

JAPANESE STUDIES: A FRAMEWORK FOR CURRICULUM DEVELOPMENT

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Abstract

This study was undertaken to provide direction for improving Japanese studies in the high schools of British Columbia. The investigation began with a series of interviews with 18 individuals representing business, politics, or academia. All of these subjects had had contact with Japan ranging from short-term visits to life-long career associations. The objective of the interviews was to ascertain and compare subjects' opinions on possible topics to include in a high school social studies course on Japan. The gathering of data on the relative importance of six possible Japanese studies topics concluded the interview. The six topics supported by the interviewed subjects for inclusion in a British Columbia high school social studies course on Japan were: culture, history, geography, economy, language, and Japanese-Canadian relations. As well, a number of other topics were suggested (eg. Chinese influence, Asian studies, internationalization) as important to an understanding of Japan. These suggestions were grouped together under a seventh heading, Other.

Rank-order data on the six specific curriculum topics showed high correlation between the opinions of the three groups. A general theme emerged from the interviews and rank-order data indicating that materials on Japanese culture, history, geography, economy, Japanese-Canadian relations, and the Japanese language should not be taught in isolation but rather as a series of interrelated topics contributing to an understanding of contemporary Japanese life-style and perspective.

The subjects' opinions formed the basis for the evaluation and

discussion of the present high school social studies curricula in British Columbia as it relates to Japan. Specifically, British Columbia social studies curriculum guides for Grades 8 through 12 were analysed to determine the extent of actual and possible Japanese content in the high school social studies courses of British Columbia. Further, all basic social studies high school textbooks, and accompanying teacher's guides, as well as recommended supplemental texts for Grades 8 and 9, were evaluated to discern the degree and quality of Japanese content in these books and the extent to which they adhered to the recommendations of the interviewed subjects. A modified annotative system of textbook analysis was developed which consisted of extensive annotative comments on the extent and quality of Japanese content in each book, a designation of the text into one of six categories based upon the number and degree of identified topics evident in each text (Not Applicable, Unacceptable, Adaptable, Minimally Acceptable, Recommended, Highly Recommended), and a checklist reference chart indicating which of the topics identified by the subjects were covered in the text.

The analysis and evaluation indicated that there is no consistent pattern of study of Japan in British Columbia. The topics listed as integral to a study of Japan by the interviewed subjects were all covered to varying degrees in the high school years but the coverage is often cursory and lacking the element of interrelationship. It is concluded that students graduating from Grade 12 in British Columbia schools will not have a thorough understanding of Japan and consequently they will not have a knowledge base to utilize in fostering greater contact between Canada and Japan.

To improve Japanese studies in high schools of British Columbia a

number of recommendations are made based upon the findings of this study. Three levels of recommendations are detailed: those utilizing existing resources, those requiring some commitment of time and funding, and those requiring substantial input of time and funding. Finally, recommendations to assist teacher instruction about Japan and a number of supplemental suggestions are offered.

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Dedication

There is no doubt that this study has been a cooperative family effort in the true sense of those words. I dedicate it with gratitude to Judy, Michael, Mark and Catherine.

Introduction

Economic, social and political indicators reveal the importance of the Pacific Rim, and Japan in particular, to the next generation of Canadians. For example, by 1982, Canada's focus of international trade had shifted dramatically. Freeman (1985) notes that this was the first year that the value of Canada's trade with Asia exceeded that with traditional trading partners in Europe. This dramatic shift in trading patterns was especially evident in British Columbia as indicated by the report of the Royal Commission on the Economic Union and Development Prospects of Canada (Macdonald et al., 1985). In concluding its report the Macdonald Commission, among other recommendations, observed that the twenty-first century would be the "Century of the Pacific". This trend had been predicted earlier by Pierre Trudeau, speaking in Tokyo in 1983, when he stated:

I can see the Asia Pacific region in the 21st century being the engine of global economic and cultural development that Europe was in the 19th century. The potential is there--resources, a vast population, the dramatic chemistry of Eastern culture and Western technique (as cited by Freeman, 1985, p. 3).

In response to this prediction, action was taken to promote Canada's links with the Pacific Rim. On June 1, 1984, by a special act of Parliament, the House of Commons passed Bill C-42 to establish the Asia-Pacific Foundation of Canada. This organization has as its objective "the promotion of respect and trust amongst the peoples and institutions of Canada and the Asia Pacific region towards their cultural, social and economic enrichment." Similarly, the Asia Pacific Business Institute, was established pursuant to a joint application of

the three major universities of British Columbia to the government of Canada. The institute was designed to become a self-supporting educational facility encouraging growth of Canadian business opportunities in the Asia-Pacific region.

When Prime Minister Mulroney formed the present government he endorsed the importance of the Pacific Rim and appointed as one of his senior advisors, Charles Macmillan, author of The Japanese Industrial System and who was identified by Newman (1984), writing in Maclean's magazine, as one of the world's leading non-Oriental authorities on Japanese productivity. As an influential advisor to the government, Macmillan remains committed to a turning away from our traditional mind-set of looking toward Europe for our economic ideas (Newman, 1984).

These developments in awareness of the importance of economic links with Japan evolved over a period of time. Both Canadian Confederation (1867) and the Meiji Restoration (1868) occurred within a few months of each other and consequently both nations entered the world scene together. A short time later (1871) British Columbia joined the Canadian Confederation, and as a result, Canada became a member of the community of nations bordering on the Pacific Ocean.

Japan's growing importance as a trading partner with Canada following World War II was evident as early as 1953 when Japan became Canada's fourth-largest market. In 1954 Japan became Canada's third most important trading partner. This relationship was enhanced during the 1960's when Japan emerged as a major economic power. During this same period Canada enjoyed economic growth and in the face of growing American protectionism led the Trudeau government to opt for

the "third option" in economic policy, that is the search for alternative trading partners to the United States.

Hence it was not surprising that by 1973 Japan had become Canada's second largest customer with a total of \$2.8 billion in two-way trade and an \$800 million balance-of-payments surplus in Canada's favor. Moreover, both the Canadian surplus and Japan's position as Canada's number two trading partner have been maintained ever since, although the volume of trade lessened slightly during the late 1970s and early 1980s. However, one scholar, Klaus H. Pringsheim (1983) pointed out that the contact between the two nations had been long-standing and significant and "the fact that both governments fully appreciate the mutual benefits of their unprecedented economic and political cooperation augurs well for the second half-century of the diplomatic history of Canada and Japan" (p. 190).

Other considerations point to the growing importance of Japan and the Pacific Rim to Canada's economic development. In 1963 B.C. began actively promoting Japanese tourist travel to British Columbia. This was before the federal government began enticing Japanese visitors to the country as a whole or before provincial governments began promoting visits to their individual provinces. At that time it was calculated that 300 Japanese tourists a year were visiting British Columbia. Today that figure approximates 200,000. The former Director of Market Development--Ministry of Tourism, Province of British Columbia, also pointed out that in 1964 it was not possible to find even one brochure of printed Japanese in Vancouver stores and restaurants catering to the Japanese. Today that situation has changed significantly (personal interview, February 9, 1987).

Recognition of the growing importance of Japan to British Columbia has led to a consideration of improving the state of Japanese studies in Canadian schools. Support for such improvement comes from the highest levels of government on both sides of the Pacific. Prime Minister Nakasone of Japan for instance, had supported publicly improvement of cross-cultural understanding between Canada and Japan. In a letter to a Victoria school involved in a Japanese exchange visit he stated, "As I believe the immense value to young people of international exchange and understanding, the efforts of these two schools for furthering friendship and understanding across the Pacific should be highly commended" (personal communication, April 3, 1986). Similarly, Prime Minister Mulroney, speaking before the Japanese Diet in May 1986 also encouraged educational exchanges, "I am making it a priority to develop increased Canada-Japan exchanges involving students, professionals, parliamentarians, artists, athletes, and industrialists" (Mulroney, 1986, p. 32).

A number of professional publications also support the concept of expanded education about Asia. The 1985 Annual Report of the Asia Pacific Foundation speaks in specific terms about education:

Our first effort should be to learn more about the peoples and the cultures of this region; more about their languages, their customs, the way they do business, the way they administer themselves. Moreover, in the past they have learned important lessons from us. Now it is our time to learn from them (p. 6).

In discussing priorities the Report goes on to suggest that, "These important goals include the addition to our educational system, from the elementary school to the university level, of a greater focus on the history, cultures and languages of the Asia Pacific region . . ." (p. 10).

Beyond rhetoric, there is evidence to suggest that educational institutions have begun to improve curricula dealing with Japan. At the tertiary level, the University of Victoria has established a Department of Pacific and Asian Studies. Daniel Bryant, chairman of the department, noted in a Victoria Times-Colonist newspaper interview (Waters, 1987), that the number of students registering for courses in Pacific and Asian studies is growing every year. The same article detailed Camosun College's (Victoria) plans to offer a two-year diploma program in Pacific Studies commencing in September 1988. Moreover, the Victoria Times-Colonist of July 18, 1986 reported that the University of British Columbia received \$500,000 from business and government in 1986 to establish the first Canadian endowed chair in Korean studies. The University of Calgary opened a new Centre for International Education and Business in 1986. The University of Calgary Public Affairs Department advises that the Centre will focus on three areas. One of them, International Relationships, involves expanding the current world-wide network of student and faculty exchanges with emphasis on the Pacific Rim countries. Finally, proposals for an International Conference on the Pacific Rim, scheduled for the University of British Columbia in June 1988, provides further evidence of attempts to promote scholarly exchanges at both the tertiary and secondary levels of education.

The British Columbia Ministry of Education has also recognized the importance of the Pacific Rim in its recent curricular changes. The new British Columbia Social Studies Curriculum Guide--Grade 8-11, 1985, envisaged an increased emphasis on Asia, especially in Grade 10 wherein 10% of the suggested time allotment has been assigned to the topic of

Canada and the Pacific Region and the Indian Sub-Continent (p. 60). Moreover, the Ministry has developed a curriculum for Japanese language in 1986 which is now making its debut throughout the province. Finally, in the fall of 1987, a British Columbia Government newsrelease announced a major educational initiative, "designed to prepare B.C. citizens for trade and cultural opportunities with the Pacific Rim." In this newsrelease education is regarded as important. As the release points out, "Our ability to compete in Pacific Rim trade will demand a growing number of graduates from our schools who understand and appreciate the languages and cultures of that area of the world." Japan is a key player in Pacific Rim developments.

British Columbia's independent school system has also undertaken to improve Japanese studies. To this end many independent schools have implemented greater Asian content into their programs of study. For instance, a Victoria independent girls' school has hired a full-time Japanese instructor to teach social studies and Japanese language. A coeducational independent school in the same city has an extensive Japanese language course at the junior school level. A third Victoria independent school has established a regular exchange program with Setagaya Gakuen, a private boys' school in Tokyo which donated \$10,000 Cdn. to the development of Asian studies in its Victoria sister-school. Students from this school toured Japan in March-April, 1986. Teachers accompanying the students endorsed the value of such programs for improving students' appreciation and awareness of Japan (Crawford, 1986).

The Japanese government has also undertaken steps to facilitate the growth of Japanese studies in Canada. For example, in 1985, the

Consulate-General of Japan in Vancouver commissioned the preparation of a unit of study on Japan and financed a special orientation workshop for teachers. Both of these developments attracted considerable interest on the part of British Columbia classroom teachers.

Despite these laudable moves toward greater Pacific Rim awareness in the education sphere, extensive research is required to guarantee thorough input and evaluation of the curricular materials related to Japan; the economic hub of Pacific Asian activity.

Of all the subjects taught in the province of British Columbia, the discipline of social studies most lends itself to the pursuit of knowledge about Japan. The British Columbia Social Studies Curriculum Guide, "examines people in society as they interact with each other and with their many environments--physical, cultural, political, legal, and socio-economic--in Canada and the world, in the past, the present and the future" (p. 5). A study of Japan fits nicely into these parameters. However, in spite of the encouraging reference to the Pacific Rim in the British Columbia Social Studies Curriculum Guide as detailed above, Japan is covered only as part of a general theme and not as a discrete course or unit. Moreover, total suggested time for Asian studies does not exceed 15% during any given year.

With these considerations in mind, this study undertook to examine closely the British Columbia Social Studies Curriculum Guides to determine to what extent Japanese studies could be included in provincial curricula. In this examination curricula and curricular resources, specifically textbooks, were examined to determine the extent to which Japanese studies were already extant in curricula and significant lay people and educators were interviewed to determine their views on the issue.

Chapter 1

Review of the Literature

The literature search for this thesis examined five areas related to curriculum development in Japanese studies. Materials presently available for teaching about Japan were identified and the extent of Japanese studies in North America was determined. The issue of ethnocentrism in curricular materials was investigated with particular attention to its impact on Japanese studies resources. This led to an examination of the dependency of teachers on curricular materials. The role of textbooks and curriculum guides has been crucial in determining where teachers are most likely to get their data for learning and teaching about Japan. The importance of textbooks necessitated a search for a valid and reliable system for analysing and evaluating texts. Finally, the question of the degree to which the perceptions of interested public individuals should influence curriculum development in Japanese studies was examined.

The increasing political, economic and social interest in Pacific Asia has been reflected in a growth of curricular materials devoted to Japan. Bullard (1986) points out that "the period of the 70s and on into the 80s has seen the development and use of many good social studies instructional materials suitable for teaching about Asia at several grade levels" (p. 374). Bullard further notes that although Stanford University of California has been recognized for some time as a leader in the preparation of materials on Japan, at least a dozen universities in the United States have established centres for Japanese studies. Moreover many have expressed interest in the strengthening of Asian curriculum within schools.

Even more significant perhaps has been the development of curricular materials dealing with Japan through such agencies as the Asia Society of New York. This process began during the mid-70s when the Society evaluated textbooks devoted to Asia. In the decade since, a noticeable change has been reported in the number and quality of texts on Asia (Bullard, 1986). In 1987 the growth was summarized by the Council of Chief State School Officers which published a 429-page resource guide for teaching and learning about Japan.

The development of materials in Canada has not proceeded as rapidly as in the United States but, recent publications are indicative of a growth in Japanese materials. For example, in the fall of 1976 the Joint Centre on Modern East Asia at the University of Toronto established an Education Liaison Programme which served as a link between Metropolitan Toronto area schools, the university, and community experts on East Asia. In May 1977 it produced a classroom unit on China, followed by a unit dealing with Japan in 1978. By the late 1970s the Association for Japanese Culture in Scarborough, Ontario had made available copies of local but extensive curriculum units on Japan, prepared for elementary and junior high school students under the supervision of The Board of Education for the City of Hamilton and The Board of Education for the Borough of Etobicoke. Finally, in 1985 T.V. Ontario produced a curriculum guide to be used with the Japan segment of "It's Your World," a television series in social and environmental studies for Grades 4 to 6.

In British Columbia developments have been slower. Tomkins (1986) pointed out that in the area of language training Spanish and German remained the most popular non-official languages well into the 1970s

despite British Columbia's growing trade links with the Pacific world. However, by 1986 the B.C. Ministry of Education had recognized the importance of Asian language training by publishing a Japanese language curriculum guide for Grade 9 and 10 and Beginning 11 Japanese. This guide emphasized cultural as well as linguistic education in as much as it declared that "culture is considered an integral part of the language experience and is either to be introduced incidentally in a linguistic setting or set apart as a unit for study" (p. 5).

In social studies the increased emphasis on Asia, detailed in the British Columbia Social Studies Curriculum Guide - Grades 8-11, 1985, has resulted in the production of specific Japanese units and publications. Japan - A Unit of Study (Crawford, 1985) has been widely distributed through the Consulate-General of Japan in Vancouver. Most recently, Pacific Education Press of the University of British Columbia has published a text, Japan Nearby (1987) which presents the most recent data on Japan including a section on Canadians in Japan and Japanese in Canada.

In October 1987, the Ministry of Education for the province of British Columbia announced a 12-million-dollar initiative to encourage and develop education on the Pacific Rim. As part of the plan the core social studies curriculum (Grades 4-11) will be upgraded to place a greater stress on the Pacific Rim. As explained by the Ministry of Education Discussion Paper (1987), teacher and student materials will be produced and teacher inservice will be provided.

Despite the increase in the production and publication of curricular materials on Japan, research on Japanese studies in schools and textbooks dealing with Japan has been limited. The most extensive

and often-quoted study has been the Japan/United States Textbook Study Project (1981). This investigation provided a comprehensive overview of the treatment of each country in the textbooks of the other. Results indicated that there are distinct differences in the textbooks but, that the treatment of each other's country is generally accurate, and that the texts vary in vocabulary, substance, and accuracy. It was recommended that both countries pay more attention to scholarship in the preparation of texts. In addition, specific interest groups like the Asia Society of New York have conducted systematic evaluations of materials. In 1976 they examined 300 textbooks for Asian content and quality. As mentioned earlier, Bullard (1986) reports that the results indicated three main approaches to the study of Asia in textbooks: Western-centered, progress-centered, and Asia-centered (p. 368).

Beyond these wide-reaching studies, narrower investigations have occurred such as Peterson's 1985 survey of the current practice of teaching about East Asia in North Dakota secondary schools. He found that Japan and China were the most common nations studied and that textbooks were the dominant medium utilized. In Canada research has been even more limited. Only one study has emerged, that of Thomas (1985) who conducted a study to identify the extent of Japanese studies in the Canadian social studies curriculum. He concluded that the treatment of Japan in the Canadian social studies curriculum varies substantially by province.

Beyond these examples, the indexes reveal a paucity of research in Japanese studies. However, the questions for research exist. Bullard (1986) expressed concern about the accuracy of impression of Asian studies units or frameworks. She asked, "What are the frameworks that

recur in our textbooks? In what respects do they contribute to clarity and understanding and in what respects do they perpetuate myths and distort reality? What modifications do we need in such frameworks?" (p. 367). In British Columbia, similar concerns are echoed from a wider perspective. The British Columbia Social Studies Assessment - Student Achievement and Views in Social Studies (1977), found that Grade 12 students showed the lowest level of performance ability of all school children on questions related to world culture. Accepting that the findings indicated a possible weakness in the area, the report suggested that curricular revisions in the world culture domain be accompanied by investigation of other aspects of intercultural education (p. 82).

The documented evidence above indicates that the preparation and presentation of materials on Japan and all of Asia is increasing, and as a result, questions are being raised about the quality and value of these materials. However, because the field is relatively new, serious research has not been extensively undertaken. More serious studies will undoubtedly follow. This paper can contribute new data to the emerging field.

To do this it was first necessary to identify specific areas of concern in Asian and Japanese materials presently available. One of the criticisms levelled by Bullard (1986) regarding Asian content in curriculum is that it is often fragmented and lacking historical continuity. This was evident in the British Columbia Social Studies Curriculum Guide (1985) where historical Japan is specifically mentioned in Grade 8 but not in Grade 9. The Japan/U.S. Textbook Study Project echoed this concern in its final report stating that, "most

U.S. history textbooks put too much emphasis on some specific period of Japanese history, neglecting the continuity of Japanese history such as the modernization process of Japan and Japanese ancient culture" (p. 547). This fragmented and sparse nature of Japanese studies as Bullard (1986) pointed out, leads to an inadequate understanding of Japanese culture by students in the United States.

Thomas' study (1985) reflected a similar problem in Canadian schools. Despite the gradual increase and availability of materials, Thomas found that the treatment of Japan varied substantially from province to province and in one province the study of Japan is not required at all. He noted that the economic factors underlying Japan's growth are important for students to study but notes that, "they need to be considered more deeply at the appropriate places in the social studies curriculum of the various Canadian provinces" (p. 5). His conclusion from all the social studies guidelines analysed from the provincial ministries of education in Canada was that, "the study of Japan tends to be generally understated in our provincial social studies curriculums" (p. 5-6).

This fragmentation and sparseness of Japanese studies in secondary curriculum has been due in part to the ethnocentrism of social studies curricula in North America. Cortes and Fleming (1986) noted that the 1979 Revision of the NCSS (National Council for the Social Studies) Social Studies Curriculum alluded to this problem in declaring that "the real social world varies greatly among people and places, yet classroom experiences often create a misleading impression of cultural uniformity. Many students come to view the world with knowledge drawn almost entirely from western and middle-class traditions" (p. 340).

The entrenched nature of ethnocentrism in curricula and curriculum material in the United States has been confirmed by many studies. In the mid-70s the Asia Society of New York study referred to earlier evaluated three hundred textbooks for Asian content. Findings showed that most employed a western-centered approach (75%) to the study of Asia (p. 303). Karen R. Mock (1983) in a similar study in Canada, pointed out that "the content of the curriculum in many cases is virtually dominated by the majority culture, usually represented by the teacher and several children in the class" (p. 89).

