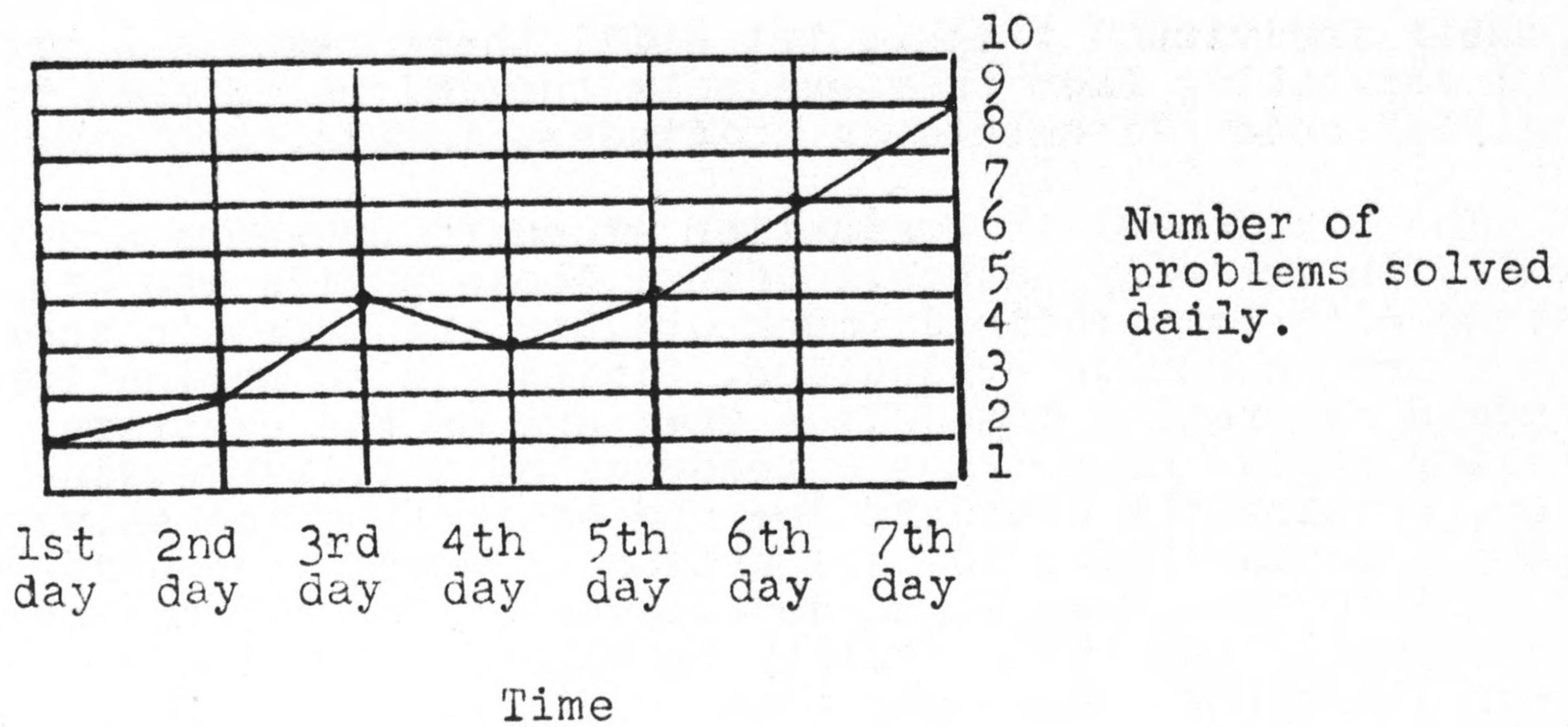
It goes without saying that an incorrect record is of no use at all. Therefore, efforts must be made to make the pupil see the value of keeping a correct record, and not to record falsely. If he does not make honest records of his progress, it follows that he cannot evaluate his progress correctly, nor adequately make self-studies of his behavior and learnings.

Graph of the Pupil's Own Progress

Education is often said to be the action to further the development of pupils. Therefore the greatest duty of a teacher as a leader is not the mere delivering of knowledge but also the giving of guidance to pupils so that they might give full scope to their ability, thereby contributing to their development. For this purpose a teacher must have a good understanding of each of his pupils, and should assist the pupils themselves to gain self-understanding. In other words, pupils should be able to develop progressively self-initiated activity following the guidance of a teacher, out of their own zeal and effort to make progress little by little along with the realization of their own ability. The attainment of the aim of true education can, in short, be realized only under the reciprocal action of teachers' assistance and guidance and the pupils' self-initiated activity based upon an understanding of themselves.

One of the concrete means used to assist the pupils in gaining a realization of their own ability and a desire to further their development through self-initiated efforts is to get them to reflect upon and to evaluate the standing of their own ability and to measure their progress. For instance they may make specific evaluations of the measure of their progress, which was reached as the result of their own endeavor, in knowledges, skills, habits, behavior, interests judgements, ideals, etc. They may thus find out both their defects and special qualities and be able to establish a definite orientation for the future effort. Only after this actual self-appraisal is understood can a systematic self-initiated activity be developed.

Progress made through self-evaluation may be presented in graph form, and thus one could effectively see the indicated development at a glance. For example, let us say that a pupil is keeping a graph of his progress in solving 10 simple equations problems daily in an algebra class, for a period of seven days, the problems being of approximately equal difficulty each day. His graph might be as follows:



Such a presentation of progress gives the pupil a clear idea of the result of his own effort and induces him to cherish hope toward the result of future efforts.

Sometimes when their efforts fail them or their progress is retarded, certain particularly sensitive pupils often feel too keenly about their failures, and see the darker side only, overlooking the facts of their frequent successes. In such cases the sentiment lingers long, and often makes them entertain inferiority feelings and to feel doubtful about their efforts. However, in such a case as this, if their progress is clearly shown as in the graph, the pupil will be encouraged to proceed to further effort with hope.

For instance in case of the pupil whose progress was shown in the preceding graph, if he were the sensitive type his retro-gradation on the fourth day might be as unexpected that he would regard it as a "failure", and this misconception emotionally hold great sway over him for a short time. But perhaps, from the fourth day on as progress is perceived he will come to have more self-confidence, and see that his effort was rewarded by progress; and will become more encouraged to believe in his ability, and plan to take a greater responsibility in directing his efforts.

At the same time, graph making enables a pupil to compare his progress with that of others; this comparison, if the spirit of competition is a wholesome one, will encourage him to greater effort, insofar as his actual abilities are concerned.

As has hitherto been stated it is possible for pupils to reasonably further their own activities through the encouragement they receive by seeing their improvement as shown

in their individual graphs, but still there remains a problem; especially when they evaluate themselves in such "intangible" accomplishments as attitudes, ideals, and others.

The problem of an evaluation standard presents a difficulty in its very nature. Often, those pupils who are favored with comparatively much ability are prone to show a tendency to humble evaluation, fixing a high estimation standard and rating themselves low; and on the contrary, inferior pupils often have a tendency of "stilty" evaluation, setting the standard low and estimating themselves highly. Beside this, the evaluation standard is changeable due to the growing and developing of the capacities of the pupils and their ability to make progressively better judgements regarding their development. Also it may be possible that some pupils being in an emotionally developing period would regard both their successes and failure with too much emotional feeling. In each of these cases exaggeration may intrude into the evaluation.

Thus the evaluation of one's own progress may present a difficult problem. Therefore, it is desirable that when a teacher asks pupils to prepare a self-progress graph he should first give suggestions about the standard of self-evaluation in accordance with the individuality of each pupil. It is also hoped that the teacher should prepare individual pupil's progress graph himself along with the progress evaluation graph prepared by the pupils, and at intervals compare these two graphs and give guidance to pupils based upon this comparison.

If there is a conspicuous disagreement or difference between the evaluation graphs of the teachers and the pupils, the cause should be looked into with care and tact. The teacher will not arbitrarily decide that the pupils evaluation of himself is unreliable and that his evaluation is the correct one necessarily. Rather, the teacher will not spare effort to go into the cause of difference in the evaluation marks of the two. The study of this cause sometimes brings some hidden special qualities of pupils to light, resulting in an increased understanding of the pupils, on the part of the teacher. Also it is possible that the difference between the two evaluations is caused by a lack of data regarding the pupils' activities, or a carelessness in the teacher's evaluation. Even though such a cause as this is conceivable, yet one cannot consider such a sweeping and simple statement of such matters as the reason for many such differences in evaluation that may happen. Out of the teacher's reconsideration of his evaluation may be discovered a new and advanced method regarding the attitude of teachers toward pupils, and the resulting methods used in giving understanding and

patient guidance to them, also there may be an instance of where a pupil's self-evaluation is very much lower than the teacher's evaluation of him; a study of the cause may bring to light the fact that the pupil is in a state of being overwhelmed by feelings of inferiority, and of having lost a positive attitude toward his own effort, or that he is entertaining disturbing doubts regarding his ability and effort. In such a case the teacher will encourage the pupil about the result of his effort and try to make him realize that he does have ability, and assist him to have hope and interest toward future efforts. Thus relieved of unfounded doubts and feelings of inferiority the pupil, it is hoped, will approach the next effort with a lively attitude of mind, and feelings of self-confidence and higher esteem of himself.

But in case a difference in evaluation was caused by the teacher's carelessness, an honest inquiry into the cause, usually leads to a better understanding of the pupil. And the teacher should rectify the error gladly. This is no cause for "shame" on the part of the teacher. No one is perfect, and it is unscientific and nonsensical for anyone to take the pose of a "know-it-all".

Accordingly, encouraging pupils to prepare self-progress graphs helps them realize their condition or progress as the result of their own effort, and serves to encourage the development of true self-initiated activity. And as for the teacher himself, it increases his understanding of pupils, so that the quality of guidance given is improved.

The pupil's self-progress graph also can be utilized as a measure for the teacher's estimation of the progress in the pupil's ability to evaluate his own development, since this graph gives the visual presentation of the relation between the pupils effort and progress, and his judgment of it. Therefore, in these occasions we must take heed to make a careful observation of the pupil's attitude of self-evaluation and, even when the progress is remarkably manifested in the graph, we must consider not only its quantitative phase, but also of its qualitative phase, and wisely decide whether or not there is really such progress as corresponds to the tendency shown in the graph.

Another problem a teacher has in the situation of self-evaluation by the pupil is the question concerned with in what way he will progress and develop by his own efforts, as he sees himself in the light of his own unprejudiced and honest evaluation of himself.

Now with regard to those matters which have abstract particularities, such as habit, skill, behavior or judgment, attitudes, depth of appreciations, the establishment of the evaluation standard is a difficult problem and it is hard to make reasonable evaluation and judgment by means of the self-reflection of pupils only. This is much more difficult than to graph improvement in the capacity to solve questions of mathematics, where it is reasonably easy to perceive the concrete impression of progress, by solving mathematical questions and considering the number of questions correctly answered and the grade of difficulty of the questions.

One method for the solution of this question is that of making checks on a "scale" according to the descriptive answer to the item, by the pupil according to the description of the item in question.

When the pupil evaluates himself by means of a "scale", a five-point scale is recommended for the number of the grades of the measure. The medium of the measure in this case will be placed on the average record or condition of the pupils of the same age. And it is desirable that each grade be specifically indicated by a number (or letter) which is amplified by an adequate description of the type of behavior or learnings for which that number (or letter) stands.

Items for which evaluation is to be made may include conduct in various situations, many traits of personality, attitudes, etcetera, of the pupil, besides that of learnings in subject areas. Self-examination and self-evaluation are the forms often used in examination, of personality.

To make this clearer, let us take for an example one from the Handbook on Pupil Selection. Suppose that a pupil is to evaluate himself on various personal and social characteristics, such as socialness (or sociability). Suppose further that he is to rate himself according to a five-point scale, each point representing descriptive phases of one with various degrees of development in the characteristic. Then a scale would be prepared somewhat as follows.

