

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

China

Category: Adaptable

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

Asia

Category: Adaptable

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

80
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

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

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.