Ethnocentrism in textbook publishing has always been identified as a problem in social studies education. In a 1984 article Kline stated that,

the contents of textbooks are grounded in a White Anglo-Saxon Protestant tradition because of the major role England assumed in the European settlement of America. Much of the controversy today is a struggle between those who wish to preserve that influence and those who wish to pursue a broader course (p. 231).

Ethnocentrism is particularly evident in the frameworks wherein Asian studies are pursued. Bullard (1986) reported that, "the Asian portions of current social studies textbooks tend to be Western-centered in their approach to politics and economics" (p. 370). To be fair, Japanese curricula also are characterized by ethnocentrism in terms of teaching national history (Becker, 1983), although as in the U.S., to a lesser degree in materials relating to world history and geography.

On the Canadian scene, Tomkins' book, A Common Countenance: Stability and Change in the Canadian Curriculum (1986), thoroughly examined Canadian curriculum change and development over the last century. Ethnocentrism has been evident from the beginning. Tomkins

noted that concern about Canadian identity in the curriculum has been recurrent from Confederation at the expense of other cultures. It was not until the 1970s that multiculturalism became a significant curriculum initiative. By the 1980s the problem had at least been recognized. As Tomkins points out, a 1979-80 survey by the Council of Ministers sought to widen the perspective of social studies to include other cultural perspectives and set the tone for what should be in social studies curricula in Canada. It described the major goal as being "to provide students with the knowledge, skills, values and thought processes which will enable them to participate effectively and responsibly in the ever-changing environment of their community, their country and their world" (p. 399). As a result, Tomkins reported that every province attempted to eliminate bias from textbooks and to provide materials appropriate to immigrant and other minority groups.

The problem of ethnocentrism in curricular materials underscores the importance of textbooks in curricular decision making. In 1978, Eash and Rasher wrote that, "instructional materials represent a major time commitment for students since 80 percent of a student's classroom hours are spend engaging materials" (p. 4). In the same year an American survey of 13,000 K-12 teachers found that they used instructional materials, print and nonprint, during 90-95% of their instructional time (Educational Products Information Exchange, 1978). It should also be noted that as students progress through school, the percentage of time that students interact with materials probably increases. Ball (1981) pointed out that as students reach high school, homework assignments--which typically involve study of curriculum materials--generally become longer (p. 11).

Not only are students heavily engaged with texts, teachers often structure their instruction according to the textual framework (Massialas and Cox, 1966; Warming and Baber, 1980). Moreover, teachers tend to rely on prestructured and organized materials from texts as sources of information and the main source is the prescribed textbook (Kelly, 1971; Palmer, 1966; Tomkins, 1965). Tomkins (1986) surveyed teachers' use of texts and other curricular materials as socializing agents and noted that teachers have tended to adhere "slavishly" to them (p. 330). Hodgetts (1968) reported that 90% of the classes he observed in a study unquestionably followed the textbook and that recitation of the textbook was the preferred teaching mode. An article by Luke, DeCastell, and Luke (1983) substantiated these findings. Finally, David Olson (1983) stated that "texts are not only taken as true but also as having authority" (p. 130).

The dependency on texts and other prepared curricular materials is clearly evident in studies related to teaching about Japan and Asia. For example, a 1985 survey detailing the current practice of teaching about East Asia in North Dakota schools found that the textbook was the dominant medium utilized (Peterson, 1985). Bullard (1986) noted that with the emerging interest in teaching about Asia, teachers or curriculum developers often undertake curricular responsibilities for which they are officially licensed but insufficiently prepared. Consequently, "for teaching and learning about Asia, the textbook and related materials assume decisive importance, indeed, they function as the primary source and key determining factor of what is actually taught" (p. 367). As mentioned before, the Japan/U.S. textbook study

project emphasized the importance of textbooks in classrooms in both Japan and the United States. In referring directly to the impact of texts on learning about Japan, Becker (1983) concluded that:

Recent events in Japan and the U.S. certainly support the contention that social studies textbooks play an important role in both country's educational systems. Textbooks are important because they largely determine what children in school will be taught about their own and other countries as well as about the world. Although television may well be the preferred curriculum of children in Japan and the United States, the textbook remains the single most important source of information in most classrooms. Furthermore, children are expected to learn much of what the textbook presents, thus, it must be considered the primary source of information for most students. A recent survey in the U.S. indicates that 90 percent of high school teachers use the textbook as the principle source of information for their course. (p. 563)

The above survey revealed a strong European ethnocentric slant to curricular materials and the use of the textbook as the primary teaching instrument in social studies education. The studies quoted make it clear that teachers depend on textbooks and other curricular materials to such a degree that an evaluation of these materials is crucial to an understanding of Japanese studies. This evaluation requires an understanding of the techniques used to evaluate texts and other curricular materials. A valid and reliable method of textbook evaluation for Japanese content is an important step in the process that has as its goal the promotion of effective teaching about Japan.

In this process of evaluation, both Pratt (1980) and Gall (1981) have suggested that a crucial step in assessing need is the formulation of desired characteristics to serve as criteria in evaluating materials. Pratt especially recommends approaching a wide range of outside individuals who have special knowledge on the topic as one step

in the development and evaluation process of curricular materials (p. 78). The Educational Products Information Exchange (EPIE) Institute Report No. 54, 1973 further supported the initial step of establishing criteria. It recommended as a first step, in selection and evaluation of materials, "a systematic statement of criteria, co-operatively developed" (p. 10). The EPIE is a consortium formed for the purpose of researching and preparing instruments for selecting materials for curricula. A similar project developed in Canada, The Canadian Exchange for Instructional Materials Analysis (1987) provided a format for describing the relationship between curriculum design and materials. This format is used by the Ministry of Education in British Columbia. The Canadian Exchange for Instructional Materials Analysis provides for descriptive information about the curriculum design of learning resources.

Although descriptive formats and evaluative criteria were useful, the need for a systematic framework of textbook analysis remained. However, as Tillotson (1982) pointed out there continued to exist a paucity of published work on formal classification schemes. Consequently, his work has been valuable in summarizing and assessing the most prevalent methods of evaluation of curricular material. Tillotson analysed 23 approaches to assessing learning materials and then classified these approaches into five categories: checklists, weighted rating scales, annotative questionnaires, combination instruments, and aesthetic responses (p. 16). Because he used his analysis to develop an approach to the selection of resources for elementary social studies in British Columbia, his work deserves careful attention for this study.

Tillotson's checklist method required a simple checkmark response or "yes/no" answer to a set of questions about the textbook. It has proved simple to use but may be insufficiently incisive, particularly for content analysis. Another method that Tillotson described was the weighted rating scale type of instrument, basically a modified checklist method in which a letter, number or symbol was used to denote the level or quality of a particular topic according to a specified criteria. Aoki, Williams, and Wilson (1977) provided this example of the weighted rating scale type of instrument for the use of social studies teachers in British Columbia to use in examining prescribed textbooks.

Challenges student to think	_____
Is interesting to students	_____
Fits with course outline	_____
Has appropriate reading level	_____

Code: (1) Poor (2) Unsatisfactory (3) Satisfactory
(4) Good (5) Excellent

(Assessment, 1977, Vol. 3, part 2, Table 2-44, p. 55)

Tillotson pointed out, however, that one of the major disadvantages of the weighted type of instrument was the lack of provision for comments about the material (p. 21). Annotative analysis supposedly overcame this difficulty. In this approach the evaluator used his own words to explain in detail how the materials under examination met the

criteria established in the initial stage of the process. The annotative type had the advantage of allowing the evaluator in-depth analysis and careful explanation of rationale. By providing an initial set of common criteria some degree of objectivity was maintained.

However, there are disadvantages to annotative evaluation. The lengthy report, common with the annotative style, required considerable commitment of time. Moreover, evaluators inevitably responded to suggested criteria from their own perspective. Therefore "objectivity" was compromised. This is a problem in virtually all types of evaluation schemes. However, in the annotative system the criteria questions or statements are typically open-ended and not as specific as in other types and thus the objectivity problem is greater.

Finally, Tillotson described the combination type of evaluation which combines elements of the checklist, rating scale, and annotative schemes. For example, an evaluator could assess the stated criteria on a five-point scale but, then in addition, write annotative comments. As Tillotson concluded,

The major strength of the combination instruments results from the use of up to three types of analyses on one textbook, thus allowing for the speed and objectivity of checklist and rating scales, but also retaining some of the in-depth comments of annotative responses (p. 27).

The disadvantage is that rating scales and annotations are different types of measurement and could cause confusion for the analyst particularly when applied to diverse subject areas.

The assessment techniques discussed above provide data on general evaluative frameworks. However, it is necessary to identify specific analysis criteria for the framework. One technique for identifying such criteria is through the use of outside individuals knowledgeable on the

topic under evaluation. The degree to which interested "publics" should have an impact on curriculum is a critical question. Tomkins' book mentioned earlier, A Common Countenance (1986) provided background on this question by serving as an excellent resource on the history of Canadian curriculum development. In the late 1950s and early 1960s Tomkins noted a shift in curriculum development from careful analysis and rational methods to an era of significant student, teacher and parent involvement in policy-making through well-organized interest groups. The extent to which education became everybody's business was evident through the proliferation of royal commissions on Canadian education. There were five commissions in 1959-60 alone. These commissions provided a direct link for public groups and individuals to influence curriculum development. Tomkins concluded that at the very least they represented a raising of public consciousness about education and what should and should not be taught. Friesen and Holdaway (1973) analysed their perception of the curriculum debate in Canadian education in the 1970s. They argued that curriculum development was an activity that should involve teachers, provincial departmental staff, and outside experts.

The impact of public awareness and involvement is perhaps best epitomized by the proliferation of texts and other curriculum materials produced and distributed by outside groups. Public and corporate agencies have produced their own materials which have been jettisoned into the classroom as total curriculum packages. The Canadian Cancer Foundation, the Canadian Forestry Association and British Columbia Hydro have all produced large quantities of materials. Government departments and agencies such as External Affairs, the National Museums

of Canada and the CBC have all been involved in producing and distributing curriculum materials. Tomkins reports that in 1980 the Deputy Minister of Education in British Columbia speculated that other ministries and outside agencies were collectively spending more money on curriculum development than was his own (p. 412).

In 1979 Werner's Curriculum Canada, (1979) which included a status report on curriculum research and development in Canada at that time. Bonneau, writing about Manitoba, noted a greater involvement of the community in its schools and in the decisions on what is to be taught and to whom, resulting in the development of school programs sensitive to the need of the specific educational environment. In Saskatchewan, Johnson reported that the Minister of Education had a lay advisory committee focusing on broad curriculum issues and lay representatives sitting on some program development committees. Further, Department Steering Committees included representation from the business and labour sectors and cultural and patriotic groups. For Alberta, Krawchenko, Paradis, Sommerfeld, and van Manen recognized a strong political factor in curriculum development and stated that, "popular demand initiates new curriculum" (p. 117). The more recent Assessment of Social Studies in Manitoba, 1983-84, detailed the establishment of a Joint Committee on Evaluation which lists as a term of reference: "providing for the consideration of public, institutional and organizational concerns and providing for the reflection of these recommended patterns and procedures" (p. 16).

The most thorough effort to include public input into curriculum development occurred in British Columbia in 1977. At that time the Ministry of Education for British Columbia sponsored an assessment of

B.C. social studies to discern the viewpoints of public groups concerning the nature of social studies. The introduction clearly acknowledges that the report presupposes that there is a place for public expression of opinion in school programs. The public in this report represented four distinct groups of which the general public constituted one. The report pointed out that: "viewpoints become evaluative information that can assist those involved in making decisions concerning the direction and nature of social studies programs" (p. 1).

The conclusions of this thorough assessment supported a role for public involvement but recognized the relatively new impact of public suggestions. It concluded that, "there was general agreement that teachers, students, and parents should be jointly involved in decisions concerning social studies curriculum" (p. 101).

The question of the value and objectivity of this public involvement swings from strong support to condemnation. Tomkins pointed out that in a period of budget restraint such as has been the case in British Columbia in the 1980s, attractive, well organized and often free packages have become more popular. But Tomkins concluded that a clear need exists to document the extent and impact of such materials (p. 413). The 1977 British Columbia social studies assessment cautioned that:

The apparent interest by all publics in acknowledging the notion of point of view in social studies programs emphasizes the need for further conceptual and empirical research regarding the publics' various views, and how such views are best incorporated into such programs (p. 100).

Wilson reassessed the 1977 British Columbia Social Studies assessment in an article in 1984. He corroborated the original

conclusions by reaffirming that "there is always a need for professional and public participation in the assessment process" (p. 32).

Continued public involvement in future curriculum decisions was suggested by a national forum of post secondary education held in Saskatoon in October, 1987. Business leaders and labor spokesmen and community activists joined academic representatives in discussing the future of education into the 21st Century in Canadian post secondary institutions.

Evidence of public involvement in an area as specific as Asian or Japanese studies is more difficult to identify. This is because growth in this field is so recent. However, the limited literature available gives a clear message. The Japan/U.S. Textbook Study Project recommended the use of experts on Japan as opposed to or in conjunction with curriculum developers in preparing materials (p. 546). They note that the emphasis on the aesthetics of textbook production, lavish illustrations for example, results in a failure to consult proper content experts.

Bullard (1986) commended Beers' book, World History, Patterns of Civilization, for drawing upon area specialists for each global region. Bullard recognized this approach as making a substantial contribution to school-level study of Asia.

The new junior secondary text referred to earlier focusing on Japan, Japan Nearby, (1987), published by the Faculty of Education of the University of British Columbia, was the first book in a series developed through international curriculum development. It was a result of cooperation between three countries in the Pacific Rim, Canada,

Japan, and Australia, and a project of the Pacific Circle Consortium for Education. Anastasiou, who wrote the foreword to the book, confirmed that numerous outside resource individuals were consulted in the preparation of the text (personal communication, September 24, 1987). Beyond educational experts, the opinions of business and government leaders were solicited for the content of the book.

The accumulated information from the review of literature provided direction for this study on Japanese studies curriculum development. Textbooks and other curricular materials on Japan are increasing. However, it is noted that this growth has not been accompanied by research. The basis of establishing Japanese content and assessing quality has not been exhaustively examined. These questions become even more critical when it is recognized that a large percentage of curricular materials are ethnocentric. Further, the almost total dependency of students and teachers on textbooks and other prestructured curricular resources suggests that more research into the quality and content of Japanese studies materials is mandatory.

The research focus for this study attempts to address the above concerns. British Columbia high-school social studies textbooks were analysed to determine Japanese content. Recognizing the paucity but importance of research examining the perceptions of interested publics, this study included the solicitation of opinions from interested and knowledgeable public individuals. The opinions of these people, all of whom were familiar with Japan, served as the criteria for textbook assessment. The system of analysis was based on an adaptation of the Canadian Exchange for Instructional Materials Analysis (1987) annotative evaluation system utilized by the British Columbia Ministry of Education for social studies textbooks.

Chapter 2

Research Methodology

The review of the literature stressed the importance of public involvement in curriculum development. Public opinions were carefully considered in the British Columbia Social Studies Assessment of 1977; and the methodology for the current study extended the theme of public involvement in curriculum development. Research on Japanese studies for British Columbia began by examining the perceptions of interested and knowledgeable public persons in business, politics and education as to the content of Japanese studies.

Sample

Eighteen adults were selected as participants in the study based upon their recognized involvement, interest, and first-hand experience in dealing with the Japanese. As Labaw (1980) points out, "feelings based on experience are much more stable than either feelings based on salience as a result of media exposure or feelings based simply on habit not related directly to any direct personal experience" (p. 68-69). Three fields of interest represented by the respondents were identified: business, politics, and academia. Six subjects were interviewed from business, four from politics, and eight from academia. They represented men and women of varying ages, socioeconomic statuses, and educational levels. Many of the subjects were from the Victoria and Vancouver area but opinions were solicited by mail from individuals in the United States and Japan (see Table 1). General information on each subject is summarized in Table 2. The majority of the subjects have had

Table 1

Details of Subjects' Backgrounds

Subj.	Country	Sex	Age Range	SES	Ed. Level
B-1	Can.	M	50-60	MC	High Sch.
B-2	Can.	M	40-50	MC	Univ.
B-3	U.S.	M	50-60	MC	High Sch.
B-4	U.S.	F	40-50	MC	High Sch.
B-5	Can.	M	40-50	UC	Univ.
B-6	Can.	M	40-50	UC	Univ (PhD)
P-1	Can.	M	60-70	UC	High Sch.
P-2	Can.	M	60-70	MC	High Sch.
P-3	Japa.	M	40-50	MC	Univ.
P-4	Can.	F	40-50	UC	High Sch.
A-1	Can.	M	40-50	MC	Univ (PhD)
A-2	Can.	M	30-40	MC	Univ (PhD)
A-3	Can.	F	30-40	MC	Univ (Gr)
A-4	Japa.	F	40-50	MC	Univ.
A-5	Japa.	F	40-50	MC	Univ.
A-6	Can.	F	30-40	MC	Univ (PhD)
A-7	Can.	M	40-50	MC	Univ (PhD)
A-8	Can.	M	40-50	MC	Univ (PhD)

Note. Subj. = Subjects; SES = Socio-economic status; Ed. Level = Educational level; High Sch. = High School graduate; Univ. = University degree completed; Univ (Gr) = University graduate level completed; Univ (PhD) = University doctoral level completed; B = Business; P = Politics; A = Academic; Can. = Canadian; U.S. = United States; Japa. = Japanese; M = Male; F = Female; MC = Middle-class; UC = Upper-class

Table 2

General Information From Subjects

Subj.	Background Exp.		Background Know.	End.
	Exten./Inten.		None/Little/Sub.	S./M./W.
B-1	Ex.	In.	None	Strong
B-2	Ex.	For. In.	None	Strong
B-3	Ex.	In.	Little	Strong
B-4	Mod. Ex.	In.	None	Strong
B-5	Mod. Ex.	For. In.	None	Strong
B-6	Ex.	In.	Little	Strong
P-1	Ex.	In.	None	Strong
P-2	Ex.	In.	None	Strong
P-3	Ex.	In.	N.A.	Strong
P-4	Not Ex.	Weak In.	None	Strong
A-1	Not Ex.	Weak In.	None	Mediocre
A-2	Not Ex.	Mod. In.	None	Strong
A-3	Not Ex.	In.	Little	Strong
A-4	Ex.	In.	N.A.	Strong
A-5	Ex.	In.	N.A.	Strong
A-6	Mod. Ex.	In.	None	Strong
A-7	Ex.	In.	None	Strong
A-8	Mod. Ex.	Mod. In.	None	Strong

Note. Exp. = Experience; Know. = Knowledge; End. = Endorsement; Subj. = Subjects; Exten. = Extensive--the degree to which subjects had diverse contact throughout the country and over a long period of time; Inten. = Intensive--the degree to which subjects' involvement impacted their lives; Sub. = Substantial; S. = Strong; M. = Mediocre; W. = Weak; Ex. = Extensive; In. = Intensive; Mod. Ex. = Moderately Extensive; For. In. = Formerly Intensive; Mod. In. = Moderately Intensive; N.A. = Not Applicable.

extensive and intensive experience with Japan and the Japanese people. Contact ranged from travel and study throughout Japan for extended periods to short-term visits to particular and limited urban locations. The duration of involvement with Japan showed great variation. The most recent contact began in the early 1980s. One of the subject's contact goes back as far as 1945. However, the majority of subjects in all fields have had contact with Japan spanning 20 to 25 years.

Procedure

A set of interview questions was prepared (see Table 3). Two professors from the Faculty of Education, University of Victoria, approved the questions, with respect to content validity, as a base for curriculum development. A rank-order sheet listing six possible curriculum topics (Japanese Language, Japanese History--Ancient and Contemporary, Japanese Culture, Japanese Economy, Japanese Geography and Japanese-Canadian Relations) supplemented the interview format.

Reliability. Reliability of the instrument was appraised using two different methods. First, near the end of the question period, the respondent was asked to answer in more specific terms two questions that had already been asked earlier during the question period. Second, the expressed opinions of the respondents were compared, wherever possible, to published speeches or articles by the same subject to check the consistency of opinions expressed.

Subject contact. Data were gathered through a personal interview with each local subject. Those subjects outside the local area were asked to respond by mail. Each subject was sent an introductory letter

Table 3

Interview Questions

Can you tell me a little about the history of your experience with Japan?

When you first began dealing with Japan, did you have any background knowledge about the country and its people?

Have you ever wished that you knew, or know now, more about Japan?

Can you give an example of where specific information might have been useful?

What aspects of Japanese culture do you think visitors should be aware of?

Do you feel that a basic knowledge of Japan's past would be useful?

Have you ever been in a situation where you wished that you knew more about the geography of Japan? For example, where another city or town is located in relation to Tokyo?