Scale for Evaluation of Sociability

Directions:

1. Read carefully the following five descriptions of people who have developed to various degrees of sociability, (that is of forming the habits and attitudes, deemed desirable

in their associations with others).

2. Compare yourself honestly and carefully with each of their descriptions. Do not exaggerate by being either too humble or too lenient of yourself.

3. After you have decided which point description best fits your estimate of yourself, put an "X" at that point. Inasmuch as there is space allowed between each point, one can further refine his evaluation by putting the "X" at the appropriate distance within the indicated range.

Example:

The scale to be marked.

1 2 3 4 5

The Scale for Socialness (Sociability)

A. A Five-point description.

1. Likes all types of people generally; mixes extremely well with friends, and acquaintances of various ages; meets strangers with poise.
2. Likes and associates satisfactorily with the majority of schoolmate, and out-of-school friends, and acquaintances.
3. Is one of a relatively large group of school mates; but ignores minor groups or individuals that do not interest him.
4. Belongs only to a small group of associates; has few interests.
5. Is very much alone; reticent; withdraws from others; lacks interest in the usual activities of pupils of his age-grade group.

B. The scale that was marked.

1 X 2 3 4 5

In this case the pupil thought he was better than the description that "2" warrants, but not quite up to the standard of a "1".

All teachers should practice constructing and using such scales, not just for purposes of self-evaluation by the pupil, but also for helping him to estimate the accomplishment of various aims by the pupils, besides those of knowledges and understandings.

The use of pupils' self-evaluation scales provides the pupil with the opportunity to impersonally compare his development with that of descriptions of ideal achievement, and obviates a comparison between himself and other individuals. Thus he can continually strive for improvement toward an ideal, and see his progress as he makes later evaluation of himself.

Inasmuch as the pupil's self-progress graph is marked by the pupil himself under the guidance of the teacher, the teacher should give guidance in clarifying how to make such an evaluation of progress in behavior, skill, etc. In case of the evaluation of progress in behavior, for instance, the teacher may present questions to pupils which are useful in helping him to perceive the kind of behavior, which is the aim in mind, also general standards for answers may even be worked out co-operatively with the pupils, letting the pupils judge their behavior and give answers to themselves. This method might be repeated at different intervals of time with different kinds of questions, with the pupils considering the conditions of progress in behavior in comparison with the former occasion and make corresponding entries in the graphs. It might be repeated that the teacher should observe and judge the evaluation of progress obtained in this way and the alterations of behavior in the actual life of pupils, and comparing the progress evaluation graphs of the pupils, and his own, give guidance to the pupils.

The problem of self-evaluation may be difficult at first since reasonable standards are hard to arrive at and describe. And there is much to expect for future study. It should be borne in mind that not only the change in amount of progress shown in the graph should be emphasized, but that the qualitative side should be thought much of also.

As the pupil through self-evaluation, and the teacher through participation in giving guidance, are engaging in this technique it is obvious that both have the same aim in view, that is the development of the pupil. Therefore, this work serves for the furtherance of their mutual understanding. The teacher is able to understand the pupils and at the same time improve the way of understanding; and on the other hand, the pupils pay respect to the judgment

and evaluation of the teacher. Thus the friendliness and intimacy between the two will increase, and the pupils will make desirable progress, receiving encouragement toward their own development and progress under the guidance of the teacher.

Adaptations of self-evaluation techniques may be applied to educational guidance in any of the subject areas. The scales just described are particularly useful in making self-evaluations of aims other than knowledges and understandings in any subject. The graph is useful in plotting progress in knowledges and understandings as well as the other types of objectives. To carry the idea of self-evaluation further in the subject fields, the teacher often may let the pupils correct certain of their own papers and record their marks on the graph. Several types of tests that are applicable to pupils correcting are: problems in Mathematics, Chemistry, Physics, Home Economics, Vocational Subjects; true-false questions, simple completion questions, multiple choice, matching exercises in any subject. They not only may enter their own evaluations on the graph, but also may enter the marks received when the tests are corrected by the teacher. For example the teachers marks might be entered with a blue pencil, and pupils with a red one. An interesting comparison of the grading can thus be seen at a glance, when the line of the graph is drawn.

Self-evaluation techniques are useful in many ways. They not only develop the pupil's ability to judge himself; but they also furnish an excellent opportunity for him to correct his own errors, probably especially in subject matter, without further assistance from any one. If handled properly, they also train him in habits of carefulness and honesty.

Projects:

1. Let each teacher select one, two, or at most three aims, and according to individual differences among pupils, let each pupil start making a self-progress chart on his accomplishment of the one aim which will best meet his most pronounced need. At intervals, singly or in small groups, have interviews with the pupils for the purpose of comparing their graphs with the teacher's record of their progress. During these interviews, place emphasis on the following things in order to arrive at a better understanding of the pupil.

- a. Study of the motives of the pupils and the evaluation of their effort.

- b. Study of the pupil's self-evaluation at the time of his failure and success in his efforts.
- c. Study and consideration of the general tendency in the pupil's self-evaluation with relation to his ability.

2. As this project progresses, let each teacher study in what cases conspicuous difference is most liable to arise between the evaluation of the teacher and the pupil's self-evaluation, in the case of each pupil.

3. As the project progresses let the teacher discuss better methods of using the device of self-progress charts.

4. Also let them discuss the values they find from its use, that accrue to pupils in gaining self-confidence, and the ability to see their own successes; and also the ability to figure out good ways of overcoming difficulties and failure.

5. Let the teachers group themselves by subject areas, and prepare a series of tests on a Unit, that they will give to pupils to grade themselves, and enter their marks on individual graphs. Each test might consist of 10 problems; or true-false, or simple completion, multiple choice, or matching questions.

Discuss with the pupils how they like to make and record their own evaluations. Report the discussions to the faculty group.

6. Let the teachers prepare descriptive statements for a 5-point scale evaluation of an individual having the following characteristics; Originality; Judgment; Perseverance; Feeling of Security; Stability; Self-confidence; Kindness.

Discuss and criticize these statements and make suggested improvements.

As the occasions arise, let pupils make self-evaluations, using them in this capacity. Let the teachers also use them in making evaluations of these characteristics in individuals.

7. Do the same as in Project 6 for the following: attitude of respect for other individuals; cooperativeness; interest in the welfare of the groups; ability of leadership and followship; responsibility; attitude of tolerance and broadmindedness; independent thinking and action; honesty, industry; courtesy and consideration;

aesthetic development.

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CHAPTER 9

PUPIL LOGS, DIARIES, AND AUTOBIOGRAPHIES

Pupil logs, diaries, and autobiographies are often very effective in discovering both pupil interests and abilities, as well as some of the problems and difficulties which confront him. When these are handed in to the teacher, it will be helpful if all the teachers who have the pupils in classes will discuss them together, in order to check the others' evaluations, and also to plan means of utilizing the data included.

Pupil Logs:

Pupil logs, diaries and autobiographies have many points in common; they differ mainly in degree of detail, and point of view. A log usually is kept for a short period of time, for instance from one to two weeks. In this type of self-record, the pupil keeps a record of all or certain specified activities during the day by hour or half-hour periods. The purpose of such a detailed account from the teacher's viewpoint is twofold: to discover such things as the pupil's interests, habits, attitudes, and leisure time activities, and what development is being made with respect to them, as a basis for evaluation and guidance; and also to reveal to the student himself a knowledge in concrete form as to his status in these matters. From these data as a basis, a more effective use of time may be planned by the pupil and teacher discussing the problem. For instance a class might be asked during the study of a Unit of Cooperation in the Home, to keep a general log for 7 days on their activities, with special emphasis on the home activities, with the aim of discovering how well they do cooperate in attitudes and actions. From an examination of the log at the end of the period it is likely that many leads will be found into the child's habits and attitudes of cooperation in the home, as well as other things that will help the teacher to better understand the pupils.

As an example let us take the first and last days of Tetsu Sakai's log, and suppose that it runs as follows:

Name: Tetsu Sakai
Date: 1 January 1948

6 o'clock: Awakened when called by Mother
6:00-6:10 Stayed in bed while she coaxed me to get up

6:10-6:20 Dressed, washed, etc.
6:20-6:25 Had to get up from breakfast, comb hair, re-wash hands
6:25-7:00 Ate breakfast and talked
7:00-7:15 Got books, brushed teeth, and started to school
7:15-8:00 Walked to school
8:00-9:00 Arithmetic class--listened to teacher explain problems for half the period; the other half worked 2 of the 10 problems assigned; did not try the others since Aoki and I whispered about the radio set we wanted to repair.
9:00-10:00 Language class--listened and helped in the discussion; at the teacher's suggestion I wrote my paragraph-on radios.
10:00-11:00 Social Science--I helped in the selection of aims in the Unit on Cooperation in the Home; and in the discussion on how each could be more helpful at home.
11:00-12:00 Study Period--intended to study my arithmetic problems. But Aoki and I talked about fixing our radio set.
12:00-1:00 Ate lunch; played "catch" with Aoki and some more boys.
1:00-2:00 Music class--we listened to music over the radio and discussed it; Aoki and I whispered about the bum radio.
2:00-3:00 Vocational Class--Fisheries--didn't help in the discussion until we talked about fishing vessels going far out to sea; then I talked about how if the fishermen had radios in their boats they could hear weather reports and avoid accidents due to weather.
3:00-4:00 Physical Education and Health Class; played ball and did push-ups, etc. It was fun.
4:00-4:30 Aoki and I talked to the radio vocational teacher and fiddled with some of the broken sets. I wish the teacher would give us some of the parts that he likely won't use.
4:30-5:05 Hurried home because I remembered I had promised Mother to get home right after school to help her in the garden.
5:05-6:00 Helped Mother in the garden, but we didn't get through as she had wanted me to.
6:00-6:30 Washed and got ready for supper.
6:30-7:00 Ate supper and talked.
7:00-7:15 Tried to talk Mother out of making me work on my arithmetic
7:15-8:00 Worked on arithmetic problems and finished them.

8:00-8:15 Talked to Mother about having to go to bed
and not work on my radio set.
8:15-8:35 Got ready for bed with Mother hollering at
me to hurry and get in bed.

Name: Tetsu Sakai
Date: 7 January 1948

6:05 Awakened when Mother called me and got up.
6:10-6:20 Dressed, washed, stacked up books ready to
take to school.
6:20-6:50 Ate breakfast and talked.
6:50-7:00 Brushed teeth; straightened up my room some.
7:00-7:45 Walked to school.
7:45-8:00 Aoki and I finished plans for our dialogue
discussion of radio costs for the arithmetic
class.
8:00-9:00 Arithmetic class--Aoki and I gave our dialogue
discussion, and the class worked problems on
rise in costs of radios and radio parts.
9:00-10:00 Language class--Helped in the discussion of a
drama we were studying; thought about our
swell arithmetic class the hour before.
10:00-11:00 Social Science--Helped in the discussion
about how each class member was trying to
make home better for fathers and brothers.
We talked about our Logs we were making
about this subject; and about our being
honest with ourselves in writing the truth
in our Logs.
11:00-12:00 Study Period--Aoki and I studied together our
Language readings and didn't whisper much--
just about Aoki and coming over to my place
when I get through helping Father sort beans
after school.
12:00-1:00 Ate lunch and played ball with the other fel-
lows.
1:00-2:00 Music class--practised songs; Aoki and I whisper-
ed and laughed some when the class was about
over, and the teacher said we were disturbing
the others.
2:00-3:00 Vocational Class--Fisheries--Two fishermen came
to our class and discussed with us about
catching and selling fish. It was interest-
ing and we asked them a lot of questions.
I asked him if he had a radio in his boat,
and he said he didn't but would not mind
having one in it. He told us about how
fishermen were pretty good at judging the
weather without listening to radio reports
on the weather.

