I. Brief Look at the Annual Convention, 1991

The 33rd Annual Convention of Japanese Association of Educational Psychology (JAEP) was held at the Joetsu College of Education from September 21 to 23, 1991. The chairman of the Host Organizing Committee was Prof. K. Shibuya of educational psychology at the college. During the convention, four hundred and sixty paper presentations, two special lectures and fifteen symposia were provided. The number of paper presentation in each specific research area is given in Table 1.

Table 1 shows the domination of developmental studies (28.5%) in paper presentation during the convention, followed by social psychology. This clearly indicates the characteristics of the JAEP and its members' research interests. However, it should be noted that while the division of educational psychology in JAEP includes wider areas such as school psychology, counseling and guidance, and clinical and developmental psychology.

Table 2. Special Lectures and Symposia at the 33rd Annual Convention of JAEP

<table>
<thead>
<tr>
<th>Area</th>
<th>number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory and Methodology</td>
<td>8</td>
<td>1.7</td>
</tr>
<tr>
<td>Developmental</td>
<td>131</td>
<td>28.5</td>
</tr>
<tr>
<td>Personality</td>
<td>25</td>
<td>5.4</td>
</tr>
<tr>
<td>Social</td>
<td>105</td>
<td>22.9</td>
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<tr>
<td>Instructional Process</td>
<td>68</td>
<td>14.8</td>
</tr>
<tr>
<td>Learning</td>
<td>35</td>
<td>7.6</td>
</tr>
<tr>
<td>Measurement and Evaluation</td>
<td>25</td>
<td>5.4</td>
</tr>
<tr>
<td>Clinical</td>
<td>24</td>
<td>5.2</td>
</tr>
<tr>
<td>Handicapped and Disorders</td>
<td>39</td>
<td>8.5</td>
</tr>
<tr>
<td>Total</td>
<td>460</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 1 shows the domination of developmental studies (28.5%) in paper presentation during the convention, followed by social psychology. This clearly indicates the characteristics of the JAEP and its members' research interests. However, it should be noted that while the division of educational psychology of American Psychological Association (APA) includes only instructional process and learning, the division of educational psychology in JAEP includes wider areas such as school psychology, counseling and guidance, and clinical and developmental psychology.

Special lectures and symposia are shown in Table 2. It can be seen from Table 2 that the majority of the symposia were directly concerned with realistic social problems the modern Japan has been confronting these days. This might indicate a wide-spread awareness among educational psychologists that practical contributions to realistic problems should be given by bridging an existing gap between psychological theory and practice.

Special Lectures

1. Problems in School Education
   by Tatsuno, I. and Shibutani, K.
   Joetsu College of Education

2. Education and Intrinsic Motivation
   by Deci, E. L.
   University of Rochester

Symposia by the Research Committee of JAEP

1. On the School Psychology (Organizer: Takano, S.)
2. The Future Image of Educational Evaluation (Organizer: Shigematsu, K.)

Symposia by the Host Organizing Committee

1. Approach to Child Psychology (Organizer: Nakazawa, K.)
2. Autism in Adulthood (Organizer: Fujiwara, Y.)
3. Supporter of Teaching Process (Organizer: Tan, Ch.)
TABLE 2 (continued)

<table>
<thead>
<tr>
<th>Symposia by the Voluntarily Organized Psychologists</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Instatement of Educational Psychology (Organizer: Kuroda, M.)</td>
</tr>
<tr>
<td>2. The Ways of Approach from Activity Theory (Organizer: Amano, K.)</td>
</tr>
<tr>
<td>3. Methodological Issues of Moral Development Study (Organizer: Sukemune, S.)</td>
</tr>
<tr>
<td>4. The Past and Future of the “Models for Comprehension” (Organizer: Ichikawa, S.)</td>
</tr>
<tr>
<td>5. Psychological Studies and Psychologist’s Social Responsibility (Organizer: Yokoyama, A.)</td>
</tr>
<tr>
<td>6. Scolding and Being Scolded as Communication (Organizer: Sannomiya, M.)</td>
</tr>
<tr>
<td>7. Understanding Fractions in Children and Instructional Interventions (Organizer: Yoshida, H.)</td>
</tr>
<tr>
<td>10. Situated Cognition (Organizer: Ueno, N.)</td>
</tr>
</tbody>
</table>

