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Social Studies

1. Main Points of Civic Education
2. Teachers' Manual on Social Studies (Book 2)
3. Social Studies Research Conference in Niihama
4. Conference on Social Education
5. Social Studies – An Outline
6. Social Studies – Course of Study
7. Ehime Science Textbook Committee Report

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△ The policy of text book making.

1. interesting and necessary matters.
2. matters suitable for study.
3. matters to be helpful for activities after study.

△ How human beings utilize the animals and plants. The aims of unit text book.

1. cloth, food and habitation are made the center of study.
2. should be in accord with living
3. construct in principle as applied science
4. pick up important point and provide many study problems
5. make known huge utilization
6. stress the improvement of species
7. rely on the guide book at first
8. make courses to be studied in 4 years, and connect to the studies in middle schools.

△ What is understood.

1. human beings live on animals and plants
2. utilization value will decrease unless the livings are properly protected
3. offsprings are like origin but not same
4. there are many kind of species in livings
5. livings are affected by environments

△ What is understood in food

1. Cereals, vegetables, fruits eggs, milk, fish and its kind are principal food-stuffs
2. New kinds can be produced by interbreed.
3. Kinds and forms of livings can be changed by men.
4. Some kind of birds and insects increase utility by our protections.
5. cultivated vegetables and breeding animals decrease utility value if men cease protections.

△ What is understood in cloth.

1. Men make cloth out of fibres of animals and plants.
2. There are many useful livings if we devise more.

△ What is understood in habitation

1. Animals and plants are used as materials for buildings, machineries, tools and other stuffs.
2. If we properly protect the forests, we can increase utility of water, and natural resources and evade many calamities.

△ aims to capacity of thinking.

1. Comparative observation. 2. observe relations
3. observe a thing as it is 4. practical application
5. reasoning or guess work 6. estimate result.

△ aims to technical abilities

1. Collections of materials. 2. record in succession
3. breeding and cultivating 4. protect from danger self

△ Aims to the best behavior

1. have interest in environment. 2. accept new idea.
3. respect science 4. listen to specialist.
5. cast away prejudices 6. behave oneself carefully correctly.

△ How human beings utilize livings.
contents of text book.

I. our food.
1. crops (narrative)
Rice ..... continue to increase yields
(1) good seed
difference between seed and white rice.
seed contains much nourishment.
condition of good seed.

(2) good young plant.
a seed put forth many buds
to devise to get good young plants.

(3) superior species (improvement of species)
devised from olden times
somatic reproduction
cross breeding

2. cattle (description in diary)
chicken — diary of chicken keeping
breeding chicken discrimination of sexes
feed. egg-laying eggs for hatch varieties

3. fishing (narrative) used in many ways
(1) dried sea slugs. way of fishing and making
pressed fish cake. fish powder salted, dried

(2) various kind of fishing. (4)
picture and photographs.
(3) explanatory picture of fish and sea weeds.

II Our clothes.
1. Cotton planting (conversational)
Planting .... seeds beds, sowing, care, cropping.
2. Silk (conversational)
rearing silk-worms .... egg card, epidemics - - perdrien, softening malady, precautions in breeding, spinning, the way of take thread, drying, reeling, glossed silk, floss-silk.
3. Pulp and rayon (narrative)
Methods of making pulp and rayon
4 Research
comparison of cotton, wool, rayon and silk
5 various kinds of thread.
diagrams of threads of animals and plants

III Forests and our life.
1. lumber (narrative)
(1) researches. various kinds of utilization.
(2) the process to the planed wood
cutting, making, collecting, transporting, storing, sawing planes

2. afforestation and reservation. (diary)

forest loving week

playground make green day .... plant trees

home green day .... sow seeds

village green day .... plant trees (fence)

mountain make green day .... plant trees

method of planting young trees.
natural afforestation and protections.

green loving day .... making birds nest boxes
useful insect and birds
vermins.

green study day .... usefulness of forest.
source of river.
Protection against
sweeping landslide
protection against
forest fire
productions of forest.

File: Social Studies

COURSES OF STUDY

GENERAL SOCIAL STUDIES

Grades 7, 8, 9, and 10

MINISTRY OF EDUCATION
18 June 1947

Social Studies – Course of Study.

INTRODUCTION

I. Nature of General Social Studies Courses

The integration of the social studies courses which was begun in the elementary grades has been continued throughout the 7th, 8th, 9th, and 10th grades. Up to now the social studies field was composed of separate subjects such as history, geography, and civics. As presented in this Course of Study, the experiences of students of the secondary school have been organized around a number of large roblems, and the traditional organization around fields of special-zed subject matters has been discontinued. These unified courses re based on the principle that -

(1) day-today living, both in and outside school, is a continuous solution of problems.
(2) the school aids child development best by furnishing experiences that are necessary in solving problems which are important to the child at the moment.

In the solution of any one social problem, materials from all of the traditional fields are necessary and the best way for children to solve their problems is to utilize materials from this entire area of social studies without being bound by subject matter divisions. The unit method arranges the curriculum in such a way that the pupil, by formulating his own permanent life values through meaningful experiences, gets a clear grasp of the values of his daily life and gradually adds to them. As an example, let us choose one problem which is presented in unit outline form for the 9th grade, "How Do We Govern Ourselves?" An understanding of modern government will necessarily involve the use of materials from all of the traditional subject components of social studies. It is not possible to understand the functioning of modern government without some knowledge of the history of government. Again government exists in a geographical setting and uses geographical subdivisions as political units; most problems of government have economic phases; all government involves social relationships among many groups. In order to understand the various angles of government, a basic knowledge of such subjects as geography, economics, and sociology necessary. However, it is almost impossible for a pupil whose periences are limited, to reach an understanding of the whole oblem by putting various materials together by his own efforts after having the various aspects of government taught him. Consequently, it is necessary for the child's development to utilize related materials from all these subdivisions in solving specific problems pertaining to government.

In this way, materials from a number of traditional subject matter fields are fused to enable students to solve a social

problem. In this sense, the general social studies courses may sometimes be spoken of as being integrated social studies courses; since all learning is a psychological process. One of the principle advantages of guidance in general social studies courses lies in recognizing that integration is a psychological process experienced by each student, and that materials necessary for the process of integration in the mind of the student should be made available at one time, and not in separate courses given over a period of years.

Another example of the desirability of fusing the traditional subject matter courses is the study of the industrial age of Japan. A number of social subject problem units are organized around Japan's industrial age, the reason for this being that the industrial age is not an isolated historical fact, but is firmly linked with various social cultural phenomena, so that in order to understand it a knowledge of various fields is necessary. To understand its significance fully the student should first of all understand the necessity of natural resources and their location and use, and their conversion into usable commodities, all of which in the past has been considered geography. It involves a study of the distribution of the manufactured products, and exchange agencies, all of which come under economics. The coming of the machine made great changes in the lives of the people; this comes in the traditional field of sociology. The development of machine industries in Japan can hardly be understood without consideration of many historical factors. An adequate understanding of the growth of industries in Japan will necessarily involve a study of the part played by government in the process.

It is extremely difficult for a child to understand fully the significance of industrial revolution from facts learned in different subject matter fields at different times during his school life; he is not sufficiently mature to formulate values from isolated facts he learns from history about the occurrence of the Industrial Revolution, from geography about the distribution of raw materials used by machines; from economics about the setting up of exchange systems; from sociology about the changes in the group life of people brought about by the machine, and from civics about the controls exercised over industry by government. Hence, the Industrial Revolution, with all of its ramifications in the lives of the Japanese people, should be studied as a unit, and the historical, geographic, economic, and social aspects of the Revolution studied in relationship to each other. In this point lie the characteristics of study and guidance in the social course.

All of the units treated in outline form in this book are listed as problems, stated in the form of questions. If the experiences of children in school are merely related to the

subject "Government", there is likely to be little motivation for their work, and there may be merely concentration on memorization of facts. If, on the contrary, all of their experiences during a given period of time are related to an immediate problem which they desire to solve and are necessary to their solving it, such as "How Do We Govern Ourselves?", then they are more likely to achieve desirable understandings, attitudes, skills, and abilities. It is emphasized that a unit of study is not a collection of isolated pieces of formal knowledge, but an organization of human experiences. During the progress of the unit there will be many different types of activities, none of which will involve memorization of facts unrelated to the solution of a problem. This curriculum is based on the concept that textbooks should be used as the basis for organization of pupil activities around meaningful experiences and not merely as content to be memorized. It is with this idea that the curriculum has been developed. Furthermore, in applying this curriculum, the thing to which the teacher should pay special attention is how to initiate activities necessary for the development of the child rather than the content of the subject being studied.

2. Problem Units and the Relation of Units to Areas of Experience

Just as the main points are mentioned in this "Principles of Guidance for Study", each of the four general social studies courses outlined in this Course of Study for the secondary school is composed of six problem units. The six units in each case are organized around a definite area of experience. Those listed for the 7th grade are centered around an area of experience which might be entitled, "Our Lives in Japan". The area of experience for the 8th grade might be called "The Influence of Industry Upon Our Social Lives". For the 9th grade the six problem units are centered around the topic "Social Provisions for Co-operative Living", and those listed for the 10th grade around an area called "Human Relationships Within Democracy".

These should not be considered ready-made units. It does not mean that there is a set procedure in administering them. Each teacher with the class should work out his own procedure. A unit organization is used because it serves to integrate either a segment of subject-matter content or a group of experiences. The teacher should become fully familiar with these units, not in the sense of learning a number of disconnected facts, but in achieving new, valuable, broader understandings among the students so as to develop more worthwhile attitudes and appreciations, and to acquire skills and abilities useful in the particular student's life.

For purposes of organization each of the problem units outlined herein is divided into certain sections. Each of them contains an over-view, a list of objectives, an outline of the sequence of the materials, a list of suggested pupil activities,

and some suggested methods of evaluation. The over-view attempts to relate the unit to the present lives of the children and summarizes its importance as a contemporary problem. A partial list of objectives is given in each case, though imperfect, as a reminder to the teacher that all of the experiences in social studies must be motivated by definite, practical aims, and all of the activities undertaken in the unit must be related to those aims. It is not considered either that these lists of objectives are complete, or that they apply universally to all children over the nation. Teachers and pupils must add to this list various objectives which they hope to achieve, and revise or delete those which are not practical or applicable in the local environment of the specific school and community.

The outline of scope and sequence of the materials to be used in the solution of the problem stated in the unit title is not to be considered as fixed and inviolable. It is desired that teachers and students revise this in any manner that may seem desirable for their own situation; the topics listed need not be undertaken in the order in which they are presented. New topics may be added and some of the existing ones deleted. Extensive lists of suggested pupil activities are given, but a few suitable for the particular class should be chosen by the teacher and students for their course. It is not possible to list activities which will be equally useful to all the children of Japan for each of these grades. Only those activities which will accomplish a useful purpose in a given school and which are practicable in view of available materials and equipment should be undertaken.

A method of evaluation has been set up for each of the units. All learning experiences in these general social studies courses must begin in the case of each individual at the point of his development at that time. It is necessary to devise and use methods of determining the development of each student at the time the unit is undertaken; to evaluate and measure growth during the progress of the unit; and at or near the conclusion of the unit, to evaluate and measure the growth achieved by each child as a result of the experiences he has had during the solution of the problem expressed in the unit title.

III. Introducing a Unit

One fundamental principle that the teacher should keep in mind at all times is that without pupil interest there can be no valuable learning experiences. The units should be introduced in such a way that they will become problems which the students desire to solve. For instance, a unit problem should not suddenly and arbitrarily be introduced to the pupils by the teacher in the form of an announcement that

the Course of Study specified the study of a unit entitled "How Do We Govern Ourselves?" for the next few weeks. If this were done, there would be little possibility of success. There are many possible ways of introducing a unit. A question asked by a student may be utilized. A radio discussion to which the class has listened may stimulate a desire to learn more about the subject discussed. A newspaper article which has attracted wide attention and caused widespread discussion in the community, or an event in the community may be the starting point. An immediate problem which is of intense interest to the pupils may lead to discussion, and the discussion into an attempt to solve some broader problem listed here as a problem unit.