Did you read about or consciously research information about Japan's economy before you began business with the Japanese? What resources did you use? Was information readily available?

What kind of general knowledge do you think is important to have?

How do you keep informed of ongoing developments in Japanese-Canadian relations?

In thinking specifically about high school students, what do you think is important for them to know in order for them to be better prepared to establish and maintain contact with Japan?

Would you support a Japanese studies course through written endorsement and/or guest lecturing?

Do you think teaching about the code of honour and sacrifice of the ancient samurai for example, would help to understand the modern Japanese businessman?

Should location and population of major cities of Japan be taught?

requesting an interview and explaining the nature and purpose of the research. This allowed the subjects time to reflect on the questions. The letter was followed by a phone call to arrange an interview time and answer any preliminary questions. Actual interview locations varied but the setting was always quiet and private with only the researcher and subject present. During the actual interview the predetermined questions were asked. However, subjects were encouraged to expand upon their answers and the interviewer was careful to embed the set questions within the context of conversation as opposed to a question-and-answer sequence.

If the subject had no objections, the interview was taped. However, the guarantee that respondents would remain anonymous was reinforced throughout the data-gathering phase of the study.

The interview concluded by asking each subject to rank order a list of six possible curriculum topics relating to Japanese issues or content according to their relative importance in a curriculum unit on Japan. This was done as the final part of the interview to avoid a possible influence on the earlier part of the discussion.

Analysis Procedure

The recommendations of the public individuals interviewed provided a framework for analysis of Japanese content in textbooks used in secondary social studies textbooks authorized for use in British Columbia. However, it was still necessary to utilize these criteria within a suitable evaluative procedure.

CEIMA procedure. To this end, a review was undertaken of the methods and materials used by the British Columbia Ministry of

Education for materials analysis and particularly those in social studies. The Curriculum Development Branch uses three detailed analyses for selection and evaluation: instructional design (CEIMA, 1987), readability (1986), and social considerations (1983). The analysis of curriculum design is most relevant to the evaluation of Japanese content in British Columbia texts. The Ministry employs an instrument called the Canadian Exchange of Instructional Materials Analyses (CEIMA), which provides descriptive or annotative information about the curriculum design of the learning resource. Four major constructs are analysed as explained by the British Columbia Ministry of Education publication, Interpreting Detailed Analyses (1982):

INTENTS: What the product hopes to achieve,
including goals and learner objectives;
CONTENTS: the scope and sequence of the information
included;
METHODOLOGY: the teaching strategies and learning
approaches;
EVALUATION: the means of assessment. (p. 1)

The first two constructs are of particular importance to Japanese studies. "Intent" examines the rationale and purpose of the material and "content" describes both the range (topics covered) and the extent (depth of coverage) of the content. There is also a section on external congruency which includes the requirements of the community as one of the criteria (p. 2).

EPIE approach. The CEIMA instrument is modelled after the EPIE (Educational Product Information Exchange) system of analysis which Tillotson categorized as an annotative system (1982). An examination of the actual CEIMA form confirms his assessment. The CEIMA form provides guideline criteria which ask for annotative descriptions from the analysts. The Extent of Content Coverage section of the CEIMA form (1987) provides a good example:

Describe the extent of content coverage.

You should report on:

- relative topic emphasis
- comprehensiveness of topic coverage
- extent of definitions and explanations and examples (p. 7).

B.C. Ministry document. The document provided by the Ministry for social studies materials analysis is clearly annotative. In analysing Accuracy of Content four criteria are listed. The Social Studies Materials Analysis form states:

Your comments should respond to the following concerns:

- accuracy of information presented;
- are ideas and issues explained clearly and in appropriate depth of detail for coverage;
- are examples and conclusions appropriate, clearly stated/demonstrated;
- are you aware of any inaccuracies or distortions by omission of content material? (p. 1).

Following the criteria, five lined, blank spaces are provided for annotative comments.

Selection of Specific Evaluation Criteria

The Ministry recognized limitations to its annotative system, "The limiting human factor being the unique subjective interpretations each individual contributes to the process of analysis, selection and implementation" (Interpreting Detailed Analysis, p. 1). However, the British Columbia Ministry of Education has clearly adopted an

annotative system of textbook analysis. Such a system allows for indepth analysis. Considering the uniqueness of this study on Japanese content and quality of B.C. curriculum material, annotative, written detailed comments on Japanese content was considered both a necessity and an advantage. However, as Gall (1981) stressed, criteria describing what you are looking for is an important prerequisite of evaluation. The CEIMA form utilized in British Columbia for textbook evaluation provides guiding criteria statements. It is important, then, to include specific criteria for evaluation guidance. The criteria in this study for evaluating Japanese content in B.C. texts developed as a result of the topics confirmed by the interviewed experts.

Instrument

Continual and consistent reference to the study criteria was reinforced by including a topic checklist component with each textbook analysis as shown in Table 4. In some instances none of the topics were covered and consequently the checklist chart remained empty. Further, categories of acceptability were developed to provide guidance in selecting available British Columbia high school texts for use in a Japanese studies course. This system approximated a rating-scale technique. All of these components were utilised for the analysis of texts; consequently the system outlined in Table 5 may be labelled a combination system, or due to the emphasis on annotative comments, a modified annotative evaluation system.

Categories of Evaluation

Based on the interviews with the public individuals outlined in

Table 4

Textbook Checklist Chart

CULT.	HIST.	GEOG.	ECON.	LANG.	J/C REL.	OTHER

Note. CULT. = Culture; HIST. = History; GEOG. = Geography; ECON. = Economy; LANG. = Japanese language; J/C REL. = Japanese/Canadian relations; OTHER = any other topics suggested by the interview subjects (these are identified below the OTHER box where applicable for each text).

Table 5
Modified Annotative Evaluation Form

Textbook Data

Grade Level

Name

Author

Year

Location

Publisher

Ministry of Education Designation
 (prescribed, authorized, supplemental)

Annotative Comments

Evaluation

Discussion

Checklist Chart

CULT.	HIST.	GEOG.	ECON.	LANG.	J/C REL.	OTHER

Category Designation: _____

the first section of this study, six categories for defining the degree of Japanese content in British Columbia social studies high school textbooks were established.

1. Not applicable--those textbooks listed as prescribed or suggested for social studies in Grades 8 through 12 but because of their intended purpose have no Japanese content. For example, Exploration Canada--prescribed for Grade 9 social studies--is designed for the expressed intent of educating young Canadian adolescents about the early history (up to 1812 A.D.) of their country. It is not expected, nor reasonable to assume, that it would contain Japanese content.

2. Unacceptable--those textbooks which (a) contain reference to Japan but the material is either biased, misleading, or of such a general nature as to be misleading: or has serious omissions, (b) contain material that is accurate but is so basic as to be inappropriate for high school level, or (c) do not live up to their stated or implicit expectations in relation to Japanese studies.

3. Adaptable--those texts which (a) have a broadly defined purpose which could include reference to Japan and still accomplish their goal. For example, Geolab--prescribed for Grade 8 social studies--is designed to reinforce map reading skills but could include exercises related to Japan to enhance those skills, (b) omit Japan but have an approach to their topics which would facilitate Japanese studies as defined by the experts. For example, the Hodford Study Atlas --prescribed for Grade 8 social studies--stresses the interrelationship of geography with historical and economic development.

4. Minimally acceptable--those texts which cover to any degree a

minimum of two of the topics referred to by the experts. This category allows "Others" to qualify as a topic provided it is one of those content areas referred to independently by the experts. To be "Minimally acceptable" the Japanese material must be accurate and unbiased; however, this label does not require more than minimal information under each topic.

5. Recommended--those texts which cover a minimum of two topics referred to by the experts, including "Others," and for which at least one of the topics provides the critical element of interrelationship. Interrelationship requires that the topic be discussed in terms of its relationship to Japan today. For example, in referring to the code of behavior of the ancient Japanese samurai, does the text consider those values in the context of the modern Japanese businessman today?

This category also insures that the topics covered go beyond the level of minimum information satisfactory for the "Minimally acceptable" category. The topics discussed must provide a depth of coverage beyond the basic essentials necessary for minimal knowledge of Japan.

6. Highly recommended--those texts which cover four or more of the topics confirmed by the experts and for which at least one of the topics is discussed in terms of its interrelationship to contemporary Japan.

Instrument design. Annotative detailed comments were prepared in order to establish the rationale for the category designation of each text. A checklist was included to provide a quick visual reference of each text to determine which of the topics recommended by the subjects were covered by that text. The checklist is in the order of importance

determined by the statistical analysis of data from the first part of the study. Specifically, the topics are (a) Culture, (b) History, (c) Geography, (d) Economy, (e) Language, (f) Japanese- Canadian relations, (g) Others (topics on Japan other than those specifically detailed in the interviews which were mentioned by the subjects).

The above criteria constituted a modified annotative evaluation system. Use of the criteria allowed an indepth analysis of each textbook selected for analysis.

Textbook Analysis

Sample. The sample of materials chosen for analysis was consistent with the findings of the literature search and the labelling system utilized by the British Columbia Ministry of Education. The literature review indicated the importance of textbooks in classroom teaching. The British Columbia Ministry of Education selects and analyses social studies textbooks for use in British Columbia schools. The Catalogue of Learning Resources (1987-88) issued by the British Columbia Ministry of Education lists two categories of texts. The "prescribed" texts refer to textbooks which are basic to the curriculum, suitable for most students, and which the teacher could use to arrive at prescribed outcomes. "Authorized" texts refer to books which the teacher could use to provide enrichment, supplementary information, or remediation.

As a further aid to teachers, the Curriculum Development Branch has produced a Social Studies Annotated Bibliography for each grade, 8 and 9. This booklet lists books which may be useful in learning and teaching about particular social studies topics. The very title

"prescribed" relates to prescribed outcomes as listed in the British Columbia Social Studies Curriculum Guide - Grades 8-11 (1985). As Gall (1981) pointed out, evaluation of materials should be considered in relation to the larger curriculum as detailed in relevant curriculum guides (p. 13).

In light of the above it was decided to choose for analysis textbooks and accompanying teachers' guides listed under the "prescribed" heading for Grades 8-9-10-11 social studies in British Columbia and Grade 12 geography and history prescribed listings. Highly motivated teachers may look beyond those texts for resources; therefore it was decided to include for analysis relevant books from the Social Studies Annotated Bibliography for Grade 8 (1984) and the Social Studies Annotated Bibliography for Grade 9 (1985). Finally, the British Columbia Social Studies Curriculum Guide, Grades 8-11 (1985) was analysed to determine if a suitable framework for Japanese studies was available to B.C. high school teachers.

Chapter 3

Results and Discussion of Subject Interviews

The findings of the first part of the study are summarized below. These data were the result of the interviews conducted with public individuals experienced and interested about Japan (Table 1). Their comments established the criteria for the subsequent analysis of social studies textbooks and curriculum guides.

Subject Characteristics

The importance of involvement with Japan to the respondents' lives showed substantial divergence. One subject in the political field has had only sporadic and ceremonial contact whereas others in business and academics make their living from Japanese contact on a daily basis. The majority of respondents interact with Japan and/or the Japanese people on a regular and frequent basis. Japan impacts on their professional and/or personal lives on the average of at least once a week.

Formal background knowledge about Japan before contact with the country and its people was little or none for every subject. Only three subjects had the benefit of academic courses relating to Japan and these were of a solitary nature, and not part of a concentrated course of study. Many subjects endeavored to learn about Japan at the point of their initial contact with the country through personal study which varied in depth from cursory to thorough. It should be recognized that the three Japanese nationals are exceptions to the above categories for obvious reasons.

Curriculum Direction

Endorsement for Japanese studies in British Columbia schools was strong from all but one subject. The one exception did not oppose Japanese studies but could only endorse it as part of a world studies concept and not as a separate unit of study. Every subject has or is willing to share his or her expertise on Japan by speaking to groups of students or interested individuals.

Consistency of opinions about specific topics was more difficult to discern. For example, ten subjects expressed opinions on learning the Japanese language. One person, rated as "not extensive" and "weak intensity" within the political category, felt the language was too difficult to learn. However, a Japanese politician strongly endorsed Japanese language training, indicating that the Japanese are learning English and that we should learn Japanese in order to conduct business.

Eight subjects from business and academia supported language from a linguistics-training point of view. Their common opinion was that the process of engaging in Japanese language training would facilitate a valuable understanding of the mind frame of the Japanese people and would indicate to the Japanese a willingness and commitment to interact seriously.

Every subject expressed the opinion that a study of Japanese history must be part of a secondary school curriculum on Japan. There was equal consensus that Japanese history cannot be taught as an isolated chronological account of events. Every subject indicated the need to know about Japanese history because of its impact on the norms and attitudes of the Japanese people today. More articulate subjects defined the history study as requiring a thematic or contributory focus

to help Canadian youth understand the historical roots for why the Japanese act and think the way they do.

Two subjects emphasized the need to shift from a European-centered approach in our secondary school history courses to one that includes an Asian component. Four subjects pointed out how much more aware Japanese youth are of their own historical roots than Canadian youth are of theirs.

Many of the subjects expressed opinions about the need to learn specific Japanese cultural traits. Those traits that were mentioned by two or more subjects included the role of women in Japanese society, religion, the importance of the family, aesthetics, Japanese patience, and education.

Every subject was quick to recognize and careful to explain that the culture of Japan is inseparable from and interdependent with all the other topics on Japan. The consensus was that a study of Japan must approach culture from a multi- or interdisciplinary approach. For example, history was commonly mentioned as a basis for understanding present-day culture.

Four subjects stressed how different Japanese culture is from ours but the representative of the Japanese government wished to emphasize the similarities between Japanese and Canadian culture. A cultural study of Japan was considered important for many reasons. It was considered necessary to avoid offending and embarrassing the Japanese and thus losing business. A careful study of Japanese culture would eliminate misconceptions like the Shogun syndrome and fear through ignorance. Three subjects indicated that a study of Japanese culture would engender sensitivity and humility towards the Japanese

and thus foster more meaningful interaction. Seven subjects mentioned that a careful study of Japanese culture would help to eliminate a racist attitude from Canadians due to ignorance and from Japanese due to a perception of an arrogant attitude on the part of Canadians and accompanied by a reluctance to learn about Japan.

Eight subjects commented on the study of Japanese-Canadian relations. An interdisciplinary approach was emphasized. It was felt that we had to learn as much as possible about the Japanese as a people, what their wants and needs are both in Japan and within Canada, and more about our own economy so as to discuss relations intelligently. This information was deemed necessary to assist Canadians to negotiate from a position of strength and equality based on sound knowledge. It was emphasized that the industrial age allows instantaneous communication but that Canadians must be culturally equipped to ask the right questions. The subject representing the Japanese government encouraged B.C. students to concentrate on Japan because of the relatively close proximity and intense degree of B.C.-Japan relations.

Six subjects offered opinions specifically related to a study of the Japanese economy. It was felt that in general British Columbian students must learn about Japan's position in the world economy and specifically examine how Japan has attained economic superpower status. The importance of up-to-date information in this field was stressed. This information will likely help the next generation to more successfully conduct trade with the Japanese.

Ten subjects offered opinions on the topic of Japanese geography. It was felt that the geography of Japan (e.g., climate, vegetation,

population, physiographic regions, locations of cities, ethnic, and geographic diversity) is an essential part of a general background knowledge about Japan. Within this group, three subjects made reference to the importance of knowing Japan's relative location to the other nations of Asia.

Eight of the ten subjects discussing geography saw it as a topic important to an understanding of the culture of Japan and the Japanese people. They felt that geography should be discussed in the context of how it influences Japanese architecture and the Japanese people's sense of space and privacy.

From a business perspective geography was seen as necessary to an understanding of the Japanese economy. The huge domestic market in Japan, the impact of fishing, and the lack of distribution problems were cited as examples of where a knowledge of Japanese geography is critical.

Under the broad heading of "Other Topics" two subjects commented on the need for student exchanges between Canada and Japan. The importance of the "real life" dimension was considered more than just an extra feature of a Japanese studies program but rather as an essential ingredient. The representative of the Japanese government noted that of the 30 "twinning" (special friendship arrangements between particular cities and towns in Canada and Japan) half were in British Columbia, and that this program offers an excellent opportunity to facilitate student exchanges.

Several subjects stressed the need to study Japan as a comparative study with Canada. Students should be taught the similarities and differences between Canada and Japan in geography and

business, for example. An advantage of this approach for Canadian students is the gaining of knowledge about their own country.

Two subjects felt that any study of Japan should include an historical look at China. It was pointed out that Japan borrowed so heavily from China that at least a cursory look at this country was a prerequisite for Japanese studies.

Two subjects talked about the need to understand Japanese attitudes in business and everyday life. Both subjects saw this understanding emerging from a cultural approach to Japanese studies.

Analysis of Rank-Order Data

At the completion of the interview, subjects were asked to rank-order a list of predetermined social studies topics. These topics, language, history, culture, economy, geography, and Japanese-Canadian relations, were chosen for their consistent appearance in textbooks and curriculum documents on teaching about foreign countries. The list was introduced at the end of the interview so as not to limit topic discussion with the subjects during the interview.

A Spearman rho analysis of the rank-order data using a two-tailed table for Pearson's correlation coefficient to evaluate rho, indicated a positive agreement between the opinions of academics and businesspersons, $r(4) = .87$, $p < .05$. Similarly, the agreement between the opinions of businesspersons and politicians approaches a level of positive significance, $r(4) = .79$, $p < .1$. An even stronger positive relationship was seen between the opinions of academics and politicians, $r(4) = .95$, $p < .01$.

In general, the respondents ranked culture and history as most

important and substantially more so than the other topics. Economy and geography were ranked virtually the same with language close behind. Japanese-Canadian relations received the lowest ranking. Table 6 shows the average rating of each topic for each group of subjects. Topics were ranked in order of importance in a curriculum focussing on Japan. Numbers ranged from 1 (most important) through 6 (least important).

Discussion

Japan-oriented Canadian professionals in business, politics, and academia expressed strong and concise opinions on what is important for British Columbia secondary school students to know about Japan. Although no other study of a similar nature for the development of Japanese studies material has been identified, the strength of the subjects' opinions is consistent with the programs described, and the suggestions of noted individuals and groups quoted in the literature review. Subjects unfailingly remarked on the growing importance of Japan's world economic position, supporting the Royal Commission on the Economic Union and Development Prospects of Canada's reference to the next century as the "Century of the Pacific" (Macdonald et al., 1985). The emphasis on culture parallels the educational section of the 1985 Annual Report of the Asia Pacific Foundation (Bruk, 1985). The recommendations by subjects that Japan should be studied throughout the educational system and as a separate unit supports concern expressed in the literature review that the present British Columbia high school social studies curriculum guides do not sufficiently encourage teaching about Japan as a discrete course.

Average Ratings of Rank-Order Data Indicating Relative Importance of
Various Topics for a Japanese Studies Curriculum

Topics	Ratings		
	Academics	Businesspersons	Politicians
Language	3.8	4.3	4.6
History	2.1	3.3	1.3
Culture	1.8	2.3	1.6
Economy	4.1	3.3	3.6
Geography	4.1	2.8	4.3
Jap-Can R.	5.0	4.8	5.3

Note. Jap-Can R. = Japanese-Canadian Relations

The subjects' opinions give clear direction for curriculum development in Japanese studies. Japanese language training was identified as important. The words of the Japanese government official mildly chiding Canadians for not making the same effort to learn Japanese as the Japanese are making to learn English should be taken seriously. Subjects saw language training as a means of helping to attune students to the mind-frame of the Japanese people. The recommendations that language training be approached from a linguistics perspective--as a tool to orient students to Japanese thinking--and that the Japanese language be studied for its cultural clues as much as for second language fluency, suggest that high-school Japanese language courses should strive for reasonable conversational ability while at the same time using language learning as a sensitizing device for understanding Japanese culture.

The rank-order data placed a high priority on the study of Japanese culture and history. Interpretation of these ratings from the interviews reveals the opinion that neither of these topics should be taught in isolation. The same opinion was evident for geography and economy. Learning and knowing about the history, geography, and economy of Japan should be seen as a window for understanding culture. Culture is the umbrella topic. Subjects spent considerable time explaining how specific eras and geographic features contributed to present-day culture and how the Japanese economic position has emerged historically and geographically. The implication for curriculum development is that a fundamental appreciation of Japanese culture is essential and best understood through a topical approach consisting of history, geography, economy, and language all based on the theme of what each contributes

to present-day Japanese life-style and personality. Subjects were careful to explain that the teaching of any of the above topics in isolation would be a mistake; a course on Japan should be sequential across many grades. There was a strong indication that high school is too late to begin serious study of Japan but that it should begin in elementary school with a carefully defined and coordinated program leading through to a culmination at the secondary level.