II. Educational Psychology and Prevention of Maladjustment

Nowadays many difficult problems exist in Japanese schools. For example, high schools have some hundreds of thousands of dropouts every year, the number being almost equivalent to the population of a middle-size city in Japan. While the number of high school dropouts has been increasing from 111,531 in 1983 to 123,069 in 1989, because of the increase of the high school entrance rate, the dropout rate has been decreasing from 2.4% in 1980 to 2.2% in 1990. The figures are substantially lower than in the USA or other Western countries, and we expect the dropout rate will be decreasing to 1% or at least under 2% during the years to come. It is also an alarming fact that in junior high schools, the school refusals increased from 9,631 (0.19%) in 1978 to 40,080 (0.71%) in 1981.

To remedy such problems, in 1989, the Ministry of Education has established a new committee for preventing school maladjustment. The committee is always active in research and discussion concerning the school maladjustment issues in its four-year program (1989-1992). At the OECD meetings for “Children and Youth at Risk” (Paris, 1989 and Washington, 1990), organized by Center for Educational Research and Innovation (ERI), representatives of Japan explained the above problems facing Japanese youths.

In the same line, the Japanese Association of Educational Psychology has organized a committee to train school psychologists. The committee recommended the Ministry of Education and local Boards of Education to provide official certificate to school psychologists. According to the committee’s recommendation, to obtain the official certificate candidates should complete the master-level of professional training including curricula such as school counseling, educational evaluation, psychological testing, guidance, and educational, developmental and clinical psychology. We hope this new system of school counseling and school psychology would help prevent and remedy the maladjustment in the school and home.

III. Review of Publications in the Japanese Journal of Educational Psychology

Although the Japanese Journal of Educational Psychology includes original articles and brief notes, we review only the content of the original articles, showing in Table 3. Since all research papers reviewed here are published in the 1990 issue of JJEP (Number 38), to avoid unnecessary repetition the parenthesis after an author’s name will only include the paper’s page numbers.

As could be seen in Table 3, articles dealing with developmental and learning psychology have been dominant in the Journal, characterizing the recent interest of Japanese educational psychologists. As already noted, the same trend was observed at the JAPE Annual Convention. This tendency might partly be due to the fact that educational psychology in Japan has been mainly advanced by developmental researchers after the Second World War; their influences might be felt even now.

—200—
TABLE 3 Articles Published in the Japanese Journal of Educational Psychology, Volume 38, 1990.

<table>
<thead>
<tr>
<th>Area</th>
<th>number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Developmental</td>
<td>6</td>
<td>27.3</td>
</tr>
<tr>
<td>2. Personality</td>
<td>2</td>
<td>9.1</td>
</tr>
<tr>
<td>3. Social</td>
<td>3</td>
<td>13.6</td>
</tr>
<tr>
<td>4. Learning and Problem Solving</td>
<td>8</td>
<td>36.4</td>
</tr>
<tr>
<td>5. Measurement and Statistics</td>
<td>2</td>
<td>9.1</td>
</tr>
<tr>
<td>6. Clinical and Counseling</td>
<td>1</td>
<td>4.5</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100.0</td>
</tr>
</tbody>
</table>

1. Developmental Studies

While most of developmental studies dealt with cognitive development with a strong influence from Piaget and Kohlberg, there is one interesting and original research on moral development and its relation to Japan's moral education (Aketa, Furuhata, Kinoshita and Okamoto, 46-55). In the study, developmental changes in 28 moral instructions as described in the Japanese Course of Studies were investigated with elementary school children. Survey 1 (children's self-evaluation) showed grade differences and sex differences. Survey 2 (teacher's evaluation on the pupils) showed sex difference in all 28 matters, while grade differences were not significant but in 5 matters. Four factors (consideration, self-realization, norm of life and concern for society) were found by means of factor analysis in two surveys. It was concluded that morality development of children should further be investigated while utilizing the already found basic data.