Prior to the beginning of a unit the teacher should make thorough study of the over-view, objective, scope and sequence, suggested activities, method of evaluation, in order to understand relationships within the area of study suggested by the outline and to understand its significance in terms of the local community. In reading the Course of Study outlines the teacher will discover a need for materials of all sorts. Some materials will be furnished in the social studies textbooks now being published in pamphlet form to correspond to the unit titles. These textbook materials cannot be so complete as to meet every interest, need, and aptitude of the pupil during the progress of the unit. Teachers must search by various means for all materials which relate to the study in any manner - for appropriate library books, for dictionaries, encyclopedia slides, still pictures, etc. These questions will act as a guide to the teacher in her search:

A. What can be found in the school room itself? (Books, maps, pictures)
B. What books and other materials can be procured from local libraries?
C. What materials can be found in textbooks and supplementary books other than the pamphlets published with these units?
D. What materials can be found in newspapers and magazines? Can back numbers of appropriate publications be used? If they are not in school or in hand can they be procured?
E. What materials can be found in the community? Can printed materials be found in libraries and homes? For example, a silk mill can serve as a new educational material not yet organized, if children are learning about the industries of Japan. Many other community activities, too, must be observed with this idea in mind, and it is necessary to organize these as materials.
F. What materials can be secured free or at small cost from organization, from governmental organs, or from commercial sources?

G. What materials can be devised from waste products or products commonly used in the homes and the school? Art and handiwork materials may be utilized.

It is realized that materials for use in development of these units are difficult to find. Unfortunately, there are few libraries, reference books, supplementary textbooks, recently published pamphlets, pictures, and bound copies of newspapers and magazines in schools today. To begin with, each school should make an effort to build up libraries or collections of materials for the use of students engaged in studying these problems. Materials used during this school year should be preserved for use during subsequent years. One major project for 1947-48 should be the perfecting of a school library and museum which will be a gradually expanding repository of books, mounted pictures, newspapers, magazines, pamphlets, and other necessary materials. For this year, teachers and students must locate and use whatever materials that can be found or made.

Prior to the introduction of a unit the teacher should work out beforehand some idea of its scope and sequence. A number of possible topics are listed in each unit outline. The teacher will notice among these some which are comparatively closely related to the children's past experiences. The starting point should be made here -- at the place where the children are at the time. New material must always be connected with something previously learned. Less familiar work can be gone into gradually. The list of topics are merely suggestive in nature, and may be changed in any manner that is necessary.

It has been noted above that a unit should be introduced as a consequence of the recognized necessity of solving some problem which is of interest to the pupils. The problem must be seen as a real problem by the children who are to participate in its solution. For example, activities of city-town-village planning committees in development of the 6-3-3 pattern of educational organization might well lead to a study of a problem listed for the 7th grade: "What is the Significance of the School in Our Social Life?" Perhaps the local committee has visited the school for the purpose of securing information, and base plans for reorganization on this. Pupils will undoubtedly develop a great interest in this visit and its purposes and results. The teacher might say, "I see that all of you are interested in the reorganization of our school. What more would you like to know about the work being done by this committee and other committees throughout Japan on reorganization?" By skillful leadership the teacher can encourage the pupils to suggest questions to which they by all means would like to know the answers. These questions should be written on the board by the teacher or a pupil. The teacher may, if necessary, suggest additional questions for consideration. After a sufficient number

of questions or problems have been listed, the teacher and the pupils should arrange them into some sort of desirable sequence for study. An understanding of the work of these planning committees will necessarily involve a study of the schools as they now are, as they have been in the past, the functions of the school, improvement of schools, and perhaps other topics listed in the unit outline. It is not necessary that the title given in the Course of Study be used. The title of the unit should, in fact, be selected by the pupils.

This or a similar method should be used in introducing all of these units. A newspaper clipping or a pupil report of a fire which was successfully controlled by the local department or volunteer fire brigade might easily lead into a study of the problem presented by the unit title "How Do Social and Governmental Agencies Conserve and Protect Life and Property?" (9th grade, unit 3). The present, vigorous community discussions on increase in the property tax might develop into a study of the many problems of government outlined in this Course of Study under the title "How Do We Govern Ourselves?"

One of the first activities in planning the work of the unit with the pupils should be a discussion of the objectives. Certain objectives are listed here as a part of the unit outlines, but no listed objectives will be worthwhile unless they become the aims of both the teacher and the pupils. Prior to outlining the sequence of the unit in class or coincidentally with this process, pupils should list the things they want to know about the topic, the problems which they wish to solve, and the results they hope to achieve. The list of objectives as developed by the class at this point need not coincide with the list in the Course of Study outline. Whatever its form at this stage, it should not be considered the final listing; pupils may want to add additional objectives during the course of the unit, or they may desire to delete objectives which are unattainable in the particular situation. In any event, all topics which are listed in the sequence should have a direct relation to the objectives. If a certain topic or activity has no discernible relationship to the attainment of one or more of the objectives listed or discovered later, it had better be discarded.

After the outline of the specific problem has been accomplished the class should organize itself to carry out activities necessary to solve the problem outlined. All pupils need not study all problems; they may be organized into small groups to study the problems in which they are most interested. At some appropriate time in the progress of the unit each small group will report to the class its findings, by means of written reports, oral reports, floor talks, dramatization, or some other method. There will be occasions for individual work by the pupils. The class as a whole or separate groups should plan the work from time to time with the teacher. It is best to use the ideas

and suggestions of the pupils wherever possible, but the teacher, as a member of the group, may suggest ideas which she has evolved, especially since this procedure is new to the pupils and they may have few ideas at first. It is not expected that the first planning sessions will be adequate for planning the entire unit; original plans for topics, sequence and problems may be found inadequate as the unit progresses. Planning for the whole class, by individuals, or by committees should be a continuous part of the unit. Some items which will need to be planned are:

a. The Time Span

Six unit outlines are given for each grade in the lower secondary school, but it is not intended that each of the six units should require one-sixth of the periods allotted to this subject in a school year. The teacher usually has a time limit in mind when the unit is begun, but this would be flexible. Some of the problems outlined in unit form in this Course of Study will be found to be more suited to the interests and needs of the children than some others. In carrying on the studies two rules must be observed. One of these is that the unit should be terminated when as many of the objectives as possible have been achieved in the case of each student, and the other is that the unit should be brought to a close while interest in it is still high. But these two rules should be observed by giving consideration to their respective characteristics.

b. Activities

Pupils and the teacher will need to plan activities constantly. Some suggested activities are listed in the Course of Study, others will occur to the pupils and the teacher. Some activities will lead to others. Some of the listed activities may not be practical or applicable because the school is located in some unusual place; in that case, their practicability should be discussed by the teachers and pupils and the activities dropped if they are not appropriate to the locality and considered as unrelated to the achievement of the objectives.

c. Planning the Culmination of the Unit

At some point during the progress of the unit, teachers and pupils should plan for it to come to some sort of a satisfying finish. This should be discussed as the unit progresses, so that preparations for it may become a part of the activities of the unit.

In summing up the planning phase, the teacher examines the content of the problem unit in this book and makes such alterations in the overview, objectives, content, pupil activities, and methods of evaluation as she sees fit. She and the pupils locate and organize for use all of the materials which will be

needed . The pupils and the teacher, working together, revise, rearrange, reorganize, modify and expand the outline, or develop one of their own. During the planning phase the pupils, with the guidance of the teacher, select the activities which they are to perform and determine methods of going about these activities. Individual activities, group activities and activities for the class as a whole are selected and methods studies. Other problems and activities are added as needed, and the class decides upon a tentative plan of procedure subject to modification as the unit progresses.

IV. Developing the Unit

During the progress of the unit, the purposes and plans which were developed are put into effect; information is collected and interpreted; activities are carried out, and others are added as the need arises; group discussions are provided for; oral and written reports are heard; conclusions and generalizations resulting from the experiences afforded are developed, discussed, checked and perhaps tentatively accepted. There will be periods of planning; periods of discussion; periods of individual and group construction and creative work; periods for reports of progress and for criticism and evaluation of work in progress; periods of drill upon skills needed to make the work go more rapidly and effectively; periods of individual study; periods of information gathering; periods for sharing the results of accomplishment with other members of the group or with other groups of the class; and periods of summing up the work accomplished and deciding on the results achieved.

As the unit progresses activities of different kinds not originally planned may contribute to the accomplishment of the objectives. All activities should contribute to the achievement of the objectives. The activities will range from those which involve quiet study by reading materials which have been selected because they contain information related to the problem and on which certain pupils may report to the group, to more active procedures which involve visiting a unit of the local government to observe its activities or organizing and participating in a student government organization . Some activities will be of the type in which the entire class can participate at one time; others will be of a nature suitable for small groups or committees, and still others will be suitable for individual work. A list of many possible types of activities is given at the end of this statement. These are listed merely as suggestions. Pupils and teachers may devise others as the progress of the unit offers challenge and stimulation to the children's abilities and interests. But each activity selected should have a direct relation to the growth of the pupils in terms of understanding,appreciations, attitudes, skills and abilities.

a. Visual Activities

Reading to locate information
Reading to select and grasp all the main ideas
Reading for enjoyment
Reading to follow instructions for making things
Reading to memorize important data
Studying maps to understand the ideas they contain
Consulting maps to locate specific information
Studying charts and diagrams to understand the ideas they contain
Consulting charts, graphs, and statistical tables to locate specific items of information
Observing motion pictures to understand the ideas and concepts which they present; observing lantern slides to understand their interpretation of a problem and to obtain information.

b. Listening Activities

Listening attentively to oral presentations of materials, such as class discussions, reports, lectures, floor talks, dramatizations, reading
Listening to music on phonograph records or radio broadcasts, and singing or playing by school groups or individuals
Listening to radio programs of many useful types
Listening to illustrated lectures
Listening to sound motion pictures

c. Oral Activities

Reading material aloud, such as newspaper articles and editorials, poems, selected passages from books, brief written reports.
Engaging in group discussions
Giving special reports or floor talks.
Participating in such activities as mimicry, pantomines, dramatizations, puppet shows, and meetings of student organizations.
Engaging in debates
Interviewing community leaders and others in order to obtain information.

d. Drawing Activities

Drawing pictures to represent objects accurately
Drawing symbolic pictures, such as cartoons, illustrations of an idea
Drawing diagrams, graphs, and statistical tables
Drawing maps
Drawing plans, designs, patterns.

e. Writing Activities

Writing descriptive themes which will involve the collection of information, its classification and organization, and adequate presentation in writing.
Writing a narrative theme (story)
Writing a theme or paper which explains a trend, a point of view, or a problem (Book reviews, editorials, etc.)
Writing original poetry and short stories
Writing a play or pageant
Writing letters for information
Writing invitations for programs and parties
Writing an advertisement, slogan, newspaper headlines, and news stories on school activities for school newspapers
Taking notes on an oral presentation
Taking notes on reading

f. Construction Activities

Constructing a model from pictures and measurements
Constructing models from original ideas or descriptions
Constructing stage settings from dramatizations
Constructing maps for various special purposes
Construction equipment for classroom or playground use.

g. General Activities

Collecting materials for exhibits, and holding exhibits
Taking part in committee work
Functioning as leader of a committee
Participating in many types of group work
Taking part in school and community projects, such as pageants, safety campaigns, health work, school elections, school clubs
Visiting farms, factories, governmental units, and other locations for specific purposes
Presiding at a meeting of the class
Drilling on or memorizing appropriate material

It is not expected that all of these activities will be involved in the work of any one unit, but it is considered necessary that as many of them be used as will contribute to the achievement of the objectives of the unit.

V. Concluding the Unit

In order that these activities may be related to one another, the entire class must occasionally find out where it stands in relation to the objectives and the expected outcomes. Toward the conclusion of the unit all of the work accomplished by all of the individuals, groups, and the class as a whole must

be brought together and organized in order to give it unity and completeness. The culminating activity should make a valuable contribution to achievement of understandings, skills, attitude and appreciations of all of the students. It should provide for review of the important phases of the unit. Listed below are some possible culminating activities. Any of these, a combination of several, and this would prove interesting, or an entirely new activity developed by the class may be used.

a. An exhibit of all work accomplished during the progress of the unit, including art work, handwork, collections of pictures, collections of materials. Parents and members of other classes may be invited to visit the exhibit.

b. Dramatizations, puppet shows, pageants, plays or reports may be presented. These should represent high points of the work accomplished. These may be given for other classes and for parents.

c. Some units lend themselves readily to organization or a party or entertainment of some sort of a culminating activity.

d. In some cases an excursion may be a proper culminating activity; usually, however, field trips and excursions are more valuable as a learning experience during the introductory period or during the progress of the unit.

e. A contest or game may be organized in which understandings and information are tested.

f. A panel discussion, or forum, on some topic which summarizes the unit may be held.

g. A special issue of a school newspaper or magazine may be published, or perhaps an attractive booklet which summarizes the unit may be written and published.