Consideration should also be given to an expanded course covering Japan as but one, albeit an extremely powerful one, of the nations of Asia. A strong case could be made for a high-school course on all of Pacific Asia. That question was beyond the scope of this research but is certainly a topic for further investigation.

It cannot go without comment that the topic of Japanese-Canadian relations received little quantitative support. This should not be interpreted to mean that the topic is not of value but rather that it is best understood from the perspective of an economic analysis of Japan's position and strength in the world economic structure. The interdependency of world economies demands this approach.

Limitations

It could be argued that the strengths of the subjects' opinions is related to the selection process of the researcher. Sampling of subjects by convenience on a reputational basis might limit the generalizability of the study. However, this approach to subject selection was necessitated by the nature of the research question. It was not reasonable to ask unqualified individuals for their opinions on a country that they knew nothing about. As well, it should be noted

that the sample was diverse within categories. For example, businesspersons represented large international companies but also small one-person operations. Similarly, politicians ranged from municipal to international. The high degree of correlation between groups of subjects supports strong consensus. Still a larger study including a stratified random sampling of high-school social studies teachers for example, might be useful for comparison with the results of this study.

The objectivity of the researcher might also be brought into question in this study. Did his interest in Japan result in bias and inadvertent hints during the interviews? The researcher had no vested interest in the results; his job was not dependent on support for a Japanese studies course, for example. The strong Japanese orientation of the subjects suggests that their opinions would be the same regardless of the leanings of the researcher but a replication study by an impartial researcher might be in order before major curriculum changes were implemented.

Summary

In summary, the data from this research indicate that practising professionals in Japanese affairs clearly recognize the importance of Japan to Canada, strongly endorse the need for educating the young about Japan, and have definite opinions as to the nature of a Japanese studies course. Curriculum development should focus on teaching about the culture of Japan and the Japanese people through an interrelated examination of the history, geography, economy, and language of this island nation. Each of these topics should serve to illustrate and illuminate the Japanese people today.

The results of the summary prompted an exploration of the resources presently available on Japan and in use in British Columbia secondary schools to determine how closely they parallel the opinions of these recognized experts dealing with Japan in business, politics, and academics. Once that is done work can begin with respect to the task of improving and developing materials designed to provide the next generation of Canadians with the best education for interacting with British Columbia's trading partner and neighbour across the Pacific--the nation of Japan.

Chapter 4

Evaluation and Discussion of British Columbia High School Social Studies Curriculum Guides and High School Social Studies Textbooks

Review of Procedure

British Columbia high school social studies texts were chosen for analysis and evaluation in this study. Textbooks listed as "prescribed" by the Ministry of Education are considered as basic to the curriculum. All textbooks under this heading and accompanying teacher's guides for Grades 8-9-10-11 social studies and Grade 12 geography and history were analysed in this study. Appendix A lists all those books evaluated. It should be noted, however, that the social studies curriculum in British Columbia is in the final stages of a significant reorganization. New texts are available in Grades 8-9-10 but only one of three new texts is presently available in Grade 11. History and geography courses in Grade 12 are being re-examined and the new guides and texts will not be implemented until 1989. As a result, data on Japanese content in the senior high school courses and, on texts for Grades 11 and 12 are thinner than the fully implemented new social studies courses in Grades 8-9-10.

As part of the implementation of the new social studies courses, a series of annotated bibliographies of supplemental resources were developed. At present, these bibliographies are available for Grades 8 and 9 only. Texts of apparent relevance to Japanese studies were analysed from these two bibliographies but no supplemental resource guides are available to recommend materials in Grades 10-11-12.

Once the designated texts were identified and accumulated,

Careful analysis began using the modified annotative evaluation system developed for this study. In the first instance, the curriculum guide for high school social studies Grades 8-9-10-11 and history 12 and geography 12 were scrutinized to determine actual and possible Japanese studies content. Then prescribed, authorized and listed supplemental textbooks were examined for Japanese content. Analysis required reference to the contents and index pages and a thorough reading of relevant sections on Japan in each text. Annotative comments were made on the degree and quality of Japanese content in each resource. In the process of analysis topics identified and/or suggested by the interviewed subjects were noted through a check list chart as indicated in Table 4. A chart for each book analysed is included in this chapter. Finally, the combination of the annotative comments and checklist chart allowed a designation of each resource. The categories for defining the degree of Japanese content are carefully delineated in the Research Methodology section (Chapter 2) and summarized below.

1. Not applicable--those textbooks for which the intended purpose does not include Japanese content.

2. Unacceptable--those textbooks with reference to Japan but of a nature that is biased, misleading, inappropriate or overrated.

3. Adaptable--those textbooks that with modifications could include reference to Japan.

4. Minimally acceptable--those textbooks which cover a minimum of two of the topics referred to by the subjects in an accurate and unbiased manner.

5. Recommended--those textbooks which cover a minimum of two of the topics referred to by the subjects, and for which at least one

provides the element of interrelationship.

6. Highly recommended--those textbooks which cover a majority of four or more of the topics recognized by the subjects and, for which at least one of the topics is discussed in terms of its interrelationship to contemporary Japan.

The results of the evaluation and subsequent discussion are presented by grade level. A reference chart and category designation are presented for each grade level curriculum and analysed textbooks.

Evaluation and Discussion

Grade 8 Social Studies Curriculum Guide

Evaluation. The Social Studies Curriculum Guide Grade 8-Grade 11, 1985 labels the Grade 8 year as Our Diverse Heritage. The Grade 8 social studies program is dedicated to the concept that, "distinctive cultures develop in response to a variety of influences" (Social Studies Curriculum Guide, 1985, p. 19.) In Grade 8 the above concept is developed through a study of the historical periods of the Middle Ages, The Renaissance, and the Reformation. The program is further enhanced through a geography component in which previously learned geographic skills are reinforced and expanded. This is accomplished by studying the details of each region's geography in conjunction with its history.

Within this framework 13.3% of the suggested time allotment is specifically related to the Middle Ages in India, China, and Japan. A further 45% of the curriculum has portions which permit or infer reference to Japan. This is determined by a careful examination of the scope and sequence chart outlining each topic in the course. This chart is divided into four columns; Focus, Topic, Understanding and Skills, and Sample Key Questions. As the guide explains,

The 'Focus' column identifies the major areas of study. The 'Topic' column subdivides the major areas into themes. The 'Understanding and Skills' column identifies the specific learning outcomes for each theme. The 'Sample Key Questions' serve to assist the teacher to give direction to inquiry, to aid in problem solving, and to promote discussion and debate (p. 19).

In the Grade 8 scope and sequence chart a number of specific points are made under each of the above columns. Many permit reference to or directly relate to Japanese studies. Under the Focus column one of the major areas of study is Geography: Knowledge and Skills. One could include reference to Japan in the process of developing the specific learning outcomes listed as "relating current events to places on a world map or globe" and "identifying the countries referred to during classroom activities" (p. 20).

The history component of the Grade 8 curriculum begins with the Focus column relating to the Middle Ages in Europe. The first theme under the Topic column is "the collapse of the Graeco-Roman civilization" (p. 23) which permits reference to Japan through the Sample Key Questions, "Did all civilizations decline as the result of external forces?" and "Are there present-day civilizations which are declining or emerging?" (p. 24).

Under the same Focus heading, below the Topic of the "feudal world," the Sample Key Question, "Is an hierarchial structure inevitable in any social order?" (p. 26), would allow comparison with historical Japan. The next question, "Where in modern society can a hierarchial system be found?" (p. 26) lends itself to an examination of contemporary Japan as does the final question under the topic theme of the feudal world, "What impact does trade have on modern society?" (p. 29).

A major heading of the history section, as detailed in the curriculum guide, deals directly with historical Japan under the Focus area of study of the Middle Ages in India, China, and Japan. The first topic theme is geographic setting and the following list of Sample Key

Questions, taken directly from the social studies curriculum guide, relate directly to Japan on its own or as part of the Asian sphere of India, China, and Japan:

What are the geographic factors which affect the historical and cultural development of India, China, and Japan?

How did the physical environment of India, China, and Japan influence the development of the region?

How did Japan's island mountainous environment affect its development?

How have the cultures been influenced by the physical environment? (p. 31)

The subsequent list of topic themes lean towards a stricter historical perspective. However, the curriculum guide prefaces its historical topics by reminding the teacher, "that human beings are part of the physical world and are influenced by and in turn have an influence on the physical environment" (p. 22). It lists five points which encourage the teacher to relate the geography of the region to the present state of the nation:

1. The physical landscape influences how and where people live.
2. People see other places and other cultures from the context of their own physical and cultural environments.
3. People interact with the physical environment to satisfy their basic needs (food, shelter, clothing, health, etc.).
4. The physical environment (plains, river valleys, mountains, deserts and seas) provides opportunity and at the same time imposes limitations.
5. The uneven distribution of the world's resources has social, economic, and political implications in the past and present (p. 22).

Having made this introductory statement the guide then delves into the specifics of the history section. Under the topic column listing

"Foundation of Eastern Civilizations," two questions relate to historical Japan, "How did religion influence the development of early civilizations in India, China and Japan?" and "What cultural and geographic factors led to the growth of the Eastern Empires?" (p. 31).

The final historical Focus area of the Grade 8 curriculum, "Exploration and Conquest" could include Japan when answering the Sample Key Questions:

Where did early explorers go?
What are the motives for modern exploration?
What were the benefits of an overseas possession?
How did European interest in Asia, (and eventually in the Americas), as a source of new wealth, bring about a transformation of life in all three areas?
Were the economic benefits worth the social costs?
Are there modern-day examples of worldwide economic expansion? (p. 37-38).

The curriculum guide allows 15% of the year's time allotment for the introduction of significant current events and developments. Extension activities also constitute part of this flexible allowance. The specific learning outcomes listed under the Understandings and Skills Columns for this time-frame could be related to contemporary Japan; "Throughout the grade, students should be given the opportunity to examine and analyze emergent local, provincial, national, and international events and situations" (p. 39). There is also the opportunity for further Japanese studies development within the comment, "time may be used to explore the curriculum in greater depth or to study district, school, teacher or student-developed units. These extension activities should be consistent with the intentions of the curriculum" (p. 40).

In summary, the Grade 8 social studies curriculum guide scope and sequence chart includes Japan either directly or indirectly in six of

the eight Focus headings (75%), seven of the 17 Topic headings (41%), 12 of the 53 Understandings and Skills requirements (23%), and 18 of the 139 Sample Key Questions (13%).

Discussion. The curriculum guide for Grade 8 social studies appears designed to provide the classroom teacher latitude and flexibility in preparing specific lessons. This general nature of the document is an advantage to someone wishing to emphasize the study of Japan. Japan could theoretically be used to expand and reinforce the geography skills component of the course (15%), as part of the Exploration and Conquest component of the Renaissance and Reformation in Europe section (15%), and as part of the Current Events and Developments and Relevant Field Studies and Extension Activities which together account for another 15% of the year. These related components, when combined with the specific Japanese section of the Middle Ages in India, China, and Japan section (13.3%), represent 58.3% of the suggested time allotment for Grade 8 social studies. Therefore, a significant percentage of the course could include reference to Japan.

The wide parameters permitted by the curriculum guide allows reference to many of the recommended topics endorsed by the interviewed subjects. Japanese geography and its importance both to historical and contemporary Japan are covered. History is a major focus. The emphasis is on a strict historical perspective but there is room for a dedicated teacher to relate past events to modern situations. Culture, within the framework of the past, and economy are discussed. Of the six topics emphasized by the research subjects only two, language and Japanese-

Canadian relations, are not discernible within the Grade 8 Social Studies Curriculum Guide.

However, it cannot be denied that it is really only an historical look at a part of Japan's past that is specifically and directly called upon for study in Grade 8. Any further development of Japan would be the responsibility of the teacher. This requires both an interest and a high degree of knowledge. In summary, the guide permits a significant percentage of Japanese emphasis but places the onus for development of the classroom practitioner.

Grade 8 Prescribed Text

Patterns of Civilization - Volume 1, Burton F. Beers (1984).
Scarborough, Ontario: Prentice-Hall Canada Inc.

Evaluation. This book constitutes the main text for the historical content of the Grade 8 social studies course. It was developed in response to the new Grade 8 course and became a mandatory text in 1985-86. The book was printed in Canada by Prentice-Hall, Canada, Inc. in Scarborough, Ontario. The author, Burton F. Beers, is Professor of History at North Carolina State University and has written several books on East Asia.

The book is divided into four unit headings with subsequent chapters. Of the ten chapters, Japan only specifically appears in one, Chapter 7, India, China, and Japan. This chapter covers 18 pages or 9.5% of the text. The Japan section of the chapter represents seven pages or 3.7% of the text. The content is geographical and historical and also includes cultural origins. The period of history covered is from earliest Japan to 1868 A.D.

There is no other reference to Japan listed in the contents or index sections. However, Japan is mentioned in regard to Portuguese and Spanish explorations in the 16th and 17th Centuries on one other page of the text.

Discussion. This text provides only basic and minimal information on the geography of Japan. The four main islands are listed, climate is mentioned, terrain is summarized as mountainous, and the influence of the sea is discussed. All of this is covered in eleven sentences. A small map of Japan is included naming the main islands and three cities. Although true to the intent that the research subjects expressed, the depth of information is of the barest essentials. Even as an introduction to Japanese geography it is at best minimal.

The history component provides more detail but again can only be considered as a cursory overview of early Japanese history. Cultural data relate to ancient Japan but are only enough to familiarize students with terms (e.g., kabuki).

It is fair to say that three of the six topics identified by subjects are addressed in this text but the information provided would not qualify for anything more than a minimal introduction to Japan under these headings. Therefore, this text is assessed as Minimally Acceptable.

CULT.	HIST.	GEOG.	ECON.	LANG.	J/C REL.	OTHER
X	X	X				

Category: Minimally Acceptable

Grade 8 Authorized Text

Patterns of Civilization - Volume 1, Teacher's Guide, Burton F. Beers (1984). Scarborough, Ontario: Prentice-Hall Inc.

Evaluation. The Teacher's Resource Handbook for Patterns of Civilization (Vol. 1) enhances the text material. Two sections provide learning activities on Japan beyond an accumulation of data. One reinforcement assignment related to geography asks whether the geographic features of Japan still serve as effective barriers. An enrichment assignment relates past to present by asking students to compare the historical Japanese habit of selective borrowing with international practice today. Specifically students are asked to, "suggest some of the ideas, inventions, and practices that Americans have borrowed from the Japanese" (p. 90). Japan-related suggestions constitute three of the 142 pages (2.1%) of this resource book.

Discussion. The Teacher's Resource Handbook provides some direction for the important task of relating the geography and history of Japan to contemporary Japanese society but this occurs as extension exercises and thus is only an option for teachers. It is of concern that even in these activities reference is made to American life style, suggesting that it is beyond the scope of this text to consider British Columbia's unique relationship to Japan. In conclusion, Japan represents only a small portion of this text and extension or development to fulfil the recommendations of the research subjects would require extensive teacher motivation and topic development. The assignment relating Japanese geography and history to modern day Japan makes this resource a candidate for the Recommended category. However, because the assignment places all responsibility on the student,

provides no preliminary data, and is isolated and supplemental, it does not qualify beyond the Minimally Acceptable level.

CULT.	HIST.	GEOG.	ECON.	LANG.	J/C REL.	OTHER
X	X	X				

Category: Minimally Acceptable

Grade 8 and 9 Prescribed Text

Thinking About Our Heritage - A Hosford Study Atlas, G.J. de Leeuw, J. Money, & S.G. Murphy (1985). Edmonton: Hosford Publishing Ltd.

Evaluation. This text constitutes one of the prescribed atlases for both Grades 8 and 9. It can stand as an independent text or as a supplemental resource to the Patterns of Civilization texts (Volumes I and II) in Grades 8 and 9. Developed for the new Grade 8 social studies course, it became a mandatory text in 1985-86. The atlas was printed in Canada by Hosford Publishing Ltd. of Edmonton. The authors are Canadian; Gary J.A. de Leeuw of the University of Calgary, John Money of the University of Victoria, and Stephen G. Murphy, a teacher at Shoreline Community School in Victoria.

The text consists of pictures and maps designed to help students imagine the lives of the people covered in the book. It is highly visual.

Japan does not appear in either the contents page or the index. However, China is specified as a separate chapter representing six of the 91 pages of the text or 6.6%. The discussion of China is basically geographical and historical but the effect of these topics on the economy of the time period is explained. Several references are made to

the similarities of Chinese and European history, specifically to the Roman empire.

Discussion. This text has no reference to Japan and consequently, it is easy to dismiss the book. However, it deserves consideration for two reasons: its discussion of China qualifies it under the Other category, and its reference to the interrelationship of geography on historical development and economic growth is noteworthy.

The authors specifically compare development in China to the development of the West. They clearly point out the impact of the natural boundaries on the growth of the Chinese economy. Although they do not relate the material to present day China, it is written in such a way as to facilitate that extension. In essence, at least half the job is done for the teacher.

It is regrettable that the authors did not include a similar chapter on Japan. The same approach to Japan would have conceivably placed this text in the Recommended category. As it is, Japan's omission relegates it to the Adaptable category.

CULT.	HIST.	GEOG.	ECON.	LANG.	J/C REL.	OTHER
						X

China

Category: Adaptable

Grade 8 Authorized Text

Thinking About Our Heritage - A Hosford Study Atlas: A Teacher's Guide, G.J. de Leeuw , & S.G. Murphy (1986), Edmonton: Hosford Publishing Ltd.

Evaluation. This text serves as an essential resource to the student text of the same name. It is based on inquiry learning and

stresses social concepts. The fourth of the five objectives listed is particularly noteworthy for this study in which the subjects stressed the importance of interrelationship, "To assist students in constructing integrated social concepts through the linking of history and geography" (p. 4).

Japan is not included. However, China receives significant attention. Each map or picture related to China is discussed under consistent headings and subheadings: Understandings (History, Historical Geography, Mapping and Activities, Setting the Stage, Exploring the Page, and Extending the Page).

The authors provide indepth historical data and always stress the interrelationship of geography and history. There is often comparison reference to Europe and Canada.

Discussion. The text does not specifically relate the past to the present in discussing China but the impact of geography on history is so clearly pointed out that an understanding of China today is almost implicit. Further, the activities sections often include a comparison to Europe or Canada. The value of Canadian authors specifically relating comparisons between China and Canada is an excellent characteristic of this text.

As with the student text, it is regrettable that Japan is omitted. However, this resource deserves recognition under the Adaptable category.

CULT.	HIST.	GEOG.	ECON.	LANG.	J/C REL.	OTHER
						X

Category: Adaptable

China

Geolab 1, W. Derry, M. Horner (1981). Toronto: McGraw-Hill Ryerson Ltd.

Evaluation. This text had its introduction in 1984-85 as a component of the new social studies curriculum. It became mandatory in 1985-86. The text is an all-Canadian publication but includes references to American and other world locations and data. It is a basic geographic skills exercise book.

None of the 43 exercises which comprise this book relate to Japan. One exercise uses Indonesia as the source of data but it is the only Asian reference in the resource.

Discussion. The purpose of the text is to reinforce the understanding of maps, statistics, photographs, etc., and as such it does not require, nor necessitate, Japanese content. However, considering Canada's growing contact with Asia, it is reasonable to expect greater reference to that continent than one exercise in 43. By doing so, a dual purpose could be accomplished: reinforcement of basic geography skills combined with knowledge of Canada's Asian trading partners on the Pacific Rim.

In fairness, the text makes no pretense to teaching beyond its stated objective. However, it is adaptable to Japanese content for the innovative and knowledgeable teacher.

CULT.	HIST.	GEOG.	ECON.	LANG.	J/C REL.	OTHER
						X

Category: Adaptable

Asia

Authorized Text

Geolab 1, Teacher's Manual and Answer Sheets, W. Derry, M. Horner (1981). Toronto: McGraw-Hill Ryerson Ltd.

Evaluation. This publication acts as a teacher's resource to the student Geolab exercise text. It consists primarily of teacher answer sheets to the Geolab exercises. There is a short prelude section which highlights important areas covered by each exercise. For example, Geolab 39 relates to rice farming. The prelude section of the Teacher's Manual introduces this exercise by pointing out that, "the photographs included in this exercise should be useful in any study of rice farming in Asia. The exercise itself could serve as an introduction to a study of rice farming." There is no other reference to Japan or Asia.

Discussion. The message inherent in the one exercise related to Asia is that the climatic conditions of the region, specifically Indonesia, are conducive to the cultivation of rice. This inclusion qualifies as Asian content but it is so fleeting, literally one line of a 102 page resource, that it is insignificant. There is no direct reference to Japan at all. Because each explanation relates directly to the exercise in the student text, there is no room for adaptability. This resource is best categorized as Not Applicable.