The following five articles are concerned with several aspects of cognitive developments and their educational implications. Fukuda's (26-35) study on children's narrative comprehension focused on the role of reader's abilities of operating Point of View (POV), which implied identifying and shifting one's orientation in a hypothetical space. She administered four cognitive tasks to 3rd and 5th graders to measure their abilities of operating their POV. Children's narrative comprehension was also assessed using stories requiring readers a shift in their POV. Comparison between scores in the cognitive tasks and the narrative comprehension task showed that 5th graders with higher scores in the cognitive tasks produced better comprehension scores, but such tendency was not observed in 3rd graders. Fukuda concluded that there would be a developmental shift in utilizing POV-related strategies in comprehending narratives.

Yuzawa (135-144) examined developmental changes in learning complex hierarchical concepts. Using artificial concepts with two hierarchically organized classification rules, 1st, 4th and 6th grade children performed a concept classification task after an intensive learning session. Half of the subjects were given information on the hierarchical relation between different classification levels, while the other half remained uninformed. Results indicated that, when informed about the hierarchical relation, 4th and 6th graders could simultaneously apply two levels of classification rules to a given concept, while 1st graders would fail altogether. On the other hand, among the uninformed subjects, only 6th graders could perform the multiple classification. Yuzawa concluded that both the utilization of hierarchical information and the Piagetian operation of hierarchical relation should be taken into account as an explanation to the development of concept learning.

Fujimura (277-286) studied the development of formulating "intensive quantity" concepts, such as velocity and thickness, seen as being determined by manipulating multiple quantities. Children ranging from 4th to 7th grades performed velocity comparison and thickness comparison tasks and three Piaget-type logical operation tasks. By intensive analyses of strategy patterns, it was found that formation of the intensive quantity concepts begins to develop at the age 11-12 through four stages of development, each of which accompanies characteristic strategies and errors in logical operations.

Nakagaki published two articles in the issue, both of which directly intended to test the credibility of recent findings that ecologically-valid contextual information would facilitate problem-solving performance. In a developmental study, Nakagaki (369-378) examined the effects of introducing a meaningful context into the Piagetian number conservation tasks. 4 year old children performed a standard number conservation task in three modified conditions. Results indicated that (1) the subjects who failed to show the number correspondence compe-
tence, usually assumed to developmentally precedent to number conservation, nevertheless produced conserving responses in the conservation task with a meaningful context; (2) substantial number of subjects produced “conserving” responses in a meaningful context even when non-conserving responses were in fact correct; (3) conserving responses might be induced without meaningful context, when perceptual disturbances caused by the physical transformation was sufficiently reduced. Based on these findings, Nakagaki concluded that “context effects” in conservation tasks would be spurious, and it could be attributed to perceptual level of changes in a task environment. Nakagaki’s second article on adult subjects will be reviewed in the following section.

Ichitani (297-305) examined the development of self-recognition of her son from his birth to 25 months of age, by analyzing diary record, his reaction to strangers, peers, and mirror images. It was observed that the child demonstrated mirror self-recognition and began to understand others’ point of view at 24 months of age. The findings were discussed in relation to similar case studies.

2. Personality Studies

There are two studies on adolescent’s ego identity. Uchida (117-125) aimed at constructing a psychological scale to measure adolescent’s life-feeling. Based on adolescent’s casual descriptions of their concerns in everyday life and more systematic factor-analytic method, it was found that adolescent’s life-feeling was composed of four major factors: Interpersonal relation, self-recognition, realistic goal of life and idealistic goal of life. It was also found that both in male and female university students, their life-feeling was systematically dependent on their ego-identity status. While there are many researches on identity status using psychological scales or interview methods, there are relatively few studies on its relation to the intimacy status. Such fact might partially be due to the differences in the dating concept in Japan and the United States. However, Takahashi (240-250) reported an interesting study in which he investigated how the intimacy status could be applied to ego identity in Japanese youth. The study first aimed at applying a modified version of Orlofsky’s intimacy status measure to the Japanese college students, and secondarily to examine sex differences in the relationship of identity to intimate status. The translated version of Orlofsky’s interview was administered to female university students. It was found that out of 60 female students, 16 were classified as having Intimate status, 16 having Merger status, 21 having Preintimate status, 4 having Pseudointimate status, 3 having Stereotyped status, and none having Isolate status. In the second study, this modified interview and Marcia’s Ego Identity Status Interview were administered to 32 male and 32 female university students, which showed significant sex differences in the distribution of intimacy status. As Orlofsky’s study on male students showed, there was a significant relationship between intimacy and identity status in males and females. These results were discussed in relation to Erikson’s Inner Space Theory.

