

Opinions and Suggestions Regarding Various Subjects on the Educational Guidance in the Second Constitutional Era

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ABSTRACT

Although it is possible to see the marks of psychological counseling and guidance in the psychology books for preservice teachers and curriculums that were prepared between the years of 1920-1950, the development of psychological counseling and guidance began in Turkish National Education System after years of 1950. On the other hand, with the use of survey models the analysis of periodicals belonging to second constitutional era reveals that the subjects are similar to today's modern psychological counseling and guidance services. In order to prove that the foundations of Turkish psychological counseling and guidance were laid in Second Constitutional era, the following articles were analyzed in this study: "Çocuklarda Kuvve-i Hafızanın Teyidine Dair" by Ali Nusret bey, "Dikkat 1", "Dikkat 2", "İlk Gençlik Psikolojisi 1", "İlk Gençlik Psikolojisi 2", "İlk Gençlik Psikolojisi 3", "İlk Gençlik Psikolojisi 4" by İbrahim Alaeddin, "Terbiye-i Etfalde Ceza-i Cismani Hakkında Mütalaalar" by Cevat Bey, "Ruhi Terbiye, Mekteplerde Disiplinsizlik" by Seracettin Bey, "Yalancılık ve Çocuklar", "Yalancılık ve Çocuklar 2" by İbrahim Alaeddin, "Dayak", "Korkaklık" by Selim Sırrı. It is expected that the survey analyzed articles significantly contribute to today's teachers and parents especially in terms of educational guidance.

Keywords: Attention- Intelligence, Characteristics of Adolescence Period, Discipline, Fear, Lie, Beating

INTRODUCTION

Changes and development in the 20th century prompted studies on the subject of understanding human beings. These studies became intense especially in the field of psychology and reflected on the education and training environment.

In the II. Constitutional period, trainers of our country published their opinions and suggestions especially for understanding students by the trainers and in terms of how to treat students. It is seen that these opinions and suggestions, after analysing, are suitable for our modern-day, contemporary education understanding. Especially personal characteristics such as educational guidance, attention and intelligence in individual recognition, pubescence characteristics according to individual differences are mentioned. Learning negative manner and behaviour such as discipline, fear, lie, corporal punishment applied in education and training environments in that period, has effected personal characteristics negatively in adaptation to social environment and self-realisation of the individual (Karagoz,2016, p: 273).

Opinions and suggestions have been brought forward with the intend of self-realisation of the individual and to feel as a valuable human being to resolve problems occurring in traditional education and training environments. For this purpose, these propounding opinions and suggestions in this study have been transferred.

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Attention- Intelligence: In the guidance curriculum that is applied in line with modern developmental guidance concept by the psychological counselors and guides and other teachers at schools, it is clearly seen that subjects such as eliminating attention deficit, gathering attention and improving attention are frequently mentioned as efficient study methods. The same subjects were handled meticulously in the second constitutional era. On these subjects, Ali Nusret (1910) and İbrahim Alaettin (1917) put forward their opinions in accordance with the 21st century education concept. In a conference for students and teachers of Darülmüallimin (Teacher Training Schools for Boys- established in 1848), Ali Nusret mentioned about characteristics of children with poor working memory and several methods for improving their memory and enhancing their attention. In addition, he gave the following suggestions in accordance with modern teaching methods and principles (Ali Nusret, 1910, p: 134).

1- Actually question and answer method must be the preferred one in education. It is needed to make children think by desiring and stir their attention.

2- Attention is the first condition of improving and empowering memory.

In order to improve attention;

1- Visually appealing pictures, tables and lists must be used.

2- Poetical stories, myths, their rhymes and rhythms improve attention.

3- A subject or a literary work that will be memorized must be simplified by taking apart into smaller units.

4- The teacher must raise his/her voice.

5- The most difficult subjects must be pointed during the lesson and they must be revised over and over again.

6- Daily subjects must be revised periodically.

7- Lists and indexes must be prepared for the complicated subjects and the subjects must be organized from easy to difficult.

İbrahim Alaettin expressed his thoughts about the relationship between "Attention and Education", teaching attention and education through attention (İbrahim Alaettin, 1917, p: 535).