VI <u>Evaluating the Work of the Courses</u>

The purpose of evaluation in the social studies is to determine the growth of pupils in understanding, attitudes, appreciations, knowledges, skills, and abilities. Traditionally, evaluation has been too much concerned with pupil mastery of subject matter facts and the acquisitions of such skills and knowledge as ability to read and write the national language, acquisition of facts of history and geography, construction of maps, and the like. Factual knowledge and skills are important, but only as tools in achieving growth. Evaluation of growth in other areas must assume a new importance. Habits of work, such as concentration

upon the task at hand or carrying it through to completion; attitudes and appreciations such as appreciations of other people, tolerance, critical-mindedness, social sensitivity, absolute truthfulness, accuracy of observation and statement and appreciation of beauty; abilities, such as the ability to live and work with others; understandings, such as the understanding that peoples of different geographic areas and stages of culture are interdependent; all of these represent types of outcomes which the school must take into account in evaluation. Therefore, evaluation must be more than marking grades on a record book or giving written tests to determine acquisition of factual knowledge. Evaluation involves an effort by the schools to appraise the growth of children in a variety of areas and to discover whether the school is doing the things for children which it proposes to do and for which it is responsible. The outcome desired by the school is the modification of behavior. Admittedly, it is more difficult to evaluate changes in emotional attitudes and behavior than to test possession of factual knowledge. In general, the teacher will have to rely upon skilled observation of individual pupil activity for evidence of changes in attitudes and behavior.

Evaluation should be carried on in terms of the objectives or purposes of the educational program. The purpose which an activity is meant to serve determines the method of evaluation. If the purpose of an activity is to acquire a knowledge of historical facts, a pencil and paper test made up of facts might be used. If the purpose of an activity is to help a child acquire an appreciation of the values of democratic living, or to help him learn new ways of behavior or modify old ways of behavior, then an effort must be made to determine what changes in attitudes or behavior have resulted from the activity. For instance, if the purpose of an activity such as holding a classroom election is to develop ability to set up qualifications for holders of public office, then the growth of pupils as a result of this activity would be evaluated on the basis of the qualifications they establish for office holders at a later time. If the purpose of an activity is to develop tolerance, then pupils would be tested at all available opportunities to determine whether they had developed or were developing tolerance and were making it evident in their classroom, school, and community relationships. Not only do the purpose and objectives of the educational program furnish the basis on which pupil growth is evaluated, but they also enable the teacher to evaluate her pupils on practices and procedures in terms of whether or not the kind of pupil growth she is getting is the type desired, and whether the teaching procedures and pupil activities utilized, by means of observation, were effective in securing the desired pupil growth.

Evaluation should begin before the beginning of the unit,

continue in progress throughout the activities of the unit, occupy a prominent place in the concluding phases of the unit, and continue after the unit is completed. In order to be able to evaluate progress of the individual pupil during the experiences organized around a unit problem, the teacher must discover the point of progress and type of achievement which the pupil has attained before commencing the activities of the unit. For this reason a pre-test of some sort is absolutely essential. It is important that this pre-test should attempt to discover the understandings, attitudes, appreciations, knowledge, skills, and abilities of the students as they exist prior to the beginning of the work.

Evaluation of procedures, activities, purposes, and accomplishments is carried on continuously by both teachers and pupils during the progress of the unit. Evaluation by the learner is a part of the learning process. In acquiring or "learning" attitudes, possible attitudes in a situation are evaluated and the ones which satisfy the learner are acquired; the others discarded. In learning to cross a street in traffic, for instance, practices are evaluated by the learner in terms of their effectiveness in accomplishing his purpose. Any learning which includes recognition of errors involves evaluation; "right" and "wrong" in behavior or attitudes is determined by the learner in terms of his purposes and is learned or rejected on that basis. Near the close of the unit there comes a time of "looking back", or reconstructing the total experience and the problem in the light of expanded understandings, acquired skills, and abilities. During this phase, students should see the problem as a whole, understand its relation to life as the pupils know it, verify conclusions, and revise those conclusions as necessary to let the teacher and the pupils note and evaluate outcomes in terms of changed ways of thinking, feeling, and acting and decide on what can be done by pupils and adults to contribute to community and individual life as affected by the conditions and force inherent in the problem study.

It must be emphasized that evaluation involves both the pupil's evaluation of his own progress and the teacher's evaluation of his own progress. This has value not only in achieving the objectives of the unit in progress or about to be concluded but for each of the succeeding units. The group as a whole should discuss the unit in progress and about to be completed from the viewpoint of such questions as these:

a. Was it worth the time we spent on it? If not, why not?
b. What were the best things we got out of it?
c. What could we have done better?
d. What new things did it lead to?

The teacher in a general evaluation of the unit might ask himself questions:

a. Which part, in general, was successful?
b. Did it achieve its listed objectives?
c. Did each child achieve the purposes?
d. How could it have been improved - in the preplanning, in the co-operative planning, in the activities carried on, and in the curriculum?
e. What "leads" did it give to other needs of the children? What "leads" to new units?

An evaluation of social studies' units in order to be adequate should be comprehensive and should include consideration of a variety of kinds of evidence, collected by a variety of means, in a number of appropriate situations and over a period of time. To get a reasonably complete picture of the growth of any particular pupil it is necessary to obtain evidence not only of growth of what might be called mental qualities, but also of emotional, social, and physical development. The complete picture must include growth not only in knowledges and skills but also in making appropriate and practical uses of knowledge and skill and in the development of desirable attitudes, modes of behavior and evaluation abilities. Collecting evidence in a number of appropriate situations is necessary to improve the reliability of the evaluation, since the manifestation of a trait or skill in several appropriate situations is more reliably indicative of growth than is a single manifestation in a single situation.

Methods of evaluation should include both objective and subjective techniques. When objective means are not available, evaluation may be made by the teacher upon the basis of careful subjective observations which are interpreted in the light of the professional knowledge which the teacher possesses. Teachers should be able to make accurate observations and interpret them in the light of their knowledge of children - how they grow and how they learn - and thus arrive at reasonably reliable judgments of child growth and development.

One of the most valuable techniques in evaluation is the use of behavior record. This behavior record might be kept in the "teacher-pupil personal folder". Several teachers may co-operate by collecting, in their contacts with children in school, examples of behavior which seems to illustrate the presence of a trait which is desired. This folder might be so expanded as to be a record, not only of teacher observations, but of everything which the student has contributed in written form. In this folder will be found the pretests given the student, and the teacher notations regarding the stage of achievement at which the student started; the pupil's written contributions and reports in the course from time to time, with careful judgments

by the teacher on the progress made; impartial comments as to growth or lack of it, and suggestions on how growth can be secured; all tests of all sorts which the student has taken during the course of the unit; the student's opinion of the unit, the work in it, ways in which it can be improved, and other suggestions. Such a cumulative record gives the teacher evidence of the progress of the pupil from the time that he entered the course until he finished it. This record should be available to the student at all times, but it should be filed in a place where other students do not have access to it. The student should read the cumulative record of his progress from time to time as it develops, and confer frequently with the teacher upon matters to which the teacher has called his attention, or in various ways in which he needs to grow or improve in his work. When the time comes for handing in the final grades, the teacher is able to gauge that pupil's performance on the basis of how far he has progressed from the point at which he started; he does not grade on the basis of comparative standing with the rest of the group or with the average. This system of record keeping will inspire in the student a desire to improve himself; it develops in the teacher the clear realization that individual and group growth spring from the individual's development, rather than from his performance in relation to the average performance or the superior achievements of others.

The cumulative record of the children might contain a check list on which is recorded the changes in objectives which have been made during the progress of each unit of study. This list of objectives may be checked on the basis of the observed behavior of each child in the group. It might include records of reading time, book reviews, records of participation in clubs and social activities of the school, performance on pencil and paper tests and the like.

Such pupil activities as the following will give the teacher opportunity to evaluate some aptitudes:

a. Writing a paragraph summary of what they have learned from a particular experience.
b. Writing a letter summarizing the most important things learned as a result of experiences during the unit.
c. Making a list of items such as books read, new vocabulary acquired, or new facts learned.
d. Writing an outline argument for or against a given point of view in preparation for a debate or as a part of an examination.
e. Making a co-operative survey of the learnings achieved in the unit through class discussion.
f. Taking tests on the important content and understandings developed in the unit

GENERAL SOCIAL STUDIES UNIT

Table of Units

7th Grade

1. What do the Japanese Islands offer us as the stage of human activity?
2. How does our family as a group live?
3. What is the significance of the school in our social life?
4. What kind of life do rural Japanese who raise farm and other products lead?
5. How have Japanese cities and towns developed, and how can urban life be improved?
6. How can we make wise use of our leisure time?

8th Grade

1. How do peoples of the world secure agricultural and pastoral products from the earth?
2. How can we make the best use of our natural resources?
3. How has the development of industries influenced our social conditions and activities?
4. How have the means of transportation and communication connected our people?
5. How can we alleviate the effects of calamities caused by natural forces?
6. How do social and governmental agencies protect and conserve life and property?

9th Grade

1. What cultural heritage have we received from the past?
2. (a) How do social organizations provide opportunities for the expression of aesthetic impulses?
   (b) How has religion affected our social life?
3. How do we govern ourselves?
4. How should the individual go about choosing his vocation and increasing his vocational efficiency.
5. How do social agencies influence the consumer in his choice of goods?
6. How can the individual make necessary adjustments for life in a community.

10th Grade

1. What functions in our economic life are performed by markets, middlemen, lending and exchange agencies, and economic enterprises?
2. What role has our government in relation to our economic life?

3. What rights and obligations do employers and employees have in their relationships with one another, and what obligations do both have to society?
4. What means are there for co-operating to help the individual and society in the struggle against poverty and insecurity?
5. How are the Japanese people developing democracy?
6. How can we go about establishing and maintaining wholesome relationships with other nations of the world?

Note 1.

As regards general objectives, see "Principles of Guidance for Study", Social Course I, Chapter I, Preface, Item 2.

Note 2.

Unit 3 for the 9th grade, "How Do We Govern Ourselves?" treats a problem that is suited to teaching facts related to the constitution and politics. Following the enactment of the new Constitution it has become necessary for every Japanese to be educated in matter, so that we should like for this school year to have the teacher coach the 7th, 8th and 10th grades, too, in studying the new Constitution by using it to fit their interests and abilities by making use of this unit.

(1)

Social Studies

I. Introduction

A. Why 何故

logical psychological collecting & classifying facts
generalization complete problem

B. Position in program

C. Objectives 目標

1. Change of behavior 性行の変化

2. Understand and practice desirable social relationships 社交関係

3. Discover and develop individual aptitudes 自己の能力

4. Critical thinking 批判的思考

5. Appreciate and desire worthwhile activities 有益な活動

6. Skills and knowledges 技術と知識

7. Sound body and normal mental attitudes. 態度

8. Self-expression 自己表現

~~xxDxxPrinciplex~~

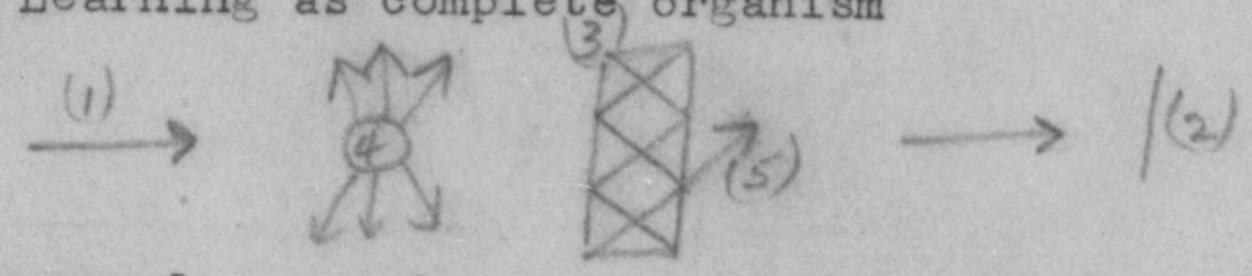
II. How man learns 如何にして 學習過程

A. Teaching methods must fit learning pattern

B. Stimulus-response theory Shinkei shigeki 傳導部

Methods based upon it

C. Learning as complete organism



examples: rats students

D. Principles 原理 methods

1. Learning in response to some purpose, urge, desire 衝動

2. Association pleasantness--unpleasantness teacher attitude
school surroundings

3. Activity concentrated in pupils 関聯 児童 talks on democracy

4. More rapid when what is learnes appeals as wobthwhile
and important poems 有意義

5. Take place in a situation as near real as possible
writing arigato gozaimasu 現実

III. Units 單元

A. More closely approaches way in which man learns
see course of study outline

~~B. Parts~~

~~1. Title~~

(2)