3. Social Studies

Interpersonal cognition study has been a dominant theme in recent social psychology in Japan. For example, the study on the social role and its relation to verbal expression was reported by Ishikawa and Muto (9-16). College female students were asked through a questionnaire to write down verbal expressions of requests they would use in several situations. The responses were classified into five expressions (direct request, commitment, speaker’s condition, speaker’s goal and hearer’s condition), and three social roles (clerk-customer, specialist-client and situation in which hearer’s willingness would be needed). Two experiments showed that there was a systematic relationship between the five expressions of request and the three social roles. That is, the clerk-customer role, the specialist-client role and the situation in which hearer’s willingness was needed evoked the expressions of direct request, speaker’s condition, and commitment and speaker’s goal, respectively.

Muroyama and Horino’s (269-276) article also was on interpersonal cognition. This study examined the cognition of a task and the change in cognition of the opponent formed in a competitive situation during a game. Female university students were asked to join a game in three conditions (trying, winning and losing the game). After the game was finished, the
subjects were required to evaluate the task and the
opponents. It was observed that: (1) in the trying
condition, task cognition and person cognition were
formed more favorably than in the other two condi-
tions: (2) even in the winning and losing conditions, the
negative cognition to the opponent was not seen; and
(3) winning and losing the game with a larger differ-
ence in score did not produce the cognition of unfavor-
ableness for the opponent. Implications of these
results to the role of competition in educational set-
tings was discussed.

Ueno's study (251-259) investigated the effects of the
communicator attractiveness and threats to the free-
dom of resistance to persuasion. Attractiveness was
defined in terms of personality, attitudes, and other
non-physical features. In the experiment, the teacher
attractiveness, the degree of threat and subjects' age
(4th, 6th and 8th grades) were manipulated in a factori-
al design. Results demonstrated that attractive
teachers induced positive responses to persuasion,
while unattractive teachers induced resistance to per-
suasion. Furthermore, it was indicated that the 8th
graders showed greater resistance to persuasion than the
4th graders, and the 8th graders in an unattractive,
high threat condition displayed the greatest resistance
to persuasion. Implications of these results to the
development of social cognition were discussed.

There are three articles that examined children's
learning activities. Sato and Saito (287-296) intended
to find effective strategies for children in acquiring
concepts of different animal categories, such as carn-
ivorous and herbivorous, through a constructive
method. 5-year-old children were required to per-
form carnivorous/herbivorous categorization tasks, in
which they were encouraged to construct a categor-
ization rule by examining physical features and func-
tions of animal feet (i.e., bushy and tough foot indexed
carnivorous and herbivorous, respectively). The
results of two experiments suggested that in order for
children to understand the categorical rule and its
denotative and connotative applications, it would be
critical to provide them with a verbal explanation of
the rule and a practice to apply the rule to different
examples. Educational implications of the results
were also discussed.

Yoshikawa (231-239) investigated how the improve-
ment of task comprehension affected young children's
motor activity.. In two experiments, 3-year-old chil-
dren were asked to cut particular figures on a piece of
paper with scissors. Results showed that children's
motor performance was drastically improved when
the instruction was gradually elaborated with each
successive trial, while the improvement was minimal
when the instruction was kept constant across trials.
It was suggested that clear presentation of task goal
and elaboration of performer's conscious self-
regulation would be critical to improve the motor
activities of young children.
Ohba (260-268) examined the role of searching behaviour in constructional activity in young children. Three experiments were conducted in which infant (3-6 years old) and adult subjects constructed a human face by arranging 8 parts under a blindfold setting. It was observed that active and systematic searching behaviour during the trial advanced the quality of construction activity. It was also found that introducing a verbal instruction that facilitated the systematic searching behaviour produced better results in construction. Based on these findings, Ohba suggested that the systematic searching behaviour in construction activity would be best acquired through connecting inner image of the activity outcome with the regulation of explicit searching plans.