Attention education starts from pre-school or even cradle. When we make the children get in touch with the objects and the objects are sensed with their sense organs, it means that we train their attention. As for teaching through attention, educators and teachers must constantly pay regard to primarily children's age and the level of development. If a teacher wants to attract students' attention on an activity or a subject, s/he will choose it in accordance with the students' interests.

According to İbrahim Alaettin, the ways of enhancing attention are as the following (İbrahim Alaettin, 1917, p: 539):

1- A teacher must always use objects. In the case that the objects are not available in nature, the teacher must use shapes and pictures. In addition, the teacher must let students to touch the objects and teach the subjects in a realistic way (Concrete expression, Show and do method).

2- Unappealing and irrelevant subjects must be turned into appealing and relevant ones.

3- Teachers must equip students with anecdotes, new examples and information about their immediate surroundings and lives.

4- Air of the classroom must be fresh and the classroom tranquility must be achieved. Desks and other classroom objects mustn't attract attention.

The opinions and suggestions of Ali Nusret and İbrahim Alaettin are seen compatible with modern pedagogical concept.

Considering the psychological development, it is known that puberty is the period where attention among individuals, differences in gathering attention and attention span is the highest. Besides, it is seen that this period affects situations such as education and success, self-knowledge and adaptation.

Adolescence Period

In an article series on "Adolescence psychology", İbrahim Alaeddin (1919) emphasized on the characteristics of Adolescence period and he gave suggestions to teachers and families about development and learning psychology and his suggestions are still applicable in modern World.

İbrahim Alaeddin emphasized on classifications made by J.J.Rousseau, Stanley Hall, Godin and Clapade about the Adolescence Period. Moreover, he analyzed the characteristics of boys and girls and their age differences in terms of the adolescence period and adolescence psychology. As for characteristics of this period, he gave some suggestions to the families about psychological and physiological changes of adolescence and by this way he contributed to the modern developmental psychology (İbrahim Alaettin, 1919a, p: 84).

On the issues related to gender and ways of teaching, İbrahim Alaeddin stated that adolescences' behaviours must be monitored carefully and he also emphasized that in order to make children pass the adolescence period that is so depressing and dangerous as healthily as possible, finding solutions is both a humanistic and a national task (İbrahim Alaettin, 1919, p: 89). Asking "What kind of precautions can be taken on this issue?", he gave various examples from the studies that were conducted on the same subject in other countries.

Related to modern guidance concept, He mentioned about the method that was applied in Germany and included information on Adolescence period for the families (1919a, p: 91). His statements are as follows:

On gender education, the first practices started in Germany. On the letters to families, it is emphasized that children who pass from childhood to adolescence must be informed about gender issue and its relation to the social life.

1- It is suggested that boys and girls should live together and they should be educated together.

2- Doing sports is not only beneficial for mental and physical health but also for moral development. Therefore; doing sports is recommended for adolescents.

İbrahim Alaeddin explained man-woman relationships within the frame of teaching manners and he analyzed our current situation. He stated that boys and girls can be educated together at Darülfünun

and Numune-i İptidai (primary school). As for friendship in adolescence and advantages-disadvantages of this friendship, he stated that friendship in childhood starts and finishes accidentally but friendship in adolescence starts at the age of 14-18 and this friendship has continued for a long time even for a lifelong period. (İbrahim Aleattin, 1919b, p: 94).

On the other hand, İbrahim Aleaddin emphasized on how teachers and parents should behave to adolescences in line with the modern guidance concept. In addition, he analyzed the ways of teaching speciality in analysis, tendency toward beauty and arts, interest toward reading and thinking and he also investigated treatment methods for committing suicide and feeling inferiority complex. On the other hand, he mentioned about the adolescents' tendencies toward beauty, fine arts, personal beauty, arts, sculpturing, poetry, literature etc. İbrahim Aleaddin put forward his ideas about the aims of Academic Self-Concept Scale that is currently applied in the last grades of secondary school and he drew attention to the significance of orientation and guidance practices in this period (İbrahim Alaettin, 1919c, p: 136).