3:00-4:00 Physical Education and Health class--Discussed the benefits of good posture, and took some exercises to help us sit, stand and walk properly. I took part in all this because I was interested. Japanese don't pay enough attention to healthful posture, especially Japanese women, I think.

4:00-4:45 Walked home.

4:45-5:45 Helped Father sort beans; we talked about farms, school, and what I was learning at school. Also about costs of living.

5:45-6:00 Washed, got ready for supper; carried the hibachi for Mother.

6:00-6:30 Called Aoki and he came over and we worked on the radio set.

6:30-7:00 Ate and talked.

7:00-8:00 Worked on arithmetic; worked on the radio set, for 15 minutes.

8:00-8:10 Got ready for bed; Mother told me just twice to hurry.

From these two samples, what can the teachers of Tetsu tell about him? For one thing, the Social Science teacher can see that his attitude and habits toward cooperating in the home have vastly improved, he considers his parents more by trying to do his share of the tasks more cheerfully, and without wasting so much time. In other words his Log helps her in evaluating the accomplishment of some of the aims the class adopted in studying the Unit on Cooperation in the Home. All the teachers can see that Tetsu's chief interest lies in radio and radio repair; this gives them a valuable lead with respect to using this interest in developing interests in various other fields of learning. Especially in Vocational choices. It might lead in several directions--radio repair, designing radios, weather forecasting and broadcasting, radio studio work, and others. His Log also shows that he is normally interested in his other subjects in school as long as they are taught in meaningful situations; that perhaps practically any of the other subjects also have areas of unexplored interests for Tetsu; that he and Aoki work well together, and this fact might be capitalized on at this time to lead out in Radio Hobby Clubs and such like; that he is quite a normal adolescent boy in general respects. The problem of the teachers is to keep him normal, utilize his interests and ambitions to assist him in developing into a self-sufficient, happy grown-up, making his contributions to living in the home, community, nation and world according to his best capacities.

Pupil Diaries:

The Pupil Diary differs from the Log in that it does

not call for detailed information by time limits, but emphasizes the pupil's writing in it the things that seem the most interesting and/or important to him; not only the actual happenings but also his thoughts and feelings concerning them. Of course, it is realized that few people write in the same way when they know others are going to read the materials as they would if they were writing a "secret" diary. Yet it is possible to get at least leads as to the current interests of and difficulties confronting the pupils from what they write in them. For example, let us take the following leaf from the diary of a 3rd year girl student in the Shinsei Chugakko; she is keeping this diary as a project in the English language class.

1 January 1948

This day in school has been wasted so far as my real ambitions are concerned. I don't mean that it was really wasted, because I know that all the classes we take can teach us something; but I mean that I am afraid that I won't get a chance to go to the Shinsei Kotogakko next year. I don't make as good grades as the boys in the classes; but I do not think it is because I am not as bright, but because I do not have the time to study as much as they do. I have to spend so much time taking home economics classes and I already know all the stuff they are teaching-- I have had it over and over, both at home and at school. Besides that I have to help with so many more of the home duties than the boys do; they make out like they help their Fathers as much as the girls do their Mothers, but I know better; most of them do not, and all of us girls think the same way. The teachers are nearly all men, too, and we girls feel that they think the boys are smarter, and should be given the most chances. But I don't feel that way about it. Some of us girls want to have careers and study the things we like; we don't want to get married early, not before we have had time to travel, and to graduate from college and learn the things we like best. I want to study food chemistry, and be an expert in diets and try to figure out the proper dietary that Japanese people should eat to make them taller and stronger and healthier. I want to take mathematics and physics and chemistry mostly but my parents think these are men's subjects, and that I should emphasize cooking, sewing and serving. But I don't want to; I want to be a diet expert. But with so little time to study, I can't make as good grades in hard subjects like physics, chemistry and mathematics as the boys; and when they select pupils for the Shinsei Kotogakko I'll probably be left out, then perhaps I'll have to even stay out of school. I do wish that the teachers

would consider what we want to do, how hard we would work at it, and what kind of grades we would make if we had as much time as the boys have. Maybe then I would be selected too. to go to Shinsei Kotogakko.

Such a diary as this is quite revealing as to the individual problem of not just one but several pupils; it reveals a difficult problem of pupil selection, one of insufficient higher schools for Japan's ambitious youth, of inadequate faculties and facilities for programs of study. the problem of guidance. the problem of an inadequacy of Intelligence. Achievement. Personality and Social Adjustment, and Aptitude tests, and many others. Many of these problems cannot be solved before a long period of time. But each teacher can begin with the final solution, and work toward the accomplishment of a long-range plan which provides for the education of all. In this particular case, the teacher might follow up the information gained by reading this diary, by a personal interview with the student in which she talks over the matter of the pupil's ambitions and the possibilities of her being selected for Shinsei Kotogakko. Perhaps the teacher also might have an interview with the parents and try to insure that the pupil is encouraged at home. The teachers of this pupil also will use every means to evaluate her aptitude and ability. and attempt to convince her that she will be treated fairly. and with no reference to the fact that she is a girl, when the selections are being made. She can be reminded of the opportunities of Part-time Shinsei Kotogakko, and correspondence courses, which she might avail herself of in case she doesn't get to attend full-time Kotogakko. It is lamentable that all the youth of Japan will not be able to remain in school as long as they desire to: and it is hoped that the situation will be remedied as early as possible.

The Autobiography:

The autobiography, as its name implies, is a history of the life of an individual written by himself. The chief purposes of the autobiography are to discover interests and perhaps aptitudes and abilities of long standing and also to discover problems of long standing and if possible the causes of such problems. Too, it is useful as a catharsis technique; that is, it is a means of outlet of expression of the emotions and thoughts for the student, which expression by and of itself, in many cases tends to lessen the tension. and to some extent, to resolve the conflict. Many conflicts and frustrations have their beginning in adolescence, and often these beginnings may be noticed in the autobiography; and measures can be taken by the teacher to remedy the situation. Inasmuch as the autobiography frequently includes

statements by the student of his ambitions and desires, the teacher gains an insight into his interests and ambitions which when followed up provide a basis for educational, social, personal and vocational guidance. The autobiography is especially helpful in cases of the emotionally deviate pupil, of which pupil, the teachers will want to make case studies as far as they are able. As in the case of Diaries, there is the disadvantage that pupils often will not write in as much detail about themselves knowing that it will be read by others; yet the autobiography still is very useful in the ways previously explained to the extent that the pupil does give details regarding himself. When planning with the pupils to write their autobiographies, the teachers may stress the fact that such items as emotional problems, likes and dislikes, interests and ambitions, disappointments, et cetera may be included in them. A sample autobiography will not be necessary in this Handbook since it is believed that every teacher is familiar with this technique.

PROJECTS:

1. Let the teachers having the same group of pupils in classes meet to discuss a wise and effective use of Pupil Logs, Diaries, and Autobiographies in their program of pupil guidance.

2. Perhaps they will want at various intervals of time to have the pupils write each. In what types of situations would this be recommended? It must be remembered that the use of each technique of guidance must have a definite aim and must be in response to a need for information which can be obtained better by this technique than by another, or needs to be utilized in connection with another technique.

3. Let us suppose that the teacher groups have justified the using of this technique in its three forms. Let the Social Science teachers, the Language Arts teachers, and the Physical Education teachers plan when they shall ask their pupils to write them; perhaps the Social Science teachers will decide to have autobiographies written with a view to getting information on any possible deep-seated problems students might have and also for information leading to their ambitions; perhaps the Language Arts teachers will want to combine teaching the students to express themselves clearly and concisely, and of obtaining information as to their emotional attitudes toward their chances for increased education by asking the pupils to keep diaries for a given period of time. The Physical Education teachers might have in mind the keeping of logs to find out

how pupils spend their leisure time with a view toward providing activities to care for a misuse of leisure time.

Let the teachers effectively put this technique into practice; discuss together the results, and plan effective measures of guidance based on the needs discovered through the logs, diaries and autobiographies.

4. Let the teachers themselves keep a log for a period of two weeks, and see if they are making the most effective use of their professional time, both from the standpoint of good teaching, and of efforts toward professional development.

5. Discuss the results of these logs and cooperatively plan and put into practice measures that will effect a more wise use of time.

6. Discuss the following principles with respect to problems of pupils as might be discovered through their logs, diaries, and autobiographies.

PRINCIPLES:

1. The teacher should constantly attempt to keep the pupil well adjusted.

2. Extreme poverty often has ill effects on the personality of the child; frequently resulting in his having feelings of insecurity and inferiority.

3. People living in overcrowded conditions do not as easily develop feelings of separateness and individuality as those living in uncrowded situations; they often require the almost constant presence of others to keep their feelings of self-confidence.

4. Children too harshly treated in the home, or who are rejected by the parents often have feelings of inferiority, and anxiety; but frequently adopt negative and aggressive behavior patterns in their attempts to obtain attention from others and to bolster their self-confidence.

5. Unsuitable school curricula--whether it is too difficult or just uninteresting and boresome--often results in many pupils becoming antagonistic to the school, adopting misbehavior habits, and even leading into actual delinquency.

6. Over-competition, unsuitable curricula, over-restriction, and poor methods of handling children are some of the factors which tend to retard personality development in any child.

7. The school has the responsibility of providing an appropriate friendly atmosphere, understanding teachers, proper curricular and special curricular activities designed to aid in the continuous development of sound personality growth of well-adjusted pupils; and of assisting those who are ill-adjusted to learn to make satisfactory adjustments.

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CHAPTER 10

OBSERVATIONS: LEARNING HOW PUPILS USE THEIR LEISURE
TIME: ANECDOTAL RECORDS: PUPILS' PARTICIPATION IN
UNITS OF LEARNING

OBSERVATIONS

Observation of pupils activities is one of the most important means to be used in obtaining data regarding the pupils needs. in obtaining the feeling of "oneness" with the pupils and an active interest in him as an individual and in appraising the degree to which various aims regarding his development has been attained. A pupil may be able to discuss well in interview or make successful responses on pencil-and-paper tests about such concepts as "democracy" or "cooperativeness" and their value in human relationships. yet never show any evidence of having incorporated any of the characteristics of either in his behavior. and reactions to others. In such cases, observations of the pupil as he works in groups will reveal to the teacher whether or not he has learned to put into practice principles of democratic and co-operative behavior. Observing him as he plans activities with others will give leads as to how well he considers the opinions and responses of his classmates. In fact, observations of the pupils are necessary in appraising practically any of the objectives in activities of learning: even in the acquiring of knowledges and understandings, but probably less so in these objectives than in those which include the acquiring of interests, attitudes, appreciations, skills and habits.

Observation may be classified as planned, and chance (or incidental) for convenience sake. In the planned observation, the teacher has a definite previously planned aim in view and directs her observation in accordance to it. Perhaps the aim is very exact such as observing pupils to see whether or not they practice consideration for the pupils in the lower grades in various situations. Or it may be with such a general aim as observing a group of youngsters to get any type of information he can regarding them. The teacher who has a new group with whom he has had no previous experience, likely will use this latter type of aim a little more often than he will after having had more contacts with the group.

The chance or incidental type of observation is unplanned, but advantage is taken by the teacher of any unlooked for situation where he is in contact with the pupils, to observe him. For example, the teacher might find that he is sitting behind him at a cinema, or sees him in the Park

on a holiday afternoon, or sees him shopping on the Ginza; he likely will observe him to some degree to learn any added information about his interests, attitudes and habits. He might note that the pupil at the cinema is making pertinent remarks to his companion about the types of architecture being shown on the screen; that the pupil in the park is leading a group of small children in a game of relay races; that the boy shopping on the Ginza is absorbed in the book stalls with books on mechanics.