CULT.	HIST.	GEOG.	ECON.	LANG.	J/C REL.	OTHER
						X

Asia

Category: Not Applicable

Grades 8 and 9 Texts

The Canadian Oxford School Atlas - 5th Edition, British Columbia,
Edited by Walter G. Kemball (1987). Oxford University Press
(Canada).

Geographic Essentials - B.C. Edition, Map Skills Using the
Canadian Oxford School Atlas 5th Edition, B.C., Walter G. Kemball
(1986). Toronto: Oxford University Press.

Geographic Essentials - B.C. Edition, Map Skills Using the
Canadian Oxford School Atlas 5th Edition, B.C., Teacher's Manual,
Walter G. Kemball (1987). Toronto: Oxford University Press.

These three texts constitute one resource. The Canadian Oxford School Atlas (5th Edition - British Columbia) can stand alone as a geography atlas. It is a prescribed atlas for Grades 8 through 11. Geographic Essentials, formerly known as Canada and the World, Book 1, consists of a number of map-skills exercises related to the content of the Canadian Oxford School Atlas. It is designated as a student text for Grades 8 and 9. Geographic Essentials--Teacher's Manual, lists learning objectives and outcomes, as well as answers, for the activities in the student text.

Grade 8 and 9 Prescribed Text

The Canadian Oxford School Atlas - 5th Edition, British Columbia,
Edited by Walter G. Kemball (1987). Oxford University Press
(Canada).

The Canadian Oxford School Atlas - 5th Edition, British Columbia is one of the newest texts available. It is based upon the experience of five previous editions published since 1957. This issue of the 5th Edition is designed with British Columbia in mind.

Aspects of the Contents page relate directly to Pacific-Asia and Japan. Asia-Pacific trade warrants a double page under the World heading. It is the only area of the world singled out for special attention. Canada's expanding Pacific trade is clearly indicated in table and graph form. Asia is outlined in detailed maps; political, physical, climate, vegetation, agriculture, minerals, population, and communication. Regions of Asia are further examined, and within this section Japan is dealt with topographically on a one-page map.

Further along in the atlas, Canada's trade with Pacific-Rim countries is visually and graphically outlined in a double-page map. Asia and Japan receive equivalent attention compared to other areas of the world in this new atlas. Information is accurate and the latest available.

Discussion. British Columbia's increasing contact with the Asia-Pacific region is clearly recognized in this latest atlas. It would be misleading to say that this contact receives special or extra attention beyond other areas of the world but the economic impact of Asia is accurately and carefully detailed to a degree greater than previous editions. Japan does not receive special attention. It is treated as but one of the Asia-Pacific nations.

The content of this atlas is very useful to any teacher wishing to emphasize the economic state of Asia, and Canadian-Asian economic relations in particular. Within the context of Asia, Japan could be

singled out for special consideration. The careful attention to the Asia-Pacific region, graphically and economically, and the easily discernible relationship between Canada and Asia, and subsequently Canada and Japan, qualifies this text as Recommended. It must be understood, however, that this text deals with the three topics; geography, economy and Japanese/Canadian relations, in the purest sense, that is, the dissemination of factual information.

CULT.	HIST.	GEOG.	ECON.	LANG.	J/C REL.	OTHER
		X	X		X	X

Category: Recommended

Canadian/
Asia Relations

Grade 8 and 9 Prescribed Text

Geographic Essentials - B.C. Edition, Map Skills Using the Canadian Oxford School Atlas 5th Edition, B.C., Walter G. Kemball (1986). Toronto: Oxford University Press.

Evaluation. The student text, Geographic Essentials, is divided into four parts. The first two sections deal with the learning and reinforcement of basic atlas skills. There is no specific mention of Japan within these sections. Part three deals with the application of skills to Canada and the rest of the world. Again, Japan does not receive specific attention. Part four concentrates on Historical Application and as the Geographic Essentials, Teacher's Manual states, "applies many of the skills already learned to geographic conditions in Europe, Asia and North America during the historical periods under study in Grade 8 and Grade 9" (p. 1). This section represents 17 pages or 9.6% of the text. Japan is mentioned in one small paragraph of this last section as an example of a type of settlement determined by physical environment.

Discussion. The Recommended standing of the associated atlas tends to create unsubstantiated expectations for Geographic Essentials in terms of Canada and Japan. Unfortunately, Japan is not used to any significant degree as the source of activities. The reference in Part four to Historical Application suggests the possibility of an activity related to some aspect of Japanese history. Again one is disappointed. The section is very small and Japan's historical development is not mentioned.

Another shortcoming of the text is the fact that the teacher cannot locate exercises related to specific pages in the Atlas. If, for example, a teacher wished to work with the Pacific-Rim Trade data from the Atlas, it is not possible to easily and quickly locate applicable exercises in the student's text.

From a strictly Japanese studies point of view, the student text does not enhance the material available in the Atlas nor does it fulfil expectations. This failing relegates the book to the category of Unacceptable in terms of Japanese studies.

CULT.	HIST.	GEOG.	ECON.	LANG.	J/C REL.	OTHER

Category: Unacceptable (N.B. This is not intended as a condemnation of the text as a whole but only as regards its Japanese content).

Grade 8 and 9 Authorized Text

Geographic Essentials - B.C. Edition, Map Skills Using the Canadian Oxford School Atlas 5th Edition, B.C., Teacher's Manual, Walter G. Kemball (1987). Toronto: Oxford University Press.

Evaluation. Geographic Essentials - Teacher's Manual provides the classroom teacher with learning outcomes, objectives, and answers to

the activities given in the student text of the same name. It contains no information directly related to Japan.

Discussion. The discussion of the student text, Geographic Essentials, is equally applicable to this book. However, because it is essentially an answer book for student activities, it is unfair to categorize it the same way. Its intended purpose in no way relates to Japan and it is therefore Not Applicable.

CULT.	HIST.	GEOG.	ECON.	LANG.	J/C REL.	OTHER

Category: Not Applicable

Grade 8 Supplemental Texts

The British Columbia Ministry of Education, Curriculum Development Branch, make available to teachers a valuable Social Studies annotated bibliography for each of Grades 8 and 9. Resources are listed under headings which are related to the Curriculum Guide at each grade level.

For this study, every annotation regardless of heading, was analysed to discern actual or possible Japanese content. Four hundred and forty-six books are listed in the Grade 8 bibliography of which 34 (7.6%) appeared to contain Japanese content. An effort was made to locate each of these 34 books in the University of Victoria Curriculum Library. It was felt that this library would closely approximate district resource centers and local public libraries available to all teachers throughout the province. Ten of the books were available on a given day and these have been analysed for Japanese content as per the suggestions and subsequent categories of the interviewed subjects.

Grade 8 Supplemental Text

Illustrated Atlas of the World in the Middle Ages, Francis M. Clapham - Editor (1980). London: Longman.

Evaluation. China and Japan together constitute a two-page chapter of this 61-page book. It is highly visual and applicable to the lower end of the reading scale at the Grade 8 level. Japan is represented by a one-third page insert. The information is basically historical with subsequent cultural content.

Discussion. This resource provides only minimal information. The content is accurate but unfortunately the author chose to embellish his writing with strong adjectives and adverbs (luxury, extravagance, devastated). The effect is to mislead the novice student of Japanese history. Such generalization and overstatement is worse than omission.

CULT.	HIST.	GEOG.	ECON.	LANG.	J/C REL.	OTHER
X	X					

Category: Unacceptable

Grade 8 Supplemental Text

Europe Round the World - Cambridge Introduction to the History of Mankind - Book 9, Trevor Cairns, General Editor (1981). Cambridge: Cambridge University Press.

Evaluation. This text consists of seven chapters detailing European expansion throughout the world. Japan is represented by a subsection of the chapter on "The Opening of the Orient." Japan is discussed in five pages of the 96-page book (5.2%). The information is strictly historical in nature.

Discussion. Japan receives discussion space equal to that devoted to other world areas. The book serves as an excellent introductory

resource on Japanese history of the Tokugawa and Meiji eras. Content includes reference to Chinese influence and accuracy is achieved where most texts fail. In this resource, change and growth in Tokugawa Japan is recognized even though it was a period of self-imposed isolation. Most texts omit or ignore this growth.

Although true to the title of the book, the information is very limited. As such, it would serve best as an isolated research resource. Its narrow focus restricts it to the Minimally Acceptable category.

CULT.	HIST.	GEOG.	ECON.	LANG.	J/C REL.	OTHER
	X					X

Category: Minimally Acceptable

Grade 8 Supplemental Text

Ancient Japan - And Its Influence in Modern Times, Richard L. Walker (1975). New York: Franklin Watts Inc.

Evaluation. This text summarizes the historical development of Japan from the ancient past to circa 1600 A.D. Careful attention is paid to the legacy of each era to modern Japan. The history of Japan is related to present-day culture, language, economic and international relations. This relatively short, 77-page text is written for an advanced Grade 8 class.

It clearly explains the interrelationship of past events to contemporary Japan. This is best understood through selected examples; "Probably no other modern nation bases so many aspects of daily life on traditions clearly rooted in its own ancient past" (p. 1). An even clearer example is provided on page 51 of this text.

They [the arts of the Kamakura period] reinforced a romantic view that the ethical code of the samurai

class was a model for all society, a view that was to last well into the nineteenth century and in some respects up to the present day. Japanese loyalty to their employers in modern industrial society stems from values that were inculcated in the Kamakura period (p. 51).

Discussion. This text, true to its title, comes very close to fully accomplishing the recommendations of the interviewed subjects. The history of Japan is thoroughly but succinctly explained and frequent reference is made to the impact of historical events on present day Japan. A student can clearly understand why today's Japanese citizens act the way they do.

The examples given above attest to the value of this excellent resource. However, there are drawbacks. The book is dated. Since 1975 Japan has changed dramatically and statements such as, "he (a modern Japanese businessman arriving home at the end of the day) then settles down on a tatami mat in a cross-legged position" (p. 2) are misleading. The author tends to overemphasize historical information and does not relate to contemporary Japan as frequently as is desirable. Finally, there is absolutely no reference to Japanese-Canadian relations.

Despite these shortcomings this text does an excellent job of explaining the origins of modern-day Japanese society. It deals with six of the seven categories suggested by the research interviews and all of these categories are discussed in terms of their impact on Japan today. Consequently, it rightly deserves a Highly Recommended label.

CULT.	HIST.	GEOG.	ECON.	LANG.	J/C REL.	OTHER
X	X	X	X	X	X	X

China
Korea

Category: Highly Recommended

Grade 8 Supplemental Text

Japan, Forrest R. Pitts (1979). Grand Rapids, Michigan: The Fideler Company.

Evaluation. This 192-page student resource text consists of four parts covering all aspects of Japan; Land and Climate, History and Geography, People and Their Way of Life, and Earning a Living. It provides thorough data in all of the topics and is suitable for a lower-reading level in Grade 8. It includes a brief series of questions at the end of each section with a few of them related to the impact of some geographic or economic factor on present day Japan.

Discussion. This text is a good source of basic information. It covers most of the topics suggested. However, there is no Canadian content. A very few questions challenge students to relate geographic features to present-day life style, but there is not a consistent pattern to the questions. The text is fairly recent (1979) but is quickly becoming dated. In recognition of its effort to focus attention on interrelationships, it is rated as Recommended.

CULT.	HIST.	GEOG.	ECON.	LANG.	J/C REL.	OTHER
X	X	X	X			X

Asia

Category: Recommended

Grade 8 Supplemental Text

Japan - Man In His World, Gary Birchall, Barbara Howard, John Pan (1975). Don Mills, Ontario: Fitzhenry and Whiteside.

Evaluation. This is a soft-covered, 63-page student text. It is highly visual and uses a case-study-type approach to families and areas. It is designed for intermediate-level students or a lower-

ability Grade 8 group. There are numerous questions interspersed within the text. Most questions require factual answers but several require comparison to the student's own life.

Discussion. This book is more appropriate at the elementary level. Despite its Canadian origin there is very little reference to Japan-Canada relations. Indeed, a comparison of land use refers to Australia, England, and the United States but not to Canada. Questions requiring a comparison of life-styles are admirable but the level of application is far below typical high-school ability. Although it covers most topics identified by the interview subjects, Section (C) of the Unacceptable category, in which a text does not live up to its stated or implicit expectations in relation to Japanese studies, describes this text most accurately.

CULT.	HIST.	GEOG.	ECON.	LANG.	J/C REL.	OTHER
X	X	X	X	X		

Category: Unacceptable

Grade 8 Supplemental Text

The Japanese, W. Scott Morton (1973). New York: Praeger Publishers, Inc.

Evaluation. This is a standard text on contemporary Japan. Its nine chapters cover a geographic introduction and then provide detailed information on present culture. The 150-page book ends with two interesting and unique chapters; one detailing the impact of the French, British, Germans, Americans, and Chinese on Japan, and the other giving hints for visitors. The data provided are dated and consequently some of the information suggests an outdated bias; for example, "as fighters they have courage, stoicism and a streak of

cruelty . . ." (p. 15), "There is a certain hunger for religion in modern, materialistic Japan" (p. 26), and "The Japanese themselves are the first to admit the unsightliness of urban sprawl" (p. 54).

Discussion. This book is difficult to categorize. Despite occasional bias the data is factual and well presented. A majority of the relevant topics are covered. The chapter on international influences tends towards the interrelationship concept. However, the deciding factor is its age. Japan has changed so quickly that this text could not stand alone as an accurate depiction of contemporary Japan. Its date of publication and misleading generalizations condemn it to the Unacceptable category.

CULT.	HIST.	GEOG.	ECON.	LANG.	J/C REL.	OTHER
X	X	X	X	X		X

Outdated

International
Influence

Category: Unacceptable.

Grade 8 Supplemental Text

The Samurai of Japan, Michael Gibson (1973). London: Wayland Publishers.

Evaluation. This text provides a thorough discussion of the samurai of Japan from their rise to final loss of residual influence after the second World War. The history and culture of the samurai warrior are discussed. The exclusive historical nature of this text makes it a specialized resource.

Discussion. This book is included as an example of the specialized and specific texts available. It does an admirable job of covering its chosen topic but unfortunately it does not relate any of the samurai

traditions to contemporary Japanese life. Due to its limited scope it qualifies as Minimally Acceptable.

CULT.	HIST.	GEOG.	ECON.	LANG.	J/C REL.	OTHER
X	X					

Category: Minimally Acceptable

Grade 8 Supplemental Text

Japan - The Land and Its People, Richard Tames (1986). London: Macdonald and Co. Publishers.

Evaluation. This 43-page resource book contains an equal proportion of pictures and text. Its data are recent and accurate. Numerous short chapters cover all cultural topics with attention paid to geography, history, and language. The depth of coverage is basic and the format and reading level are applicable at the elementary level. Japanese-Canadian relations are not mentioned.

Discussion. The value of this text is due to its most recent data. The basic information and visual content serve as an introduction to contemporary Japan--but nothing more. Its presentation is so simplistic as to be suitable only for the youngest Grade 8 students.

It is accurate and unbiased and thoroughly up-to-date. It also covers the majority of topics identified by this research. As such it qualifies for the Minimally Acceptable category; however, the elementary nature of the text requires a cautionary note.

CULT.	HIST.	GEOG.	ECON.	LANG.	J/C REL.	OTHER
X	X	X	X	X		

Category: Minimally Acceptable

Grade 8 Supplemental Text

The Japanese, Edwin O. Reischauer (1981). Cambridge, Massachusetts: Belknap Press of Harvard University Press.

Evaluation. Edwin O. Reischauer is a well-known and highly regarded Western authority on Japan. This book discusses the geographic setting, historical background, and detailed cultural attributes of Japan. It consists of 39 short chapters and provides valuable insight into contemporary Japan. The level is applicable to the upper-high school level. The geography and history of Japan are purposely related to the present day, as for example, "It is significant that more than nine-tenths of the borders of the forty-seven prefectures into which the country is now divided still follow precisely the mountain ridge delimitations of the early provinces" (p. 8). Another revealing example is

Without some knowledge of their past experience, the contemporary Japanese and their potentialities cannot really be understood. And there is another reason for looking back at Japanese history. Unlike Americans but like the other peoples of East Asia, the Japanese have a strong consciousness of history. They see themselves in historical perspective. They will delve a thousand years and more into their past in analyzing their contemporary traits. To understand Japan and its problems as these appear to the Japanese themselves, one must know about their background. Thus, before concentrating on the present scene and attempting to peer from that vantage point into the murky future, we would do well to take a quick look at the past. (p. 41)

Reischauer's life-long contact with Japan qualifies him as a recognized authority on Japan.

Discussion. This book, and indeed all of Reischauer's extensive writings on Japan, must be considered from two perspectives: the teacher and student.

For the teacher, Reischauer is an essential resource. Anyone even mildly interested in Japan should read Reischauer first. Considering the basis of this research, the book is particularly noteworthy because it holds consistently to the pattern of relating all topics to an understanding of contemporary Japan. With the expected exception of Japanese-Canadian relations, Reischauer covers every other of the seven topics identified by the experts. For a teacher wishing to respond to the advice of the subjects interviewed in this research, Reischauer's The Japanese is mandatory reading.

As a student text, the book requires more critical scrutiny. As discussed above, the content is excellent but it is not suitable at the junior high school level and is only applicable to senior classes of exceptional ability and interest. However, a dedicated teacher could use extracts from the book to emphasize the interrelationship of topics. Given in small doses, The Japanese is an excellent resource for selected classes. It therefore warrants a Highly Recommended standing but with the applicable proviso: for advanced classes.

CULT.	HIST.	GEOG.	ECON.	LANG.	J/C REL.	OTHER
X	X	X	X	X		X

Category: Highly Recommended (for advanced classes).

Grade 8 Supplemental Text

Early Japan (Great Ages of Man Series), Jonathan Leonard (1968).

New York: Time-Life Books.

Evaluation. This is a book on Japanese history supplemented with colorful and illustrative pictures and drawings. It covers the period from antiquity through to the Meiji Restoration of the 19th Century A.D. Traditional Japanese culture receives significant attention. The text includes anecdotal stories about people and events that hold intrinsic interest for students. The reading level is advanced for the Grade 8 level.

There is no direct reference of past to present but such interrelationships are often inferred, for example, "There was during this period [16th Century] a new flamboyance and an outburst of unrestrained art and architecture . . ." (p. 137), which one can still see in contemporary Japan.

Discussion. The engaging stories interspersed throughout the text, and the easy-to-read and highly visual pictorial essays make this book a fine historical resource. However, it is detailed enough to possibly intimidate the average student. Thus, it is only suitable for highly motivated and exceptional students. Once again, it would be the responsibility of the teacher to select excerpts to reinforce the teaching of the history of Japan. Because it is written as a history text it only provides peripheral coverage of a few of the other topics identified by the interview subjects. Although a fine Japanese history resource, its narrow focus relegates it to Minimally Acceptable for this study.

CULT.	HIST.	GEOG.	ECON.	LANG.	J/C REL.	OTHER
X	X	X	X	X		X

China

All Historical

Category: Minimally Acceptable

Grade 9 Social Studies Curriculum Guide

Evaluation. The British Columbia Social Studies Curriculum Guide labels Grade 9 as The Growth of Nations. The course of study is a natural extension of the Grade 8 year. As the guide explains, "students are introduced to a Canadian strand in the overall theme of distinctive cultures developing in response to a variety of influences" (p. 43). Canada, in its North American setting and tied to its European heritage, is the focus of content. Early Canadian history and 19th Century growth and expansion in Europe constitute a large part of the course (55%). Study progresses into the Age of Industrialization and within this section, modern day industrialization represents approximately 7.5% of the time allotment. Japan is suggested as a case study of a contemporary industrial state.

Japan is not specifically mentioned in any of the headings or subheadings for the Grade 9 year. Consequently, the scope and sequence chart, defined above for Grade 8, has few applicable sections for Japanese studies.

The geography component, recognized under the Focus column as a major area of study, is detailed in the same general terms as in Grade 8. Therefore, once again, Japan could be included to develop the specific learning outcomes listed as, "relating current events to places on a world map or globe" and "identify the countries referred to during classroom activities" (p. 44).

The historical component of the Grade 9 curriculum begins with the Focus column concentrating on early North America. There is no place for a Japanese reference under this heading.

The next historical heading, Nation Building and Social Order, concentrates on events in Europe through the 19th Century. One Sample Key Question, "How do the forces of nationalism affect the modern world?" (p. 53), could include reference to Japan.

The final historical heading is Industrialization. Japanese history could be used to answer the Sample Key Question, "Why didn't other countries in the world experience the Industrial Revolution at the same time as Britain?" (p. 54). In looking at the specific learning outcome of identifying the social and political reforms associated with the Industrial Revolution, Japan could be used to promote discussion and debate of the Sample Key Questions, "How were government structures changed as a result of the Industrial Revolution?" and "Should government play a role in industrialization?" (p. 55).