The remaining three articles are concerned with more general problem-solving processes of adults. Nakagaki (106-116) examined the concept of Pragmatic Reasoning Schema (PRS), which has been proposed to explain the effects of meaningful context to facilitate problem-solving performances. High-school students were asked to perform thematic four-card problems in two experiments. Intensive analyses of subjects' response patterns indicated that credibility of PRS concept was highly questionable. Nakagaki concluded that the facilitation of performance by introducing meaning contexts in previous studies could be explained by changes in the task environment per se.

Konno (126-134) compared the problem-solving process of experts and non-experts using questions about specific physical events which seemed contradicting to daily experiences (e.g., "Why some fireworks could burn in the water?"). Through three experiments, it was observed that non-experts could successfully infer the causality of the unusual events in question by modifying their experiences of similar but more usual events in their ordinary lives.

Kobayashi (379-388) investigated how the difference in expression of person (1st vs. 3rd persons) would affect the story production performance. University students were presented with pre-arranged story openings that were written in the 1st or 3rd person; they were then asked to freely continue the story that would follow the opening. It was observed that the stories following the 1st-person openings contained greater number of phrases, less comments on person's movement and action, more comments on person's mental states, than the stories following the 3rd-person openings. Kobayashi concluded that differences in the person had systematic effects in story production and interpretation. Some practical implications of the results for literature teaching were also suggested.

5. Measurement and Statistics
Two articles examined limitation of the Item Response Theory and proposed interesting alternatives. Shiina (1-8) proposed the Set Theoretic Latent Trait Model, which is a modification of the standard Latent Class model and the Item Response Theory. The model assumed that subjects and items were represented by sets of discrete abilities, partially ordered with respect to their inclusion relations. In the model, the probability of correct responses was defined on the partially ordered structure as a set function of subjects and items. He performed three simulation studies determining necessary parameters and set structure, and concluded that the model would be useful in performing complex path analyses in developmental and learning studies.

Sun and Shiba (360-368) pointed out that the Item Response Theory (IRT) would have a serious limitation when individuals produce atypical response patterns. They suggested that Torgerson's Generalized IRT (GIRT), in which both an item and a subject were represented by frequency distributions of points on a psychometric continuum, would compensate this limitation. To show how the IRT and GIRT models would handle atypial responses, Japanese vocabulary test was administered to native and non-native Japanese speakers. As expected, atypical response characteristics of non-native speakers were better-described in the GIRT than in the IRT.

6. Clinical and Counseling Studies
There are relatively few articles on clinical and counseling psychology in the Journal, because these areas of research are usually published on other journals, such as the Japanese Journal of Counseling Science or the Journal of Japanese Clinical Psychology. Only one article in the issue on counseling...
psychology is a study on career counseling by Adachi (349-359). He developed a checklist of counselor's remark-patterns that was assumed to facilitate client's self-actualization in career counseling. Its effectiveness was tested in a role-playing setting. High school teachers and university students were asked to participate in two experiments in which subjects played a counselor's or client's role in career counseling. The results showed that the use of the remark-patterns in the role-play facilitated client's metacognitions regarding the self-actualization and the insight of realistic problems. He concluded that the items of the remark-patterns would be effective in systematically structuring career counseling.

IV. Concluding Comments

Because the majority of articles in the Journal are written by young researchers such as graduate students or research assistants, it is no surprise that most of them are under strong influence of established theories. Nevertheless, we found that some papers intended to give some practical contributions to the problems of Japanese education, and succeeded in providing new and useful research models. We believe that these articles will greatly contribute to a faster progress in educational psychology in Japan. They will help in advancing our understanding on the shadows (e.g., school refusal and "teasing") and the lights (e.g., excellent academic achievement) of the modern Japanese education.

References


Sato, K. and Saito, Y. 1990 Study on the Formation of "Animal" "concept" in Children by the Construc-