B. Parts

1. Title decided afterwards 題目
2. Overview 要旨
3. Objectives 目標
   a. Understandings 理解
   b. Attitudes and appreciations 態度
   c. Skills and abilities 技能
4. Approach based on motivation 導入
5. Learning experiences activities 活動
6. Evaluation 評價
7. Materials of instruction 素材
   a. Bibliography
   b. Equipment and supplies
   c. Excursions and visits

criticism of existing teaching aids — lack not used to maximum advantage

IV. Teacher preparation 準備

A. Personality attributes 個性

xxx Sympathy patience friendliness sincerity optimism self-confidence good initiative

B. General background 素養

1. Inspirational literature rongo
2. Econ hist soc phil psych
3. newspapers, mags documents statutes novels essays
4. Know haw to use library and where to find source materials
5. Movies exhibits plays visit factories, interest points
6. File of info for students' activities make in cooperation with other teachers

C. Acquaintance with pupils 生徒と親しむ "kiritsu" "rei" "chakuseki"

1. Free class discussion gotsu kaiy "Kono mae no tsuzuki wo yome" ~~"Shi no tomoraku~~
2. Observe playground weekend activities
3. Interest questionnaire

(X)

D. Unit study and planning 單元の研究と計画

1. Teacher should know
   a. What learning plan to occur <u>objectives</u>
   b. <u>Activities</u> to encourage to bring about learning
   c. Determine presence or absence of learning <u>evaluation</u>

(3)

2. Go thru unit as outlined in teachers' guide and text
   What's missing complete
3. Make tentative plan initial guide, subject to change
   with students' interest storehouse of real and
   vicarious experience activities for indiv. group
   and class
3. Ways to get students interested in activity
4. Be able to tell students where to find answers
   reference material
5. Plan evaluation in general form

(X)

E. Test of preparation

V. Approach 導入

A. "How man learns" pupil is motivated problem in way

B. Motivation 欲求 based on individual interest incentive
   is substitute for motivaion teacher know students
   well enough to use interests for motivation

C. Methods

1. Discussion 話し合い
   What did with others for home school community
   Teacher lists on blackboard
   What do together group plan discuss and vote
2. Exhibit 展示
3. Bulletin board display 掲示板
4. Motion pictures 映画 ~~ex~~ excursion 遠足 newspapers 新聞 mags 雑誌

D. Problem presentation 問題

1. Teacher create negative attitude in pupil
   and student solve
2.
2. Student have problem and teacher help him solve
   positive attitude
3. Teacher present and help solve problem

E. Planning

1. What do we need to know 何を知る可きかたもし
2. What do we need to do to find out

Teacher not tell class question

3. List by class sec'y
4. organized and ordered

notebook
taking notes

5. Assigned to indiv comm class

6. In response to request teacher suggest source of info

7. Pupils' card file of info sources

VII. Evaluation class and indiv accomplishment 評價

A. Growth is indiv process so evaluation can be only by comparison with own past record not with others of greater or less abil.

B. Not only at specific times

C. Teacher ask:

1. What changes of behavior hoped for
2. Which occurred which not which partially
3. How those which occurred been made to do so more quickly
4. What activities encourage to make those which did not occur take place
5. What is attitude of learners toward further learning
6. How learners be confronted with same problem situation again so that what has been learned be retained and further learning take place

D. Students ask:

1. What did we set out to do
2. Did we do it
3. How did we do it
4. Is there a better way to do it

E. Tests

1.. List five most important ideas in unit
2. What activity most interesting
3. How did it contribute to objectives of unit
4. What activities did not contribute to objectives

F. Many kinds of objectives tests evaluate info and skills other ways to evaluate for other objectives

(5)

G. Class chronological record

1. Opening
   Date
   a. Names of class members age
   b. Approach ideas given to class
   c.. Participants
   d. Ideas suggested
   e. Special mention of:
      1..Those who display desirable aggressiveness
         undesirable aggressiveness do not participate
2. a. Day by day procedures activities
   b. Skills and info developed
   ~~Pupil record outstanding retarded~~
   d. Books and materials utilized
   e. Mem. of interests and subject matter to be used as motivation or activities for later units
3. Summation
   a. Statement of subject matter studied
   b. Special skills emphasized
   c. Pupil record
   d. Examination projects

H. Individual response record

1. Determine free participation questioning use of info attentive correct language logical thought
2. Code developed by individual teacher to check those responses which show traits looking for

イ iken comment on discussion properly made
シ shitsumon asked of group pupil answered correctly
し " asked by pupil intelligent and relevant
こ kotae Q asked of individual correct answer
ホ hookoku report specially prepared for project
カ Kainyū interruption subject matter acceptable
チ jihatsuteki Kōken Voluntary contribution new ideas
＋ shinKosei comment indicating creative thought
マ mazui Kotobazukai poor language muddled thinking
ヒ hiKyōryoku inattentive annoying others anti-group conduct
/ notes logical order

compare
イ, チ, ＋

IV. D. 3.

Title and Theme of the Unit

1. Introductory Study.
   A. Pupil planning in getting the unit under way.
   B. Interest appeals.
   C. Background from which the unit emerges.
   D. Diagnosis of needs of pupils.

11. Objectives to be developed.
   A. Attitude objectives.
   B. Habits, skills and other special abilities.
   C. Special information.
      1. New concepts or principles.
      2. New words; use, spelling, pronunciation.
      3. Locations, men, events, trends to be developed.

111. General Outline of Subject Matter Which the teacher may be called upon to utilize in this unit. (Not subject matter pupils are to commit to memory, item by item)

1V. Implements of Learning.
   A. Reading Materials.
      1. General readings of specific application graded as to difficulty.
      2. Special subject or topical accounts.
      3. Reading for fun
         a. By the pupils
         b. To be read to the pupils.
   B. Materials of instruction other than books.
      1. Local observation.
      2. Periodicals.
      3. Marps, charts, graphs, drawings.
      4. Visual aids other than the foregoing.
      5. The Bulletin Board.
      6. Display projects.

V. Possible Activities.
   A. Activities which might be of value for the entire class.
   B. Possible Committee Activities.
   C. Suggested individual activities.
   D. Out of class activities which might be utilized.

Vl. Concluding Summary.
   A. General conclusions formed during and after the unit.
   B. Test procedures.
   C. Dramatization, displays, exhibits, assembly programs, etc., frequently lend themselves to the work of summarization.

(14) 14

IV.E.

A LIST OF QUALITIES WHICH MAKE FOR EFFECTIVE TEACHING

1. Personality Consideration

   A. Person.
      1. Health
      2. Voice
      3. Appearance

   B. Mind
      1. Intellectual capacity
      2. Intellectual aggressiveness
         a. Initiative
         b. Self-reliance
         c. Accuracy
      3. Optimism
      4. Integrity

   C. Manner
      1. Enthusiasm
      2. Sincerity
      3. Self-control
      4. Promptness
      5. Tact
      6. Tolerance
      7. Fair play

11. Professional Considerations
   A. Training
      1. Cultural academic background
      2. Professional training
      3. Grasp of subject matter
      4. Grasp of and understanding of the child mind.

   B. Professional interests and qualities
      1. In the school
      2. In the community
      3. In the parents of the school children.
      4. Co-operation
      5. Loyalty
      6. Growth

   C. Use of English

111. Practice of Teaching
   A. Organizing ability in managing the physical plant
      1. Light
      2. Heat
      3. Ventilation
      4. Appearance of the room
      5. Management of routine

   B. Technique and skills
      1. Aim: definiteness and clearness
      2. Thought stimulation
      3. Study direction
      4. Direction of discussion
      5. Guiding pupil interests
      6. Individualized procedures
      7. Organizing subject matter
      8. Tests and measurements

IV. Pupil Reactions
- A. Attention to response of the class
- B. Pupil growth
- C. Community interests

I AM Dec ~~teaching~~ + disc

PM Nozawa
Matsuo

II AM Sogi
Scott

PM Disc

Elem Schools

Matsuo

Construction
Procedure of a unit of work

I. ~~Method of Constructing work~~ unit
A. ~~Study~~ of teachers' guide
B. Basic surveys ~~methods~~

II. Comparison of new school ed. with old one.
~~Group study~~
free use of classroom - students more active
teacher as guider of learning
Equipment + facilities to meet needs of students
Learning by seeing, doing - not only listening
closer relationship with parents
Better use of community resources

lots of time wasted in writing on BB. Teachers in blackwork and c

III. Procedure for social studies teaching
A. Order
survey
planning
activity
evaluation

present card in ideal form, not say "Scott said this" say this."

B. Reading Books for study: card (Topic Book outline)

C. Reading + ~~storing~~ magazines
selection of important parts
information catalogue

D. Reading newspapers
emphasize editorials
collect clippings for mag pgs
classify
make scrap books

E. Listening to radio + lectures
School broadcast
classify broadcasts according to topics in mind

F. Class bookshelf + use

Matsuo

Should prepare chart on blackboard in advance

S.S.

Soga

Survey in 中学校

I. Relationship bet. school + ~~and~~ society

II. Area of survey
History, Geog. Traditional — Farming community

III. Value of survey
specifies what students gained from survey
A. Social ~~[illegible]~~ skills visiting, writing
ethics.
B. Value of understanding the of persons
C. attitude of public service

IV. method of survey
A. form
1. Observational
2. Interview
3. Invite lectures
B. Plan
1. what survey fit need
2. who will make it
3. what to include in report
C. Results : project, report
(how to use them
Summarizing results
religious, Schools
D. Relation of survey study & book study

Textbooks
diff. bet.

How many pamphlets are left over?
How many pamphlets are left over!
How many pamphlets are left over?
How many pamphlets are left over?
How many pamphlets are left over?

Kankyo

環境

環境作業単元

環境見学

色盲

黒過程

素養過

環境字元

児童

元

元

元

石ヲ禁ストstoneトイフ

Road→ロード

何時終るか。

乾いた話し

でもこの人はなかなか熱心よ。

評価の二重性（教師と生徒と両方が評価をする事）

学習指導要領の

File: Social Studies

(24 December. Letter to Scott from Vice-inspectors. 24 December)

Conference for Social Education.

Referring to your recommendations, and under the consultation of all Ken-School inspectors, we planned as follows;-

Shizuo Soga.
Yoshiyuki Matsuo.

1. Schedule

Date	Place	district
Jan. 26 (Mon.)	~~Sokai~~ Sabiraki Elementary School Niihama	Niihama. Saijo.
" 27 (Tues)	"	Niigun. Umagun.
" 30 (Fri.)	~~Kenritsu Imabari Chugaku~~ Hall	Imabari. Ochigun
" 31 (Sat.)	Chikami El. "	Syusogun
Feb. 3 (Tues)	Shirahama Elementary School	Yahatahama. Kitagun
" 4 (Wed.)	Yahatahama.	Nishimagun
" 6 (Fri.)	Meirin Elementary School	Uwajima, Kitauwagun
" 7 (Sat.)	Uwajima	Minami Uwagun.
" 9 (Mon.)	Dogo Elementary School	Matsuyama. Onsengun
"" 10 (Tues)	Matsuyama.	Iyogun. Kamiukenagun

2. Activities

First day 9.a.m.-10.a.m. demonstration of teaching (each class room) (of elementary) (secondary school)

10.a.m.-12.a.m. Publication of experiment (our refrecentative (of city or dis-) (trict.)

1.p.m.-2.p.m. Guidance of Nozawa inspector.
2.p.m.-3.p.m. " " Matsuo Inspector.

Second day

9.a.m.-10.a.m. " " Soga inspector.
10 " -12 " " " Mr. Scott.
1 " - 3 " Discussions

3. Make thorough understanding that this activity is initiated by Ken
4. Member: One person of Elementary and Secondary School each, in addition teachers of experimental schools. PTA members will be invited.
5. Demonstration teacher and the persons to discuss the experiment and the contents are required to report to Ken Education Section to 15 Jan.

Conference on Social Education

File: Social studies

Social Studies Research Conference
in NIIHAMA.

1. Demonstration.
(1) Elementary:
6th grade.
Unit: 'Living and Prices'.
Demonstrator: Shigeo Shiraishi
(Sobiraki Elementary)

(2) Secondary:
Grade: 1st.
Unit: 'Our Native Land'.
Demonstrator: Tsuneo Nagai.
(Minami Secondary).

2. Reports on results of researches.
(1). Representative from Niihama City.
Shigeo Shiraishi.
'Handling of the work units'.
(Problems on attitude, planning and students' activities at handling the units).
(2) From Saijo City.
Eiichi Akiyama
'History of reclamation in Saijo'.
(3) From Nii-gun.
Shizuo Niida
'Guidance of reports by students'.