Japan is given as a possible choice for a case study of a contemporary industrial state under the Topic of modern industrialization. The Understandings and Skills column looks at "identifying the ways in which modern industrialization affects world society" (p. 56). Two Sample Key Questions assist this endeavor, "What advances in science and technology have contributed to the modern Industrial Revolution?" and "What impact has technological change in transportation and communication had on world society?" (p. 56).

The Grade 9 year parallels Grade 8 in that it similarly allows 15% of the time allotment for current events and developments and relevant field studies, and extension activities. The development of Japanese studies under these headings or the extension of a Japanese studies program begun in Grade 8 could be included under these headings.

In summary, the Grade 9 social studies curriculum has direct reference to Japan under only one of the Topic themes. In that case, Japan is an optional choice. It could have an application in one other Topic theme, for a total of two out of 19 (10.5%), and in five out of 40 (12.5%) of the Understandings and Skills requirements and six of the 81 Sample Key Questions (7.4%).

Discussion. Although labelled as the Growth of Nations, the emphasis is strictly on Canadian and European historical development in Grade 9 social studies. A study of Japan is not required as any part of the course. Japan could be studied as an example of an industrialized nation but even here it is an optional choice from amongst five suggested countries or areas (India, China, Japan, U.S.S.R., or Western Europe).

The Learning Outcomes and Sample Key Questions identified in the Evaluation section above are only remotely related to Japanese studies. It would require a teacher with knowledge and interest to adapt them to Japan.

The small proportion and unrelated nature of the questions indicates that Japan would be discussed in isolated bits and certainly not as part of a coordinated study.

The Curriculum Guide does follow a pattern in its year-to-year studies. Grade 9 sees the emphasis shift to historical Canada. However, from a Japanese-studies point of view, Grade 9 lacks any direct reference to Japan. The seriousness of this omission is compounded by the fact that whereas Grade 8 lends itself to Japanese studies, Grade 9 does not follow through with this precedent.

In recognizing a place for Japan in the Geography section (15%), the Current Events and Developments and Relevant Field Studies and Extension Activities sections (15%), and the modern-day industrialization section of the history component (7.5%), one could theoretically consider Japan in 37.5% of the year. However, in practice, it must be recognized that Japan could also be completely omitted during the year and the student still fulfil the course requirements. The decline of actual or possible Japanese content from Grade 8 to Grade 9 as outlined in the Social Studies Curriculum Guide is a matter of serious concern relative to the purpose of this study.

Grade 9 Prescribed Text

Patterns of Civilization - Volume 2, Burton F. Beers (1985).
Scarborough, Ontario: Prentice-Hall Canada Inc.

Evaluation. This book is one of the two texts prescribed for the history section of the Grade 9 social studies course. It was developed in response to the new Grade 9 course and became a mandatory text in 1986. It is the second volume of the series, the first one constituting the main Grade 8 history text. As such, the printing and author credentials remain the same as for Volume 1.

Consistent with Volume 1, the book is divided into four unit headings with subsequent chapters. Japan as a separate entity does not receive mention in any of the chapter titles; however, Part 3 of Chapter 8 (Asian and the West, 1650-1920) is dedicated to Modernizing Japan. This section covers four pages or 2.18% of the text. The content is limited to a discussion of historical Japan from circa 1850 to 1905. One subsection concentrates on economic and social changes in Japan.

There are a few sentences referring to Japanese Imperialism in two other parts of the text. A picture of the Ginza area of Tokyo represents the problem of overpopulation in many parts of the world.

Discussion. This text provides a basic overview of Japanese modernization during the Meiji era. However, the American background of the author becomes apparent in the amount of detail provided about Japanese-American relations of the Meiji era versus Japanese-European contacts. Omissions and generalizations come dangerously close to misleading students. Students are told that the samurai rallied around the emperor and restored imperial rule. Two paragraphs later the samurai are stripped of their power and prestige without any explanation. In summary, the discussion of historical Japan in this text is very limited and can only be considered a general overview of Japan's entrance onto the world stage. However, the book is sequential in that it picks up on Japanese history where the Grade 8 Volume 1 text left off.

In terms of the topics identified by the interview subjects, history is clearly covered. Culture and economy warrant inclusion but their discussion in this text is cursory. The generalized nature of the data, and emphasis on United States contact, inch this text towards the Unacceptable category, but because the data are basically accurate and three topics are covered, Patterns of Civilization, Volume 1 qualifies as Minimally Acceptable.

CULT.	HIST.	GEOG.	ECON.	LANG.	J/C REL.	OTHER
X	X		X			

Category: Minimally Acceptable

Grade 9 Authorized Text

Patterns of Civilization - Volume 2, Teacher's Resource Handbook,
Burton F. Beers (1985). Scarborough, Ontario: prentice-Hall,
Canada Inc.

Evaluation. The Teacher's Resource Handbook devotes one page (.8%) to suggestions related to the topic of modernizing Japan. Assignment suggestions range from recall of events to reinforcement and enrichment activities. History is the basis of the suggestions but there is reference to social and economic events. None of the activities relate past to present.

Discussion. It is regrettable that the study of Japan in the student text and subsequent Teacher's Resource Handbook is so narrowly focussed on one era in Japanese history (Meiji Restoration). It is consistent with the time frame of the rest of the text material and the Grade 9 curriculum, but so limited in scope as to be nothing more than the presentation of historical facts about Japan at a particular time in history. It puts Japan in world perspective for the era but does not encourage an understanding of present-day Japan in relation to the Meiji period.

The Teacher's Resource Handbook does include three of the categories identified by the research subjects. However, like the accompanying student text, the suggestions are limited to a short time frame and provide nothing beyond minimal information. This resource barely qualifies as Minimally Acceptable.

CULT.	HIST.	GEOG.	ECON.	LANG.	J/C REL.	OTHER
X	X		X			

Category: Minimally Acceptable

Grade 9 Prescribed Text

Exploration Canada, Paul Collins and Norman Sheffe (1979).
Toronto: Oxford University Press.

Evaluation. This text is the second prescribed history text for the Grade 9 year. It is a 300-page textbook outlining the history of Canada from earliest times to 1812 A.D. This is strictly a Canadian history text with no reference to Japan or any of Asia.

Discussion. The nature and purpose of the text is such that one would not expect reference to Japan. This text details early Canadian history. It would be unreasonable to expect reference to Japan and consequently it falls into the Not Applicable category.

CULT.	HIST.	GEOG.	ECON.	LANG.	J/C REL.	OTHER

Category: Not Applicable

Grade 9 Authorized Text

Exploration Canada - Teacher's Resource Handbook, Ted Perry and Jim Callaghan (1986). Toronto: Oxford University Press.

Evaluation. This resource complements the text of the same name and is therefore devoted to Canadian history. The lesson plans outlined for teachers are strictly related to early Canada.

Discussion. This resource is correctly categorized as Not Applicable. A knowledgeable Japanese history specialist could use this text to draw historical comparisons with Japan. In this sense, the book is Adaptable; however, only by a select few of Asian enthusiasts and experts who possess the necessary knowledge. In reality, it parallels the student text and should be categorized as Not Applicable.

CULT.	HIST.	GEOG.	ECON.	LANG.	J/C REL.	OTHER

Category: Not Applicable

Grade 9 Supplemental Texts

As with Grade 8, the Social Studies Annotated Bibliography for Grade 9 was examined for this study. Resource books in this bibliography correspond to the topics listed for study in the Grade 9 year of the Curriculum Guide. The evaluation and discussion of the Grade 9 curriculum detailed above indicate a paucity of Japanese content particularly in relation to the Grade 8 year. It was therefore not surprising that very few of the 260 books listed in the Grade 9 Annotative Bibliography appeared relevant. In fact, only four books were identified. Two of the annotations suggested an indirect relation to Japan and two annotations indicated specific Japanese content.

An effort to secure the books proved difficult. The Curriculum Library of the University of Victoria did not hold either of the books indentified as indirect resources. Other works by the authors were listed but not the texts listed in the bibliography. Similarly, only one of the more relevant texts was available.

The analysis of the Grade 9 Annotated Bibliography therefore results in an evaluation of only one text. This is significantly different than the Grade 8 Annotated Bibliography examination but consistent with the decreased emphasis on Japan in the Grade 9 year.

Grade 9 Supplemental Text

The Japanese, Richard Tames (1982). London: Batsford Academic and Educational Ltd.

Evaluation. This British publication consists of 13 chapters all related to the culture of contemporary Japan. Tames uses extensive quotes and anecdotes to substantiate his comments about Japanese culture. He presents some historical data as background but does not delve into the interrelationship of past to present. His statistics and information are factual and accurate and the material is presented concisely. Comparisons are of Britain to Japan. Reading and comprehension levels are for an advanced Grade 9 class. This 70-page book concentrates on contemporary Japanese culture but is very thorough in its analysis.

Discussion. Tames betrays a strong pro-Japanese bias in his comments but he still manages to present a reasonably balanced analysis of Japanese culture. The extensive use of references within the text present varying views and break the monotony of data on one topic after another. He presents the background of various cultural attributes but makes no attempt to explain the reasons for the cultural traits.

This book would serve as an excellent resource book on Japanese culture although it is rapidly dating. Its thorough discussion of Japanese culture and frequent references to history and economy qualify the book for the Minimally Acceptable category but its narrow focus prohibits advancement to the Recommended category.

CULT.	HIST.	GEOG.	ECON.	LANG.	J/C REL.	OTHER
X	X		X			

Category: Minimally Acceptable

Grade 10 Social Studies Curriculum Guide

Evaluation. The Grade 10 year, as described in the Social Studies Curriculum Guide, "continues to build upon themes developed in earlier

grades and focuses on the development of Canada as a nation, with emphasis on the development of Western Canada" (p. 61). In recognition of this goal it is labelled "Canada: Nationhood And Economic Relationships" (p. 60). Unlike Grade 8 and 9 there is no geographic component per se but previously learned skills are reinforced and expanded through a study of Canada's economy. The year begins with a history component but progresses into a study of contemporary economic Canada. Japan is not mentioned specifically but is definitely related to the major topic of Canada and the Pacific Region and the Indian sub-Continent which constitutes 10% of the suggested time allotment.

A full 45% of the course relates to the historical establishment of Canada (Confederation) and the Development of the West to 1914. There is no direct or inferential reference to Japan in either of these sections.

The third major area of study deals with Canada's present economic activities and represents 30% of the time allotment. Within this section, Japan would be dealt with as one of Canada's significant trading partners. The Topic theme of, "an overview of Canada's economic activities" (p. 70) lists two relevant learning outcomes. Under the Understandings and Skills heading teachers and students should, "identify the economic activities associated with each economic region of Canada" and "understand the effect of economic activity on the lives of Canadians" (p. 70).

The same Focus area of study narrows to the Topic theme of, "British Columbia's economic activities" (p. 71), where students are required to, "identify the economic activities of British Columbia" (p. 71), and consider the Sample Key Question, "what have been the

traditional economic activities of the province?" (p. 71). Of necessity, Japan would warrant reference in all of the above.

The last specific Focus area of study represents 10% of the course and is exclusively related to Canada and the Pacific Region and the Indian Sub-Continent. Within this general framework, Japan is a major nation and as such is relevant to each of the Topic, Understanding and Skills and Sample Key Question sections. The material is extensive enough to detail from the Social Studies Curriculum Guide (1985), as shown in Table 7.

As per Grade 8 and 9, 15% of the time allotment is set aside for Current Events and Development and Relevant Field Studies, and Extension Activities. Once again, Japanese studies could be covered under these headings.

In summary, the Grade 10 emphasis on Canada and contemporary economic activity results in four of the six Focus headings relating indirectly to Japan (66.6%). Under the Topic headings four of 15 (26.6%) could relate to Japan as part of Pacific-Asia. Similarly, eight of the 24 (33.3%) Understandings and Skills requirements could be associated with Japan as could 10 of 74 (13.5%) Sample Key Questions.

Recognizing that the first two major Focus headings of the Grade 10 social studies course relate to Canadian history and therefore, by intent, do not include reference to Japan, it is valuable to detail the above breakdown with reference only to the two Focus headings concentrating on Canadian economic activity and Canada and the Pacific Region and the Indian Sub-Continent. When this is done the statistics are quite different:

Table 7

Grade 10 Scope And Sequence Chart Excerpt

FOCUS	TOPIC	UNDERSTANDING AND SKILLS	SAMPLE KEY QUESTIONS
<p>10.4 CANADA AND THE PACIFIC REGION AND THE INDIAN SUB-CONTINENT</p>	<p>the geographic setting</p>	<p>The student should: locate and identify the major countries of the Pacific Region and the Indian Sub-Continent.</p>	<p>What are the character- istics which define the region?</p>
	<p>Canada's relationship with the Pacific Region and the Indian Sub-Continent.</p>	<p>identify the economic importance of the Pacific Region and the Indian Sub- Continent</p>	<p>What similarities and differences exist be- tween the countries in the region?</p>
			<p>What has been the past economic relationship between Canada and the Pacific Region and the Indian Sub-Continent?</p>
			<p>How has trade with these regions affected the Canadian Economy?</p>
			<p>How has British Columbia been affected by expanding economic relations with these regions?</p>
		<p>identify the cultural impor- tance of the Pacific Region and the Indian Sub-Continent to Canadian society.</p>	<p>What has been the past cultural relationship between Canada and the Pacific Region and the Indian Sub-Continent?</p>
			<p>How have expanding relations with these regions affected Canadian culture today?</p>

Focus headings	2/2	(100%)
Topics	4/5	(80%)
Understandings and Skills	6/8	(75%)
Sample Key Questions	10/23	(43%)

Discussion. The last statistics provided under the Evaluation section for Grade 10 Social Studies indicate the degree of Japanese studies possible in the Grade 10 year. It must be recognized that the emphasis is on Pacific-Asia but, it is reasonable to expect, indeed mandatory, that Japan would be included as a consequence of being a strong trading partner of Canada. The importance of this section is enhanced by the fact that Asia-Pacific-Canadian, and correspondingly, Japanese-Canadian, relations are emphasized. For the first time, a truly Canadian and British Columbia perspective is mandated.

It is also interesting to note that the curriculum guide invites study beyond a strictly economic focus to include the impact of expanding relations on Canadian culture. Considering this point, at least five of the seven topics suggested by the subjects are included in the Grade 10 course. Culture, Geography, Economy and Japanese-Canadian relations are easily discernible. The importance of all of Pacific-Asia qualified under the Other category and the development of economic relations could conceivably be considered under the History category.

Once again, a strong emphasis on Japan becomes the choice and responsibility of the classroom teacher; however, the Grade 10 curriculum lends itself much more directly to the pursuit of Japanese studies. The emphasis on Canada's relationship with Japan is particularly encouraging. The Grade 10 course is much more strongly and

clearly oriented to Japan than the Grade 9 course and consequently, much more relevant to the intent of this research study.

Grade 10 Prescribed Text

Our Land: Building the West, Vivien Bowers and Stan Garrod (1987).
Toronto: Gage Educational Publishers Company.

Evaluation. There are four units to this text comprised of approximately five chapters each. The first two units (ten chapters) deal with the historical development of Eastern and Western Canada. The last two units (11 chapters) focus attention on Canada's economic activities and British Columbia's economy respectively. One full chapter (28 pages or 6.6%) of Unit 3 deals with Canada's Pacific Rim Trading Partners.

Japan does not specifically appear in the Contents section of the text. However, it is listed in the Index and represents 12 pages or 2.8% of the text. Japan is featured as one of Canada's Pacific Rim trading partners. The relationship between Canada, British Columbia, and Japan is highlighted by charts supplying 1982 statistics. The coverage in this section is primarily economic but historical and cultural topics are included. For example, there is a two-thirds page insert on Japanese education. Japan is featured prominently in references to the Pacific-Rim region as a whole. Japanese automation is used as an example of Pacific-Rim technological progress.

This text is written and produced in Canada and deals solely with Canadian development and economic activities. Case studies and examples, such as the Japanese car manufacturing company, Toyota,

investing directly in Canada, provides a complete Canadian perspective throughout this resource.

Discussion. This text has two very important attributes. It is one of the most recently published text books available for the new social studies curriculum and it is wholly Canadian in production, perspective, and content.

Its introduction to the Pacific-Rim clearly defines the emerging importance of the region to Canada's future. A full-page map uses Asia as the central reference point instead of the traditional habit of using Great Britain as the center of world maps.

The section specifically on Japan has both pluses and minuses. The opening section details Japan's economic miracle and carefully and correctly places it in an historical perspective. Unfortunately, it does include misleading data. Information on the Japanese work force continues to perpetuate the idea that Japanese employees enjoy life-long employment and extensive company benefits. The text does not point out that this applies only to a minority of Japanese workers. Similarly, the insert on Japanese education implies that all Japanese children receive three hours of private tutoring after regular school when, in fact, many do, but not all. The general content is good but some of the details are misleading and inaccurate.

It is also regrettable that the chapters outlining statistics on Japan, and British Columbia, and Canadian economic relations with Japan, contain data three to five years old. A text printed in 1987 should provide more up-to-date statistics. In fairness, reference to Japan in other parts of the text include data as recent as 1986.

At face value the text is in line with the recommendations of the research subjects. This is particularly obvious in relation to Japanese-Canadian relations. However, upon close examination some opportunities are passed over. The historical background to the Japanese economic miracle is clearly explained but the authors fail to provide depth and examples to accent the importance of past events to today's thinking in Japan. For example, the text says that, "The Japanese have a long tradition of willingness to acquire the best ideas, technology and culture from other nations, and the inventive genius needed to improve upon these borrowings" (p. 300). Here is a chance to build upon the historical data presented in Grades 8 and 9 and use specific examples to support this statement. The opportunity to show the interrelationship of past to present is lost.

In discussing Japan as part of the Pacific-Rim the text does an excellent job of stressing the emerging importance of the region to Canada's future. But again, important points are mentioned but not qualified or fully explained. The research subjects interviewed for this thesis would be encouraged to see specific references to the cultural differences between Canada and Asia, "In order to make effective use of our opportunities for trade with the Pacific Rim countries, Canadians must learn to appreciate the differences between their culture and ours" (p. 314). However, the authors do not give one example of how to deal with those cultural differences in business negotiations.

Regardless of the shortcomings detailed above, the Canadian emphasis and recent publication of this text make it a very fine resource. Most importantly, it provides a great deal of information for

students and teachers. The classroom practitioner does not have to engage in extensive and time-consuming research to supplement the data provided by this text. It is weak in relating all topics to Japan today as requested by the interview subjects but it covers that prerequisite by stressing Japan-Canada relations. It does cover six of the seven suggested topics but, with the exception of Japan-Canada relations, not in great depth. As well, there are some misleading generalizations. As a result this text can only acquire a Recommended designation but it is indicative of general improvement in more recently developed resources.

CULT.	HIST.	GEOG.	ECON.	LANG.	J/C REL.	OTHER
X	X	X	X		X	X

Pacific Rim

Category: Recommended

As indicated at the beginning of this chapter, a supplemental annotated resource bibliography is not yet available for the revised Grade 10 social studies curriculum. Consequently no supplemental resources are identified or evaluated.

Grade 11 Social Studies Curriculum Guide

Evaluation. Grade 11 is the last high school year in which the term social studies applies. In Grade 12 the term is replaced by the specific topics, History and Geography. Therefore, Grade 11 represents the final year covered in the British Columbia Social Studies Curriculum Guide (1985).

The Grade 11 year is labelled, "Contemporary Canada and World Affairs" (p. 76). It builds on the theme of responsible citizenship:

Social Studies eleven provides the knowledge and skills necessary for students to become responsible citizens of Canada and the world. In grade eleven, students continue their study of contemporary Canada by examining government and politics and by examining Canadian society and our relations with the rest of the world. Students make the transition to a global perspective by investigating such major concerns as population growth, the distribution of resources, and the impact of industrialization and technology on contemporary society. (p. 77)

The above objective is developed through a study of the Canadian governmental system, an examination of Canadian society and our place in the world, and a discussion of the social and economic conditions of the global environment. The skills previously acquired in geography are reinforced and expanded through the study of Canada's economy.

The initial Focus area of study of the scope and sequence chart, "Government, Law, Politics, and Social Issues" (p. 79), concentrates almost exclusively on Canada. Some comparison is encouraged through the Understandings and Skills heading, "understanding the nature of democratic and totalitarian states" (p. 80), but systems compared are ideological extremes with no reference to a particular country. Japan would be an inappropriate choice. The remainder of the first Focus study deals in detail with the Canadian parliamentary system and in total covers 30% of the suggested time allotment.