Discipline, Punishment, Fear, Lie

In today's educational institutions in terms of school management the most important matter for teachers and students and psychological counseling and guidance teachers' field of work school discipline.

Punishment, fear and lies told as a result of the fear. On the negative effects of punishments on children's personality, Cevat Bey gave various suggestions on his article named as "Terbiye-i Etfalde Ceza-i Cismani Hakkında Mütalalar" in accordance with today's modern pedagogical guidance concept. Children rage against the teacher whom they bear enmity towards as much as the numbers of the punishment they receive. They dreadfully listen to the teacher and they can't get any benefit from the lesson. Cevat Bey gave some warnings to parents and teachers related to the matters above (Cevat Bey, 1326, p: 166).

According to me, fear makes children lazy and it also leads to disobedience. However; a child who obeys the rules as result of the fear tries to find a way to run away from the control of father or teacher. When s/he becomes free, s/he abuses his/her future for the reason that s/he hasn't been satisfied with the freedom in his/her life up to now. Beating prompts children to rebellion. A child regards the person who unmercifully beats his/her everyday as an enemy or a decapitator. Just seeing the wand is enough for confusing the child's mind and it makes his/her furious. As a result of the fear, the child listens to the teacher but it doesn't work.(Cevat Bey, 1326, p: 168).

On the other hand, Seracettin Bey, on his article named as " Mekteplerde Disiplinsizlik (Ruhî Terbiye Dersleri)", stated that fear and punishment have negative effects on providing discipline and organization at schools. In addition, he added that discipline is the soul of a school and he mentioned about the difference between the discipline in the army and the discipline at schools as the following (Seracettin Bey, 1919, p: 14):

"Education can not be achieved at a disorganized school. Discipline is the way of achieving organization. Discipline at schools shows the value of teaching. Discipline should not be based on fear but on compassion. Students should regard their teachers as a friend, a father. Education can not be achieved through threats and punishment but through conversation and sincerity."

In accordance with today's guidance concept, classroom management and teaching principles and techniques, Seracettin Bey gave the following suggestions (Seracettin Bey, 1919, p: 22).

- 1- Everything relating to beating and fear provides a temporary and inconstant discipline.
- 2- Discipline must be consciously provided. Respect and conversation must exist between teachers and students. If a teacher loves sincerely his/her students, then the students feel comfortable with his/her conversation.
- 3- Classroom organization exists automatically in the lesson of a beloved teacher. It should be known better that beloved teachers are the ones who need the least discipline tools.
- 4- Beating makes children two-faced, traitor and cruel.

Moreover, Seracettin Bey clarifies the issues on fear, beating, punishment and rewards.

Fear and Beating

In the past, fear of punishment and beating were regarded as the most significant tools of discipline. Since 17th century, beating had been accepted as a symbol of authority. The statement "Father's first slap is the first step of pedagogy." became popular. At the end of the 18th Century, beating was removed from secondary schools. French revolution removed the beating from the school's regulations (Seracettin Bey, 1919, p: 28).

Punishment

If numbers of the punishment are high at a school, it shows lack of discipline among teachers. Before punishing a student, teachers should call students to be docile. During a punishment, a teacher should be neither too serious nor too calm. Especially punishments should be compatible to the faults. Punishing an adolescents with a severe punishment for his/her minor fault may sometimes lead him/her to be unhappy throughout his/her life. At primary schools, A student may be the most evil, shameless or ill-mannered person but even such a situation, a teacher should be aware of beating him/her, pulling his/her ears, insulting him/her, leaving him/her hungry. Unfortunately, this kind of behaviours have still encountered at schools (Seracettin Bey, 1919, p: 29).

Reward

Reward is not a purpose but a tool. The rewards that will be given to the children must be equal to their efforts and never abuse them. A reward is reminder of any good work. Organization is a must in education and what provides school organization is discipline. A teacher should love his/her students and s/he should make himself/herself loved by the students. A teacher should reward his/ her students if necessary. As the beating means weakness, s/he should be aware of punishing the students unless s/he has to. Threatening is easier than rewarding. Revenge is easier than mercy. Being furious is easier than being sweet tempered. To sum, hurting is easier than healing (Seracettin Bey, 1919, p: 30).