In either type of observation, the teacher makes careful notes as to information gained; and if the observation were planned with a view of appraising the accomplishment of an aim, the degree to which this particular situation seemed to give evidence of its accomplishment will be especially noted. In practically every case, the record of the observation will include also the follow-up measures the teacher intends to take in further guiding the child in accordance with what the observation showed that he needs. All records will be filed in the pupil's cumulative record.

The ability to make effective and reliable observations is improved with practise, and may be made increasingly more reliable by comparing notes with someone else who observed the same situation. It is very necessary that teachers adopt an objective attitude in making observations; to use sound procedures, and to conscientiously practise this technique, if it is to be considered reliable. It is very important in making an appraisal of the behavior characteristics of an individual that he be observed in many situations, and all taken into account before giving the final judgment of the behavior observed. For example, suppose that the teacher's aim is to develop habits of honesty in a certain pupil; he observes him in matters of his honesty with his classmates, other pupils in the school, the teachers, merchants, transportation facilities, honesty in thought as well as action. Honesty and other such traits may be said to be specific, that is they may be habits in one general situation, but not practised in another. To explain by example, a person might be scrupulously honest in dealings of money matters with individuals, but think nothing of cheating a big company if the opportunity presents itself. Therefore, to adequately appraise many qualities, observations must be made in varied situations.

Notes on observations may be made in the form of anecdotal notes (see section in this chapter by this name). Or they might be made on a form sheet. The teachers in a school might cooperatively work out a form sheet to be used in situations where this is applicable. For example, the form sheet

might start with the following items:

I. Democratic behavior

1. Listening to the viewpoint of others (in class, clubs, games or sports)
2. Discussing matters with the group, with "give" and "take" (not being either reticent or domineering.)
3. Abiding cheerfully by the decisions of the majority of the class group, club group, or sports team.
4. Consideration of all, without discrimination toward anyone because of chances of wealth, family, position, etc. in school elections, politeness during school affairs, and other situations.
5. Et Cetera.

II. Resourcefulness behavior

1. In finding or making use of school materials in units of learning
2. In games and outdoor activities.
3. In choosing activities and carrying them to completion in units of learning
4. Et Cetera.

Each faculty should make up their own form sheets according to the objectives of their school program. In observing the pupils these sheets may be used, in checking the various behavior activities decided as showing the acquiring of the goals in question for each pupil in various situations. Checked form sheets are easily compared by the different teachers, and a much more reliable general appraisal made of the student's development when comparisons are made.

It cannot be over-emphasized that of prime importance in making planned observations is a clear idea of what is to be observed; by that is meant that there is a clearly defined aim for the observation, and the items of behavior, in the situation which will exemplify the accomplishment of the aim, have been decided upon and are kept in mind during the observation. For example, "democratic behavior" is too general

to be observed satisfactorily, with no further defining in terms of items of behavior in various situations. If the teachers' aim is to develop habits of democratic behavior in the pupil, that behavior must be described or defined in terms of specific responses in selected situations that will constitute democratic behavior. For instance, if a pupil is truly democratic in his behavior he habitually listens to the viewpoint of all the others, in class activities; in his club meetings, in games and sports; he does not listen just to his friend, or to the pupils of rich and influential families, or the older and larger pupils or only when the teacher is present. He will take part in discussions with a "give and take attitude", attempting to assist in the solution of the problem cooperatively with the others; he does not adopt a passive "Let Somebody Else do it" attitude; neither does he try to dominate the group and force his own ideas upon them without due consideration of the ideas of others. Democratic behavior also consists of abiding cheerfully and cooperating with the decisions of the group as a whole. It does not imply either a defeatist attitude, or the holding of a private grudge and an intention to thwart the accomplishment of the plan adopted, by either "passive resistance" or definite attempts to block the accomplishment. Again democratic behavior is comprised of consideration in every sense, social, personal, or political of all members of the group, and without reference to the family connection, political influence, wealth, or any other such items that do not consider the individual worth of people and the possibility that great achievements may come from anyone regardless of his station in life, as history points out time after time.

Also of much importance in using this technique, is the ability of the observer to stick to the aim in recording the results of the observation. Too often many unrelated facts are recorded, and the task of getting organization out of such chaos is disheartening to the observer. It is better to start with but one or a very few items of behavior to be observed, and adhere to them in recording the results. Also the beginner will confine the observations to either one, or a very few individuals at a time. For example, the teacher new in practising the observation technique, in observing the class to see if they have acquired a degree of democratic behavior will probably first select the classroom as the first situation, leaving the club, the school grounds and other situations until later: will observe one or a very few pupils in the classroom discussion at a time, to see if the pupils selected listen to the viewpoint of others without undue interruptions, or other kinds of disturbance. As

experience and skill are gained, the teacher can observe more pupils, and more characteristics of behavior at a time.

There are some limitations to the observation technique other than that of its being a skilled technique. It is time consuming, especially for the beginner, and the teacher is often over a sufficient length of time to get an all-around picture of his development. Yet the technique should be cultivated and utilized as much as possible by the serious-minded teacher, especially in appraising the results of the school program and the aims of Units of Learning as they affect the child's development. Another limitation is that there is much chance of error to creep into the interpretation of the meaning of the behavior observed. Especially is this true in the case of the teacher who has new pupils. This may be greatly diminished however, by the teacher keeping a tentative attitude toward the situation, and by making frequent observations of the pupil. It will also help if the interpretation of the behavior is made on a separate sheet; and other teachers asked to give their interpretations, and a comparison made. Or as has been said before, it also is helpful for two or more teachers to observe in the same situation and compare results. And too, it is often difficult for the teacher to be really objective in attitude toward the pupil who is greatly liked, or one with whom one has difficulty. Often also, the pupils of the secondary schools, tend to conceal their true feelings, and their external behavior is not always in keeping with their internal attitudes and ideals.

LEARNING HOW PUPILS' USE THEIR LEISURE TIME

It is a fine chance for obtaining data for guidance, to observe how the pupil uses his leisure time. When he is engaged in a particular activity, he often refrains from his free behavior or expression of opinion under the influence of the objective of the activity or with consideration for others; while, at a leisure time, free from any restrictions, he is more apt to behave as he likes and, therefore, more nearly show uninhibited individuality. In this sense, it can be said, if we know how someone uses his free time, we can better understand his personality. Indeed, the teacher can much better understand the pupil's individual traits, if he has the opportunity to hear what he is talking freely about with his classmates at a recess-period, relieved from the hour's class activity; to see what magazine or book he is reading in a deeply interested manner at a bookseller's on his way from school; or to see him entirely observed in

the care of his pet animal at home.

To obtain data from observing how the pupil's use of his leisure time, the teacher must pay great attention. Through the observation, for instances. of what the pupil talks about or what he plays at the recess-periods. what he talks about while walking together with the teacher on his way from school, what he is eager to buy when the teacher drops in with him at a department store, how he behaves then, how much money he possesses or what books he selects to buy, the teacher can understand his personality much better. Moreover, it is at such times that the teacher is in so close and friendly contact with the pupil, that he can give real guidance suitable for the pupil's situations.

Suppose the teacher might happen to pass by and see a pupil giving up himself to a magazine of automobile model making at a bookseller's. His desire to buy it would be quite apparent, but something or other would seem to make him hesitant. The teacher would dare to go up to his side and ask him why he wanted to have it and for what reason he hesitated to do so. Then the pupil might reply: "If I could get this one, it would make my collection of the model making magazines complete. But trouble is that I have not enough money for it with me, but I shall get it later". This pupil might be of so retiring a disposition, that he would not express himself at school, and other pupils might not recognize his actual abilities; but the teacher can use this knowledge of the pupil's use of leisure time and can plan to utilize the pupil's interest in giving him guidance in his class at school. The type of guidance will aim at overcoming his shyness by getting him to talk about this special interest. So in a certain Unit, the teacher has a need of photographs and pictures of the automobile that this pupil has collected, and he would remember this pupil. The teacher could arrange for this pupil to give a small exhibition of the model making magazines he had collected, and explain about them to the class. The whole class would then recognize the pupil's special point; his class-mates likely would hold him in due estimation and he himself likely would gain more confidence in himself. Teacher also would help him to take a more active part in various activities in the school, and thus he would acquire more self-esteem as well as friendly feeling towards the teacher. and also would be held in higher regard by his classmates.

The example case mentioned above may be one of the excellent examples where the teacher has paid great attention in his observation of the pupil's use of leisure time and utilized its results in the actual guidance.

For this purpose the teacher should make efforts to collect the data through observation, interview, conversation with pupil, pupil's record or diary, questionnaires or other means. Especially desirable it is for him to carry a small note-book with him at any time so that he may write down at once what he has observed. This practice is closely related to the anecdotal recording of observations and interviews.

In order to use this data thus obtained for guidance, the teacher should pay a great deal of attention to the pupil's activities.

PROJECTS

1. Let the teachers having the same group of pupils co-operatively examine the aims in the current Units of Learning the group is participating in noting aims that are the same or very similar.

2. With aims such as "acquiring in attitude or habits of co-operativeness with the class and teacher", after careful consideration, decide on a list of items of behavior in several situations that will show to what degree the pupils have accomplished these aims. Put them in the form of a check sheet.

3. Plan a series of observations of the pupils either singly or in very small groups in these varied situations noting only the items of behavior decided upon as a basis of appraisal of the accomplishment of the aims. Use the check sheet form in recording results.

4. When the observations have been completed, check with each other, and discuss the results.

5. Discuss also the difficulties encountered in making the observations and attempt to devise means of improving the technique.

6. Let this faculty group also discuss any pupils having any special difficulties and plan observations with the aim of discovering the exact ways in which his behavior is unsatisfactory. Discuss the results, and let this be a basis of co-operative guidance to improve these pupils.

7. Let each teacher select a pupil who seems exceptionally accelerated and observe him for a month, keeping an account of the results in the form of a "running diary" account of his behavior; each daily observation may take the form of an anecdotal note, (see section in this chapter on "Anecdotal Notes"), with the pupil's name, the date, the

situation in which he was observed, heading each day's diary account.

8. At the end of the month let the teachers discuss together in a case conference the records of these pupils, and co-operatively attempt to interpret them with respect to the status (abilities and needs) of each pupil concerned. Plan appropriate follow-up measures to further his development.

9. Let the teachers co-operatively discuss records of any chance or incidental observations they have made. Also tell how they have followed up on the information they thus gained about the pupil.

10. Let each faculty group discuss their utilization of the observation technique, with the parents at a PTA meeting, explaining the technique, the aims, and its proper utilization in good teaching-guiding.

11. Let each faculty select a member to write an article on their experience with the technique and submit it for publication in an educational magazine, inviting constructive criticisms from other faculty groups who also have experimented with the technique.

12. Discuss the following principles as they are concerned with observation of the adolescent:

Principles;

1. The adolescent pupil does not necessarily occupy himself with his interests. Very often he is influenced by parents, the customs of the community, the teachers and others, to engage in activities in which his potential interests do not lie. Both planned and chance (or incidental) observations of this pupil, especially in his leisure time may yield much information as to his abilities and potential interests.

2. Adolescents often revert to earlier typical forms of behavior, and such versions are not to be regarded as dangerous signs if they are not continued too long. During times of emotional stress, they are especially apt to be noticed; and the adolescent, and even the adult, may upon such occasions, display childish outbursts of temper or other emotional behavior. They are not to be considered bad, but rather as indicative of a situation which the pupil is in need of wise and kindly guidance in assisting him to make satisfactory adjustments.

3. The adolescent often engages in intense, and extravagant behavior and then almost abruptly drops it. Such is a normal occurrence, and the teacher should take advantage of these periods to create lasting interests, acquire skills, valuable attitudes, and appreciations, begin the formation of desirable habits, and to promote development along the lines in question, rather than interfering with such harmless pre-occupations before they are voluntarily dropped by the pupil.

REFERENCES

Educational Psychology by Gates et al (In libraries throughout Japan)

Chapter XVII, "Other Methods of Appraisal", pp. 601-605.