The second Focus area of study concentrates on contemporary Canada. The position of Japanese immigrants to Canada and the status of Japanese-Canadians are part of one case study suggested within the Understandings and Skills heading, "understanding the nature of ethnic and race relations in Canada" (p. 88). This Focus heading again constitutes 30% of the suggested time allotment and the Understandings and Skills topic detailed above is one of the 11 listed.

The third Focus area of study examines the global environment, both socially and economically. The first Understandings and Skills topic asks students to, "identify ways the various parts of the world are interconnected and interdependent" (p. 93). A Sample Key Question to assist this goal, "In what ways are countries economically interdependent?" (p. 93), could include reference to Japan considering Japan's preeminent economic position in the world.

The remainder of the Global Environment heading deals with a number of contemporary issues. Such topics as population, resource distribution, urbanization, and industrialization and urbanization are examined. Consistent with the title, the Key Questions and skill development suggestions are of a global nature so no one country is specifically suggested. Third World nations receive attention because of the clear disparity between Canada and these countries. Reference to Japan, however, could be included within a few broad topic areas. The Sample Key Question, "What are the basic means for measuring and comparing standards of living?" (p. 94) could examine Japan as a comparison nation. In examining resources, the Sample Key Question, "How do we deal with resource management problems that transcend national boundaries?" (p. 97) could examine oil and lumber issues between Canada and Japan. The topic of urbanization asks the Sample Key Questions, "How, where and why have major world cities developed?" (p. 97) and "What problems do major world cities face?" (p. 97). Tokyo and other heavily populated and densely urbanized areas of Japan could be discussed under these questions. In considering industrialization and technology, the impact of technological advancements is raised in the Sample Key Question, "What are the implications of automation,

robotics, and new information processing technologies?" (p. 100). Japan's leadership in this area would require discussion.

Consistent with earlier high school years, 10% of the year's time allotment is set aside for Current Events and Extension Activities. A further examination of Japan as it relates to the intentions of the Grade 11 curriculum could occur in this suggested time allotment.

In summary, the Grade 11 Social Studies Curriculum Guide scope and sequence chart makes no direct reference to Japan. Japan could be considered in four of five Focus headings (80%), but in only two of 45 Understandings and Skills headings (.04%) and six of the 210 Sample Key Questions (.03%).

Discussion. The statistics provided above under the Evaluation of the Grade 11 curriculum guide indicates very clearly that Japan does not figure specifically at any time during the year. There are areas where Japan could be used in comparison with Canada or as a case study of a particular curriculum topic; however, at no time is the study of Japan mandated. Once again it would require a teacher with a particular interest and expertise in Japanese studies to show initiative in discussing Japan within the Grade 11 curriculum.

The absence of a Japanese focus in Grade 11 is particularly disconcerting after the emphases shown in Grade 10. As is the case from Grade 8 to Grade 9, a start in Japanese studies in Grade 10 is not followed through the subsequent year in Grade 11.

In summary, the broad topics studied in Grade 11 allow for teaching options but suggest a very limited reference to Japan.

Grade 11 Prescribed Text

Towards Tomorrow - Canada in a Changing World - Geography, Stewart Dunlop (1987). Toronto: Harcourt, Brace Jovanovich.

Evaluation. This book is the first, and at present, only one, of a series of three new texts released under the same title. Dunlop's book concentrated on geography whereas subsequent editions will discuss history and government.

Towards Tomorrow - Canada in a Changing World - Geography, was released late in 1987 as the main text for the Grade 11 curriculum outlined in the British Columbia Social Studies Curriculum Guide (1985). It consists of eight chapters each dealing with a major world issue of a geographic nature; The Global Village, World Populations, Standards of Living, World Food Supply, Resources, Industrialization and Technology, Urbanization, and Global Solutions.

Japan is not specifically mentioned in the subheadings under each chapter heading. However, Japan is listed in the Index pages as one three-page section detailing Japan's adaptation to change and three other pages as isolated references. The three-page section examines Japan as a self-contained study in a Close-Up feature entitled Japan: Adaptation to Change. Japan's growth following World War II and her response to the oil crisis of 1973 are detailed. Highly visual graphics illustrate Japan's production trends and research and development expenditures compared to Canada and the United States. The effect of the changing value of a country's currency is illustrated through coal sales to Japan from Canada and Australia. Japan is also mentioned as an example of an technologically advanced nation and as a dominant producer of semi-conductors.

Discussion. Japan's coverage is comparable to that given other world nations in this text and reasonable within the context of the Grade 11 curriculum and broad nature of this book. Statistics and data are relevant and up-to-date and consequently at least specific examples of the Japanese economy are covered. Within this framework, aspects of Japanese geography, history, and culture are explained.

This text does an acceptable job of discussing world problems of a geographic nature and from a Canadian perspective. As a result, Japanese-Canadian economic relations are discussed.

Although five of the seven topics identified by the subjects are discussed in this text a cautious assessment is required. The cursory nature of all the topics permits only a superficial and fleeting understanding of Japan and particularly Japanese-Canadian relations. Therefore, in terms of Japanese relevance, it can only be evaluated as Minimally Acceptable.

CULT.	HIST.	GEOG.	ECON.	LANG.	J/C REL.	OTHER
X	X	X	X		X	

Category: Minimally Acceptable

As indicated above, the new text books for Grade 11 are just beginning to be introduced. It will be some time before an annotated bibliography of supplemental resources is available for analysis.

Grade 12 Curriculum Guides

The curriculum guides available at the Grade 12 level for history and geography are significantly dated, 1972 and 1974 respectively. The content must be judged accordingly and it is important to realize that new course outlines are presently being prepared. It will be necessary

to examine the new guides as soon as they are available. The Curriculum Development Branch of the B.C. Ministry of Education is working on a time-line of September 1989 for the introduction of new curriculum guides--History 12 and Geography 12 (personal communication, February 2, 1988). Consequently, the impact of the older guides still exists and thus they are relevant for examination in this project.

Secondary School Curriculum Guide - Social Studies 1972 - History 12

Evaluation. History 12 is described as a modern world history course with a concentrated study on the events of the twentieth century. The guide consists of four sections. The opening discussion is general in nature with one statement relevant to a study of Japan, "a student's study enables him to develop empathy for peoples and cultures outside his experience" (p. 3). In discussing specific concepts, Internationalism could encompass the importance of learning Japanese history, "History can develop an understanding of the values and insights available in other civilizations. It can demonstrate the increasing interdependence of one nation on others in the modern world" (p. 5).

The specifics to be taught in the Grade 12 history course are detailed in the fourth section entitled Course Outline. Japan does not receive individual attention but would be considered under the major headings, The Legacy of the Nineteenth Century, World War I, Turmoil in the 1910s and 1930s, and World War II, which represent four of the eleven headings.

In summary, Japan does not receive particular mention in the Grade 12 history curriculum guide presently in use. It must be discussed indirectly in relation to several major historical events of the twentieth century. However, it seems to be omitted from significance following World War II.

Discussion. The Grade 12 history curriculum guide provides opportunity for Japanese content of an historical nature under several headings up to and including World War II. The guide provides little direction beyond a listing of topics so it would be up to the classroom teacher to relate the importance of past events in Japan to the contemporary scene. To do so is not beyond the scope of this guide. However, it is of concern that Japan does not figure more prominently in the discussion of world affairs after World War II. The heading, The Developments in the Non-European World, lists six areas of the world including China and S.E. Asia, but not Japan. This is surprising in light of Japan's resurgence as an economic superpower in the 1960s, 1970s, and 1980s.

Japan's omission illustrates the need for a new guide in line with more recent events. The opportunity to examine historical Japan is available in this guide but is certainly not the priority topic suggested by the research subjects in this project.

Geography 12 - Secondary School Curriculum Guide - Social Studies - 1974

Evaluation. The Grade 12 geography course is based upon the Geography 12 - Secondary School Curriculum Guide - Social Studies - 1974. In describing the rationale for the course the guide states that,

"It is anticipated that the teacher will organize the course in the way that best meets the needs and interests of the students" (p. 2). By today's standards that could include reference to Japan.

Geography 12 is divided into two parts. Part I, entitled Systematic Geography, consists of Geomorphology, Climatology, and Biogeography. The technical, scientific basis of this section omits reference to any particular region so a Japanese focus is not applicable.

Part II of the course deals with Man and His Environment but again the discussion of land use, management of resources, and conservation and control of environment does not refer to a particular region.

The Geography 12 curriculum guide offers a suggested unified outline integrating the two parts of the course. One suggestion is to use case studies to detail man's organization and use of the environment. The guide uses the historical and current occupation of British Columbia as an example and contrasts it with the Middle East. The Middle East is used as an example so that an Asian nation such as Japan could be chosen instead.

Discussion. It must be noted that the guide for Grade 12 Geography is now well dated. The reference to the needs and interest of students allows for discussion of a recently emergent nation such as Japan. However, it is obvious from the topics in the guide that the course is primarily of an earth science nature and as such does not lend itself to the study of a particular geographic area or the study of the geography of a specific nation. Japan could be referred to as one of many examples of systematic geography or as a case study in reference

to man and his environment but in fairness to the curriculum planners the intent is not to emphasize a particular nation.

Addendum

Western Civilization 12. Grade 12 students have the option of studying the development of western civilization based upon the B.B.C. Television Network series of the same name written and narrated by Sir Kenneth Clark. As the curriculum guide for this course states, "the main emphasis [is] on Western European art and architecture" (p. 1). An examination of the films and bibliographies related to each film indicates, as expected, an almost total reference to western sources. There is some discussion of Babylon and Assyria but that appears to be as far East as the series moves.

A look at the accompanying text reveals that Japan is not referred to in either the content or index sections. It seems fair to conclude that this course is not applicable to a study of Japan.

Grade 12 Prescribed Text (Geography)

Physical Geography (Revised Edition), James M. Smythe, Charles G. Brown, Eric H. Fors, Robert C. Lord (1980). Toronto: Gage Educational Publishing Company.

Evaluation. This text discusses the various fields of study grouped together under the general term of earth sciences. Japan is not listed in the index and consequently it is not used as an example nation for any of the scientific information provided in the text.

Discussion. This text is basically a science book and as such one could not fairly expect Japan to be included, or criticize its

omission. The geothermal activity on the island of Kyushu in Japan and the natural hot springs of Oita Prefecture would provide interesting examples for this text but this is a suggestion and not a criticism. The scientific nature of this book designates it as Not Applicable.

CULT.	HIST.	GEOG.	ECON.	LANG.	J/C REL.	OTHER

Category: Not Applicable

Grade 12 Prescribed Text (Geography)

Geography: A Study of Its Physical Elements, Quentin H. Standord and Warren Moran (1978). Toronto: Oxford University Press.

Evaluation. The focus of this text is on the science of geography. Japan is not included in the content or used as a significant example in this student text.

Discussion. The intended purpose of this text is unrelated to Japan and consequently, the book is Not Applicable.

CULT.	HIST.	GEOG.	ECON.	LANG.	J/C REL.	OTHER

Category: Not Applicable

Grade 12 Prescribed Text (History)

A Map History of the Modern World 1890 to the Present Day, Brian Catchpole (1968). Agincourt, Ontario: Bellhaven House Limited.

Evaluation. This text consists of eight parts and a total of 67 maps and accompanying narratives. Reference to Japan occurs sporadically with references to her rise as a modern state circa 1890, her imperialistic expansion in the early 1900s and the 1930s, and her Pacific expansionism during World War II. Japan's economic revival is

discussed as one of the new nations in the Far East during the 1950s and 1960s.

Japan receives objective and equal treatment relative to her world position during the time period covered. The brief narratives are supplemented by easily comprehensible maps.

Discussion. This text does an excellent job of synthesizing a great deal of history into short narratives and well constructed maps. It presents many subjective events in as an objective manner as possible. This is particularly noteworthy when discussing the extensive imperialistic expansion of Japan in the 1930s and 1940s.

At no time does the text relate historical events to the present day but the nature of this resource does not lend itself to that task. As a purveyor of pure historical information and for positioning that information in world context, this text covers only two topics identified during the interviews and therefore qualifies as Minimally Acceptable for the purposes of this project.

CULT.	HIST.	GEOG.	ECON.	LANG.	J/C REL.	OTHER
	X					X

Comparative
World Position

Category: Minimally Acceptable

Grade 12 Prescribed Text (History)

World History 2, 1900-1968, Harry Browne (1970). Toronto: Macmillan of Canada.

Evaluation. This is a basic history text which carefully chronicles world events of the twentieth century,. Japan receives adequate representation through the war years. However, her postwar revival is not mentioned.

Discussion. The discussion of Japan up to and including World War II is fair and equitable. However, the omission of Japan's occupation and subsequent revival is a serious flaw. The fact that the book was printed in 1970 suggests that Japan was not recognized as an emerging economic superpower. The early publication date makes this omission understandable but not acceptable. As such, it is Unacceptable as a contemporary history text for a discussion of Japan.

CULT.	HIST.	GEOG.	ECON.	LANG.	J/C REL.	OTHER
	X					X

World Content

Category: Unacceptable (a)

Grade 12 Prescribed Text (History)

Twentieth Century History - The World Since 1900, Tony Howarth (1979). London: Longman Group Ltd.

Evaluation. This British text discusses Japan in a number of subheadings related to various events and eras of the twentieth century. The predominant reference is to Japanese growth and imperialistic expansion through to the end of World War II. Discussion is factual and accurate. Japan's post-war development is mentioned but fleetingly,

. . . to our list of great industrial powers in the 1970s we must now add Japan and China. In the thirty years after the Second World War, the Japanese enjoyed an almost continuous 'boom' based on the export of cheap, high-quality products of large scale efficient manufacturing industries. Among those products, as you may well know, were motor-cars, motor-cycles, television sets, cameras and hi-fi equipment. (p. 302-303)

Discussion. This single text attempts to cover a great deal of history. The effort and result are admirable from a general perspective. However, in analyzing the attention paid to a single country such as Japan, the quality of the text declines dramatically. As with other Grade 12 history resources, it is very limited in discussing Japanese economic growth to superpower status. This text does not have the excuse of significantly early publication date to justify this omission. A single paragraph is not only too little but misleading in its generalizations. As such it is Unacceptable in terms of Japanese content.

CULT.	HIST.	GEOG.	ECON.	LANG.	J/C REL.	OTHER

World context

Category: Unacceptable (a).

Grade 12 Prescribed Text (History)

International Affairs 1890-1939, R.N. Rundle (1979). Toronto: Hodder and Stoughton Ltd.

Evaluation. This text covers major world events between 1890 and 1939. Coverage is equitably distributed amongst these events and the text is fair and objective. Japan's nationalistic and imperialistic expansion to 1939 receives due attention.

Discussion. This text gives a strictly historical look at Japanese development during the early part of this century. It is, therefore, limited in scope but it does provide an opportunity for a knowledgeable teacher to utilize the Japanese content to emphasize Japanese attitudes and perspectives today. For example, reference in the text to Japanese annoyance at the 1919 peacemakers' refusal to recognize racial equality

could be used as an introduction to a discussion of present Japanese world view. The text does not attempt to do this, but nor is it designed to do so. However, the material provides the opportunity and in this sense the book is Adaptable to the suggestions of the interview subjects.

CULT.	HIST.	GEOG.	ECON.	LANG.	J/C REL.	OTHER
	X					X

International
Context

Category: Adaptable

Grade 12 Prescribed Text (History)

International Affairs 1939-1979, R.N. Rundle (1981). Toronto: Dominie Press Ltd.

Evaluation. This text continues the initiative of the first volume (1890-1939) and as such is consistent with the standards of the first work. However, Japan is discussed only in relation to its role in World War II.

Discussion. It is regrettable that this text omits reference to Japan's resurgence as an industrial power after World War II. While it discusses China's entrance onto the world scene and American involvement in S.E. Asia, it fails to mention Japan. When the emphasis is solely on Japan's participation in World War II, students can conceivably formulate a one-sided opinion. From this perspective, it is Unacceptable under the omissions designation, to the intent of this study.

CULT.	HIST.	GEOG.	ECON.	LANG.	J/C REL.	OTHER
	X					X

International
Affairs

Category: Unacceptable (a).

Once again there are no supplemental resources recommended at the Grade 12 level. Perhaps an annotated bibliography of useful resources will be developed when the Grade 12 revision is complete. At present any resource books would have to be identified and implemented by the classroom teacher.

Chapter 5

Summary and Conclusions

Chapter 3 details the results of interviews conducted with 18 public individuals in business, politics, and academia, all of whom were experienced and interested about Japan. The interviews confirmed six possible social studies topics to be included in a study of Japan in British Columbia high school social studies courses: Culture, History, Geography, Economy, Japanese Language, and Japanese/Canadian Relations. The subjects also identified a number of other topics for consideration. These suggestions were grouped into a seventh category labelled Other.

Support for the inclusion of Japanese studies in British Columbia high schools was unanimous amongst the 18 interviewed subjects. Consistency of opinions regarding the specific topics was not as definitive but a Spearman rho analysis of rank-order data on the six possible topics revealed a positive agreement between the opinions of academics and businesspersons $r(4) = .87, p < .05$, an agreement between businesspersons and politicians of $r(4) = .79, p < .1$, and a strong positive relationship between the opinions of academics and politicians, $r(4) = .95, p < .01$.

The interviewed subjects ranked culture and history as the most important topics with economy, geography, language, and Japanese/Canadian relations following in descending order of value. Beyond support for individual topics, subjects clearly indicated that none of these topics should be taught in isolation but rather as interrelated to each other. A study of Japanese history, geography, and

economy was seen as a means of illuminating the culture of modern-day Japan. Similarly, it was felt that Japanese language training should be used to help students understand the mind-frame of the Japanese people. The subjects also identified a number of other topics such as a study of China and a study of other nations of Pacific-Asia as important to a social studies course on Japan.

The strength and enthusiasm of the subjects' responses supported a move towards greater Japanese studies content in British Columbia high schools. The interview results led to an examination of the present British Columbia social studies high school curriculum and beyond that to an analysis of the textbooks presently in use in social studies courses.

Chapter 4 presented a detailed analysis of the curriculum for each Grade 8 through 12. The extent of actual and possible Japanese content at each grade level was discussed. Beyond this, textbooks mandated for use and those available as supplemental resources were carefully examined and categorized according to the criteria established in the Methods section. The remainder of this chapter will provide a general summary of the analysis for each grade and subsequent conclusions in terms of what a student at each level can expect to learn about Japan.

Grade 8

The British Columbia curriculum guide for Grade 8 social studies contains direct reference to the ancient history of Japan. Specifically, 13.3% of allotted time is devoted to the major heading of the Middle Ages in India, China, and Japan. Guiding questions in the

scope and sequence chart assist teachers in covering Japanese history. Beyond this direct reference, a total of 45% of the curriculum has portions which permit or infer reference to Japan. An example of this allotment is the 15% of time permitted for current events and the exploration of the curriculum in greater depth. Geography is also covered indirectly through five specific statements which encourage the study of the relation of geography to the present state of a nation.

In summary, the Grade 8 curriculum provides a significant concentration on Japanese history, an indirect geographic component, and latitude to expand Japanese content. However, beyond the historical focus in Grade 8, further Japanese content would require a high degree of teacher interest and motivation.

The prescribed texts for Grade 8 social studies vary from minimally acceptable to adaptable to not applicable. The prescribed history text, Patterns of Civilization, Volume 1, provides a minimal introduction to the history, culture, and geography of Japan and is supplemented to the same degree by the accompanying authorized teacher's guide. The Hosford Study Atlas concentrates a section on China and is adaptable to Japan whereas the pure geography text, Geolab 1, is not applicable.

The texts, The Canadian Oxford School Atlas - 5th Edition, British Columbia, Geographic Essentials - B.C. Edition, Map Skills Using the Canadian Oxford School Atlas - 5th Edition, B.C., and Geographic Essentials, Teacher's Manual, which are applicable to Grades 8 and 9 and as far as Grade 11 in the case of The Canadian Oxford School Atlas - 5th Edition, British Columbia, provide some valuable statistical data on Japanese geography, economy and Japanese/Canadian

relations as well as data on other nations of Asia. They will assist a teacher willing to emphasize Japan in fulfilling the geography requirement specified in the curriculum guide.

A student in Grade 8 is mandated by the curriculum to study the middle ages of Japan and the subsequent geography and culture of the country. The prescribed texts in Grade 8 will provide a cursory study of these topics. Beyond this basic coverage the student is dependent upon a knowledgeable and motivated teacher to expand Japanese content. For that teacher, the curriculum guide provides the latitude to spend more time on Japan and the Social Studies Annotated Bibliography - Grade Eight provides a list of supplemental texts for greater depth of coverage.

The supplemental texts applicable to Japan are true to the intent of the curriculum guide and prescribed texts. These supplemental resources tend to emphasize historical data which by necessity includes a cursory discussion of Japanese geography and culture for the time period being discussed.