In an article named "Yalancılık ve Çocuklar", İbrahim Aleaddin (1333-1917) mentioned about children's reasons for telling lies and attitudes and behaviours that parents and teachers should show in such a situation. In addition, He stated that in teaching morals, the biggest problem is telling lies. This problem must be identified well and the needed precautions must be taken. The problem of telling lies must be

analyzed scientifically. Otherwise it is a vainly endeavour of parents or teachers saying “Do not tell lies”. He divided children’s reasons for telling lies into two types (İbrahim Aleattin, 1917a, p: 384):

- The effects of social environment
- Personality characteristics of a child.

İbrahim Aleaddin gave examples from the articles written on telling lies in foreign countries. He inspired from a research done in England and Paris. As a result, he conducted a survey study in Turkey. The participants of the study include 30 male and female teachers. Giving examples from the results of the study, he stated the spectacular reasons as follows:

- 1- Not telling the truth about an undone homework because of the fear.
- 2- Telling imaginary lies about school attendance
- 3- Regarding himself/herself as a different person.
- 4- Introducing himself/herself as a different person
- 5- Telling lies about his/her wounds not to be ashamed of getting beaten.
- 6- Forced beating and flaunting herself/himself in front of his/her friends.
- 7- Telling lies with the aim of having fun.
- 8- Not to be feeling humiliated in front of his/her friends.
- 9- Kindness, the effect of parents.

İbrahim Aleattin stated that 136 reasons for telling lies were found out in a survey conducted by Duprat (İbrahim Aleattin, 1917, p: 388). Fear and denial 75, arrogance and pride 6, self esteem 5, characterless 2, regarding himself/herself flawless 12, Utilitarianism 6, Irrationality 6, Intellectual inclination 14, Physical and social inclination 4, Revenge hate immorality 5.

İbrahim Aleattin put forward the reasons for telling lies and the precautions against them as the following (İbrahim Aleattin, 1917c, p: 414):

1. Fear is the primary reason for being a liar.
2. The most frequent reasons of children’s lying are relating to personal characteristics such as arrogance, pride and self esteem.
3. Pride and arrogance lead especially children to deny.
4. If a child makes people believe to his/her lies in his/her first attempt, then s/he’ll go on telling more lies and this is the worst thing to happen.
5. Telling lies is a frequently encountered type of behaviour for abnormal and mentally retarded children.
6. Children with hysteric behaviours tell lies in line with their personalities.
7. The rate of telling lies shows that girls tell more lies than boys with a minor difference.

8. The following precautions are needed to be taken: not making a promise that can not be kept, not giving negative examples, being aware of punishing them when they say the truth about their fault.

On the issues of hitting and punishment, Selim Sirri Tarcan (1919a) emphasized on the claims of the people who support hitting a child, hitting at military schools, training animals by beating them and foreign countries' punishment systems. According to Selim Sirri, hitting a child with the aim of teaching always has negative effects on children. When a child is hit, his/her behaviours get worsen and s/he becomes a lazy, liar, coward and trickster person. Moreover, Selim Sirri stated that schools are the places in which the hitting is mostly seen. He specified the types of hitting that he witnessed as follows: pulling ears, hitting hands, slapping in the face, foot whipping. In addition, Selim Sirri stated that students were whipped at the schools of Germany and even England. He witnessed that they also hid behind hitting. On the other hand, hitting has not been allowed at the schools of Sweden, Norway, Denmark and Belgium for a century. Selim Sirri gave the following example from his own life experiences (Selim Sirri, 1919a, p: 67):

At barracks, hitting is restricted by the laws. None of the officers can hit the individuals no matter what his military rank is. Nevertheless captains, petty officers and even corporals go on hitting individuals unnameably. At military schools, discipline officers always have a wand on their hands. I do not need to consult anyone's testimony related to this issue. I was beaten for many times. However, I have compassion rather than hate for the poor people who hit me to discipline. The reason is that i regard them as ill-mannered and brutal people who lack of mercy.