Chapter XX. "Guidance of the Individual Child", pp. 729-731.

ANECDOTAL RECORDS

The Anecdotal Notes (or Anecdotal Record) means of recording data concerning the pupil is a method of keeping records of data obtained through techniques such as the Interview, Observations, and others.

Rather than as a technique of itself, it should be regarded as one method of recording data concerning the child as obtained through other techniques. In this case it consists mainly of observing the pupil or interviewing him with the general aim of discovering significant acts and activities which he engages in, and, pertinent statements or expressions that he makes during the school day, or even during out-of-school hours, that will reveal his abilities, interests, or difficulties. By this technique a teacher can acquire data regarding several pupils daily in various activities. Keeping a record of the anecdotes over a period of several days on the same pupils, will result in considerable store of pertinent information concerning him, which when interpreted will be significantly indicative of much of his behavior. his interests, attitudes, some abilities and skills. After the teacher makes an interpretation, he can get other teachers to read through the records and make their interpretations and thus have a check on his own appraisal.

Each days anecdotal record should bear the name of the pupil the data, and the situation under which the observation or interview was made. They may be filed later, together

with the interpretation, the plans for follow-up guidance, and finally the outcome of the guidance measures adopted. in the pupil's Cumulative Record.

As an example of one days Anecdotal Record of a pupil. consider the following:

Name: Tetsu Sakai, Grade 10, Shinsei Kotogakko

Date: 4 November 1947

Situation 1. Social Science Class. Topic, National Problems.

Stated that he wished that all the Shinsei Kotogakko principals would have some sort of national or prefectural organization for the purpose of exchanging ideas and knowledge about making the rural and village kotogakko as good as the ones in the big cities; that he thought democracy meant for one thing that all kotogakko students should have the opportunity of attending the same kind of high grade school.

Situation 2. Library hour for independent study

Tetsu read a book on Oriental history, taking notes as he read. When I asked him how he liked the book, he replied that he liked it very much, and was making a chart of two columns, one showing how various Oriental nations were democratic, and ways in which they were not. I asked him if this were required by the teacher in the History class, and he replied that it was not. that he was doing it because he wanted to write an article on the subject to send to a high school student in the United States with whom he was corresponding.

Situation 3. School grounds, right after school

As I was going home I noticed Tetsu was playing basketball, so stopped to watch for a few minutes. He is a vigorous player. Seemed to be playing for the love of the sport; was cheerful the time the referee decided he had made a personal foul. Seems to be well liked by both sides of the team.

Let us suppose that the teacher observes and makes Anecdotal Records of such significant aspects of Tetsu's behavior, activities, and statements for several days, and that the above example is quite typical of all the others. An interpretation such as the following would then be in order:

Interpretation:

Tetsu has an usually good grasp of the principles of democracy in actual practise; he realizes in practical circumstances the necessity of freedom of speech and organization; he realizes that in a democracy there should be equally good opportunities for all. He also shows that he practises democracy by his attitude and behavior in sports activities.

He is resourceful, and exhibits ingenuity; does not wait for suggestion from teachers and others to adopt activities that are extremely educational, such as making out the chart as recorded above, and corresponding with people in other nations both for the pleasure of it and also for the information he can trade with his correspondents.

He is studious and exhibits a maturity in his selection of references, activities, and in his judgments concerning community and national problems.

His interests and abilities seem to lie in History, Geography, and International Relationships and Problems.

.....

This teacher, after checking with other teachers as to interpretation should then plan follow-up measures to further this pupil's interest and abilities. Several such suggested measures are as follows:

1. Encourage him to give talks in class, school assembly programs, PTA's on practical applications and meanings of democracy, democracy in the Orient, democracy compared in various nations, and others.
2. Suggest available references on governments in Europe, America, etc. in the library for him to read.
3. Encourage him to engage in forensic activities in the school, and possibly start inter-school debates among his school and others in the prefecture.
4. Ask him to keep a list of books he reads on History, Geography, Government, make a few brief notes on them and post on the bulletin board in the Library for information to other pupils, who might be, or become interested in the same areas.
5. Have interviews with him regarding his ambitions to

attend school; what he is planning on as to a life occupation what are his chief interests, and so forth. And encourage him to make the most of his abilities and potential capacities.

6. If available, aptitude, intelligence, and achievement test should be given to him in the endeavor to further evaluate his aptitudes and interests and capitalize upon them to further his development.

In addition to, or as a substitute for cards for recording results of Observations (and Interviews), many teachers find that a sheet for each pupil on which results of several observations or interviews may be recorded is convenient and more suitable to their purpose. They use such sheets also for summarizations, interpretations, and suggestions to be given and results obtained from the use of other techniques such as logs, diaries etc. By merely either checking the appropriate heading, for each type the same summary sheet may be used for several techniques. A sample form sheet to serve such a general purpose is given below. Teachers may use cards, the sheet, or any other method they may devise that is more convenient for them and which suits their circumstances better.

Sample Form Sheet for Recording Results of Interviews,
Observations et cetera.

| | | | |
|------|--|----------------|--------------------|
| Name | | School: | |
| | | Grade: | |
| Date | Observation, Interview, Pupil Log, Diary, Other, | | |
| | Chief facts | Interpretation | Suggested Guidance |

Results

PROJECTS:

1. Let the teachers having the same pupils co-operatively work out a plan of observing a few of the same pupils in three or four situations daily--say for example, in the classrooms, in the halls, the library, the playgrounds-- for period of two weeks, making anecdotal notes on each observation.

2. At the end of this period let the teachers compare, first the information they obtained with respect to the pupil in the classroom situation. Discuss the interests, attitudes, abilities, and difficulties that seem to be paramount in the pupil's behavior. Discuss the effect of a teachers' "mishandling" the pupil with respect to interests, attitudes, abilities and difficulties. Let each teacher profit by any suggestions arising by this discussion, and if necessary change the method of dealing with the pupil, so as to further his development and diminish his difficulties or disabilities.

Second, compare data obtained from observations in halls, library, and playground respectively. This should be analyzed from two viewpoints as follows: (1) to get a picture of the pupil's behavior, interests, attitudes, abilities and any other qualities in these situations, and to formulate cooperatively a program to fit the pupil's needs. (2) to compare the various interpretations of the teachers as a means of each teacher improving his techniques of observing, making anecdotal notes, and interpreting them.

3. Repeat this procedure until all the pupils have a two week period of observation, with follow-up programs made for each.

4. Let the faculty group making the observations and anecdotal records again compare their techniques with the aim of improving them.

5. Work out a long range plan of keeping anecdotal records of all the pupils, filing them at the end of the year, together with a general summary interpretation of the pupil's chief characteristics, and the degree to which he has developed in them.

6. Let the entire faculty group select a Committee to write an article telling about their experience with this technique, and submit it for publication, with the request that other teachers in turn tell of their experiences in

the same field.

PRINCIPLES

Review the same ones as were given in the topic, "Planned Observations", with the aim of clearing up any hazy understandings any might have had, and adding any new applications, or thoughts about them.

REFERENCES

1. Review the ones given in the topic, "Planned Observations".
2. In the same textbook, Educational Psychology, by Gates et al., read and discuss all references to "Anecdotal Records".

PUPILS PARTICIPATION IN UNITS OF LEARNING

It is desirable for guidance' sake to keep a record of participation by individual pupils in units of learning. This record, continued for several months or years, will further effectuate educational social, civic, and personal guidance, enabling the teacher to know more specifically the pupils interest, his attitude toward learning, changes in his behavior, achievement in study, his capacities and disabilities.

Materials for the recording may be collected on every opportunity of the pupils participation and activity in the units of learning. For instance, in the case of the teacher and pupils co-operating together in the selection of units, the extent of co-operation shown by the pupil, his attitude in asking question on the problem, how often he pointed out the important aims of the study, his understanding of the necessity and accuracy in the selection of aims etc.

Further, as the unit of learning advances, teachers may observe the pupils' special interest in the unit, any special capacity shown in the learning activity, the extent of his co-operation with other pupils, whether he has leadership or not, whether he can be a good follower or not, his habits in learning, the media of expression he likes to use, specialities or defects, and any other facts that show in the course of developing the unit, can be the materials for recording, as bases for guidance. At the end of a unit of learning, the pupils' development or achievement will be appraised in the light of the aims of the unit. It is desirable that the record on the extent of pupils achievement of the various aims involved in the unit be taken, rather than mere marks or grading be given with respect to their progress of

knowledge. These aims with slight modification according to the speciality of each unit, are knowledges or understandings, interests, attitudes, appreciations, habits, skills, abilities, ideals, et cetera. Teachers also should pay due attention to pupils' emotional social, or personal characteristics appearing in the course of developing the unit, without focusing entire attention on the intellectual side of the unit of learning.

Since one unit of learning generally involves many types of learning activities, detailed observation and evaluating of the pupils reaction and activities in the unit will enable the teacher to be acquainted with the pupils personality.

The field of learning in activity in all its phase embraces the whole of the pupil's school life. In this sense, attention should be paid to utilize it as the best opportunity for personal, educational, social and civic guidance rather than the simple instruction on the teaching materials. Various methods of guidance are desirable and possible in the present form of chugakko and kotogakko. And aims of learning to promote the development of the whole child should be set up and materials for recording should be collected by making observations, and evaluating the pupil's development through the selected activities which were directed toward those aims, in every subject, not only those of social studies, but all others such as national language, mathematics, science, music, drawing, constuction, physical exercise, vocational education, foreign language, etc. Also to treat a subject or a unit vaguely as a thing separate from various other subject areas or as a total situation within itself is not desirous from either the standpoint of good teaching, or from that of economical learning by the pupil. For instance, in the case of the subject of national language in teaching for knowledge aims detailed observation should be made on each function of the language such as hearing, speaking, reading, writing, composing etc., rather than the vague grading by A,B,C,D, or F on the subject as a whole. Then the teacher would be able to find out that the pupil, though he is in A class in the general grading, has some difficulties in some of the elements that make up the subject such as he has a tendency to stammer, or is apt to become inarticulate at the end of sentences, or that he seemed not to hear perfectly the spoken language. Also in the record of personal development on the individual pupils it should be noted what speciality in development he showed, or what special dislike or disability he

is confronted with, his ability in participating in the unit of learning. These are far more important than the mere statement that the student is in A class or in B class in comparison with other children. Generally speaking, however the place pupils occupy in the class may be valuable as a point of departure for the better understanding or interpretation of his personal development.

Therefore, guidance should be made, selecting activities according to the needs of pupils. In other words, activities should be selected from the standpoint of needs and interests of individual pupils; on what points more exertions should be made for his further development, or finding the direction of his special interests. All-around guidance can be effected only through the inclusion of such activities. For example, if a teacher has a pupil who is very shy and frequently has difficulty in participating in discussions, he may guide him to conquer his shyness and to speak before other people by letting him take turns in being the chairman of discussion, rather than by forcing him to speak before the class. In this case, this pupil will realize his responsibility of a chairman and try hard to fulfill his duty, and, without too much difficulty, will gradually get accustomed to expressing himself before the others and his shyness will be conquered by and by. As to the pupil with less sense of responsibility, he might be appointed to a committee to work on a certain activity within the unit of learning, so that in the course of working together with his friends, his sense of civic responsibility may unconsciously be nurtured. Teachers can not expect any results only by saying, "You must not be shy", or "You must be responsible."

The status of pupil interests and attitudes should be clarified, and records of their progress made, so that they may be more easily helped to further develop, and led to more mature and new interests. For instance the record revealed that a pupil is interested in constructing and disassembling bicycles. When his study on bicycles reaches a certain level, this pupil should be given other similar opportunities in furthering mechanical aptitude such as repair of alarm clocks which are a more precise mechanism, or inspection of an automobile factory to arouse his interest to automobiles which have a larger mechanism, or suggesting a Course in Auto Mechanics if available, or giving him chances for driving and so on.