(4) From Uma-gun.
Katsumi Manabe.
'Planning of guidance in social studies'.

Teachers' Manual on Social Studies.
(Book 2)

File: Social Studies

Index.

Chapter 1. Significance of general social studies.

1. Significance of general social studies.

Though a synthetic study on social studies has been carried out throughout the elementary grades, it is to be carried on succeedingly through all the secondary grades and the first grade of high school. Up to the present, history, geography, civics, and others, of which social studies are consisted, have been taken care as individual courses; however, as shown in this manual, the substance of these courses are synthesized into a number of large problem units, circled around the experience of the secondary or high school students.

In other words, they are no longer systematized in accordance with the subject matters themselves. In synthesizing the courses, the followings have served as the basic principles.

(1). The daily life of students in and outside of school should be nothing but activities to solve their problems.

(2). In order to enable students to solve their vital problems, schools must provide necessary experiences and aid their development.

For a student to solve social problems, the subject matters which have been taught in the courses are absolutely necessary. And, the most desirable way to solve the problems is to utilize the knowlege and experience which the students possess, as far as they are concerned with social life, without being ~~conventional~~ confined to the sphere of the individual courses. The objective of the method of constructing the units in general social studies is based upon the ~~above~~ idea above, together with the intention of enabling students to realize and develop the value of their lives by accumulating worthwhile experiences. Let us pick out a problem from a unit of the 9th grade here, as an instance: Let us ~~make it~~ take 'How dosour government function'. In order to understand modern government, we must utilize all subject matters in all curricula. Without knowledge of political history, we cannot understand the function of modern government. Furthermore, govenment functions upon geographical background, and governmental units are dependant upon geographical divisions ; most of the political problems include economic problems ; all politics have their social aspects. To understand all these phases of government, basic knowledge on geography, ~~econ~~ political economy, sociology, etc. is essential. However, as long as students are taught all these phases in separate, individual courses, it is almost impossible ~~for~~ them to synthesize the subject matters and understand the entire, due to the fact that they merely have limited experience.

Therefore, at solving various problems concerning government, it is ~~the best~~ more desirable, for the sake of students' development, to coordinate all subject materials concerned.

As such, in order to enable students to solve social problems by themselves, several curriculum, in the old sense, must be coordinated and synthesized. From this view-point, the general social studies may well be called synthesized social studies. Since learning is altogether psychological, it is a fact that ~~coordinated~~ subject matters offered synthetically will be learned coordinatedly as a psychological process by individual student. To offer necessary materials for this coordinated learning process which goes on in student's mind efficiently and all at one time, instead of doing it in several individual courses in several years, is the important ~~character~~ factor of teaching general social studies.

To show that it is more desirable to synthesize some of the subject matters taught in the old-~~sense~~ type curricula, let us take an other instance from the study of 'The industrial era of Japan'. In this part, several units are organized around the one on the 'Industrial Era of Japan'. This is because the Industrial Era is not an isolated historical phenomenon, but has close relation with various social and cultural factors, and that understanding for all these phases is essential for the understanding of the Industrial Era. In other words, to have a clear understanding ~~for~~ of the Industrial Era, students must have ~~the~~ any understanding ~~for~~ of the necessity of natural resourses, their location and utilization, their process of industrialization, and other elements which used to be considered ~~to~~ ~~be~~ a part of geography. Of course, study ~~on~~ of activities concerning distribution and exchange of the products

~~these are~~ is included in political economy. Import of machineries also effects our life considerably, but this will fall into the category of sociology, in the existing conception. The development of our machinery industry is also impossible to ~~be~~ understand without considering many other historical facts together.; in order to have a clear understanding of the development of industry in Japan, we must also study the role which politics took in the development.

However, it is quite difficult for a student to synthesize all the things he learned, in various courses and in ~~various~~ different occasions, during his school-life, and to build up a complete Knowledge on the Industrial Era. For instance, he learns the cause of the Industrial Revolution in history course, the location of the raw materials for machinery industry in geography course, the origin and development of the exchange and current systems in political economy course, the evolution of the nations' living conditions caused by machines in sociology, the political control which influenced industry in civics, and so on.; and he is not so developed yet as to build up a complete Knowledge by selecting the essentials out of these courses. ~~Thef~~ Therefore, the desirable way is to study the Industrial Era as a synthesized topic (in other words unit), based upon the facts which we find around ourselves in our daily life. It is necessary that the Industrial Era ~~will~~ be studied from the ~~star~~ view-point which combines historical, geographical, economical, and sociological aspects. ~~are well combined together.~~ This is the characteristics of the social studies, and this is the nature of teaching social studies.

The units, of which the general outline is given in this manual, are presented in the forms of questions. This is because if the topics are presented in a form of titles, such as 'Government,' it gives insufficient motivation to students to start working on it;

furthermore, students are apt to study mere facts, by this method. In the other hand contrary, if they are encouraged to develop the subject, within the given time, utilizing all of their experience in solving the direct and indirect problems concerned, such as 'How does our government function', students will have a broad understanding and will be able to improve their attitude, skill, or talent. What we wish to emphasize here is that the units should not be a collection of individual, formal facts, but must be a systematized experience of human beings. In proceeding with the study of the units, various types of activities will be required; however, mere rememberance of unnecessary facts will not be included. From this point of view, text-books are to serve as guides in systematizing the students' activities to solve the problems, and not as collection of facts to be recited. The curriculum of social studies is based upon this principle. Therefore, what the teachers must be the most aware of in utilizing this curriculum is to consider how to motivate the necessary activities to develop students, and not to be too concerned with the subject matter itself.

2. Problem units, and relationship between units and experiential fields. Problem units, and relationship

As shown in this manual, the general social studies in the four grades consist of six units each. The units are organized around certain fields of experience. The units for the 7th grade are organized around the experiential field which could be called 'Our life in Japan'. The experiential field can be called 'The influence of industry upon social life'. The six units for the 9th grade are organized around the subject 'Social terms of cooperative living'; the 10th grade around the field 'Personal relationship in Democracy'.

These units should not be deemed as to be complete, nor should there be a set procedure in handling the units. A teacher, with cooperation from

her class, must find her own way of instruction. The reason ~~why~~ such units are offered is to enable her to synthesize the ~~individual~~ fragmental facts and the groups of experience. To avoid the learning of piecemeal facts, and to develop ~~necessary~~ more desirable attitude and cognition by enabling students to achieve valuable, new, and broad understanding, and by cultivating talents and attitudes which will ~~serve~~ contribute to their individual life, teachers must digest these units completely.

The problem units presented in this manual are made up of several divisions in accordance with their organization. The divisions are general outline, list of objectives, general description of the order of the subject matters, list of learning activities, and examples of judgement of the effect of learning. The division of general outline aims to give a summary on the relationship between the unit and the students' current life and on the importance of the ~~unit~~ subject matters as current problems. The list of objectives is very incomplete; although it ~~was~~ is presented for the sake of offering concrete aims for the experiences which take place in social studies based upon the units, so as to motivate the activities and also to make the teachers realize the objectives of the activities. The list should not be ~~consid~~ presumed to be complete, nor should it be attempted to be adopted alike for all the children throughout the country. Teachers, together with students, should add necessary objectives which they wish to achieve, and correct or exclude the given objectives ~~accor~~ in accordance with the school or local environment.

The order of subject matters is also presented to benefit for the solution of the problems included in the units. This also should not be considered inflexible. It is desired that teachers and students will rearrange the order so as to fit their own need. It is not necessary to proceed with the units in the order of the subjects prescribed in the manual. Some may be added, some may be excluded. Examples for learning activities are given in large numbers; it is the best for teachers and students to select and take the suited ones for their classes as they proceed. Since it is impossible to present learning activities which will apply to all students in all grades throughout the country, it is up to the individual schools to choose the applicable activities, taking in consideration the effectiveness of the activities and the facilities and equipment available.

Judgement of the effect of learning is described in each unit. Learning experience in general social studies must be based upon the succeeding development of individual students. In teaching the units, steps must be taken to clarify the students' development. and base the teaching methods upon it. Therefore, it becomes necessary to judge and measure what development the students have made, as the result of the accumulated learning activities in each unit, at or about the end of the units.

3. Presentation of unit.

The principle teachers should constantly be aware of is that without interest, valuable learning experience cannot be expected. The problems in the units must be presented so as to motivate the students' desire of solving them. For instance, how would it be if a teacher said, "According to the teachers' manual, we are to study the next unit called 'How does our government function'". It is nothing but an abrupt, dogmatic presentation of the unit, and a success cannot be expected. Naturally, there are many ways in presenting the units. Questions from students may

well be utilized; information gained from radio broadcast will stimulate desire for more learning; newspaper articles on which people's attention is focused can serve as motivation for study. Daily affairs which strongly attract students' interest may develop into discussion; and such discussions may lead into motivation of solving some large problems mentioned as problem units in this manual.

Before starting off on the ~~study~~ learning of a unit, the teacher must make a thorough study on the outline of the unit which includes the general outline, objectives, order of subject matters, examples of learning activities, and judgement of effect of learning, must understand the relationship among the things to be learned which are suggested in the unit, and must make clear what significance such things have in her own community. By reading this teachers' manual, teachers will probably realize the necessity of various subject matters. The text books for social studies are published in a form of pamphlets in accordance with the units, it is planned; although, they cannot be commended as to be complete as to meet all interests, necessities, and tendencies which arise in the students as they proceed with the unit. Teachers must seek broadly for all possible related materials by various means. For instance, books, dictionaries, encyclopedias, pamphlets, newspapers, magazines, movies, slides, photographs should be utilized. The following questions may be a help to the teachers in seeking for materials:

(1). What things are there in the school which can be utilized? (books, maps, photographs).

(2). What books or materials are available in the local libraries?

(3). What text books or supplementary books can be obtained besides the pamphlets issued on the units.

(4). What materials can be found in newspapers and magazines? Can the back numbers of suitable publications be utilized? Are they available elsewhere if not in the school?

(5) What materials are available in the community? Could printed materials be found in libraries and homes? A spinning factory would be a new, though unsystematized, material for students in studying the industry of Japan. All other social activities should be observed from such view-points, and made available as learning materials by systematizing them.

(6). What materials can be freely and easily obtained through social, governmental, and commercial organizations?

(7). Can ~~ma~~ necessary materials be made out of wasted, or unused, materials in homes and school? For instance, materials originally meant for art or manual works might be suitable for social studies.

It is obvious that it is a difficult problem how to find materials with which the units can be taught. Unfortunately, schools of today lack library, supplementary books, current pamphlets, photographs, or current magazines and newspapers. Therefore, the first thing schools should do is to make efforts in collecting referential materials or setting up a library for the students who participate in the learning activities. Materials used for this grade must be conserved for the next grade. As for the 1947 year's plan, school libraries, museums and others should be revitalized, and amount of books, photographs, magazines, pamphlets, and other necessary materials must be increased gradually. Hereat, it is essential for teachers and students to be determined to make use of whatever available materials.

(T/N. 'material' means teaching aids and other referen~~tial~~ce materials).

~~In prior to~~ Before presenting the units, teachers must consider the order of the subject matter~~s~~. In the examples given on order of subject matter~~s~~, several ~~top~~ subjects (head-lines) are mentioned. Since students stand somewhere among these subjects at present, teachers may well choose the subject which has the closest relation with the students' past experience, and make that the starting point of the learning activities. New subject matter~~s~~ should always be connected with that ~~ones~~ learned in the past. Works which students are not used to must be attacked gradually. From this viewpoint, the subjects mentioned are merely examples, and can be changed accordingly.

As already mentioned, the units should be presented as the result of the idea of considering them necessary in solving the problem which students hold interest in. They must be presented in a fashion which students, who are to solve the problems, will consider the problems ~~them~~ as realistic problems. As an example, the activities of the Local Preparatory Committees concerning the enforcement of the 6-6-3 Education System could be a fine motivation for studying the 7th grade problem 'What significance does a school have in our social life?' Most probably, the local committee members will visit their school, obtain knowledge on the existing system, and will build their reorganizing plan upon it. And, for sure, the students will be very interested in the purpose and result of their visit. At this, the teacher will say "Now I know that you all have interest in changing the system of schools. What other

aspects of the activities of our Committee or of the committees in other parts of the country making? do you wish to know?" By skillful guidance, the teacher may urge the students to ask questions from their eager desire of knowing the answers, and not the questions which happen to come out from their mouths. These questions will be written on the blackboard by the teacher or by the students. The teacher may add more questions by drawing them out of the students with hints. After all the questions and problems are presented, the teacher and the students must line them up in the ~~order~~ sequence convenient for studying. In order to understand the task of such a Preperatory Committee, study must be made on past and present status of schools, functions of school, development of school, and other subjects possibly mentioned in the units. Of course, the names of the subjects need not be used as they are; furthermore, selection of the subjects should be left up to the students.