"In order to remove hitting at the barracks, firstly it is needed to end this cruel and unconscious kind of disciplining. At military schools, the most famous kind of it is public beating. This is a kind of disciplining that none of the pedagogical experts can understand. A few hundreds of students are lined up in the school yard. The corporal brings the wand. The convict is revealed like a murderer by two guards and s/he is lyed facedown at the center of the carpet. Two strong soldiers hold his/her arms and feet. Discipline officers stand facing each other. With the word of the principal, trumpets are started to be played and at the same time wands are being broken into pieces on the students."

Selim Sirri stated that public beating did not have a place in education and he told a story that he witnessed during his travel to Russia as follows (Selim Sirri, 1919a, p69).

In Petersburg, I saw a horse and its tamer in a horse circus in the evening. The horse showed its talent with the word of its tamer. Then it reared up and wrote with its right hoof on the board. I said the tamer that "who knows how many troubles you may have already passed through and how many times you may hit the horse in order to discipline it". The young Russian man shook his head and he said that "can you believe that i haven't even hit for one time. I taught these skills by giving sugar. In order to make it write these numbers, i have inculcated it with love and sugar for 5 or 6 years".

According to Selim Sirri, in such an era when animals are disciplined with sugar it is a meaningless custom to discipline people by hitting. If the aim of disciplining is to strenghten people, it must be well known that hitting is a humiliating behaviour. On an article about "Cowardice" by Selim Sirri (1919b), he stated that cowardice badly affects not only children's health but also their mental development. According to Selim Sirri, parents can remove the feeling of cowardice through education. Health has a

close relationship with fear. In order to remove the feeling of fear, the first solution is to eat healthily and keep organs healthy. The primary reason for fear results from scary stories. This kind of stories have no value in education (Selim Sirri, 1919b, p: 253).

J.J. Rousseau organized various plays for children by closing their eyes. He tried to overcome fear by this way. The children who are afraid of school attract more attention. If one carefully watches children's games at a break time, s/he will immediately notice the coward ones. Apart from the ones who run, jump and get after each other, the students who do not attend any games, beware of anything and calmly sit in the corner are the above mentioned ones. Generally they look pale and their eyes are sunken. They are unhealthy. These poor students suffer the consequences of their cowardliness when they get older. They can not be successful. They can not attempt anything on their own because fear has left them unskilled.

In that case, we should try to remove the feeling of fear from our children's minds. We should primarily care for their health. We should strengthen them mentally and psychologically. If it is needed, we should take our child into the shower. We should rub them with spirit. We should make them do gymnastics that have a good effect on psychology. Moreover, we should especially encourage them to play ball games and jumps. We should increase their courage. Sometimes it is noted that one who drinks alcohol shows daring and courage in the most dangerous situations. However, the courage of a drunk person is not a conscious behavior but a madly one. When the effects of alcohol wear off, s/he changes back into himself/herself. However, nerves that awake thanks to gymnastics show a conscious resistance in case of danger (Selim Sirri, 1919b, p:254).

English people let children fight when they are very young. As they regard life as an eternal struggle, they aim at preparing their children to this struggle when they are very young. The ones who are aware of struggling and any danger can not be successful in any condition. According to Italian Mosso, courage is composed of three factors: nature, manner, mind-reasoning. It is important to separate deliberateness from fear and meaningless daring from courage (Selim Sirri, 1919b, p: 255).

CONCLUSION

When the content of periodicals belonging to Second constitutional era is analyzed, it is noticed that the mentioned subjects are related to today's modern psychological counseling and guidance services. It is concluded that if the subjects are analyzed in terms of educational guidance, they will make important contributions to today's teachers and families on understanding students and children.

It is noticed that precautions and suggestions for teachers on the subjects such as gathering attention and attention deficit that are included in today's psychological counseling and guidance concept have been mentioned for nearly a century. Moreover, concerning to developmental guidance, it is pointed out that negative attitudes and behaviours such as fear, lie and violence make students have the feelings such as hostility, grudge and hatred in their future life.

On the other hand, the characteristics of the era that the analyzed articles belong are separately analyzed and it is seen that the subjects of the old psychology books are now subjects of today's psychological and guidance concept.

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