Careful observation and recording will show that any pupil has certain defects.

Records of pupil's participation in units of learning must be utilized to further the development of these already clarified interests and characteristics as well as to recitify any disabilities which are clearly shown therein.

PROJECTS:

1. Let teachers in the same or related subject areas plan a form sheet on which to record observations of each pupil's chief strong points, interests, and needs, as they are evidenced by his participation in the next Unit taken up by the class.

2. Let each teacher keep the record all during the Unit.

3. At the end of the Unit let them review the records with the aims of deciding how, they can help the pupils by guiding them into selecting activities in the next Unit which will help them overcome their chief difficulties. Keep records of their progress.

4. Write an article describing your work covering these two Units.

REFERENCES:

1. General Course of Study
2. Chapter 2, of this Handbook
3. The Courses of Study in Various Subject Areas.
4. Handbook on Pupil Selection
5. Appendix A (in this book)

CHAPTER 11

INTERVIEWS - (INDIVIDUAL AND GROUP)

In the context of Guidance Procedures, an Interview is a friendly face-to-face consultation between the teacher and one or a few pupils, the latter called a Group Interview. Generally speaking, there are two types of interviews: the one by appointment, and the casual type. Both types are characterized by warmth, friendliness, understanding, and interest on the part of the teacher. The forceful teacher very frequently holds such brief, informal consultations or conversations with her pupils, and many teachers regard such interviews or personal conferences as much a part of the regular teaching procedures as the class itself.

Interviewing is more than mere conversation or chatting with pupils, in that there is always an aim on the part of the teacher in holding such conversations with the pupils. Some aims may be either: to find out what the interests, attitudes and so on, of the students are as a basis for guidance; or the aim may be actually to furnish guidance to the pupil through his medium; or to assist in evaluating the accomplishment of various aims in Units of Learning; or to make a general appraisal of his personality as a whole in an interview situation; and others.

Bodering very closely to the interview is the chance conversations that the teacher may have with pupils with meeting them without any previous planning. The aim in such a conversation is not especially planned for, as in the real interview. However, the wide-awake teacher always knows so much about each individual student, or desires to know more about his interests, activities, etc, that he will have an opportunity to either gather some pertinent information regarding him, or be able to give a valuable suggestion as a general thing.

For example, in the interview with the aim of finding out what a pupil's interests, attitudes, abilities, etc, are, the teacher might by appointment have an interview with a certain pupil, asking him to go over a list of suggested activities for a given Unit of Learning with him and select all those which he thinks are the most interesting; and also to add others which he thinks might be of special interest. No doubt the teacher would discover many interests and attitudes of the student, as well as some possible abilities that he possesses, and could use these in guiding his further learning on the subject, or in arranging for activities

that would be of interest and value to him.

As an example of an interview with the aim of furnishing guidance of subject learning, the teacher might during a study period for the algebra class plan to interview a pupil casually, or he could by appointment, confer with the pupil about an error he is consistently making, let us say of not changing minus sign to plus sign when he transposes the signed number from one side of the equal mark to the other. We could call his attention to the consistent error, sit with him for a while, while he works several simple problems, with the express purpose of forming the correct habit of response; leave him with some encouraging response and ask him to let him know in a few days if he has made a habit of the correct response.

As an example of the interview with the aim of judging the accomplishment of such an aim as gaining an appreciation of art in the form of classical paintings, the teacher might converse with a pupil who has been on a class excursion to the museum, regarding which exhibits he viewed while there, especially noting whether or not he was interested in talking of the paintings or even whether or not he viewed them at all.

As an example of an interview for the purpose of making a general appraisal of the pupil's personality as a whole in an interviewing situation, the teacher in a shinsei koto-gakko might hold a friendly conference with a pupil who has just graduated from a new chugakko, and who is desirous of entering the kotogakko in which she is a teacher.

The uses of the interview are extremely varied. Each teacher will have literally dozens of aims in holding such interviews with the pupils. Besides the aims of obtaining data regarding the pupil, or of guiding him in some way, the teacher who is seriously self-critical will find it professionally advantageous in that he may find many ways by which to better teaching methods, and ways of guiding pupils.

Good rapport between teacher and pupil should always be kept, mutual confidence established, and the way always paved and kept open for future interviews.

Some Characteristics of a Good Interview

1. There should be an aim in mind by the teacher in every interview with the pupil, whether or not the interview is by appointment or whether it is impromptu. The

teacher always has in mind several things about which he would like to "chat" with the pupil. Perhaps he is concerned with the pupil's outside interests, some phase of his health, his family life, his hobbies, his achievements in school, the type of activities that he is most interested in during study of the various Units of Learning in his classes, and so on ad infinitum. Any information about the pupil will help the teacher know more about him as a whole, and will enable him to make a truer evaluation of the pupils status and progress.

2. The student should always be put at ease during interviews. Perhaps this factor is more important than any other in the making of an interview a success. The pupil must not feel that he is being disciplined, scolded, his affairs pried into, or that he is being "talked down" to. The teacher should be friendly, and talk to him in an interested manner, calling the student by name when first greeting him. The pupil should feel at home, and under no pressure.

3. In asking questions, word them in such a way that they will imply interest on the part of the teacher, and will be answered by a discussion type of answer rather than by a mere "yes" or "no", or any other one word answer. For instance, say "How did you like the way the life of Louis Pasteur was treated during the Pupils' Radio Hour last night?" rather than "Did you listen to the Pupils' Radio Hour last night?" Also, do not ask too many questions at the same interview.

4. Let the pupil have his say. In other words, do not interrupt him, but listen, and gain information as to what kind of pupil he is, what are his interests, and needs. Many teachers make the mistake of supplying the answers they hope to get rather than actually finding out about the pupil.

5. Keep the vocabulary on a level that is understandable to the student. Nothing is gained by saying things the pupil cannot understand. The interview is not carried out with the purpose of the teacher being the show. Any patronage is quickly detected by the student, and he does not respond to it with spontaneity and naturalness.

6. In case the teacher is reasonably sure that the pupil should be interviewed several times, make each interview short but effective. It is much better to let the pupil take his time in "telling his story" than for the teacher to attempt to rush him into telling more than he thinks he would want the teacher to know. This is especially important when the teacher is dealing with a child who has

personal problems that the teacher is desirous of assisting him to solve adequately.

7. Especially in the planned interview which is made by appointment, the teacher should keep control of the interview, and keep to the point in question, unless it is seen that more information is being obtained by the variant. It is very easy for both teacher and pupil to chat at random, and get nowhere so far as pertinent information is concerned.

8. Be concerned with what the pupil may not say, as well as with what he does say. Be concerned with what he may be thinking, with what he may be trying to conceal. Frequently when the student has an emotional problem, he is reticent about it, even though he actually wants to talk about it and get advice from the teacher. The teacher should be especially alert to the fact that under emotional strain people often say things they do not actually mean, and this factor should be taken into due consideration. In such cases follow-up interviews are practically always in order.

9. The teacher should hold in confidence those things which the student would not like to have told. Particularly should the teacher keep to himself any emotional utterances the pupil might make about other teachers, students, or his family. If the statements are not according to fact, the teacher can find out the true particulars, and make plans to change the pupil's attitude concerning the situation.

10. When giving advice, avoid by all means, hazy, vague, general statements that are not understood by the pupil. Be specific and definite. Work out a plan with the pupil in helping him to solve problems in learning, social or personal adjustment, etc. If it is deemed desirable that the pupil be given any reading references relating to his problem, be specific about this, too. If the interview is of the more formal type, be sure to end the interview tactfully and with friendliness, and do not drag out this phase of the interview.

11. Write up the main points of the interview, as soon afterward as possible; the plan of action contemplated to further assist him, and the appraisal made in the light of the aim of the interview. In other words, the teacher should record the pupil's name, the date, the aim of the interview, the general trend it took, appraisal of the pupil in terms of the aim, further plans, and other pertinent information which was picked up during the interview.

Examples of Interviews

1. Casual Type

The teacher's aim is to evaluate how well the students have accomplished a certain aim in the Social Studies Unit on "Rural Life," which aim was "to develop an interest on the part of pupils in the problems of farmers."

There has been a recent radio program on the Pupil's Hour which carried a discussion by several farmers regarding the improvement of the roads the pupils took leading to the village schoolhouse. The teacher knows that the students knew about the program beforehand, and that they had the opportunity of listening to it if they so desired. Therefore, he reasons that IF they are really interested in the problems of farmers, they will listen, generally speaking, to the particular program, which, as has been pointed out, was on the Pupils' Hour.

So during the period of free study in the library, the teacher decides by casual interviews as one method, to appraise the degree of interest the pupils have acquired in the problem. So going over to a group of four girls studying together, and after speaking to them, asks: "Which of the solution discussed by the farmers last night, relating to improving the roads leading to their village school, did you think as the most practical?"

Attention is paid to the reaction of each. After a little discussion on the subject, the teacher leaves them. When there is time, and as soon after this occasion as possible he makes an anecdotal note concerning each pupil recording what has been found out, as to an increased interest in the problems of farmers. For example, in Toshiko Sawada's record, the teacher gives the date, the circumstances of the impromptu interview, the aim of the interview, and probably, let us say, also makes the following note regarding Toshiko's reactions.

"Toshiko replied that she did not listen to the program, inasmuch as she wanted to look over a new movie magazine she had borrowed from a friend, and that she thought the program would be tiresome. Appraisal of Toshiko's accomplishment of the aim of developing an interest in the problems of farmers; she seemingly has not developed such an interest, at least not sufficiently to make an effort to hear about their problems if there is something else to do."

The next question is what to do with this information.

There are several uses. First the teacher can use this information to judge his own teaching by. If for example practically all the class have like Toshiko not listened to the program which is on their own Pupils' Hour, it might be inferred that the Unit was not taught in a way that such an interest could be developed. If on the other hand Toshiko with a very few others only had failed to develop such an interest, the teacher might plan to give them some interesting books on rural life to read; or he might let them plan a few ways of improving the roads, and deciding which would be the most inexpensive; or they might plan a visit to this school taking the bad roads for the purpose of finding out first hand what the conditions of the road were; or they might invite some farm people in to talk to the class on their particular problems; or any number of ways that the teacher might select as the most pertinent for the particular group.

2. Interview by Appointment

The situation in this case is: A certain pupil, Sadao, has shown a good grasp of the problem concerning the effects of rainfall on the various grain crops during the study of a Unit of Grain Crops. But in a short test given for the purpose of the teacher finding out if further teaching on the subject were necessary, Sadao, in his answer to the following question, "Compare the relative effects of an unusually scant rainfall during the planting seasons, upon the outcome of the rice and wheat crops," had given very vague and general statement about rainfall, rice and wheat; without making any comparisons of the difference it makes to wheat on the one hand, and rice on the other, whether or not the rainfall is copious or scant in the planting seasons of the two crops. The teacher is puzzled as to what Sadao really knows or does not know about the problem; inasmuch as his contributions in class are good, but his reaction to the test question is undoubtedly poor. So he decides to interview Sadao concerning the problem.

At the end of class period, for example, the teacher might say, "Sadao, I am very much interested in your answer to the problem in the test we had yesterday. Would you like to come by my desk after school this afternoon and let us talk about it?"

When Sadao comes for the interview, he is cordially greeted; perhaps the teacher makes some friendly remark or so, before the actual problem is attacked. Then the teacher might choose several ways of opening the conversation about his poor answer to the problem. Since the aim in

having the interview is to find out how much Sadao understands about the problem, he most likely will tactfully but directly state that since Sadao seemed in class to fully understand the problems concerned in the test, it was felt that he had misunderstood the meaning of the test question, since his answer was not in keeping with the comparative information asked for. He is then asked to state what he thought the question meant; and by his answer the teacher finds that he did not understand the term "relative", and by missing this cue, he gave an inadequate response. The teacher then explained the term fully; and restated the question to him. Sadao, now with his understanding of what type of information the teacher expected him to organize and present in answer to the factual question, gave a very creditable response. During the interview the teacher also found out that he had an unusual understanding of general weather conditions and that he was anxious to become an aerologist by profession.