Units are taken directly from subject matter in the textbook

In ~~At~~ presenting the units, it is necessary that the method described above, or similar ones, to be applied. For instance, newspaper clips and students' reports on well ~~organized~~ controlled fire fighting activities by local government offices and voluntary firemen can well serve as a motivation for the study of the unit 'What do the society and government do to protect our lives and properties' (9th grade, unit No. 3). Nowadays, active discussions are taking place on the increase of property tax. These may well be

developed into many problems to be studied in the ~~uni~~ subject 'How does our government function?', which gives a general outline of politics, or government.

At drawing up the plans for the study of the units with the students, one of the first things to be done should be the discussion on the objectives. Some of the objectives are mentioned as a part of the general outline of the units; however, such objectives will be meaningless unless they will be the true objectives of the teachers and students. Before determining the order of studying a unit, or, in order to ~~proceed the~~ study in a proper sequence, the students must outline what they wish to know, what they want to solve, and what result they wish to achieve, concerning the subjects. A list of objectives thus produced need not be the same as ~~with~~ the one described in this manual. Moreover, the form of the list shouldn't be considered ~~to be the~~ final. While proceeding with the study, students may want to add some more objectives; as circumstances change, they may desire to exclude some which appear impossible to accomplish. Of course, the subjects mentioned in the 'order of subject matters' must be directly related to the objectives. When it is found that the subjects or activities do not have any relation with the set objectives or added objectives, they should be abandoned.

If the students succeed in drawing up the general outline of the specific problems which they intend to solve, the next thing to do is to organize the class in order to carry out:

the necessary activities to solve the problems of which the outline is laid. It is not necessary for all the students to work on all the problems. They may devided into several groups, and each group may study the problem, or problems, which they think most interested. At proper occasions during the study, the groups will make reports on what they learned by the researches to the class. As ~~the~~ methods of reporting, written or oral reports, report from the seats, plays, and many others can be adopted. Students' individual activities will be allowed also. The class, or the groups, must get together with the teacher once in a while in planning the activities. Of course, it is most desirable to utilize the students' ideas and suggestions; although, especially because this method is still new to them, they may not have much to say. Therefore, a teacher may suggest her own ideas as a member of the group. It is natural that the first plan laid ~~will~~ cannot be expected to be a satisfactory one as a complete plan for the whole unit. It probably will be found, as you proceed with the unit, the first plan you laid on the subjects and the order ~~of them~~ are ~~insufficient~~ inadequate. Planning by individual students or by committes for the entire class is only a part of the study~~ing~~ activities of the units, and must be carried on ~~succeedingly~~ continuously.

The elements to be planned are as follows.

(1). Length of study.

Six units are provided for each grade in secondary school; although this does not mean that the hours provided for social studies must be given equally to each unit. Teachers

will have a certain time schedule when she starts out on a unit, but it should be flexible. Even among the problems which are described as units, there may be some which cause more interest in the students than others. ~~As~~ Being such, there are two principles which should be maintained at proceeding with the units; the two are, the principle of finishing the study of the units when most possible objectives have been accomplished by the individual students, and the principle of ending the study of the units while the students' interest is still actively lasting. It is also necessary that the decision will be made by proper balance of the two principles.

(2). Learning activities.

Students and teacher must constantly plan for the activities. Though ~~instances~~ examples are given in this manual on the learning activities, there will be some others which students and teacher happen to think of. There also will be some activities which will grow into some others. There are some improper ones, ~~instances~~ impossible to be practiced according to the local situations, included in the examples given. When such cases are found, students and teacher should discuss the specialities, after it is clear that the activity is not suitable for the local conditions, and that it does not ~~concern~~ contribute to ~~with the~~ achievement of the objectives, it should be excluded.

(3). Planning on concluding units.

At a proper period ~~of~~ during the unit activities, students and teacher must plan to conclude the unit satisfactorily. Since this matter should be discussed with the progress of the learning of the unit, the preparation of it should be a part of the unit activities. Giving a rough explanation, the way of this planning may be something as follows. The teacher will make study on the substance of the problem units described in this manual, and will rearrange the general outline, objectives, subject matters, students' activities, and judgements as she thinks desirable. Students and the teacher will look for necessary subject matters, bring them together, and organize them. Students and the teacher will cooperate in amending the unit, rearranging it, reorganizing it, developing it, and, or, spreading out their own unit. In this procedure of planning, students, under the teacher's guidance, will select their own activities, and will decide the efficient methods of putting them into practice. They will select the activities to be performed by individuals, groups, or by the entire class, and will study their methods. Furthermore, if any other problems or activities are considered to be necessary, they will be added. And, taking into consideration that amendments will be made if necessary, the class will determine the temporary plan.

4. Development of unit.

What we can count as essential activities of studying the units, besides building up objectives and plans, are to collect and interpret information, practice the activities, add other activities if their need arises, practise group discussions,

listen to oral or written reports by all, to refine, discuss, evaluate, and approve, although ~~temporarily~~ tentatively, the conclusion developed from the experience. Now for the length of the studies, length of planning, of discussion, of planning by individuals or groups, of making various materials, of reporting the procedure, of evaluating and judging the works, of practising necessary techniques of carrying out the works efficiently, of individual studies, of collecting information, of sharing the results with the members of the groups or with other ~~grop~~ groups in the class, and of determining the ~~re~~ conclusion by synthesizing the results of the works can be the determining elements.

As you proceed with the study of the units, you may discover various kinds of activities, ~~to be helpful~~ which you never planned at the beginning, to be helpful in achieving the objectives. Any kind of activity must be so as to contribute towards the achievement of the objectives. The sphere of the activities is very wide: From as small as reports by individuals to groups on the study they make on the subject matters which include information concerned with the problem, to as great as active movements of students visiting local government offices, and organizing and participating in self-government bodies in order to study the activities of the local governmental bodies. There are some forms of activities which the whole class can participate in.: Some have nature more suitable for small groups or committees.: Some are more

applicable for individual works. There is a list of various activities added on the end of this article; however, it is merely an example. Students and teachers, at discovering activities which will develop the ability and stimulate interest of students, while proceeding with the study of the units, should adopt them as much as possible. Only, it is necessary that the activities chosen must be those which have direct concern with students' development in their understanding, knowledge, attitude, talent, and ability.

(1). Activities by eyes.

(a). Reading, to search for knowledge.

(b). Reading, to select all important ideas and to digest them.

(c). Reading, for pleasure.

(d). Reading, to get necessary hints to make things.

(e). Reading, to remember important information.

(f). studying maps, to understand what are written in them.

(g). studying maps, to look for specific knowledges.

(h). studying charts, to understand the things they show.

(i). Observing motion pictures, to understand the ideas and thoughts shown in them. Observing slides, to understand the explanations on problems and to obtain knowledge.

(2). Activities by ears.

(a). To listen carefully to spoken languages such as class discussions, reports, lectures, plays, and readings.

(b). To listen to music over radioes and phonographs, and group and individual singings in school.

(c). To listen to benefitial broadcasting program.

(d). To listen to lectures with charts.

(e). To listen to sound films.

(3). Activities by mouth.

(a). To read learning materials such as newspaper artides, editorials, poems, certain paragraphs of books, short reports, etc.

(b). To participate in group discussions.

(c). To give reports, or talk at the seats.

(d). To participate in imitations, ~~silent~~ pantomimes plays, plays, puppet shows, student body meetings.

(e). To participate in discussions.

(f). To meet with people such as heads of organizations to obtain knowledge.

(4). Activities ~~of~~ by drawing.

(a). To draw accurately so as to reproduce the object.

(b). To draw phonetic drawings such as sketches, ~~and~~ diagrams or illustrations.

(c). To draw diagrams, graphs, and statistic charts.

(d). To draw maps.

(e). To draw plans, designs, and samples.

(5). Activities by writing.

(a). To write compositions which ~~properly express~~, analize and systematize the gathered knowledges, and which properly express ideas.

(b). To write stories.

(c). To write compositions (editorials, reviews, etc.) to explain policies, opinions and problems.

(d). To write poems and short novels.

(e). To write scenarios for indoor and outdoor performances.

(f). To write inquiry letters to obtain information.

(g). To write invitations for meetings and performances.

(h). To write advertisements, mottoes, headlines, and articles concerning school activities in ~~or~~ the school newspaper.

(i). To write down people's conversations.

(j). To write down what people read.

(6). Activities by creation.

(a). To make models from photographs or measurements.

(b). To make models from origination and patterns.

(c). To make stage sets for performances.

(d). To make maps for various purposes.

(e) To make facilities for classroom and playground use.

(7). General activities.

(a). To collect and exhibit materials (information).

(b). To participate in committee activities.

(c). To act as leaders of committees.

(d). To participate in various group activities.

(e). To participate in school or social programs, such as outdoor shows, safety guidance, health programs, school elections, school clubs, etc.

(f). To visit farms, factories, local government offices, and others for specific purposes.

(g). To act as chairman for class meetings.

(h). To practice and memorize suitable learning materials.

Of course, all of these activities do not have to be included in all of the unit activities; but, it is necessary that a good many of these be utilized so as to contribute towards the achievement of the objectives of the units.

5. Conclusion of unit.

In order to maintain relation among these activities, the class should occasionally stop to think where they stand as far as the objectives and results which they aim at are concerned. As you approach the end of a unit, you should bring together all the works done by individuals, groups, or by the class, synthesize them, and systematize them to complete the unit. These activities of concluding will do much to cultivate students' understanding, talent,

attitude, and knowledge. By this, you are able to go over the essential points of the unit. The following are examples of the activities of concluding. You may try them separately, or you may combine some of them, or you may even try something entirely different of your own class.

(1). To exhibit all the works accomplished during the learning of the unit. Art works, handcrafts, photographs, and other information gathered will be included. Students of other classes, and parents may be invited to the exhibition.

(2). Scenario writing, puppet shows, indoor and outdoor performances, reporting meetings may be held. These must be such as to show the result of completed works. These may also be shown to other classes and parents.

(3). Some units are suitable for conduding activities such as small meetings or parties.

(4). Excursions (picnics) can be suitable for some units' concluding activities. But, in most cases, observations and excursions are more effective as learning experience before or during the study of units.

(5). Some games and plays, if performed right, may serve to find out the degree of understanding or knowledge.

(6). Panel discussions and forums are desirable for topics which conclude units.

(7). School newspapers or special issuance of school magazines can be published. Small booklets with interesting summary of the units can be written and issued.

6. Judgement of course.

The purpose of judgement in social studies is to make clear the students' growth in understanding, attitude, cognition, Knowledge, talent, and ability. Up to the present, when they say judgement, or evaluation, of results, they have been too concerned with how much a student learned of the subject matters, how much ability, talent, or knowledge has a student obtained in reading, writing, or expressing the mother tounge, to what degree he has achieved the facts in history and geography, how good is he in drawing maps, etc. Of course, Knowledge and talent on facts are important; however, they are only important as tools to aid growth. Therefore, we must think of the importance of judging the growth of ~~the~~ some other fields than these. For instance, habits of concentrating on works being done, or of completing what he is undertaking; attitude or cognition of recognizing others, tolerance, critical spirits, social consciousness, faith, accuracy in observation and description, and of appreciating beauty; various abilities of living and working with others; understanding for matters such as the fact that people in different areas, or of different cultural standards, are related and dependant upon each other~~s~~. All these ~~must be~~ are some of the outstanding examples of what must be taken into consideration when judging the learning effects. Hereat, the judgement cannot be such as only to grade the students on report cards, or to give mere written examination to judge the degree of facts he learned. The judgement should not only be~~ing~~ the school's evaluation on the above mentioned aspects of the students' growth, but should include whether or not the students are actually doing what the ~~sho~~ school had planned ~~and~~ for and have responsibility to them. In the first place, school aims at giving change to students'

also students' judgment

behavior. Naturally, to judge the change of emotional attitudes and behavior is difficult compared with that of knowledge on facts. In general, for the teacher to know the change of the students' attitude or behavior distinctly, she must be well trained in observing their activities, and must utilize the training experience.