A distinction should be made however, between those resources which educate the teacher and those which educate the student. The best supplemental texts, such as Edwin O. Reischauer's The Japanese, are suited to the teacher. At best, a teacher could only use extracts from these higher-level resources. The student supplemental texts concentrate on Japanese history and show great variation in quality.

In summary, of the five texts presently prescribed for use in Grade 8 social studies, one is categorized as Minimally Acceptable, one as Recommended, one as Unacceptable and two as Adaptable. The four authorized texts in Grade 8 are categorized as one Minimally

Acceptable, one Adaptable and two Not Applicable. The Japanese Language is the only topic identified as valuable for study by the interviewed subjects which was not covered by at least one of the prescribed or authorized texts. Under the Other topic, China, Asia and Canadian/Asian relations were covered.

The ten supplemental books analysed resulted in four Minimally Acceptable, three Unacceptable, two Highly Recommended, and one Recommended. Every topic supported by the interview subjects was covered by the texts. History was discussed in every supplemental text analysed but Japanese/Canadian relations by only one. The remaining topics were covered to varying degrees. Under the Other topic, International Influence, Asia, China and Korea were all discussed by one or more books.

In conclusion, Grade 8 social studies teachers emphasizing Japan in their courses include reference to the ancient history of Japan. The prescribed history text for Grade 8 provides the necessary data. The curriculum guide for Grade 8 allows for greater concentration on Japan throughout the social studies course; however, resources become a problem. The teacher has to engage in extensive research and curriculum development to include specific Japanese content beyond the mandated history component.

Consequently, a Grade 8 student, in the initial high school year, enjoys an introduction to Japan. This occurs through a study of early Japanese history with a corresponding examination of Japanese geography and culture. However, the depth of that study and the coverage of other relevant topics on Japan depends on the motivation of the teacher and the availability of supplemental resources.

Any serious move to improve Japanese content at the Grade 8 level requires greater depth than available in the prescribed texts. A cursory examination of thousands of years of Japanese history and no effort to relate that history to contemporary Japan does not provide young British Columbians with a solid and meaningful knowledge base for interacting with Japanese citizens. Further, the dependency on teacher initiative requires the provision of extensive resources for social studies educators beyond a list of supplemental resources. A series of in-depth recommendations to correct these conclusions is provided in the final chapter of this study.

Grade 9

The Grade 9 British Columbia curriculum guide for social studies does not specifically mandate a study of Japan. Japanese history is only referred to as peripheral to European history, as in the study of the impact of the European industrial revolution and European imperialism upon Japan and other nations of Asia. In studying modern-day industrialization, Japan is one of a choice of five nations suggested for a case study of a contemporary industrial state. As in Grade 8 the choice of Japan would require an interested and knowledgeable teacher.

In Grade 8, an historical study of ancient Japan is required by the curriculum guide. However, in Grade 9 Japan could be completely omitted within the broad parameters of the Grade 9 curriculum. The motivated Grade 9 social studies teacher with an interest in Japan could utilize time for extension work (15%) to include Japan but this is strictly a teacher's option. The Grade 9 curriculum guide does not

follow through with the precedent for Japanese history studies set in the Grade 8 curriculum scope and sequence chart.

The prescribed texts in Grade 9 vary in Japanese content. The text Exploration Canada and accompanying teacher's resource handbook are devoted to the 55% of the curriculum on early Canadian history and are thus not applicable. The European history text, Patterns of Civilization, Volume II, is the companion book to the Grade 8 text. The Japanese content in the Grade 9 volume is more limited in scope, and restricted to one era of Japanese history, the Meiji Era, with a cursory look at the corresponding culture and economy of the day. The text is Minimally Acceptable but omissions and generalizations come close to misleading students. The authorized teacher's guides for the two prescribed texts parallel the student texts in both coverage and categorization.

Supplemental texts for Japanese studies in Grade 9 social studies, as listed in an annotative bibliography, are very limited. In fact, only one resource book was readily available for extending Japanese content but this text was categorized as only Minimally Acceptable.

In conclusion, there is no direct reference to Japan in the Grade 9 social studies curriculum guide. A full 55% of the course is devoted to a study of Canadian history and Japan does not qualify as a separate topic of study in the remainder of the course unless selected by a teacher from a choice of five industrialized nations. Correspondingly, the prescribed and supplemental texts are sparse in Japanese content. Most notably, the precedent set for Japanese studies in Grade 8 is not continued to any appreciable degree in Grade 9. A social studies

teacher wishing to emphasize Japanese history could only do so as a comparative study involving European developments or as a study of one era of Japanese history, the Meiji Restoration. In the first case, no resource is available, and in the second case coverage is weak. The study of Japan as an example of an industrialized nation would again require extensive teacher initiative and research.

For a student entering Grade 9, the historical progression from the Tokugawa Era to the Meiji Restoration is covered but beyond this, Japan is omitted. If Japan is not chosen as the industrialized nation to be studied, reference to Japan throughout the year could be covered in virtually one lesson. Continuity with depth and useful resources are lacking in Grade 9.

Grade 10

The Grade 10 social studies curriculum guide devotes one-half of the year to a continuation of the study of Canadian history. However, the second half centers on Canada's contemporary economic activities with a direct emphasis (10%) placed on Canada and the Pacific region. Within this framework, a study of British Columbia's association with Pacific Asia is mandated. The stress on Pacific Asia underlies reference to the culture, geography, and history of Japan and Japanese-Canadian relations. It must be noted that the curriculum guide refers only to the Pacific region but Japan is accepted as a major player in the region.

A student in Grade 10 social studies is mandated by the curriculum guide to study Pacific Asia. This includes an examination of Japan and a close look at the economic relationship between British Columbia and the Asia-Pacific region.

The prescribed text for Grade 10, Our Land: Building the West, contains reference to six of the seven topics recognized by the experts who were interviewed with respect to their priorities for Japanese studies. With the exception of Japanese-Canadian relations, coverage tends to be cursory and contains misleading generalizations. However, the coverage does contain significant Japanese content and is encouraging as one of the newer texts available. The text allows student learning about Japan without dependence on teacher interest and ability.

In conclusion, a student in Grade 10 social studies will receive instruction on Japan within the context of the Asia-Pacific region. The Grade 10 course, when compared to Grade 9, is much more clearly and strongly oriented towards Japan. It is regrettable, however, that the historical data presented in Grades 8 and 9 is not utilized in the discussion of economic relations with Japan today. By reviewing the historical roots of Japanese economic activity and the historical characteristics of Japanese business practices, British Columbia students would better understand the why's and how's of doing business with Japan.

Grade 11

The Grade 11 social studies curriculum guide reveals an initial concentration on Canadian government and contemporary Canada. Emphasis then shifts to wider global issues such as population growth and the impact of technology, where no particular nation is singled out for discussion. The ethnic history of Japanese people within Canada is an option but in reality a study of Japan is not specifically required in

the scope and sequence chart of the Grade 11 curriculum guide. In fairness, the global issues mandated for study could include a Japanese perspective but as in earlier grades, the onus of responsibility falls on the interest and ability of the classroom teacher.

The new prescribed text for the geography component of the Grade 11 course does contain reference to Japan. However, because the text deals with a number of far-reaching global issues Japanese coverage is very cursory.

In Grade 11 a student is not required to study Japan. He will come in contact with the country through familiarity with the prescribed text, but data is fleeting and minimal. Of greatest concern at the Grade 11 level is the fact that the strong economic examination of Japan in Grade 10 is not pursued in Grade 11 even within the context of the curriculum topics. As was the case in Japanese history from Grade 8 to Grade 9, an initiative in Japanese studies in Grade 10 is not carried through in Grade 11. A high school student entering the last year of public education and having completed the social studies curriculum will have experienced the frustration of sporadic study of Japan. His/her study of Japan will have been inconsistent and consequently the knowledge either confused, superficial, or both.

Grade 12

At this point in time, Grade 12 is divided into History and Geography, subjects which are based upon curriculum guides which are

now well-dated. These courses are presently being revised. The history course could include Japan under several broad headings but post-World War II Japanese development is conspicuous by its absence. The geography curriculum is strictly a technical, scientific approach to the study of the earth. Case studies are encouraged but this presupposes a great deal of teacher expertise in Japanese geography.

The geography texts are not applicable to Japan because of their earth-science perspective. The history texts include reference to Japan, and the nation is viewed fairly, if not always thoroughly, in the context of twentieth-century world history. The Grade 12 history texts reveal a consistent omission of Japan's resurgence following World War II.

A student in his or her final year of high school has the option of studying history and/or geography or neither. Those students who choose History 12 will learn Japanese history in a world-history context from the early to mid-twentieth century. Unfortunately, he or she will not study the recent history of Japan's revival and re-emergence onto the world scene. A student choosing to study Geography 12 will concentrate on technical geographic data and it is unlikely that Japan would be covered in this context.

Summary

In conclusion, a British Columbia student entering high school can expect to learn isolated aspects of Japanese history, geography, culture, economy, and Japanese-Canadian relations. There is no consistent pattern of study of Japan in British Columbia social studies curriculum guides or in the prescribed texts. The degree of emphasis on

Japan will depend in large part on the interest, motivation and expertise of the classroom teacher. The topics recognized by the research subjects as integral to a study of Japan, specifically: Japanese culture, history, geography, economy, language, Japanese-Canadian relations, and other varied topics, are, to varying degrees, covered in the high school years but the coverage is often cursory and lacking the essential element of interrelationship. The topic of Japanese language does not warrant discussion to any appreciable degree in any of the texts. Many of the topics identified during the interviews and labelled "Other" do appear haphazardly throughout the social studies courses and texts. However, in essence, the courses of study are not true to the intent of the subjects' objectives. Students are unlikely to graduate from Grade 12 with a thorough understanding of Japanese history, geography, culture, economy. Nor will they have a basic understanding of the Japanese language or its origin, the fundamentals of Japanese-Canadian relations, or knowledge of associated other topics. Perhaps most importantly, students will not gain the ability to use such knowledge to foster greater contact between Canada and Japan. To change this situation, the last chapter of this study will offer a series of recommendations designed to improve the study of Japan in British Columbia social studies classrooms.

Chapter 6

Recommendations

This thesis presents information on the status of Japanese studies in the high school social studies courses of British Columbia. The data summarized in Chapter 5 encourage a number of recommendations designed to expand and improve Japanese content and quality in the social studies courses in British Columbia high schools. Three perspectives will be considered. In the first instance, recommendations requiring a minimum investment of time, effort, and finances are proposed. The intent of these suggestions is to make the best use of existing resources. Beyond this, proposals are made which require some commitment of time and funding commensurate with a move towards greater Japanese content in the classrooms and textbooks of the British Columbia high school social studies courses. Finally, in recognition of the documented importance of Japan to the next generation of British Columbians, a number of substantive proposals are detailed.

Recommendations Utilizing Existing Resources

This paper has identified existing resources which conform to the opinions of the research subjects and which educate children about Japan. The latest British Columbia curriculum guide allows teachers latitude in emphasizing and expanding content areas. In this sense, the framework for Japanese studies can be said to exist. The key factor is awareness. Educators wishing to include greater Japanese content in their teaching must be made aware of the present resources available and the quality of these resources. For example, a modest outlay of

capital and time could result in the preparation of an annotated bibliography specifically detailing presently available resource materials for Japanese studies at each grade level. Similarly, a scope and sequence chart devoted exclusively to Japanese studies could be prepared. This chart could outline content and sequence for the study of Japan, utilizing the prescribed textbooks and courses of study presently in use. In this way, a teacher or school could present a systematic program of Japanese studies throughout the high school years.

A recurring theme throughout the evaluation and the summary and conclusions sections is the initiative required by teachers who wish to teach about Japan. The above proposals may help to inspire and maintain that initiative by clearly detailing what is available, the quality of that material, and a framework for using it. Dissemination of the information outlined in this thesis will provide some guidance for professionals wishing to utilize existing Japanese content and thus improve the state of Japanese studies in British Columbia.

Recommendations Requiring Some Commitment of Time and Funds

The literature reviewed for this study includes details on the British Columbia government's initiative to upgrade the core social studies curriculum and thus place greater emphasis on the Pacific Rim. Significant funds have been allotted for Pacific Rim education and it is reasonable to assume that some of these funds will be available for the advancement of Japanese studies. With this in mind, a number of more substantive recommendations are possible. The discussion of the data in Chapter 5 points out the inconsistency of Japanese studies

material from one year to the next. A good start is made on Japanese history in Grade 8 which tapers off in Grade 9 and does not re-emerge in terms of quality.

Similarly, Japanese-Canadian relations begin in Grade 10 but are not expanded in Grade 11. Such comments support Bullard's (1986) comment that Asia content tends to be fragmented and lacking continuity. With some initiative and funding these shortcomings could be corrected. Curriculum guides can be amended to require a systematic and sequential study of Japan from Grade 8 through 12. This does not imply an increase of time devoted to Japanese studies at the expense of other topics but rather a more definitive inclusion of Japanese studies within the wide-open framework detailed in Chapter 5. Further, Japanese content should appear consistently at each grade level and build sequentially from one year to the next. For example, the history of Japan could be divided over four years with the fifth year emphasizing the interrelationship of past to contemporary Japanese characteristics. A study of Japanese geography could begin in Grade 8 and move smoothly into economy and Japanese-Canadian relations over the high school years. Culture could be discussed within each of the topics above with increasing emphasis on how foreigners can best interact with the Japanese for mutually beneficial progress.

As mid-level recommendations it would be too much to suggest the development of new textbooks. However, as the results of this study point out, there are very few excellent resource books available which conform to the criteria of the research subjects. The Highly Recommended texts are spread over varying abilities and topics. A compromise to support increased Japanese content in the curriculum

guides could be a series of booklets. These booklets could supplement the prescribed texts presently in use and correct deficiencies. Teachers could shift from text to booklet for the Japanese content section of the course. The booklets could be produced locally and relatively inexpensively. Consequently, they could be written to conform to the distinctive needs of British Columbia high school students as indicated by the subjects interviewed in this research.

Another recurring concern with those texts that discuss the Japanese economy and Japanese-Canadian relations is how quickly the statistics become outdated. By producing separate booklets on each of the topics, those that became obsolete over time can be replaced without a great expenditure of capital and the rest can remain in circulation. This is an advantage over a textbook in which the Japanese economy is only one small part.

Recommendations of a Substantive Nature

If funding were available beyond that required for the suggestions above, or changes were to be continually implemented over a long period of time, then recommendations with far reaching implications for Japanese studies could be considered. In reality, such changes are more a case of degree than substance. For example, as an optimum resource, a packet of materials for each grade level could be developed but employing a consistent theme at each grade level. In Grade 8 students could be issued a binder of materials on the history, geography, culture, economy, and nature of Japanese-Canadian relations appropriate for a student about to visit Japan for the first time. At the Grade 10 level, the depth of coverage of these topics could

increase so that the binder or packet is more applicable to students involved in a regular exchange with Japan. Finally, at the senior high level, the packet of resource materials could present the various topics from the perspective of a visiting government official or perspective businessman. This final packet could parallel directly dosiers prepared by government and public officials for overseas trade missions and diplomatic delegations. By utilizing a packet or binder format, pages can be added or deleted as required and allow the material to keep up-to-date with developments and the latest statistical data.

Teacher Support

Transcending all levels of suggested changes in the British Columbia social studies high school courses, is the concern over teacher expertise. The analysis of the curriculum guides consistently pointed out that, even where time is available for increased Japanese content, it requires a teacher with some background and knowledge in Japanese studies. In utilizing existing resources as outlined at the beginning of this section, teachers can depend on those resources without having to look further afield. However, since curriculum guides do not provide specific data on topics, once the curriculum guides are altered to increase Japanese content and introduce new resources then the teacher, by necessity, accepts greater responsibility for content. In addressing this problem it would be unrealistic to expect teachers to learn the complexities of Japanese history, culture, geography, and economy, at least in the short term. However, teacher workshops could concentrate on methodology, that is, on how best to utilize new

materials such as the booklets described above for this degree of curriculum change. In this way the lack of teacher expertise is addressed by stressing methodology as opposed to factual content.

In the long term it is desirable that teachers do become knowledgeable about Japan. To this end universities could be encouraged and subsidized to design education courses devoted to Japanese studies. For example, four summer courses covering Japanese history, geography, culture, and economy (including Japanese-Canadian relations) could be offered. Teachers completing the course would be issued a diploma signifying expertise in Japanese studies.

For teachers in rural areas without easy access to post-secondary institutions, universities and government could work together to produce a series of video tapes covering the proposed course content. The tapes could include interviews with recognized experts in individual areas. Perhaps these experts could be persuaded to complete a lecture circuit throughout the province to disseminate their knowledge first-hand.

Finally, consistent with outside corporate involvement in curricular materials production, companies with an interest in expanding Japanese contacts might be persuaded to finance a series of video tapes utilizing Canadian children in Japan. Each tape could stress one of the topics identified by the research subjects. Ultimately, these tapes could act as a supplemental resource material.

Additional Directions

Language. Two more topics raised by the research subjects need to be addressed in this recommendation section: the question of the study

of the Japanese language and the place of Japan in the context of Pacific Asia. The Japanese language curriculum guide issued by the British Columbia Ministry of Education encourages a multi-topic approach to learning Japanese. The study of Japanese culture, history, and geography is seen as enhancing language acquisition. Although language study and social studies are separate subject areas they are not mutually exclusive. The resource material analysed for this project could supplement language training. Similarly, some language training could be included in social studies courses on Japan. Consideration could be given to integrating the two subjects more closely so that social studies students learn the fundamentals of the Japanese language and language students learn the cultural milieu in which the Japanese language is used.

Extension to Other Pacific Rim Countries. Japan is but one of Canada's Asia-Pacific neighbours. The recommendations above could be expanded to include all of the nations of the Asia-Pacific region. A four-region approach could be used representing Japan, China, the newly industrialized countries of South Korea, Hong Kong, Taiwan, and Singapore, and the ASEAN nations of Malaysia, Thailand, Indonesia, Brunei, and the Philippines. However, it should be carefully noted that such an expansion would require a series of studies on each nation of the Asia-Pacific region. Such studies could use this research as a guide and examine what is most desirable to learn on each particular nation and the extent and quality of resources presently available on that nation.

Conclusion

This chapter has presented a series of recommendations for Japanese studies in British Columbia high school social studies classrooms. These recommendations range from awareness and utilization of what is presently available, to the design and implementation of entirely new resources. The recommendations are summarized in Appendix B. By implementing one, several, or all of these ideas it is intended that British Columbia high school students will be better informed about Japan. In addition, this study has attempted to identify critical topics for inclusion in a British Columbia social studies high school curriculum focussed on Japan. This was accomplished through interviews with knowledgeable individuals in business, politics, and academics. Their comments contributed to the establishment of criteria for examining existing resources in Japanese studies. Analysis of curriculum guides, textbooks, and supplemental resource material presently in use in British Columbia high school social studies courses provided the framework for assessing the state of Japanese studies in British Columbia high schools. Finally, recommendations for changes in Japanese studies were offered. It is hoped that the data collected through this process, and presented in this study will provide a framework for curriculum development in Japanese studies with the ultimate objective of preparing the next generation of British Columbians for their future role in dealing with the island nation of Japan.

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APPENDIX A

British Columbia High School Social Studies Textbooks Evaluated

Grade 8

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APPENDIX B

A Summary of Recommendations to Expand and Improve
Japanese Studies in British Columbia
High School Social Studies

Recommendations Utilizing Existing Resources

1. Preparation and distribution of an annotated bibliography of existing materials for Japanese studies.
2. Preparation of a Scope and Sequence chart devoted exclusively to Japanese studies using prescribed texts and courses of study presently in use.

Recommendations Requiring Some Commitment of Time and Funds

1. Amendments to existing curriculum guides to establish a systematic and sequential study of Japan from Grade 8 through Grade 12.
2. Production and distribution of booklets to supplement the prescribed texts.

Recommendations of a Substantive Nature

1. Preparation and distribution of a packet of materials for each grade level with a consistent theme at each grade level.
2. Teacher workshops on methodology of utilizing new materials not on presenting factual Japanese content.
3. University involvement to design and implement teacher training courses on Japanese content material to develop teacher knowledge on Japan.
4. Video tape production for Japanese content courses to be used for teacher training in rural areas.
5. Video tape production of Canadian children in Japan specifically related to Japanese history, geography, culture, economy, Japanese/Canadian relations, and other topics to be used as supplemental resource material.

Additional Recommendations

1. Integration of social studies and Japanese language courses to emphasize the cultural milieu in which the Japanese language is used.
2. Expansion of the above recommendations to cover all of the four regions of Pacific-Asia (Japan, China, the newly industrialized countries of South Korea, Hong Kong, Taiwan and Singapore, and the ASEAN nations of Malaysia, Thailand, Indonesia, Brunei, and the Philippines).

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