In closing such an interview, the teacher might state that he was glad to know that Sadao really had the desired information and that the matter was cleared up. Also that he would be glad to talk with him later about his ambition to become an aerologist, etc.

As soon as feasible after the interview, the teacher makes a record of the main facts of the interview; makes a correction of the previous evaluation she had made as to his reaction to the test question; and makes a note of his extra knowledge and interest in Aerology. Then the teacher makes plan to talk to Sadao again about his ambition; plans ways to utilize his interest in Aerology by letting him give reports in class, assemblies, and/or searching the library for books to recommend for him to read in his chosen field, and so on.

Psychological Principles Involved in Interviews

Many psychological principles are involved and utilized in the adequate handling of the interview technique of obtaining data regarding the pupil and utilizing it in guidance procedures. Some obvious ones in the cases cited are as follows:

1. Individual differences among students exist in the form of understandings, interests, attitudes, etc., and these should be taken into account by the teacher in understanding the pupil, and guiding him in further learning and understanding.

2. The usual pupil is easily approachable by the teacher when he is assured of the interest and friendliness of the teacher.

3. Progress is made most readily when there is a definite aim, and a plan of work made to accomplish the aim.

PROJECTS

1. Let each teacher make a list of pupils that he feels he needs to interview. Also state the problem that will be involved in the interview.

2. Let the teachers in a short meeting compare lists, and combine them when the same pupil is involved more than once. Perhaps the number of suggested interviews can be limited if more than one teacher has the same problems with the same pupils.

3. Let the teachers plan a series of interviews with these pupils; each pupil being interviewed by one teacher, and also plan to discuss their outcome and use at a future faculty meeting.

4. Let each teacher make the recordings of the interviews in the pupils' Cumulative Record; leaving space for a record of the use made of the interview in further guiding the pupil.

5. Let the teachers discuss their techniques with each other, with the aim of improving their own.

6. Read all the references in the Ministry of Education, Educational Psychology textbook that has to do with guiding the individual pupil, and discuss in a faculty meeting how the principles involved are or can be applied in the interviewing of pupils.

REFERENCES:

1. Educational Psychology by Ministry

Part I, Chapter 3, "Teaching as a Fine Art"

Part II, Chapter 1, "The Child in a Democratic Society"

Part III, Chapter 6, "Social and Emotional Development of Children and Youth"

Part III, Chapter 7, "Intellectual Development in Childhood and Adolescence"

Part III, Chapter 8, "The Meaning of Democratic Social Control (with special emphasis on section, "Adolescence")
Part IV, Chapter 1, "The Understanding Teacher and the Guidance of Learning"
Part IV, Chapter 8, "Appraising the Results of Education"

2. Handbook on In-Service Training of Secondary School Teachers
3. Educational Psychology (EM 917) by Gates et al. This book is in various regional libraries throughout Japan.

CHAPTER 12

CHILD STUDIES (CASE STUDIES)

The Origin of Case Study

This device of the case study has been used since olden times, and it is said that we can trace it back to about 4,000 B. C. In those days it was chiefly used as records of employment of young boys. Since then it has been used as the occasion demanded, but it was in the 19th century that it began to be used systematically.

The case study has developed in two phases. One phase was cultivated at Harvard Law School. It was adopted there as a training method for the students to understand the principles of law. The other was used in medicine and has developed since the 19th century as detailed personal records to be referred to in case of making a diagnosis, dispensing medicine or writing a prescription. This procedure is now used in the study of sociology by sociologists, or used as a fundamental procedure by psychologists and psychiatrists. It has come to be used as the study of individual differentiation has developed, and has now become one of the methods for the study of fundamental individual differences. So long as education was limited to collective teaching this procedure was unnecessary, but recently there has been a tendency of conducting education based on individual differences, which has made it necessary to understand individual pupils on the part of the teachers, and thus it has become a very desirable procedure for understanding individual pupils, especially those who have maladjustments, or those who are regarded as pupils of superior ability and should be encouraged accordingly.

The Significance of the Case Study

The term "Case Study" means the close study of an individual in order to assist the individual in question to adapt himself to desirable conditions, and to reach the optimal development of which he is capable. In the Case Study, in order to comprehend the nature of the child, his interests and aptitudes, and in the case of the child with difficulties the cause of the difficulty which confronts him, we collect all the significant materials, systematize them, study them and examine them, and then laying a plan to remove the difficulty, we carry out the plan. To this effect we first seek for any previous case history which might have been prepared (as perfectly and as objectively as possible) about him.

Also the regular School Records including the cumulative record if one has been kept, will be consulted. We try to see into this case history properly, interpret it properly, and plan for the taking of proper action, after the study has been completed.

Collection and Systematization of Materials for Case Study

Let us explain briefly how to collect and systematize the materials for a Case Study.

1. Collect all the important materials the school offers concerning the pupil.
Collect, examine, and interpret these materials on the basis of the pupil's whole personality and in case the pupil is having difficulty in making adjustments to find out the cause of the pupil's difficulty and to seek out the method of overcoming it.
Determine the pupil's social adaptability, aptitude, scholastic achievements, and the status of his personal, social, and civic development.
2. As the school records are thus prepared, it is frequently desirable to interview the pupil; also the teachers in charge of the classes he is taking, the school physician, the parents, etc. and to record their judgments concerning the pupil's achievements, personality, etc. with a view to supplementing the school records.
3. In the school records there may be recorded the results of tests, but these usually are of a general nature. It may be found expedient in many cases to carry out individual measurements also in order to determine any special abilities; or to help in diagnosing difficulties, for example to give a reading (construing) test or a reading aloud test in case the pupil in question is usually poor at reading, or a personal adjustment test in case the pupil seems to have unusual difficulties in adjusting.
4. When as many materials as possible have been collected one should make as adequate an interpretation as possible and record the measures to be taken regarding the case. Any change occurring during the remedial process will be recorded; and based on the record of changes, the plan will be changed accordingly to fit the growing needs of the "case".

An Illustration of Desirable Items of Case Study

There is no established formula regarding the items to be studied in a Case Study. One can select adequate items according to the nature of the pupil and his seeming needs. One must, of course, utilize the school records, but the school records, likely will not offer everything needed. The following is a summary of the items offered by many researchers of Case Study, for the case history of a pupil who has problems - whether they are problems of definite maladjustment, or whether the problem is one of an accelerated child who is not being given sufficient opportunities for his maximum development; or even in the case of making a case study of an ordinarily well-adjusted child.

1. Chief Problems and or Outstanding Achievements of the Child - The reason for studying this particular pupil. If it is a study of a child with difficulties, the difficulties and its chief causes; duration of the difficulty; chief symptoms, etc.
2. Neighborhood - Welfare facilities; housing and living conditions; friendly relations and degree of adaptability of the child to his neighbors, clubs, church; leisure time activities provided in the neighborhood.
3. School history
 - a. Grade promotion
 - b. Type of course chosen
 - c. Change of residence, change to another school
 - d. Attendance condition
 - e. Relationships with the teachers
4. The pupil himself
 - a. Personality - emotional tendencies; his attitude toward his family members, friends, or to his class work; what are his educational abilities and interests; what are his chief recreations; how well does he cooperate with others; what are his best characteristics; what are his poorer characteristics; is he happy; does he think he has personal difficulties; what are his chief likes and dislikes; does he get along with others.
 - b. Health and Physical Condition - index of growth as compared to others of his group condition of nutrition; are there any constitutional abnormality; are any of his sense-organs defective; how does he

compare in skill in sports and games with his class group; what is his attitude toward his health and body.

- c. Intelligence - results of various intelligence tests. Were there any special abilities or disabilities revealed?
- d. Scholastic achievements - standard test, record of test examination. What are special proficiencies and deficiencies; his chief interests; what has been done about these?
- e. Vocational Aptitudes, Ambitions, Successes; different jobs he has had; attitude toward different kinds of work.

5. Interpretation

The guidance worker should integrate the information obtained so that a good, all-around view of the child may be had, and interpret it in terms of the further needs the child has. Definite plans to provide opportunities for him to overcome any difficulties as well as to add to his general development, should be made.

6. Action taken

Plans that were made according to the interpretation should be executed, and the results recorded. If, as they are tried out, the measures do not meet with success, further study should be made until measures more adequate for the child's needs are discovered.

One need not go through each detailed item cited above in every case, nor is it necessary to limit them to the above eight items necessarily. It is desirable that the guidance teacher will supplement them or select them adequately, according to the needs of each individual about whom a case study is made.

Remarks in Connection with Practices in a Case Study

Let us consider a few important remarks for those who will try making a Case Study for the first time.

1. Making a definite plan for the study

- 1. Select such a pupil whose nature and personality will make a good subject of study.
- 2. If possible select a pupil that will need special

care in the class and is likely to cooperate with you in your research.

3. When you study various pupils, pay attention to shy, gentle and timid pupils. The behavior of pupils of such type or the difficulty such pupils experience is less noticeable than in case of ordinary pupils. Therefore they are suitable for a first Case Study. Too, they are often in more need of assistance than those who are making the more obvious attempts to meet their difficulties.
4. Make a plan that will be possible to carry out, i.e., do not to be too ambitious, and then fail to carry it out. If one wishes to make a complete case study including the measures to be taken, it will take probably a year for studying one individual pupil, at first. But if one wishes to make a short study of each pupil in his homeroom he may be able to study the whole class in several weeks time.

II. Collection of materials

Make use of all the records at school first. Second, record accurately the weaknesses as well as the strong points of the pupil discovered in tests and interviews with the pupil; and observations of the pupil. But one must not consider the pupil a bad boy or a bad girl, or widely different from other ordinary pupils when he has learned the weaknesses of the pupil as a result or research. The purpose of the interview with the pupil is to obtain a clue to solving the problems the pupil has. Therefore, if one can induce the pupil to take an interest in solving his problems in a satisfactory manner at the first interview, the succeeding interviews will be all the more effective.

III. Keeping Adequate Records

As stated above in the recording part of the case study there is no definite form, but the following principles should be taken in to consideration:

1. Data should be recorded as directly, objectively and simply as possible. Any personal prejudice should be eliminated in recording it, however personally interested one is in the case. Eliminate subjective statement as much as possible and try to be objective in making judgments. To write objectively does not necessarily mean

to refrain from giving explanation or interpretation to the case, but it means to study the facts carefully, analyze them and to write explanations and interpretations based on the facts.

2. In the record one should give general principles as well as descriptions of the specific cases. When one gives general statements in connection with intelligence, scholastic achievements and personality, it is desirable to cite the specific case materials, in connection with it to make the explanations clearer.
3. One should select suitable subjects of study according to the nature of the problem; and eliminate items not pertinent to the study.

IV. Action to be taken and judgment on the effects of the action.

The person not much experienced in Case Study Technique will be at a loss many times and will hesitate as to taking proper action. This kind of hesitation, however, is much better than hastily deciding upon unwise procedures. The following considerations will help such a person:

1. One must not attempt to take action in solving a problem until he is quite sure that the plan of action is sound. Problems concerning learning desire, simple character or behavior, lack of interest, etc. are very common and perhaps are not very difficult to solve. If one faces such problems as are concerned with learning application which is too much for him to handle, or problems concerning complicated personality, one should only give recommendations as to adequate disposition of such problem, to those more adequately trained to have them.
2. During the process of disposition, one should record each stage of progress carefully. This record should be based on close observation and not on mere memory. It is desirable that this record should be made use of as one means of measurement by which to judge the effects of action taken.
3. When one tests for or measures the scholastic achievements, learning ability, skill, etc. of a pupil, he should carefully compare the test results given both

before and after the measures taken to alleviate the difficulty and make use of them in judging the suitability of the measure. As the prescribed guidance is given, it is necessary to keep an account of the pupil's progress for several months in order to ascertain whether or not the better adjustment is likely to be permanent.