Judgement of the courses must be done upon the basis of the objectives and aims of the courses. The methods of judgement depends upon the objectives of the learning activities. If the objective of the activity will be a leaning of historical facts, a written test on facts may well be given. When the objective is to make the students realize the value of a democratic life, or if it is to make them learn new ways of behaving or to improve the old ways of behaving, efforts should be made to make clear the change in their attitudes and behaviors by acting. For instance, if the purpose of performing a class election will be to develop their ability in determining the qualification of officers who are to serve for the public, the growth of the students as the result of the activity can be judged by what qualification they have given to the elected officers. If tolerance was the ~~purpose~~ objective of an activity, efforts must be made to grasp all possible opportunities to see how well tolerance has developed in their minds, and to what extent they are practising ~~it, and~~ it ~~how they are~~ in their class, school, or social life. The objectives and purposes of educational plans are not only to give standards of judging the students' growth. By those, teachers can judge the status of the students' growth in ~~their~~ its actual practice to see whether it is headed ~~towards~~ in a desirable way or not.

specifies method

By the students' acts and behavior, it could also be judged whether the instruction methods or the students' activities are effective for the objectives or not.

The judgement begins before the opening of the unit, continues through the process of the unit, becomes most important at the end of the unit, and still continues after the unit is finished. In order to be able to judge how the students have developed during the learning activities which are organized around the problems in the unit, teachers must know the level of the students' ability before the unit. Therefore, a preparatory test of some kind is necessary. It is important to know their understanding, attitude, cognition, knowledge, talent, and ability before the unit.

7. List of units.

7th grade.

(1). What stage (field) of life do the Japanese Islands offer us?

(2). How do our family life function?

(3). What significance does school have in our social life?

(4). How does the production life in our rural areas function?

(5). How have our cities developed? What problems are there in the present city life?

(6). What should we do to make good use of our leisure hours?

8th grade.

(1). How are farming and stock-farming operated in the world?

(2). What is the best way to utilize natural resources?

(3). How has the modern industry developed, and what ~~effect~~ has it upon social situation and activities?

(4). How has the development of transportation ~~combined~~ brought us together closer?

(5). What can we do to keep natural disasters at the minimum?

(6). What sort of things do the society and the government do to protect our lives and properties?

9th grade.

(1). How have we (do we) ~~succeeded~~ inherited ~~the~~ the past cultural ~~inheritance~~ legacy?

(2). (1). What opportunities ~~does~~ the society offer us to satisfy our artistic desire?

(2). What ~~effect~~ has religion given to our social life?

(3). How ~~to~~ does our government function?

(4). What ~~efforts~~ should we make at selecting occupation or to raise efficiency of our vocational life?

(5). What ~~effect~~ has ~~the force of~~ society on at ~~consumers~~ the selecting ~~commodities~~ on of consumers' goods?

(6). What should all individual~~s~~ do to adapt ~~themselves~~ himself in collective life?

10 th grade.

(1). What function do markets, brokers, loan; exchanges, and economic enterprises have in our economic life?

(2). What does our government do for our economic life?

(3). What rights and duties (obligations) do employers and employees have? What obligation have the both to our social life?

(4). What things are done to relieve individuals and society from poverty and living difficulties?

(5). How are the Japanese developing Democracy?

(6). What efforts should we make to rebuild and maintain healthy relationship with other nations?

(P/s).
Concerning the general objectives of social studies, it is desired to refer with Chapter I, Preface of Social Studies Teachers' Manual Book I.

(P/s).
In the unit 'How does our government function' of the 9th grade, problems suitable for education on the Constitution and government are handled. Since it is necessary for all Japanese to study the Constitution, it is desired that the 7th, 8th, and 10th grade will also use this unit as reference, and give instruction on the New Constitution in accordance with the students' interest and ability.

Social Studies Teaching Guide

Chapter 2. Units for each grade.

(27)

File: Social Studies

7th grade (Secondary 1st).

Unit 1.

(Trans.)

What stage of life do the Japanese Islands offer us?

Outline:

This unit is to enable students to obtain the outline of our industrial geography and history, and to secure the basis for the succeeding units. The fact that the Japanese Islands lie in the east of the Asiatic Continent, with a narrow sea in between, has given various effects upon the development of our culture. Also, the fact that the geographical features of the Islands are complicated, and that a great portion of the space is covered with mountains with small plains and basins here and there, had a great effect upon the characteristics of our life. Moreover, the climate is rather of continental nature despite being islands; the four seasons are distinct. The climate differs considerably in accordance with areas. The Japanese, in the long ages, have made their living by adapting themselves to this variation of climate. Therefore, we still can see many characteristics of the old methods of living throughout the Country. However, since the Meiji Era, foreign culture has been imported; great evolution in industry and others have thereby occurred. A new characteristic has been born on the utilization of land, also.

At present, in Japan, the old and the new characteristics are merely mixed, not yet fused. We can see this in our industry, and even in our daily living.

Objectives:

(1). To understand the characteristics of Japan's natural surroundings.

(2). To enable students to cognize the geographic location, merits and demerits in natural surroundings.

(3). To enable students to achieve understanding on historical growth of our living stage.

(4). To enable students to understand outstanding industries and living situations in various ~~locations~~ districts.

(5). To enable students to cognize the confusion of the old and new forms of daily living and industries of Japan.

(6). To make students used to the handling of maps; to enable them to read the location, direction, distance, geographic feature, climate, and status of land utilization.

(7). To cultivate attitude of observing ~~the status of~~ natural and cultural situations of Japan as they are.

Order of subject matters:

(1). ~~How~~ what is the status of development of the natural surrounding and industry in our native province?

(2) What ~~effect~~ ~~has~~ does the geographic location of the Japanese Islands have on the development of culture?

(T/N).
This article has 8 items with 19 sub-items, mentioning the above two down to the natural surroundings, natural resourses, and industries of the various parts of Japan, including the climate, four seasons, cultivation of our home land.

(Trans.)
Examples for study activities:
(1). Our home prefecture ; in what part of Japan is it located, what GUNs does it have, what cities are prosperous, what is the area, population, density of population, and where do those rank compared with other prefectures.

(T/N).
This artide has 70 items, beginning with the above, including the followings:
- Geographic features, such as mountains, plains, rivers, etc. of our home prefecture.
- Climate, and its relation with the people's living in the prefecture.
- Comparison of population, etc. in the plains of this prefecture and those of the world and Japan.
- Coast line of Japan.
- Land cultivation, climate, cities, industries on HOKKAIDŌ.
- Mineral resources in ŌU District.
- Relations between historical and geographical facts on land utilization in KANTŌ District.
- Sericulture in the community and world.
- Comparison of nature and commerce and industry in ŌU and TŌKAI Districts.
- History of the import of ski ; prosperous areas for skiing in Japan.

(Trans.)
Judgement of course:

(1). Have the students increased their interest in understanding the relationship between the natural surroundings and living situation in Japan?

(2). Have they become to consider relationship with the natural surroundings when observing living situation in our native province?

(3). Are they inclined to consider the natural surroundings too seriously, or not?

(4). Have they developed the attitude of reconsidering the industries and daily lives in our native province, and to discover illogical points in them?

(5). Have they enriched their vocabulary, and have they become used to them?

(6). Do they seem to have improved in the use of maps?

Unit 2.

How does our family life function?

(T/N)
Outline:

Our family life confronts renovation, from moral, traditional, and economic standpoint. It is now confronting a great confusion also. Independence of individuals, and mutual aid based upon individual independence is to be, is being, and will be, encouraged. The great change of our social life, including moral, political, and economic aspects, will effect our family life. We should be encouraged to maintain, and improve of family life as the basis of healthy social life, and also of a democratic society.

To become a good member of a family is a ~~great~~ hard thing to accomplish. It certainly cannot be done in a single unit; however, this unit is meant to provide fundamental understanding, attitude, and appreciation for family life.

(Trans.)
Examples for learning activities:

(1). Gather records, information, photographs of families which have long traditions, compare them with those of your own families, and see what have changed and what haven't. Also compare families in cities and in rural areas.

(a). Generations of the family: Number of the family.
(b). Structure of the house.
(c). Relationship of the members of the family.
(d). Authority of the family over its members.
(e). Independence of the family members.

(2). Make study on what moral and material effect the Japanese family has recieved from the Continent, especially from China. Make study on relationship between Confucianism and the Japanese family, write compositions, and report to the class.

(3). Find out about the family lives in China and Korea from people who lived there. Make reports on what are similar and what are different, read some of the reports to the class, and discuss them.

(4). Make research and discuss what effect the Western ideas and customs had, or have, upon our family life. Is there anything different concerning relationships between parents and children, or husbands and wives?

(5). Obtain knowledge on home life of the uncivilized society by listening to teachers' lecture or by reading books, and compare it with our home life.; discuss it, and find the conclusion of how our home life has developed.

(6). Compare our family life with that of England, U.S.A., France, U.S.S.R., and other nations ; explain what you have noticed. Listen to talks by people who lived in those countries, or ~~make~~ collect newspaper clippings on it.

(7). Make study on similar points in the present Japanese family life and the old Greek and Roman family life by reading books such as the 'Ancient Cities' written by Kuulanju ?

(8). ~~Tell~~ Give a simple expianation on 'Merits and demerits of Japanese style house compared with Western style house for Japanese way of living'.

~~(9)~~ (10) Compare the change of our family system and that of other social life, such as the use of machine. What aspect of living makes the quickest change ?

(12). Study what and how to fill in a census register, and learn what it means. Practice how to write a personal history record.

(13). Read books on geography or obtain information from other sources, and learn about family life in other countries. Read the reports to others in the class. Draw pictures of ~~family~~ life in the country,

or countries you studied on. Write stories and dramas based on the family life in foreign countries. Read the story, tell the class about it, or perform the drama. Compare the Japanese family life as much as possible with foreign family life. Also, make study on the background ideas of such differences.

(14). Make as detailed a research as possible on the subject 'The effect of modern industry upon the Japanese family'.

(16). Choose the articles concerning 'family life' out of the New Constitution, and compare them with your present family life. Discuss on why such articles are important.

(17). Visit the Minsei-i'in (Welfare Committee), ask them what effect unemployment, sickness, poverty, and the death of the supported have upon family life, and report it to the class. Also find out if such families are increasing, and for what reason.

(18). Write a composition under the title 'Women's occupation and family life'. What occupations are there which women have engaged for a long time; what new ones are there. Discuss on what effect it has on children when the mother has an occupation.

(19) Find out about the Ration System from your parents, brothers, and sisters, and make study on how the food shortage is effecting family life.

(22). If possible, make survey on the following, draw charts, and discuss the importance of housing problem:

Number of houses in your school area.
" " Tatami " " " "
" " people " " " "
Average number of people per house.
" " " Tatami per person.

(28). Make a chart of work, rest, and recreation of each one of your family.

(30). Make a short report to your class on what they do to take share in their family duties in U.S.A., Britain, and other countries.

(36). Draw a chart showing the present relationship among your family members, and give opinion on how to improve it.

(37). Do you think the relationship between you and your parents will be the same with that of the long existing tradition of Japan? Make study on the historical development of families, so that you will be able to answer this question.

(40). Perform a small panel discussion on the subject 'The relationship between male and female, boys and girls in the family'.

(41). Listen to radio programs on family problems, report them to the class, and follow up with discussion.

(42). Invite your parents to your class discussion on family problems.

(44). Study what organs there are in your community to improve family life. What are such organs doing now? What can the school do to assist in improving family life? Discuss on these matters.

(48). Make study on building materials, and on how to obtain them. Collect specimen of the materials. Compare the roofs of your district and of other districts.

(52). Find a story of a model family life, of Japan or of a foreign country; read it to the class.

(53). Read biographies of great individuals, and write composition on what the family did to them in their childhood.

(55). Write out your ideal on family, read it to the class, and ask for criticizm.

(57). Make songs and poems on your idea of home and family.

Unit 3.

What significance has school in social life.

(T/N).
Outline: Education has ~~bc~~come to be considered more and more important. It is essential ~~to~~ for students to understand and realize the social function of ~~the~~ school. In addition, to expect success in the present evolution, people must be educated; school has never been so important before. School will be the cultural center of the community, and ~~the~~ teachers are not the only ones to run the school. Students must participate. For this, they must have a deep understanding for what a school is and how it should function. This unit is to provide understanding for significance of school life, effect of education upon the public, and other knowledges.

(Trans.).

Examples for learning activities:

(1). Gather important laws and ordinances concerning school system of since the beginning of Meiji, and study the change of school system in Japan. Obtain knowledge on the school organs in the Tokugawa Era, and compare it with that of and after the Meiji Era. Have a discussion on what our Government has done since the Meiji Era to popularize education.

(2). Make study on the history of your school. Find out when the school was established, and trace down the history. Explain the changes of curriculum. Make a pamphlet on the school history.

(4). What kinds of schods are there in Japan? Survey this and make a ~~chart~~ distribution chart.

