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## 大村はま「国語科単元学習」における「観点の設定のカリキュラム」を再検討する

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# Reexamining Viewpoint-setting Curriculum of OHMURA Hama's “Tangen Gakusyu”:

Applying Max Weber's method, are there “unintentional curriculum”?

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Ohmura Hama is one of the most notable Japanese teachers in Japan. There are various studies and evaluations of and about her. In these, the method of study I think I should focus on is Max Weber's method. He proposed understanding a person by comparing between one's purposes and actions; he called that connections “*Idealtypus*”.

The reason why I took notice of Weber's method is that it is well matched for studying her. She had rational leanings in education, so it can be said her actions are easy to understand for everyone. For example, she thought children each had different capacities, so she gave them each different task. Furthermore, she never used the same task twice, because she liked to display her development as a teacher. As you see, she is quite rational and simple, so I think we can construct a clear “*Idealtypus*” about her. In fact, some studies about her using Weber's method have even been announced recently.

However, there is a paper which may disprove the hypothesis that her actions are easy to explain. It called “Viewpoint-setting Curriculum of Japanese Class by Hama

Ohmura: Focus on a unit “*Letters from freshmen*”” written by KAI Iori. He said he found that the curriculum letting children study independently is better for in children's experience of learning. If his assertion is true, her achievement has nothing to do with what she intended and that hypothesis was mistaken.

Therefore I reexamined Kai's opinion. What I confirmed was whether her curriculum had been intended and whether children could study independently. As a result of my review, “unintentional curriculum” was proved not to exist. She had not intended to let children study independently, and children could not have studied independently.

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## Key words

Ohmura Hama, “Tangen Gakusyu”, viewpoint, Max Weber, “*Idealtypus*”

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