4. The pupil who obtains good results immediately afterward may prove to return to his former poor habits later, unless protracted guidance is given.

Value of Case Study

The results of various experiments show that the case study has the following values:

1. In any school there are a considerable number of pupils who need special care and careful guidance. The Case Study Technique has given many good results for the pupils thus studied, and special assistance given them.
2. Since in a Case Study it is necessary for the teacher to read and understand the school records correctly and to ascertain many facts in connection with the school records and what the pupil actually needs, he will learn much through the use of this technique and will be benefited a great deal.
3. The Case Study may be the basis for the teachers' group discussion (just as in the Case Conference), in connection with the problems a particular pupil offers. Through this discussion the teacher in charge of the class and other teachers of different subject matter areas will come to cooperate. Again the Case Study may be the basis for working out a new educational program for him.
4. The Case Study is of use in individualization of education, and in understanding individual pupils, their aptitudes, scholastic achievements, and the development of personality of the individual pupil.

In this way the records of Case Studies will be of great use in guidance processes at schools on all levels.

Projects:

1. Select a few pupils in the class suitable for a Case Study; discuss the reasons for making the study of each with the other teachers having these pupils in their classes.
2. Make a plan for a case study of a specific pupil.
3. If there are any records of actual case study in the school, discuss them and study the suitability of the method of research used, interpretations, and the adequacy of the measures taken.
4. Let each teacher prove the actual effectiveness of case study by making one, and reporting it later in the year to the group.
5. Let each teacher give instances wherein the content of the school records should be improved.
6. Consider the following principles with respect to individual differences among pupils; discuss an example of each.
 - (1) Pupils desire the approval of their school groups, and feel insecure when they think their group does not approve of them.
 - (2) Pupils do not always distinguish between true approval and admiration on the one hand, and attention paid them on the other; with the result that they often adopt unsatisfactory behavior patterns in an attempt to secure attention from the group to themselves.
 - (3) The adolescent desires a great deal of freedom of restraint from adults; yet he frequently reverts to a great degree of dependence on adult opinion, especially when he feels insecure and doubtful of his abilities.
 - (4) Adolescents frequently adopt extravagant ways of behaving, and often suddenly drop them.
 - (5) Adolescents are interested in improving their ways of getting along with others, and honestly desire to be respected by others, even though they do frequently adopt negative types of behavior in an

attempt to gain attention and eventual admiration of the group.

- (6) The interests of the adolescent are increasingly becoming more broad, and he normally desires to know more about social, political, economic problems of the world.
- (7) The adolescent (and the adult as well), when deprived of a feeling of security in his school and family groups, or of affection from them, or who never feels that he is successfully regarded by his friends very often shows his frustration by many defensive adjustments, or by withdrawing, or by feigning illnesses, and other equally unsatisfactory adjustments.
- (8) Education, to be real education, must stimulate pupils to develop more interests, purposes, and more mature ones as well as more productive ones. Mere memorization of subject matter does not insure such a development of interests.
- (9) Little correlation has been found to exist between knowledge about a topic, and the desirable attitude toward and application of that knowledge.
- (10) Education must do more than merely cater to the present interests and motives of students; it also must stimulate the development of new and more productive real interests and purposes.
- (11) Secure the film, "Ada's Case" and let the group see and discuss it together. List the suggestions that you might use with your own students.

References:

Educational Psychology by Gates et al

- Chapter XVII, "Other Methods of Appraisal"
(pp 613-615)
- " XVIII, "The Adjustment of the Individual"
- " XIX, "Mental Health Hazards of the
School Child"
- " XX, "Guidance of the Individual Child"

CHAPTER 13

BEHAVIOR SUMMARIES

Behavior Summaries should be made periodically, at least at the end of each term. They form an admirable picture of the growth, and the needs of the pupil as a whole; and his status can be seen very readily by consulting this brief, outline form of his Behavior Summary. It is probably needless to add that this is carefully filed in each pupil's Cumulative Record.

The Behavior Summary, as its name implies, is a summary of the behavior characteristics of the pupil; it summarizes his status in terms of his development, as well as his needs. Included in the summary are recommendations for furthering his chief abilities, and also for removing his chief disabilities. The basic aims of a Behavior Summary are to furnish a basis of pupil evaluation for promotion, pupil selection into another school and to obtain a clear understanding of his present status and development as a whole; the point of departure for further guidance in his chief interests and abilities, as well as for any remedial teaching that is deemed advisable.

The Behavior Summary of each pupil should be headed with his name, grade, school, date the summary was made, and the name of the teacher making the summary. In case several teachers have participated in making the summary, the name of each teacher should be included.

For an example, a Behavior Summary might be written up in the following form:

Name of Pupil: Tetsu Sakai
 Grade: 8th
 School: Futsukaichi Chugakko
 Date: 30 March 1948
 Teachers: Tamaya Wada; Tadao Tarashima

Behavior Summary

I. Summary of Chief Characteristics

A. As a whole

1. Personal and Social Development

a. Intellectual: Tetsu's accomplishments in

all subjects, so far as content is concerned, is very satisfactory with the exception of Vocabulary usage. He stands in the top 10% of his class.

- b. Health: His health is generally good; so far as medical examinations are concerned; no general disabilities have been discovered.
- c. Aesthetic: Tetsu shows an unusual appreciation of beauty in many forms. His special interest is in the Drama, and he exhibits good taste in the selection of dramas he reads and attends.
- d. Emotional and Ethical: Is well balanced, and has excellent attitudes, ideals and habits; his greatest difficulty, however, is in cooperating with other pupils. He likes to work alone more than is good for a boy of his age.
- e. Leisure Time: Tetsu makes excellent use of his leisure time in most ways. He reads good books, attends dramas; and draws designs for surface ships as well as making the models. However, it is doubtful that he spends enough time in physical activities, and especially those that include groups of pupils.
- f. Home: Tetsu is reported by his parents to be very helpful, and considerate in the home; he willingly looks after the little ones, sometimes making up stories to entertain them with.
- g. Personality and Personal Interests, etc: Tetsu has a good likeable personality; well balanced except possibly that he lacks proper attitudes and habits of cooperation with others as has been mentioned. He has been encouraged both at school and at home to pursue his special interests and abilities, inasmuch as they have been judged to be very satisfactory. Special activities have been suggested to him and he has been allowed considerable choice of activities that will

develop his interests and special abilities to the capacity befitting his maturational status.

2. Civic Development

- a. Responsibility to the Community: Tetsu shows no antagonisms, yet it is thought that due to his abilities and interests that he might be more positively helpful in his community. He takes part in any assigned work, but is more passively than actively interested. It is being planned by the teachers to encourage him, and plan community activities with him for next year to develop a more active interest in community affairs.
- b. Responsibility to the Nation: Tetsu's sense of responsibility to his country is deep. However, as was indicated in the previous paragraph, he is not completely aware that among his first duties to his country, are those to the community in which he lives.
- c. To the World: The same may be said in this instance as was said regarding the community.

3. Vocational Development

Tetsu is being given opportunities to explore the possibilities of becoming a passenger surface ship designer, draftsman, opportunities in dramatic work. It is also planned to have him consult a Vocational Advisor to interview him on any other possibilities that his interests and capacities might indicate. His present status in this respect is all that should be expected of an 8th grade pupil.

B. Chief Abilities

1. Intellectual capacity high.
2. Ability in Mathematics, ship design, drama, and in writing.

C. Chief Disabilities

1. Lack of the best attitudes and habits of cooperatively working with others.
2. Closely allied to the above is the lack of active interest in the community.
3. Vocabulary: he has a poor speaking, and writing Vocabulary in that he very frequently misuses words. This is regarded as very unusual since he reads widely, can write articles, etc. well.

II. Suggested Follow-Up Procedures

A. To Guide Further Development in Chief Abilities

1. Interest and ability in a ship design and models.
 - a. Teachers locate good references for him to read.
 - b. Encourage him to enter a certain International Contest that judges a model ship, a copy of its design, and a short paper explaining why the model will be a better passenger ship than others already in use.
 - c. Give talks in class and in assemblies on ships -- the talks based on papers on the subject which he has written.
2. Interest and ability in drama.
 - a. Encourage him as a member of a small committee to write and act in a short historical drama as an activity in the Social Science class.

B. To guide Him to Overcome Chief Disabilities

1. In Vocabulary

Since some of the means to further his development in his chief abilities were chosen for the double purpose of serving the one just indicated as well as to give an interesting basis and one which will be meaningful to

Tetsu, we shall use all the papers he will write on ships and the Drama to improve his choice of words. We will go over the papers with him and mark the words he has mis-used. He will copy them indicating how many times he mis-used each. Then he will study this list until he is proficient. He will be encouraged to improve word selection habits in other ways which he might be suggested in interviews with him.

2. In cooperation with others.
 - a. Several of the previously mentioned means of guiding Tetsu will be applicable to guidance along this line as well. They are: writing and acting in dramas with others; entering the model ship contest.
 - b. Tetsu might be encouraged to help in forming an Model Ship Hobby Club of all the girls and boys so interested. He also might be encouraged to assist in forming a Dramatics Club for boys and girls.
 - c. He might be asked to be in charge, under the direction of a teacher, of a group of students in a lower grade, while taking them on an excursion to some factory, etc. of the community, and let him assist in making the necessary explanations. He thus should be helped in developing the spirit of cooperation as well as more interest in the community.
 - d. Since he has such an interest in ships, it might be possible to get him interested in other means of transportation such as the ones a community uses, by making comparative studies of air and tram travel, etc. This should be done with other students by committee work.

The above form of a Behavior Summary is just an example of the form which one might take; there are other forms that will suffice probably equally as well. The chief advantage of this type is that the appraisal takes its departure from the broad, basic aims of education. However, one might just as well outline the status, growth, development, needs of the pupil, and make recommendations for his further guidance

in terms of knowledges, understandings, interests, appreciations, ideals, attitudes, abilities, skills, habits, etc. As long as the summary really makes an appraisal of the pupils in terms of accomplishments of major aims, and gives recommendations for follow-up guidance in terms of the pupils' needs, there is no need to think that it should follow anyone pattern of form. The chief idea is to make readily available a summary "picture" of the status of the pupil, as a basis of furthering his growth and development.

Projects

1. With whatever records that are available, let each teacher make a tentative Behavior Summary of one pupil. Bring this to the next discussion meeting.
2. Let the faculty group analyze each, listing the good points of each, as well as the poorer ones.
3. As a group, plan out a form that seems to be the best for the particular school to use. Perhaps there will be two or three such "best" forms. Let each teacher decide on the one he would rather use.
4. Try out the form chosen and make another Behavior Summary in accordance with this form.
5. Again let the group discuss their success with writing a Behavior Summary, and according to the form chosen.
6. Discuss further benefits of making Behavior Summaries and clear up any points about the subject that anyone feels unsure of.
7. Consider the following principles of Educational Psychology and discuss how a knowledge of them is helpful to the teacher understanding and guiding the pupil.

Principles

1. Autocratic dealing with children tends to make them either too aggressive, or too apathetic, neither extreme being the desirable behavior.
2. Results from democratic educational practices show that pupils dealt with democratically, are much more capable in governing themselves than those dealt with autocratically. Also that they show more effectiveness in self and group government in the special curricular activities.

3. Pupils work harder with a congenial group, and in activities in which they are interested.

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

References

Educational Psychology, Ministry of Education

1. Part II, Chapter 1. "The Child in a Democratic Society".
2. Part III, Chapter 8, "The Meaning of Democratic Control".