(7). Read books on history, and compare the benefit of education the boys and girls recieved in certain periods ~~and~~ with that of yours today.

(8). Study your school and neighbouring schools, and find out about the following points:

(a). Who was responsible for building the school building?

(b). Who was responsible in choosing the teachers? What are the necessary qualifications for them? What are the duties of the principal and teachers?

(d). Where does the fund to maintain the school come from? Gather as much information as possible on school finance.

(9). See the people who you think ha~~s~~ve concern with the school in your community (mayor, assemblymen, school committee, etc.). Find out defenitely what relationships their works have with education. Discuss ~~on~~ the improvement of the present system of school administration.

(11). Organize a committee, elect its members, and have them visit and interview the Chief of the Prefectural Education Section and other officials in charge of educational affairs. How did these people get selected for their posts? How do they carry out their works? Find out about their qualification and wages. Compare the present system with a system of having a committee of laymen, elected by the public, administrating the schools in the prefecture.

(15). How are you budgetting your time for work, play and study? Make a time table of a week. Discuss on better utilization of time.

(16). Read books which you think best to cultivate tastes and background. Discuss on such books in the class. Tell the class the reason why you felt perticular interest in such books. Think how you can obtain good books for your class (school) library. Appoint one of your classmates (schoolmates) for the book checker. Make plans for increasing volume and bettering the contents of the library, and put the plan into practice efficiently.

(20). Take record of the result of health examination in your school, and discuss on the methods of abolishing physical defficiencies. (not individual cases but defficiencies in general).

(23). Organize a school health committee, and cooperate with the principal and teachers to make sanitary inspections. Study the result of the inspections with the principal and teachers, and follow the advices given by the committee voluntarily. to improve the sanitary situation of the school. For problems which are too difficult for you to handle, ask for assistance from the school and the administrative authorities.

(25). Write stories and dramas on personal and public health.

(29). Make regulations for your self-government body on 'civil rights'. If everybody seems to agree, make a pamphlet of the regulations.

(32). Make plans on constructing, bettering, or beautifying the school buildings, school ground, and the school gardens.

(34). Hold open discussion on how to improve behavior and appearance.

(36). Plan gatherings, such as parents invitation parties, bazars, etc., for the whole school term. Take turn in sponsorship, so every one of you will have a chance of being responsible at least once a year.

(39) Organize groups with those who have similar interests. (athletic clubs, photographers' club, hiking club, nature study club, etc.).

(44). Visit different kinds of schools in your community; ask students of such schools to come to your school, and give talks on their activities.

(51). Make survey on the graduates of your school. What vocation do they engage in? What school have they entered? Make survey on the occupations in your community, together. Make study on whether the present school system will provide you the necessary training for you to enter the society or not.

(54). Interview employers, and find out their attitude towards education, and their ideas on necessary education for youths to enter business.

(57). Ask the teacher what the significance of the 6-3-3 system is. What position is your school in as far as this system is concerned.

(58) Why is it important for girls to recieve the same education with boys? Why is it desirable for girls and boys of same ages to experience school life together?

Unit 4.

How does the production life in our rural area function?

Outline: Agriculture and fishery have been our most important industry; our culture owes much to them, also. It is therefore necessary for students in the city areas to know how the production is done in the rural areas, and for the students in rural areas, the information will provide them an opportunity to reflect upon, and improve, their daily life.

Examples of activities:

(2). Collect information on the area, population, number of houses, in your community. Calculate the ratio of farming area, farming population, farming family. Compare the figures with that of the other communities.

(4). Find out the ratio of paddy and upland in your community; make a map showing the distribution of the two.

(6). Collect articles on production and consumption of rice in Japan from newspapers and magazines; discuss on the food problems in Japan.

(11). What crops are grown in the fields in the community? Make a list of crops according to season. Discuss on what kinds of crops are desirable for your community in the future.

(14). Observe spinning factories, farm products manufacturing (canning, bottling, dehydrating, pickling, etc.) plants, and ask for various explanation. Discuss on the importance of such installations concerning the economic life of your community.

(15). Save the newspaper clippings concerning sericulture and spinning in our country; after ~~the artic~~ those are accumulated to quite an amount, hold discussions on the importance and future of sericulture and spinning industry in Japan.

(18). What is the geographical features of your community? Draw a map showing the valley, highland, hills, and mountains.

(22). How deep are the wells in the lower parts of your community? What is the depth from the ground level to the water? Does the depth of the water differ in each well? Does it differ in accordance with weather? Does the wells ever dry up? Survey the same things in the valley and on the highland. Survey and discuss the structure of the wells and the quality of the water from sanitary standpoint.

(27). What kind of earth is the highland composed of? How is its surface utilized? Are there any prosperous community on it? Survey and report how they get water?

(32). Are there any of your community people going out to other places in certain seasons to earn living? If so, why is that necessary? Survey and report the season, number of people, where they go, and what they engage in.

(33). What kind of trees are there in the mountain in your community? How do the forestry function? About how many people engage in it? Is forestry their vocation or avocation?

(40). What is the geographic feature of the coast in your community? What do people live on in the coast-line area? Is there any village which fishery is its main occupation? Survey and report the ratio of fishing families and farming families.

(44). Survey how the methods of fishing in community has changed from the old days. Also, discuss on how it should be improved in the future.

(51). Line out and discuss the merits and demerits of coast life.

(55). Which is greater in number in your community, one story houses or two story houses. What difference in structure can you see in the old houses and newly built houses? Sketch some of the typical ones.

(63). In your community, from what time in the morning to what time in the afternoon do the farmers work? What has the season to do with the change of hours? Make a chart showing the difference of working hours according to months.

(72). Is there anything which needs improvement in clothing, food, house, sanitary condition, and others in your community? Survey and report.

(75). Have a person from the village office come to your school and give a talk on the present condition and future plans of your community.

(78). What is the Minister of Agriculture and Forestry, prefecture office, town or village office doing to improve the living condition of the farmers and fishermen. Survey what the Government has done to increase production.

(79). What are the Agricultural Association and the Water Products Association in your community doing? Survey what benefit people recieve by becoming members? Interview the officials of the Associations, and find out what problems they now confront, and what counter-plan they have for them.

(83). What types of recreation do the people in your community have? Make a list of recreation practised in your community. Discuss how the recreational institutions should be improved.

Unit 5.

How have the cities in our country developed? What problems are there in the present city life?

Outline: Since the Meiji Era, the cities, which up to that time had been consuming centers, have changed their characters into production or commercial areas. Many new cities arouse in the local districts also. However, the production, the industries, are not developing towards the right direction; there are many unreasonable, unnatural elements in city life.

In order to support the great number of population in this small country, we must revitalize our peace industry; the lack of mineral resources thus becomes an other big problem.

D-697

GENERAL HEADQUARTERS
SUPREME COMMANDER FOR THE ALLIED POWERS

VIII II

APO 500
5 April 1946

AG 350 (5 Apr 46)CIE

SUBJECT: Letter of Transmittal

TO :

1. Transmitted herewith is one (1) copy of the English Translation of "Main Points of Civic Education."

2. This pamphlet will be used temporarily by the Japanese secondary school teachers as a guide for the teaching of civics.

/s/ D. R. Nugent
/t/ D. R. NUGENT
Lt. Col., USMC
Acting Chief, C I & E Section

1 Inclosure
1 - "Main Points of Civic Education"

Main Points of Civic Education

Main Points of Civic Education
(For Secondary School Teachers)

1. The Object of civic education.

The object of civic education is to cultivate one's character and to develop his ability and knowledge that are indispensable to make him a good member of the community in which he is leading his domestic, social, national and international life.

2. The idea of civic education.

Originally, morality is a matter of the sense of moral in individual person, but it is also concerned with the way and manner of his existence in society or community. In the old method of school education, the former has been treated chiefly in the course of ethics as a matter of one's mind and spirit, and the latter in the course of civics on the stand-point of giving knowledge about the organization and function of society or community. In the new civic course, however, we intend to unite these two courses into one, on the basis that both of them are concerned with one's conduct or the "existence" in society. The essential idea of the civic course at school is to bring up such a person who is able to acknowledge the significance of his existence in the complicated system of society, in which he is really living, and who is also able to develop his character and the sense of responsibility through his living and practices in the community, and at the same time, to expect to make him such a person as is able to contribute in creating a better form of community.

This is the reason why the old courses of ethics and civics are united into one, renamed the civic education course, and it is also to contain the training course in it as well.

THE PRINCIPLES OF CIVIC EDUCATION

1. Appreciation of Genuine Traditions.

Genuine traditions connected with the way and customs of living in one's country and those concerning the culture and civilization of it is the basis upon which future development of the nation depends. Therefore we must discriminate the genuine tradition from mere conventionalities which should be case away as soon as possible; and we should make the pupils appreciate the former which will affect to a people's pride and which will be able to result a contribution to the world civilization, and thus we should make pupils comprehend the new social-idea according to this spirit.

For instance, as for the Rescript of Education, teachers should make pupils realize the tradition of morality in it, and make every effort to reconstruct it into morals ready to meet with the new time.

2. Understanding Based on the Universal and General Principle

Concerning the problems of morality, laws, politics, and economics, we should make pupils realize the position or characteristics of our country in connection with other nations of the world, and make them understand the general and universal principle so that they may be set free from arbitrary thought and dogmatic opinions and be able to keep right and impartial judgment about such problems.

For instance, when we discuss about modern politics, we should make pupils study that of our country themselves on the general understanding of the various forms of political organization and their operations among the other nations of the world: if we take example in national morality, the stress must be put on the principle of leading morals that prevail much over the world and make pupils know the differences as well as the similarity between ours and those of other nations.

3. Cultivation of Rational and Positive Spirit

By fostering the sense for the scientific and also the rational and positive spirit free from conventionalities, we should try to exercise pupils' reasoning power both in their thinking and conduct, and to rationalize systematically the way of their living etc.

For instance, by whowing how time of labour and rest will affect ~~to the~~ efficiency, or by taking cause and effect of social problems, we may be able to derive a positive conclusion which will be available for the future utilization.

4. Development of Scientific Attitude

We must let pupils realize plainly the scientific standard of our country and get rid of anti-scientific, retrogressive conventions, and at the same time, we must lead them to wipe off the feudalistic, blind self-sacrificing spirit and also the irrational pursuit to the conventions, but make them try to train their skill in technical talent and to make efforts in reconstructing the efficient, bright, scientific way of living.

For instance, in order to spread the right conception of hygiene, superstitions and magics must be rejected entirely.

The brighter and more wholesome life may be expected by those who have had the advantage of this type of education.

5. Encouragement of Positive Activity

In social life, those people are eagerly wanted, who are not moved blindly by orders or regulations imposed upon them but have independent spirit and are willing to cooperate to what they think right. Therefore, pupils should be trained to have deep reflection upon their situations and to have strong sense of responsibility and obligation, to exert themselves positively for the society, esteem other's personality and liberty, and make their effort to develp the spirit of mutual concession, conciliation, and tolerance.

Note on the Practice of Civic Education

1. This draft of the main points of civic education is only a brief systematized arrangement of important problems concerning the civic education, and it does not instruct how these subjects be treated at school nor does it show the time schedule of teaching nor arrangement of pupils' drill and practices: these are charged freely on the discreet judgment and good sense of teachers. Therefore the teachers should devote themselves to subject with ardour to edit textbooks and make up detailed schedules of teaching by themselves.

2. Improvement in the method of teaching will be especially appreciated. Pupils should be led to study, survey, practice, argue voluntarily with much interest and attention, and teachers and pupils should make effort together to inject the fresh and active spirit.

3. In the practice of teaching, teachers should set value on pupils' question, the way of studying, and their argument, and take special care not to give dry, formal answers or knowledge to them, but try to make them understand by themselves after their thinking and consideration about them.

4. There are many adequate materials for teaching in everyday newspapers, radio information, magazines and motion pictures. With proper judgement, make such use of these sources and make pupils take interest in the social problems and widen their knowledge and deepen their thought about them.

5. It is also necessary to arrange the materials in accordance with pupils' intellectual and physical development.

6. As for the choice of the materials for the civic course, teachers should think much of other courses and should communicate closely with the teachers who are in charge of the ~~xxx~~ other courses and should try to make the civic course more effective and interesting.

7. Teachers should intend to realize the socialization of the civic education in order to bring up and develop the public morality and civilians' character through the social life both within and out of school. As for the practical guidance of it, the management of class life and school life as well should be deliberately carried out and above all through positive, active undertaking about the school-mates association, activities after the regular lessons and other school enterprises, to cultivate the wholesome icivic character is of much importance.